



Course Specification

(Bachelor)

Course Title: *Conceptual Metaphor Theory*

Course Code: *ENG4219*

Program: *English: Linguistics Track*

Department: *Department of English*

College: *College of Social Sciences*

Institution: *Umm Al-Qura University*

Version: 2

Last Revision Date: 2023- 1445



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	5
G. Specification Approval	6



A. General information about the course:

1. Course Identification

1. Credit hours: **3 hours**

2. Course type

- A. University College Department Track Others
- B. Required Elective

3. Level/year at which this course is offered: **Year 4 – Level 10**

4. Course general Description:

*This course introduces metaphor to students from a cognitive linguistics perspective. It aims to help students explore how ubiquitous metaphorical expressions are in everyday language. This course covers a wide range of metaphor-related topics: metaphors as concepts, the source domain and the target domain of metaphors, systematic analysis of metaphors, **cognitive models of metaphor**, metonymy and metaphor, metaphors and culture, and metaphorical coherence. The course will emphasize the persuasive functions of metaphor, and students will be asked to collect data from everyday non-literary texts.*

5. Pre-requirements for this course (if any):

Foundations of Linguistics 2

6. Co-requirements for this course (if any):

7. Course Main Objective(s):

The main objective of this course is to provide students with an overview of metaphor as a linguistic/cognitive phenomenon through analyzing non-literary texts and evaluate metaphor's communicative and pragmatics functions.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hrs. per week	%100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> ● Traditional classroom ● E-learning 		
4	Distance learning		





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	3hrs x 11wks
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		33 hours

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	<i>Explain metaphor from a cognitive linguistic perspective</i>	K2	<ul style="list-style-type: none"> - Interactive lecturing on a weekly basis - Tutorial work - Pair/group work - Onsite & online discussions - Contrastive methodology - Student presentations - Audiovisual data - Focused assigned reading 	A. Formative assessment (both formal and informal): <ul style="list-style-type: none"> - Periodic quizzes - Oral test/ participation - Graded home assignments - Research/term paper - PPT presentation - Summary - Portfolio - Mid-term testing B. Summative Assessment: <ul style="list-style-type: none"> - Final examination
1.2	<i>Systemically describe the mechanisms and structures of metaphorical expressions</i>	K2		
1.3	<i>Compare and Contrast Kinds of metaphor</i>	K2		
1.4	<i>Explain "metonymy and idioms" and discuss their relationship to metaphor</i>	K2		
1.5	<i>Analyze data within the CMT.</i>	K3		
2.0	Skills			
2.1	<i>Identify figurative components in various forms of everyday language</i>	S2	<ul style="list-style-type: none"> - Intensive drilling - Tutorial exercises - Visual data representation - Tabulation - Demonstration (online videos) 	<ul style="list-style-type: none"> - Periodic quizzes - Oral participation - Online assignments - Research paper - Portfolio - Blog - PPT presentation - Midterm testing
2.2	<i>Analyze the scope, mapping, and correspondence of metaphors and their subparts</i>	S2		
2.3	<i>Explain, give examples, and analyze metaphorical structures</i>	S3		





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.4	Analyze the (cross-)cultural aspects of metaphorical expressions	S3	<ul style="list-style-type: none"> - Teacher & peer feedback and correction - Problem-solving activities - Pair/group work - Online sessions/works hops on blackboard 	- Final examination
2.5	Connect uses of metaphor to broader communicative and pragmatic maneuvers	S3		
2.6	Conduct a research project in the context of Metaphor Theory.	S5		
3.0	Values, autonomy, and responsibility			
3.1	Commit to the standards of integrity, punctuality, responsibility, and ethical behavior in class participation, preparation of assignments, and exams.	V1	<ul style="list-style-type: none"> - Interactive classroom communication - Onsite and online discussions - Bias for STT - Pair/group work - Role-play 	<ul style="list-style-type: none"> - Self-evaluation - Direct & indirect feedback - Observation of student's performance in group work assignments - Oral assessment - PPT presentation - Extra-curricular activities
3.2	show tendency of continuous self-learning and independence in work and education.	V2		

C. Course Content

No	List of Topics	Contact Hours
1.	What Is Metaphor? Common Source and Target Domains Kinds of Metaphor	3
2.	Metaphor in Literature Nonlinguistic Realizations of Conceptual Metaphors	3
3.	Cognitive Models, Metaphors, and Embodiment Metaphorical Entailments	3
4.	The Scope of Metaphor Metaphor Systems	3
5.	The Universality of Conceptual Metaphors Cultural Variation in Metaphor and Metonymy	3
6.	Metaphor, Metonymy, and Idioms Metaphors and Blends	3
7.	Metaphor in Discourse Metaphor and Metonymy in the Study of Language	3
8.	Critique of CMT	3
9.	Abstract and Concrete Concept Combinations	3
10.	Direct or Indirect Emergence of Metaphors Domains, Schemas, Frames, or Spaces?	3
11.	Conceptual or Contextual	3





Offline or Online	
Total	33

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	(**) Individual assessment or (***) Group assessment	weekly	20%
2.	Mid-term exam	7	30%
3.	Final exam	11	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Kövecses, Z. (2010). <i>Metaphor: A practical introduction</i> . Oxford University Press. Kövecses, Z. (2020). <i>Extended conceptual metaphor theory</i> . Cambridge University Press.
Supportive References	Lakoff, G. and Johnson, M. (2008) <i>Metaphors We Live By</i> . University of Chicago Press.
Electronic Materials	Lakoff, Espenson, and Schwartz (1991). Master Metaphor List. Found at: http://araw.mede.uic.edu/~alansz/metaphor/METAPHORLIST.pdf
Other Learning Materials	Summary handouts for the main topics covered in each class are available in Blackboard (a web-based learning resource).

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<i>Classrooms</i>
Technology equipment (projector, smart board, software)	<i>Data show, Whiteboard, and Blackboard Computer facilities for accessing the internet</i>
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>





Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students' assessment	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Quality of learning resources	<i>Students</i>	<i>Questionnaires</i>
The extent to which CLOs have been achieved	<i>Teachers</i>	<i>Exams</i>
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	<u>DEPARTMENT COUNCIL</u>
REFERENCE NO.	424040414453/132022
DATE	07 RABI-II 1445 – 22 OCTOBER 2023

