

Mon, Wed 02:55-04:10
Balch 3331



Course Description

We typically think of metaphor as a purely literary phenomenon, a rarefied figurative device. This course aims to uncover the pervasive “hidden metaphors” we use in everyday speech and what they reveal about the way we conceptualize ideas, perceptions, emotions, and other abstract categories. Assignments for this course will include linguistic analyses of texts on politics, society and popular culture, evaluation of the role metaphor plays in historical language change, and exploration of non-linguistic metaphor in gestures, advertising and cartoons. We will read and write about selections from the work of linguists, philosophers and psychologists.

Instructor: Anca Chereches

Email: ac872@cornell.edu

Office hours: Thu 10am-11am, Fri 11am-12pm or by appointment

Office location: Morrill 226F

Learning Outcomes

When reading sources, students will:

- consider how the source fits into a larger conversation
- understand the main arguments and evaluate the strength of the evidence provided
- be able to follow up with additional research of their own to clarify a difficult point or to further develop an idea that the source introduces

When working on a writing project, students will:

- use informal writing and drafting to clarify their ideas and turn them into arguments
- organize and present their arguments clearly and confidently
- synthesize and seamlessly integrate source material
- adapt your writing and revision to your and your audience’s understanding of coherence, clarity and grace
- seek and effectively use various kinds of feedback in their revision process
- revise to improve the content, organization and style of their sentences, paraphrases and entire essays

Coursework

Students will draft and revise six essays:

1. Expository analysis (2-3 pages)

2. Article review (1-2 pages)
3. Pilot research report (5-6 pages)
4. Argumentative essay (3-4 pages)
5. Final research paper (6-8 pages)
6. Analysis & synthesis (3-4 pages)

Homeworks will be submitted on [Blackboard](#). Writing assignments should be typed, in 12pt font, with 1.5 spacing and 1 inch margins. Always include a first page heading with your name, the course title, and the date. Please submit both a pdf and a doc file. The filenames should always include your name (e.g. *Anca - HW1*).

Additionally, students will:

- *Read the assigned texts* and reflect on the concepts therein before coming to class. I will do little to no lecturing. Instead, class time will be devoted to discussions of difficult or complex topics, as well as plenty of writing exercises. Some readings will be accompanied by *simple comprehension questions, exercises, and reading responses*, which students must complete and turn in before class. These additional writing tasks should help you find and develop interesting research questions, which will enrich our class discussions and your essays. Good writing starts with good content.
- Regularly share their writing with classmates in *writing workshops*. Writing is communicating, and your audience is the final judge of your success as a communicator. As writers, it is oh-so-easy to fall in love with our creations and become convinced we were crystal clear, clever as a vampire at a blood drive and rhetorically stunning. But if our readers don't see it that way, then we've lost our chance to be heard. Peer writing workshops give you the rare opportunity of engaging in a dialogue with your readers about your writing. You should learn from your peers' feedback to see your writing from the point of view of a wide variety of readers and to write with an audience in mind. As a peer reviewer, you will practice composing a respectful and thoughtful critique – a good life skill! – and you could always find inspiration for your own writing.
- Meet with me at least twice to discuss your writing on a one-on-one basis. We will schedule *conferences* before Fall Break and at the end of the semester. I would also be very happy to see you during office hours if you'd like to discuss your drafts, your progress, or any questions you have about your writing.
- Reflect on your approach, your strengths and your weaknesses as a writer and as a learner/researcher. I will regularly assign *self-reflective essays*. In these essays, you will set writing goals, describe how you approach those goals for individual writing assignments, and assess the efficacy of your methods. I expect to see in these writings that you are making efforts to improve, to integrate techniques from readings, class exercises, peer feedback, instructor feedback, Knight Institute conferences, or whatever else you find that works for you. Writing is not a stroke of genius or the gift of an elusive muse; it is a

muscle that you have to exercise regularly and smartly, working on current limitations and maintaining or improving performance.

Course policies

Late homework. We can only create a collaborative learning environment through class discussions and peer writing workshops if everyone is able to participate. Therefore, you should do your best to submit assignments on time. Practice this like any other skill, and let Cornell help! (Students who use the [Learning Strategies Center](#) tend to have a higher GPA than those who do not.) Of course, I do understand that sometimes we get sick or we just have more than we can handle, so I will allow you 4 late days, to be used at your discretion throughout the entire semester. No questions asked, no excuses necessary. Note that you still have to submit *something* by each deadline to be able to participate in class discussions, but I will only look at your final submission. I cannot look at any work that you submit late after you've used up your 4 days.

Attendance Both learning and writing for this class will be a team effort. This means your participation is important! Please email me if you must miss a class, but understand that repeated absences will negatively impact your grade. As will, for that matter, coming to class unprepared, not making an effort to participate in class discussions, and not giving thoughtful feedback to your peers during writing workshops.

Academic integrity I expect you to be ethical and responsible members of the intellectual community at Cornell and beyond, as detailed in the [Cornell Code of Academic Integrity](#). This means you should clearly indicate what is your own work and what is the work of others, especially when you are paraphrasing or summarizing from another writer, or presenting someone else's line of reasoning. Please get in touch with me if you have any questions about fair citation procedures. In this course, the normal penalty for a violation of the code is an "F" for the term.

Accommodation Please come talk to me if you are dealing with anything that will influence your participation in this course. Cornell provides reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, or hearing). Student Disability Services will talk to you confidentially to determine your needs, so I encourage you to contact them. If any other problems arise, such as language barriers, cultural misunderstandings or learning differences, please come talk to me immediately.

Required texts

Kovecses, Zoltan. 2010. *Metaphor: A Practical Introduction*, 2nd Edition. Oxford University Press, USA.

[[Amazon link](#)]

Hjortshoj, Keith. 2001. *The Transition to College Writing*. Boston, MA: Bedford/St. Martin's. [[Amazon link](#)]

Williams, Joseph M, and Gregory G Colomb. 2010. *Style: Lessons in Clarity and Grace*. Boston: Longman. [[Amazon link](#)]

Booth, Wayne C, Gregory G Colomb, and Joseph M Williams. 2008. *The Craft of Research*. Chicago: University of Chicago Press. <http://site.ebrary.com/id/10288700>. [Amazon link]. ebook through Cornell library.

Other readings will be available on our Blackboard website

Recommended texts

Graff, Gerald, and Cathy Birkenstein. 2006. *They say/I Say: The Moves That Matter in Academic Writing*. New York: W.W. Norton. [Amazon link]

Lakoff, George, and Mark Johnson. 2003. *Metaphors We Live By*. Chicago: University of Chicago Press.

Course overview	wk 1	Introduction to Conceptual Metaphor Theory; Uses of reading & writing; Reading techniques
	wks 2-3	Basic concepts in Conceptual Metaphor Theory; Research questions; The role of the audience in writing Essay #1 due
	wks 4-6	Sources of linguistic evidence; Exploratory data collection; Paraphrasing & summarizing Essay #2 & Draft of Essay #3 due
	wk 7	Methodological issues; Presenting research; Individual conferences Essay #3 due
	<i>Fall Break</i>	
	wks 8-11	Psycholinguistic research---hypotheses, predictions, testing, evidence; analyzing sources, quoting, responding Essay #4 due
	wks 12-13	Applied linguistics---metaphors in science teaching & learning, therapy, advertisements etc; style, clarity and coherence Essay #5 due
	wk 14-15	Conclusion Essay #6 due

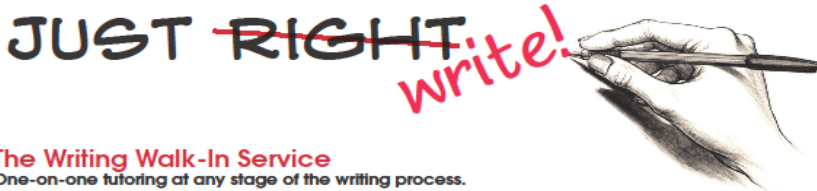
A more detailed schedule including readings will be made available on Blackboard.

Grading	10%	Class participation & preparatory writing assignments
	10%	Peer review responses
	10%	Self-reflective writing
	5%	Essay #1
	5%	Essay #2
	15%	Essay #3
	10%	Essay #4

20%	Essay #5
15%	Essay #6

Resources

Cornell has many resources that can help you become a better student and a better writer. Take advantage of them! Check out the “Resources” content area in our Blackboard site.



JUST ~~RIGHT~~ write!

The Writing Walk-In Service
One-on-one tutoring at any stage of the writing process.

Tracy Hamler Carrick, Director
174B Rockefeller Hall
tracyhcarrick@cornell.edu
607.255.1392

WWIS Resources for Students

Writing Tutors Trained graduate and undergraduate tutors are available **five days a week, Sunday through Thursday**, to discuss specific pieces of writing or questions about writing. Students can visit any one of our five campus locations from time to time or on a regular basis when they want one-on-one support to refine and develop strategies for drafting effective academic essays. Writers of all levels of experience and ability can benefit from such individualized attention. During a WWIS tutoring session, students will be greeted with engaged and engaging peers who listen patiently, read thoughtfully, and offer considerate, supportive, and challenging feedback. At a WWIS session, tutors may:

- help writers get started with an essay by reading and discussing a writing assignment, evaluating research material, or brainstorming an outline.
- discuss ways to shape a coherent argument, make strong use of evidence, work with appropriate citation conventions.
- consider questions about depth of analysis, organization, thesis statements, audience expectations, paragraph development, stylistics, or sentence structure.
- work with both native and non-native speakers of English to identify patterns among errors in grammar or usage and to develop effective strategies for their own line-editing. Tutors do not proofread or edit; they are not trained to offer such feedback.

Peer Mentors in Writing Some students learn best with steadier system of writing support. By invitation, students may be assigned a designated writing tutor with whom they meet weekly for the duration of a semester. Topics of discussion include organization, development, and style of essays; planning, brainstorming, and revising; strategies for reading; the influence of background on one’s approach to academic writing; coping with adversity, optimizing success, and becoming familiar with campus resources and social networks.

WWIS Resources for Instructors

Writing tutors are a valuable resource not just for students, but also for teachers. The **Essay Response Consultation Program** enables instructors to sit down one on one with tutors to talk about student writing. Because tutors have a great deal of experience in reading student essays and teacher comments, they can usefully support instructors who want to deepen and extend strategies for commenting on student work. Instructors can work with tutors to:

- review a set of papers on which the instructor has already commented.
- discuss a set of papers when the instructor is in the process of providing response and evaluation.