COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Cognition, mind and language	

Annotation
The study course presents theoretical linguistic, cognitive, mental aspects of human behaviour, cognition and interpersonal intelligence activity related to the self-other cognition, which is useful in the communication process. During the course students are introduced with the basics of psycholinguistics and cognitive sciences, the interrelation between language, thought, cognition and cross-cultural communication. The course aims at improving students' comprehension on the basis of the key psycholinguistic, cognitive and cultural factors related to the communication process as well as developing students' ability to recognize and analyse mental and cognitive aspects of language.

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc.prof. dr. Jurgita Kerevičienė **Other(s):**	Institute of Languages, Literature and Translation Studies Kaunas Faculty, Vilnius University Muitinės Street 8, LT-44280 Kaunas

Study cycle	Type of the course unit (module)
First	General university studies

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face and/or online study and self-study	Autumn and spring semesters	English

Requisites	
Co-requisites (if relevant): English (B1)	**Additional requirements (if any):** -

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit (module)
The course *Cognition, mind and language* will assist students in: - developing analytical, critical, creative problem-solving thinking skills to define and assess linguistic, cognitive and mental aspects; - improving comprehension on the basis of the main psycholinguistic, cognitive and cultural peculiarities related to the cross-cultural communication process; - mastering communication and cooperation skills.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
The students will be able: - to identify, formulate and solve various psycholinguistic and cognitive problematic cases related to different social, cultural situations; - to apply creatively theoretical insights and course concepts to practical cases; - to collect, analyse, evaluate and use information individually by themselves.	Reading (studying) scholarly literature, interactive activities, explanatory and problem-oriented lectures by using e-means, comparative analysis	Analysis of scholarly texts, mid-term test, presentation
The students will be able to effectively communicate with colleagues and team members as well as leading	Presentations, problem-oriented tasks, comparative analysis,	Presentation Participation in (online)

The students will be able to understand and critically evaluate human expectations, social motivations and alternatives in the given cross-cultural interaction scenarios. The students will learn to show respect and tolerance for other cultures.	Problem-oriented lectures, group discussions	Participation in discussions, oral individual (online) questioning, presentation of defined conceptual metaphors
The students will study, comprehensively understand the basics of psycholinguistics and cognitive sciences, identify the interrelations between language, thought, cognition and cross-cultural communication. They will be able to discuss and analyse mental and cognitive aspects of language.	Narration, concept maps, review of the studied scholarly literature	Sharing gained knowledge and information, paraphrasis (rewording) of the essential aspects of the subject being studied, mid-term test
The students will be able to comprehend and use key terms; the students will become familiar with teaching/learning and evaluation strategies.	Lectures, analysis of scholarly literature	Essay writing

Content: breakdown of the topics	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work placement	E-learning	Contact hours	Individual work	Assignment
I. Cognition, man and the world. Perception, perceptual norms. Sensation. Illusions and adaptation. Cognitive sciences: computer science - artificial intelligence, philosophy of mind, linguistics, cognitive psychology, neuroscience.	4		2					6	6	Studying the theoretical material (selected sections from Dirven &r Verpoor's book, Parts 1-2 (pages 1-22; 25-45).
Categorization and conceptualization: concepts, prototypes, stereotypes, ideals, categories, standards, frames, scenarios. Prototype theory.	4		2					6	6	Preparation for the discussion on the basis of the text analysis (selected sections from Dirven &r Verpoor's book, Parts 3-4 (pages 49-72; 75-98).
Perception and representation of national identity: concepts, metaphors, metonymies, schemas.	2		2					4	6	
Conceptual metaphors. Classical and cognitive principles of categorization. Inner structure of categories. Gestalt principles, figure-ground perception, their reflective aspects in language. Cognitive and cultural models, the role of context, mental representation. Cognitive architecture.	4		2					6	8	Conceptual metaphors: preparation for the presentation on students' defined conceptual metaphors.
Individual systemization of the theoretical knowledge and preparation for the mid-term test.									12	Summarizing the studied literature related to the revision of the course material.

Topic											Description
II. Reasoning and cognitive activity: basic concepts, research methods. Inductive and deductive reasoning. Cognitive and connectionalist models. Reasoning and memory. Intelligence: types, research methods, problems. Interrelations between intelligence, motivation, emotions, creative thinking and volition.	4 4		2 2						6 6	8 6 6 10	Studying the theoretical material (selected sections from Myer's book, Part 3 (pages 85-90); Part 10 (pages 405-415). Preparation for the presentation. Studying the compulsory and optional theoretical material, and preparation for the oral questioning.
III. Language as the main means of communication. Language: key notions, structure, basic terms and concepts. Human and animal communication: language production, peculiarities, distinctive features. Language and speech. Language and thought, their interrelationship. Interrelations between language, thought and cognition in the intercultural background. Cognitive view to linguistic knowledge: mental lexicon and grammatical constructions. Language development. Theories of language development: nativist, cognitive and social interactionist perspectives. Bilingualism and its characteristics.	4 2 4		2 2						6 2 6	6 10 10 10	Studying the theoretical material (Part 1: sections 1-2 (pages 3-58; Part 2: section 4 (pages 115-125;) from Corballis's book. Preparation for the exam test - studying the compulsory and optional theoretical material. Preparation for the essay writing.
Total	**32**		**16**						**48**	**82**	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Studying process (online and/or in the class) – oral presentation, presentation of the defined conceptual metaphors in the intercultural background, (online) participation in the seminar discussions and various e-activities.	35%	Individual time during the semester	During the semester students individually prepare and make oral presentations. Evaluation criteria for the presentation: - ability to reveal the main aspects of the chosen research problem, appeal to scholarly literature (2 points); - ability to present the chosen research problem in a logic, well-structured and argumentative way (4 points); - ability to paraphrase the scholarly material and present it in a comprehensible and suggestible way (2 points); - ability to participate in the discussions during presentations of the other students; ability to raise important issues and questions (1 point); - ability to reason one's opposite point of view (1 point). Evaluation criteria for the (online) participation in discussions: the student actively joins the discussion and gains extra points which are added to the final evaluation of the presentation.
A written paper on the chosen topic.	25%	In the middle of the semester	Evaluation criteria of the written paper: - the quality and corpus of work: the structure is neat and logic, the paper comprises all necessary parts (introduction, which

			presents a brief review of the paper, the object, the aim, tasks, the scope of the paper; the main logic, informative, argumentative and comprehensible part; the results of the performed survey on the basis of the studied research problem; clear, logic and well-structured conclusions; list of references). The corpus of the paper is sufficient (7 points); - Style and academic culture: language of the paper is clear and precise, sentences are logically arranged; the paper is written in an academic style; there are no grammatical and stylistic mistakes; used quotations and scholarly sources are cited in an ethical way, following adequate requirements for the papers (3 points).
Mid-term test	20%	In the middle of the semester	Mid-term test (by using Moodle online learning platform) includes open questions related to the studied theoretical material. Evaluation criteria: 10 - knowledge and skills are excellent (100-91% correct answers); 9 - knowledge and skills are very good (90-81% correct answers); 8 - knowledge and skills are good (80-71% correct answers); 7 - knowledge and skills are satisfactory (70-61% correct answers); 6 - knowledge and skills are below average (60-51% correct answers); 5 - knowledge and skills meet minimum standard (50-41% correct answers); 4-0 - minimum requirements are not met (less than 40% correct answers).
Final examination (test and essay writing)	20%	Examination session	The exam is organized by using Moodle online learning platform. The exam paper comprises 3 parts of open-ended questions. The first part is devoted to key terms and their definitions; the second group of questions is related to essential issues of psycholinguistics, cognitive sciences and their interrelation between several scholarly approaches to the subject; and the last question (task) concerns creativeness and includes a description of linguistic phenomena and reasoning issues settled in a particular situation. Evaluation criteria: 10 – students demonstrate excellent knowledge and skills, very successfully revealed the essence of the chosen task, used not only compulsory scientific literature, the tasks very thoroughly, thoughtfully explored. 9 - students demonstrate very good knowledge and skills, there might be minor inaccuracies; successfully revealed the essence of the chosen task, used valuable scientific literature, the task thoroughly. 8 – knowledge and skills are satisfactory, there some inaccuracies; well revealed the essence of the chosen task, used valuable scientific literature, the task fairly explored. 7 - mediocre knowledge and skills, there are mistakes and inaccuracies; knowledge application level: fairly well revealed the essence of the chosen task, used not very valuable scientific literature, the task not fairly explored. 6 - knowledge and skills are satisfactory or below the satisfactory level. Major mistakes and inaccuracies are made; knowledge application level: not fairly revealed the essence of the chosen task, used not valuable scientific literature, the task not thoroughly explored. 5 - knowledge and skills may satisfy minimal requirements.

There are many mistakes and inaccuracies; level of knowledge and understanding: the essence of the chosen task not revealed, valuable scientific literature not used, the task not thoroughly explored.

0 - 4 -Minimal requirements are not satisfied; the essence of the chosen task not revealed, valuable scientific literature not used, the task not thoroughly explored.

Author	Publishing year	Title	Issue of a periodical or volume of a publication, pages	Publishing house or internet site
Required reading				
Corballis, M.C	2017	The Truth about Language: What it is and Where it came from (Sections from Parts 1-2)		Auckland University Press.
Dirven, R. & Verpoor, M.	2004	Cognitive Exploration of Language and Linguistics (Parts 1-4).		Benjamins Publishing Company.
Myers, D.G. & DeWall, C. N.	2018	Psychology (12th edition) (Parts 3 and 10)		New York [N.Y.]: Worth Publishers.
Osherson, D.N.	2007	An Invitation to Cognitive Science: Language.	Vol.1.	MIT Press
Recommended reading				
Baars, J.B. & Gage, M.N.	2010	Cognition, Brain, and Consciousness. Introduction to Cognitive Neuroscience		Elsevier Ltd. Available at: https://social.hse.ru/data/2013/12/21/1338659679/Baars%20Gage%202010%20Cognition,%20Brain%20and%20Consciousness%20(2nd%20edition).pdf
Bonior, A.	2016	Psychology: Essential Thinkers, Classic Theories, and How They Inform Your World.		Berkeley, California: Zephyros Press.
Friedenberg, J. & Silverman, G.	2006	Cognitive science: an introduction to the study of mind		Sage Publications, INC.
Kerevičienė, J.	2009	Glossary of Cognitive Terms		VU. Available at: http://www.knf.vu.lt/dokumentai/failai/katedru/germanu/Kereviciene%20-%20kognityviniu%20terminu%20zodynas.pdf
Warren, P.	2012	Introducing Psycholinguistics		Cambridge. Available at: http://www.intro2psycholing.net/glossary/glossary-bytopic.php