

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **EL LENGUAJE DEL TEXTO LITERARIO**

Code: 103422

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: MARTÍN PÁRRAGA, FRANCISCO JAVIER (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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Name: PALMA GUTIÉRREZ, MACARENA

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: .

E-Mail: .

Phone: .

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

The student should have at least a B2 level of English.

This course aims at improving students' knowledge on literary discourse as well as applying theoretical cognitive linguistics concepts to the analysis of the literary text. English Studies students who have taken the optional 2nd-year course "Cómo leer un texto literario", and /or the optional 3rd-year course "El lenguaje figurado del inglés" will acquire advanced procedural knowledge to connect the traditionally known rethorical devices to general human cognitive abilities used to understand concepts and construe meaning.

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INTENDED LEARNING OUTCOMES

CB10	To make students able to show learning abilities that allow them to continue studying in a self-directed or independent manner
CB6	To acquire knowledge that can act as the basis for the original development and/ or application of ideas mainly in research contexts.
CE8	To be able to apply the necessary analytical techniques, both linguistic and literary, in order to aid the critical literary comprehension of English literary texts.
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.
CT2	Development of skills for correct oral, written and graphic communication.
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

Students will acquire knowledge regarding the linguistic and expressive resources used in literary discourse in order to distinguish it from non-literary types of discourse.

They will become familiar with cognitive-linguistic approaches that contribute to the critical reading of literary discourse and will be able to apply the concepts and methods of those approaches to the analysis of literary discourse samples.

CONTENT

1. Theory contents

1. A cognitive linguistic analysis to the literary text: Meaning construal.
2. Macro- and microanalysis of the literary text.
3. Literariness: The literary vs. the non-literary
4. Rethorics and "close reading"

2. Practical contents

There will be practical cases and activities for each theoretical unit focusing on the reading and analysis of literary discourse and the application of the theoretical contents introduced in each unit.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
Gender equality



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METHODOLOGY

Clarifications

Part-time students will be provided with instructions at the beginning of the course on how to successfully pass it.

Face-to-face activities

Activity	Total
<i>Lectures</i>	10
<i>Text analysis</i>	6
<i>Total hours</i>	16

Off-site activities

Activity	Total
<i>Analysis</i>	20
<i>Information search</i>	15
<i>Projects and assignments</i>	14
<i>Reference search</i>	15
<i>Self-study</i>	20
<i>Total hours</i>	84

WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Readings: Moodle
References

EVALUATION

Tools	Percentage
Assignments and projects	50%
Attendance sheets	10%
Case studies	40%

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Period of validity for partial qualifications:

Academic year 2023-24.

Clarifications:

Students must pass all the evaluation tools to pass the course. Attendance sheets will record not only the students' attendance but their active involvement in each of the sessions. Attendance to 80% of the sessions is compulsory. If students did not reach this minimum of attendance they will be assessed by means of a final examination. Any act of plagiarism will be penalized with the failing of the course.

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

- Attridge, Derek (2004) *The Singularity of Literature*, London: Routledge.
- Barry , Peter (2009) *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester; New York: Manchester UP.
- Brône, Geert and Jeroen Vandaele (eds.) (2009) *Cognitive Poetics: Goals, Gains and Gaps*, Berlin; New York : Mouton de Gruyter.
- Eagleton, Terry (2007) *How to Read a Poem*, Malden, MA: Blackwell.
- Fowler, Roger (1977) *Linguistics and the Novel*, London: Methuen.
- Fowler, Roger (1986) *Linguistic Criticism*, Oxford: Oxford UP.
- Gavins, Joanna and Gerard Steen (eds) (2003) *Cognitive Poetics in Practice*, London: Routledge.
- Lakoff, George & M. Johnson [1980] (2003) *Metaphors We Live By*, Chicago / New York: Chicago University Press.
- Lakoff George & Mark Turner (1989) *More Than Cool Reason: A Field Guide to Poetic Metaphor*, Chicago: Chicago UP.
- Lakoff, George & M. Johnson (1999). *Philosophy in the Flesh. The Embodied Mind and its challenge to Western Thought*, New York: Basic Books.
- MacRae, John (1998) *The Language of Poetry*, London; New York: Routledge.
- Sanger, Keith (1998) *The Language of Fiction*, London; New York: Routledge
- Semino, Elena & Jonathan Culpeper (2002) *Cognitive Stylistics. Language and Cognition in Text Analysis*, Amsterdam; Philadelphia: John Benjamins.
- Stockwell, Peter (2002) *Cognitive Poetics*, London; New York: Routledge.
- 2011 *Language, Cognition, and Literature*. In *Creating Consilience: Integrating the Sciences and the Humanities*, edited by Edward Slingerland and Mark Collard. *New Directions in Cognitive Science* series, Oxford UP. 409-423.
- 2010 *Alternativity in poetry and drama: Textual intersubjectivity and framing*. *English Text Construction* 3.2. 165-184.
- 2009 *Judging distances: Mental spaces, distance, and viewpoint in literary discourse*. Co-authored with Lieven Vandelanotte. In *Cognitive Poetics: Goals, gains and gaps*, edited by Geert Brône and Jeroen Vandaele. Mouton de Gruyter. 319-370.
- 2008 *Personal pronouns, blending, and narrative viewpoint*. In *Language in the Context of Use: Discourse and Cognitive Approaches to Language*, edited by A. Tyler, K. Yiyong, and M. Takada. Mouton de Gruyter. 167-182.
- 2008 *The text and the story: levels of blending in fictional narratives*. In *Mental Spaces in Discourse and Interaction*, edited by Todd Oakley and Anders Hougaard. John Benjamins Publishing Company. 51-78.
- 2007 *Narrative anchors and the processes of story construction: the case of Margaret Atwood's The Blind Assassin*. *Style* 41:2.133-152.

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2. Further reading

None

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.