

COURSE DESCRIPTION

COURSE DETAILS

Title: **CURSO AVANZADO EN ANÁLISIS DEL DISCURSO**

Code: 103421

Degree/Master: **MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B**

Year: 1

ECTS Credits: 4

Classroom hours: 16

Face-to-face classroom percentage: 16%

Study hours: 84

Online platform: Moodle

LECTURER INFORMATION

Name: BLANCO CARRIÓN, OLGA

Faculty: Facultad de Filosofía y Letras

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: first floor next to the Department Administration Office

e-Mail: ff1blcao@uco.es

Phone: 957218119

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

Students should attend the 11th International Conference of the Spanish Cognitive Linguistics Association that will take place at the University of Córdoba from the 17th-19th of October, 2018. More information at: www.uco.es/aelco2018

***Note that MA classes will begin immediately after the Conference has taken place. Students enrolled (or aiming at enrolling) in this course must contact the instructor by email (olgablanca@uco.es) by October, 1st asking for specific details for their attendance to the Conference.

OBJECTIVES

- Introducing students to International Scientific Conferences where discourse analysis is one of the topics of research for them to have first-hand experience with these types of scientific events where researchers working in the same field present their work and hold academic discussions. This will help them gain ideas for the assignment they need to present at the end of this course as well as for their academic and professional life if they chose to continue in discourse-analysis related job field or conduct doctoral research.
- Introducing students to the meaning construction processes occurring in discourse as well as raising their awareness of the role played by language in these processes.
- Introducing students to the main theoretical concepts that they will need to master for discourse analysis and the critical reading of texts.
- Developing students' ability to perform critical analysis of specialized discourse and identify the main characteristics of different discourse types: ideological discourse, the discourse of power, propaganda.
- Developing students' critical approach to discourse that may be useful for their exposure to future discourse events in their academic, professional and personal life.

INTENDED LEARNING OUTCOMES

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|-----|---|
| CB6 | To acquire knowledge that can act as the basis for the original development and/ or application of ideas mainly in research contexts. |
|-----|---|



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CE10	To be able to design and carry out a research project in the field of English linguistics, by using the appropriate sources and scientific methods. To be able to present the findings before a specialised audience, both in oral and written forms, with correct use of academic English and of language and terminology appropriate for a scientific publication.
CE9	To be able to assimilate different technical approaches and to apply the main methodological techniques to a body of data in order to obtain results which result in original theoretical findings in the field of English linguistics.
CG1	To know how to identify research questions and provide answers by means of developing a research project.
CG2	To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
CG4	To be able to understand and apply the models and advanced methods of qualitative and quantitative analysis in the area of the corresponding subject.
CT1	To know how to manage the sources of scientific information and useful resources for study and research.
CT3	Ability to obtain information, design experiments and interpret behavioral results.
CT4	To be able to write and present the results of their own research in the form of a scientific article before a specialized audience.
CT5	To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

CONTENT

1. Theory contents

1. Introduction to Discourse Analysis. Main approaches and concepts.
2. The text as a unit of linguistic analysis.
3. A cognitive-linguistic approach to discourse analysis:
 - 3.1. Meaning construal tools.
 - 3.2. The discourse of persuasion, ideology and power: framing it right.
 - 3.3. The role of conceptual metaphor in discourse.
 - 3.3. Blending.
4. Multimodal discourse analysis.

2. Practical contents

Exercises on selected sample texts and free choice of texts to conduct a cognitive-linguistic analysis.

METHODOLOGY

Clarifications

Part-time students will be required to ask the instructor for information on how to successfully pass the course.

Face-to-face activities

Activity	Total
<i>Conference</i>	4
<i>Lectures</i>	5
<i>Presentation</i>	1
<i>Seminar</i>	5
<i>Tutorials</i>	1
Total hours:	16

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Off-site activities

Activity	Total
<i>Analysis</i>	20
<i>Information search</i>	7
<i>Reference search</i>	7
<i>Exercises</i>	20
<i>Self-study</i>	30
Total hours:	84

WORK MATERIALS FOR STUDENTS

Case studies
Exercises and activities
Oral presentations
References

Clarifications:

The materials that were not uploaded in Moodle will be given to the student in class.

EVALUATION

Tools	Percentage
Case studies	40%
Oral presentations	10%
Assignments and projects	40%
Tests on the contents acquired by attending the aelco conference selected sessions	10%

Period of validity for partial qualifications: *The academic year 2018-2019*

Clarifications:

You will be tested on the contents of a selection of sessions from the AELCO Conference, which will take place in October 17-19th, 2018. Please make sure you contact the course coordinator by October, 1st to obtain the list of talks that you should attend for this course. A student who is found to have committed an act of plagiarism will fail the course.

BIBLIOGRAPHY

1. Basic Bibliography:

- Baker, P. & S. Ellece (2011): Key terms in discourse analysis. New York, N.Y. : Continuum International Pub. Group.
- Beaugrande, R. (1997): The story of discourse analysis. In T. A. Van Dijk (Ed.), Discourse as structures and process (pp. 35-62). London: Sage Publications.
- Brown, G., & Yule, G. (1983): Discourse analysis. Cambridge: Cambridge University Press.
- Cameron, D. (Ed.) (2001): Working with spoken discourse. London: Sage.
- Chafe, W. (1992): Discourse: an overview. In W. Bright (Ed.), International encyclopedia of linguistics (pp. 356-358). New York: Oxford University Press.
- Chafe, Wallace. 2001. The analysis of discourse flow. In Deborah Schiffrin, Deborah Tannen & Heidi E. Hamilton (eds.), The handbook of discourse analysis. Malden, MA: Blackwell, 673-87.
- Chouliaraki, L., & Fairclough, N. (1999). Discourse in late modernity: Rethinking critical discourse analysis. Edinburgh: Edinburgh University



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Press.

Dancyngier, B., Sanders, J. & L. Vandelanotte (2012). *Textual choices in discourse: a view from cognitive linguistics*. Amsterdam ; Philadelphia : John Benjamins Pub. Co., c2012.

Fauconnier, G. (1999). *Methods and generalizations*. In T. Janssen & G. Redeke (Eds.), *Cognitive linguistics: foundations, scope, and methodology* (pp. 95-127). Berlin: Mouton de Gruyter.

Fauconnier, G., & Turner, M. (2000). *Compression and global insight*. *Cognitive Linguistics*, 11(3/4), 283-304.

Fillmore, C. J. (1985). "Frames and the Semantics of Understanding." *Quaderni di Semantica: Rivista Internazionale id Semantica Teorica e Applicata* 6. 222-54.

Goldberg, Adele E. (ed.). 1996. *Conceptual structure, discourse and language*. Stanford: CSLI.

Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. London: Edward Arnold.

Halliday, M. A. K. (1994). *An introduction to functional grammar* (2nd Edition). London: Edward Arnold.

Harris, Z. (1952). *Discourse analysis*. *Language*, 28(1), 1-30.

Hart, C. & D. Lukes (2007): *Cognitive Linguistics in Critical Discourse Analysis. Application and Theory*. Newcastle: Cambridge Scholars Publishing.

Hart, C. (2011): *Critical Discourse Studies in Language and Cognition*. Amsterdam: John Benjamins.

Johnstone, B. (2002): *Discourse analysis*. Malden: Blackwell.

Lakoff, G. (1987): *Women, fire, and dangerous things*. Chicago: University of Chicago Press.

Lakoff, G. (2002): *Moral politics : how liberals and conservatives think*. Chicago : University of Chicago.

Lakoff, G. (2004): *Don't think of an elephant! : know your values and frame the debate, the essential guide for progressives*. White River Junction : Chelsea Green.

Langacker, Ronald. 1987/1991. *Foundations of cognitive grammar*. Vol. 1, 2; Stanford: Stanford University Press.

Martin, J. R. & Rose, D. (2007). *Working with discourse. Meaning beyond the clause* (2nd Edition). London: Continuum

Sperber, D. & Wilson, D. (1995). *Relevance: communication and cognition* (2nd Edition). Oxford: Blackwell.

Steen, G. (2004). *Perspectives on discourse: the state of the art*. *Language and Literature*, 13(2), 161-179.

Tannen, D. et al (2015): *The handbook of discourse analysis*. Chichester: Blackwell.

Tenbrink, T. (2015) "Cognitive Discourse Analysis: accessing cognitive representations and processes through language data." *Language and Cognition*, Vol. 7. Issue 1.

Wodak, R. & P. Chilton (2005) *A new agenda in (critical) discourse analysis: Theory, methodology and interdisciplinarity*.

Wodak, R. & M. Meyer (2011) *Methods of critical discourse analysis*. London : SAGE.

2. Further reading:

Fernández Martínez, M. D. (2011). *Introducing discourse analysis in class*. Publicación Newcastle upon Tyne: Cambridge Scholars Pub.

Gee, J. P. (2011). *An introduction to discourse analysis : theory and method*. New York ; London : Routledge.

Rodney, H. J. (2012) *Discourse analysis : a resource book for students*.

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.