

Curricular Unit: International Research Seminar: Linguistic Studies	
Professor: Anderson Salvaterra Magalhães Invited Professors: Michael R. W. Dawson (University of Alberta, Canada) Peter M. E. Claessens (UFABC) Manassés Pereira Nóbrega (UERN/UNIFESP) Indaiá Bassani (UNIFESP) Márcia Veirano Pinto (UNIFESP) Paulo E. Ramos (UNIFESP)	Contact: asmagalhaes@unifesp.br
Academic year: 2024	Term: 2 nd
Department: Post-Graduate Program in Letters	
Discipline Compulsory () Elective (X) in Linguistic Studies (X) in Literary Studies () Workload: 90 h	
<u>AIMS</u> General aim: Locate the linguistic phenomenon in the relationship between cognition and culture based on contemporary cognitive theories. Specific aims: <ul style="list-style-type: none"> • Differentiate cognitive models • Articulate linguistic theories and cognitive models • Ensure compatibility between the object of study in Linguistics and research practices 	
<u>COURSE MENU</u> Contemporary cognitive studies and epistemology of Linguistics. Relationship between cognitive and linguistic phenomena. Linguistic theory and analysis. Methodological procedures for linguistic research.	
<u>PROGRAM</u> UNIT 1: BIOLOGICAL PLAUSIBILITY OF COGNITIVE MODELS 1.1 Basic conceptions in neuroscience 1.2 Cognitive sciences 1.3 Cognitive models UNIT 2: COGNITIVE MODELS AND LINGUISTIC THEORIES 2.1 Classical cognitive model and generative linguistics 2.2 Connectionist cognitive model and cognitive linguistics 2.3 Cognitivism and textual theory UNIT 3: RESEARCH METHODS AND ISSUES IN LANGUAGE AND COGNITION 3.1 Linguistic data and occurrence 3.2 Research methods and research instruments	

SCHEDULE

Module 1: Biological plausibility of cognitive models

- 09/08/2024 – Presentation: schedule, menu, objectives, work dynamics
- 16/08/2024 – Language and cognition: trends and debates
- 23/08/2024 – Fundamentals in neuroscience
- 30/08/2024 – Cognitive models

Module 2: Cognitive models and linguistic theories

- 06/09/2024 – Classical model and generative linguistics
- 13/09/2024 – Connectionist model and cognitive linguistics
- 20/09/2024 – Connectionist model and cognitive linguistics
- 27/09/2024 – Cognitivism and textual theory

Module 3: Research methods and issues in language and cognition

- 04/10/2024 – Basic concepts in Statistics
- 11/10/2024 – Data in linguistic research
- 18/10/2024 – *Corpora* in linguistic research
- 25/10/2024 – Research workshop

Module 4: Research Seminar

- 01/11/2024 – Course conclusion seminars
- 08/11/2024 – Course conclusion seminars

TEACHING METHODOLOGY

Lectures, guided studies, debates, and end of term presentations (seminars).

INSTRUCTIONAL RESOURCES

Google Classroom/Google Meet

ASSESSMENT

Assessment will be continuous and include the level of commitment and engagement throughout the course. The presentation of concepts and the ability to analyze data, evidenced by both the quality of discussions in synchronous meetings and in asynchronous activities will also be assessed. Assessment instruments: participation in classes, proposed debates, essays, and seminars.

BIBLIOGRAPHY

Basic bibliography

DAWSON, M. R. W. **Mind, body, world**: foundations of cognitive science. OPEL (Open Path to Enriched Learning). Athabasca: AU Press, 2013. Available at: < <https://www.aupress.ca/books/120227-mind-body-world/> >

LAKOFF, George. **Women, fire, and dangerous things**: what categories reveal about the mind. Chicago: The University of Chicago Press, 1987.

LARSSON, T.; BIBER, D. On the perils of linguistically opaque measures and methods: Toward increased transparency and linguistic interpretability. *In*: CROSTHWAITE, P. (Ed.). **Corpora for language learning**: Bridging the research-practice divide. Taylor & Francis, 2024, p. 131-141.

MARMARIDOU, S. A. **Pragmatic meaning and cognition**. Amsterdam/Philadelphia: John Benjamins Publishing Company, 2000.

PODESVA, R. J.; SHARMA, D. (eds). **Research Methods in Linguistics**. New York: Cambridge University Press, 2014.

Complementary bibliography

CAVALCANTE, Mônica Magalhães. **Referenciação**: sobre coisas ditas e não ditas. Fortaleza: Edições UFC, 2011. p. 53-116.

FAUCONNIER, G.; TURNER, M. **The way we think**: conceptual blending and the mind's hidden complexities. New York: Basic Books, 2003.

LANGACKER, Ronald. Culture, cognition and grammar. *In*: PÜTZ, Martin (ed.). **Language contact and language conflict**. Amsterdam: John Benjamins Publishing Company, 1994, p.25-53.

LANGACKER, R. **Cognitive Grammar**: A Basic Introduction. Oxford, New York: Oxford University Press, 2008.

PROFESSORS

Name	Institution	Academic title	Work regime	Workload
Anderson Salvaterra Magalhães	UNIFESP (PPGL)	PhD	Fulltime	90 h
Michael Dawson	University of Alberta, Canada	PhD	Invited	6h
Peter Maurice Earn Claessens	UFABC (Neuroscience and Cognition)	PhD	Invited	6h
Manassés Pereira Nóbrega	UERN/UNIFESP (PPGL)	PhD	Post-Doc	18h
Indaiá Bassani	UNIFESP (PPGL)	PhD	Fulltime	6h
Márcia Veirano Pinto	UNIFESP (PPGL)	PhD	Fulltime	6h

PLANO DE ENSINO

Paulo Eduardo Ramos	UNIFESP (PPGL)	PhD	Fulltime	6h
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