

**FICHA IDENTIFICATIVA****Datos de la Asignatura**

Código	44234
Nombre	Discurso en los medios
Ciclo	Máster
Créditos ECTS	3.0
Curso académico	2020 - 2021

Titulación(es)

Titulación	Centro	Curso	Periodo
2196 - M.U. en Estudios Ingleses Avanzados	Facultad de Filología, Traducción y Comunicación	1	Primer cuatrimestre

Materias

Titulación	Materia	Caracter
2196 - M.U. en Estudios Ingleses Avanzados	11 - Discurso en los medios	Obligatoria

Coordinación

Nombre	Departamento
BOU FRANCH, AMPARO PATRICIA	155 - Filología Inglesa y Alemana
CABREJAS PEÑUELAS, ANA BELEN	155 - Filología Inglesa y Alemana

RESUMEN

This subject provides an in-depth analysis of communication through media products or genres, both traditional (press, radio, television, cinema) and in the new digital media (social networks). The expert/non-expert dynamic, the demotic turn, or the view of conflict as a spectacle are media phenomena which are negotiated and expressed through discourse, reflecting the socio-cultural changes in the current Anglophone context. In addition, the study of digital media will involve a review of the social and technological features which constrain digital discourse on, among others, e-mail, Facebook, YouTube or Twitter. Likewise, it will be explained how theories about internet language propelled sociolinguistic and critical analysis studies of digital discourses. Discussions about media products or genres will be linked to social phenomena of English-speaking countries such as globalization, citizen journalism, the new spaces for political discussion, the ideologies of language, youth culture, conflict and the discursive processes of affiliation and disaffiliation in relation to the construction of social identities of gender, ethnicity, class or political affiliation.



CONOCIMIENTOS PREVIOS

Relación con otras asignaturas de la misma titulación

No se han especificado restricciones de matrícula con otras asignaturas del plan de estudios.

Otros tipos de requisitos

COMPETENCIAS

2196 - M.U. en Estudios Ingleses Avanzados

- Capacidad para comprender, desde un enfoque avanzado, de mayor complejidad respecto del de los estudios de Grado, aquellos conceptos, principios, teorías o modelos relacionados con los distintos campos de los Estudios Ingleses.
- Capacidad para conocer, desde un enfoque avanzado, de mayor complejidad respecto del de los estudios de Grado, la metodología necesaria para la resolución de problemas propios del área de los Estudios Ingleses.
- Capacidad para presentar en público experiencias, ideas o informes dentro del área de los Estudios Ingleses, desde un enfoque avanzado, de mayor complejidad respecto del de los estudios de Grado.
- Capacidad para emitir juicios en función de criterios, de normas externas o de reflexiones personales para lo que será necesario alcanzar un dominio suficiente del lenguaje académico y científico-técnico en inglés tanto en su vertiente escrita como oral.
- Capacidad para realizar trabajos de investigación de carácter académico en los distintos ámbitos de los Estudios Ingleses.
- Capacidad para reconocer las metodologías y teorías, así como los temas, principios terminológicos, teóricos, formales e ideológicos fundamentales para la introducción a la investigación lingüística o literaria en el área de Estudios Ingleses.
- 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.
- Capacidad para aplicar e integrar las destrezas y los conocimientos teóricos adquiridos sobre las distintas herramientas disponibles tanto en soporte impreso como informático (TIC) con objeto de realizar un análisis crítico propio y riguroso, dentro de los Estudios Ingleses.
- Capacidad para conseguir autonomía progresiva en el aprendizaje, búsquedas propias de recursos e información, accediendo para ello a fuentes bibliográficas y documentales sobre los distintos ámbitos que conforman los Estudios Ingleses.



- Capacidad para organizar, estructurar y desarrollar las ideas en variados tipos de documentos académicos, de mayor o menor envergadura: desde el ensayo, el informe técnico, el comentario crítico, hasta el planteamiento inicial que debe subyacer a un trabajo de investigación de más amplio calado como es la realización de un Trabajo Fin de Máster, dentro de los Estudios Ingleses.

RESULTADOS DE APRENDIZAJE

1. To be familiar with the discursive idiosyncrasies of different media genres or products.
2. To identify the reasons behind the social impact of these sorts of products or genres.
3. To develop a critical ability to analyse public participation in the media.
4. To identify the social and technological factors that have an influence on digital discourse.
5. To gain an in-depth knowledge of the discursive characteristics of online communication.
6. To gain an in-depth knowledge of the discursive characteristics of advertising on television.

DESCRIPCIÓN DE CONTENIDOS

1. Introducing digital discourse studies

Language, linguistics, society and technology
Discourse in the digital media: key notions and debates
Computer-mediated communication theories

2. Social media discourses, genres and identities

Identity, community building and genres
Conflict on social media

3. Ideology in the social media

Conflict and ideology on social media
The sociolinguistics of gender and race construction on the Internet

4. Online communication and culture

Truthfulness and access in online communication
Culture and webs of significance

**VOLUMEN DE TRABAJO**

ACTIVIDAD	Horas	% Presencial
Clases de teoría	24,00	100
Asistencia a eventos y actividades externas	8,00	0
Elaboración de trabajos individuales	3,00	0
Estudio y trabajo autónomo	8,00	0
Lecturas de material complementario	10,00	0
Preparación de actividades de evaluación	10,00	0
Preparación de clases prácticas y de problemas	6,00	0
Resolución de casos prácticos	6,00	0
TOTAL	75,00	

METODOLOGÍA DOCENTE

TM1- Introduction of theoretical content through lectures, with IT support where relevant

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)

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)

TM6- Individual paper (design and development of a project for its oral or written presentation)

TM8- Oral presentation of individual paper with audiovisual support

EVALUACIÓN

Assessment breakdown for first call:

Assessment of class attendance and active participation: 20 % (SE1)

In-class assessment of competences through written and/or oral tests and/or projects: 80% (SE2 + SE3)



Assessment breakdown for second call:

Students who fail this subject can opt to 100% of the grade through written tests and/or projects if they attended classes.

Students who did not attend classes will have to elaborate a written project and take a test.

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**.

REFERENCIAS

Básicas

- Androutsopoulos, J., & Juffermans, K. (Rds.) (2014) Special Issue: Digital Language Practices in Superdiversity. *Discourse, Context & Media*, 4/5: 1-120.
- Bou-Franch, P., & Garcés-Conejos Blitvich, P. (Eds.) (2019). *Analyzing Digital Discourse: New Insights and Future Directions*. Cham: Palgrave Macmillan.
- Bou-Franch, P., & Garcés-Conejos Blitvich, P. (Eds.) (2014). Special Issue: The pragmatics of textual participation in the social media. *Journal of Pragmatics*, 73.
- Bou-Franch, P., & Garcés-Conejos Blitvich, P. (2014). Gender ideology and social identity processes in online language aggression against women. *Journal of Language Aggression and Conflict*, 2:2, 226-248
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- Cabrejas-Peñuelas, A.B. (2015). Manipulation in Spanish and American pre-electoral debates: the Rajoy-Rubalcaba and Obama-McCain debates. *Intercultural Pragmatics* 12 (4): 515-546.
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- Locher, M. A., & Watts, R. G. (2005). Politeness theory and relational work. *Journal of Politeness Research*, 1:9-33.
- Page, R. et al. (2014). *Researching language and social media: Student guide*. Routledge.
- Seargeant, P., & Tagg, C. (Eds.). *The Language of Social Media: Identity and Community on the Internet*. Basingstoke: Palgrave Macmillan.
- Thurlow, C., & Mroczek, K. (Eds.) (2011). *Digital Discourse: Language in the Media*. Oxford: Oxford University Press.

Complementarias

- Androutsopoulos, J. (2008). Potentials and limitations of discourse-centred online ethnography. *Language@Internet*, 5, article 8. <http://www.languageatinternet.org/articles/2008/1610>
- Androutsopoulos, J., & Beisswenger, M. (2009). Introduction: data and methods in computer-mediated discourse analysis. *Language@Internet* 5.
- Bou Franch, P. (2011). Openings and closings in Spanish email conversations. *Journal of Pragmatics*, 43: 1772-1785.
- Bou-Franch, P. (2013). Domestic violence and public participation in the media: The case of citizen journalism. *Gender & Language*, 7, 3.
- Bou-Franch, P., & Garcés-Conejos Blitvich, P. (2014). Conflict management in massive polylogues: A case study from YouTube. *Journal of Pragmatics*,
- Bou-Franch, P., Lorenzo-Dus, N., & Garcés-Conejos Blitvich, P. (2012). Social interaction in YouTube text-based polylogues: a study of coherence. *Journal of Computer-Mediated Communication*, 17, 4, 501-521.
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- Yus, F. (2011). *Cyberpragmatics 2.0*. Amsterdam: John Benjamins.



ADENDA COVID-19

Esta adenda solo se activará si la situación sanitaria lo requiere y previo acuerdo del Consejo de Gobierno

BLENDED TEACHING

1. Contents

Same contents as in the original teaching guide

2. Workload and teaching schedule

Same workload and teaching as in the original teaching guide

3. Teaching method

Theoretical and practical classes + synchronous video conference through BBC

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

Theoretical and practical in-person classes + materials published on AV

TM1- Introduction of theoretical content through lectures, with IT support where relevant

Theoretical and practical in-person classes + audiovisual presentations

Theoretical and practical in-person classes + tasks on AV



TM3- Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or 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)

TM6- Individual paper (design and development of a project for its oral or written presentation)

TM8- Oral presentation of individual paper with audiovisual support

Theoretical and practical in-person classes + forum debates on AV

TM2- Pair or group work

Theoretical and practical in-person classes + office hours through video conference

4. Assessment

1. Assessment breakdown for first call:

Assessment of class attendance and active participation: 20 % (SE1)

In-class assessment of competences through written and/or oral tests and/or projects: 80% (SE2 + E3)

In class-assessment and attendance can be mediated by technology.

2. Assessment breakdown for second

Students who fail this subject can opt to 100% of the grade through written tests and/or projects if they attended classes.



Students who did not attend classes will have to write a project and take a test.

5. References

Reference list is the same because references are accessible

DISTANCE TEACHING/LEARNING in case of CoVid emergency leading to new lockdown

1. Contents

Same contents as in the original teaching guide

2. Workload and teaching schedule

Same workload and teaching as in the original teaching guide

3. Teaching method

1. Materials published on AV
2. Tasks on AV
3. Synchronous video conference through BBC
4. Asynchronous video conference through BBC
5. Audiovisual presentations



6. Forum debates
7. Academic projects
8. Office hours through video conference
9. Others

Corresponding teaching methodologies: TM1, TM2, TM3, TM5, TM6, TM8

4. Assessment

1. Assessment breakdown for first call:

Assessment of online class attendance and active participation (online): 20 % (SE1)

Online in-class assessment of competences through written and/or oral tests and/or projects (online): 80% (SE2 + E3)

2. Assessment breakdown for second

Students who fail this subject can opt to 100% of the grade through online written tests and/or projects if they attended online classes.

Students who did not attend classes will have to elaborate a written project and take an online test.

5. References

Reference list is the same because references are accessible