

**FITXA IDENTIFICATIVA****Dades de l'Assignatura**

Codi	44235
Nom	Comunicació interpersonal en els gèneres
Cicle	Màster
Crèdits ECTS	3.0
Curs acadèmic	2024 - 2025

Titulació/titulacions

Titulació	Centre	Curs	Període
2243 - Màster Universitari en Estudis Anglesos Avançats	Facultat de Filologia, Traducció i Comunicació	1	Primer quadrimestre

Matèries

Titulació	Matèria	Caràcter
2196 - M.U. en Estudis Anglesos Avançats	12 - Comunicació interpersonal en els gèneres	Obligatòria
2243 - Màster Universitari en Estudis Anglesos Avançats	12 - Comunicació interpersonal en els gèneres	Obligatòria

Coordinació

Nom	Departament
IVORRA PEREZ, FRANCISCO MIGUEL	155 - Filologia Anglesa i Alemanya
SUAU JIMENEZ, FRANCISCA ANTONIA	155 - Filologia Anglesa i Alemanya

RESUM

This subject deals with discourse referring to the interpersonal communication between individual or collective speakers/writers in different genres and modes in everyday, institutional and professional contexts which can be either public or private (e.g. website discourses, socio-political speeches, online discussion forums about professional and/or private topics; learners' interactions, etc.). Different frameworks for interpersonal communication will be reviewed and different conversational structures (monologues, dialogues, polylogues, etc.) will be studied. Through interpersonal communication, understood as a contextual practice of individual and social interaction, certain rhetorical functions are conveyed (explanation, argumentation, narration, persuasion, evaluation, opinion, etc.) as well as several specific pragmatic strategies. This is because through explicit or implicit discursive interaction, speakers and writers are able to negotiate, maintain a cooperative relationship, etc. Its study will allow for an in-depth understanding and characterization of these genres, modes and discourses, at times hybrid, as well as a grasp of complex communicational skills in the English language.



CONEXEMENTS PREVIS

Relació amb altres assignatures de la mateixa titulació

No heu especificat les restriccions de matrícula amb altres assignatures del pla d'estudis.

Altres tipus de requisits

2196 - M.U. en Estudis Anglesos Avançats

- Que els estudiants posseïsquen les habilitats d'aprenentatge que els permeten continuar estudiant d'una forma que haurà de ser en gran manera autodirigida o autònoma.
- Posseir i comprendre coneixements que aportin una base o oportunitat de ser originals en el desenvolupament i / o aplicació d'idees, sovint en un context de recerca.
- Capacitat per a comprendre, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau, aquells conceptes, principis, teories o models relacionats amb els distints camps dels Estudis Anglesos.
- Capacitat per a conèixer, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau, la metodologia necessària per a la resolució de problemes propis de l'àrea dels Estudis Anglesos.
- Capacitat per a presentar en públic experiències, idees o informes dins de l'àrea dels Estudis Anglesos, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau.
- Capacitat per a emetre juís en funció de criteris, de normes externes o de reflexions personals per al que serà necessari aconseguir un domini suficient del llenguatge acadèmic i científicotècnic en anglés tant en el seu vessant escrita com oral.
- Capacitat per a reconèixer les metodologies i teories, així com els temes, principis terminològics, teòrics, formals i ideològics fonamentals per a la introducció a la investigació lingüística o literària en l'àrea d'Estudis Anglesos.
- Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los ?Estudios Ingleses.
- Capacitat per a aplicar i integrar les destreses i els coneixements teòrics adquirits sobre les distintes ferramentes disponibles tant en suport imprés com a informàtic (TIC) a fi de realitzar una anàlisi crítica pròpia i rigorosa, dins dels Estudis Anglesos.
- Capacitat per a aconseguir autonomia progressiva en l'aprenentatge, busques pròpies de recursos i informació, accedint per a això a fonts bibliogràfiques i documentals sobre els distints àmbits que conformen els Estudis Anglesos.



- Capacitat per a organitzar, estructurar i desenrotllar les idees en variats tipus de documents acadèmics, de major o menor envergadura: des de l'assaig, l'informe tècnic, el comentari crític, fins al plantejament inicial que ha de subjaure a un treball d'investigació de més ampli calat com és la realització d'un Treball Fi de Màster, dins dels Estudis Anglesos.

1. To become familiar with current research in interpersonal communication across individual, collective, private and public genres, modes and discourses.
2. To understand the differences between different theoretical frameworks of interpersonal communication and apply the methodological analysis tools of each of these.
3. To learn the conversational features of different types of interpersonal interaction: dialogues, polylogues, etc.
4. To be able to assess structures of interpersonal communication in concrete and sometimes hybrid genres and modes.
5. To distinguish the voices which interact in a stretch of interpersonal communication and draw functional and/or pragmatic-discursive conclusions.
6. To be able to characterise discursive genres, modes and phenomena through the analysis of interpersonal interaction and its traits.
7. To be able to draw discursive conclusions about interpersonal interaction and perceive its implications and influence in social and/or professional activities, media and fields.
8. To know and be able to deal with complex discursive structures which are created through communicational interaction on the English language.

DESCRIPCIÓ DE CONTINGUTS

1. Introduction

1. What is interpersonal communication?
2. Discursive interpersonality as a global perspective for interpersonal analysis. Supporting article (excerpt, with class discussion): Suau-Jiménez et al. (2021).
3. Construction and achievement of rhetorical functions. The importance of genre, discipline, language and register.
4. Interpersonal communication from a cross-cultural perspective.
5. The influence of culture, genre and discipline in interpersonal discourse.



2. Interpersonal discourse in professional genres

1. Professional genres and their characteristics. Implied rhetorical function: persuasion.
2. Voices: stance and engagement.
3. Interpersonal markers and voices in hotel websites and job adverts. Exercises and conclusions, with socio-linguistic implications.
4. Supporting article (excerpt, with class discussion): Hyland, K. (2008).

3. Interpersonal discourse in social genres.

1. Online forums and political speeches. Characteristics of dialogues, polylogues, monologues. Implied rhetorical functions: persuasion/ evaluation/ peer-solidarity.
2. Supporting article (excerpt, with class discussion): Suau-Jiménez (2014).
3. Individual task (written test): theoretical questions on the three article excerpts (Suau-Jiménez et al. 2021, Hyland 2008, and Suau-Jiménez 2014) and small practical analysis of interpersonal communication on a professional and a social genre.

4. Interactional metadiscourse applied to professional genres: Culture, genre or/and discipline.

1. Introduction: The impact of culture, genre or/and discipline on the use of interpersonal markers in professional genres (Ivorra-Pérez, 2014; Suau-Jiménez, 2016).
2. Hylands model (2008). A cross-cultural approach. Towards a new conceptualization.
3. Differences and similarities in the use of interpersonal markers in British-English/American English professional genres: the movie review.
4. Supporting article (excerpt, with class discussion): Ivorra-Pérez (2016).
5. Individual task (written test): theoretical questions on the article excerpt discussed and small practical analysis of interpersonal communication on the movie review genre.

5. Towards a multimodal perspective of interpersonal metadiscourse

1. Interpersonal metadiscourse on social media: The role of readers as active participants
2. Supporting article (excerpt, with class discussion). Suau-Jiménez, F. & Ivorra-Pérez, F.M. (2022)
3. An analytical approach to visual interpersonal metadiscourse in social media. Yus-Ramos, F. (2019)/ Suau-Jiménez, F. & Ivorra-Pérez, F.M. (2023)
4. Supporting article (excerpt, with class discussion). Logi, L. & Zappavigna, M. (2021)
5. Individual task (written test): theoretical questions on the article excerpts discussed and small practical analysis of visual interpersonal markers in social networking sites.

6. Final examination: theory and practice



1. Theory: 4 questions on theoretical aspects discussed in class.
2. Practice: Analyse various excerpts from different genres and domains, applying the framework indicated. Provide conclusions that help to characterize each text and genre from a discursive interpersonality viewpoint, with socio-linguistic implications.

VOLUM DE TREBALL

ACTIVITAT	Hores	% Presencial
Classes de teoria	24,00	100
Assistència a esdeveniments i activitats externes	5,00	0
Elaboració de treballs en grup	5,00	0
Elaboració de treballs individuals	5,00	0
Estudi i treball autònom	10,00	0
Lectures de material complementari	5,00	0
Preparació de classes de teoria	10,00	0
Preparació de classes pràctiques i de problemes	11,00	0
TOTAL	75,00	

METODOLOGIA DOCENT

TM2_Pair or group work.

TM3_ Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries).

TM4_Oral presentation of set readings, oral or written summaries.

TM5_Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres).

AVALUACIÓ

**ASSESSMENT BREAKDOWN FOR FIRST CALL**

- Assessment of class attendance and active participation 20%
- Assessment of competences acquired from written and/or oral TASKS 30%
- Assessment of competences through a written final TEST 50%

ASSESSMENT BREAKDOWN FOR SECOND CALL

- Assessment of competences acquired through an oral presentation 30%
- Assessment of competences through a written final TEST 70%

Having another person or company do the writing of an assignment for you, which includes using artificial intelligence tools like ChatGPT, is considered plagiarism, thus a violation of academic integrity. It will automatically lead to a failing grade and MAES instructors reserve the right to conduct an investigation and reassess students who are suspected of having resorted to any sort of plagiarism in their work.

REFERÈNCIES**Bàsiques**

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- Martin, J. R., & White, P. R. (2005). *The language of evaluation: Appraisal in English*. Basingstoke: Palgrave Macmillan.
- Suau Jiménez, F. 2014. Dialogic voices of writers and readers in traveller forums through interpersonality. In: Gil Salom, L. and Soler Monreal, C. (eds). *Dialogicity in written specialised genres*. Amsterdam: John Benjamins, Chapter 5: 137-163.
- Suau Jiménez, F. y Dolón Herrero, R. 2007. The Importance of Metadiscourse in the genre 'Promotion of Touristic Services and Products': Differences in English and Spanish. In: Galová, D. (ed.) *Languages for Specific Purposes: Searching for Common Solutions*. Cambridge Scholars Publishings
- Hofstede, G. (1991). *Culture and Organizations: Software of the Mind*. London: Profile Books.
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- Ivorra-Pérez, Francisco Miguel (2014). Cultural values and their correlation with interactional metadiscourse strategies in Spanish and US business websites *Atlantis*, 36 (2): 73-95.
- Ivorra-Pérez, Francisco Miguel (2015). The impact of cultural dimensions on the engagement markers of Spanish, British and US toy selling websites in Hernández---López, M. & Fernández-Amaya, L. (Eds.) *A Multidisciplinary Approach to Service Encounters*. Leiden/Boston: Brill.



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- Logi, L. & Zappavigna, M. (2021). A social semiotic perspective on emoji: How emoji and language interact to make meaning in digital messages. *New Media & Society*, 1-34
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- Suau-Jiménez, F. & Ivorra-Pérez, F.M. (2022). Reader comments agentive power in Covid-19 digital news articles. *Challenging Parascientific Information? MDPI Publications*, 10(1),2
- Yus-Ramos, F. (2019). Emoji: A full cyberpragmatic approach. Paper presented at 16th China Pragmatics Conference.

Complementàries

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- Martin, J. R. (2000). Beyond exchange: Appraisal systems in English. In S. Hunston & G. Thompson (Eds.), Evaluation in text (pp. 142175). Oxford, England: Oxford University Press.
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