

**Spring 2018**  
**CHN 650C Cognitive Grammar**  
Tuesday, 12:30 pm-3:00 pm  
Moore 104

Instructor: Song Jiang  
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Office hours: Thursday 11:30-12:20 or by appointment

**Course description**

Cognitive Linguistics is the study of the mind through language and the study of language as a cognitive function. Cognitive Linguistics has two main goals: (1) to study how cognitive mechanisms like memory, categorization, attention, and imagery are used during language behavior; and (2) to develop psychologically viable models of language that cover broad ranges of linguistic phenomena, including idioms and figurative language. Some of the notions that are central to Cognitive Linguistics are prototype theory, conceptual metaphor, metonymy, construction grammar, mental spaces, image schemas, frames, construal etc. Research in Cognitive Linguistics is multi-disciplinary; evidence is drawn from text analysis, language acquisition, language change, psycholinguistic experimentation, and brain imaging, among other sources. The purpose of this course is to provide a general orientation in Cognitive Linguistics, an understanding of its central themes and assumptions, and exposure to its empirical methods. Applications pertaining to Chinese linguistic, particularly grammatical studies, acquisition and teaching as a second language will be emphasized in this course.

**Prerequisites**

Graduate status, or instructor consent.

**Requirements**

- Students enrolled for full credit will be expected to complete 4 homework assignments and a research project, to present a reading to the class, and to participate in class meetings. All assignments are to be turned in at the beginning of class on the day they are due.
- Homework assignments will evaluate student understanding of course materials through new work related to course topics.
- The term paper is a novel piece of independent research on any topic related to the course, negotiated beforehand with the instructor. I will be very happy to discuss possible paper topics with you throughout the semester. A term paper proposal will be submitted about a month before the paper is due.
- Students will select a reading at the beginning of the semester to present collaboratively.
- All enrolled students are expected to attend and participate in every class meeting, having read assigned readings for that meeting.

**Grades are assigned according to the following distribution:**

Homework assignments (4)	40%
Term paper	40%
Reading presentation	10%
Class participation	10%

**Consultation**

Tuesday 11:30-12:20 or by appointment, in Lincoln Annex 2, Room 7. You can also email me for an appointment: [sjiang@hawaii.edu](mailto:sjiang@hawaii.edu).

Lecture notes, an up-to-date course schedule, PDF versions of course readings, and links to relevant resources will appear through the semester at: [laulima website](http://laulima website).

**Lecture, assignment and term paper schedule (provisional)**

Week	Tuesday	Content	Homework due
01	1/8	Orientation	
02	1/15	<b>Part 1:</b> Theoretical Foundations <i>Language and the mind</i>	
03	1/22	<i>Categorizations</i>	
04	1/29	<i>Polysemy and homonymy</i>	Homework#1 due
05	2/6	<i>Metaphor and metonymy</i>	
06	2/13	<i>Construal</i>	
07	2/20	<i>Mental simulation</i>	Homework #2 due
08	2/27	<b>Part 2:</b> Empirical Methods in Cognitive Linguistics I	
09	3/6	Empirical Methods in Cognitive Linguistics I	
10	3/13	<b>Part 3:</b> Constructions: Cognitive Grammar I	Homework #3 due
	3/20	Constructions: Cognitive Grammar II	
11	3/27	Spring Break	
12	4/3	Constructions: Cognitive Grammar III	
13	4/10	<b>Part 4:</b> Issue in Cognitive Linguistics Studies in Chinese I	Homework #4 due
14	4/17	Issue in Cognitive Linguistics Studies in Chinese II	Term paper proposal due
15	4/24	<b>Part 5:</b> Effects on Second Language Acquisition and Teaching	
16	5/1	Student paper presentations	Term Paper Due on Wednesday 5/9

**Text:**

- Lakoff, George. (1987). *Women, Fire, and Dangerous Things*. Chicago: University of Chicago Press.
- Lakoff, George and Mark Turner. (1989). *More than cool reason: a field guide to poetic metaphor*. Chicago: University of Chicago Press.

**Readings (Provisional)**

- [1] Evans, Vyvyan, Benjamin K. Bergen and Jorg Zinken. (2006). The Cognitive Linguistics Enterprise: An Overview. In *The Cognitive Linguistics Reader*, London: Equinox.
- [2] Rosch, Eleanor. (1978). Principles of categorization. In: E. Rosch, B. Lloyd (eds.): *Cognition and categorization*. Hillsdale, NJ: Lawrence Erlbaum.
- [3] Wikipedia entries for Polysemy and Homonyms.
- [4] Klepousniotou, E. (2002). The processing of lexical ambiguity: homonymy and polysemy in the mental lexicon. *Brain Lang.* Apr-Jun; 81(1-3):205-23.
- [5] Lakoff, George. (1993). The contemporary theory of metaphor. In Andrew Ortony (Ed.) *Metaphor and thought* (2<sup>nd</sup> edition). Cambridge: Cambridge.
- [6] Wikipedia entry for Metonymy. <http://en.wikipedia.org/wiki/Metonymy>
- [7] Radden, Gunter. (1999). Towards a Theory of Metonymy. In Klaus-Uwe Panther and Gunter Radden (ed.). *Metonymy in Language and Thought*, pp. 17-66. John Benjamins.
- [8] Croft, William and D. Alan Cruse. 2006. *Cognitive Linguistics*. Cambridge University Press. Ch. 3
- [9] Zwaan, R.A. (1999). Embodied cognition, perceptual symbols, and situation models. *Discourse Processes*, 28, 81-88.
- [10] Zwaan, R.A. (2004). The immersed experiencer: toward an embodied theory of language comprehension. In B.H. Ross (Ed.) *The Psychology of Learning and Motivation* (pp 35-62). Academic Press, New York.
- [11] Gonzalez-Marquez, Monica, Raymond B. Becker, and James Cutting. An Introduction to Experimental Methods for Language Researchers. In M. Gonzalez-Marquez, I. Mittelberg, S. Coulson, and M. J. Spivey (eds.) *Methods in Cognitive Linguistics: Ithaca*.
- [12] Nunez, Rafael. Inferential Statistics in the Context of Empirical Cognitive Linguistics. In Monica Gonzalez-Marquez, Irene Mittelberg, Seana Coulson, and Michael J. Spivey (eds.) *Methods in Cognitive Linguistics: Ithaca*.
- [13] Boroditsky, L. (2000). Metaphoric Structuring: Understanding time through spatial metaphors. *Cognition*, 75(1), 1-28.
- [14] Zwaan, R.A., Stanfield, R.A., Yaxley, R.H. (2002). Do language comprehenders routinely represent the shapes of objects? *Psychological Science*, 13, 168-171.
- [15] Boroditsky, L. Linguistic Relativity. *Encyclopedia of Cognitive Science*. MacMillan Press.
- [16] Majid, A., Bowerman, M., Kita, S., Haun, D. & S. Levinson (2004). Can language restructure cognition? The case for space. *Trends in Cognitive Sciences*, 8(3), 108-114.
- [17] Boroditsky, L. (2001). Does language shape thought? English and Mandarin speakers' conceptions of time. *Cognitive Psychology*, 43(1), 1-22.
- [18] Boroditsky, L., Schmidt, L., & Phillips, W. (2003). Sex, Syntax, and Semantics. In Gentner & Goldin-Meadow (Eds.), *Language in Mind: Advances in the study of Language and Cognition*.
- [19] McDonough, L., Choi, S., Mandler, J. (2003) Understanding spatial relations: Flexible infants, lexical adults. *Cognitive Psychology*, 46, 229-259.

- [20] Maass, A., & Russo, A. (2003). Directional bias in the mental representation of spatial events: Nature or culture? *Psychological Science*, 14, 296-301.
- [21] Ting Ting Chan and Benjamin Bergen. (2005). Writing Direction Influences Spatial Cognition. In *Proceedings of the Twenty-Seventh Annual Conference of the Cognitive Science Society*.
- [22] Goldberg, Adele. (2003). Constructions: A new theoretical approach to language. *Trends in Cognitive Science*.
- [23] Diessel, Holger. (2004). A dynamic network model of grammatical constructions. In *The Acquisition of Complex Sentences*. Cambridge University Press.
- [24] Kaschak, Michael P. and Arthur M. Glenberg. (2000). Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension, *Journal of Memory and Language* 43: 508-529.
- [25] Kaschak, M. P., Loney, R. A., & Borreggine, K. (2006). Recent experience affects the strength of structural priming. *Cognition*.
- [26] Benjamin Bergen, Nancy Chang, and Shweta Narayan. (2004). Simulated Action in an Embodied Construction Grammar. *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society*.
- [27] Tomasello, Michael. (2000). A Usage-Based Approach to Child Language Acquisition. *Proceedings of the Berkeley Linguistics Society*.
- [28] Bloom, P. (2001). Precis of "How children learn the meanings of words." *Behavioral and Brain Sciences*, 24, 1095-1103.
- [29] Adele E. Goldberg, Devin Casenhiser and Nitya Sethuraman. (2003). A lexically based proposal of argument structure meaning. *Chicago Linguistic Society*.
- [30] Choi, Soonja. (2000). Caregiver input in English and Korean: use of nouns and verbs in book-reading and toy-play contexts. *J. Child Lang.* 27:69-96.
- [31] Jiang, S. (2004) A semantic study of the classifier dao. In M. Archard & S. Kemmer (Eds.), *Language, Culture, and Mind* (pp. 429-443). Stanford, Calif.: Center for the Study of Language and Information (CSLI) Publications.
- [32] Tai, J. H.-Y. (1989). Toward a cognition-based functional grammar of Chinese. In J. H.-Y. Tai & F. F. S. Hsueh (Eds.), *Functionalism and Chinese grammar. Monograph Series of Chinese Language Teachers Association*, 1, 187-226.
- [33] Tai, J. H.-Y., & Wang, L. Q. (1990). A semantic study of the classifier Tiao. *Journal of the Chinese Language Teachers Association*, XXV(1), 35-56.
- [34] 戴浩一. (2011). 再论时间顺序原则. 崔希亮(编)《认知语法与对外汉语教学论集》, 65-56.
- [35] Bergen, Benjamin and Nancy Chang. (2013). Embodied Construction Grammar. *Oxford Handbook of Construction Grammar*, Thomas Hoffmann and Graeme Trousdale (Eds.). Oxford University Press.
- [36] Yu, N. (2016). Spatial Metaphors for Morality: A Perspective from Chinese, *Metaphor and Symbol*, 31:2, 108-125.
- [37] Yu, N. and Jia, D. (2016). Metaphor in culture: LIFE IS A SHOW in Chinese, *Cognitive Linguistics*, DOI 10.1515/cog-2015-0080
- [38] 沈家煊. (2017). 从语言看中西方的范畴观. 《中国社会科学》2017年第7期.