

COURSE DESCRIPTION

COURSE DETAILS

Title: **EL LENGUAJE DEL TEXTO LITERARIO**

Code: 103422

Degree/Master: **MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B**

Year: 1

ECTS Credits: 4

Classroom hours: 16

Face-to-face classroom percentage: 16%

Study hours: 84

Online platform: Moodle

LECTURER INFORMATION

Name: DURÁN MUÑOZ, ISABEL MARÍA

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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Phone:

Name: PASCUAL GARRIDO, MARIA LUISA

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Name: BLANCO CARRIÓN, OLGA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

The student should possess at least a B2 level of English language.

This course aims at improving students' knowledge on literary discourse as well as applying theoretical cognitive linguistics concepts to the analysis of the literary text. English Studies students who have taken the optional 2nd-year course "Cómo leer un texto literario", and /or the optional 3rd-year course "El lenguaje figurado del inglés" will acquire advanced procedural knowledge to connect the traditionally known rhetorical devices to general human cognitive abilities used to grasp concepts and contrue meaning.

OBJECTIVES

The student will acquire knowledge on the linguistic and expressive resources used in literary discourse in order to distinguish it from non-literary types of discourse.

She will become familiar with cognitive-linguistic approaches that contribute to the critical reading of literary discourse.

She will be able to apply the concepts and methods of those approaches to the analysis of literary discourse samples.



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INTENDED LEARNING OUTCOMES

CB10	To make students able to show learning abilities that allow them to continue studying in a self-directed or independent manner
CB6	To acquire knowledge that can act as the basis for the original development and/ or application of ideas mainly in research contexts.
CE8	To be able to apply the necessary analytical techniques, both linguistic and literary, in order to aid the critical literary comprehension of English literary texts.
CG1	To know how to identify research questions and provide answers by means of developing a research project.
CG2	To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
CG4	To be able to understand and apply the models and advanced methods of qualitative and quantitative analysis in the area of the corresponding subject.
CT1	To know how to manage the sources of scientific information and useful resources for study and research.
CT2	Development of skills for correct oral, written and graphic communication.
CT4	To be able to write and present the results of their own research in the form of a scientific article before a specialized audience.
CT5	To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

CONTENT

1. Theory contents

1. Literariness: The literary vs. the non-literary.
2. Rhetorics, stylistics and "close reading".
3. An interdisciplinary approach to the study of the literary text: cognitive poetics.
4. The literary text: Meaning construction processes and the role of embodiment.
5. Functional-cognitive linguistics: microanalysis of the literary text.
6. Functional-cognitive linguistics: macroanalysis of the literary text.

2. Practical contents

There will be practical cases and activities for each theoretical unit focusing on the reading and analysis of literary discourse and the application of the theoretical contents introduced in each unit.

METHODOLOGY

Clarifications

Part-time students will be provided with instructions at the beginning of the course on how to successfully pass it.

Face-to-face activities

Activity	Total
<i>Conference</i>	3
<i>Lectures</i>	6
<i>Workshop</i>	6
<i>Tutorials</i>	1
Total hours:	16

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Off-site activities

Activity	Total
<i>Analysis</i>	36
<i>Information search</i>	6
<i>Reference search</i>	6
<i>Self-study</i>	36
Total hours:	84

WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Exercises and activities

Clarifications:

Students aiming to take this course should email the course coordinator at the beginning of October for instructions on what talks they should attend from the 11th International Conference of the Spanish Cognitive Linguistics Association that will take place at the University of Cordoba from the 17th to the 19th of October 2018 (www.uco.es/aelco2018). There will be several talks related to the contents to be dealt with in the course. Your attendance will be of a maximum of 4h for this course.

EVALUATION

Tools	Percentage
Attendance sheets	10%
Case studies	30%
Oral presentations	10%
Assignments and projects	50%

Period of validity for partial qualifications: *The academic year 2018-19*

Clarifications:

Attendance sheets as a proof of your attending the AELCO Conference's talks assigned to this course.
A student who is found to have committed an act of plagiarism will fail the course.

BIBLIOGRAPHY

1. Basic Bibliography:

- Attridge, Derek (2004) *The Singularity of Literature*, London: Routledge.
- Barry , Peter (2009) *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester; New York: Manchester UP.
- Brône, Geert and Jeroen Vandaele (eds.) (2009) *Cognitive Poetics: Goals,Gains and Gaps*, Berlin; New York : Mouton de Gruyter.
- Eagleton, Terry (2007) *How to Read a Poem*, Malden, MA: Blackwell.
- Fowler, Roger (1977) *Linguistics and the Novel*, London: Methuen.
- Fowler, Roger (1986) *Linguistic Criticism*, Oxford: Oxford UP.
- Gavins, Joanna and Gerard Steen (eds) (2003) *Cognitive Poetics in Practice*, London: Routledge.
- Lakoff, George & M. Johnson [1980] (2003) *Metaphors We Live By*, Chicago / New York: Chicago University Press.
- Lakoff George & Mark Turner (1989) *More Than Cool Reason: A Field Guide to Poetic Metaphor*, Chicago: Chicago UP.
- Lakoff, George & M. Johnson (1999). *Philosophy in the Flesh. The Embodied Mind and its challenge to Western Thought*, New York: Basic Books.
- MacRae, John (1998) *The Language of Poetry*, London; New York: Routledge.



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- Sanger, Keith (1998) *The Language of Fiction*, London; New York: Routledge
- Semino, Elena & Jonathan Culpeper (2002) *Cognitive Stylistics. Language and Cognition in Text Analysis*, Amsterdam; Philadelphia: John Benjamins.
- Stockwell, Peter (2002) *Cognitive Poetics*, London; New York: Routledge.

2. Further reading:

None.

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



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