



FICHA IDENTIFICATIVA

Datos de la Asignatura

Código	44235
Nombre	Comunicación interpersonal en los géneros
Ciclo	Máster
Créditos ECTS	3.0
Curso académico	2023 - 2024

Titulación(es)

Titulación	Centro	Curso	Periodo
2196 - M.U. en Estudios Ingleses Avanzados	Facultad de Filología, Traducción y Comunicación	1	Primer cuatrimestre
2243 - 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
2243 - 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?
- 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 multimodal perspective of interpersonal metadiscourse**

1. Interpersonal metadiscourse on social media: The role of readers as active participants
2. Supporting article (excerpt, with class discussion). Suau-Jiménez, F. & Ivorra-Pérez, F.M. (2022)
3. An analytical approach to visual interpersonal metadiscourse in social media. Yus-Ramos, F. (2019)/ Suau-Jiménez, F. & Ivorra-Pérez, F.M. (2023)
4. Supporting article (excerpt, with class discussion). Logi, L. & Zappavigna, M. (2021)
5. Individual task (written test): theoretical questions on the article excerpts discussed and small practical analysis of visual interpersonal markers in social networking sites.

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.

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

- 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

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

Having another person or company do the writing of an assignment for you, which includes using artificial intelligence tools like ChatGPT, is considered plagiarism, thus a violation of academic integrity. It will automatically lead to a failing grade and MAES instructors reserve the right to conduct an investigation and reassess students who are suspected of having resorted to any sort of plagiarism in their work.

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.
- Logi, L. & Zappavigna, M. (2021). A social semiotic perspective on emoji: How emoji and language interact to make meaning in digital messages. New Media & Society, 1-34
- Suau-Jiménez, F. & Ivorra-Pérez, F.M. (2023). Intentional dialogicity and users co-creation of promotion in tourism social media. Paper presented at the 40th International Conference Spanish Society for Applied Linguistics, Mérida, Spain.
- Suau-Jiménez, F. & Ivorra-Pérez, F.M. (2022). Reader comments agentive power in Covid-19 digital news articles. Challenging Parascientific Information? MDPI Publications, 10(1),2
- Yus-Ramos, F. (2019). Emoji: A full cyberpragmatic approach. Paper presented at 16th China Pragmatics Conference.

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>