

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

Código	44235
Nombre	Comunicación interpersonal en los géneros
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	12 - Comunicación interpersonal en los géneros	Obligatoria

Coordinación

Nombre	Departamento
IVORRA PEREZ, FRANCISCO MIGUEL	155 - Filología Inglesa y Alemana
SUAU JIMENEZ, FRANCISCA ANTONIA	155 - Filología Inglesa y Alemana

RESUMEN

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.



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

- Que los/las estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo
- Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- 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 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 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.

DESCRIPCIÓN DE CONTENIDOS

1. Introduction

1. What is interpersonal communication? Genre and register: their importance for interpersonality.
2. Construction and achievement of rhetorical functions. The concept of voice: authors (stance) and readers (engagement).
3. Interactional metadiscourse applied to professional genres: a cross-cultural approach.
4. Interactional metadiscourse applied to professional genres: Culture, genre or/and discipline.



2. Interpersonal discourse in professional genres

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

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 articles (excerpts): Suau-Jiménez and Dolón Herrero (2007)/ Suau-Jiménez (2014) with class discussion.
3. Individual task (written test): theoretical questions on the three article excerpts discussed (Hyland 2008, Suau-Jiménez and Dolón Herrero 2007, and Suau-Jiménez 2014) and small practical analysis of interpersonal markers on a professional and a social genre.

4. Interactional metadiscourse applied to professional genres: a cross-cultural approach.

1. Introduction: the importance of cultural values (Hall, 1976; Hofstede, 1991) in the use of interactional metadiscourse in professional genres.
2. Differences and similitudes in the use of interactional metadiscourse in British-English/American-English professional genres: the business website.
3. Supporting articles (excerpts): Ivorra-Pérez (2014)/Ivorra-Pérez (2015)
4. Individual task (written text): theoretical questions on the two articles excerpts discussed and small practical analysis of interpersonal markers on business websites.

5. 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 on professional genres (Suau-Jiménez, 2016)
2. Differences and similitudes in the use of interpersonal markers in British-English/American English professional genres: the movie review.
3. Supporting article (excerpt): Ivorra-Pérez (2017).
4. Individual task (written text): theoretical questions on the article excerpt discussed and small practical analysis of interpersonal markers on the movie review genre.

**6. Final examination: theory and practice**

1. Theory: 4 questions on theoretical aspects.
2. Practice: Analysis of various excerpts from different genres and domains from an interpersonal perspective (extracting markers and voices). Providing conclusions that help to characterize each genre, with socio-linguistic implications.

VOLUMEN DE TRABAJO

ACTIVIDAD	Horas	% Presencial
Clases de teoría	24,00	100
Asistencia a eventos y actividades externas	5,00	0
Elaboración de trabajos en grupo	5,00	0
Elaboración de trabajos individuales	5,00	0
Estudio y trabajo autónomo	10,00	0
Lecturas de material complementario	5,00	0
Preparación de clases de teoría	10,00	0
Preparación de clases prácticas y de problemas	11,00	0
TOTAL	75,00	

METODOLOGÍA DOCENTE

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).

EVALUACIÓN



ASSESSMENT BREAKDOWN FOR FIRST CALL

Tabla de criterios primera convocatoria

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

Tabla de criterios segunda convocatoria

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

REFERENCIAS

Básicas



- Hyland, Kenneth. 2008. Disciplinary voices. Interactions in research writing. *English Text Construction* 1:1: 5-22.
- Oskoz, A.; Pérez-Broncano, O. (2016). What Did You Say? How Did You Say It? Linguistics Choices in Online Discussions. *Foreign Language Annals* 49 (4): 772-788. DOI:10.Un/flan.12240
- 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.
- Hall, E.T. (1976). *Beyond Culture*. New York: Anchor Books.
- 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.
- Ivorra-Pérez, Francisco Miguel (2016). Interpersonality and culture: an approach to the movie review genre *Odisea*, 17: 159-183.

Complementarias

- Antos, Gerd; Ventola, Eija (eds). 2010. *Handbook of Interpersonal Communication*. Berlin: De Gruyter/Mouton.
- Bhatia, Vijay. 1993. *Analysing Genre Analysis Use in Professional Settings*. London: Longman.
- Breeze, Ruth; Gotti, Maurizio; Sancho Guinda, Carmen (eds). 2014. *Interpersonality in Legal Genres*. Bern: Peter Lang.
- Crismore, Avon. 1989. *Talking with Readers: Metadiscourse as Rhetorical Act*. New York: Peter Lang.
- Dafouz Milne, Emma. 2008. The pragmatic role of textual and interpersonal metadiscourse markers in the construction and attainment of persuasion: a cross-linguistic study of newspaper discourse. *Journal of Pragmatics*, 40 (1), 95-113.
- Elly A. Konijn; Sonja Utz; Martin Tanis & Susan B. Barnes. 2008. *Mediated Interpersonal Communication*. Routledge.
- Herring, Susan (ed.) 1996. *Computer-Mediated Communication. Linguistic, Social and Cross-Cultural Perspectives*. Amsterdam/Philadelphia: John Benjamins.



- Herring, S. C. (2013). Discourse in Web 2.0: Familiar, reconfigured, and emergent. In D. Tannen & A. M. Tester (Eds.), Georgetown University Round Table on Languages and Linguistics 2011: Discourse 2.0: Language and new media (pp. 1-25). Washington, DC: Georgetown University Press. Prepublication version: <http://ella.slis.indiana.edu/~herring/GURT.2011.prepub.pdf>
- Hyland, K. & Sancho, C. (eds). 2012. Stance and voice in written academic genres. Palgrave.
- Linell, Per. 1998. Discourse across boundaries: On recontextualizations and the blending of voices in professional discourse. Text 18, 143-157.
- Locher, Miriam A. / Graham, Sage L.(eds). Interpersonal Pragmatics. Walter de Gruyter
- Lorés-Sanz, R./Mur-Dueñas, P./Lafuente-Millán, E. 2010. Constructing Interpersonality: Multiple Perspectives on Written Academic Genres. Newcastle: Cambridge Scholars Publishing.
- Swales, John. 1990. Genre Analysis. Cambridge: Cambridge University Press.
- Varga, Cristina. 2011. Knowledge Transmission in Cyberspace. Ph.D. Dissertation. Universitat Pompeu Fabra. <http://www.tdx.cat/bitstream/handle/10803/24900/tcv.pdf?sequence=1>
- Wright, Kevin B. / Webb, Lynne M. (eds). 2011. Computer-Mediated Communication in Personal Relationships. Bern: Peter Lang
- 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.
- RyshinaPankova, M. (2014). Exploring academic argumentation in course-related blogs through ENGAGEMENT. In G. Thompson & L. Alba (Eds.), Evaluation in context (pp. 281302). Philadelphia: PA: John Benjamins.
- White, P. (2015). Introductory tour through appraisal theory. <http://www.grammatics.com/appraisal/AppraisalGuide/Framed/Frame.htm>

ADENDA COVID-19

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

HYBRID LEARNING MODE (BLENDED)

1. Contents

As in current syllabus (Guía Docente)



2. Workload and teaching schedule

As in current syllabus (Guía Docente)

3. Methodology

TM1_Introduction of theoretical content through lectures with IT support, either in in-person classes or through Aula Virtual via powerpoint presentations or BBC synchronous videoconferences, depending on the safety instructions.

TM2_Pair or group work in in-person classes, depending on the safety instructions. If not possible, students will have to submit weekly tasks through Aula Virtual, answering questions on the different topics previously introduced by the lecturers.

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 in in-person classes, or written summaries sent through Aula Virtual, depending on the safety instructions.

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).

4. Assessment

The final exam will be performed in in-person class or through a Task via Aula Virtual, in real time.

5. Bibliography



As in current syllabus (Guía Docente)

DISTANCE (ONLINE) LEARNING

1. Contents

As in current syllabus (Guía Docente)

2. Workload and teaching schedule

As in current syllabus (Guía Docente)

3. Methodology

TM1_ Introduction of theoretical content through lectures with IT support through Aula Virtual via powerpoint presentations and synchronous BBC videoconferences.

TM2_ Students will have to submit weekly tasks through Aula Virtual, answering questions on the different topics previously introduced by the lecturers.

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

TM4_ Students will have to submit written summaries sent through Aula Virtual.

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).



4. Assessment

The final exam will be performed via Aula Virtual, through a Task format, in real time.

5. Bibliography

As in current syllabus (Guía Docente)