

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **SEMÁNTICA Y PRAGMÁTICA I**

Code: 100551

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 4

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: moodle

### LECTURER INFORMATION

Name: BLANCO CARRIÓN, OLGA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

Students are recommended to have passed the courses Gramática I and Gramática II prior to their enrolment in this course.

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### INTENDED LEARNING OUTCOMES

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.
CB10	Ability to work in an interdisciplinary team.
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 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.

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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

1. Introduction to the study of meaning in human communication, and to the main contemporary theories of meaning in which semantics and pragmatics are considered parts of a continuum, with a special focus on cognitive linguistics.
2. Develop the student's ability to:
  - a. understand the differences between some of the main theories of meaning and the overlaps between them.
  - b. understand the field of study to be covered in an approach to meaning in which semantics and pragmatics are parts of the same continuum.
  - c. grasp the main concepts and terminology used in the study of meaning in contemporary research practice, especially in cognitive linguistics.
  - d. apply the knowledge acquired, both content and procedural types of knowledge, to practical cases different from those used to introduce the main concepts in the course syllabus.
  - e. design and present a research project on any of the topics in the syllabus.
  - f. integrate the skills and knowledge acquired in previous courses.
  - g. improve practical knowledge of the English language, esp. that regarding the lexicon and phraseology.

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### CONTENT

#### 1. Theory contents

##### SECTION I: GENERAL NOTIONS:

UNIT 1: SOME FUNDAMENTAL CONCEPTS IN CLASSICAL SEMANTICS.

UNIT 2: BASIC NOTIONS IN COGNITIVE SEMANTICS.

##### SECTION II: LEXICAL AND PHRASAL SEMANTICS (I):

UNIT 3: MORPHEMIC AND LEXICAL SENSE.

UNIT 4: REFERENCE.

##### SECTION III: LEXICAL AND PHRASAL SEMANTICS (II):

UNIT 5: THE STRUCTURE OF THE LEXICON (A): COGNITIVE AND CULTURAL MODELS IN THE LEXICON.

UNIT 6: THE STRUCTURE OF THE LEXICON (B): INTERLEXEMIC AND INTRALEXEMIC SENSE RELATIONS. BASIC PHRASAL SEMANTICS.

##### SECTION IV: LEXICAL AND PHRASAL SEMANTICS (III):

UNIT 7: METAPHOR, METONYMY, AND BLENDING IN LEXICAL AND PHRASAL SEMANTICS.

#### 2. Practical contents

There will be practical cases and exercises to apply the knowledge acquired in every unit of the course syllabus.

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Unrelated

### METHODOLOGY

#### Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students must contact the lecturer at the begining of the course to learn about the activities and assignments they must prepare to pass the course.

#### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	1	10	11
<i>Case study</i>	20	5	25
<i>Seminar</i>	24	-	24
<b><i>Total hours:</i></b>	<b><i>45</i></b>	<b><i>15</i></b>	<b><i>60</i></b>

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### Off-site activities

Activity	Total
<i>Analysis</i>	10
<i>Exercises</i>	40
<i>Information search</i>	5
<i>Self-study</i>	35
<b><i>Total hours</i></b>	<b><i>90</i></b>

## WORK MATERIALS FOR STUDENTS

Case studies  
Exercises and activities  
References

## EVALUATION

Intended learning	Exams	Problem solving	Project
CB1			X
CB10		X	
CB11		X	
CB12		X	
CB13			X
CB14		X	X
CB15			X
CB16			X
CB17			X
CB18		X	
CB19	X	X	X
CB2			X
CB3	X	X	X
CB4			X
CB5	X	X	X
CB7	X		X

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Intended learning	Exams	Problem solving	Project
CB8			X
CE10	X	X	
CE11	X	X	X
CE12			X
CE13			X
CE15			X
CE16			X
CE24	X	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	
CE44			X
CE45	X	X	X
CE51	X		X
CE52	X		X
CE53			X
CE55	X	X	X
CU1	X	X	X
CU2			X
<b>Total (100%)</b>	<b>20%</b>	<b>60%</b>	<b>20%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>

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(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

The exam and the problem solving assessment instruments are compulsory and are both integrated as part of the final exam. The project is optional. If the student chooses to not do it, the other two items will increase in 10% each.

Plagiarism will be penalized with the failing of the course.

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time and special needs students must contact the instructor at the beginning of the academic year to inform her of their special status and agree on the strategies required to facilitate their following the course and passing it.

### Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

The extraordinary and end-of-degree assessments will follow the contents taught the previous academic year.

### Qualifying criteria for obtaining honors:

*obtaining a minimum qualification of 9.0 points and being an outstanding student.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Croft, W. & D. A. Cruse. 2007. Cognitive Linguistics. Cambridge: Cambridge University Press. (2004 available as e-book at our library. Selected readings from chapters 1-8 will be included in the dossier.)
- Cruse, D. A. 2004. Meaning in language: an Introduction to Semantics and Pragmatics. Cambridge: Cambridge University Press. (available at our library in paper format. Selected parts will be included in the dossier.)
- Dirven, R. & Verspoor, M. 2004. Cognitive Exploration of Language and Linguistics, Amsterdam / Philadelphia: J. Benjamins. (available as e-book at our library. Selected readings will be included in the dossier.)
- Fauconnier, G. 1999. "Methods and Generalizations". In Jansen, T. & Redeker, G. (Eds.). Cognitive Linguistics. Foundations, Scope and Methodology. Berlin: Mouton de Gruyter. (Available as e-book at our library. It will be included in the dossier.)
- Geeraerts, D. (ed.). 2006. Cognitive Linguistics: Basic Readings [http://www.amazon.com/CognitiveLinguistics-Readings-Mouton-Reader/dp/3110190850/sr=1-1/qid=1165954679/ref=sr\\_1\\_1/102-5463217-9476954?ie=UTF8&s=books](http://www.amazon.com/CognitiveLinguistics-Readings-Mouton-Reader/dp/3110190850/sr=1-1/qid=1165954679/ref=sr_1_1/102-5463217-9476954?ie=UTF8&s=books) type="Reference". Berlin: Mouton de Gruyter. (Selected chapters will be included in the dossier.)
- Hurford, J. & Heasley, B. 2007. Semantics. A Coursebook. Cambridge: Cambridge University Press. (Selected readings will be included in the dossier). (2003 available in paper format at our library).
- Lyons, J. 1995. Linguistic Semantics: An Introduction. Cambridge: Cambridge University Press (selected parts will be included in the dossier).
- Lakoff, G. 1987. Women, Fire and Dangerous Things. University of Chicago Press. (available in paper format at our library. Selected readings will be included in the dossier.)
- Langacker, R. L. 2008. Cognitive Grammar: A Basic Introduction. Oxford University Press. pp. 1-26. (Available as e-book at our library.)



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- Radden, G. 2008. The cognitive approach to language, in J. Andor, B. Hollósy, T. Laczkó, & P. Pelyvás (eds.). When Grammar Minds Language and Literature: Festschrift for Prof. Béla Korponay on the Occasion of his 80th Birthday, 387-412. Debrecen: Institute of English and American Studies. (It will be included in the dossier.)
- Radden, G. & R. Dirven. 2007. Cognitive English grammar. Amsterdam and Philadelphia: Benjamins. (Available as e-book in our library. Selected readings from Part I and Part II will be provided in the dossier.)
- Saeed, J. I. 2016. Semantics (4th edition). Oxford: Blackwell. (Available as e-book in our library. Selected readings from chapters 1, 2, 3 and 4 will be included in the dossier.)
- Ungerer, F. & H.-J. Schmid. 2006. An Introduction to Cognitive Linguistics. London: Longman. (available in paper format at our library. Selected parts will be included in the dossier.)
- Ungerer, F. & H.-J. Schmid. 2011. Cognitive linguistics, in Simpson, J. The Routledge Handbook of Applied Linguistics. Routledge. available at: [https://www.researchgate.net/publication/316702247\\_Cognitive\\_Linguistics](https://www.researchgate.net/publication/316702247_Cognitive_Linguistics)
- Valenzuela, J. 2017. Meaning in English. An Introduction. Cambridge: Cambridge University Press. (selected parts will be included in the dossier.)
- Yule, G. 2006. The Study of Language. Cambridge: Cambridge University Press. (cht 1, 3 & 11 will be provided.)

## 2. Further reading

- Blanco-Carrión, O., A. Barcelona & R. Pannain (eds) 2018. Conceptual Metonymy. Methodological, theoretical, and descriptive issues. Amsterdam/Philadelphia: John Benjamins.
- Cruse, D. A. 1997. Lexical semantics. Cambridge: Cambridge University Press.
- Cuyckens, H., S. Dominiek, and S. Rice, 1999. 'Towards an Empirical Lexical Semantics', in B. Smeija and M. Tasch (eds.), Human Contact Through Language and Linguistics. Peter Lang, pp. 35-54.
- Langacker, R. W. 1991. Concept, Image, and Symbol. Walter de Gruyter, pp. 1-32.
- Petrucci M. R. L. 1996. 'Frame Semantics', in J.-O. Östman, J. Blommaert, and C. Bulcaen (eds.), Handbook of Pragmatics. John Benjamins.
- Sweetser, E. 1990. From Etymology to Pragmatics. Cambridge University Press.
- Talmy, L. 2000. Toward a cognitive semantics. Volume I: Concept structuring systems, i-viii, 1-565. Cambridge, MA: MIT Press. (available in paper format at our library.)
- Talmy, L. 2000. Toward a cognitive semantics. Volume II: Typology and process in concept structuring, i-viii, 1-495. Cambridge, MA: MIT Press (available in paper format at our library.)
- Talmy, L. 2018. Ten lectures on cognitive semantics. In the "Distinguished lectures in cognitive linguistics" Series. Leiden, the Netherlands: Brill.
- Taylor, J. 1995. Linguistic Categorization. Oxford University Press, pp. 222-38.
- Wheeler, K. and B. K. Bergen. 2006. 'Meaning in the Palm of Your Hand', in S. Rice and J. Newman (eds.), Empirical and Experimental Methods in Cognitive/Functional Research, pp. 1-14.

## COORDINATION CRITERIA

Tasks deadlines

## SCHEDULE

Period	Assessment activities	Case study	Seminar
1# Fortnight	0,0	4,0	3,0
2# Fortnight	0,0	4,0	4,0



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## COURSE DESCRIPTION

Period	Assessment activities	Case study	Seminar
3# Fortnight	0,0	4,0	4,0
4# Fortnight	0,0	4,0	4,0
5# Fortnight	0,0	4,0	4,0
6# Fortnight	2,0	4,0	1,0
7# Fortnight	4,0	1,0	2,0
8# Fortnight	5,0	0,0	2,0
<b>Total hours:</b>	<b>11,0</b>	<b>25,0</b>	<b>24,0</b>

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.

## CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

## METHODOLOGY

**General clarifications on the methodology on case scenario A**

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

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## EVALUATION

Intended learnig	Exams	Problem solving	Project
CB1	X		
CB10			X
CB11			X
CB12			X
CB13	X		X
CB14		X	X
CB15		X	X
CB16	X	X	
CB17			X
CB18	X	X	X
CB19	X	X	X
CB2		X	X
CB3	X	X	X
CB4			X
CB5	X	X	X
CB7	X	X	X
CB8			X
CE10	X	X	X
CE11	X	X	X
CE12			X
CE13			X
CE15			X
CE16		X	X
CE24	X	X	X
CE25	X	X	X
CE27			X
CE28		X	X
CE29	X		X

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Intended learnig	Exams	Problem solving	Project
CE33	X		X
CE34			X
CE35			X
CE39	X	X	X
CE40	X		
CE41		X	X
CE42	X	X	X
CE43		X	X
CE44	X		X
CE45			X
CE51	X	X	X
CE52			X
CE53	X	X	X
CE55	X	X	X
CU1	X	X	X
CU2			X
<b>Total (100%)</b>	<b>20%</b>	<b>60%</b>	<b>20%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

**Attendance will be assessed (Scenario A)?:**

No

**General clarifications on instruments for evaluation (Scenario A):**

The exam and the problem solving assessment instruments are compulsory and are both integrated as part of the final exam. The project is optional. If the student chooses to not do it, the other two items will increase in 10% each.

Plagiarism will be penalized with the failing of the course.

**Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):**

Part-time and special needs students must contact the instructor at the beginning of the academic year to inform

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her of their special status and agree on the strategies required to facilitate their following the course and passing it.

## CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

## METHODOLOGY

### General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

## EVALUATION

Intended learnig	Exams	Problem solving	Project
CB1		X	X
CB10			X
CB11			X
CB12		X	X
CB13			X
CB14		X	X
CB15		X	X
CB16		X	X
CB17		X	X
CB18	X	X	X
CB19	X	X	X
CB2			X
CB3	X	X	X
CB4			X
CB5	X	X	X
CB7		X	X

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Intended learnig	Exams	Problem solving	Project
CB8			X
CE10	X	X	X
CE11	X	X	X
CE12		X	X
CE13	X	X	X
CE15			X
CE16			X
CE24	X	X	X
CE25	X	X	X
CE27			X
CE28			X
CE29	X		X
CE33			X
CE34			X
CE35			X
CE39	X	X	X
CE40	X	X	X
CE41		X	X
CE42	X	X	X
CE43	X	X	X
CE44	X		X
CE45			X
CE51	X	X	X
CE52			X
CE53		X	X
CE55	X	X	X
CU1	X	X	X
CU2			X
<b>Total (100%)</b>	<b>20%</b>	<b>60%</b>	<b>20%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>

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Moodle Tools	Exámenes	Proyecto	Resolución de problemas
Asistencia		X	
Chat		X	
Participación		X	
Talleres		X	
Tarea		X	
Videoconferencia	X	X	X

### Attendance will be assessed (Scenario B)?:

No

### General clarifications on instruments for evaluation (Scenario B):

The case studies and the problem solving assessment instruments are compulsory. The project is optional. If students choose to not do the project, the other two instruments will be worth 50% each. Plagiarism will be penalized with the failing of the course.

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Part-time and special needs students must contact the instructor at the beginning of the academic year to inform her of their special status and agree on the strategies required to facilitate their following the course and passing it.