

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **MODELOS COGNITIVOS EN LA LENGUA INGLESA**

Code: 100568

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

Year: 3

Field: VARIACIÓN, COGNICIÓN Y DISCURSO EN INGLÉS

Character: OPTATIVA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

### LECTURER INFORMATION

Name: VILLA JIMÉNEZ, NATALIA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

None specified

## COURSE DESCRIPTION

### 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.
CB9	Ability to work in teams.
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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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.
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

The main aim of this course is to provide students with the necessary research tools to explore the cognitive principles that motivate the grammatical structure of English. We will look at the main cognitive operations we perform in producing and understanding coherent discourse. A secondary objective of this course is to provide students with the analytical tools which will allow them to explore the pragmatic and socio-cultural dimensions of language in use, and analyze the various ways in which our conception of reality may be shaped by categorization and cultural models.

## CONTENT

### 1. Theory contents

#### Theory contents

1. Introduction: categories and cognitive models
  - 1.1. Categories in thought and language. Prototypes
2. Cognitive approaches to meaning
  - 2.1. Category extension by metaphor and metonymy



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2.2. From thought to language. Conceptual and linguistic structure

2.3. Event schemas

3. Metaphors and meaning

3.1. Conceptual metaphor in literature

3.2. Cognitive models and ideologies

3.3. Metaphor and emotion

### 2. Practical contents

Along with the theoretical contents above, students will complete the study questions testing their understanding of each section in the syllabus. Four seminars will be scheduled where students will be required to actively participate, discussing assigned readings.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Unrelated

## METHODOLOGY

### General clarifications on the methodology (optional)

This course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of the class time. Active participation in class is an essential element of the course assessment.

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

Part-time students ("alumnos matriculados a tiempo parcial") will be required to take a final exam, both written and oral.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	12	-	12
<i>Case study</i>	21	7	28
<i>Presentation</i>	12	-	12
<i>Seminar</i>	-	8	8
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

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### Off-site activities

Activity	Total
<i>Exercises</i>	20
<i>Information search</i>	30
<i>Self-study</i>	40
<b><i>Total hours</i></b>	<b><i>90</i></b>

## WORK MATERIALS FOR STUDENTS

Case studies  
Exercises and activities  
Oral presentations

## EVALUATION

Intended learning	Case Studies	Exams	Oral Presentation
CB1	X	X	X
CB11			X
CB12	X	X	X
CB13	X		
CB14	X		
CB15	X	X	X
CB16	X		
CB17	X	X	X
CB18	X	X	X
CB19	X	X	X
CB2	X	X	
CB3	X	X	X
CB4	X	X	X
CB5	X	X	X
CB7			X
CB8	X	X	X
CB9	X	X	X

## COURSE DESCRIPTION

Intended learning	Case Studies	Exams	Oral Presentation
CE10	X	X	X
CE11	X	X	X
CE12	X		
CE13	X	X	X
CE15	X		
CE16			X
CE24	X	X	X
CE25	X	X	X
CE26	X		
CE27	X		
CE28	X		
CE29	X		
CE33	X		
CE34	X		X
CE35	X		
CE39	X	X	X
CE40	X	X	X
CE41	X	X	
CE42	X		
CE43	X		
CE44	X	X	
CE45	X		
CE51	X	X	
CE52	X	X	
CE53	X	X	
CE55	X	X	X
CU1	X	X	X
CU2			X
<b>Total (100%)</b>	<b>50%</b>	<b>40%</b>	<b>10%</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 student's work will be assessed continuously during the semester. There are three main instruments for assessment: tests (60%), text commentary (20%) and oral presentation (20%).

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

Part-time students ("alumnos matriculados a tiempo parcial") will be required to take a final exam, including a written and oral part. Students with disabilities and special needs should contact the lecturer.

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

We will not keep the marks of those parts that students have passed in the extraordinary calls.

### Qualifying criteria for obtaining honors:

Active participation in class and a minimum average score of 9.5

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Dirven, R., R. Frank and M. Pütz (eds) 2003. Cognitive Models in Language and Thought. Ideology, Metaphors and Meanings. Mouton de Gruyter.
- Kövecses, Z. (2005) Metaphor in Culture. Universality and Variation. Cambridge: CUP
- Radden, G. & R. Dirven (2007) Cognitive English Grammar. Amsterdam: John Benjamins
- Lakoff, G. and M. Johnson (1980) Metaphors We Live By. Chicago: University of Chicago Press.
- Lakoff, G. and M. Turner (1989) More than Cool Reason. A Field Guide to Poetic Metaphor. Chicago: The University of Chicago Press.
- Stockwell, P. (2002). Cognitive Poetics. An Introduction. London: Routledge

### 2. Further reading

- Gibbs, R.W. (ed.) (2008) The Cambridge Handbook of Metaphor and Thought. Cambridge: CUP.
- Halliday, M.A.K. and C. M.I.M. Matthiessen (1999). Construing Experience Through Meaning. A Language-Based

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Approach to Cognition. London: Continuum.

Taylor, J. R. (1995) Linguistic Categorization. Prototypes in Linguistic Theory. 2nd ed. Oxford: Clarendon Press

## COORDINATION CRITERIA

Common learning outcomes

Tasks deadlines

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.

This course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of the class time (especially in on-site classes). Active participation in class is an essential element of the course assessment.



## COURSE DESCRIPTION

## EVALUATION

Intended learnig	Case Studies	Exams	Oral Presentation
CB1	X	X	
CB11		X	
CB12	X		
CB13	X	X	
CB14	X		
CB15	X	X	
CB16	X	X	
CB17	X	X	
CB18	X	X	
CB19	X	X	
CB2	X	X	
CB3	X	X	
CB4	X	X	
CB5	X	X	
CB7			X
CB8	X	X	X
CB9	X	X	X
CE10	X		X
CE11	X		X
CE12	X		
CE13	X		X
CE15	X		
CE16			X
CE24	X	X	X
CE25	X	X	X
CE26	X		
CE27	X		
CE28	X		

## COURSE DESCRIPTION

Intended learnig	Case Studies	Exams	Oral Presentation
CE29	X		
CE33	X		
CE34	X		X
CE35	X		
CE39	X	X	X
CE40	X	X	X
CE41	X	X	
CE42	X		
CE43	X		
CE44	X	X	
CE45	X		
CE51	X	X	
CE52	X	X	
CE53	X	X	
CE55	X	X	X
CU1	X	X	X
CU2			X
<b>Total (100%)</b>	<b>40%</b>	<b>40%</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 student's work will be assessed continuously during the semester. There are three main instruments for assessment: tests (40%), case studies (40%) and oral presentation (20%).

## COURSE DESCRIPTION

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

Part-time students ("alumnos matriculados a tiempo parcial") will be required to take a final exam, including a written and oral part. Students with disabilities and special needs should contact the lecturer.

## 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.

This course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of the class time. Active participation in class is an essential element of the course assessment.

## COURSE DESCRIPTION

## EVALUATION

Intended learnig	Case Studies	Exams	Oral Presentation
CB1	X	X	X
CB11			X
CB12	X	X	X
CB13	X		
CB14	X		
CB15	X	X	X
CB16	X		
CB17	X	X	X
CB18	X	X	X
CB19	X	X	X
CB2	X	X	X
CB3	X	X	X
CB4	X	X	X
CB5	X	X	
CB7			X
CB8	X	X	X
CB9	X	X	X
CE10	X	X	X
CE11	X	X	X
CE12	X		
CE13	X	X	X
CE15	X		
CE16	X		X
CE24	X	X	X
CE25	X	X	X
CE26	X		
CE27	X		
CE28	X		

## COURSE DESCRIPTION

Intended learning	Case Studies	Exams	Oral Presentation
CE29	X		
CE33	X		
CE34	X		X
CE35	X		
CE39	X	X	X
CE40	X	X	X
CE41	X	X	
CE42	X	X	
CE43	X		
CE44	X	X	
CE45	X		
CE51	X	X	
CE52	X	X	
CE53	X	X	
CE55	X	X	X
CU1	X	X	X
CU2			X
<b>Total (100%)</b>	<b>40%</b>	<b>40%</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.

Moodle Tools	Estudio de casos	Exposición oral	Exámenes
Foro	X		
Tarea			X
Videoconferencia		X	

Attendance will be assessed (Scenario B)?:

No

## COURSE DESCRIPTION

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

The student's work will be assessed continuously during the semester. There are three main instruments for assessment: tests (40%), case studies (40%) and oral presentation via videoconference (20%).

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

Part-time students ("alumnos matriculados a tiempo parcial") will be required to take a final exam, including a written and oral part. Students with disabilities and special needs should contact the lecturer.