COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Contemporary metaphor research / Šiuolaikiniai metaforų tyrimai	

Academic staff	Core academic unit(s)
Coordinating: Justina Urbonaitė	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit
First cycle, BA	Optional

Mode of delivery	Semester or period when the course is delivered	Language of instruction
Face-to-face	Spring semester	English

Requisites	
Prerequisites: English proficiency level: B2-C1 Previous knowledge of linguistics (e.g. a course in the Introduction to Linguistics)	**Co-requisites (if relevant):**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	150	32	118

Purpose of the course unit

The course aims to provide students with a comprehensive overview of the contemporary cognitive linguistic approach to the study of metaphor as a multimodal phenomenon and introduce students to a set of analytical tools that are applied in contemporary study of metaphor. Designed to provide students with an in-depth understanding of the topic, the course will examine the various functions that metaphors can serve in discourse, and the way in which they are expressed, either mono-modally or multimodally. The course will delve into different methods and theoretical frameworks that have been developed for identifying and analysing metaphors, and will provide a comprehensive overview of the current debates in the field of contemporary metaphor research. The aim is to provide students with the necessary tools and skills to identify and analyse metaphors in language and other semiotic systems, and to effectively choose and apply appropriate theoretical approaches and methodologies to specific research questions pertaining to contemporary metaphor research.

Generic competences to be developed (as per the aims of the English Philology programme):

1. Responsibility: the ability to set goals and make plans, and take responsibility for them;
   1.1. will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines;
   1.2. will be able to take responsibility for their work / study results and learn from mistakes;
4. Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking
   4.1. will be able to identify problems and challenges in their own and related fields;
   4.2. will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions;
5. Openness to change: the ability to understand the necessity of change and the intention to constantly improve oneself
   5.1. will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities;
   5.2. will be open to new ideas, strive to change, and be creative and innovative;
   5.3. will be able to evaluate the quality of their actions and achievements and strive to acquire the competencies necessary for future change.

Subject-specific competences to be developed (as per the aims of the English Philology programme):

6. Essential knowledge and skills in linguistics: perception of language as a phenomenon and perception of linguistics as a scientific discipline.
   6.1. will know, understand and be able to define linguistics as a scientific discipline and to properly use and interpret the basic concepts and terms of linguistics;
   6.2. will acquire knowledge of the main branches and methods of linguistics.

8. Understanding and analysis of the English language system at various levels: phonetics, morphology, syntax, semantics, etc.
   8.1. will gain knowledge of the English language system;
   8.2. will be able to describe, analyse and interpret English-language phenomena at various levels (phonetic, morphological, syntactic, semantic, pragmatic, language development, etc.) and compare them with Lithuanian or another language using appropriate terminology and methods;

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
The course develops the following generic competences: - Ability to set goals, complete course-related tasks by choosing relevant research resources, plan and manage time and follow deadlines, take responsibility for study results; - Ability to identify and solve problems by relying on analytical critical and creative thinking; - Ability to constantly learn, evaluate the quality of their study achievements, and improve by acquiring necessary competences. **The course develops the following subject-specific competences:** - the understanding of the cognitive linguistic approach to metaphor as a conceptual phenomenon; - familiarity with and ability to identify functions of metaphor in different settings, contexts and communicative situations; - familiarity with and ability to apply reliable procedures of linguistic metaphor identification; - the understanding of metaphor as a multimodal phenomenon; - the ability to identify metaphor expressed mono- and multimodally; - the ability to identify conceptual patterns underlying metaphor's occurrence in different modalities; - the ability to choose relevant methodological tools for metaphor identification, extraction and analysis that suit specific research goals; - the ability to carry out a small-scale study of metaphor by applying the acquired theoretical and methodological knowledge and skills gained throughout the course and present it in class.	The course adopts an active learning approach and employs a variety of teaching and learning methods, including interactive lectures, seminars, flipped learning, directed discussions, reading, analytical thinking, and collaboration. To attain the learning outcomes, students will participate in the following activities, assignments and tasks: - Independent and in-class review of lecture and study materials; - Written and oral assignments; - Instructor-led discussions to address topics covered in the study materials; - Completion of individual and team-based tasks; - Receiving personal feedback from the course instructor; - Conducting metaphor-related research projects and presenting their findings in class; - Taking mid-term and final tests in writing. [The completion of these assignments may take place through a combination of in-person and remote formats, as well as synchronous and asynchronous modes.]	Cumulative assessment: The assessment for the course consists of the grade for the mid-term test (30%), final test (40%), and a research project presentation (30%).

Content	Contact hours							Individual work: time and assignments	
	Lectures	Consultations	Seminars	Workshops	Laboratory work	Internship	**Contact hours, total**	**Individual work**	**Tasks for individual work, study resources**
1. Introduction to the course unit: aims, structure, content, schedule and assessment scheme.	2						**2**	**2**	1) Reading the course description carefully and getting familiar with the content, structure, schedule, preview of materials, assessment criteria, etc.

									2) Collecting a number of examples of metaphor from one's own linguistic and multimodal environment (social media texts, advertising, public discourse, product labels, ordinary language use, place of employment, etc. Preparing to present the examples in class and provide reasoning why the student thinks the collected examples are a case of metaphor.
3. Cognitive approach to metaphor. The Conceptual Metaphor Theory.	2		2				**4**	**10**	Lecture and study materials will be made available through the Virtual Learning Environment (www.emokymai.vu.lt) or MS Teams. **Readings**: Lakoff & Johnson (2003: 3–40; 52–60) Kövecses (2010: 3–10; 91–105) **Seminar assignments:** 1) Analysis of a selected set of texts, assigned by the course instructor, with the following objectives: to identify linguistic metaphors, reconstruct conceptual metaphors based on the linguistic metaphors identified, identify the target and source domains, set up metaphorical mappings, and examine the aspects that metaphors hide and highlight. 2) Analysis of examples of metaphors from the students' own linguistic and multimodal surroundings (based on Week 1 homework).
4. Functions of metaphor in discourse.			2				**2**	**4**	Covering study materials accessed through the Virtual Learning Environment (www.emokymai.vu.lt) or MS Teams. **Readings**: Schmid (1998: 163–173) **Optional readings**: Littlemore (2017: 283–295) Macagno (2020: 335–363) Macagno & Rossi (2021: 171–191) **Seminar assignments**: Identification and analysis of metaphors in a given discourse event in terms of their functions; substantiating interpretive decisions based on study materials.
5. Linguistic metaphor identification procedure.	1		3				**4**	**8**	Covering study materials accessed through the Virtual Learning Environment (www.emokymai.vu.lt) or MS Teams. **Readings**: Pragglejaz Group (2007) Steen et. al. (2010: 25–41) **Optional readings**: Urbonaitė et al. (2019: 159–181) **Seminar assignments**:

									1) Applying MIPVU to identify metaphorically used words in an assigned text. 2) Identifying indirect, direct and implicit metaphors in an assigned text.
6. Application of digital tools in metaphor research (corpus-based approaches to metaphor, tools of data extraction, analysis and visualisation).	2		2				**4**	**10**	Covering study materials accessed through the Virtual Learning Environment (www.emokymai.vu.lt) or MS Teams. **Readings**: Semino (2017: 463–476) Stefanowitsch (2004: 137–149) Tissari (2017: 117–130) **Optional readings**: Deignan (2008: 280–294) **Seminar assignments**: Conducting a small-scale study in which students compile a mini-corpus and apply a corpus-based approach to extract metaphors. Compiling accurate and systematic datasheets of metaphors identified in the corpora in MS Word documents and Excel spreadsheets. Practice of applying artificial intelligence tools, data visualisation tools (Voyant) and corpus analysis toolkits in metaphor studies.
7. Mid-term test			2				**2**	**18**	**Independent work**: Revision of study materials and preparation for the mid -term test
9. Multimodal metaphor: pictorial and verbo-pictorial metaphor	2		2				**4**	**8**	Covering study materials accessed through the Virtual Learning Environment (www.emokymai.vu.lt) or MS Teams. **Readings**: Forceville (2008: 462–482) Kövecses (2010: 63–74) **Optional readings**: Forceville (1996: 108–164) Pérez Sobrino et al. (2021: 1–35) **Seminar assignments**: The practice of applying multimodal and pictorial metaphor theory to the analysis of multimodal discourse products, e.g. advertisements, commercials, cartoons, posters, speeches, interviews, etc.
10. Selecting the topic for a small-scale research project								**8**	**Independent work**: Students study compulsory and optional texts, revise the key notions, principles of different theoretical frameworks of metaphor study and methodologies/tools of analysing metaphor they were presented in class. Revision of all materials should also motivate students to select a topic for and start planning their own small-scale studies to be conducted individually and presented in class.

11. Individual consultations on research projects (after the students select their topics)		2					**2**	**2**	**Homework assignment**: Final decision and reporting of the topic for the empirical study.
12. Conducting a metaphor-related research project								**30**	**Independent work**: After getting familiar with a range of theoretical approaches, methodological perspectives and tools of metaphor analysis, students conduct their own empirical study on a selected topic by relying on a relevant theoretical framework and appropriate methodological tools applied to identify and analyse metaphors.
13. Students' in-class presentations of their research projects			6				**6**		**Home assignment**: Once the students have conducted their empirical study, consulted with the course instructor and received feedback and guidance from the course instructor, they prepare and deliver the presentation on the date assigned by the course instructor. Detailed assessment criteria set for the presentations are provided below in the section of 'Assessment criteria'.
14. Final test			2				**2**	**18**	**Independent work**: Revision of study materials and preparation for the final test
Total	**10**	**2**	**20**				**32**	**118**	

Assessment strategy	Weight %	Deadline	Description of tasks and assessment criteria
Mid-term examination	30%	Mid-semester	The mid-term test will consist of a series of open- and close-ended questions based on the analysis of the texts discussed during the course. Students are expected to present a coherently-argued case in their responses. The examination is assessed on a 10-point scale (the detailed assessment scheme is provided below). The test includes assignments checking the student's knowledge of the course material, understanding of key concepts, ability to apply the obtained knowledge in practice. They may include the following tasks: defining, explaining and illustrating a given term, concept, notion; identifying linguistic metaphors in a text, reconstruction of conceptual metaphors from linguistic metaphorical expressions, drawing up a cross-domain mapping; examining a linguistic fragment in terms of the underlying conceptual metaphors and aspects that are highlighted and hidden; identification of the function of metaphor in a given discourse fragment and substantiation of their interpretive decisions; selecting a relevant methodological procedure or theoretical framework for specific research goal or question. The completion of the tasks is assessed on the basis of the student's ability to explain, define, describe, illustrate relevant notions clearly and accurately, identify linguistic metaphors accurately by following relevant methodological procedures, reconstruct conceptual metaphors from linguistic metaphorical expressions accurately and systematically by demonstrating logical reasoning, ability to accurately assign a quotation, term, concept to a relevant theoretical framework or methodological approach, ability to accurately choose relevant theoretical approaches and / or methodological tools for a given research question, etc.

			Assessment scheme for the mid-term examination **10 (Excellent)** Exceptional understanding of the cognitive linguistic approach to metaphor. Profound familiarity with and exemplary ability to identify metaphor functions. Outstanding application of reliable procedures and tools for metaphor identification. Consistently excels in test assignments, showcasing accurate definitions, explanations, and illustrations. Skillfully identifies linguistic metaphors and reconstructs conceptual metaphors with logical reasoning. Selects relevant methodologies/theoretical frameworks with exceptional clarity and accuracy. **9 (Very Good)** Solid understanding of the cognitive linguistic approach to metaphor. Commendable familiarity and proficient ability to identify metaphor functions. Effective application of reliable procedures and tools for metaphor identification. Consistently excels in test assignments with accurate definitions, explanations, and illustrations. Identifies linguistic metaphors and reconstructs conceptual metaphors with logical reasoning. Selects relevant methodologies/theoretical frameworks with very good clarity and accuracy. **8 (Good)** Good understanding of the cognitive linguistic approach to metaphor. Sound familiarity and competent ability to identify metaphor functions. Demonstrates competent application of reliable procedures and tools for metaphor identification. Consistently excels in test assignments with accurate definitions, explanations, and illustrations. Identifies linguistic metaphors and reconstructs conceptual metaphors effectively. Selects relevant methodologies/theoretical frameworks with good clarity and accuracy. **7 (Highly Satisfactory)** Basic understanding of the cognitive linguistic approach to metaphor. Exhibits basic familiarity and an ability to identify metaphor functions. Displays basic application of reliable procedures and tools for metaphor identification. Meets expectations in test assignments with generally clear definitions, explanations, and illustrations. Identifies linguistic metaphors and reconstructs conceptual metaphors adequately. Shows a basic ability to select relevant methodologies/theoretical frameworks, though with some imprecision. **6 (Satisfactory)** Below-average understanding of the cognitive linguistic approach to metaphor. Limited familiarity and inconsistent ability to identify metaphor functions. Demonstrates inconsistent application of reliable procedures and tools for metaphor identification. Generally, meets basic expectations in test assignments with some inconsistencies. Limited accuracy in identifying linguistic metaphors and reconstructing conceptual metaphors. Displays a below-average ability to select relevant methodologies/theoretical frameworks with some imprecision. **5 (Sufficient)** Barely meets minimum requirements. Limited proficiency in identifying metaphor functions and applying reliable procedures/tools for identification. Meets basic expectations in test assignments with notable inconsistencies. Limited accuracy in identifying linguistic metaphors and reconstructing conceptual metaphors. Limited ability to select relevant methodologies/theoretical frameworks with minimal precision. **4, 3, 2, 1 (Insufficient)** Falls significantly short of meeting minimum criteria. Very poor understanding, bordering on non-existent. Inconsistent or severe lack of proficiency in identifying metaphor functions. Consistently fails to meet

			basic expectations in test assignments. Struggles with accuracy in identifying linguistic metaphors and reconstructing conceptual metaphors. Insufficient ability to select relevant methodologies/theoretical frameworks.
An in-class presentation of a research project	30%	2nd part of the semester (May). The time to deliver the presentation of the individual study is assigned to each student by the course instructor.	**The assessment of the research project consists of three tasks each of which accounts for 10% out of the 30% reserved for this assignment** **[1] Preparation and submission of the datasheet (10%)** At least 24 hours before the presentation, the student must upload their datasheets (either in MS Word or MS Excel) with systematised research data that proves the empirical study has been completed in a systematic and rigid manner. The datasheet must contain all the materials collected for analysis, reflect systematic and rigorous metaphor identification and its analysis. **[2] Delivery of the presentation of the research project in class (10%)** In their 15-minute in-class presentations students introduce the audience to the main content: 1) their research goal and objectives /research question(s) / hypothesis(-ses); 2) they clearly present the chosen theoretical framework, 3) describe the data, methodological procedures and steps of analysis and provide reasoning behind their choice; 4) they briefly present and discuss the main results of the study and draw conclusions which relate to the initial research goal and provide clear answers to their research question(s)/hypothesis(-es). **[3] The discussion after the presentation of the research project (10%)** The presentation is followed by a question and answer session and discussion of relevant issues. The student is expected to provide necessary explanations and substantiate their analytical steps and interpretations made in their research projects. **A detailed assessment scheme for each of the three tasks is provided below:** **[1] Datasheet Preparation and Submission (10%):** 10 (Excellent): Exemplary datasheet showcasing meticulous and systematic compilation, submitted 24 hours before the presentation. 9 (Very Good): High-quality datasheet with systematic and rigorous metaphor identification, submitted on time. 8 (Good): Good-quality datasheet with generally systematic metaphor identification, submitted on time. 7 (Highly Satisfactory): Meets basic requirements with occasional lapses in systematic approach, submitted on time. 6 (Satisfactory): Below-average with notable gaps in systematic approach, submitted on time. 5 (Sufficient): Barely meets minimum requirements, lacking proficiency in systematic approach, submitted on time. 4, 3, 2, 1 (Insufficient): Falls significantly short, lacks essential materials, and may be submitted late. **[2] In-Class Presentation of Research Project (10%):** 10 (Excellent): Outstanding presentation with clarity, precision, exhaustive details, and substantiated argumentation in 15 minutes. 9 (Very Good): High-quality presentation with clarity, clear framework, detailed methodology, solid argumentation. 8 (Good): Good presentation with clear content, adequate framework, and good argumentation. 7 (Highly Satisfactory): Meets basic requirements with occasional lapses in clarity and coherence and reasonable argumentation in / around 15 minutes.

			6 (Satisfactory): Below-average with notable gaps in clarity, limitations in framework, and limited coherence and argumentation in around 15 minutes. 5 (Sufficient): Barely meets minimum requirements, lacks proficiency in structure, clarity and argumentation in around 15 minutes. 4, 3, 2, 1 (Insufficient): Falls significantly short, lacks essential elements, unclear structure, and may exceed or fall short of the time limit. **[3] Discussion after the Presentation (10%):** 10 (Excellent): Exceptional engagement with clear, deep responses, demonstrating critical thinking, insights, and maintaining fluent, idiomatic academic spoken English. 9 (Very Good): High-quality engagement with clear responses, critical thinking, and insights in fluent, idiomatic academic English. 8 (Good): Effective engagement with clear responses, some critical thinking, and insights in generally fluent, idiomatic academic English. 7 (Highly Satisfactory): Meets basic requirements with occasional lapses in clarity and depth, generally fluent, idiomatic English. 6 (Satisfactory): Below-average engagement with notable gaps in clarity, depth, and coherence, somewhat fluent, idiomatic academic English. 5 (Sufficient): Barely meets minimum requirements, lacks proficiency in structure, clarity, and depth, somewhat fluent, idiomatic academic English. 4, 3, 2, 1 (Insufficient): Falls significantly short, lacks essential elements, coherence, and depth, may exhibit severe deficiencies in academic English.
Final examination	40%	A date assigned at the end of the semester or during the examination session.	The final test will consist of a series of open- and close-ended questions based on the analysis of the texts discussed during the course. Students are expected to present a coherently-argued case in their responses. The examination is assessed on a 10-point scale. The test will include assignments checking the student's knowledge of the course material, understanding of key concepts, ability to apply the obtained knowledge in practice. They may include the following tasks: identifying multimodal metaphors in a given discourse event or semiotic product; identification of elements in a multimodal semiotic product that metaphorically and metonymically cue the target and source domains; identification of the communicative role/function of metaphor and explaining the choice of the metaphor in promoting products, ideas and values; identification of the different types of multimodal metaphors. The final test is assessed on the basis of the student's ability to explain, define, describe and illustrate relevant notions clearly and accurately, identify multimodal metaphors accurately by following relevant methodological procedures, ability to clearly distinguish different types of multimodal metaphors (verbal, pictorial, verbo-pictorial, verbo-gestural, etc.); ability to identify and name metonymic cues and specify a metonymic relations that contribute to the multimodal expression of metaphors; ability to identify the role of multimodal metaphor in communicating and promoting products, ideas and values by taking into account the specificity of the discourse events and situations in which the metaphors occur, logical and compelling argumentation in analysing and interpreting multimodal metaphors and communication in accurate academic written English. **Assessment scheme for the final examination** **10 (Excellent)** The student demonstrates an exceptional understanding of metaphor as a multimodal phenomenon, demonstrating profound insights into its conceptual patterns across various modalities. They excel in accurately identifying and explaining mono- and multi-modal expressions of metaphor, displaying a high level of proficiency in recognising conceptual patterns underlying metaphor occurrences. The student consistently applies their knowledge in practical assignments, showing a superior ability to identify multimodal metaphors in discourse events or semiotic products. They excel in identifying elements in multimodal semiotic products that

			metaphorically and metonymically cue target and source domains. Moreover, the student provides compelling explanations for the communicative role and function of metaphor, demonstrating a nuanced understanding of its application in promoting products, ideas, and values. Their arguments are logically presented, and the use of academic English is consistently accurate. **9 (Very good)** The student exhibits a solid understanding of metaphor as a multimodal phenomenon, with commendable proficiency in identifying and explaining mono- and multi-modal expressions of metaphor. They demonstrate a strong ability to identify conceptual patterns underlying metaphor occurrences in different modalities. In practical assignments, the student consistently excels in identifying multimodal metaphors, showing accuracy in recognising elements that metaphorically and metonymically cue target and source domains. Their explanations regarding the communicative role of metaphor are well-substantiated. The use of academic English is consistently accurate throughout the assessment. **8 (Good)** The student demonstrates a good understanding of metaphor as a multimodal phenomenon, displaying a competent ability to identify and explain mono- and multi-modal expressions of metaphor. Their proficiency in identifying conceptual patterns underlying metaphor occurrences in different modalities is satisfactory. In practical assignments, the student consistently excels in identifying multimodal metaphors and accurately recognising elements that metaphorically and metonymically cue target and source domains. Their explanations regarding the communicative role of metaphor are well-substantiated. The use of academic English is consistently accurate. **7 (Highly satisfactory)** The student displays a basic understanding of metaphor as a multimodal phenomenon, demonstrating an ability to identify and explain mono- and multi-modal expressions of metaphor. Their proficiency in identifying conceptual patterns underlying metaphor occurrences in different modalities is sufficient. In practical assignments, the student meets expectations in identifying multimodal metaphors and recognising elements that metaphorically and metonymically cue target and source domains. Their explanations regarding the communicative role of metaphor are acceptable, though may lack some depth in substantiation. The use of academic English generally meets expectations. **6 (Satisfactory)** The student possesses a below-average understanding of metaphor as a multimodal phenomenon, showing limited familiarity with and an inconsistent ability to identify and explain mono- and multi-modal expressions of metaphor. Their proficiency in identifying conceptual patterns underlying metaphor occurrences in different modalities is below expectations. In practical assignments, the student generally meets basic expectations in identifying multimodal metaphors, but with inconsistencies. Their ability to recognise elements that metaphorically and metonymically cue target and source domains is limited, with inconsistencies. Their explanations regarding the communicative role of metaphor may lack depth and consistency. The use of academic English generally meets basic expectations but may exhibit inconsistencies. **5 (Sufficient)** The students understanding of metaphor as a multimodal phenomenon barely meets the minimum requirements for a passing grade. They exhibit limited proficiency in identifying and explaining mono- and multi-modal expressions of metaphor. Their proficiency in identifying conceptual patterns underlying metaphor occurrences in different modalities is minimal. In practical assignments, the student generally meets basic

			expectations in identifying multimodal metaphors, but with notable inconsistencies. Their ability to recognise elements that metaphorically and metonymically cue target and source domains is minimal, with inconsistencies. Their explanations regarding the communicative role of metaphor may lack depth and consistency. The use of academic English generally meets minimum requirements but may exhibit notable inconsistencies. **4, 3, 2, 1 (Insufficient)** The student falls significantly short of meeting the minimum criteria for mastery of metaphor as a multimodal phenomenon. Their understanding of the subject matter is very poor, bordering on non-existent, or the knowledge they possess is irrelevant and insufficient. This inadequacy is evident in their inability to consistently identify and explain mono- and multi-modal expressions of metaphor. The student also demonstrates a severe lack of proficiency in identifying conceptual patterns underlying metaphor occurrences in different modalities. In practical assignments, the student consistently fails to meet basic expectations, struggling to identify multimodal metaphors accurately and recognise elements that metaphorically and metonymically cue target and source domains. Their explanations regarding the communicative role of metaphor are consistently poor, lacking substantial substantiation. The use of academic English is insufficient, with notable inconsistencies in clarity and accuracy.

Course policy regarding attendance and participation

Students' attendance and active participation is expected and highly recommended. Attendance during classes assigned for the Mid-term examination, Final examination and delivery of the Research project presentations is obligatory. Excused absences may only be granted for valid reasons such as medical emergencies and other justifications certified by the Dean's Office. No make-up opportunities will be provided for missed mandatory assignments if the absence is not accompanied by certification from the Dean's Office. If a student is unable to attend class due to a valid reason, it is their responsibility to inform the Dean's Office and request an extension for completing any mandatory assignments.

Lateness of task completion

All mandatory activities must be completed within the specified timeframe and may only be carried out once. The course instructor will inform students of the date and time of all controlled activities. In case of missed classes, it is the student's responsibility to inquire about the requirements and deadline for related tasks. Failure to submit course assignments on time will result in a failing grade (0). Additionally, missing a mandatory in-class task such as a presentation without a valid reason will also result in a failing grade (0) with no opportunity for make-up, unless an official extension has been granted by the Dean's Office.

Academic integrity

This course adheres to the regulations set forth by Vilnius University, as outlined in article 76.2 of the Study Regulations (https://www.vu.lt/site_files/Studies/Study_regulations/Study_regulations_of_VU.pdf) and articles 14 and 19 of the Code of Academic Ethics (https://www.vu.lt/site_files/Studies/Study_regulations/Code_of_academic_ethics_VU.pdf). Any act of academic dishonesty, such as plagiarism or cheating, will result in a failing grade for the work in which the dishonesty occurred. Furthermore, any act of academic dishonesty may lead to failure of the entire course and the student may face dismissal from the University.
The use of generative artificial intelligence (GenAI) tools (e.g. ChatGPT, Claude, Gemini) is permitted for supporting learning and preparing assignments, provided that such use complies with the Guidelines on Artificial Intelligence Usage at Vilnius University and the principles of academic integrity (https://www.flf.vu.lt/dokumentai/GenAI_guidelines_EN.pdf). Any use of GenAI tools in assessed assignments must be explicitly disclosed, specifying the tool used and the nature and extent of its contribution. Students remain fully responsible for the accuracy, originality, academic integrity, and proper referencing of all submitted work. They must also be able to explain and critically defend their arguments, analyses, and methodological decisions independently. The use of GenAI tools during examinations or other assessments requiring independent performance is prohibited unless explicitly authorised by the lecturer. Any misuse or undisclosed use of GenAI tools may constitute a breach of academic integrity and will be addressed in accordance with Vilnius University regulations.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Anthony, L.	2023	*AntConc* (Version 4.2.4) [Computer Software]	Tokyo, Japan: Waseda University.	Available from https://www.laurenceanthony.net/software
Cienki, A. & C. Müller	2008	Metaphor, gesture, and thought, in Gibbs, R. W. Jr. (ed.), *The Cambridge Handbook of Metaphor and Thought*		

Deignan, A	2008	Corpus linguistics and metaphor, in Gibbs, R. W. Jr. (ed.), *The Cambridge Handbook of Metaphor and Thought*	280–294	Cambridge: Cambridge University Press
Forceville, C.	1996	*Pictorial Metaphor in Advertising*		London: Routledge
Forceville, C.	2008	Metaphor in pictures and multimodal representations, in Gibbs, R. W. Jr. (ed.), *The Cambridge Handbook of Metaphor and Thought*	462–482	Cambridge: Cambridge University Press
Kövecses, Z.	2010	*Metaphor: A Practical Introduction* (2nd ed.).		Oxford: OUP
Lakoff, G. & M. Johnson.	2003	*Metaphors We Live By*.		Chicago: The University of Chicago Press
Littlemore, J.	2017	Metaphor in educational contexts: Functions and variations, in Semino, E. & Z. Demjén (eds.), *The Routledge Handbook of metaphor and Language*.	283–295	London & New York: Routledge
Pérez Sobrino, P., Littlemore, J. & S. Ford	2021	Unpacking *Creativity: The Power of Figurative Communication in Advertising*		Cambridge: Cambridge University Press
Pragglejaz Group	2007	MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol*.	22 (1): 1–39.	
Semino, E.	2017	Corpus linguistics and metaphor, in Dancygier, B. (ed.), *The Cambridge Handbook of Cognitive Linguistics.*	463–476	Cambridge: Cambridge University Press
Steen, G. J., A. G. Dorst, J. B. Herrmann, A. A. Kaal, T. Krennmayr & T. Pasma	2010	*A Method for Linguistic Metaphor Identification: from MIP to MIPVU*.		Amsterdam: John Benjamins
Stefanowitsch, A.	2004	HAPPINESS in English and German: A metaphorical-pattern analysis, in Achard, M. & K. Suzanne (eds). *Language, Culture, and Mind*. (137–149).		Stanford: SLI Publications
Tissari, H.	2017	Corpus-linguistic approaches to metaphor analysis, in Semino, E. & Z. Demjén (eds.), *The Routledge Handbook of metaphor and Language*.	117–130	London & New York: Routledge
Recommended reading				
Cienki, A.	2017	Analysing metaphor in gestures: A set of metaphor identification guidelines for gesture (MIG-G), in Semino, E. & Z. Demjén (eds.), *The Routledge Handbook of metaphor and Language*	131–147	London & New York: Routledge
Gibbs, R. W. Jr. (ed.)	2008	*The Cambridge Handbook of Metaphor and Thought*		Cambridge: CUP
Macagno, F.	2020	How can metaphors communicate arguments?, *Intercultural Pragmatics*	17(3): 335–363	Mouton de Gruyter
Macagno, F. & M. G. Rossi	2021	The Communicative Functions of Metaphors Between Explanation and Persuasion, *Inquiries in Philosophical Pragmatics*	27: 171–191	Springer

Urbonaitė, J., I. Šeškauskienė& J. Cibulskienė	2019	Linguistic metaphor identification in Lithuanian, in Nacey, S., A. G. Dorst, T.Krennmayr, W. G. Reijnierse (eds.). *Metaphor Identification in Multiple Languages. MIPVU around the world*.	159–181.	Amsterdam: John Benjamins.
Zanotto, M., L. Cameron & M. Cavalcanti (eds).	2008	*Confronting Metaphor in Use*.		Amsterdam: John Benjamins.

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