

## **KOGP04, Cognitive Science: Cognition and Communication, 7.5 credits**

*Kognitionsvetenskap: Kognition och kommunikation, 7,5 högskolepoäng*  
**Second Cycle / Avancerad nivå**

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### **Details of approval**

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2010-08-25 and was last revised on 2025-09-08 by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology (U 2025/625). The revised syllabus comes into effect 2025-09-09 and is valid from the spring semester 2026.

### **General information**

The course is a component of the Master's programme in Cognitive Science. It is also offered as a freestanding course.

*Language of instruction:* Swedish

*Main field of  
study*

*Specialisation*

Cognitive Science    A1N, Second cycle, has only first-cycle course/s as entry requirements

### **Learning outcomes**

On completion of the course, students shall be able to

#### **Knowledge and understanding**

- provide an advanced account of the role of cognition in face-to-face communication and technology supported communication
- provide an advanced account of different cognitive theories on face-to-face communication and technology supported communication
- provide a precise account of the basic concepts and main issues in the research on cognition and communication

## Competence and skills

- reflect on the relevance of different cognitive theories for the study of communication, both face-to-face and technology-mediated communication,
- analyse concrete cases of communication using the theories and concepts presented in the course,
- relate the different theories of cognition and communication to each other and account for their strengths and weaknesses,

## Judgement and approach

- reflect and take a position on different empirical methods in cognitive studies on communication
- argue in favour of various theoretical approaches to cognition and communication,
- discuss and take a position on the ethical aspects of the use and development of knowledge of cognition and communication.

## Course content

The course aims to provide students with knowledge of the role of cognition in communication. The course covers cognitive aspects of face-to-face and technology supported communication and examines the link between cognition and communication from different perspectives. It explains how communication is dependent on cognitive functions and abilities such as perception, action, emotion, attention, motivation, interest, expectation, intention, concept formation, categorisation, logical reasoning and inference. It also addresses the link between communication and social cognition and how coordination, interaction, intersubjectivity and cooperation influence communication.

The course focuses on how the view on cognition has changed in recent decades and how this has influenced the view on communication. It provides students with an understanding of how competing cognitive theories of communication relate to each other as well as knowledge of their advantages and disadvantages from a comparative perspective. Individual theories are linked to specific methods, with concrete examples.

*Cognitivism* explains communication by referring to general mental representations and universal, rational, conscious processes. *Constructivism* emphasises how sensory, motor and neural processes influence categorisation and concept formation and thereby meaning and grammar. *Social constructivism* claims that the individual's social and cultural environment influences categorisation and thus communication.

*Interactionism* focuses on how different forms of interaction between individuals and their surroundings create meaning and understanding through physical, bodily, mental and social processes on different time scales.

The course is structured around a number of themes that cover cognitive aspects of, for example

- communication models
- the context and meaning of an utterance e.g. relevance theory and ecological pragmatics

- categorisation, concept formation and linguistic meaning
- the phenomenon of "common ground"
- multimodality
- non-verbal communication including gestures and eye-contact
- social and cultural contextualisation, including the role of technology in communication
- interactionism such as theories of linear adaptation, sensory-motor coordination and dynamic connection and dialogism

## Course design

Teaching consists of lectures combined with seminars and a compulsory group session.

## Assessment

The course is assessed by an individual assignment, a group assignment and an invigilated exam

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

## Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction

The final exam is graded Fail, Pass, Pass with Credit, the individual assignment and the group assignment with Fail or Pass. A grade of Pass requires at least a grade of Pass in all three parts of the examination. A grade of Pass with Credit is required in addition to a grade of Pass with Credit on the final exam.

## Entry requirements

To be admitted to the course, students must have successfully completed 90 credits in any of the following subjects: anthropology, general linguistics, computer science, informatics, engineering mathematics, neuroscience, biology, psychology, economics, education or theoretical philosophy. Students with qualifications equivalent to 90 credits in cognition research or cognitive science from another higher education institution may also be admitted to the course.

## Further information

- The course is offered at the Department of Philosophy, Lund University.
- The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree.
- For further details, see current registration and information materials.