TEACHING GUIDE

DETAILS OF THE SUBJECT

Title: **INVESTIGACIÓN EN METÁFORA Y METONIMIA**
Code: 103419
Degree/Master: **MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B** Year: 1
ECTS Credits: 4 Classroom hours: 20
Face-to-face classroom percentage: 20% Non-contact hours: 80
Online platform: Moodle

TEACHER INFORMATION

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REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

Prerequisites established in the study plan

See Verifica section 4.2 (https://www.uco.es/idep/masteres/sites/default/files/archivos/documentos/Verificas/estudios-ingleses-avanzados.pdf)

Recommendations

A good knowledge of English linguistics (as acquired in an English Studies degree in Spain) and a basic knowledge of conceptual metaphor / metonymy theory is recommended, as well as at least a B-2 level in English.

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OBJECTIVES

- To help students to acquire advanced knowledge of the conceptual theory of metaphor and metonymy in the context of cogniive linguistics, of ts more recent evolution, and of its many applications, especially to research on all aspects of the English language (semantics, grammar, discourse), to the study of literaturesand cultures in English language, to natural language processing, and to second language teaching and acquisition.

- To inform students in detail about some of the more relevant empirical research on the mental reality of conceptual metaphor and metonymy.

- To help students to become famiiar with some of the main scientific methods applicable in research on conceptual metaphor and metonymy.

- To help the students to design and implement a simple, well-defined project on any aspect of conceptual metaphor and metonymy in the English language or in English language literature and culture, with a sound specification of its scientific context of its topic (antecedents and state of the art), of its objectives and hypotheses, and of the research methodology.

SKILLS

CB6
CB9
CE10
CE9
CG1
CG2
CG4
CT1
CT3
CT4
CT5

CONTENT

1. Theory contents

1. An overview of the main principles and themes in cognitive science and in cognitive linguistics.

2. A brief survey of the main principles of the cognitive theory of metaphor and metonymy (CTMM). On the distinction between metaphor and metonymy. Evolution and present state of the CTMM as a disclpline in cognitive science.

3. Applications of the CTMM to research on the English language (grammar, lexical semantics, discourse), to research in English-language literature and culture, to natural language processing, and to second language acquisition. Selected detailed examples.

4. The psychological reality of metaphor and metonymy. Examples of recent empirical (especially psycholinguistic) research.

5. Designing and implementing a research project on English metaphor and metonymy. Procedures in metaphor / metonymy identification. Main empirical scientific methods applied in metaphor / metonymy research.

2. Practical contents

- Study questions and short application exercises at the end of each unit.

- A brief (c. 1500 words) compulsory paper under the instructor's supervision consisting in the design of a simple research project applying the metaphor / metonymy identification procedure presented in unit 5 and one of these two scientific methods (or a combination of both):

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(a) Corpus linguistics: Students will use one of the digital corpora and / or corpora management systems available at the UCO.

(b) Psycholinguistic methods: Students will design a simple experiment for which they will use E-Prime and / or other technological resources available at UCO.

-The project may consist in an extension of the project to be carried out for the methodological subject "Introduction to research methods in English linguistics", provided this latter project is concerned with conceptual metaphor / metonymy.

METHODOLOGY

Clarifications

Although the system assigns only 20 hours to face-to-face activities, a number of additonal hours will be reserved for online activities.

Attendance to 80% of face-to-face activities is required. Students (especially part-time students) who justify their inability to attend that percentage of classroom activities will be asked to compensate for those absences in several ways to be determined by the instructor.

Face-to-face activities

Activity	Total
Debates	3
Exercises and study questions	1
Lectures	8
Projects	2
Tutorials	6
Total hours:	**20**

Not on-site activities

Activity	Total
Bibliographic consultations	10
Self-study	10
Final paper preparaton	60
Total hours:	**80**

WORK MATERIALS FOR STUDENTS

Practical cases and examples
Dossier
Exercises and problems
PowerPoint presentations

EVALUATION

Tools	Percentage
Attendance sheets	10%
Practical cases and examples	30%
Assignments and projects	60%

Period of validity for partial qualifications: One academic year

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BIBLIOGRAPHY

1. Basic Bibliography:

Barcelona, Antonio (1995). "Metaphorical Models of Romantic Love in Romeo and Juliet". In Hiraga, M. K., y Radwanska-Williams, J. (eds.) Literary Pragmatics: Cognitive Metaphor and the Structure of the Poetic Text. December 1995. Special issue of Journal of Pragmatics, 25: 667-688.

Barcelona, Antonio (2000) (ed). Metaphor and Metonymy at the Crossroads. A Cognitive Perspective. Berlin and New York: Mouton de Gruyter.

Barcelona, Antonio (2002a). "Clarifying and applying the notions of metaphor and metonymy within cognitive linguistics: an update". In: Dirven, René & Ralf Pörings (eds). 2002. Metaphor and Metonymy in Comparison and Contrast. Berlin: Mouton de Gruyter, 207-277.

Barcelona, Antonio (2015). "Metonymy". In Ewa Dabrowska and Dagmar Divjak, Handbook of Cognitive Linguistics. Berlin / New York: Mouton de Gruyter, 143-167.

Ruiz de Mendoza, F. J. 2000. The role of mappings and domains in understanding metonymy. In A. Barcelona (Ed.), Metaphor and metonymy at the crossroads (pp. 109–132). Berlin & New York: Mouton de Gruyter

Ruiz de Mendoza, F. J. 2011. Metonymy and cognitive operations. In R. Benczes, A. Barcelona, & F. J. Ruiz de Mendoza (Eds.), Defining metonymy in Cognitive Linguistics. Towards a consensus view (pp. 103–123). Amsterdam & Philadelphia: John Benjamin.

Ruiz de Mendoza, Francisco & Alicia Galera. 2014. Cognitive Modeling. A Linguistic Perspective. Amsterdam/Philadelphia: John Benjamins.

Valenzuela, (2009). "What empirical work can tell us about primary metaphors". In Quaderns de Filologia. Estudis lingüístics. Vol. XIV (2009), 235-249.

2. Further reading:

Suggestions for further reading will be provided during the course.

The methodological strategies and the evaluation system contemplated in this Teaching Guide will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.