SYLLABUS

1. Course title:

TRENDS IN COGNITIVE LINGUISTICS

2. Code:

3. Cycle of study:

3

4. ECTS credits:

7

5. Type of course:

○ Mandatory ◉ Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 2

9. Weekly contact hours:

9.1. Lectures:	3
9.2. Seminars:	0
9.3. Laboratory/Practice classes:	0

10. Faculty:

Faculty of Humanities and Social Sciences

11. Department/study program:

Linguistics

12. Lecturer:

13. Lecturer's e-mail:

14. Web site:

15. Course aims:

The course aims are the following: introducing fundamental ideas, concepts and terminology of cognitive linguistics; preparing the candidates for conducting research in the field of cognitive linguistics, with a focus on conceptual metaphor theory, conceptual integration theory and cognitive grammar.

16. Learning outcomes:

At the end of the semester, successful students who continuously performed their tasks will be able to:
- properly interpret the terms in the field of cognitive linguistics
- identify, recognize, and analyze conceputal metaphor and metonymy, conceptual integration and categories in cognitive linguistics
- solve research tasks in the fields of cognitive linguistics
- understand relevant recent literature in this field
- do research projects in this field

17. Course content:

1.Introduction in Cognitive Linguistics
2. Classical and Cognitive Conceptual Metaphor Theory
3. Conceptual Metonymy
4. Metaphor Identification Procedures
5. Metaphor in Discourse: Metaphor in Literature, Metaphor in Politics
6. Metaphor in Science and Education, Metaphor in Advertising
7. Multimodal Metaphor
8. Mental Spaces and Conceptual Integration Theory
9. Conceptual Integration Theory in Linguistic Research
10. Conceptual Integration Theory in Phraseology
11. Conceptual Integration Theory in Discourse Analysis and Pragmatics
12. Cognitive Grammar: Cognitive Operations in Language and Thought
13. Things: Nouns and Noun Phrases
14. Situations as Temporal Units: Aspect, Tense and Modality
15. Event Schema: Sentence Structure

18. Learning methods:

Classes are held in English using various multimedia teaching aids, active study and active participation of students (exclusively in English) and individual work.

19. Assessment methods:

The final exam consists of written and oral part.
The written exam is a research paper.
Oral exam is a presentation of the research paper and discussion on issues and concepts included in the paper.

20. Assessment components:

The final grade is formed as a sum of the total number of pre-exam points and the final exam. Pre-exam points amount to a maximum of 60 points whereas the final exam carries 40 points. Pre-exam points include attendance and active in-class participation, 20 points, a research paper, 40 points.
The minimum number of points required to pass an exam is 54:
Points
54-63=6 (six)
64-73=7 (seven)
74-83=8 (eight)
84-93=9 (nine)
94-100=10 (ten)
with 6 being the lowest and 10 being the highest grade.

21. Required reading list:

• Gibbs, Raymon• Gibbs, Raymond Jr. W., ed. (2008). The Cambridge Handbook of Metaphor and Thought. New York: Cambridge University Press.
• Kövecses, Zoltán (2005). Metaphor in Culture. Universality and Variation. New York: Cambridge University Press.
• Lakoff, George, Mark Johnson (1999). Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Thought. New York: Basic Books. • Stanojević, Mateusz_Milan, ur. (2014). Metafore koje istražujemo: suvremeni uvidi u konceptualnu metaforu. Srednja Europa. • Berberović, Sanja, Nihada Delibegović Džanić (2015). Politički humor i javni diskurs: Kognitivno-lingvistička analiza. Tuzla: OffSet.
Fauconnier, Gilles (2005). Compression and Emergent Structure, Language and Linguistics 6.4. 523- 538.
Fauconnier, Gilles (1994). Mental Spaces. New York: Cambridge University Press.
Langacker, R. W. (1987). Foundations of Cognitive Grammar. 2 vols. Stanford: Stanford University Press.
Taylor, J. R. (2002). Cognitive Grammar. (Oxford Textbooks in Linguistics). Oxford: Oxford U

22. Web sources:

23. Applicable starting from the academic year:

2019/20

24. Adopted in the Faculty/Academy session: