



IDENTIFYING DATA

Cognition and Cognitive Processes in English

Subject	Cognition and Cognitive Processes in English			
Code	V01M121V01203			
Study programme	Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	3	Optional	1st	2nd
Teaching language	English			
Department				
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Lecturers	Tizón Couto, David			
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General description	This course constitutes an introduction to the cognitive and psychological processes involved in the use and processing of language. The main goal is to review how the human mind stores and uses language on-line. The course seeks to provide students with basic knowledge about the cognitive and psychological realities of language and of the way in which the mind makes use (or not) of grammatical knowledge in everyday language use.			

Training and Learning Results

Code	
A1	(*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación.
A2	(*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.
A3	(*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
A4	(*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades.
A5	(*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo.
B1	
B4	--
B5	--
B6	--
B7	--
B8	--
B9	--
B10	--
C1	(*)Capacidade para utilizar unha terminoloxía lingüística rigorosa así como unha notación adecuada.
C2	(*)Coñecemento dos principais modelos de investigación lingüística.
C3	(*)Coñecemento dos principais recursos e ferramentas de investigación lingüística.
C6	(*)Habilidades para o uso de ferramentas e recursos de investigación aplicados mediante a análise de variables macro e micro-sociolingüísticas.
C7	(*)Capacidade de usar dicionarios (en especial o Oxford English Dictionary), corpus informatizados e ferramentas de procura necesarias para a súa utilización efectiva

C8	(*)Coñecemento dos estudos de cognición e procesamento dentro da investigación na lingüística inglesa.
D1	(*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo
D2	(*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses.
D3	(*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses.
D4	(*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables.
D5	(*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral.
D7	(*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida.
D8	(*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses.
D9	(*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias.
D11	(*)Capacidade para traballar en equipo, cooperativo e compartido, fomentando a tolerancia e a aprendizaxe colaborativo.
D14	(*)Habilidades de consolidación e desenvolvemento da competencia lingüística (nivel C2) no uso falado e escrito da lingua inglesa.
D15	(*)Desenvolvemento da capacidade comunicativa no ámbito académico.
D16	(*)Capacidade crítica e de síntese do estudante mediante a lectura e revisión de artigos especializados.
D17	(*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses.
D18	(*)Capacidade para obter información sobre a investigación máis recente que se está levando a cabo dentro do ámbito dos Estudos Ingleses, tanto en lingüística como en literatura e cultura.
D19	(*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses.
D20	(*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Expected results from this subject

Expected results from this subject	Training and Learning Results
Understanding and explaining the link between general cognitive processes and language use to formulate hypotheses on the basis of (a) previous theories and (b) specific case studies.	A1
	A2
	A3
	A4
	A5
	B1
	B4
	B5
	B6
	B7
	B8
	B9
	B10
	C1
	C8
	D1
	D2
	D3
	D4
	D5
	D7
	D8
	D9
	D17
	D18
	D19
	D20

Developing small-scale research on issues connected to Cognitive Linguistics, Psycholinguistics, and language processing: search for methodological sources, critical analysis of previous studies, developing a hypothesis, etc.	A1
	A2
	A3
	A4
	A5
	B1
	B4
	B5
	B6
	B7
	B8
	B9
	B10
	C1
	C8
	D2
	D3
	D4
	D5
	D7
	D8
	D9
	D17
	D18
	D19
	D20

Stimulate and exercise the capacity of autonomous work and team work of the students.	A1
	A2
	A3
	A4
	A5
	B1
	B4
	B5
	B6
	B7
	B8
	B9
	B10
	C1
	C2
	C3
	C6
	C7
	C8
	D1
	D2
	D3
	D4
	D5
	D7
	D8
	D9
	D11
	D14
	D15
	D16
	D17
	D18

Contents

Topic

1. Introduction	1.1. Intro to Cognitive Linguistics
	1.2. Intro to Psycholinguistics

2. Concepts and meaning	2.1. Categories and prototypes 2.2. Metaphor and metonymy 2.3. Figure and ground 2.4. Dynamic construal 2.5. Linguistic and mental mappings
3. Speech and communication	3.1. Mental lexicon / lexical access 3.2. Speech perception 3.3. Entrenchment and chunking 3.4. On-line syntax
4. Modelling and applying Cognitive Linguistics	4.1. Usage-based grammar 4.2. Construction grammar [4.3. Implications for language teaching]

Planning

	Class hours	Hours outside the classroom	Total hours
Problem solving	6	40	46
Lecturing	8	0	8
Essay	0	21	21

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Problem solving	Development and resolution of practical questions with respect to the linguistic analysis provided by the theoretical models discussed.
Lecturing	Introduction to the theoretical models of Cognitive Linguistics, Psycholinguistics and language processing of English, with an emphasis on practical aspects and the analysis of cases.

Personalized assistance

Tests Description

Essay Personalized assistance is understood as support provided in the classroom and during tutoring hours, as well as support provided via the e-learning platform. Among the objectives of personalized attention are the general orientation on the subject, the promotion of learning strategies, offering indications on specific assignments and exercises, analyzing the results obtained in tests already taken or advice on how to pass the course. It is recommended that students inform in advance of their intention to attend a tutoring session. The time and day must be agreed upon by e-mail.

Assessment

	Description	Qualification	Training and Learning Results			
Problem solving	- Activities requested during the course: 60% - Writing/Oral skills, structuring and presentation of the activities: 20%	40	A1	B1	C1	D2
			A2	B4	C8	D3
			A3	B5		D4
			A4	B6		D5
				B7		D7
				B8		D8
				B9		D9
				B10		D17
						D18
						D19
Lecturing	Active participation in the sessions (attendance is mandatory)	20	A1	B1	C1	D1
			A2	B4	C8	D2
			A3	B5		D3
			A4	B6		D4
			A5	B7		D5
				B8		D7
				B9		D8
				B10		D9
						D17
						D18
						D19
						D20

Essay	Extended essay that (a) presents a topic which is directly related to the course in a didactic tone and (b) synthesizes at least three external academic sources.	40	A1	B1	C1	D2
			A2	B4	C8	D3
			A3	B5		D4
			A4	B6		D5
			A5	B7		D8
				B8		D9
				B9		D11
				B10		D17
						D18
						D19
						D20

Other comments on the Evaluation

The grading system described above requires regular attendance and participation in the teaching sessions. Students who cannot attend in-person sessions, as well as those in the second call, will be assessed exclusively by means of a final theoretical-practical test. The characteristics (in-person or online) and the date of this test will be previously agreed with the instructor.

Sources of information

Basic Bibliography

Auer, Peter, **On-line syntax: Thoughts on the temporality of spoken language**, Language Sciences 31. 1-13, 2009

Aitchison, Jean, **The articulate mammal**, Routledge, 2011

Aitchison, Jean, **Words in the mind**, 4, Wiley-Blackwell, 2012

Croft, William & Alan D. Cruse, **Cognitive linguistics**, 1, Cambridge University Press, 2004

Dabrowska, Ewa & Dagmar Divjak, **Handbook of cognitive linguistics**, 1, DeGruyter, 2015

Dancygier, Barbara, **The Cambridge handbook of cognitive linguistics**, 1, Cambridge University Press, 2017

Evans, Vyvyan, **Cognitive linguistics: a complete guide**, 2, Edinburgh University Press, 2019

Goldberg, Adele, **Constructions: A new theoretical approach to language.**, Trends in Cognitive Sciences 7(4). 219-224., 2003

Kristiansen, Gitte, Michel Achard, René Dirven & Francisco J. Ruiz de Mendoza Ibáñez, **Cognitive linguistics: Current applications and future perspectives**, 1, DeGruyter, 2006

Levelt, Willem, **Spoken word production: A theory of lexical access**, PNAS 98 (23) 13464-13471, 2001

Ungerer, Friedrich & Hans-Jörg Schmid, **An Introduction to cognitive linguistics**, 2, Routledge, 2006

Complementary Bibliography

Field, John, **Psycholinguistics: a resource book for students**, 1, Routledge, 2004

Geeraerts, Dirk, **Cognitive linguistics: basic readings**, 1, Mouton De Gruyter, 2006

Geeraerts, Dirk and Hubert Cuyckens eds, **The Oxford handbook of cognitive linguistics**, 1, Oxford University Press, 2007

Hawkins, John A., **Efficiency and complexity in grammars**, 1, Oxford University Press, 2004

Hilpert, Martin, **Construction grammar and its application to English**, 2nd, Edinburgh University Press, 2019

Hoffmann, Thomas & Graeme Trousdale, **The Oxford handbook of construction grammar**, 1, Oxford University Press, 2013

Recommendations

Other comments

- The course will be delivered in English.
- Attendance is compulsory.
- Students are expected to complete all assignments and readings suggested by the lecturer, and to come to the sessions prepared to discuss them.
- Students must visit the eLearning platform (Moovi) for the course regularly.
- Students are expected to check their university email on a regular basis: announcements and last-minute changes will be notified via the 'announcements' section in Moovi.
- Academic misconduct (including cheating, plagiarism, self-plagiarism, collusion or fabrication of results) will not be tolerated and will be penalised with a fail for the entire course. Pledging lack of awareness about plagiarism will not exempt students from their responsibility.