

DETAILS OF THE SUBJECT

Title: SEMÁNTICA Y PRAGMÁTICA II

Code: 100552

Degree/Master: GRADO DE ESTUDIOS INGLESES

Year: 4

Name of the module to which it belongs:

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform:

TEACHER INFORMATION

Name: BARCELONA SANCHEZ, ANTONIO

Faculty: FACULTAD DE FILOSOFÍA Y LETRAS

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Just opposite the Administrative Office of the English and German Department

E-Mail: ff1basaa@uco.es

Phone: 957218135

Name: BLANCO CARRIÓN, OLGA

Faculty: FACULTAD DE FILOSOFÍA Y LETRAS

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Go to classroom 15 from main entrance, turn left, walk a few yards and you will find it.

E-Mail: ff1blcao@uco.es

Phone: 957218119

SPECIFICS OF THE SUBJECT

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

Students must pass "Semantics and Pragmatics I" before passing "Semantics and Pragmatics II"

Recommendations

Students are strongly encouraged to read regularly the articles and book chapters assigned by the instructor weekly, and to attend lectures and classes with an active attitude (e.g. answering the instructor's questions on the reading assignments, and preparing the practical exercises related to the various course units).

SKILLS

- CB1 Ability for analysis and synthesis.
- CB2 Ability for organization and scheduling of work.
- CB3 Knowledge of the foreign language (English).
- CB4 Knowledge of ICT for study and research.
- CB5 Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature.
- CB7 Decision making.
- CB8 Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
- CB10 Ability to work in a team with interdisciplinary character.
- CB11 Ability to work in an international context.
- CB12 The acknowledgement of diversity and interculturality.
- CB13 Ability to self-assessment.
- CB14 Adaptation to new situations.
- CB15 Creativity.
- CB16 Knowledge of other cultures and habits.
- CB17 Motivation for quality, professional ambition and entrepreneurship.
- CB18 Students must demonstrate to possess and understand knowledge in a field of study which takes place from the base of the general secondary school, and it is common to find a level that, albeit it relies on advanced text books, also includes some aspects which imply knowledge from the forefront of its field of study.
- CB19 Students must develop those necessary learning abilities to undertake subsequent studies with a high degree of autonomy.
- CU1 To accredit the use and proficiency of a foreign language.
- CU2 To know and improve the user level in the field of ICT.
- CE10 Knowledge of the terminology of the major linguistic disciplines.
- CE11 Knowledge of the linguistic peculiarities of English with respect to the mother tongue, and its contrasts. Theoretical and practical knowledge of Spanish / English linguistic language mediation.
- CE12 Analysis, commentary and explanation of the texts in English from different registers, types, genres and historical periods.
- CE13 Command of oral and written academic English as well as the development of techniques of academic work. Ability to argue and express abstract concepts, assumptions and relationships in academic essays.
- CE15 Usage of the different necessary resources for English linguistic study and research, both printed and electronic (bibliographies, database, IT specific and relevant applications in linguistic studies).
- CE16 Knowledge of methodologies, tools and resources of the industries of the language and communication and information technologies.
- CE24 Identification, classification, explanation and assessment of the different linguistic functions concerning units, relations and processes.
- CE25 Ability for the phonetic-phonological, morph-syntactic, semantic and discursive analysis of the English language.
- CE27 Participation in group learning activities: assignments, studies.
- CE28 Participation in learning forums and transfer of acquired knowledge: news groups, blogs.
- CE29 Analysis of the conditionings related to the use of language in situation that affect the final shape adopted by the text, in its oral and written aspect.
- CE33 Ability to develop critical and autonomous thought through reading and analysis of literary texts and other cultural demonstrations in English language.
- CE34 Ability to evaluate critically a consulted bibliography and frame it in a theoretical perspective.
- CE35 Ability to design and elaborate formative and self learning material in relationship with disciplinary contents of the module.
- CE39 Ability to recognise cognitive and functional determining factors on the structure and use of language.
- CE40 Development of autonomy to select linguistic and methodological resources according to the purposes to be achieved.
- CE41 Development of the interest in linguistic theory and its application to different fields, such as the study of creative texts in English and the methodology of teaching and learning English.
- CE42 Development of the linguistic theoretical interest and its description, both synchronic and diachronic.
- CE43 Development of the interest of different theories in teaching and learning languages, within a heterogeneous context, heir of diverse traditions, methods and approaches.
- CE44 Ability to summarize, organise, manipulate and transmit efficiently the knowledge acquired in the different modules.
- CE45 Acceptance of other critical thought differing from the one adopted by the students.
- CE51 Ability to distinguish between different theoretical/critical approaches of the same problem.
- CE52 Ability to identify problems and research themes and evaluate their relevance.
- CE53 Ability to analyse texts and discourses in English language by using analysis techniques appropriately .
- CE55 Scientific knowledge of the semantics and pragmatics of English language.

The main objective is to teach the basic proposals of the main contemporary theories of meaning. Among these theories, cognitive semantics aptly views semantics and pragmatics as two poles of a continuum, and claims that meaning is normally motivated. Therefore, the course will pay particular attention to the main tenets and concepts of cognitive semantics.

To attain this objective, each student will be encouraged to:

- Apply the skills and concepts acquired throughout the course to examples and (con)texts other than those used by the instructor or the reading assignments to illustrate those skills and concepts.

- Integrate those skills and concepts with the skills and concepts learnt by means of the various linguistic subjects studied previously by the student.

- Improve her/his practical command of English, especially as regards the lexicon and phraseology of the language.

CONTENT

1. Theory contents

SECTION I: SENTENCE SEMANTICS (I).

UNIT 9: THE CONCEPTUAL BASIS OF CLAUSE STRUCTURE

UNIT 10: SEMANTIC ROLES

UNIT 11: ASPECT AND TENSE

SECTION II: SENTENCE SEMANTICS (II).

UNIT 12: MODALITY

SECTION III: PRAGMATICS (I).

UNIT 13: MEANING IN CONTEXT (A): INFERENCE AND DEIXIS

UNIT 14: MEANING IN CONTEXT (B): INFERENCE AND ANAPHORA.

SECTION IV: PRAGMATICS (II).

UNIT 15: INTERPERSONAL MEANING (A): SPEECH ACTS

UNIT 16: INTERPERSONAL MEANING (B): IMPLICATURE

2. Practical contents

Each course unit is accompanied by a practice section aimed at applying the skills and knowledge acquired by students through that unit.

As an average there are five practical exercises and / or study questions per unit.

METHODOLOGY

General clarifications on the methodology and methodological adaptations for part-time students

The methodology normally used in didactic seminars will be followed as faithfully as possible. At the beginning of the course, students will receive a dossier with the set of compulsory reading assignments. The instructor will briefly introduce the main contents of each unit; he will also set the reading assignments corresponding to each unit, which will be the object of class discussion structured by the instructor (who will prepare a number of key questions to ensure students will identify and assimilate the main concepts in each unit).

During the weekly hour devoted to practical sessions, students will be asked to show the results of the practical exercises set as homework for that hour and will be graded on the basis of those results.

At the end of the third week, students will be invited to plan and carry out (monitored by the instructor) a simple research paper connected to one of the course topics. These papers will be presented orally and discussed at class, and their written version will be handed in to the instructor.

Should no students choose to write and present a paper, the time allotted to paper presentations will be allotted to any of the other classroom activities, and the time devoted to paper preparation will be allotted to the other home activities.

Students officially registered on a part-time basis are requested to get in touch with the instructor at the beginning of the semester to devise an adaptation of the methodology to their case.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	-	2
<i>Debates</i>	30	-	30
<i>Lectures</i>	12	-	12
<i>Paper presentation</i>	1	-	1
<i>Practical sessions</i>	-	15	15
Total hours:	45	15	60

Not on-site activities

Actividad	Total
<i>Essay writing</i>	15
<i>Exercises</i>	5
<i>Reading assignments</i>	50
<i>Self-study</i>	20
Total hours:	90

WORK MATERIALS FOR STUDENTS

Dossier
Exercises and problems

Clarifications:

At the beginning of the semester, a dossier will be left by the instructor at the copy centre for students to order their copies. The dossier will include the outlines of each unit, the texts of the compulsory readings and the practical exercises. Some of the instructor's introductions to the units, some unit outlines and some exercises, as well as certain electronic documents supplementing the dossier will be uploaded to the Moodle platform.

EVALUATION

Skills	Tools		
	Multiple choice exam	Practical exercises set as homework	Variants of classroom practical exercises
CB1	x	x	x
CB10		x	
CB11		x	
CB12	x		
CB13		x	
CB14	x		
CB15	x		
CB16	x		
CB17	x		
CB18	x		
CB19	x		
CB2	x	x	
CB3	x		x
CB4		x	
CB5	x	x	
CB7	x		
CB8		x	x
CE10	x		

CE11	x		
CE12	x		
CE13		x	
CE15	x		
CE16	x		
CE24	x		
CE25	x		
CE27		x	
CE28		x	
CE29	x		
CE33	x		
CE34	x		
CE35	x		
CE39	x		
CE40	x		
CE41	x		
CE42	x		
CE43		x	
CE44	x		
CE45	x		
CE51	x		
CE52	x		
CE53	x		
CE55	x		
CU1	x		
CU2		x	
Total (100%)	60%	10%	30%
Minimum grade.(*)	4	3	0

(*) Minimum grade necessary to calculate the average

Minimum score to eliminate content and period of validity for partial qualifications: 5 points on a 0-10 scale.
Validity: Examination period of the corresponding semester.

General clarifications on evaluation and methodological adaptation for part-time students:

Grading criteria:

- Degree to which students have acquired the basic, university and specific skills (CB, CU, CE) and degree to which they have reached the objectives specified above.

- Reaching at least 50% of the highest possible combined grade in the proportion stated above for the multiple choice exam, the exercises set as homework, and the variants of those exercises (these variant exercises will be done by the students on the same date as the multiple choice exam).

Grading tools:

- The oral and written presentation of a research paper is optional and supplements the grade obtained by means of the *regular grading tools* (exam, homework exercises and variant exercises) in the proportions stated above. The students that decide to present the paper will therefore be graded like this:

- The combined grade reached by means of the above mentioned regular grading tools accounts for 60% of the overall grade.

- The grade reached in the research paper (essay) accounts for 40% of the overall grade.

- *Condition:* Students must have reached at least a "Pass" (50%) in the combined grade of the regular grading tools. If they have reached a 5 points score (on a 0-10 scale) in the paper but have not passed the regular grading tools, then the paper grading will be maintained only to the end of the July recovery exam period.

Plagiarism

- Deliberate substantial plagiarism in the research paper will lead to a "Fail" in the overall grade.

Value of attendance in the final grade: *No specific value in terms of score points. But attendance and a positive active attitude will be taken into account in doubtful cases.*

Qualifying criteria for obtaining honors: *A minimum of 9 score points in the overall grade on a 0-10 scale.*

BIBLIOGRAPHY

1. Basic Bibliography:

BARCELONA SANCHEZ, Antonio (2000). "Introduction. The cognitive theory of metaphor and metonymy". In Barcelona, Antonio (ed.), *Metaphor and Metonymy at the Crossroads . Cognitive Perspective . Berlin / New York: Mouton de Gruyter.* (1-30).

DIRVEN, R & VERSPOOR, M. (1998), *Cognitive Exploration of Language and Linguistics*, Amsterdam /Philadelphia: J. Benjamins. (25-51) (81-90_ 95-102). (137-157).

DIRVEN, R. AND RADDEN, G. (forthcoming).*Cognitive English Grammar.* Amsterdam / Philadelphia: John Benjamins

FAUCONNIER, G. 1997. "The Importance and Relevance of Meaning Construction" & "The Cognitive Construction Perspective". In *Mappings in thought and Language.* Cambridge: CUP, 1-5 & 34-37.

FAUCONNIER, G. 1999. "Methods and Generalizations". In Jansen, T. & Redeker, G. 1999. *Cognitive Linguistics. Foundations, Scope and Methodology.* Berlin: Mouton de Gruyter, 95-129. (95-98).

HURFORD, J. & HEASLEY, B. (1988), *Semantics, A Coursebook*, Cambridge: CUP. (Hurford: 15-25,25-34, 76-85). (85-88,98-100). (232-240, 240-250).

KÖVECSES, Z. (2002). "Another Figure: Metonymy". In *Metaphor: a practical introduction.* OUP, 143--162.

LYONS, J. (1995), *Linguistic Semantics: An Introduction.* CUP. (40-45), (235-240, 265-271). (258-265,290-292).

MARMARIDOU, SOPHIA S. A. 2000. "The Cognitive Pragmatics Perspective» & "The Societal Perspective». In

Pragmatic Meaning and Cognition, Amsterdam: J. Benjamins, (25-41), (261-267).

SAEED, J. I. (1997), Semantics, Oxford: Blackwell. (3-23, esp. 17-19), (63-71). (271-282). (32-40). (308-312), (90-102). (191-196). (319-328).

UNGERER, F. & SCHMID, H.-J. (1996), An Introduction to Cognitive Linguistics. London: Longman. (114-130).

2. Further reading:

The dossier includes additional bibliographic recommendations.

COORDINATION CRITERIA

- Common evaluation criteria
- Deadlines for essay papers
- Joint activities: lectures, seminars, visits ...
- Shared reading assignments

Clarifications:

These coordination criteria may affect these syllabus subjects:

Semántica y Pragmática I, Semántica y Pragmática II, and El Lenguaje figurado del inglés.

SCHEDULE

Period	Activity				
	Assessment activities	Debates	Lectures	Paper presentation	Practical sessions
1# Fortnight	0	4	2	0	2
2# Fortnight	0	4	2	0	2
3# Fortnight	0	4	2	0	2
4# Fortnight	0	4	2	0	2
5# Fortnight	0	4	2	0	2
6# Fortnight	0	4	1	1	2
7# Fortnight	0	4	1	0	2
8# Fortnight	2	2	0	0	1
Total hours:	2	30	12	1	15