COURSE DESCRIPTION

COURSE DETAILS

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

Code: 100552

Degree/Master: **GRADO DE ESTUDIOS INGLESES**   Year: 4

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA   Duration: SECOND TERM

ECTS Credits: 6.0   Classroom hours: 60

Face-to-face classroom percentage: 40.0%   Study hours: 90

Online platform: Moodle

LECTURER INFORMATION

Name: JIMÉNEZ NAVARRO, EVA LUCIA (Coordinator)

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Name: BARCELONA SANCHEZ, ANTONIO

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

Students should have taken "Semantics and Pragmatics I" before taking "Semantics and Pragmatics II".

Students are strongly encouraged to read regularly the articles and book chapters assigned by the lecturer weekly, and to attend lectures and classes with an active attitude (e.g., answering the lecturer's questions on the reading assignments and preparing the practical exercises related to the various course units).

A B2 English level is strongly recommended.

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INTENDED LEARNING OUTCOMES

CB1	Ability for analysis and synthesis.
CB2	Ability for organization and scheduling of work.
CB3	Knowledge of the foreing language (English).
CB4	Knowledge of ICT for study and research.
CB5	Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature.
CB7	Decision making.
CB8	Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
CB10	Ability to work in a team with interdisciplinary character.
CB11	Ability to work in an international context.
CB12	The acknowledgement of diversity and interculturality.
CB13	Ability to self-assessment.
CB14	Adaptation to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and habits.
CB17	Motivation for quality, professional ambition and entrepeneurship.
CB18	Students must demonstrate to possess and understand knowledge in a field of study which takes place from the base of the general secondary school, and it is common to find a level that, albeit it relies on advanced text books, also includes some aspects which imply knowledge from the forefront of its field of study.
CB19	Students must develop those necessary learning abilities to undertake subsequent studies with a high degree of autonomy.
CU1	To accredit the use and proficiency of a foreign language.
CU2	To know and improve the user level in the field of ICT.
CE10	Knowledge of the terminology of the major linguistic disciplines.
CE11	Knowledge of the linguistic peculiarities of English with respect to the mother tongue, and its contrasts. Theoretical and practical knowledge of Spanish / English linguistic language mediation.
CE12	Analysis, commentary and explanation of the texts in English from different registers, types, genres and historical periods.
CE13	Command of oral and written academic English as well as the development of techniques of academic work. Ability to argue and express abstract concepts, assumptions and relationships in academic essays.
CE15	Usage of the different necessary resources for English linguistic study and research, both printed and electronic (bibliographies, database, IT specific and relevant applications in linguistic studies).
CE16	Knowledge of methodologies, tools and resources of the industries of the language and communication and information technologies.
CE24	Identification, classification, explanation and assessment of the different linguistic functions concerning units, relations and processes.
CE25	Ability for the phonetic-phonological, morph-syntactic, semantic and discursive analysis of the English

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	language.
CE27	Participation in group learning activities: assignments, studies.
CE28	Participation in learning forums and transfer of acquired knowledge: news groups, blogs.
CE29	Analysis of the conditionings related to the use of language in situation that affect the final shape adopted by the text, in its oral and written aspect.
CE33	Ability to develop critical and autonomous thought through reading and analysis of literary texts and other cultural demonstrations in English language.
CE34	Ability to evaluate critically a consulted bibliography and frame it in a theoretical perspective.
CE35	Ability to design and elaborate formative and self learning material in relationship with disciplinary contents of the module.
CE39	Ability to recognise cognitive and fuctional determining factors on the structure and use of language.
CE40	Development of autonomy to select linguistic and methodological resources according to the purposes to be achieved.
CE41	Development of the interest in linguistic theory and its application to different fields, such as the study of creative texts in English and the methodology of teaching and learning English.
CE42	Development of the linguistic theoretical interest and its description, both synchronic and diachronic.
CE43	Development of the interest of different theories in teaching and learning languages, within a heterogeneous context, heir of diverse traditions, methods and approaches.
CE44	Ability to summarize, organise, manipulate and transmit efficiently the knowledge aquired in the different modules.
CE45	Acceptance of other critical thought differing from the one adopted by the students.
CE51	Ability to distinguish between different theoretical/critical approaches of the same problem.
CE52	Ability to identify problems and research themes and evaluate their relevance.
CE53	Ability to analyse texts and discourses in English language by using analysis techniques appropriately .
CE55	Scientific knowledge of the semantics and pragmatics of English language.

OBJECTIVES

The main objective of this course is to teach basic English sentence semantics (5 units) and basic English pragmatics as two poles of a continuum from a cognitive semantics perspective, which assumes that meaning is normally motivated. Therefore, the course will pay particular attention to the main concepts of cognitive semantics.

To attain this objective, each student will be encouraged to:
- Apply the skills and concepts acquired throughout the course to examples and (con)texts other than those used by the lecturer or the reading assignments to illustrate those skills and concepts.
- Integrate those skills and concepts with the skills and concepts acquired through the various linguistic courses studied previously by the student.
- Improve their practical command of English, especially as regards the lexicon and phraseology of the language.

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CONTENT

1. Theory contents
SECTION I: SENTENCE SEMANTICS (I)
UNIT 8: METAPHOR AND METONYMY IN GRAMMAR: A BRIEF SURVEY
UNIT 9: THE CONCEPTUAL BASIS OF CLAUSE STRUCTURE
UNIT 10: SEMANTIC ROLES
UNIT 11: ASPECT AND TENSE

SECTION II: SENTENCE SEMANTICS (II)
UNIT 12: MODALITY

SECTION III: PRAGMATICS (I)
UNIT 13: MEANING IN CONTEXT (A): INFERENCE AND DEIXIS
UNIT 14: MEANING IN CONTEXT (B): INFERENCE AND ANAPHORA.

SECTION IV: PRAGMATICS (II)
UNIT 15: INTERPERSONAL MEANING (A): SPEECH ACTS
UNIT 16: INTERPERSONAL MEANING (B): IMPLICATURE

2. Practical contents
Each course unit is accompanied by a (or several) practice section(s) aimed at applying the skills and knowledge acquired by students throughout that unit.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

General clarifications on the methodology (optional)
At the beginning of the course, students will receive a dossier with the set of compulsory reading assigments (the activity of reading these assignments is included in the off-site activity called here "information search"). The lecturer will briefly introduce the main contents of each unit; then the reading assignments corresponding to each unit will be set, which will be the object of class discussions structured by the lecturer (who will prepare a number of key questions to ensure students will identify and assimilate the main concepts in each unit).
During the weekly hour devoted to practical sessions (here called "seminars", since the lecturer will be working with small groups), students will be asked to show the results of the practical exercises set as homework for that hour and will be partly graded on the basis of those results.
At the end of the third week, students will be invited to plan and carry out (monitored by the lecturer) a simple research paper connected to one of the course topics. These papers will be presented orally and discussed at class, and their written version will be handed in to the lecturer.
Should no students choose to write and present a paper, the time allotted to paper presentations will be allotted to any of the other classroom activities, and the time devoted to paper preparation will be allotted to the other home activities.

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

Students officially registered on a part-time basis are requested to get in touch with the lecturer at the beginning of the semester (during the first two weeks) to work out an adaptation of the methodology to their case.

Students with disabilities and special educational needs will have to communicate their condition to the lecturer at the beginning of the course (during the first two weeks). Both the student and the lecturer will work out an adaptation of the methodology to the student's case.

Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	2	-	2
Debates	30	-	30
Lectures	12	-	12
Presentation	1	-	1
Seminar	-	15	15
Total hours:	***45***	***15***	***60***

Off-site activities

Activity	Total
Activities	10
Exercises	5
Information search	50
Self-study	25
Total hours	***90***

WORK MATERIALS FOR STUDENTS

Dossier
Exercises and activities

Clarifications

At the beginning of the semester, a dossier will be left by the lecturer at the copy centre for students to order their copies. The dossier will include the outlines of each unit, the texts of the compulsory readings, and the practical exercises. All of the lecturer's introductions to the units, some unit outlines and some exercises, as well as certain electronic documents supplementing the dossier, will be uploaded onto the Moodle platform.

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EVALUATION

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

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Intended learning	Exams	Practice Book	Problem solving
CE33	X		
CE34	X		
CE35	X		
CE39	X		
CE40	X		
CE41	X		
CE42	X		
CE43	X	X	X
CE44	X		
CE45	X		
CE51	X		
CE52	X		
CE53	X		
CE55	X		
CU1	X		
CU2		X	
Total (100%)	**60%**	**30%**	**10%**
Minimum grade	**4**	**3**	**3**

(*)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.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:
Grading criteria:
- Reaching at least 50% of the highest possible combined grade in the proportion stated above for the exam, the exercises set as homework (here called "Problem solving"), and the variants of those exercises (here called "Practice book"; these variant exercises will be done by the students on the same date as the exam).
Grading tools:
- The oral and written presentation of a research paper is optional and supplements the grade obtained by means of the *regular grading tools* (exam, homework exercises, and variant exercises) in the proportions stated above. The students that decide to present the paper will therefore be graded like this:
        - The combined grade reached by means of the above mentioned regular grading tools accounts for 60% of the overall grade.
        - The grade reached in the research paper (essay) accounts for 40% of the overall grade.
        - *Condition*: Students must have reached at least a "Pass" (50%) in the combined grade of the regular grading tools. If they have reached a 5 points score (on a 0-10 scale) in the paper but have not passed the regular grading tools, then the paper grading will be maintained only to the end of the July recovery exam period.

Plagiarism: Deliberate substantial plagiarism in the research paper will lead to a "Fail" in the overall grade.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:
The same criteria as for full time students, except as regards class attendance, which will be taken into account only as a positive factor if the students affected at least attend a subset of all their small group sessions.
Students with disabilities and special educational needs will have to communicate their condition to the lecturer at the beginning of the course (during the first two weeks) so that the lecturer can adapt the assessment tools to facilitate the students' fulfillment of the course objectives.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:
Clarifications on the evaluation of the first extraordinary call and the extra-ordinary call for completion of studies: The same criteria as for the regular calls, but the percentage of practice book will be raised to 40%, to compensate for the disappearance of "problem solving", an activity graded throughout the semester.

Qualifying criteria for obtaining honors:
Reaching the highest grade in the group, with a minimum of 9 points.

BIBLIOGRAPHY

1. Basic Bibliography
- BARCELONA, A. (2000). Introduction. The Cognitive Theory of Metaphor and Metonymy. In A. Barcelona (ed.), *Metaphor and Metonymy at the Crossroads. Cognitive Perspective* (pp. 1-28). Mouton de Gruyter.
- BARCELONA, A. (2002). Clarifying and Applying the Notions of Metaphor and Metonymy within Cognitive Linguistics: An Update. In R. Dirven & R. Pörings (eds.), *Metaphor and Metonymy in Comparison and Contrast* (pp. 207-277). Mouton de Gruyter.
- BARCELONA, A. (2015). Metonymy. In E. Dabrowska & D. Divjak (eds.), *Handbook of Cognitive Linguistics* (pp. 143-167). Mouton de Gruyter.

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- BENCZES, R., BARCELONA, A., RUIZ DE MENDOZA IBÁÑEZ, F. J. (eds.). (2011). *Defining Metonymy in Cognitive Linguistics. Towards a Consensus View*. John Benjamins.
- DIRVEN, R., & VERSPOOR, M. H. (2004). *Cognitive Exploration of Language and Linguistics. Second revised edition.* John Benjamins.
- HURFORD, J., & HEASLEY, B. (2007). *Semantics. A Coursebook*. Cambridge University Press.
- LANGACKER, R. (1999). *Grammar and Conceptualization.* Mouton de Gruyter.
- LYONS, J. (1995). *Linguistic Semantics: An Introduction*. Cambridge University Press.
- PANTHER, K.-U. (2022). *Cognitive Pragmatics*. John Benjamins.
- RADDEN, G., & DIRVEN, R. (2007). *Cognitive English Grammar.* John Benjamins.
- SAEED, J. I. (1997). *Semantics*. Blackwell.
- VALENZUELA, J. (2017). *Meaning in English: An Introduction*. Cambridge University Press.

2. Further reading

The lecturer will make important additional bibliographic recommendations at class.

COORDINATION CRITERIA

Common evaluation criteria

Common tasks for different courses

Joint activities: lectures, seminars, visits ...

Tasks deadlines

Clarifications

These coordination criteria may affect these syllabus subjects: Semántica y Pragmática I, Semántica y Pragmática II, El Lenguaje figurado del inglés.

SCHEDULE

Period	Assessment activities	Debates	Lectures	Presentation	Seminar
1# Fortnight	0,0	4,0	2,0	0,0	2,0
2# Fortnight	0,0	4,0	2,0	0,0	2,0
3# Fortnight	0,0	4,0	2,0	0,0	2,0
4# Fortnight	0,0	4,0	2,0	0,0	2,0
5# Fortnight	0,0	5,0	2,0	1,0	3,0
6# Fortnight	0,0	5,0	2,0	0,0	2,0
7# Fortnight	2,0	4,0	0,0	0,0	2,0
Total hours:	**2,0**	**30,0**	**12,0**	**1,0**	**15,0**

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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.