

## Language, Culture and Cognition

Språk, kultur och kognition  
6 credits

Single subject and programme course

729G29

Valid from: 2010 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Cognitive Science	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2009-11-20	First cycle	G2X
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Humanities	
<b>Revision date</b>	<b>Subject group</b>	
2016-08-25	General Linguistics	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2010	Spring semester 2022	
<b>Department</b>	<b>Replaced by</b>	
Institutionen för kultur och samhälle	729g89	

## Specific information

*The course is disused. Offered for the last time Spring semester 2022. Replaced by 729G89.*

*Examination is offered on a total of at least five occasions for each examination component.*

*These occasions should be distributed across at least two semesters following the final ordinary course instance. These can be found in the course's last course room in Lisam.*

*Contact the department to access the course room.*

## Course offered for

- Bachelor's Programme in Cognitive Science

## Entry requirements

For admission to the course, completed school year 1 and year 2 of the Bachelor's Programme in Cognitive Science, or the equivalent, is required.

## Intended learning outcomes

On completion of the course, the student should be able to

- identify and describe different types and social and cultural aspects of linguistic meaning and be able to discuss the similarities and differences that exist between different linguistic expressions for social and cultural phenomena,
- discuss and critically analyse the concepts of language, culture, meaning, discourse and cognition,
- review and present current research in the subject area.

## Course content

The aim of the course is that the student should acquire knowledge about the relationship between language, culture and cognition from a linguistic perspective.

The course contains

- Introduction to the field language, culture and cognition
- Language, culture and cognition from an evolutionary perspective
- Language, culture and thought from a language-typological perspective
- Language and social relations
- Spoken and written language
- Language and society

## Teaching and working methods

The course is given in the form of seminars that require active participation from the student. The student's participation requires studies of literature, preparations before discussion in collaboration with other course participants, a written presentation of the seminar discussions, and to summarise a research article orally at a final review and submit a written review of the article to the course director.

## Examination

The student is examined through obligatory attendance at the seminars, written assignments on the reading list and assessment of the student's achievement on the oral and written presentation of a relevant research article.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.