SUMY A.S. MAKARENKO STATE PEDAGOGICAL UNIVERSITY

THE DEPARTMENT OF FOREIGN AND SLAVIC PHILOLOGY

THE CHAIR OF ENGLISH PHILOLOGY AND LINGUODIDACTICS

COURSE: Perspective Trends in Contemporary Linguistic Studies (5 credits)

Instructors Information

	Name:	**Andriy M. Kovalenko**
	Phone:	
	Email:	
	Associate Professor **Sphere of Scientific Interests:** **Discourse Studies in Linguo-Pragmatic Perspective**	

	Name:	**Olena V. Bagatska**
	Phone:	
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	Associate Professor **Sphere of Scientific Interests:** **Literary Texts in Linguo-Cognitive Perspective**	

Course Description

This two-semester course is designed to:

• develop a system of modern pragmalinguistic knowledge about the structure, patterns and major aspects of language communication, the ability to use the acquired knowledge in the practice of foreign language communication;

• study the nature of human language competence, its ontogenesis, the specifics of categorization and conceptualization of experience in the collective consciousness of native speakers, explain human cognitive activity, perception and understanding of speech, communicative activity.

Learning Objectives:

The aims of this course are to enable students to:

1. be aware of the general concepts of the theory of communication, its place in the system of other humanities (psychology, sociology, linguistics), the subject of which is the relevant aspects of communication;

2. study the typology of communicative situations, the principles of pragmatics, speech act, performative utterance and its illocutionary function;

3. study the approaches to discourse analysis, its structural and functional peculiarities;

4. analyse nonverbal means and components of communication, communicative misfires and failures;

5. elucidate the laws of conceptualization of reality and internal reflexive experience;

6. reveal the dependence of conceptualization on ethnic consciousness, society, culture, individual consciousness;

7. determine the parameters of the conceptual system and its relation to the linguistic picture of the world;

8. specify the role of bodily experience in the processes of conceptualization, categorization and verbalization;

9. identify the mechanisms of frame modelling of semantics of different level language units;

10. describe features of conceptual metaphor and metonymy in the modern linguocognitive context;

11. study the theory of mental space as a means of modelling the meaning of words, word combinations, sentences, discourses.

Learning Outcomes:

Successful students will be able to:

• creatively and effectively use various theories and experience (domestic, foreign) in the process of solving professional problems;

• analyse, compare and classify different areas and schools in linguistics and apply the acquired knowledge in professional activities.

• systematize and summarize the results of research in the field philology using modern scientific methods, information and innovative technologies;

• to operate with the acquired knowledge in the field of linguistics to solve problems in the field of philology and methodology.

Course Format:

Lectures and Practical classes.

Student Evaluation:

Participation in discussion forums: 30%, Small group case study activities: 30%, Individual Assignments: 15%, Final Project: 25%.

Grading Scale:

A (100-90), B (89-82), C (81-74), D (73-64), E (63-60), FX (59-35), F (34-1).

Student Responsibilities:

This course has four important rules. If you choose to follow them, your odds of learning the material and earning a good grade in this class will improve greatly.

1. **Show up!** To succeed in this course, you must choose to attend every scheduled class period. For absences such as illnesses or personal problems, you must contact me prior to class. If a true emergency prevents you from contacting me prior to class, contact me as soon as possible following the emergency.
2. **Do the work!** To succeed in this class, you must choose to do your very best work in preparing for each class session and on all your assignments.
3. **Participate actively!** To succeed in this class, you must choose to stay focused and involved in every class, offering your best comments, questions, and answers.

4. **Be honest!** It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities are unacceptable and will not be tolerated.
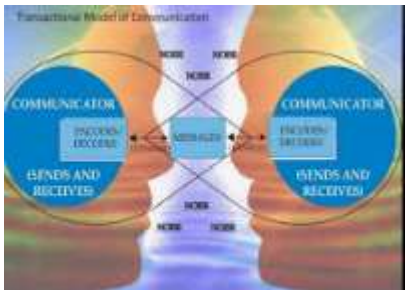
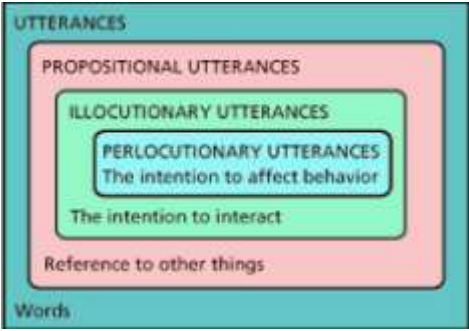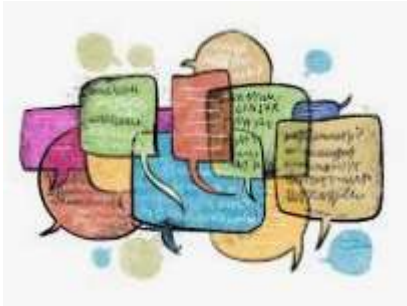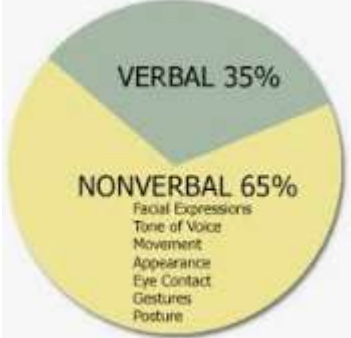## Instructor Responsibilities:

You can expect your instructor to:

• Attend every class period and arrive to class on time. If I am not there, WAIT.

• Come to class with a good attitude.

• Be respectful of your ideas and value the diversity you bring to the classroom.

• Be open to dialogue that challenges me.

• Answer any appropriate questions you may have.

• Use a variety of teaching techniques to accommodate different learning styles.

• Minimize disruptions and distractions in the classroom so that everyone has the best possible opportunity to learn.

Equality Statement:

The instructor is dedicated to establishing a learning environment that promotes diversity of the students including race, class, culture, religion, gender, sexual identity, and physical ability. It is important that this is a safe classroom environment. Anyone noticing discriminatory behaviour in this class, or who feels discriminated against, should bring it to the attention of the instructor immediately.

CLASS SYLLABUS:

		Problems to be discussed

1		**THEORY OF COMMUNICATION**
		1. Definitions of communications.
		2. History of communication from ancient to modern times.
		3. Forms of communication (verbal, non-verbal; intrapersonal, interpersonal, group, public, and mass communication).
		4. Communication components.
		5. Models of communication:
		  - Transmission Model of Communication
		  - Interaction Model of Communication
		  - Transaction Model of Communication
		6. Communication theories.

2		**THEORY OF PRAGMATICS** 1. Pragmatics, its objectives. 2. History of pragmatics. 3. Deixis, its types. 4. Presupposition, its types.

3		**SPEECH ACT THEORY** 1. Philosophical background. 2. Identifying speech acts. 3. The Structure of a Speech Act: - Locution, illocution, perlocution. - Illocutionary, perlocutionary and propositional acts. 4. Performative utterances. 5. Propositional content and the illocutionary force (point). 6. Speech acts classifications. 7. Direct and indirect speech acts.
4		**DISCOURSE THEORY** 1. What is Discourse? Discourse vs Text. 2. Definition of Discourse Analysis. What is it aimed at? 3. Cohesion and Coherence. 4. Speech situation. Speech event, its structure. Speech act. 5. Communicative competence. 6. Conversational implicatures. Conventional implicatures. 7. The cooperative principle. 8. The politeness principle.
5		**NON-VERBAL COMMUNICATION** 1. Non-verbal communication (intentional, accidental). 2. Types of non-verbal communication. 3. Non-verbal strategies. 4. Functions of non-verbal messages.
6		**THE BASICS OF COGNITIVE LINGUISTICS** 1. Cognitive linguistics: the object, the subject, the methods of investigation. 2. Two key commitments by George Lakoff. 2.1. The 'Generalisation Commitment'. 2.1.1.Categorization. 2.1.2.Polysemy. 2.1.3.Metaphor. 2.2. The 'Cognitive Commitment'. 2.2.1.Attention: profiling in language. 2.2.2.Embodiment.

7		**COGNITIVE SEMANTICS** 1. Guiding principles of cognitive semantics. 1.1. Conceptual structure is embodied. 1.2. Semantic structure is conceptual structure. 1.3. Meaning representation is encyclopaedic. 1.4. Meaning construction is conceptualisation. 2. Categorisation and cognitive semantics. 3. Prototype theory. 4. Frame semantics.
8		**THE THEORY OF EMBODIED UNDERSTANDING** 1. Image schemas: definition, properties, typology, linguistic meaning. 2. Schematic systems. 2.1. The 'Configurational System'. 2.2. The 'Perspectival System'. 2.3. The 'Attentional System'. 2.4. The 'Force-Dynamics System'.
9		**THE THEORY OF CONCEPTUAL METAPHOR AND METONYMY** 1. Metaphorical versus non-metaphorical language use. 2. Conceptual Metaphor Theory. 2.1. The unidirectionality of metaphor. 2.2. Motivation for target and source. 2.3. Metaphors and image schemas. 2.4. The conceptual nature of metaphor. 3. Conceptual metonymy. 3.1. Metonymy as an access mechanism. 3.2. Metonymy-producing relationships. 3.3. Vehicles for metonymy. 4. Metaphor-metonymy interaction.
10		**MENTAL SPACES AND CONCEPTUAL BLENDING THEORY** 1. Sentence meaning in formal semantics. 2. Meaning construction in cognitive semantics. 3. The architecture of mental space construction. 4. The Access Principle. 5. Conceptual Blending theory.