Conceptual metaphor 2018/19

**Term paper / Final presentation guidelines**

**The task**

Students are expected to show that they can apply the conceptual and analytical categories introduced in the course to a corpus of naturally occurring English.

**The corpus**

There are several corpora available for free on line. I recommend BNC BYU. The Leeds translation centre also provides access to internet corpora in various languages.

**The structure**

The paper should have a clear structure of introduction, body and conclusion. The introduction should set out the situation, that is, a brief overview of conceptual metaphor theory, and the research problem. The problem amounts to trying to determine to what extent the theory, which focuses on thought processes, is supported by naturally occurring linguistic evidence, but it is also hoped that we gain further understanding about the language(s) we are investigating.

There should be a short section explaining the methodology adopted. One approach is to choose a conceptual metaphor (or more than one) from the existing literature (e.g. the Master Metaphor List) and to collect a bank of lexical items for investigation (e.g. using WordNet or dictionaries). Another approach would be to choose a source domain and again create a vocabulary bank to examine. You should describe your search procedure (which corpus or corpora you use and why, which word forms you search and how many tokens you analyse). You should also explain the criteria you use to distinguish between literal and non-literal meanings (dictionaries, Pragglejaz, Kövecses, etc.).

The body of the paper should report and discuss your findings. The mode of presentation may depend on your material. One approach is to show your findings in a table in which you give frequency (literal vs non-literal), meanings and examples. This is how Deignan presents her data on *plant*. Alternatively, you may prefer a more discursive approach. It will probably be in the discussion that you deal with problems of analysis and categorization, e.g. trying to distinguish metaphor and metonymy.

The conclusion will assess what you have discovered and may also refer to failings or new problems to address.

**The length**

The paper should be 8-10 pages long (not counting appendices and Works Cited page).

**Formatting and citation**

Students must follow MLA (Modern Language Association) guidelines for formatting and citation. These can be found on the site OWL Purdue (Online Writing Lab). Nota bene: This is not an optional. If the guidelines are not followed to the letter, marks will be taken off.

**Handing in the paper**

The paper must be uploaded to the link given on the Moodle page (it will be checked for plagiarism). It must also be handed in hard copy. Since there are too many to fit in my little mail box, they should be delivered to the “portineria” in via Santa Reparata.

**Assessment**

The assessment of students’ work will take into consideration the following:

overall structure of the paper;

quality of analysis and discussion;

paragraph structure (don’t underestimate this!);

appropriate academic register;

range of grammatical structures and lexis;

citation and source management.