UNIVERSITY OF BANJA LUKA
FACULTY OF PHILOLOGY

MASTER'S STUDIES

Study programme(s)	English Language and Literature

Course title	Cognitive Linguistics			
Code	**Status**	**Semester**	**Contact hours per week**	**ECTS credits**
KL	Elective	1st	2+2	5
Lecturer(s)	Assist. Prof. Emir Muhić, Ph.D.			

Eligibility requirements
N/A
Course objectives
Introduction to the core tenets, constructs and areas of application of cognitive linguistics in text and discourse analysis. Creating favourable conditions for students to develop their capacity for independent research and apply previously acquired fundamentals of cognitive linguistics.
Learning outcomes
On completing the course, students will have acquired the knowledge of the key tenets of cognitive linguistics and learned about the prospects of application of the tools of cognitive linguistics for text and discourse analysis, with a focus on samples of text and discourse in English. The course allows a combined approach to text and discourse analysis that draws on cognitive linguistics and critical deconstruction. The focus of the course is on the conceptual metaphor theory and critical metaphor theory. Students acquire the ability to independently prepare and give a presentation on a selected topic in cognitive linguistics, and also to design and conduct a research project at the end of the semester based on the theory previously presented to them in lectures and discussion sessions.
Course topics
Language and cognitive linguistics. The place of cognitive linguistics within the broader disciplines of linguistic and cognitive linguistic studies. Language and categorisation. Prototypes. Language categories – structure and organisation. Polysemy. Meaning and conceptualisation. Meaning, knowledge and experience. Cognitive structures and semiosis processes. Conceptual mapping. Metaphor and metonymy. Meaning from the perspective of embodiment perception. Image schemas. Language and space from a conceptual perspective. The notion of conceptualiser and its role in semiosis. Structuring and presenting ideational content in language. Conceptual metaphor. Conceptual metonymy. Conceptual amalgams. Concatenation of syntax and lexicon. Construction grammar. Research methods in cognitive linguistics. Areas of application of cognitive linguistics.
Teaching methods and strategies
1. Lectures, discussion sessions and office hours.   2. Presentation and discussion.   3. Mid-term test.   4. Independent research – final paper.

Course reading list

1. Croft, William and D. Alan Cruse. (2004). *Cognitive Linguistics*. Cambridge: Cambridge University Press.
2. Evans, Vyvyan. (2007). *A Glossary of Cognitive Linguistics.* Edinburgh: Edinburgh University Press.
3. Evans, Vyvyan, Benjamin Bergen and Jörg Zinken (eds). (2007). *The Cognitive Linguistics Reader,* London: Equinox.
4. Evans, Vyvyan and Melanie Green. (2006). *Cognitive Linguistics*. *An Introduction.* Edinburgh: Edinburgh University Press.
5. Geeraerts, Dirk (ed.). (2006). *Cognitive Linguistics: Basic Readings.* Berlin: Mouton de Gruyter. Geeraerts, D. and H. Cuyckens (eds.). (2007). *The Oxford Handbook of Cognitive Linguistics.* Oxford: Oxford University Press.
6. Kövecses, Zoltán. (2010). *Metaphor – A Practical Introduction,* 2nd edition. Oxford: Oxford University Press.
7. Taylor, John. (2002). *Cognitive Grammar.* Oxford: Oxford University Press.
8. Klikovac, Duška. (2004). *Metafore u jeziku i mišljenju.* Beograd: XX vek.
9. Lakoff, George. (1987). *Women, Fire and Dangerous Things*. *What Categories Reveal about the Mind.* Chicago: University of Chicago Press.
10. Lakoff, George and Mark Johnson. (2003). *Metaphors We Live By*. 2nd edition. Chicago: University of Chicago Press.
11. Langacker, Ronald. (1987). *Foundations of Cognitive Grammar. Volume One: Theoretical Prerequisites*. Stanford, CA: Stanford University Press.
12. Rasulić, Katarina. (2004). *Jezik i prostorno iskustvo.* Beograd: Filološki fakultet
13. Talmy, Leonard. (2000). *Toward a Cognitive Semantics.* Cambridge, MA: MIT Press.
14. Taylor, John. (2003). *Linguistic Categorization,* 3rd edition. Oxford: Oxford University Press.

Assessment and marking

Preparation and giving of presentation	30%
Test – assessment of course content acquisition	30%
Independently written final paper	40%

Special course designation

KL

Syllabus information provided by: Assist. Prof. Emir Muhić, Ph.D.