



UNIVERSIDAD DE CORDOBA

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



2024/25 YEAR

**EL LENGUAJE DEL TEXTO LITERARIO**

**Course details**

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**Course name:** 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:** <https://moodle.uco.es/>

**Coordinating teacher**

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**Brief description of the contents**

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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.

**Prerequisites**

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**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 "Co'mo 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 rhetorical devices to general human cognitive abilities used to understand concepts and construe meaning.

## Study programme

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### 1. Theory contents

#### 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

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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.

## Bibliography

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- 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.
- Bro^ne, 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.
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- 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 Bro^ne 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. Yiyoung, 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.

## Methodology

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### 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>Information processing activities</i>	6
<i>Reading comprehension, listening, visual, etc. activities</i>	10
<b>Total hours</b>	<b>16</b>

### Off-site activities

Activity	Total
<i>Information processing activities</i>	34
<i>Information search activities</i>	50
<b>Total hours</b>	<b>84</b>

## Results of the training and learning process

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### Knowledge, competencies and skills

- CB10 To make students able to show learning abilities that allow them to continue studying in an 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.

### Assessment methods and instruments

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Tools	Percentage
Attendance checklist	10%
Means of practical execution	40%
Students assignments	50%

### Period of validity for partial qualifications:

Academic year 2024-25.

### Sustainable development goals

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Quality education  
 Gender equality  
 Decent work and economic growth  
 Reduced inequalities

### 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).*