



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO  
**MÁSTER UNIVERSITARIO EN  
ESTUDIOS INGLESES AVANZADOS:  
LINGÜÍSTICA COGNITIVA,  
LITERATURA Y EDUCACIÓN B**



2024/25 YEAR

**GRAMÁTICA INGLESA DE  
CONSTRUCCIONES**

### Course details

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**Course name:** GRAMÁTICA INGLESA DE CONSTRUCCIONES**Code:** 103420**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:** <https://moodle.uco.es/>

### Coordinating teacher

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**Name:** GUERRERO MEDINA, MARIA DEL PILAR**Department:** FILOLOGÍAS INGLESA Y ALEMANA**Office location:** Annex to the main building**E-Mail:** ff1gumep@uco.es**Phone:** 957218765

### Brief description of the contents

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The main objectives of this course are the following:

- To introduce students to linguistic theory, exploring the basic tenets of functionalist, cognitive and/or constructionist approaches.
- To analyze the relevance of constructions from a psycholinguistic point of view, exploring the implications of a construction-based approach for language processing and language acquisition.
- To explore the idea that argument structure constructions are a special subclass of constructions that provide the basic means of clausal expression in a language (Goldberg 1995).
- To explore the relationship between grammar and the lexicon, trying to account for regularities between semantico-pragmatic interpretation and morphosyntactic structure in English.

## Prerequisites

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### Prerequisites established in the study plan

Students are required to be competent in English at level B2.

### Recommendations

None specified

## Study programme

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### 1. Theory contents

#### 1. Introduction: Constructions within functional-cognitive space

1.1. The original Goldbergian definition of construction.

1.2. Constructions in Cognitive Grammar.

1.3. Why do we need constructions as distinct abstract entities? Filling the gap between grammar, language

acquisition and language processing

1.4. Language learning in adult and child developing grammar

#### 2. Constructions and argument structure

2.1. Introduction: the constructional approach to argument structure

2.2. The interaction between verbs and constructions in English

2.3. Argument structure constructions in English

2.3.1. The English Ditransitive Construction

2.3.2. The English Caused-Motion construction

#### 3. Construction Morphology

3.1. Introduction. Basic notions

3.2. Morphological constructions

3.2.1. An overview

3.2.2. Properties of morphological constructions

3.2.3. A constructional approach to some morphological problems

### 2. Practical contents

Each of the 3 units in this course will be accompanied by a number of study questions and practice exercises.

## Bibliography

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Booij, Geert. 2010. *Construction Morphology*. Oxford: UP.

Booij, Geert. 2013. 'Morphology in Construction Grammar'. In Thomas Hoffmann and Graeme Trousdale (eds), *The*

*Oxford Handbook of Construction Grammar*. New York: Oxford University Press, 255-73.

Fillmore, Charles. 1982. 'Frame Semantics'. In Linguistic Society of Korea (ed.), *Linguistics in the morning calm*.

Seoul, Hanshin Publishing, 117-137.

Fillmore, Charles. 1985. 'Frames and the semantics of understanding'. In *Quaderny di Semantica*, 6, 222-254.

Goldberg, Adele. 1995. *Constructions: a Construction Grammar approach to argument structure*. Chicago:

University of Chicago Press.

Goldberg, Adele. 2006. *Constructions at work: the nature of generalizations in language*. Oxford: University Press.

Hoffmann, Thomas and Graeme Trousdale (eds), *The Oxford Handbook of Construction Grammar*. New York:

Oxford University Press.

Kay, P. and C. H. Fillmore. 1999. "Grammatical constructions and linguistic generalizations: the what's X doing Y?

construction". *Language* 75: 1-34.

## Methodology

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### Clarifications

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.

Otherwise, the

student will have to take a test at the end of the module.

In addition, students will need to write an assignment on one of the topics of the syllabus. They will be able to

choose between:

(i) An essay or discussion on one of the topics using specialized bibliography (3,500 words)

(ii) A short applied research work (between 3,500 and 4,000 words).

Part-time students should take a final exam.

### Face-to-face activities

Activity	Total
<i>Assessment activities</i>	4
<i>Information processing activities</i>	8
<i>Projects based on the course contents</i>	4
<b>Total hours</b>	<b>16</b>

### Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	30

<b>Activity</b>	<b>Total</b>
<i>Information processing activities</i>	40
<i>Information search activities</i>	14
<b>Total hours</b>	<b>84</b>

## **Results of the training and learning process**

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### **Knowledge, competencies and skills**

- 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.
- 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.
- 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.

### **Assessment methods and instruments**

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<b>Tools</b>	<b>Percentage</b>
<b>Attendance checklist</b>	10%
<b>Means of practical execution</b>	10%
<b>Students assignments</b>	80%

**Period of validity for partial qualifications:**

Until the end of the current academic year.

**Clarifications:**

Plagiarism and/or cheating during the performance of ANY of the assignments carried out during the course will entail instant failure. This also includes the use of any artificial intelligence tools.

**Sustainable development goals**

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Quality education

**Other Faculty**

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*The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).*

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