| FAU FLORIDA ATLANTIC UNIVERSITY | **NEW COURSE PROPOSAL**<br>**Graduate Programs** | UGPC Approval _____<br>UFS Approval _____<br>SCNS Submittal _____<br>Confirmed _____<br>Banner Posted _____<br>Catalog _____ |
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| | **Department** Languages, Linguistics & Comp. Literature<br>**College** Arts and Letters<br>*(To obtain a course number, contact **erudolph@fau.edu**)* | |

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| **Prefix** LIN<br>**Number** 6022 | *(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)*<br>**Lab Code** | **Course Title**<br>Cognitive Linguistics |
| **Credits** *(Review Provost Memorandum)*<br>3<br>**Effective Date** *(TERM & YEAR)*<br>Summer ~~Spring~~ 2017 | **Grading** *(Select One Option)*<br>**Regular** ◉<br>**Sat/UnSat** ○ | **Course Description** *(Syllabus must be attached; see Guidelines)*<br>This course is a graduate introduction to the fundamental concepts and theories of cognitive linguistics. Students will learn key notions in the field, while at the same time gaining an awareness of how these conceptual tools are employed in the analysis of a wide range of linguistic phenomena. |

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| **Prerequisites**<br>Graduate standing | **Corequisites**<br>None | **Registration Controls** *(Major, College, Level)*<br>Level |

***Prerequisites, Corequisites and Registration Controls are enforced for all sections of course***

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| **Minimum qualifications needed to teach course:**<br>Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.) | **List textbook information in syllabus or here**<br>1) An Introduction to Cognitive Linguistics, F. Ungerer & H. J. Schmid. 2nd Ed. Longman, 2006. 2) Metaphors We Live By, G. Lakoff and M. Johnson. 2nd Ed. U of Chicago Press, 2004. |
| **Faculty Contact/Email/Phone**<br>Dr. Martha Mendoza/mmendoza@fau.edu/7-1090 | **List/Attach comments from departments affected by new course** |

| ***Approved by*** | ***Date*** |
|---|---|
| Department Chair | 10-25-2016 |
| College Curriculum Chair | 11/21/16 |
| College Dean | 11/21/16 |
| UGPC Chair | 12-14-2016 |
| Graduate College Dean | 12-14-16 |
| UFS President | |
| Provost | |

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

FLORIDA ATLANTIC UNIVERSITY
LANGUAGES, LINGUISTICS & COMPARATIVE LITERATURE

**LIN 6022, COGNITIVE LINGUISTICS** (3 CREDITS)

**PREREQUISITES:** Graduate standing. Course counts as a seminar in linguistics.

SUMMER 2017, TBA
PROFESSOR: Dr. Martha Mendoza; e-mail: mmendoza@fau.edu; phone: 297-1090
OFFICE: CU 282; OFFICE HOURS: W 2-4 pm; F 2-4 pm

**CATALOG DESCRIPTION:**
This course is a graduate introduction to the fundamental concepts and theories of cognitive linguistics. Students will learn key notions in the field, while at the same time gaining an awareness of how these conceptual tools are employed in the analysis of a wide range of linguistic phenomena.

**GRADE BREAKDOWN:** Written reports 15%; class participation 10%; oral presentations 15%; tests 35%; and final paper 25%.

**REQUIRED TEXTS:** 1) *An Introduction to Cognitive Linguistics*, F. Ungerer & H. J. Schmid. 2nd Ed. Longman, 2006. 2) *Metaphors We Live By,* G. Lakoff and M. Johnson. 2nd Ed. 2004. 3) Additional readings to be distributed via Canvas.
**PLEASE NOTE: In the weekly calendar, Ungerer & Schmid is referred to as U&S; Lakoff & Johnson is referred to as L&J.
**RECOMMENDED TEXTS:** 1) G. Lakoff, *Women, Fire and Dangerous Things*. 1987; 2) Lakoff & M. Turner, More than Cool Reason. 1989; 3) E. C. Trauggot & P. Hopper, *Grammaticalization*. 2nd ed. 2003; 4) W. Croft and D. A. Cruse, *Cognitive Linguistics*, 2004.

**COURSE OBJECTIVES:**
**1. Attendance and Class Participation:** Regular attendance is important for your progress in the class and to be able to actively participate in class discussions. **Class participation is part of the final grade**. You're allowed **2 absences** in the semester without penalty; every absence in excess of the 2 absences allowed will lower your final grade by one-half grade (example: from B+ to B). Therefore, having more than two absences and not participating in class discussions will negatively affect your final grade.

**2. Grades** are assigned on a percentage basis (there is no grading "on the curve") according to the following scale:

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| 94-100% = A | 88-89% = B+ | 78-79% = C+ | 68-69% = D+ | 59% or less = F |
| 90-93% = A- | 84-87% = B | 74-77% = C | 64-67% = D | |
| | 80-83% = B- | 70-73% = C- | 60-63% = D- | |

**3. Examination and Grading:** There will be two partial tests, 4 written reports, two in-class presentation, and a final paper. In addition, the student's active and informed participation is expected and will be counted as part of the final grade. The average grade for the tests will be 35%, written reports 15%, oral presentations 15%, class participation 10%, and the final paper 25%.

Tests are **cumulative**, that is, they include all material covered since the beginning of the term,

although emphasis may be on material seen since the previous test. Test make-ups are given **only** if there is a certified just cause (e.g., illness, jury duty), upon **prompt and proper documentation (by the next class meeting or earlier).**

**4. Written reports:** Submit all written reports in APA format and include a formal bibliography of any sources used, including the textbook. The length of these written papers should be about 4-5 pages. Further instructions for the reports are found on the Canvas course site. To get the best possible grade on your paper, please **follow this format closely**.

**5. Oral presentations: Do not just present an overview of what we all have read;** your presentation should complement and expand on what we already know. For more directions on this area of the course, you can consult the rubric posted on Canvas.

**6. Electronic devices in the classroom:** University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled [and put away] in class sessions."

**7. Plagiarism** or cheating of any kind is completely unacceptable in this course. Students who engage in plagiarism or any form of academic dishonesty will be penalized accordingly. See below:

Code of Academic Integrity policy statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf

ACADEMIC DISHONESTY ON ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE

**8. Accommodations for students with disabilities:**
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in *Davie, LA 203* (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

## COURSE CALENDAR (*SUBJECT TO CHANGE*)

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| WEEK 1 (1/11) -- | Course introduction; Cognitive Linguistics and the emergence of a new paradigm; classroom dynamics; signing-up for oral presentations |
| WEEK 2 (1/18) -- | Objectivism vs. Experientialism; categorization; prototype theory; family resemblances; gestalt; radial categories |

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| | Readings: Ch. 1 (Ungerer & Schmid); G. Lakoff on cognitive science (Preface); Lakoff on radial categories & the category 'mother' (2 separate readings) |
| WEEK 3 (1/25) -- | More on categorization; basic level categories; folk taxonomies; superordinate & subordinate categories; hyponymy<br>Readings: Ch. 2 (U&S); Ch. 25 & 26 (Lakoff & Johnson)<br>**Oral presentations:** Ch. 1, 2 & 3 (L&J) |
| WEEK 4 (2/1) -- | Conceptual metaphor; types of metaphors; structure of metaphors<br>Readings: Ch. 3.1 (U&S); Casasanto's article on linguistic vs. conceptual metaphor<br>**Oral presentations:** Ch. 4 & 5 (L&J); Ch. 6 & 7 (L&J) |
| WEEK 5 (2/8) ---- | Metaphor and metonymy; similarities and differences between metaphor & metonymy<br>Readings: Ch. 3.3 (U&S)<br>**Oral presentations:** Ch. 8 & 9 (L&J) |
| WEEK 6 (2/15) ---- | Metaphor and emotion<br>Readings: Ch. 3.2 (U&S); Lakoff (& Kövecses), Case Study 1 (Anger)<br>**Oral presentations:** Ch. 10 & 11 (L&J); Ch. 12 & 13 (L&J) |
| WEEK 7 (2/22) ---- | **TEST 1**; Metaphor and politics: Metaphors can kill<br>Readings: Lakoff's article on First Gulf War |
| WEEK 8 (3/1) ---- | More on metaphor and metonymy: The Divided-Self; potential & limitations of metonymy<br>Readings: Ch. 3.4 (U&S); G. Lakoff, *Sorry, I'm not Myself Today*<br>**Oral presentations:** Ch. 14 & 15 (L&J); Ch. 16 & 17 (L&J) |
| WEEK 9 | SPRING BREAK (3/6-3/12) |
| WEEK 10 (3/15) ---- | Figure & ground; trajector & landmark; image schemas<br>Readings: Ch. 4 (U&S); Talmy's chapter on Force Dynamics<br>**Oral presentations:** Ch. 18 & 19 (L&J); Ch. 20, 21 & 22 (L&J) |

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| WEEK 11 (3/22) ---- | Frames & scripts; event frames; prominence and cognitive processing<br>Readings: Ch. 5 (U&S); Ch. Fillmore's article on Frame Semantics<br>**Oral presentations:** Ch. 23 & 24 (L&J) |
| WEEK 12 (3/29) ---- | Blending and mental spaces; blending in language, in advertising & jokes; relevance theory<br>Readings: Ch. 6 (U&S); E. Sweetser's readings on verbs of perception |
| WEEK 13 (4/5) ---- | **TEST 2**; Iconicity; semantic change; linguistic relativism (Sapir-Whorf)<br>Readings: Ch. 7 (U&S); L. Boroditsky's article on Mandarin and English |
| WEEK 14 (4/12) ---- | Grammaticalization; grammaticalization of body parts<br>Readings: Heine et al. on grammaticalization; Mendoza on P'urhepecha body parts |
| WEEK 15 (4/19) -- | FINAL ORAL PRESENTATIONS |

**FINAL EXAM: WEDNESDAY MAY 3: 4-6:30 PM – CONCLUDING THOUGHTS/FINAL PAPER DUE**

**LIST OF READINGS:**

Boroditsky, L. (2001). Does Language Shape Thought?: Mandarin and English Speakers' Conceptions of Time. *Cognitive Psychology* 43, 1-22. New York, NY: Academic Press, Inc.

Casasanto, D. (2007). When is a Linguistic Metaphor a Conceptual Metaphor?. In V. Evans & S. Pourcel (Eds.), *New Directions in Cognitive Linguistics.* Amsterdam: John Benjamins.

Claudi, U., & Heine, B. (1986). On the Metaphorical Base of Grammar. *Studies in Language* 10(2), 297-335.

Flilmore, C. J. (1982). Frame Semantics. In The Linguistic Society of Korea (Eds.), *Linguistics in the Morning Calm* (111-137). Seoul: Hanshin Publishing Co.

Heine, B. (1997). *Cognitive Foundations of Grammar.* Oxford, England: Oxford UP.

Lakoff, G. (1987). *Women, Fire and Dangerous Things.* Chicago, IL: University of Chicago Press.

Lakoff, G. (1996). Sorry, I'm Not Myself Today: The Metaphor System for Conceptualizing the Self. In G. Fauconnier & E. Sweetser (Eds.), *Spaces, Worlds, and Grammar* (91-123). Chicago: University of Chicago Press.

Lakoff, G. (1991). *Metaphor and War: The Metaphor System Used to Justify War in the Gulf.* Retrieved from https://georgelakoff.files.wordpress.com/2011/04/metaphor-and-war-the-metaphor-system-used-to-justify-war-in-the-gulf-lakoff-1991.pdf

Lakoff, G., & Johnson, M. (2004). *Metaphors We Live By* (2nd Ed.). Chicago: University of Chicago Press.

Mendoza, M. (2012). Spatial language in Tarascan: body parts, shape and the grammar of location. *Berkeley Linguistics Society 32*. Berkeley, CA: BLS.

Schmid, H., & Ungerer, F. (2006). *An Introduction to cognitive linguistics* (2nd Ed.). New York, NY: Routledge.

Sweetser, E. (1987) Metaphorical models of thought and speech: A comparison of historical directions and metaphorical mappings in the two domains. *Berkeley Linguistics Society* 13. Berkeley, CA: BLS.

Talmy, L. (1988). Force dynamics in language and cognition. *Cognitive Science* 12(1), 112-133.