COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **INVESTIGACIÓN EN METÁFORA Y METONIMIA**
Code: 103419
Degree/Master: **MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B**
Year: 1

ECTS Credits: 4.0
Classroom hours: 16
Face-to-face classroom percentage: 16.0%
Study hours: 84
Online platform:

LECTURER INFORMATION

Name: BARCELONA SANCHEZ, ANTONIO (Coordinator)
Department: FILOLOGÍAS INGLESA Y ALEMANA
Area: FILOLOGÍA INGLESA
Office location: Just opposite the former Administrative Office of the English and German Department
E-Mail: ff1basaa@uco.es   Phone: 957218135

Name: BLANCO CARRIÓN, OLGA
Department: FILOLOGÍAS INGLESA Y ALEMANA
Area: FILOLOGÍA INGLESA
Office location: Corridor connecting Room 10 and the former Department Administration
E-Mail: ff1blcao@uco.es   Phone: 957218119

Name: RUIZ DE MENDOZA IBÁÑEZ, FRANCISCO JOSÉ
Department: PROFESORADO EXTERNO
Area: PROFESORADO EXTERNO
Office location: .
E-Mail: frmendoza@uco.es   Phone: .

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

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INVESTIGACIÓN EN METÁFORA Y METONIMIA   PAGE 1 / 5   2023/24 Year

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INTENDED LEARNING OUTCOMES

CB6	To acquire knowledge that can act as the basis for the original development and/ or application of ideas mainly in research contexts.
CB9	To ensure that students are able to effectively communicate their conclusions and the reasons that underpin them to specialist and non-specialist audiences in a clear and unambiguous manner.
CE10	To be able to design and carry out a research project in the field of English linguistics, by using the appropriate sources and scientific methods. To be able to present the findings before a specialised audience, both in oral and written forms, with correct use of academic English and of language and terminology appropriate for a scientific publication.
CE9	To be able to assimilate different technical approaches and to apply the main methodological techniques to a body of data in order to obtain results which result in original theoretical findings in the field of English linguistics.
CG1	To know how to identify research questions and provide answers by means of developing a research project.
CG2	To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
CG4	To be able to understand and apply the models and advanced methods of qualitative and quantitative analysis in the area of the corresponding subject.
CT1	To know how to manage the sources of scientific information and useful resources for study and research.
CT3	Ability to obtain information, design experiments and interpret behavioral results.
CT4	To be able to write and present the results of their own research in the form of a scientific article before a specialized audience.
CT5	To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

OBJECTIVES

- To help students to acquire advanced knowledge of the conceptual theory of metaphor and metonymy in the context of cogniive linguistics, of ts more recent evolution, and of its many applications, especially to research on all aspects of the English language (semantics, grammar, discourse), to the study of literaturesand cultures in English language, to natural language processing, and to second language teaching and acquisition.
- To inform students in detail about some of the more relevant empirical research on the mental reality of conceptual metaphor and metonymy.
- To help students to become famiiar with some of the main scientific methods applicable in research on conceptual metaphor and metonymy.
- To help the students to design and implement a simple, well-defined project on any aspect of conceptual metaphor and metonymy in the English language or in English language literature and culture, with a sound specification of its scientific context of its topic (antecedents and state of the art), of its objectives and hypotheses, and of the research methodology.

COURSE DESCRIPTION

CONTENT

1. Theory contents

1. Theory contents
1. An overview of the main principles and themes in cognitive science and in cognitive linguistics.
2. A brief survey of the main principles of the cognitive theory of metaphor and metonymy (CTMM). On the distinction between metaphor and metonymy. Evolution and present state of the CTMM as a disclpline in cognitive science.
3. Applications of the CTMM to research on the English language (grammar, lexical semantics, discourse), to research in English-language literature and culture, to natural language processing, and to second language acquisition. Selected detailed examples.
4. The psychological reality of metaphor and metonymy. Examples of recent empirical (especially psycholinguistic) research.
5. Designing and implementing a research project on English metaphor and metonymy. Procedures in metaphor / metonymy identification. Main empirical scientific methods applied in metaphor / metonymy research.

2. Practical contents

2. Practical contents
- Study questions and short application exercises at the end of each unit.
- A brief (c. 8000 words) compulsory paper under the instructor's supervision consisting in the design of a simple research project applying the metaphor / metonymy identification procedure presented in unit 5 and one of these two scientific methods (or a combination of both):
(a) Corpus linguistics: Students will use one of the digital corpora and / or corpora management systems available at the UCO.
(b) Psycholinguistic methods: Students will design a simple experiment for which they will use E-Prime and / or other technological resources available at UCO.
-The project may consist in an extension of the project to be carried out for the methodological subject "Introduction to research methods in English linguistics", provided this latter project is concerned with conceptual metaphor / metonymy.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

Clarifications

Clarifications
Attendance to 80% of face-to-face activities is required. Students (especially part-time students) who justify their inability to attend that percentage of classroom activities will be asked to compensate for those absences in several ways to be determined by the instructor.
IMPORTANT: Should a health alarm occur that prevents face-to-face teaching, the coordinators of the subjects involved will be required to elaborate an addendum to the corresponding teaching guide following the model used in the 2019-2020 academic year. This addendum would have to be approved by the Department Council and published both in the degree's website and in the subject's Moodle platform. To elaborate the Addendum the coordinators will follow the rules contained in the March 14, 2020 Agreement of the extraordinary meeting of the university's Governing Board.

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Face-to-face activities

Activity	Total
Debates	4
Exercises and study questions	2
Lectures	6
Projects	2
Tutorials	2
Total hours	**16**

Off-site activities

Activity	Total
Final paper preparaton	54
Reference search	12
Self-study	18
Total hours	**84**

WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Exercises and activities
Oral presentations

EVALUATION

Tools	Percentage
Assignments and projects	80%
Attendance sheets	10%
Practical cases and examples	10%

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COURSE DESCRIPTION

Period of validity for partial qualifications:

One academic year

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography
1. Basic Bibliography

Barcelona, Antonio (1995). "Metaphorical Models of Romantic Love in Romeo and Juliet". In Hiraga, M. K., y Radwanska-Williams, J. (eds.) Literary Pragmatics: Cognitive Metaphor and the Structure of the Poetic Text. December 1995. Special issue of Journal of Pragmatics, 25: 667-688.

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

Barcelona, Antonio (2002a). "Clarifying and applying the notions of metaphor and metonymy within cognitive linguistics: an update". In: Dirven, René & Ralf Pörings (eds). 2002. Metaphor and Metonymy in Comparison and Contrast. Berlin: Mouton de Gruyter, 207-277.

Barcelona, Antonio (2015). "Metonymy". In Ewa Dabrowska and Dagmar Divjak, Handbook of Cognitive Linguistics. Berlin / New York: Mouton de Gruyter, 143-167.Blanco,Olga; Antonio Barcelona;Rossella Pannain. 2018. Conceptual Metonymy. Methodological, theoretical, and descriptive issues (27-54). Amsterdam: John Benjamins.

Ruiz de Mendoza, F. J. 2000. The role of mappings and domains in understanding metonymy. In A. Barcelona (Ed.), Metaphor and metonymy at the crossroads (pp. 109–132). Berlin & New York: Mouton de Gruyter.

Ruiz de Mendoza, F. J. 2011. Metonymy and cognitive operations. In R. Benczes, A. Barcelona, & F. J. Ruiz de Mendoza (Eds.), Defining metonymy in Cognitive Linguistics. Towards a consensus view (pp. 103–123). Amsterdam & Philadelphia: John Benjamin.

Ruiz de Mendoza, Francisco & Alicia Galera. 2014. Cognitive Modeling. A Linguistic Perspective. Amsterdam/Philadelphia: John Benjamins.

Valenzuela, Javier. (2009). "What empirical work can tell us about primary metaphors". In Quaderns de Filologia. Estudis lingüístics. Vol. XIV (2009), 235-249.

2. Further reading
2. Further reading

Suggestions for further reading will be provided during the course.

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.