

**Postgraduate Program**

**2023 - 2024**

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| Semester One | PhD / Linguistics |
| Course Title: | Cognitive Semantics |
| Lecturer | Asst. Prof. Dr. Lanja Abdul Razzaq Dabbagh |
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| Course Coordinator |  |
| Email |  |
| Office Hours | Book appointment by email |

Course Description/Overview:

The purpose of this course is to introduce PhD students to major theoretical frameworks and current issues in Cognitive Semantics to demonstrate the relevance and usefulness of stylistics studies to the field of linguistics. It is an introductory course in cognitive linguistics and particularly cognitive semantics that would cover some of the important aspects of language and cognition, showing their relationships, and providing an understanding of how cognitive linguistics brings together various disciplines. Cognitive linguistics, however, is a very broad and diverse field and keeping the syllabus to manageable course duration has involved a fairly firm selection of topics. The emphasis will be on the important aspects of different cognitive approaches to semantics, using pertinent source material from cognition, psychology, philosophy, logic, linguistics, semantics, and sociology. The various approaches and their limitations are going to be outlined.

Course Objectives:

The course is designed to prepare PhD students for success in cognitive linguistics, especially cognitive semantics, and to provide a helpful overview of the subject. An important aim of the course is to give the PhD students access to some of the central ideas in the field and introduce them to some of its most important writers. It is also hoped here that the students will, by the end of the course, be able to gain a feeling for what doing cognitive linguistics is like and some background information to proceed to more advanced and specialized material in the primary literature.

Learning Outcomes:

Cognitive Semantics is designed to provide advanced training and research opportunities for scholars interested in the study of language, linguistics, cognitive linguistics, and semantics. This interdisciplinary program combines insights from linguistics, literary studies, rhetoric, and cognitive theory to analyse how language is used to convey meaning, persuade, and construct identity in different contexts. Students will engage in rigorous research, critical analysis, and innovative scholarship to contribute to the field's ongoing evolution.

Course Outline:

* Week 1 Introduction and guidance
* Week 2 The Cognitive Linguistics Enterprise (Evans and Green pp.3-22)
* Week 3 The Nature of Cognitive Linguistics (Evans and Green pp. 27-50)
* Week 4 Cognitive Semantics (Evans and Green pp. 150-172)
* Week 5 An Overview of LCCM theory (Evans, article)
* Week 6 Meaning, thought, and reality (Saeed pp. 23-47)
* Week 7: Midterm Exam 20%
* Week 8 Communicative Goals and Means (Talmy pp. 337-371)
* Week 9 Metaphor (Saeed pp. 358- 365)
* Week 10 Image Schemas (Oakley, article)
* Week 11 Mental Spaces (Saeed pp 377-388)
* Week 12 Prototype Theory in Cognitive Linguistics (Aberra, artcle)
* Week 13 Conceptual Engineering (Allwood and Gardenfors pp. 153-173)
* Week 14 A Cognitive Framework for Narrative Structure (Talmy pp 417-)

Methods of Teaching:

* With the presentation and discussion of each lecture, students will have the opportunity to learn about different methods for the analysis of discourse using the different theoretical perspectives and methodologies. In doing such analyses of written and spoken language, you will try to make arguments for interpretations of the language analyzed using the appropriate terminology and methods to allow the data to support the argument. This is done by the students through their assigned presentations.
* Students are asked to take a mid- course exam at week 7. The exam will cover whatever studied, presented, and discussed during the previous lectures.
* Term papers are required during this course. Each student should pick a topic from the recommended sources. These papers will be discussed, graded, and included in the final exam.

Student's obligation:

* 1. Students are expected to attend all classes and to arrive on time so that classes may begin promptly. Announcements will be made at the beginning and end of classes regarding the assigned readings and the expectations for exams and assignments.
* 2. Students are expected to have read all assigned readings before class. Because many students will be learning about a new field of study in this class, some of the materials and concepts may seem complex. In such cases, students should read assigned readings and go over the lecture notes multiple times.
* 3. Students will be responsible for all materials covered in the assigned readings and lectures.
* 4. Academic dishonesty in all forms violates the basic principles of integrity and thus impedes learning. More specifically, academic dishonesty is a form of misconduct that is subject to disciplinary action and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty, and plagiarism.

Assessment Scheme:

Students are evaluated through presentation, term paper, and final exam to several criteria listed below:

1. 15% for presentations and discussions

3. 15% for term paper

4. 20% for the midterm exam

4. 50% for the final exam

Reading List:

Allwood, J. and Gardenfors, P. (1999). Cognitive Semantics: Meaning and Cognition. Gohn Benjamins Publishing Company, Amsterdam? Philadelphia.

• Croft, W., & Cruse, D. A. (2004). Cognitive linguistics. Cambridge: CambridgeUniversity Press.

• Danaher, D. S. (2011). An introduction to cognitive grammar (Published as ‘Úvod do kognitivní gramatiky’). In L. S. Římalová (Ed.), Čítanka textů z kognitivní lingvistiky II (pp. 89-103).

Evans, V. and Green, M. (2006) Cognitive Lingustics: An Introduction. Edinburgh University Press.

Prague: Charles University-Faculty of Arts. Retrieved from http://www.cokdybysme.net/pdfs/cgenglish.pdf.

• Geeraerts, D., & Cuyckens, H. (Eds.). The Oxford handbook of cognitive linguistics. New York, NY: Oxford University Press.

Lakoff, G. and Johnson, M. (1980). Metaphors We Live By. The University of Chicago Press. Chicago and London.

•  Langacker, R. W. (1986). An introduction to cognitive grammar. Cognitive Science, 10(1), 1-40.

•  Langacker, R. W. (2008). Cognitive grammar: A basic introduction. New York, NY: Oxford University Press.

•  Langacker, Ronald W. (2009). Investigations in cognitive grammar. Berlin · New York: Mouton de Gruyter.

•  Radden, G., & Dirven, R. (2007). Cognitive English grammar. Amsterdam/Philadelphia: John Benjamins Publishing Company.

•  Saeed, J. (2003). Semantics. (2nd ed.). Malden, MA: Blackwell Publishing Ltd.

•  Talmy, L. (2000a). Toward a cognitive semantics (Vol. 1): Concept structuring system. Cambridge, MA: MIT Press.

•  Talmy, L. (2000b). Toward a cognitive semantics (Vol. 2): Typology and process in concept structuring. Cambridge, MA: MIT Press.

Talmy, L. Ten Lectures on Cognitive Semantics. Bril, Leiden? Boston.

Some relevant web sites:

Reviewed by: