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Course Information	
Course Title:	Cognitive Linguistics
Program:	M.A.
Course Units:	2
Total Sessions/Hours:	16/32
Sources:	1. Cognitive Linguistics: An Introduction (Evans & Green, 2006)
Exams:	1. Midterm Exam: Chapters 1-6 2. Final Exam: Chapters 7-12

Course Plan			
Sessions	Chapter	Topic	Objectives
1	1	Language	**Part I Overview of the Cognitive Linguistics Enterprise** Introduction **1 What does it mean to know a language?** 1.1 What is language for? 1.1.1 The symbolic function of language 1.1.2 The interactive function of language 1.2 The systematic structure of language 1.2.1 Evidence for a system 1.2.2 The systematic structure of thought 1.3 What do linguists do? 1.3.1 What? 1.3.2 Why? 1.3.3 How? 1.3.4 Speaker intuitions 1.3.5 Converging evidence 1.4 What it means to know a language
2	2	The nature of cognitive linguistics	**2 The nature of cognitive linguistics: assumptions and commitments** 2.1 Two key commitments 2.1.1 The 'Generalisation Commitment' 2.1.2 The 'Cognitive Commitment' 2.2 The embodied mind 2.2.1 Embodied experience 2.2.2 Embodied cognition 2.2.3 Experiential realism 2.3 Cognitive semantics and cognitive approaches to grammar
3	3		**3 Universals and variation in language, thought and experience** 3.1 Universals in thought and language 3.1.1 Typological universals

			3.1.2 Universals in formal linguistics
			3.1.3 Universals in cognitive linguistics
			3.2 Cross-linguistic patterns in semantic systems
			  3.2.1 Patterns in the conceptualisation of space
			  3.2.2 Patterns in the conceptualisation of time

4	**3**		**3 Universals and variation in language, thought and experience**
			3.3 Cross-linguistic variation in semantic systems
			  3.3.1 Variation in the conceptualisation of space
			  3.3.2 Variation in the conceptualisation of time
			3.4 Linguistic relativity and cognitive linguistics
			  3.4.1 Whorf and the Linguistic Relativity Principle
			  3.4.2 Language as a shaper of thought
			  3.4.3 The cognitive linguistics position

5	**4**	Language in use	**4 Language in use: knowledge of language, language change and language acquisition**
			4.1 Language in use
			  4.1.1 A usage event
			  4.1.2 The relationship between usage and linguistic structure
			  4.1.3 Comprehension and production
			  4.1.4 Context
			  4.1.5 Frequency
			4.2 Cognitive Grammar
			  4.2.1 Abstraction, schematisation and language use
			  4.2.2 Schemas and their instantiations
			  4.2.3 Partial sanction
			  4.2.4 The non-reductive nature of schemas
			  4.2.5 Frequency in schema formation

6	**4**	Language in use	**4 Language in use: knowledge of language, language change and language acquisition**
			4.3 A usage-based approach to language change
			  4.3.1 Historical linguistics and language change
			  4.3.2 The Utterance Selection Theory of language change
			  4.3.3 The Generalised Theory of Selection and the Theory of Utterance Selection
			  4.3.4 Causal mechanisms for language change
			4.4 The usage-based approach to language acquisition
			  4.4.1 Empirical findings in language acquisition
			  4.4.2 The cognitive view: socio-cognitive mechanisms in language acquisition
			  4.4.3 Comparing the generative view of language acquisition

7	**5**	**Cognitive Semantics**	**Part II Cognitive Semantics**
			Introduction
			  5 What is cognitive semantics?
			   5.1 Guiding principles
			     5.1.1 Conceptual structure is embodied
			     5.1.2 Semantic structure is conceptual structure
			     5.1.3 Meaning representation is encyclopaedic
			     5.1.4 Meaning construction is conceptualisation
			   5.2 Phenomena investigated within cognitive semantics
			     5.2.1 The bodily basis of meaning
			     5.2.2 Conceptual structure
			     5.2.3 Encyclopaedic semantics
			     5.2.4 Mappings
			     5.2.5 Categorisation
			     5.2.6 Word meaning and polysemy
			   5.3 Methodology
			   5.4 Some comparisons with formal approaches to semantics

8	**6**	**Embodiment and conceptual structure**	**6 Embodiment and conceptual structure**
			   6.1 Image schemas
			     6.1.1 What is an image schema?
			     6.1.2 Properties of image schemas
			     6.1.3 Image schemas and linguistic meaning
			     6.1.4 A provisional list of image schemas
			     6.1.5 Image schemas and abstract thought
			   6.2 Conceptual structure
			     6.2.1 Semantic structure
			     6.2.2 Schematic systems

9	**1-6**	**Midterm Exam**	**Chapters 1-6**

10	**7**	**The encyclopaedic view of meaning**	**7 The encyclopaedic view of meaning**
			   7.1 Dictionaries versus encylopaedias
			     7.1.1 The dictionary view
			     7.1.2 Problems with the dictionary view
			     7.1.3 Word meaning versus sentence meaning
			     7.1.4 The encyclopaedic view
			   7.2 Frame semantics
			     7.2.1 What is a semantic frame?
			     7.2.2 Frames in cognitive psychology
			     7.2.3 The Commercial Event frame
			     7.2.4 Speech event frames
			     7.2.5 Consequences of adopting a frame-based model
			   7.3 The theory of domains
			     7.3.1 What is a domain?
			     7.3.2 Basic, image-schematic and abstract domains
			     7.3.3 Other characteristics of domains
			     7.3.4 Profile/base organisation
			     7.3.5 Active zones
			   7.4 The perceptual basis of knowledge representation

11	**8**	Categorisation and idealised cognitive models	**8 Categorisation and idealised cognitive models**
			8.1 Categorisation and cognitive semantics
			  8.1.1 The classical theory
			  8.1.2 The definitional problem
			  8.1.3 The problem of conceptual fuzziness
			  8.1.4 The problem of prototypicality
			  8.1.5 Further problems
			8.2 Prototype theory
			  8.2.1 Principles of categorisation
			  8.2.2 The categorisation system
			  8.2.3 The vertical dimension
			  8.2.4 The horizontal dimension
			  8.2.5 Problems with prototype theory
			8.3 The theory of idealised cognitive models
			  8.3.1 Sources of typicality effects
			  8.3.2 Radial categories as a further source of typicality effects
			  8.3.3 Addressing the problems with prototype theory
			8.4 The structure of ICMs

12	**9**	Metaphor and metonymy	**9 Metaphor and metonymy**
			9.1 Literal versus figurative language
			  9.1.1 Literal and figurative language as complex concepts
			  9.1.2 Can the distinction be maintained?
			9.2 What is metaphor?
			9.3 Conceptual Metaphor Theory
			  9.3.1 The unidirectionality of metaphor
			  9.3.2 Motivation for target and source
			  9.3.3 Metaphorical entailments
			  9.3.4 Metaphor systems
			  9.3.5 Metaphors and image schemas
			  9.3.6 Invariance
			  9.3.7 The conceptual nature of metaphor
			  9.3.8 Hiding and highlighting
			9.4 Primary Metaphor Theory
			  9.4.1 Primary and compound metaphors
			  9.4.2 Experiential correlation
			  9.4.3 Motivating primary metaphors
			  9.4.4 Distinguishing primary and compound metaphors
			9.5 What is metonymy?
			9.6 Conceptual metonymy
			  9.6.1 Metonymy as an access mechanism
			  9.6.2 Metonymy-producing relationships
			  9.6.3 Vehicles for metonymy
			9.7 Metaphor-metonymy interaction

13	**10**	Word meaning and radial categories	**10 Word meaning and radial categories**
			10.1 Polysemy as a conceptual phenomenon
			10.2 Words as radial categories
			10.3 The full-specification approach
			  10.3.1 Image schema transformations
			  10.3.2 Metaphorical extensions
			10.4 Problems with the full-specification approach
			10.5 The Principled Polysemy approach
			  10.5.1 Distinguishing between senses
			  10.5.2 Establishing the prototypical sense
			  10.5.3 Illustration of a radial category based on Principled Polysemy
			  10.5.4 Beyond prepositions
			10.6 The importance of context for polysemy
			  10.6.1 Usage context: subsenses
			  10.6.2 Sentential context: facets
			  10.6.3 Knowledge context: ways of seeing

14	**11**	Meaning construction and mental spaces	**11 Meaning construction and mental spaces**
			11.1 Sentence meaning in formal semantics
			11.2 Meaning construction in cognitive semantics
			11.3 Towards a cognitive theory of meaning construction
			11.4 The architecture of mental space construction
			  11.4.1 Space builders
			  11.4.2 Elements
			  11.4.3 Properties and relations
			  11.4.4 Mental space lattices
			  11.4.5 Counterparts and connectors
			  11.4.6 The Access Principle
			  11.4.7 Roles and values
			11.5 An illustration of mental space construction
			11.6 The dynamic nature of meaning construction
			  11.6.1 Tense and aspect in English
			  11.6.2 The tense-aspect system in Mental Spaces Theory
			  11.6.3 Epistemic distance

15	**12**	Conceptual blending(1)	**12 Conceptual blending**
			12.1 The origins of Blending Theory
			12.2 Towards a theory of conceptual integration
			12.3 The nature of blending
			  12.3.1 The elements of conceptual blending
			  12.3.2 Further linguistic examples
			  12.3.3 Non-linguistic examples
			12.4 Vital relations and compressions
			  12.4.1 Vital relations
			  12.4.2 A taxonomy of vital relations and their compressions
			  12.4.3 Disintegration and decompression

| 16 | 12 | Conceptual blending(2) | **12 Conceptual blending**
12.5 A taxonomy of integration networks
  12.5.1 Simplex networks
  12.5.2 Mirror networks
  12.5.3 Single-scope networks
  12.5.4 Double-scope networks
12.6 Multiple blending
12.7 Constraining Blending Theory
12.8 Comparing Blending Theory with Conceptual Metaphor Theory
  12.8.1 Contrasts
  12.8.2 When is a metaphor not a blend?
  12.8.3 What Blending Theory adds to Conceptual Metaphor Theory |