DETAILS OF THE SUBJECT

Title: MODELOS COGNITIVOS EN LA LENGUA INGLESA
Code: 100568
Degree/Master: GRADO DE ESTUDIOS INGLESES   **Year:** 3
Name of the module to which it belongs:
Field: VARIACIÓN, COGNICIÓN Y DISCURSO EN INGLÉS
Character: OPTATIVA   **Duration:** SECOND TERM
ECTS Credits: 6   **Classroom hours:** 60
Face-to-face classroom percentage: 40%   **Non-contact hours:** 90
Online platform:

TEACHER INFORMATION

Name: GUERRERO MEDINA, MARIA DEL PILAR
Faculty: Filosofía y Letras
Department: FILOLOGÍAS INGLESA Y ALEMANA
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SPECIFICS OF THE SUBJECT

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

A C1 English level is strongly recommended

SKILLS

CB1   Capable of analysis and synthesis.
CB2   Capable of organisation and planning.
CB3   Knowledge of a foreign language (English).
CB4   Knowledge of ICTs for study and research.
CB5   Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
CB7   Decision making

CB8	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB9	Ability to work in teams.
CB11	Ability to work in an international context.
CB12	Recognition of diversity and interculturality.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and customs.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
CB19	Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CE10	Knowledge of the specific terminology of the main linguistic disciplines.
CE11	Knowledge of the specific linguistic features of the English language with respect to the the native language, and their differences. Theoretical and practical knowledge of the Spanish/English language mediation.
CE12	Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods.
CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE15	Use different resources for the study and research of English linguistics, both in print and electronic form (bibliographies, databases, relevant specialised computer applications in linguistic studies)
CE16	Knowledge of the methodologies, tools and resources of language industries and information and communication technologies.
CE24	Identify, classify, explain and evaluate the various language functions regarding units, relations and processes.
CE25	Ability to analyse the phonetic, phonological, morphosyntactic, semantic properties and discourse of the English language.
CE26	Ability to identify periods in the evolution of the English language and to assign and recognise characteristics with respect to those periods.
CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE29	Analyse factors related to the use of language in situations that affect the final form of written and spoken text.
CE33	Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language.
CE34	Ability to critically evaluate a bibliography and situate it within a theoretical perspective.
CE35	Ability to design and develop training materials and materials for self-learning related to the academic content of the module.
CE39	Ability to identify the cognitive and functional determinants of language structure and use.
CE40	Develop autonomy to select linguistic and methodological resources according to the objective to be pursued.
CE41	Develop an interest in linguistic theory and its application to various fields such as the study of creative texts in English and English language teaching and learning methodology.
CE42	Develop an interest in both synchronic and diachronic linguistic theory and description.
CE43	Develop an interest in the various theories of language teaching and learning in a heterogeneous context of diverse traditions, methods and approaches.
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.
CE53	Ability to analyse texts and discourse in English using the proper techniques of analysis.
CE55	Scientific knowledge of the semantics and pragmatics of English.

OBJECTIVES

The main aim of this course is to provide students with the necessary research tools to explore the cognitive principles that motivate the grammatical structure of English. We will look at the main cognitive operations we perform in producing and understanding coherent discourse. A secondary objective of this course is to provide students with the analytical tools which will allow them to explore the pragmatic and socio-cultural dimensions of

language in use, and analyze the various ways in which our conception of reality may be shaped by categorization and cultural models

This course has a clear focus on *Cognitive Linguistics* in general and cognitive (or cultural) models and metaphor in particular, but it is also concerned with the conceptualization of experience in other linguistic frameworks, such as *Systemic Functional Linguistics*.

CONTENT

1. Theory contents

1. **Introduction: categories and cognitive models**

2. **Cognitive approaches to meaning**

2.1. Categories in thought and language

2.1.1. Prototypes

2.1.2. Category extension by metaphor and metonymy

2.2. From thought to language

2.2.1 Conceptual and linguistic structure

2.2.2. Situation types and event schemas

3. **Language and the construal of experience. A systemic approach**

3.1. Expressing patterns of experience

3.2. Ideational metaphor. Metaphoric and congruent wordings

4. **Metaphors and meaning**

4.1. Conceptual metaphor in literature

4.2. Cognitive models and ideologies

2. Practical contents

Along with the theoretical contents above, students will complete the study questions testing their understanding of each section in the syllabus. Four seminars will be scheduled where students will be required to actively participate, discussing assigned readings.

METHODOLOGY

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

This course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of the class time. Active participation in class is an essential element of the course assessment.

Part-time students ("alumnos matriculados a tiempo parcial") will be required to take a final exam, both written and oral.

Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	15	-	*15*
Paper presentation	10	-	*10*
Seminar	20	15	*35*
Total hours:	*45*	*15*	*60*

Not on-site activities

Actividad	Total
Bibliographic consultations	*20*
Exercises	*30*
Self-study	*40*
Total hours:	90

WORK MATERIALS FOR STUDENTS

Practical cases and examples
Dossier
Manual of the subject

EVALUATION

Skills	Tools		
	Assignments and projects	**Practical cases and examples**	**Seminars**
CB1	x	x	x
CB11		x	x
CB12	x	x	x
CB13		x	
CB14		x	x
CB15	x		x
CB16			x
CB17	x	x	x
CB18	x	x	x
CB19	x	x	x
CB2	x		x

CB3	x	x	x
CB4	x		
CB5	x	x	x
CB7	x		
CB8	x	x	x
CB9	x		x
CE10	x	x	x
CE11	x	x	x
CE12		x	
CE13	x	x	x
CE15	x	x	x
CE16	x		
CE24	x	x	
CE25		x	
CE26		x	
CE27			x
CE28		x	
CE29	x	x	
CE33		x	x
CE34		x	x
CE35	x	x	
CE39	x	x	
CE40	x	x	
CE41	x	x	
CE42	x	x	
CE43	x	x	
CE44	x	x	
CE45	x	x	
CE51	x	x	
CE52		x	
CE53		x	
CE55		x	
CU1	x	x	x
CU2			x
Total (100%)	40%	30%	30%
Minimum grade.(*)	5	5	5

(*) Minimum grade necessary to calculate the average

Minimum score to eliminate content and period of validity for partial qualifications: *5. The validity of partial grades is one academic year*

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

The student's work will be assessed continuously during the semester. The instruments for assessment are: practical cases and examples (study questions); seminars (class discussion and oral presentations) and assignments. Students will be required to hand in two written assignments during the course.

Part-time students ("alumnos matriculados a tiempo parcial") will be required to take a final exam, including a written and oral part.

Value of attendance in the final grade: *None*

Qualifying criteria for obtaining honors: *Regular attendance and a minimum average score of 9.5*

BIBLIOGRAPHY

1. Basic Bibliography:

Dirven, R., R. Frank and M. Pütz (eds) 2003. *Cognitive Models in Language and Thought. Ideology, Metaphors and Meanings*. Mouton de Gruyter.

Downing, A. and P. Locke (2006) *English Grammar. A University Course*. 2nd ed. London: Routledge.

Radden, G. & R. Dirven (2007) *Cognitive English Grammar*. Amsterdam: John Benjamins

Evans, V. & M. Green (2006) *Cognitive Linguistics. An Introduction*. Edinburgh:EdinburghUniversity Press.

Gibbs, R.W. (ed.) (2008) *The Cambridge Handbook of Metaphor and Thought*.Cambridge: CUP.

Halliday, M.A.K. and C. M.I.M. Matthiessen (1999). *Construing Experience Through Meaning. A Language-Based Approach to Cognition*. London: Continuum.

Lakoff, G. and M. Johnson (1980) *Metaphors We Live By*.Chicago: University of Chicago Press.

Lakoff, G. and M. Turner (1989) *More than Cool Reason. A Field Guide to Poetic Metaphor*. Chicago: The University of Chicago Press.

2. Further reading:

Kövecses, Z. (2005) *Metaphor in Culture. Universality and Variation*.Cambridge: CUP

Stockwell, P. (2002). *Cognitive Poetics. An Introduction*. London: Routledge.

Taylor, J. R. (1995) *Linguistic Categorization. Prototypes in Linguistic Theory*. 2nd ed. Oxford: Clarendon Press

COORDINATION CRITERIA

- common skills

SCHEDULE

Period	Activity			Comments
	Assessment activities	Paper presentation	Seminar	
2# Fortnight	0	0	5	Categories in thought and language
3# Fortnight	0	0	5	From thought to language
4# Fortnight	5	0	5	Expressing patterns of experience
5# Fortnight	0	0	5	. Ideational metaphor. Metaphoric and co
6# Fortnight	5	0	5	Conceptual metaphor in literature
7# Fortnight	0	5	5	Cognitive models and ideologies
8# Fortnight	5	5	5	Oral presentations
Total hours:	15	10	35	