

Description of supplementary subjects in Cognitive Semiotics

Framework provisions of the academic regulations

The academic regulations for the supplementary subject in Cognitive Semiotics (2007) were prepared by the Board of Studies at the Norse Institute and approved by the Dean of the Faculty of Humanities on 28 September 2007

The academic regulations take effect on 1 September 2007.

The supplementary subject in Cognitive Semiotics entitles the student to use the title ()

The academic direction and primary subject areas of the degree

The aim of the elective subject is to introduce students to cognitive semiotics research areas in order to develop their specialised knowledge and increase their theoretical qualifications in the subject's basic methods, so they can acquire the competence required for working with and communicating the subject material and relate the knowledge to issues in other areas.

Academic competences and qualifications

A supplementary course in Cognitive Semiotics gives the student the following qualifications and competences:

Qualifications:

The students should acquire qualifications in the form of knowledge, understanding and skills in the following areas:

- the central theories, concepts and hypotheses of cognitive semantics;
- the standard cognitive problems such as categorisation, creation of conceptual metaphor, blending, meaning charts and concept formation;
- semiology and structural semiotics;
- the basic elements and structures in works of art that lie at the root of specific effects of meaning;
- the basic elements of signification, linguistic as well as visual.

Competences:

Through academic course work, the student acquires the following professional and social competences:

- the ability to describe and analyse complex issues of a multidisciplinary nature, and to communicate such issues in a scientific context;
- the ability to independently analyse and characterise phenomena of signification, whether linguistic or visual, aesthetic or non-aesthetic;
- a heightened analytical ability due to command of fundamental concepts determining signification;
- the ability to perceive the similarities and correlations between linguistic and visual signification and thus work across various media;
- the ability to convert general theoretical knowledge into practical analysis;
- the ability to understand and analyse phenomena of signification in their social context and to communicate this knowledge to laymen.

Admission requirements and prerequisites

To fulfil the admission requirements for enrolment in the programme, the student must have passed 2 years of study in another field.

The degree gives access to the following:

The supplementary course Cognitive Semiotics gives the student access to the Master's programme in Cognitive Semiotics or to the Master's programme in Nordic Language and Literature at the University of Aarhus.

Transitional regulations

Students bound by the 199 regulations can be transferred to the 2005 regulations in accordance with the following guidelines:

General Semiotics is transferred to General Theoretical Thesis.
 Analytical Subject is transferred to Analytical Subject.

Structure of the degree programme

Exam overview -

Module/annual exam	Subject type/assessment	Title of exam/form of evaluation	Term/ECTS
Cognition and Semiotics	Cognition and Semiotics - Internal examination with internal co-examiner	Fundamental and compulsory	First term
		Marked 7-point scale	30 ECTS
Cognitive Semiotic Analysis	Cognitive Semiotic Analysis - External examination with appointed external co-examiner	Fundamental and compulsory	Second term
		Marked 7-point scale	15 ECTS
Bachelor's Project	Bachelor's project - External examination with appointed external co-examiner	Fundamental and compulsory	Second term
		Marked 7-point scale	15 ECTS

Box diagram -

First term	Second term
Cognition and Semiotics 30 ECTS	Cognitive Semiotic Analysis 15 ECTS
	Bachelor's Project 15 ECTS

Regulations and provisions for academic progress -

The student cannot register for the exam in Cognitive Semiotic Analysis and the Bachelor Project until he/she has passed all exams in Cognition and Semiotics in the first term of the supplementary subject.

Individual disciplines and exams in the degree programme

Cognition and Semiotics

Qualifications

The students should acquire qualifications in the form of knowledge, understanding and skills in the following areas:

- Categorisation and perception theory, including prototype theory, form theory, image schematic theory.
- Semiotic theory, including classical structuralistic semiotics.
- Metaphor theory, including the ability to determine the metaphorical basis for extracting significance in both text and images.

Competences

Through academic course work, the student acquires the following professional and social competences:

- Ability to analyse, compare and assess significance phenomena, whether linguistic or visual, natural, social or aesthetic, via proficiency in cognitive semiotics.
- Ability to acquire knowledge and use existing or new theories about cognitive significance
- Ability to recognise overall connections between phenomena from different subject areas and thus participate in a multidisciplinary collaborative network.
- Ability to understand the relationship between significance extraction and perception/social experience.

The module consists of the following exams:

1. Cognition and Semiotics

Objective:

In the evaluation of the student’s exam performance, special emphasis is placed on evaluating the extent to which the student:

- Can document knowledge of key cognitive meaning theories.
- Is able to turn theory into analytical practice.
- Can significantly discuss the cognitive and semiotic theories.
- Demonstrates independence in theoretical and analytical practice.

Method of teaching:

Group instruction in English with a few student presentations and written exercises.

Language of instruction:

English and Danish

Course description:

The aim of the course is to produce insight into the basic concepts and theories of cognitive semiotics. It presents the student with significance extraction’s co-called schematic basis and the concepts tied to it (metaphor, picture diagram, frame, blending, etc.). It aims to give the student insight into human’s significance extraction’s relationship to perception and sensory-motory experience. It attempts to give the student an overall understanding of what the meaning is, regardless of whether it is expressed in language or images, in speech or through sight. Finally, it is to give the student the general theoretical tools he/she needs to analyse specific significance phenomena.

EVALUATION

1)	Examinees	Product	Product framework	Duration	Preparation	Materials permitted	Basis for evaluation
	Individual	Combined written and oral	Select from topics provided	1 week(s) 20 minutes	20 minutes	Selected	Defence
<p><i>Note</i> The exam consists of a set written 1-week home assignment and a set oral exam. The oral examination takes place after the written portion has been submitted. The mark is a combined mark and is established after the oral exam. In the assessment, the weighting of the written vs. oral portion is 2:1, respectively. IN the written portion, the student must choose one question defined by the examiner and taken from the syllabus communicated by the examiner. Length of assignment: max. 15 standard pages. For the oral exam, the student is tested on a topic related to the topic chosen for the written exam. Preparation time: 20 minutes. Materials permitted: Notes and relevant texts. Duration: 20 minutes, incl. marking.</p>							

Cognitive Semiotic Analysis

Qualifications

The students should acquire qualifications in the form of knowledge, understanding and skills in the following areas:

- Insight into artistic objects' basic structures, including the relationship between aesthetic perception and everyday perception.
- Understanding of the basic elements and structures in works of art that lie at the root of specific effects of meaning;
- General text understanding, including insight into texts' structure at different levels (from sentence to discourse level).
- Understanding of the relationship between everyday language and aesthetic language use.

Competences:

- Ability to select relevant knowledge and relevant theories in order to analyse a specific object.
- Ability to develop concept tools for special analytical use.
- Ability to recognise similarities and analogies between cultural meaning phenomena, which initially appear to be different types of phenomena.
- Sharpened analytical sense thanks to the acquired concept tools.
- Ability to analyse and compare objects across media differences (images, text, film).
- Sharpened critical sense thanks to knowledge of the resources, with which meaning effects and overall meaning is produced.
- Ability to take a rational, argumentative and analytical stance regarding cultural phenomena and objects.
- Possession of sharpened linguistic and communicative understanding. Increased insight into what makes a textual or visual message meaningful.

The module consists of the following exams:

1. Cognitive Semiotic Analysis

Objective:

In the evaluation of the student's exam performance, special emphasis is placed on evaluating the extent to which the student:

- Can use the key cognitive theories and concepts on a meaning expression.
- Can document an ability to define relevant significance elements in both pictures and texts.
- Can document an ability to compare and contrast cultural meaning phenomena.
- Can document independent production ability.

Method of teaching:

Group instruction in English with a few student presentations and written exercises.

Language of instruction:

English and Danish

Course description:

The aim of the course is to teach students to use the basic concepts and theories from cognitive semiotics to analyse a specific object expressed with a communicative intention. The student learns thereby to analyse a textual and visual expression based on the same general cognitive principles.

EVALUATION

1)	Examinees	Product	Product framework	Duration	Preparation	Materials permitted	Basis for evaluation
	Individual	Oral	Set question	30 minutes 0	1 hour(s)	Selected	Presentation

Note

The candidate must answer a question formulated by the examiner taken from a syllabus established by the examiner.
Materials permitted: Notes and relevant texts.

Bachelor's project

Qualifications

The students should acquire qualifications in the form of knowledge, understanding and skills in the following areas:

- Skills in identifying, analysing and working with specific scholarly issues within a limited subject area that reflects the emphasis of the project.
- Insight into the subject area relevant pertaining to the issue in question.
- Knowledge of cognitive semiotics' perspectives for the basic subject.
- Understanding of issues relating to cross and multidisciplinary scientific work.

Competences

The student acquires the following skills:

- Ability to formulate an issue, define it and work independently with the help of the tools and the knowledge the student acquired in the previous part of the study programme.
- The ability to assess multidisciplinary issues.
- Ability to independently search for the knowledge and develop the skills needed in order to prepare a large assignment.
- The ability to discuss selected issues and the selection of literature relating to these, as well as account for choices of literature (including theory and methodology).

The module consists of the following exams:

1. Bachelor's project

Objective:

In the evaluation of the student's exam performance, special emphasis is placed on evaluating the extent to which the student:

- Can use the key cognitive theories and concepts on a subject area from the core course.
- Can document an ability to compare theory from the elective and the core course.
- Can document an ability to work across disciplines.
- Can produce material independently and without difficulty.

Method of teaching:

Project work with guidance. The subject area, methodology and literature of the project are to be arranged with and approved by a supervisor.

Language of instruction:

English and Danish

Course description:

The Bachelor Project further builds on the preceding course in a study of a specific issue in the field of cognitive semiotics, which should also involve knowledge, theories and methods from the student's main subject and thus reflect the core of the studies. The objective of the project is to enable the candidate to apply the acquired knowledge in cognitive semiotics in a concrete analysis of a topic of his/her choosing. The topic may either be purely empirical, where the candidate analyses a given object using cognitive semiotic concepts; or it can be more theoretical, where the

candidate put into perspective assumptions or theories from his original subject with theories or methods from cognitive semiotics.

EVALUATION

1)	Examinees	Product	Product framework	Duration	Preparation	Materials permitted	Basis for evaluation
	Individual	Written	Topic of own choice				Submission
<i>Note</i> The exam is a free written exam of max. 20 pages. The assignment must contain a summary in English (or another major European language) of max. 1 page. The evaluation will focus on the academic content of the student's work, though the quality of the summary can affect the final mark awarded.							
