

**COURSE DATA****Data Subject**

Code	35351
Name	Discourse analysis in English
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	4	First term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	12 - Monograph on English linguistics	Optional

Coordination

Name	Department
BOU FRANCH, AMPARO PATRICIA	155 - English and German

SUMMARY

This subject deals with the vast area of Discourse Analysis. It introduces a general notion of discourse and outlines the main approaches to discourse analysis, among these, textual approaches, speech act theory, relevance theory, conversation analysis, critical discourse analysis and linguistic politeness. This subject further provides students with the necessary tools to carry out analyses of spoken and written genres. Some technology-mediated genres will also be analysed. Taking the view of discourse as social practice, this subject also addresses issues related to social and linguistic diversity.

PREVIOUS KNOWLEDGE



Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1000 - Degree in English Studies

- The ability to assimilate knowledge in the field of linguistics and literary and cultural studies based on specialized textbooks and also comprising aspects of the most recent advances in the field.
- The ability to design and manage projects and write high-quality reports, presentations and papers within a variety of work environments.
- The acquisition of communicative and social competence in the English language (listening and reading comprehension and written and oral expression, communicative interaction and mediation, including grammatical and stylistic correction) approaching the C2 level of the Common European Framework of Reference for Languages.
- An awareness of the theoretical and practical aspects of the following disciplines in English: phonology, lexicology, morphology, syntax, textual and discursive analysis.
- Familiarity with the various theoretical trends and methodologies in linguistics and how they can be applied.
- An awareness of the techniques and methods involved in linguistic analysis and the ability to apply them in oral and written discourse in English.

LEARNING OUTCOMES

Having successfully completed the course, students will be able to

- Write essays on a number of topics in Discourse Analysis
- Search for appropriate scholarly work on English Discourse Analysis and write research papers
- Understand notions and develop knowledge of different aspects of English linguistics
- Analyse critically spoken and written discourse in English
- Identify and explain the relationship between information coming from different fields of English linguistics
- Solve problems related to grammar, use and variety in English language
- Develop projects in English Discourse Analysis related to grammar, culture and literature
- Write reports on English Discourse Analysis tasks



DESCRIPTION OF CONTENTS

1. What is discourse analysis?

2. Key concepts and methods in discourse analysis

Research question. Research literature. Data. Texts: what, how, why and what else? Presentation and writing up

3. Textual approaches

4. Early pragmatic theory

Conversational maxims. Speech acts.

5. Pragmatics: Linguistic im/politeness

Three waves to the study of politeness. Impoliteness. Metapragmatics, morality and emotions.

6. Narrative analysis

7. Critical discourse analysis

Gender, race and power. Intersectionality.

8. Corpus-based discourse analysis

9. Humour in discourse

10. Political genres and Intertextuality.

Intertextuality. Political speeches. Oratory.

**11. Television genres. News interviews. The talent show.**

Approaches to impoliteness.

12. Other topics in discourse analysis**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Development of group work	6,00	0
Study and independent work	69,00	0
Preparation of evaluation activities	10,00	0
Resolution of case studies	5,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The course will combine theoretical lectures with practical, data analysis sessions. During the practical sessions, students will be asked to write and/or talk about the activities proposed by the teacher.

The theoretical and practical contents will be delivered with the aid of outlines, handouts and/or Powerpoint presentations. Students will have set readings, a dossier of activities and course notes; whenever possible, these shall be deposited in our Aula Virtual. Students are expected to read in advance the material for the unit to be covered in the following class. Students should also show that they have grasped all the examples that illustrate each point covered. During the practical sessions the teacher will promote reflection and debate.

EVALUATION

Assessment of first call:

a) Final assessment (academic projects and final exam) = 70%

b) Continuous assessment: class attendance and active participation, academic essays and papers, academic projects, objective tests, others = 30%

Total = 100%

Assessment of second call:



a) Final assessment (revise academic projects, final exam) = 70%

b) The mark for this part will be carried over from the first call.

To pass the subject students need to get at least 5 out of 10 points in parts a and b. The final mark will be the average of parts a and b. The mark for the 20% of part b will be carried over to the second call.

The ability to communicate at the C1+ (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

Please note that **plagiarism will not be tolerated**; it is a serious academic offence. Any student who is found to have committed plagiarism in his/her work for the course will face serious consequences, which will lead to failing the whole subject.

REFERENCES

Basic

- Bax, Stephen (2011) *Discourse and Genre: Analysing Language in Context*. Basingstoke: Palgrave Macmillan.
- Jones, Rodney H. (2012) *Discourse Analysis: A Resource Book for Students*. London: Routledge.

Additional

- Alba Juez, Laura (2009) *Perspectives on Discourse Analysis: Theory and Practice*. Newcastle-upon-Tyne: Cambridge Scholars Publishing.
- Baker, Paul (2006) *Using corpora in Discourse Analysis*. London: Continuum.
- Brown, G. & Yule, G. (1983) *Discourse Analysis*. Cambridge: Cambridge University Press.
- Brown, P. & Levinson, S. (1987) *Politeness: Some universals of language usage*. Cambridge: Cambridge University Press.
- Cameron, Deborah (2001) *Working with Spoken Discourse*. London: Sage
- De Fina, A.; Schiffrin, D. & Bamberg, M. (eds) (2006) *Discourse and Identity*. Cambridge: Cambridge University Press.
- Fairclough, Norman (2003) *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.
- Flowerdew, J., & Richardson, J. E. (Eds.). (2018). *The Routledge handbook of critical discourse studie*. London: Routledge.
- Gee, James P. (2002) *An Introduction to Discourse analysis: Theory and Method*. London: Routledge. [Universitat de València electronic resource]
- Goddard, A. & Carey, N. (2017) *Discourse: The Basics*. London: Routledge.
- Herring, Susan C. (2001) *Computer-Mediated Discourse*. In Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.).
- Johnstone, Barbara (2002). *Discourse analysis*. Oxford: Blackwell.



- Jones, R. H. (2016) Spoken Discourse. London: Bloomsbury.
- Kress, G. & Van Leeuwen, T. (2001). Multimodal Discourse: The Modes and Media of Contemporary Communication. London: Edward Arnold.
- Pérez Cañado, M.L. & Penneck Speck, B. (Eds.). Writing and Presenting a Dissertation on Linguistics, Applied Linguistics and Culture Studies for Undergraduates and Graduates in Spain. Valencia: Universitat de València
- Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). (2015). The Handbook of Discourse Analysis. Malden, Mass.: Blackwell Publishers.
- Sidnell, J. (2010). Conversation Analysis. An Introduction. Oxford: Wiley-Blackwell.
- Sperber, D. & Wilson, D. (1986/1995) Relevance: Communication and Cognition. Oxford: Blackwell.
- Swales, J. (1990) Genre Analysis. Cambridge: Cambridge University Press.
- Van Dijk, T. A. (Ed.). (2011). Discourse Studies. A Multidisciplinary Introduction. Second Edition. London: Sage.
- Wodak, R., & Meyer, M. (Eds.). (2001) Methods of Critical Discourse Analysis. London: Sage.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

HYBRID LEARNING MODE (BLENDED)

1. Contents

Same contents as in teaching guide

2. Workload and teaching schedule

Same workload and teaching Schedule as original teaching guide

3. Methodology

Theoretical and practical (in-person) classes, etc.



Theoretical and practical (in-person) classes + synchronous BBC video conference

Theoretical and practical (in-person) classes + asynchronous BBC video conference

Theoretical and practical (in-person) classes + class materials posted on AV

Theoretical and practical (in-person) classes + tasks on AV

Theoretical and practical (in-person) classes + debates through AV fòrum

Theoretical and practical (in-person) classes + office hours through BBC vídeo conference

Others

4. Assessment

Final assessment - 50%

1. Academic projects
2. Practical exam and objective test

Continuous assessment – 50%

1. Academic essays and papers
2. Academic projects
3. Objective tests through AV
4. class attendance and active participation

Others

5. Bibliography

Reference list remains the same as references can be accessed



DISTANCE (ONLINE) LEARNING

1. Contents

Same contents as in teaching guide

2. Workload and teaching schedule

Same workload. Continuous assessment is now 70% of final grade

3. Methodology

Publication of materials on AV

Tasks through AV

BBC synchronous vídeo conference

BBC asynchronous vídeo conference

Audiovisual presentations

Forum debates

Problems with key provided

Academic projects

Office hours through vídeo conference

Others

4. Assessment



1. Increase of value of continuous assessment [70%]

1.

1. Academic essays and papers
2. Academic projects
3. Objective tests through AV

2. Exàmens orals per videoconferència o escrits en AV [30%]

5. Bibliography

Reference list remains the same as references can be accessed
