

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: PALMA GUTIÉRREZ, MACARENA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None

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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.
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

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
 - 2.2. From thought to language. Conceptual and linguistic structure
 - 2.3. Event schemas



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- 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.

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).

Face-to-face activities

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

Off-site activities

Activity	Total
<i>Exercises</i>	40
<i>Information search</i>	20



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Activity	Total
<i>Self-study</i>	30
<i>Total hours</i>	<i>90</i>

WORK MATERIALS FOR STUDENTS

Case studies
Oral presentations

EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Project
CB1	X	X	X	X
CB11	X	X		X
CB12		X	X	X
CB13	X	X		
CB14		X		X
CB15	X	X		X
CB16		X	X	
CB17	X	X		X
CB18		X		X
CB19	X	X	X	
CB2		X		X
CB3	X	X		X
CB4		X	X	X
CB5	X	X		X
CB7		X		X
CB8	X	X	X	
CB9		X		
CE10		X		
CE11	X	X	X	X
CE12		X		X
CE13	X	X		X

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Intended learning	Essay	Exams	Oral Presentation	Project
CE15		X	X	
CE16	X	X	X	
CE24		X	X	X
CE25	X	X		X
CE26		X		X
CE27	X	X	X	
CE28		X	X	
CE29	X	X	X	
CE33		X	X	X
CE34	X	X	X	X
CE35		X	X	
CE39	X	X		X
CE40		X		X
CE41	X	X	X	X
CE42		X		X
CE43	X	X	X	X
CE44		X		X
CE45	X	X		
CE51		X	X	X
CE52	X	X	X	X
CE53		X		X
CE55	X	X	X	X
CU1		X	X	
CU2	X	X	X	X
Total (100%)	20%	50%	20%	10%
Minimum grade	5	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.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

1st Ordinary Call

The student's work will be assessed continuously during the semester. There are four main instruments for assessment:

- Final test (50%)
- 2 text commentaries (essay) (20%)
- Oral presentation (20%)
- Project (10%)

Students must obtain at least 5 out of 10 points in all the skills assessed separately in order to pass the subject in the 1st Ordinary Call. The marks of the parts that students have passed in the January call will be valid in the 2nd Ordinary Call, but not in the Extraordinary Calls.

2nd Ordinary Call

All students re-sitting an exam in the 2nd Ordinary Call must obtain at least 5 out of 10 points in all the skills assessed to pass the course.

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 extraordinary call and extra-ordinary call for completion studies:

Extraordinary Calls

Assessment will be as follows:

- Final Exam [100%]

The Extraordinary Call is for those students who have sat at least one exam session, either in the current academic year or in previous years. The assessment will be governed by the contents and criteria reflected in the teaching guide for the current academic year.

Qualifying criteria for obtaining honors:

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:



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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 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

SCHEDULE

Period	Assessment activities	Case study	Lectures	Seminar
1# Fortnight	1,0	3,0	1,0	1,0
2# Fortnight	1,0	4,0	1,0	1,0
3# Fortnight	2,0	3,0	2,0	1,0
4# Fortnight	2,0	3,0	2,0	1,0
5# Fortnight	2,0	4,0	1,0	1,0
6# Fortnight	2,0	3,0	2,0	1,0
7# Fortnight	1,0	4,0	2,0	1,0
8# Fortnight	1,0	4,0	1,0	1,0
Total hours:	12,0	28,0	12,0	8,0

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.