

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

Code	44234
Name	Discourse in the media
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	First term

Subject-matter

Degree	Subject-matter	Character
2196 - M.D. in Advanced English Studies	11 - Discourse in the media	Obligatory

Coordination

Name	Department
BOU FRANCH, AMPARO PATRICIA	155 - English and German
CABREJAS PEÑUELAS, ANA BELEN	155 - English and German

SUMMARY

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.



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

2196 - M.D. in Advanced English Studies

- Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.
- Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.
- Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.
- Ability to conduct academic research in diverse areas of English Studies.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.
- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

LEARNING OUTCOMES

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.

DESCRIPTION OF CONTENTS

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

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Attendance at events and external activities	8,00	0
Development of individual work	3,00	0
Study and independent work	8,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Preparation of practical classes and problem	6,00	0
Resolution of case studies	6,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

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

EVALUATION

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**.

REFERENCES

Basic

- 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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- 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.
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Additional

- 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.
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- 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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ADDENDUM COVID-19

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

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