A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2021 TO 2025

GENERAL INFORMATION ABOUT COURSE	
Course title	**Cognitive Linguistics**
Name of the unit running the course	Doctoral School at University of Rzeszów
Type of course *(obligatory, optional)*	Compulsory optional (specialized) elective subject
Year and semester of studies	III; semester VI
Discipline	Linguistics
Language of Course	Polish
Name of Course coordinator	dr hab. prof. UR Marcin Grygiel
Name of Course lecturer	dr hab. prof. UR Marcin Grygiel
Prerequisites	Linguistic knowledge provided in the curriculum of philology/language studies of the second degree (M.A.) program

BRIEF DESCRIPTION OF COURSE (100-200 words)
The course is designed to familiarize doctoral students with the methodologies of linguistic research in the area of cognitive linguistics and their practical application in writing a dissertation. It includes a critical look at models of cognitive linguistics, covers critical perspectives on cognitive approaches to language, which assume that language is an integral part of human cognitive functioning. It provides knowledge and practice of research paradigms such as cognitive grammar, cognitive semantics, conceptual metaphor theory, amalgam theory, and construction grammar. It places linguistic approaches to cognitive science within translation studies, applied linguistics, the humanities and in historical context. Furthermore, it lists and defines basic terms in cognitive linguistics, shows how to find the right solution, teaches critical thinking.

COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,…)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,…)
Knowledge (no.)	**(Knows and understands)**			
1.	to the extent that it is possible to revise existing paradigms - world achievements, including theoretical foundations, as well as general issues and selected specific issues within the study of cognitive linguistics	P8S-WG/1	lecture/seminar	student presentations, oral exam
2.	main trends in the development of research into linguistic phenomena seen as a reflection of the mental processes behind them	P8S-WG/2	lecture/seminar	student presentations, oral exam
3.	research methodology within cognitive linguistics, has an in-depth knowledge of the specific mechanisms of languages and cognitive mechanisms of knowing and experiencing the world	P8S-WG/3	lecture/seminar	student presentations, oral exam
4.	principles of dissemination of the results of scientific activity, including in the mode of open	P8S -WG/4	lecture/seminar	student presentations, oral exam

	access			
5.	principles of knowledge transfer to the economic and social sphere and commercialization of the results of scientific activity and know-how related to these results	P8S -WK/3	lecture/seminar	student presentations, oral exam
Skills (no.)	**(Able to)**			
1.	- define the purpose and subject of scientific research, formulate research hypotheses - develop methods, techniques , research tools and creatively apply them, - make conclusions on the basis of scientific research	P8 S -UW/1	seminar	student presentations, discussion
2.	analyze and evaluate the results of scientific research, expert activity and other works of a creative nature and their contribution to the development of knowledge	P8S -UW/2	seminar	student presentations, discussion
3.	transfer the results of scientific activity to the economic and social sphere	P8S -UW/3	seminar	student presentations, discussion
4.	constructively discuss specialized topics to the extent of active participation in the international scientific community	P8S - UK/1	seminar	student presentations, discussion
5.	disseminate the results of scientific activity, including in popular forms	P8S -UK/2	seminar	student presentations, discussion
6.	Initiate debate	P8S -UK/3	seminar	student presentations, discussion
7.	participate in scientific discourse	P8S -UK/4 P8S-UK/5	seminar	student presentations, discussion
8.	plan and implement individual and team research projects	P8 S -UO	seminar	student presentations, discussion
9.	independently plan and act for their own development and inspire and organize the development of others	P8S -UU/1 P8S-KO/2	seminar	student presentations, discussion
Social competence (no.)	**(Ready to)**			student presentations, discussion
1.	critically evaluate the body of work in the field of cognitive linguistics	P8S-KK/1	seminar	student presentations, discussion
2.	critically evaluate one's own contribution to the development of research carried out within the cognitive linguistic paradigm	P8S-KK/2	seminar	student presentations, discussion

3.	to recognize the importance of knowledge in solving cognitive and practical problems	P8S-KK/3	seminar	student presentations, discussion
4.	upholding and developing the ethos of the research and creative community, including: - conducting scientific activity in an independent manner - respecting the principle of public ownership of the results of scientific activity, taking into account the principles of intellectual property protection	P8S-KR	seminar	student presentations, discussion

LEARNING FORMAT – NUMBER OF HOURS

Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
VI	5	10	-	-	-	0

METHODS OF INSTRUCTION

Methods of transferring knowledge - informative lecture, multimedia demonstration, problem-solving methods - discussion

COURSE CONTENT

1. Lectures/ Seminars:

Cognitive linguistics versus other schools of linguistics
R. Langacker's cognitive grammar
Conceptual Metaphor Theory by G. Lakoff
Frame semantics and construction grammar

2. Seminars / Lab classes/ others:

Practical applications of cognitive linguistics
Cognitive research on text and discourse
Cognitive approaches to translation (E. Tabakowska)
Cognitive theory of terminology (P. Faber)

COURSE ASSESSMENT CRITERIA

Class attendance (20% of the pass mark), activity (20% of the pass mark), preparation of two presentations, (30% + 30% of the pass mark), oral examination (scale 2.0-5.0) The assessment determines whether the doctoral student has a very good, good, sufficient or insufficient understanding, knowledge and practice of the terminology of cognitive linguistics, is able to apply it to their research, has knowledge and practice in the research area of cognitive linguistics, is familiar with the basic research paradigms developed within cognitive linguistics and is able to apply them to their research.

TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES
– NUMBER OF HOURS AND ECTS CREDITS

Activity	Number of hours
Scheduled course contact hours	15

Other contact hours involving the teacher (consultation hours, examinations)	5
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	50
Total number of hours	70
Total number of ECTS credits	0

INSTRUCTIONAL MATERIALS

Compulsory literature:	Lakoff G., 1987, Women, Fire, and Dangerous Things, Chicago–London. Lakoff G., 1990, The Invariance Hypothesis. Is Abstract Reason Based on Image-Schemas?, „Cognitive Linguistics", t. 1–1, s. 39–74. Lakoff G., Johnson M., 1988 [1980], Metafory w naszym życiu, tłum. i wstęp T.P. Krzeszowski, Warszawa. Langacker R.W., 1987, Foundations of Cognitive Grammar, vol. 1: Theoretical Prerequisites, Stanford. Langacker R.W., 2002 [1991], Concept, Image, and Symbol. The Cognitive Basis of Grammar, Berlin–New York. Langacker R.W., 2005, Wykłady z gramatyki kognitywnej. Lublin 2001, Lublin. Lyons J., 1976, Wstęp do językoznawstwa, tłum. K. Bogacki, Warszawa. Stockwell P., 2006 [2002], Poetyka kognitywna. Wprowadzenie, tłum. A. Skucińska, Kraków. Tabakowska E., 1995, Gramatyka i obrazowanie. Wprowadzenie do językoznawstwa kognitywnego, Kraków. Tabakowska E., 2001 [1993], Językoznawstwo kognitywne a poetyka przekładu, tłum. A. Pokojska, Kraków. Tabakowska E., 2004, Kognitywizm po polsku – wczoraj i dziś, Kraków. Tatarkiewicz W., 2005, Historia filozofii, t. 1: Filozofia starożytna i średniowieczna, Warszawa. Taylor J.R., 2001 [1995], Kategoryzacja w języku, tłum. A. Skucińska, Kraków. Taylor J.R., 2007 [2002], Gramatyka kognitywna, tłum. M. Buchta, Ł. Wiraszka, Kraków
Complementary literature:	Lakoff George, Johnson Mark, 1988. Metafory w naszym życiu. Tłum. T. P. Krzeszowski. Warszawa . Georges Kleiber, 2003. Semantyka prototypu: kategorie i znaczenie leksykalne. Tłum. Bronisława Ligara. Kraków. John R. Taylor, 2001. Kategoryzacja w języku: prototypy w teorii językoznawczej. Tłum. Anna Skucińska. Kraków. Kognitywne podstawy języka i językoznawstwa, 2001. pod red. Elżbiety Tabakowskiej. Kraków. Nowakowska-Kempna Iwona, 1995. Konceptualizacja uczuć w języku polskim. Warszawa. Wierzbicka, Anna, 2007. Słowa klucze. Różne języki – różne kultury. Tłum. I. Duraj-Nowosielska. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego.