A PRAGMATİC ACCOUNT OF METAPHOR: THEORY AND EMPIRICAL SUPPORT

Curso 2020-2021
(Fecha última actualización: 10/07/2020)
(Fecha de aprobación en Comisión Académica del Máster: 20/07/2020)

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MÓDULO
Master’s Programme in English Literature and Linguistics

MATERIA
A pragmatic account of metaphor: theory and empirical support

CENTRO RESPONSABLE DEL TÍTULO
Escuela Internacional de Posgrado

MÁSTER EN EL QUE SE IMPARTE
Máster Universitario en Literatura y Lingüística inglesas

CENTRO EN EL QUE SE IMPARTE LA DOCENCIA
Facultad de Filosofía y Letras

PROFESORES(1)
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TUTORÍAS
https://oficinavirtual.ugr.es/ordenacion/GestorInicial

Charles Forceville

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TUTORÍAS
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COMPETENCIAS GENERALES Y ESPECÍFICAS

Basic and general

CG1. To develop communicative interpersonal skills
CG2. To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
CG3. To search for information (in any sort of format) and turn it into knowledge.
CG4. Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
CG5. To understand long and complex texts of any sort (technical, narrative, or literary)

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1 Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente
(00) Esta guía docente debe ser cumplimentada siguiendo la “Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada” (http://secretariageneral.ugr.es/pages/normativa/fichasugr/neg7121/)}
CG6. To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.

CB6. To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.

CB7. To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.

CB8. To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.

CB9. To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.

CB10. To have the learning skills that allow students to keep studying in a way that will be largely autonomous.

Specific

CE1. To know and critically evaluate current theories, methods and current results of research in the field of pragmatics.

CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of pragmatics.

CE3. To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.

CE4. To explain and defend clearly the objectives, methodology and results of a research work.

CE5. To develop interest and intellectual curiosity to analyse and understand texts, critical theories, and different epistemological approaches to specific case studies.

CE6. To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in pragmatics.

CE10. To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics, philosophy of language and discourse analysis.

OBJETIVOS O RESULTADOS DE APRENDIZAJE (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)

- To know and assess current theories about metaphor and their relation to general theories of meaning and utterance interpretation.
- To develop and defend arguments, as well as solve problems in relation to the subject: the peculiar characteristics of the identification and interpretation of metaphorical utterances in different types of discourse.
- To present and discuss the contents and arguments of current metaphor theories.
- To become familiar with empirical studies in relation to the interpretation of metaphorical utterances.
- To develop capacity to evaluate critically the validity of such theories, and the results of their empirical application.

BREVE DESCRIPCIÓN DE CONTENIDOS (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)

THEORETICAL

The course focuses on the study of how novel metaphorical utterances are interpreted. In general, the interpretation of utterances requires inferential tasks in addition to those of decoding. Pragmatic aspects are needed to give an account of the derivation of speaker meaning. In the literature on pragmatics, a distinction is made between several types of pragmatic processes, which correspond to the different ways in which the meaning communicated by an expression may vary with respect to its encoded meaning. One of the great challenges for a theory of meaning is metaphorical interpretation. The course is an overview of the different types of pragmatic processes to obtain speaker meaning and more particularly, on how metaphorical meaning is derived. In addition, we will examine the experimental evidence available through the evaluation of the methodology and the validity of the arguments used in the different approaches. Next, we will study the characteristics of the interpretation of the metaphor in different types of discourse and especially in advertising. Finally, Professor Charles Forceville will explain and analyze examples of visual and multimodal metaphor.
PRACTICAL

Presentation of an assigned part about the compulsory readings with active participation in the debate. Analysis of the metaphorical use of language in texts belonging to different types of discourse highlighting the role of metaphor in each type. Presentation of their conclusions in class.

Final clear, rigorous and well structured essay, with introduction, development of the analysis and final conclusions where the metaphorical identification and interpretation features are explained using concrete examples.

TEMARIO DETALLADO DE LA ASIGNATURA

1. An introduction to pragmatics
   1.1. Some preliminary notions
   1.2. Linguistic meaning vs. speaker’s meaning
2. Underdetermination of linguistic meaning
   2.1. Pragmatic processes: saturation, unarticulated constituents, modulation.
   2.2. Challenges for theories of utterance interpretation: metaphor, metonymy.
3. Focusing on novel metaphor
   3.1. A brief introduction to theories of metaphor (discussion of different proposals)
   3.2. Novel metaphor interpretation
      3.2.1. Characteristics of novel metaphor (Romero and Soria)
      3.2.2. Novel metaphor in different types of discourse and multimodality (Forceville)

BIBLIOGRAFÍA

ON PRAGMATICS


ON METAPHOR


**ENLACES RECOMENDADOS (OPCIONAL)**

http://www.semioticon.com/people/forceville.htm

**METODOLOGÍA DOCENTE**

The theoretical foundations on pragmatics and more specifically on metaphor are made accessible to the student through presentations by the teacher in the classroom and through documents prepared for that purpose and made available to the student through SWAD. There will be interactive sessions on the readings guided by the teacher. In addition, the invited professor presents his well-known model on multimodal metaphor and analyzes several examples. Once the students are familiar with the theoretical foundations and the analysis of examples, they are in a position to prepare their final essay, of which they must present a summary in class. The ideas that may arise in the debate after their presentations can then be included in the final version of the essays.

**EVALUACIÓN (INSTRUMENTOS DE EVALUACIÓN, CRITERIOS DE EVALUACIÓN Y PORCENTAJE SOBRE LA CALIFICACIÓN FINAL, ETC.)**

**CONVOCATORIA ORDINARIA**

- **40%** Discussion of assigned readings, attendance and active participation in class.
  - Presentation of a critical report on a relevant article.
  - Analysis of the metaphorical use of language in texts belonging to different types of discourse highlighting the role of metaphor in each type. Presentation of their conclusions in class.
  - Attendance and participation in classes by Charles Forceville.
  - Oral presentation in class of a first version of the final essay.
  - Class attendance is compulsory.

- **60%** Final essay analyzing the metaphorical use of language in a corpus belonging to a type of discourse of their choice. The ideas will be presented using the appropriate theoretical concepts and terminology. It should be a clear, rigorous and well structured essay, with introduction, development of the analysis and final conclusions.

**CONVOCATORIA EXTRAORDINARIA**

- **40%** Oral exam about all theoretical materials, obligatory readings, and Forceville’s model on multimodal metaphor and oral presentation of a first version of the final essay.

- **60%** Final essay uploaded on SWAD analyzing the metaphorical use of language in a corpus belonging to a type of discourse of their choice. The ideas will be presented using the appropriate theoretical concepts and terminology. It should be a clear, rigorous and well structured essay, with introduction, development of the analysis and final conclusions.

**DESCRIPCIÓN DE LAS PRUEBAS QUE FORMARÁN PARTE DE LA EVALUACIÓN ÚNICA FINAL, ESTABLECIDA EN LA NORMATIVA DE EVALUACIÓN Y DE CALIFICACIÓN DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE GRANADA**

- **40%** Oral exam about all theoretical materials, obligatory readings, and Forceville’s model on multimodal metaphor and oral presentation of a first version of the final essay.

- **60%** Final essay analyzing the metaphorical use of language in a corpus belonging to a type of discourse of their choice. The ideas will be presented using the appropriate theoretical concepts and terminology. It should be a clear, rigorous and well structured essay, with introduction, development of the analysis and final conclusions.
ESQUEMA A (ENSEÑANZA-APRENDIZAJE PRESENCIAL Y NO PRESENCIAL)

ATENCIÓN TUTORIAL

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<tr>
<th>HORARIO (Según lo establecido en el POD)</th>
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HERRAMIENTAS PARA LA ATENCIÓN TUTORIAL

- https://oficinavirtual.ugr.es/ordenacion/GestorInicial
- http://www.diaugr.es

MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE

- Si el número de estudiantes lo permite, la enseñanza seguirá el procedimiento habitual de clases presenciales, con sesiones dentro del horario establecido.
- Presentación del material, teórico y práctico a través de las plataformas de enseñanza (SWAD o PRADO).
- En los casos de no poder tener clases presenciales, se utilizará Google Meet o similar siguiendo el horario de clase.
- Las clases presenciales (o online si es necesario) se centran en el trabajo autónomo de los estudiantes siguiendo el modelo "inverted class". Este modelo se basa en el estudio previo de los materiales disponibles en la plataforma de enseñanza (leyendas obligatorias, resúmenes, etc.) y, en las clases presenciales (o online) se discutirán los contenidos estudiados, se resolverán dudas y se presentará el análisis utilizando los conceptos y terminología adecuados. El objetivo es fomentar el aprendizaje cooperativo.

MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)

Convocatoria Ordinaria

- 40% Discusión de lecturas asignadas, asistencia y participación activa en las clases (en línea si las clases presenciales no son posibles):
  - Presentación de un informe crítico sobre un artículo relevante.
  - Análisis de la utilización metafórica de la lengua en textos de diferentes tipos de discurso y destacando el papel del metafora en cada tipo. Presentación de sus conclusiones en clase.
  - Asistencia y participación en clases de Charles Forceville.
  - Presentación oral en clase de una primera versión de la tesis final.
- 60% Tesis final subida a SWAD analizando la utilización metafórica de la lengua en un texto perteneciente a un tipo de discurso de su elección. Las ideas deberán ser presentadas utilizando los conceptos y terminología adecuados. Debe ser un ensayo claro, riguroso y bien estructurado, con introducción, desarrollo del análisis y conclusiones finales.

Convocatoria Extraordinaria

- 40% Examen oral (usando Google Meet si el examen presencial no es posible) sobre todos los materiales teóricos, lecturas obligatorias, y el modelo de Forceville sobre metadiferencia multimodal y presentación oral de una primera versión de la tesis final.
- 60% Tesis final subida a SWAD analizando la utilización metafórica de la lengua en un texto perteneciente a un tipo de discurso de su elección. Las ideas deberán ser presentadas utilizando los conceptos y terminología adecuados. Debe ser un ensayo claro, riguroso y bien estructurado, con introducción, desarrollo del análisis y conclusiones finales.
### Evaluación Única Final

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<th>40% Oral exam (using Google Meet if face-to-face exam is not possible) about all theoretical materials, obligatory readings, and Forceville’s model on multimodal metaphor and oral presentation of a first version of the final essay.</th>
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### ESCENARIO B (SUSPENSIÓN DE LA ACTIVIDAD PRESENCIAL)

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#### MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE

- If the number of students allows it, teaching will follow the usual procedure of face-to-face classes, with sessions within the timetable established.
- Presentation of the material, theoretical and practical through the teaching platforms (SWAD or PRADO).
- On the occasions when there cannot be face-to-face classes, Google Meet or similar will be used following the class schedule.
- Face-to-face classes (or online if necessary) revolve around the autonomous work of the students following the "inverted class" model. This model takes as a starting point the previous study of the materials available in the teaching platform (compulsory readings, summaries, etc.) and, in the face-to-face (or online) classes, the contents studied will be discussed, doubts will be resolved and analysis will be presented using the appropriate concepts and terminology. The aim is to favour cooperative learning.

#### MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)

**Convocatoria Ordinaria**

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<th>40% Discussion of assigned readings, attendance and active participation in classes (on-line):</th>
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**Convocatoria Extraordinaria**
### Evaluación Única Final

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