



UNIVERSIDAD DE CORDOBA

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



2024/25 YEAR

**CURSO AVANZADO EN ANÁLISIS DEL  
DISCURSO**

### Course details

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**Course name:** CURSO AVANZADO EN ANÁLISIS DEL DISCURSO

**Code:** 103421

**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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### Brief description of the contents

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The contents covered in this course aim to:

- Introduce students to the meaning construction processes occurring in spoken, written and multimodal discourse as well as raising their awareness of the role played by language in these processes.
- Introduce students to the main theoretical concepts that they will need to master for discourse analysis and the critical reading of texts.
- Develop students' ability to perform critical discourse analysis and identify the main characteristics of different discourse types: ideological discourse, the discourse of power, propaganda.
- Develop students' critical approach to discourse that may be useful for their exposure to future discourse events in their academic, professional and personal life.
- Provide students with the conceptual and practical knowledge to analyze specialized discourse from a frame semantics perspective.

## Prerequisites

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### Prerequisites established in the study plan

None.

### Recommendations

A B2 English level is strongly recommended.

## Study programme

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### 1. Theory contents

1. Introduction to discourse analysis.
2. A cognitive-linguistic approach to discourse analysis:
  - 2.1. Construals.
  - 2.2. Frame Semantics.
  - 2.3. Conceptual metaphor in discourse.
  - 2.4. Multimodal discourse analysis.
3. Critical Discourse Analysis (CDA).
4. Specialized discourse.

### 2. Practical contents

Exercises on selected sample texts and free choice of texts to conduct a (corpus-based) cognitive-linguistic analysis.

## Bibliography

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### Basic bibliography:

- Austin, J. L. (1962). How to do things with words. Oxford University Press.
- Charandeau, P., & Maingeneau, D. (2005). Diccionario de análisis del discurso. Amorrortu editores.
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- Cook, G. (1989). Discourse. Oxford University Press.
- Crystal, D. (1992). Introducing Linguistics. Penguin.
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- Cuenca, M. J., & Hilferty, J. (1999). Introducción a la lingüística cognitiva. Ariel.
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- Durán Muñoz, I., & L'Homme, M. C. (2020). Diving into adventure tourism from a lexico semantic approach: An analysis of English motion verbs. Terminology, 26(1), 33-59.
- Fairclough, N., & Wodak, R. (1997). Critical discourse analysis. In T. van Dijk (Ed.), Discourse as social interaction. Vol. 2 (pp. 258-271). SAGE.

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- Fillmore, C. J. (1985). Frames and the semantics of understanding. *Quaderni di Semantica: Rivista Internazionale di Semantica Teorica e Applicata*, 6, 222-254.
- Fillmore, C. J. (2006). Frame semantics. In D. Geeraerts (ed.), *Cognitive linguistics: Basic readings* (pp. 373-400). Mouton de Gruyter.
- Geeraerts, D. (2006). Introduction. A rough guide to Cognitive Linguistics. In D. Geeraerts (Ed.), *Cognitive linguistics: Basic readings* (pp. 1-28). Mouton de Gruyter.
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- Kamalu, I., & Osisanwo, A. (2015). Discourse analysis. In I. Kamalu & I. Tamunobelem (Eds.), *Issues in the study of language and literature* (pp. 169-195). Kraft Books Limited.
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- Martínez-Cabeza, M. A. (2003). *The study of language beyond the sentence: From text grammar to discourse analysis*. 2nd ed. Comares.
- Portillo Fernández, J. (2020). Análisis estructural y comunicativo del ciberdiscurso en redes sociales, aplicaciones de mensajería instantánea y foros web. *Nexus*, 27, 1-19.
- Radden, G., & Dirven, R. (2007). *Cognitive English grammar*. John Benjamins Publishing Company.
- Schiffrin, D. (1994). *Approaches to discourse*. Blackwell Publishers Ltd.
- Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). (2001), *The Handbook of discourse analysis*. Blackwell Publishing.
- Searle, J. R. (1969). *Speech acts*. Cambridge University Press.
- Talmy, L. (1988). Force dynamics in language and cognition. *Cognitive Science*, 12(1), 49-100.
- Van Dijk, T. A. (2009), *Discourse and context: A sociocognitive approach*. Cambridge University Press.

**Further reading:**

- Baker, P. (2006). *Using corpora in discourse analysis*. Continuum.
- Baker, P., & Ellece, S. (2011). *Key terms in discourse analysis*. Continuum International Publishing Group.
- Cabré Castellví, M. T. (2002). Textos especializados y unidades de conocimiento: Metodología y tipologización (I). In J. García Palacios & M. T. Fuentes Morán (eds.), *Texto, terminología y traducción* (pp. 15-36). Ediciones Almar.
- Cameron, D. (ed.). (2001). *Working with spoken discourse*. SAGE.
- Faber Benítez, P. (ed.). (2015). *A cognitive linguistics view of terminology and specialized language*. De Gruyter Mouton.
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Faber Benítez (ed.), *A cognitive linguistics view of terminology and specialized language* (pp. 9-31). De Gruyter Mouton.

- Fauconnier, G. (1999). *Methods and generalizations*. In T. Janssen & G. Redeke (eds.), *Cognitive linguistics: Foundations, scope, and methodology* (pp. 95-127). Mouton de Gruyter.
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- Martin, J. R., & Rose, D. (2007). *Working with discourse. Meaning beyond the clause* (2nd Edition). Continuum.
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- Van Leeuwen, T. (1993). *Genre and field in critical discourse analysis: A synopsis*. *Discourse & Society*, 4(2), 193-223.
- Wang, Y. (2018). "Language" and "discourse:" Two perspectives on linguistic philosophy. *Semiotica*, 224, 295-312.

## Methodology

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### Clarifications

The main theoretical contents along with some practical activities will be covered in the face-to-face lessons.

Part-time students will be required to ask the lecturer for information on how to successfully pass the course.

### Face-to-face activities

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

### Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	60
<i>Information processing activities</i>	10
<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.
- 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.

### Assessment methods and instruments

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Tools	Percentage
Group or individual globalizing projects	50%
Means of practical execution	25%
Students assignments	25%

**Period of validity for partial qualifications:**

The academic year 2024/2025

**Clarifications:**

Students must pass all the evaluation tools to pass the course.

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. The professor reserves the right to conduct a personal interview with the students about any of the assignments carried out in the course to clarify originality or any other relevant aspect.

**Sustainable development goals**

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Quality education

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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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