

### DETAILS OF THE SUBJECT

**Title:** SEMÁNTICA Y PRAGMÁTICA I

**Code:** 100551

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

**Year:** 4

**Name of the module to which it belongs:**

**Field:** LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

**Character:** OBLIGATORIA

**Duration:** FIRST TERM

**ECTS Credits:** 6

**Classroom hours:** 60

**Face-to-face classroom percentage:** 40%

**Non-contact hours:** 90

**Online platform:**

### TEACHER INFORMATION

**Name:** BLANCO CARRIÓN, OLGA

**Department:** FILOLOGÍAS INGLESA Y ALEMANA

**Area:** FILOLOGÍA INGLESA

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### SPECIFICS OF THE SUBJECT

#### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

The student is requested to prepare the readings to be dealt with in class in advance, and strongly encouraged to ask questions and doubts during the contact hours. Also, they are expected to have prepared the practical cases and exercises before attending the "reduced group" (grupo mediano) classes.

### SKILLS

- 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.
- CB10 Ability to work in an interdisciplinary team.
- 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 Accredited 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.
- 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

Introduction to the main contemporary theories of meaning in which semantics and pragmatics are considered parts of a continuum, with a special focus on cognitive linguistics.

The student is expected to be able to:

1. apply the (content and procedural) knowledge acquired to texts and practical cases different from those used to introduce the main concepts in the course syllabus.
2. integrate the skills and knowledge acquired in previous courses.
3. Improve his practical knowledge of the English language, esp. that regarding the lexicon and phraseology.

## CONTENT

### 1. Theory contents

#### SECTION I: GENERAL NOTIONS

UNIT 1: SOME FUNDAMENTAL CONCEPTS IN CLASSICAL SEMANTICS

UNIT 2: BASIC NOTIONS IN COGNITIVE SEMANTICS

#### SECTION II: LEXICAL AND PHRASAL SEMANTICS (I).

UNIT 3: MORPHEMIC AND LEXICAL SENSE

UNIT 4: REFERENCE

#### SECTION III: LEXICAL AND PHRASAL SEMANTICS (II).

UNIT 5: THE STRUCTURE OF THE LEXICON (A): COGNITIVE AND CULTURAL MODELS IN THE LEXICON.

UNIT 6: THE STRUCTURE OF THE LEXICON (B): INTERLEXEMIC AND INTRALEXEMIC SENSE RELATIONS. BASIC PHRASAL SEMANTICS.

#### SECTION IV: LEXICAL AND PHRASAL SEMANTICS (III).

UNIT 7: METAPHOR AND METONYMY IN LEXICAL SEMANTICS (A)

UNIT 8: METAPHOR AND METONYMY IN LEXICAL SEMANTICS (B)

### 2. Practical contents

Practical cases and exercises to apply the knowledge acquired in every unit of the course syllabus.

## METHODOLOGY

### General clarifications on the methodology and methodological adaptations for part-time students

Contact hours will mostly be devoted to didactic seminars. Students will be handed a series of compulsory readings

at the beginning of the year containing the contents to be dealt with in the seminars. They are expected to have read the material before attending the classes, and actively engage in them by asking questions about the theoretical aspects introduced and by proposing possible solutions to the practical cases proposed by the professor.

Students may choose (under the lecturer's guidance) to prepare an optional project about one of the topics of the course syllabus, which will be orally presented in class.

Part-time students are expected to contact the lecturer at the beginning of the course to learn about the activities and assignments they must prepare and their deadlines.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	-	15	15
<i>Lectures</i>	30	-	30
<i>Paper presentation</i>	15	-	15
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Not on-site activities

Actividad	Total
<i>Exercises</i>	30
<i>Finding information</i>	30
<i>Self-study</i>	30
<b>Total hours:</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Practical cases and examples  
Dossier

## EVALUATION

Skills	Tools			
	Assignments and projects	Final exam	Oral presentations	Practical cases and examples
CB1	x			
CB10	x			
CB11	x			
CB12	x			
CB13				x
CB14	x	x		
CB15	x	x		
CB16	x			
CB17	x			
CB18				x

CB19	x	x		
CB2	x		x	
CB3	x	x	x	x
CB4	x		x	x
CB5	x			
CB7	x	x		x
CB8			x	
CE10	x	x		
CE11		x		
CE12		x		
CE13	x	x	x	
CE15	x		x	
CE16	x		x	
CE24		x		
CE25		x		
CE27				x
CE28				x
CE29	x			
CE33	x			
CE34	x			
CE35	x			x
CE39		x		
CE40	x			
CE41	x			
CE42	x			
CE43				x
CE44	x	x		
CE45			x	x
CE51		x		x
CE52	x			
CE53		x		
CE55	x			
CU1		x	x	
CU2	x			x
<b>Total (100%)</b>	10%	70%	10%	10%
<b>Minimum grade.(*)</b>	5	5	5	5

(\*) Minimum grade necessary to calculate the average

**Minimum score to eliminate content and period of validity for partial qualifications: 5 (valid until the end of the academic year)**

## General clarifications on evaluation and methodological adaptation for part-time students:

The final exam is worth 70% of the course grade provided the student decides to do the optional project and present it in class, which is worth 20% of the course grade. Should the student decide otherwise, the final exam will be worth 90% of the course grade. The remaining 10% is (in both cases) allocated to an active involvement of the student in the weekly assignments. In any case, students must obtain a minimum grade of 50% in the final exam to pass the course.

Part-time students must contact the professor at the beginning of the course to learn about the contents they must master for the final exam, and the assignments to be handed-in during the teaching period.

**Value of attendance in the final grade:** *Attendance is recommended but does not provide additional points for the final grade*

**Qualifying criteria for obtaining honors:** *Active involvement during contact hours, and excellent achievement both in the weekly assignments and final exam.*

## BIBLIOGRAPHY

### 1. Basic Bibliography:

BARCELONA SANCHEZ, Antonio (2000). "Introduction. The cognitive theory of metaphor and metonymy". In Barcelona, Antonio (ed.), *Metaphor and Metonymy at the Crossroads. Cognitive Perspective*. Berlin / New York: Mouton de Gruyter. (1-30).

DIRVEN, R & VERSPOOR, M. (1998), *Cognitive Exploration of Language and Linguistics*, Amsterdam / Philadelphia: J. Benjamins. (25-51) (81-90\_ 95-102). (137-157).

DIRVEN, R. AND RADDEN, G. (forthcoming). *Cognitive English Grammar*. Amsterdam / Philadelphia: John Benjamins

FAUCONNIER, G. 1997. "The Importance and Relevance of Meaning Construction" & "The Cognitive Construction Perspective". In *Mappings in thought and Language*. Cambridge: CUP, 1-5 & 34-37.

FAUCONNIER, G. 1999. "Methods and Generalizations". In Jansen, T. & Redeker, G. 1999. *Cognitive Linguistics. Foundations, Scope and Methodology*. Berlin: Mouton de Gruyter, 95-129. (95-98).

GREENBAUM, S. & QUIRK, R (1990). *A Student s Grammar of the English Language*. London: Longman. (60-68). (77-86). (145-146). (191-202). (292-297). (314-326). (297-302).

HURFORD, J. & HEASLEY, B. (1988), *Semantics, A Coursebook*, Cambridge: CUP. (Hurford: 15-25,25-34, 76-85). (85-88,98-100). (232-240, 240-250).

KÖVECSES, Z. (2002). "Another Figure: Metonymy". In *Metaphor: a practical introduction*. OUP, 143--162.

LYONS, J. (1995), *Linguistic Semantics: An Introduction*. CUP. (40-45), (235-240, 265-271). (258-265,290-292). (167-168; 177-185). (271-277).

MARMARIDOU, SOPHIA S. A. 2000. "The Cognitive Pragmatics Perspective» & "The Societal Perspective». In *SEMÁNTICA Y PRAGMÁTICA I 8/8 Curso 2014/15 Pragmatic Meaning and Cognition*, Amsterdam: J. Benjamins, (25-41), (261-267).

SAEED, J. I. (1997), *Semantics*, Oxford: Blackwell. (3-23, esp. 17-19), (63-71). (271-282). (32-40). (308-312). (90-102). (191-196). (319-328).

UNGERER, F. & SCHMID, H.-J. (1996), An Introduction to Cognitive Linguistics. London: Longman. (114-130). (45-49). (49-55). (205-218).

**2. Further reading:**

None.

**COORDINATION CRITERIA**

- Delivery date job
- Jobs valid for various subjects
- Joint activities: lectures, seminars, visits ...

**Clarifications:**

This course shares some of its contents with El Lenguaje Figurado del Inglés, therefore the student enrolled in both courses may enjoy joint activities such as seminars or lectures. Also the deadline for the final assignment (optional in the case of Semántica y Pragmática I) will be taken into account by the instructor of both courses to avoid overlaps. In addition to this, the student enrolled in both courses may choose to do a final project valid for both of them, although this will affect the depth of the research to be presented and/or the amount of data to analyse. The instructor will provide the guidelines for this final assignment.

**SCHEDULE**

Period	Activity		
	Assessment activities	Lectures	Paper presentation
1# Fortnight	1	4	2
2# Fortnight	2	4	2
3# Fortnight	2	4	2
4# Fortnight	2	4	2
5# Fortnight	2	4	2
6# Fortnight	2	4	2
7# Fortnight	2	3	2
8# Fortnight	2	3	1
<b>Total hours:</b>	<b>15</b>	<b>30</b>	<b>15</b>