

### 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:** Moodle

### TEACHER INFORMATION

**Name:** BARCELONA SANCHEZ, ANTONIO (Coordinador)

**Faculty:** Facultad de Filosofía y Letras

**Department:** FILOLOGÍAS INGLESA Y ALEMANA

**Area:** FILOLOGÍA INGLESA

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### 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.

## OBJECTIVES

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 acquired through 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. Theoretical content

#### 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 four practical exercises and / or study questions per unit.

### METHODOLOGY

#### General clarifications on the methodology. (optional)

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 then set the reading assignments corresponding to each unit, which will be the object of class discussions 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 partly 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.

#### Methodological adaptations for part-time students

Students officially registered on a part-time basis are requested to get in touch with the instructor at the beginning of the semester to work out 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>	9	-	9
<i>Paper presentation</i>	1	-	1
<i>Practical sessions</i>	-	18	18
<b>Total hours:</b>	<b>42</b>	<b>18</b>	<b>60</b>

## Not on-site activities

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

## WORK MATERIALS FOR STUDENTS

Dossier - (partially) Moodle platform  
 Exercises and problems - (partially) Moodle platform

### 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	x	
CB12	x	x	x
CB13		x	
CB14	x		
CB15	x		
CB16	x		
CB17	x		
CB18	x		
CB19	x		
CB2	x		
CB3	x		
CB4		x	
CB5	x		
CB7	x		
CB8		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	x	x
CE44	x		
CE45	x		
CE51	x		
CE52	x		
CE53	x		
CE55	x		
CU1	x		
CU2		x	
<b>Total (100%)</b>	60%	10%	30%
<b>Minimum grade.(*)</b>	4	3	0

(\*) Minimum grade necessary to pass the subject

#### What is the weight of the attendance in the final grade ?:

Regularly attending a small group will be taken into account for the final grade when the numerical overall grade is a borderline grade. For example, a student scoring 4,9 points as her/his overall grade may be graded as 5 (Pass) if that student has regularly attended her / his small group (devoted to practical exercises).

#### General clarifications on instruments for evaluation:

Grading criteria:

- 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.

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

The same criteria as for full time students, except as regards class attendance, which will be taken into account only as a positive factor if the students affected at least attend a subset of all their small group sessions.

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

¿Hay exámenes/pruebas parciales?: *No*

## 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.

DIRVEN, R & VERSPOOR, M. (1998), *Cognitive Exploration of Language and Linguistics*, Amsterdam /Philadelphia: J. Benjamins.

DIRVEN, R. AND RADDEN, G. (2007).*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).

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).

## 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					Comments
	Assessment activities	Debates	Lectures	Paper presentation	Practical sessions	
1# Fortnight	0	4	1	0	2	
2# Fortnight	0	6	1	0	4	
3# Fortnight	0	6	1	0	2	
4# Fortnight	0	4	2	0	2	
5# Fortnight	0	4	2	0	4	
6# Fortnight	0	4	1	1	2	
7# Fortnight	2	2	1	0	2	Extra week needed. Wrong format
<b>Total hours:</b>	2	30	9	1	18	