

Course Syllabus

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|----------------------------------|--|---------------------|-------|
| Title of the course | Problems in the Theory and Philosophy of Discourse | | |
| Title of the Academic Programme | Comparative Literature and Linguistics | | |
| Type of the course | Mandatory | | |
| Prerequisites | There are no prerequisites for the course. Students should be fluent in English. | | |
| ECTS workload | 8 | | |
| Total indicative study hours | Directed Study | Self-directed study | Total |
| | 104 | 238 | 342 |
| Course Overview | <p>The course presents a historical and theoretical analysis of the 20th century discourse studies from the interdisciplinary perspective. The course focuses on such aspects of language and discourse as language generation, acquisition, cognition, highlighting the struggle between different schools and scientists. Students receive profound knowledge of generative grammar evolution and prerequisites. The course also enables students to see achievements and limitations of various language acquisition theories, analyse the contribution of philosophy, psychology, child language studies, cognitive studies in the theory of discourse development. In the tutorials students discuss the theories and study their practical application.</p> | | |
| Intended Learning Outcomes (ILO) | <p>Upon successful completion of this course, students will be able to define the basic terms of discourse theory, describe the development of academic thought in the discipline, highlight the key arguments of each school of thought. The course will enable students with skills of discourse analysis of different types of texts from different perspectives.</p> | | |
| Teaching and Learning | Lectures, seminars, presentations, groupwork, original articles and books, | | |

Content and Structure of the Course

| № | Topic / Course Chapter | Total | Directed Study | | Self-directed Study |
|---|--|-------|----------------|-----------|---------------------|
| | | | Lectures | Tutorials | |
| 1 | The reflection of knowledge vs. labor of cognition | 14 | 2 | 2 | 10 |

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|----|---|----|---|---|----|
| 2 | The quest for a linguistic golden age | 14 | 2 | 2 | 10 |
| 3 | The dialectic of language and thought | 14 | 2 | 2 | 10 |
| 4 | Representations of language as ideal form | 14 | 2 | 2 | 10 |
| 5 | Linguistics as a formal science: <i>Syntactic Structures</i> | 14 | 2 | 2 | 10 |
| 6 | The return of mentalism: <i>Aspects</i> | 14 | 2 | 2 | 10 |
| 7 | Chomskyan revolutions if any | 14 | 2 | 2 | 10 |
| 8 | 'Linguistics Wars': Chomsky vs. generative semantics | 14 | 2 | 2 | 10 |
| 9 | Chomskyan nativisms | 14 | 2 | 2 | 10 |
| 10 | Knowledge of language and its philosophical implications | 18 | 2 | 2 | 14 |
| 11 | Intuitions and judgments as linguistic data | 14 | 2 | 2 | 10 |
| 12 | The critique of ideal form | 14 | 2 | 2 | 10 |
| 13 | Language and desire | 14 | 2 | 2 | 10 |
| 14 | Memory and bricolage | 20 | 4 | 4 | 12 |
| 15 | Classical cognitivism and representational theory of mind | 16 | 2 | 2 | 12 |
| 16 | Modularity | 18 | 2 | 2 | 14 |
| 17 | Fodorian concept nativism | 16 | 2 | 2 | 12 |
| 18 | Symbol-manipulation–connectionism debate | 14 | 4 | 4 | 10 |
| 19 | Embodied cognition and second-generation cognitive science | 16 | 2 | 2 | 12 |
| 20 | Evolution of language within cognitive science | 18 | 2 | 2 | 14 |

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|---|--|--|----|----|-----|
| 21 | Methodological naturalism: Chomskyan late philosophy of science | 16 | 4 | 4 | 8 |
| 22 | Prospects for a philosophy of linguistics | 18 | 4 | 4 | 10 |
| Total study hours | | 342 | 52 | 52 | 238 |
| Indicative Assessment Methods and Strategy | | <p>Students' progress is monitored during the course by home assignments, work during tutorials, presentations, essays, tests.</p> <p>All assignments will be evaluated of max 100%. They will be distributed in the class and will be due in approximately two weeks. Homework assignments (only paper versions!) are to be handed in before class on the day they are due. No late homework will be accepted. In the middle and after each module there is a midterm paper, which jointly account for for 25% of the final grade.</p> <p>At the end of the course there is a final exam, which is a presentation of a project.</p> <p>The final grade consists of the following elements:</p> <p>Classwork (25%): The class will be divided into working groups of 4-5 students. During Part 1 of the first module, each group will spend the second half of our sessions working on the discussion questions (listed in the syllabus) and developing the abstract of an argument in response. For each session, a group secretary will be charged with writing up the argument (750 words). For groups of 5 (or sessions, when the assigned secretary has a legitimate reason for being absent), this assignment will be moved to one of the sessions in Part 3.</p> <p>Essay (25%): At the end of the first module, each student will write an essay on the topic of "Memory and Desire" with specific reference to the theory of construction grammar, as discussed in Session 14 (1500 words)..</p> | | | |
| Readings / Indicative Learning Resources | | <p>Mandatory</p> <p>Chomsky, N. Aspects of the Theory of Syntax. MIT Press, 2014. ProQuest</p> <p>Lakoff, G., and Wehling, E. Your Brain's Politics: How the Science of Mind Explains the Political Divide. Andrews, 2016. ProQuest</p> <p>Optional</p> <p>Fodor, J. A. Concepts: Where Cognitive Science Went Wrong. Oxford University Press, 1998. ProQuest</p> <p>Rowlands, M. The New Science of the Mind : From Extended Mind to Embodied Phenomenology. MIT Press, 2010. ProQuest</p> <p>Tomasello, M. Constructing a Language: A Usage-Based Theory of Language Acquisition. Harvard University Press, 2005. ProQuest</p> | | | |
| Indicative Self- Study | | | | | |

| | Type | +/- | Hours |
|------------|--|-----|-------|
| Strategies | Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | + | 88 |
| | Assignments for seminars / tutorials / labs | + | 50 |
| | E-learning / distance learning (MOOC / LMS) | + | 50 |
| | Fieldwork | - | 0 |
| | Project work | + | 40 |
| | Other (please specify) | - | 0 |
| | Preparation for the exam | + | 10 |
| | | | |

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|------------------------------------|---|
| Academic Support for the Course | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials |
| Facilities, Equipment and Software | (If required) |
| Course Instructor | Mikhail Knyazev, Jonathan Platt |

Lecture 1. The reflection of knowledge vs. labor of cognition

How we think and speak. Is there a mental language? Prerequisites for discourse analysis as an academic discipline.

Tutorial 1. The process of cognition vs the state of knowledge acquisition.

Lecture 2. The quest for a linguistic golden age

A historical survey of the modern philosophy of language from classicism to modernism and its intersection with linguistics

Tutorial 2. Landmarks in philosophy of discourse.

Lecture 3. The dialectic of language and thought

Enduring polemic between rationalist (mechanistic) and processual (organicist) models of language and their frequent moments of confluence.

Tutorial 3. Challenges and perspectives of the models.

Lecture 4. Representations of language as ideal form

Speech vs language. Relations between mental and language structures.

Tutorial 4. Reasons for changes in the language and the mind.

Lecture 5. Linguistics as a formal science: Syntactic Structures

Syntax and its correlation with mental structures. Language families and their relations.

Tutorial 5. Nationalities, languages, syntactical structures: same or different?

Lecture 6. The return of mentalism: Aspects

Internalized grammar. Linguistic behaviour. Emergence of mentalism as a theory.

Tutorial 6. Benefits and drawbacks of mentalism.

Lecture 7. Chomskyan revolutions if any

The 1940-s and 1950-s and the so-called Chomskyan revolution. "Syntactic structures". Chomsky's disciples and opponents.

Tutorial 7. Chomsky's theory today. Implications and applications.

Lecture 8. 'Linguistics Wars': Chomsky vs. generative semantics

The so-called "Linguistic Wars" and the demise of generative semantics in the late 1960s.

Syntactocentric orientation of generative grammar.

Tutorial 8.

Discussion of the philosophical and methodological aspects of the mature generative grammar

Lecture 9. Chomskyan nativisms

Noam Chomsky's Nativist theory of language vs other theories of language acquisition.

Tutorial 9. Landmarks in language acquisition theory.

Lecture 10. Knowledge of language and its philosophical implications

The status of knowledge and rules in the philosophical context.

Tutorial 10. Knowledge vs cognition

Lecture 11. Intuitions and judgments as linguistic data

Interventions of poststructuralism and psychoanalysis.

Tutorial 11

The nature of linguistic intuitions and judgments

Lecture 12. The critique of ideal form

Theory of construction grammar. Generative theory of human language.

Tutorial 12. Generative theory today: review.

Lecture 13. Language and desire.

Function of desire in construing language and its speech embodiment.

Tutorial 13. Linguistic experiments.

Lecture 14. Memory and bricolage

Emergence of meaning at the nexus of memory. Combination and pseudo-memory.

Tutorial 14

Discussion of artistic texts, relating them to the philosophical and linguistic topics treated in the lectures.

Lecture 15. Classical cognitivism and representational theory of mind

Main ideas in the cognitive science and philosophy of mind as the immediate context of generative grammar in the 1980s.

Tutorial 15

Prerequisites for the theory emergence.

Lecture 16. Modularity

Philosophy of psychology and theory of modularity. Mental module, Fodorian modularity.

Tutorial 16. Post-Fodorian modularity.

Lecture 17. Fodorian concept of nativism

Jerry Fodor and Representational theory of mind.

Tutorial 17. Chomsky's and Fodor's theories: comparison

Lecture 18. Symbol-manipulation–connectionism debate

Development of cognitive studies in the 1990s. Symbolism vs connectionism.

Tutorial 18. Artificial intelligence.

Lecture 19. Embodied cognition and second generation cognitive science

Theories of embodied cognition.

Tutorial 19. First and second generation cognitive science: path of development

Lecture 20. Evolution of language within cognitive science

Debate about the evolution of mind and language faculty.

Tutorial 20

Experimental and cognitive linguistics and their achievements in the field of discourse studies.

Lecture 21. Methodological naturalism: Chomskyan late philosophy of science

Discussion of the late philosophy of science of Chomsky (methodological naturalism).

Tutorial 21. Support and criticism of methodological naturalism. Prospects and limitations.

Lecture 22. Prospects for a philosophy of linguistics

Contours of philosophy of linguistics as a whole in European, USA and Russian contexts.

Tutorial 22. Review of the recent literature.

Assessment Methods and Criteria

Assessment Methods

| Types of Assessment | Forms of Assessment | Modules | | | |
|----------------------------------|------------------------|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Formative Assessment | Test | | | | |
| | Essay | * | | | |
| | Report/Presentation | | | | |
| | Project | | | | |
| | In-class Participation | * | * | * | |
| Interim Assessment (if required) | Mid-term paper | | | | |
| Summative Assessment | Exam | | | * | |

Assessment Criteria In-class Participation

| Grades | Assessment Criteria |
|----------------------|--|
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-3) | Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions. |

Project Work

| Grades | Assessment Criteria |
|--------------------|--|
| «Excellent» (8-10) | A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of |

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| | knowledge beyond that covered in the presentation and show confidence in discussion. |
| «Good» (6-7) | Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. |
| «Satisfactory» (4-5) | Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up. |
| «Fail» (0-3) | Fails to demonstrate any appropriate knowledge. |

Written Assignments (Essay, Test/Quiz,)

| Grades | Assessment Criteria |
|----------------------|---|
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur; |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-3) | Fails to demonstrate any appropriate knowledge. |

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about

the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.