

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

Codi	44235
Nom	Comunicació interpersonal en els gèneres
Cicle	Màster
Crèdits ECTS	3.0
Curs acadèmic	2021 - 2022

Titulació/titulacions

Titulació	Centre	Curs	Període
2196 - M.U. 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

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.



CONEIXEMENTS 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

COMPETÈNCIES

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 anglès 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.
- Capacitat per a interpretar i analitzar textos representatius de la pluralitat lingüística i cultural de les societats anglòfones contemporànies a fi de reflexionar sobre la seua rellevància, no sols en referència als contextos sociolingüístics, històrics, polítics i culturals en els que s'inscriuen, sinó també en relació amb la globalització de la cultura, dins dels Estudis Anglesos.
- 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.

RESULTATS DE L'APRENTATGE

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 different perspective of interactional metadiscourse: Martin & Whites Engagement System (2005)

1. Martin & Whites Appraisal Theory and Engagement System.
2. A variational analysis of engagement in the journalistic genre: culture and/or ideology.
3. Supporting article (excerpt, with class discussion). Ivorra-Pérez (2020).
4. Individual task (written test): theoretical questions on the article excerpt discussed and small practical analysis of engagement markers in opinion articles related to the Covid-19 pandemic.

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**

Tabla de criterios primera convocatoria

Assessment of class attendance and active participation	20%
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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%

REFERÈNCIES

Bàsiques

- 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.

Complementàries

- 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-Deuñas, 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>

ADDENDA COVID-19

Aquesta addenda només s'activarà si la situació sanitària ho requereix i previ acord del Consell de Govern

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)