Universidad de Alcalá

ANÁLISIS DEL DISCURSO// DISCOURSE ANALYSIS

Grado en Estudios Ingleses
Universidad de Alcalá

Curso Académico 2019/2020

GUÍA DOCENTE

Nombre de la asignatura:	**ANÁLISIS DEL DISCURSO// DISCOURSE ANALYSIS**
Código:	251020
Titulación en la que se imparte:	**Grado en Estudios Ingleses**
Departamento y Área de Conocimiento:	Departamento de Filología Moderna Área de Filología Inglesa
Carácter:	**Obligatorio**
Créditos ECTS:	**8**
Curso y cuatrimestre:	**3º curso / 2º cuatrimestre**
Profesorado:	Mercedes Bengoechea mercedes.bengoechea@uah.es
Horario de Tutoría:	**Miércoles: 14.00-16.00 Jueves: 14.00-18.00**
Idioma en el que se imparte:	Inglés

1. a. MODULE PRESENTATION

Language is not only sounds, words and sentences; language is a social practice, too. The essentially cooperative practice of our social behavior ensures that our linguistic performance is understood by those with whom we interact in every situation. The ability to communicate competently requires us to learn and understand the dynamic and shifting system of "communication in context" (or *discourse*). We learn and understand any language by becoming familiar with patterns and routines of language usage, because, without necessarily realizing it at a conscious level, we follow socially and culturally communicative conventions.

Inglés III and *Inglés IV* focused on English phonetics, word-formation and syntax, whereas *Inglés Académico* focused on communicative conventions for academic contexts. *Análisis del Discurso* approaches English above the level of sentence. The course underlines the importance of context in the construction and interpretation of any written or spoken text, focusing on communicative conventions (or *discourse varieties*) in English associated with particular situational characteristics. We will describe, analyse some of the linguistic regular features found in some "socially and culturally communicative conventions" in English: what is known as *registers* and *genres*.

1. b. COURSE DESCRIPTION

Discourse Analysis is the study of "communication in context". It is concerned with the fact that the language we use differs according to the situation we are in. Questions such as: why is it that we say things differently, depending on whether we are speaking or writing?; why do we use language in a certain way when I am talking to my mother, but differently if my addressee is my boss?; etc. Very particularly we study how language use is shaped in *text types, registers* or *genres*: letters, memos, shopping lists, telegrams, gossiping, lectures... All those text types follow some socially and culturally communicative conventions associated with particular situational characteristics.

We will describe and analyse some of the linguistic regular features found in some of those *text types, registers* or *genres* in English, particularly the language of instructions, the language of news reports, the language of sports broadcasting, the language of magazines and the language of ads.

The study of discourse ought to encourage students to ask their own questions and, ideally, should lead students to an awareness of the way in which language is linked to context. At the end of the year, students must be able to describe and analyse any register/genre not studied during the course.

Prerequisites
Following the guidelines issued by the Department of Modern Philology, students are required to have a C1.1 level of English (Common European Framework) by the end of the third year and this will be taken into account in their marks.

2. AIMS

Generic Competences

1. To develop independent critical thinking based on supportive evidence.
2. To improve language skills (reading, writing, speaking and listening).
3. To enhance language competence in the communication of information, ideas, opinions, problems and solutions.
4. To develop the abilities to analyse and synthesize information.
5. To develop the abilities for independent and co-operative learning
6. To improve abilities to communicate and work in groups.
7. To make efficient use of library and research skills in order to find and organise information.

Subject specific competences:

8. To improve language awareness and self-confidence through understanding of language in real contexts.
9. To become aware of the impact of appropriate language choices.
10. To have a fundamental grasp of contextual factors which determine language choices.
11. To identify, understand and describe interactional routines, and phonological, lexical, grammatical, pragmatic and textual features of different registers.
12. To identify English styles and switch from formal to informal English and vice versa.

13. To be acquainted with some English genres.
14. To master different methods and approaches of discourse analysis.
15. To use basic discourse analysis terminology in the analysis of authentic texts.
16. To improve inference skills that enhance text comprehension and classification.

3. MODULE CONTENTS

Units	Hours	Week
0. An Introduction to Discourse Analysis. Describing and analyzing English in particular situations: the notions of register and genre.	• Hours: 7 (6 lectures; 1 seminar)	• 1-2
1. The language of instructions Politeness Theory Directives and other speech acts	• Hours: 29 (3 lectures, one-hour workshop (I); 25 hours independent work for test 1)	• 3
2. The language of sports commentary Speech vs. Writing Planned vs. Unplanned Discourse Integration vs. Fragmentation	• Hours: 27 (6 lectures, 20 hours of autonomous study for test 1; **one-hour test**)	• 4-5
3. The language of magazine features Evidentiality Discursivity Point of view Reader positioning	• Hours: 37 (9 lectures; one-hour workshop (II); work for team presentation: 27 hours)	• 6-8
4. The language of written news reporting Evidentiality and epistemic modality. Hedges. Appraisal Theory Transitivity and ideology Naming news actors	• Hours: 34 (9 lectures, 25 hours independent work for the written project)	• 9-11
5. The language of written advertising Implicature & Presupposition Building relations, consumers, communities Subject positioning Gender in ads	• Hours: 34 (9 lectures, 25 hours independent work for the written project**)**	• 12-14

FINAL PROJECT: Description and analysis of the genre of your choice or analysis of a particular linguistic feature across a range of genres.	• Hours: 32 (3 lectures; one-hour tutorial; individual project work: 28 hours)	• 15

4. TEACHING AND LEARNING METHODS

4.1. Student workload: 200 hours

Class contact hours: 50	• 45 lectures; • 1 seminar; • 2 workshops • One-hour tutorial; • 1 one-hour test.
Independent learning: 150	• 45 hours preparation of test; • 50 hours work for Projects 1and 2; • 28 hours independent work for individual presentation: • 27 hours for team presentation.
Total hours: 200	**200**

4.2. Learning activities, materials and resources

Face to face sessions: Lectures, Seminars, Workshops and Tutorials.	• Lectures: Teacher's presentation and group discussion of theoretical and practical issues; practical oral and written exercises; team and individual presentations. • Seminar: Introduction to linguistic research. • Workshops: Recommendations for assignments; development of oral skills for presentations; APA style. • Tutorials: (Prior) discussion of final presentations.
Independent learning:	Readings; web search for materials to analyse; written activities of discourse analysis; preparation of test; preparation of presentations.

Class materials and resources
• Blackboard learning platform.

The following texts will be used during the year:
- Delin, J. (2000). *The Language of Everyday Life*. London: Sage. Direct link to the book (It can be consulted from any University computer, from home through "VPN", and also from mobiles):
http://site.ebrary.com/lib/bibalcala/docDetail.action?docID=10369720&p00=language%20everyday
- Cornbleet, S. & R. Carter (2001*). The Language of Speech and Writing.* London: Routledge.

Additional exercises and reading materials will also be used during the course.

5. ASSESSMENT

Assessment procedures

Continuous assessment

Assessment is continuous, except for those students who apply for permission to take a final examination in accordance with article 10 of the "Normativa reguladora de los procesos de evaluación de los aprendizajes" as approved by the Governing Body of the UAH on 24 March 2011.

Students will be assessed according to their performance in the following:
- Mid-term test
- Two written projects
- Team presentation
- Individual oral presentation of final project

Final exam (Convocatoria ordinaria-May /extraordinaria-June)

For those students who are not able to follow the continuous assessment scheme and apply for final assessment, in accordance with the University of Alcalá regulation on evaluation, together with four projects, a 2-hour final exam is compulsory. After the exam, the final project will be presented orally. The final exam will serve to assess the theoretical and practical contents of the course. For those students, assessment will be by project work, oral presentation and final exam. They should get in contact with the teacher for instructions for the projects.

Assessment criteria

For assessment, the following skills will be taken into account:
- The ability to discuss English texts with a scientific approach.
- The ability to analyse English discourse.
- The ability to apply linguistics knowledge to the understanding and interpretation of real texts.
- The ability to apply linguistic knowledge to English registers/genres.
- In projects, the ability to present ideas convincingly in fluid English.
- In all the activities, language performance (in grammar, lexis, pronunciation and spelling) will be taken into account, following the Modern Philology Department assessment criteria.

Marking/Grading criteria

Continuous assessment will be based on:
- o   A mid-term test
- o   Two written projects
- o   Team presentation
- o   Individual oral presentation of final project
- o

For those students who opt for final exam, assessment will be by project work, oral presentation and final exam.

6. BIBLIOGRAFÍA

Basic Bibliography

DELIN, J. (2000). *The Language of Everyday Life*. London: Sage. Direct link to the book (It can be consulted from any University computer, from home through "VPN", and also from mobiles):
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Additional Bibliography

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REAH, D. (2002). *The Language of Newspapers*. London: Routledge

TANAKA, K. (1997). *Advertising Language: A Pragmatic Approach to Advertisements in Britain and Japan.* London: Routledge.

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THORNE, S. (2008). *Advanced English Language*. Basingstoke: Palgrave/Macmillan, 2nd edition.

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