COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **EL LENGUAJE FIGURADO DEL INGLÉS**

Code: 100566

Degree/Master: **GRADO DE ESTUDIOS INGLESES**   Year: 3

Field: VARIACIÓN, COGNICIÓN Y DISCURSO EN INGLÉS

Character: OPTATIVA   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

Office location: 1st floor at the end of the corridor on the right after going upstairs through the first entry door to the building

E-Mail: ff1blcao@uco.es   Phone: 957218119

URL web: http://www.uco.es/dptos/depfia/en/our-staff/academic-staff-english/152-olga-blanco-carrion

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

Students are required to have a reliable internet connection and portable computer with a system that supports applications to follow the different activities planned in the course online. They are also required to prepare the material provided by the instructors prior to each session.

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COURSE DESCRIPTION

INTENDED LEARNING OUTCOMES

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.
CB1	Capable of analysis and synthesis.
CB2	Capable of organisation and planning.
CB3	Knowledge of a foreign language (English).
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.
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.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
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.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
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.

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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

Introduction to the figurative use of language.

Acquiring knowledge about conceptual metaphor and metonymy, from a cognitive linguistics perspective.

Checking different linguistic levels at which these two conceptual mechanisms operate.

Performing cross-linguistic comparative studies/analyses to check differences in conceptualization.

Becoming aware of the ubiquity of the cognitive capacity known as conceptual mapping and conceptual metaphor, metonymy, etc. in everyday language and thought.

CONTENT

1. Theory contents

1. An Introduction to figurative language.

1.1. The notion of figure. Figurative language.

1.2. Image schema as a knowledge structure. Definition and characterization.

1.3. Image schemas in language.

2. Metaphor

2.1. Conceptual vs. linguistic metaphor. Entrenchment.

2.2. Conceptual projection or mapping.

2.3. The Invariance Hypothesis/Principle.

2.4. Primary or basic vs. complex metaphor.

2.5. Mapping: Definition and types. Entailment.

2.6. Types of conceptual metaphor.

2.7. Functions.

2.8. Metaphor in various levels of linguistic analysis.

2.9. Metaphor and language change.

2.10. Metaphorical conceptualization of some domains in English. Metaphorical salience.

3. Conceptual metonymy

3.1. Conceptual vs. linguistic metonymy.

3.2. Conceptual metonymy vs. conceptual metaphor.

3.3. Characterization of conceptual metonymy.

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3.4. Metonymy in various levels of linguistic analysis. Entrenchment.

3.5. Metonymy and language change.

4. Conceptual blending as a meaning construal process.

4.1. Mental space vs. domain.

4.2. Compression. Blend. Emergent meaning.

4.3. Vital relations.

4.4. Conceptual blending in various levels of linguistic analysis.

4.5. Conceptual blending as an alternative account of figurative meaning.

2. Practical contents

There will be case studies to illustrate the theoretical contents of each unit and a set of exercises to apply these.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Unrelated

METHODOLOGY

General clarifications on the methodology (optional)

The new concepts introduced in the course will be reinforced by the study of cases and the doing of exercises by students. These will help students acquire autonomy to design their own project.

Each of the compulsory readings are to be prepared autonomously by the student to ease their follow up in each session and to allow them to ask for clarification of any doubts they may have encountered.

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

Part-time students and students with special needs should let the instructors know of their status so that the methodological adaptations required in each case can be adopted.

Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	5	1	6
Case study	15	-	15
Exercises	10	7	17

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Activity	Large group	Medium group	Total
Lectures	15	-	15
Projects	-	7	7
Total hours:	*45*	*15*	*60*

Off-site activities

Activity	Total
Exercises	30
Information search	2
Project design	28
Self-study	30
Total hours	*90*

WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Exercises and activities
Oral presentations

Clarifications

Students should ensure they do have a reliable internet connection and a computer with updated software that can support online classes and applications to do so.

EVALUATION

Intended learning	Case Studies	Oral Presentation	Project
CB1	X		X
CB13	X		
CB14	X		X
CB17	X	X	X
CB18	X		X
CB2		X	X
CB3	X	X	X

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COURSE DESCRIPTION

Intended learning	Case Studies	Oral Presentation	Project
CB5			X
CB8		X	X
CE10		X	X
CE11		X	X
CE12			X
CE13		X	X
CE15			X
CE16		X	X
CE24	X	X	X
CE25	X		
CE26	X		
CE27	X		
CE28	X		
CE29		X	X
CE33			X
CE34			X
CE35	X		
CE39	X		X
CE40			X
CE41			X
CE42	X	X	X
CE43	X		
CE44			X
CE45	X	X	
CE51			X
CE52			X
CE53	X		X
CE55	X		X
CU1	X	X	X

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COURSE DESCRIPTION

Intended learning	Case Studies	Oral Presentation	Project
CU2		X	
Total (100%)	**50%**	**10%**	**40%**
Minimum grade	**5**	**5**	**5**

(*)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:

Students' acquisition of the course contents and competences will be assessed using three tools: a series of case studies, a project which will be presented orally and the written final version of the project.
- The case studies that will be taken into account for the final grade will notified to students as some of the case studies to be conducted are designed for training and others for assessment.
- A project in the form of an original application of the theoretical contents to a set of data of the student's choice. It will include a brief account of the concepts to be applied in the analysis, for this the students should use the references introduced in the course (or others suggested by the teacher upon request), a detailed analysis of the data, and comments on the generalizations/ discoveries found in them. Grading will be distributed as follows:
Introduction of the concepts to be dealth with supported by the main bibliographical references + bibliography listed at the end of the project: 10%
Data analysis+generalizations derived from it (30%)
English and presentation: 10%

Note: The extension of the project (3000 words) is not as important as the depth and quality of the data analysis which should amont for at least 2000 words.

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

Part-time students and students with special needs must contact the instructor the at the beginning of the semester to discuss on the methodological adaptations that may be required to meet their needs.

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

The student of the extraordinary assessement will be assessed following the evaluation criteria of the previous academic year. The end of degree assessement if possible will follow the evaluation criteria specified here, if it takes place after October, 15th.

Qualifying criteria for obtaining honors:

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

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BIBLIOGRAPHY

1. Basic Bibliography

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

- Benczes, R., A. Barcelona & F. J. Ruiz de Mendoza Ibáñez (eds.) (2011): Defining Metonymy in Cognitive Linguistics. Towards a consensus view. (Human Cognitive Processing 28). Amsterdam: John Benjamins.

- Blanco-Carrión, O., A. Barcelona & R. Pannain (eds.) (2018): Conceptual metonymy. (Human Cognitive Processing 60). Amsterdam: John Benjamins.

- Burgers, C., K.Y. Renardel de Lavalette, & G.J. Steen. 2018. Metaphor, hyperbole, and irony: Uses in isolation and incombination in written discourse. Journal of Pragmatics 127, 71-83.

- Dancyngier, B. & E. Sweetser (2014): Figurative Language. Cambridge University Press. Dirven, R. & R. Pörings (2002) Metaphor and metonymy in comparison and contrast. Berlin; New York: Mouton de Gruyter.

- Gibbs, R. W. (1994): The poetics of mind: figurative thought, language, and understanding. Cambridge: Cambridge University

- Gibbs, R. W (ed.) (2010): The Cambridge Handbook of Metaphor and Thought. New York. Cambridge University Press.

- Glucksberg, S. (2001): Understanding figurative language. From metaphors to idioms. Oxford; NY: Oxford University Press. Gonzálvez-García, F.;

- Mª. S. Peña Cervel, & L. Pérez Hernández(2013): Metaphor and metonymy revisited beyond the contemporary theory of metaphor. Amsterdam; Philadelphia: John Benjamins Publishing Company.

- Katz, A. N. et al. (1998): Figurative language and thought. New York : Oxford University Press. Kövecses, Z. (2002): Metaphor. A Practical Introduction. Oxford: OxfordUniversity Press.

- Low, Graham, and Lynne Cameron (eds.) Researching and Applying Metaphor.Cambridge:Cambridge University Press.

- Lakoff, G. & M. Johnson (2003): Metaphors we Live By. Chicago: The University of Chicago Press.

- Low, G. et al. (eds.) (2010): Researching and applying metaphor in the real world. Amsterdam: John Benjamins Publishing Company.

- Ortony, A. (ed.) -(1993): Metaphor and Thought (2nd ed.).Cambridge: Cambridge University Press.

- Panther, K., L. Thornburg & A. Barcelona (eds) (2009): Metonymy and Metaphor in Grammar. (Human Cognitive Processing 25). Amsterdam:John Benjamins.

- Philip, G. (2011): Colouring meaning, collocation and connotation in figurative language. Amsterdam; Philadelphia: John Benjamins.

- Radman, Z. (1997): Metaphors: Figures of the Mind. Dordrecht: Springer Netherlands.

- Semino, E. (2008): Metaphor in dicourse. Cambridge: Cambridge University Press.

- Steen, G. J., (2007): Finding Metaphor in Grammar and Usage. Amsterdam; Philadelphia: John Benjamins.

- Ungerer, F. & H-J. Schmid (2006) (2nd ed.): An Introduction to Cognitive Linguistics. London: Longman.

- Zanotto, M. S.; L. Cameron & M. C. Cavalcanti (eds.) (2008): Confronting metaphor in use: an applied linguistic approach. Amsterdam; Philadelphia: John Benjamins Publishing.

2. Further reading

- Caballero, R. (2006): Re-viewing space figurative language in architects' assessement of built space. Berlin; New York: Mouton de Gruyter.

- Cienki, A. & C. Muller (2008): Metaphor and gesture. Amsterdam; Philadelphia: John Benjamins.

- Díaz Vera, J. E. (2015): Metaphor and metonymy across time and cultures: perspectives on the sociohistorical linguistics of figurative language. Berlin; Boston: Mouton De Gruyter.

- Fengli, L. (2015): Metaphor: the weaver of Chinese medicine. Nordhausen: Traugott Bautz.

- Forceville, C. J. & E. Urios-Aparisi (eds.) (2009): Multimodal metaphor. Berlin; Boston: Mouton De Gruyter.

- Gola, E. & F. Ervas (2013): philosophical perspectives on metaphor use. Newcastle: Cambridge Scholars

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Publishing.

- Herrera Soler, H. & M. White (2012): Metaphor and mills: figurative language in business and economics. Berlin; Boston: Mouton De Gruyter.

- Mahwah, N.J. (2003): Figurative language comprehension. Social and cultural influences. Lawrence Erlbaum Associates, 2003.

- Mischler, J. J. (2013): Metaphor across time and conceptual space: the interplay of embodiment and cultural models. Amsterdam: John Benjamins Publishing Company.

- Mitchell, P. (2012): Contagious metaphor. London; New York: Bloomsbury Academic.

- Shea, E. P. (2008): How the gene got its groove. Figurative language, science, an the rethoric of the real. Albany: State University of New York Pres.

- Tay, D. (2013): Metaphor in psychotherapy: a descriptive and prescriptive analysis. Amsterdam ; Philadelphia: John Benjamins.

- Westley, H. (2008): The body as medium and metaphor. Amsterdam; New York: Rodopi.

COORDINATION CRITERIA

Tasks deadlines

SCHEDULE

Period	Assessment activities	Case study	Exercises	Lectures	Projects
1# Fortnight	0,0	2,0	3,0	3,0	0,0
2# Fortnight	0,0	4,0	2,0	2,0	0,0
3# Fortnight	0,0	4,0	2,0	2,0	0,0
4# Fortnight	0,0	3,0	3,0	2,0	0,0
5# Fortnight	1,0	1,0	4,0	2,0	0,0
6# Fortnight	0,0	1,0	3,0	2,0	2,0
7# Fortnight	2,0	0,0	0,0	2,0	2,0
8# Fortnight	3,0	0,0	0,0	0,0	3,0
Total hours:	*6,0*	*15,0*	*17,0*	*15,0*	*7,0*

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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COURSE DESCRIPTION

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.

The new concepts introduced in the course will be reinforced by the study of cases and the doing of exercises by students. These will help students acquire autonomy to design their own project.

Each of the compulsory readings are to be prepared autonomously by the student to ease their follow up in each session and to allow them to ask for clarification of any doubts they may have encountered.

EVALUATION

Intended learnig	Case Studies	Oral Presentation	Project
CB1	X		X
CB13	X		
CB14			X
CB17		X	X
CB18	X	X	X
CB2		X	X
CB3	X	X	X
CB5			X
CB8		X	X
CE10			X
CE11		X	X
CE12	X		
CE13		X	X
CE15			X
CE16		X	

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Intended learnig	Case Studies	Oral Presentation	Project
CE24			X
CE25	X		
CE26			X
CE27	X		
CE28	X		
CE29			X
CE33			X
CE34			X
CE35	X		
CE39	X	X	X
CE40			X
CE41			X
CE42	X		X
CE43			X
CE44	X		X
CE45	X		
CE51	X		
CE52			X
CE53			X
CE55	X	X	X
CU1	X	X	X
CU2		X	
Total (100%)	**40%**	**10%**	**50%**
Minimum grade	**4**	**4**	**4**

(*)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

COURSE DESCRIPTION

General clarifications on instruments for evaluation (Scenario A):

Students' acquisition of the course contents and competences will be assessed using three tools: a log, a series of case studies and a project.

- The case studies that will be taken into account for the final grade will notified to students as some of the case studies to be conducted are designed for training and others for assessment.

- A project in the form of an original application of the theoretical contents to a set of data of the student's choice. It will include a brief account of the concepts to be applied in the analysis, for this the students should use the references introduced in the course (or others suggested by the teacher upon request), a detailed analysis of the data, and comments on the generalizations/ discoveries found in them. Grading will be distributed as follows:

Introduction of the concepts to be dealth with supported by the main bibliographical references + bibliography listed at the end of the project: 10%

Data analysis+generalizations derived from it (30%)

English and presentation: 10%

Note: The extension of the project (3000 words) is not as important as the depth and quality of the data analysis which should amont for at least 2000 words.

*Any act of plagiarism will lead to 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 students and students with special needs must contact the instructor the at the beginning of the semester to discuss on the methodological adaptations that may be required to meet their needs.

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.

The new concepts introduced in the course will be reinforced by the study of cases and the doing of exercises by students. These will help students acquire autonomy to design their own project.

Each of the compulsory readings are to be prepared autonomously by the student to ease their follow up in each session and to allow them to ask for clarification of any doubts they may have encountered.

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Intended learnig	Case Studies	Oral Presentation	Project
CB1	X		X
CB13	X		
CB14	X		X
CB17	X	X	X
CB18	X		
CB2			X
CB3	X	X	X
CB5	X		X
CB8	X		X
CE10			X
CE11	X	X	X
CE12			X
CE13		X	X
CE15			X
CE16		X	
CE24	X		X
CE25			X
CE26			X
CE27	X		
CE28	X		
CE29	X		X
CE33			X
CE34			X
CE35			X
CE39	X		X
CE40			X
CE41	X		X
CE42	X		X

COURSE DESCRIPTION

Intended learnig	Case Studies	Oral Presentation	Project
CE43			X
CE44		X	X
CE45	X		
CE51	X		X
CE52			X
CE53	X		X
CE55			X
CU1	X	X	X
CU2		X	
Total (100%)	**40%**	**10%**	**50%**
Minimum grade	**4**	**4**	**4**

(*)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.

Moodle Tools	Estudio de casos	Exposición oral	Proyecto
Asistencia	X	X	X
Chat	X		
Videoconferencia	X	X	X

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

Students' acquisition of the course contents and competences will be assessed using three tools: a log, a series of case studies and a project.

1) A log, i.e. a diary containing the student's self-assessment of his/her own learning, a reflection on the contents introduced in the course regarding their interest, assessing their usefulness in the students' opinion and the relevance for the personal/professional future. It may also include a reflection on the teachers' performance as well any suggestions or comments they may have in relation to the course contents, case studies, teacher's performance, any other aspect. (1000 words approx.)

2) The case studies that will be taken into account for the final grade will notified to students as some of the case studies to be conducted are designed for training and others for assessment.

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3) A project in the form of an original application of the theoretical contents to a set of data of the student's choice. It will include a brief account of the concepts to be applied in the analysis, for this the students should use the references introduced in the course (or others suggested by the teacher upon request), a detailed analysis of the data, and comments on the generalizations/ discoveries found in them. Grading will be distributed as follows:

Introduction of the concepts to be dealth with supported by the main bibliographical references + bibliography listed at the end of the project: 10%

Data analysis+generalizations derived from it (30%)

English and presentation: 10%

Note: The extension of the project (3000 words) is not as important as the depth and quality of the data analysis which should amont for at least 2000 words.

*Any act of plagiarism will lead to 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 students and students with special needs must contact the instructor the at the beginning of the semester to discuss on the methodological adaptations that may be required to meet their needs.

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