

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **DISCURSO MULTIMODAL EN INGLÉS: PALABRA, IMAGEN Y SIGNO**

Code: 100569

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 4

Field: VARIACIÓN, COGNICIÓN Y DISCURSO EN INGLÉS

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

LECTURER INFORMATION

Name: BLANCO CARRIÓN, OLGA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

A C1 English level is strongly recommended

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INTENDED LEARNING OUTCOMES

CB1	Ability for analysis and synthesis.
CB2	Ability for organization and scheduling of work.
CB3	Knowledge of the foreign language (English).
CB5	Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature.
CB8	Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
CB13	Ability to self-assessment.
CB14	Adaptation to new situations.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students must demonstrate to possess and understand knowledge in a field of study which takes place from the base of the general secondary school, and it is common to find a level that, albeit it relies on advanced text books, also includes some aspects which imply knowledge from the forefront of its field of study.
CU1	To accredit the use and proficiency of a foreign language.
CU2	To know and improve the user level in the field of ICT.
CE10	Knowledge of the terminology of the major linguistic disciplines.
CE11	Knowledge of the linguistic peculiarities of English with respect to the mother tongue, and its contrasts. Theoretical and practical knowledge of Spanish / English linguistic language mediation.
CE12	Analysis, commentary and explanation of the texts in English from different registers, types, genres and historical periods.
CE13	Command of oral and written academic English as well as the development of techniques of academic work. Ability to argue and express abstract concepts, assumptions and relationships in academic essays.
CE15	Usage of the different necessary resources for English linguistic study and research, both printed and electronic (bibliographies, database, IT specific and relevant applications in linguistic studies).
CE16	Knowledge of methodologies, tools and resources of the industries of the language and communication and information technologies.
CE24	Identification, classification, explanation and assessment of the different linguistic functions concerning units, relations and processes.
CE25	Ability for the phonetic-phonological, morph-syntactic, semantic and discursive analysis of the English language.
CE26	Ability to identify periods in the evolution of the English language and to assign and recognise characteristics with respect to these periods.
CE27	Participation in group learning activities: assignments, studies.
CE28	Participation in learning forums and transfer of acquired knowledge: news groups, blogs.
CE29	Analysis of the conditionings related to the use of language in situation that affect the final shape adopted by the text, in its oral and written aspect.
CE33	Ability to develop critical and autonomous thought through reading and analysis of literary texts and other cultural demonstrations in English language.
CE34	Ability to evaluate critically a consulted bibliography and frame it in a theoretical perspective.

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CE35	Ability to design and elaborate formative and self learning material in relationship with disciplinary contents of the module.
CE39	Ability to recognise cognitive and functional determining factors on the structure and use of language.
CE40	Development of autonomy to select linguistic and methodological resources according to the purposes to be achieved.
CE41	Development of the interest in linguistic theory and its application to different fields, such as the study of creative texts in English and the methodology of teaching and learning English.
CE42	Development of the linguistic theoretical interest and its description, both synchronic and diachronic.
CE43	Development of the interest of different theories in teaching and learning languages, within a heterogeneous context, heir of diverse traditions, methods and approaches.
CE44	Ability to summarize, organise, manipulate and transmit efficiently the knowledge acquired in the different modules.
CE45	Acceptance of other critical thought differing from the one adopted by the students.
CE51	Ability to distinguish between different theoretical/critical approaches of the same problem.
CE52	Ability to identify problems and research themes and evaluate their relevance.
CE53	Ability to analyse texts and discourses in English language by using analysis techniques appropriately .
CE55	Scientific knowledge of the semantics and pragmatics of English language.

OBJECTIVES

- Introducing students to the notion of multimodal discourse as well as to the cognitive and communicative resources used in its elaboration and how they interact to construe meaning.
- Introducing students to some of the main methodological tools of analysis.
- Introducing students to different genres of multimodal discourse and developing their ability to conduct a descriptive, i.e. commenting on the interaction of the different factors that are at work, and a critical discourse analysis of them, i.e. commenting on the use of this type of discourse in relation to its function: informative, persuasive, pleasure, motivational, etc.

CONTENT

1. Theory contents

1. Introduction to discourse analysis.
2. Multimodal discourse analysis.
3. Communicative and cognitive factors in construing discourse.
4. Framing. Viewpoint
5. Conceptual metaphor and conceptual metonymy.
6. Blending.
7. Gesture.



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2. Practical contents

Each unit includes a series of practical exercises to apply the theoretical concepts to be acquired by the students. A variety of discourse types will be used to illustrate the concepts and practise: ideological, advertising, literary, art, memes, comics, performing arts, etc.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Unrelated

METHODOLOGY

Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students ("alumnos matriculados a tiempo parcial") are required to contact the course coordinator (olgablanco@uco.es) at the beginning of the semester to learn how to successfully pass the course.

The methodological strategies followed in this course will be adapted to meet the needs of students with special educational needs.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Case study</i>	15	5	20
<i>Lectures</i>	25	-	25
<i>Projects</i>	-	10	10
<i>Tutorials</i>	5	-	5
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Exercises</i>	85
<i>Information search</i>	5
Total hours	90

COURSE DESCRIPTION

WORK MATERIALS FOR STUDENTS

Case studies
 Dossier
 Exercises and activities
 Oral presentations
 References

EVALUATION

Intended learning	Case Studies	Oral Presentation	Project
CB1	X		X
CB13	X		
CB14	X		X
CB17	X	X	X
CB18	X	X	X
CB2			X
CB3	X	X	X
CB5			X
CB8			X
CE10	X	X	X
CE11	X	X	X
CE12	X	X	X
CE13	X	X	X
CE15	X		X
CE16		X	
CE24	X	X	X
CE25	X	X	X
CE26	X		X
CE27		X	
CE28		X	
CE29	X		X
CE33	X	X	X
CE34		X	

COURSE DESCRIPTION

Intended learning	Case Studies	Oral Presentation	Project
CE35			X
CE39	X	X	X
CE40			X
CE41			X
CE42	X		X
CE43	X		X
CE44			X
CE45		X	
CE51			X
CE52	X		X
CE53			X
CE55	X	X	X
CU1	X	X	X
CU2		X	
Total (100%)	40%	10%	50%
Minimum grade	5	4	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

The project consists of an autonomous and original piece of work on a topic of the student's choice from those introduced in the course. It should contain:

1. Aims
2. Theoretical background
3. A clear outline of the methodology of analysis
4. Data analysis and results /commentary on the outcome of the analysis.

The project extension should be 3000 words (approx) from which half will correspond to the data analysis section.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time students should contact the instructor at the beginning of the course to discuss on the activities required to pass the course.

Students with special needs should let the instructor know at the beginning of the course so that the course methodology is adapted to meet their needs.

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

The student who enrolls for extraordinary or end-of-degree assessments will need to do the case studies and a project that might be required for oral presentation.

Qualifying criteria for obtaining honors:

Minimum average score of 9.0

BIBLIOGRAPHY

1. Basic Bibliography

Bolognesi, Marianna and Francesca Strik Lievers. 2018. How language and image construct synaesthetic metaphors in print advertising. *Visual Communication* 00:1-27 (available online only)

Dancygier, Barbara and Lieven Vandelandotte. 2017. Internet memes as multimodal constructions. *Cognitive Linguistics* 28(3): 565-598

Dancygier, Barbara and Lieven Vandelandotte. 2016. Discourse viewpoint as network. In *Viewpoint and the Fabric of Meaning*, eds. Barbara Dancygier, Wei-lun Lu, and Arie Verhagen. Mouton-de Gruyter, 13-40.

Fernandes, C.; Evola, V.; Skubisz, J. Performance mode under the microscope: a cognitive semiotic analysis of eye gaze and other body movements in a contemporary dance improvisation. In *Recent Perspectives on Gesture and Multimodality*, Publisher: Cambridge Scholars Publishing, pp.121-135.

Forceville, C. (2014). Relevance Theory as model for analysing visual and multimodal communication. In: David Machin (ed.), *Visual Communication*. Berlin: Mouton de Gruyter, pp. 51-70.

Forceville, C. (2020). *Visual and Multimodal Communication: Applying the Relevance Principle*. Oxford: Oxford University Press.

Forceville, C. & Urios-Aparisi, E. (2009). *Multimodal metaphor*. Berlin: Mouton de Gruyter



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Kress, G. R. 2012 Multimodal Discourse Analysis. En Gee, J. P. & Handford, M. (eds) [The Routledge handbook of discourse analysis](https://mezquita.uco.es/discovery/fulldisplay?docid=alma991006148927204992&context=L&vid=34CBUA_UCO:VU1&lang=es&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,multimodal%20discourse%20analysis&sortby=rank&offset=0). Routledge.

Lou, Adrian. 2017. Multimodal simile: The "when" meme in social media discourse. *English Text Construction* 10:1, 106-131.

Müller, C. et al. (eds)(2013). *Body - Language - Communication: An International Handbook on Multimodality in Human Interaction*, Vol. 1. (Handbooks of Linguistics and Communication Science 38.1.). Berlin/ Boston: De Gruyter Mouton.

Müller, C. et al. (eds.) (2014): *Body - Language - Communication: An International Handbook on Multimodality in Human Interaction*, Vol. 2. (Handbooks of Linguistics and Communication Science 38.2.). Berlin/ Boston: De Gruyter Mouton.

[Oakley, Todd and Esther Pascual. 2017. Conceptual Integration Theory. In The Cambridge Handbook of Cognitive Linguistics \(edited by Barbara Dancygier\); Chapter 26. 423-448](https://mezquita.uco.es/discovery/fulldisplay?docid=alma991006158527904992&context=L&vid=34CBUA_UCO:VU1&lang=es&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,multimodal%20discourse%20analysis&sortby=rank&offset=0)

[Pérez Sobrino, P. \(2017\) Multimodal Metaphor and Metonymy in Advertising. Amsterdam/Philadelphia: John Benamins.](https://www.researchgate.net/publication/323267894_Perez_Sobrino_Paula_2017_Multimodal_Metaphor_and_Metonymy_in_Advertising_AmsterdamPhiladelphia_John_Benamins_DOI_101075ftl2)

Sullivan, Karen, 2017. Conceptual metaphor. In The Cambridge Handbook of Cognitive Linguistics (edited by Barbara Dancygier); Chapter 24. 385-406

Sweetser, Eve. 2017. Metaphor and metonymy in advertising: Building viewpoint in multimodal multi-space blends. *Journal of Pragmatics* 122: 65-76

Talmy, L. 2018. The targeting system of language. Cambridge, MA: MIT Press.

2. Further reading

Borkent, Mike. 2017. Mediated Characters: Multimodal Viewpoint Construction in Comics. *Cognitive Linguistics* 28(3): 539-563

Dancygier, Barbara. 2016. Multimodality and theatre: Material objects, bodies and language. In Rhonda Blair and Amy Cook (eds.). *Theatre, Performance, and Cognition: Languages, Bodies and Ecologies*. Bloomsbury Methuen Drama. 21- 39

Guilbeault, Douglas. 2017. How politicians express different viewpoints in gesture and speech simultaneously. *Cognitive Linguistics* 28(3):417-447.

[Norris, S. & Maier, C. D. \(Eds.\) \(2014\). Interactions, images and texts: a reader in multimodality](https://mezquita.uco.es/discovery/fulldisplay?docid=alma991006158527904992&context=L&vid=34CBUA_UCO:VU1&lang=es&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,multimodal%20discourse%20analysis&sortby=rank&offset=0). Berlin and Boston: Mouton de Gruyter.

[Ventola, E.; Cassily, C. & Kaltenbacher, M. \(eds.\) \(2004\). Perspectives on multimodality](https://mezquita.uco.es/discovery/fulldisplay?docid=alma991006157179504992&context=L&vid=34CBUA_UCO:VU1&lang=es&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,multimodal%20discourse%20analysis&sortby=rank&offset=0). Amsterdam & Philadelphia: John Benamins.

Sweetser, Eve, 2013. Creativity Across Modalities in Viewpoint-Construction. In Borkent, Dancygier, and Hinnell. *Language and the Creative Mind*; CSLI Publications. 239-254.

COURSE DESCRIPTION

Video Eve Sweetser: Viewpoint and Perspective in Language and Gesture.

COORDINATION CRITERIA

Common tasks for different courses

Tasks deadlines

Clarifications

El alumnado que curse esta asignatura puede realizar un proyecto basado en el que plantee para la asignatura obligatoria Semántica y Pragmática, ampliación o profundización del realizado para dicha asignatura, utilizando un caso de discurso multimodal.

El alumnado que haya cursado El Lenguaje Figurado del Inglés (en el curso 2020-21) puede basar su trabajo en el que realizó para dicha asignatura si planteó un caso de discurso multimodal y obtuvo una calificación de notable o superior.

En ambos debe poder acreditarse la diferencia en contenidos y profundidad de análisis- además de la adecuación a los conceptos, enfoques y métodos planteados en la asignatura de Discurso Multimodal.

SCHEDULE

Period	Case study	Lectures	Projects	Tutorials
1# Fortnight	2,0	5,0	0,0	0,0
2# Fortnight	2,0	5,0	0,0	0,0
3# Fortnight	3,0	5,0	0,0	0,0
4# Fortnight	3,0	4,0	0,0	1,0
5# Fortnight	3,0	4,0	0,0	1,0
6# Fortnight	3,0	1,0	2,0	1,0
7# Fortnight	2,0	1,0	4,0	1,0
8# Fortnight	2,0	0,0	4,0	1,0
Total hours:	20,0	25,0	10,0	5,0

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.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.



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COURSE DESCRIPTION

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

EVALUATION

Intended learnig	Case Studies	Oral Presentation	Project
CB1	X		X
CB13	X		
CB14	X		X
CB17	X	X	X
CB18	X	X	X
CB2			X
CB3	X	X	X
CB5			X
CB8			X
CE10	X	X	X
CE11	X	X	X
CE12	X	X	X
CE13	X	X	X
CE15	X		X
CE16		X	
CE24			X
CE25			X
CE26			X
CE27		X	
CE28		X	

COURSE DESCRIPTION

Intended learnig	Case Studies	Oral Presentation	Project
CE29	X		X
CE33	X	X	X
CE34		X	
CE35			X
CE39	X	X	X
CE40			X
CE41			X
CE42	X		X
CE43	X		X
CE44			X
CE45		X	
CE51			X
CE52	X		X
CE53			X
CE55	X	X	X
CU1	X	X	X
CU2		X	
Total (100%)	40%	10%	50%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

Students need to obtain a minimum of 4 points in all the assessment tools to pass the course. The project consists of an autonomous and original piece of work on a topic of the student's choice from those introduced in the course. It should contain:

1. Aims
2. Theoretical background
3. Methodology of analysis.
4. Data analysis and results /commentary on the outcome of the analysis.

The project extension should be 3000 words (approx) from which half will correspond to the data analysis section.

COURSE DESCRIPTION

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

Part-time student should contact the instructor at the beginning of the course to discuss on the activities required to pass the course.

Students with special needs should let the instructor know at the beginning of the course so that the course methodology is adapted to meet their needs.

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

COURSE DESCRIPTION

EVALUATION

Intended learnig	Case Studies	Oral Presentation	Project
CB1	X		X
CB13	X		
CB14	X		X
CB17	X	X	X
CB18	X	X	X
CB2			X
CB3	X	X	X
CB5			X
CB8			X
CE10	X	X	X
CE11	X	X	X
CE12	X	X	X
CE13	X	X	X
CE15			X
CE16		X	
CE24	X	X	X
CE25	X		X
CE26	X	X	X
CE27		X	
CE28		X	
CE29	X		X
CE33	X	X	X
CE34		X	
CE35			X
CE39	X	X	X
CE40			X
CE41			X
CE42	X		X

COURSE DESCRIPTION

Intended learning	Case Studies	Oral Presentation	Project
CE43	X		X
CE44			X
CE45		X	
CE51			X
CE52	X		X
CE53			X
CE55	X	X	X
CU1	X	X	X
CU2		X	
Total (100%)	40%	10%	50%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Estudio de casos	Exposición oral	Proyecto
Tarea	X		X
Videoconferencia		X	

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

Students need to obtain a minimum of 4 points in all the assessment tools to pass the course. The project consists of an autonomous and original piece of work on a topic of the student's choice from those introduced in the course. It should contain:

1. Aims
2. Theoretical background.
3. Methodology of analysis.
4. Data analysis and results /commentary on the outcome of the analysis.

The project extension should be 3000 words (approx) from which half will correspond to the data analysis section.

COURSE DESCRIPTION

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Part-time student should contact the instructor at the beginning of the course to discuss on the activities required to pass the course.

Students with special needs should let the instructor know at the beginning of the course so that the course methodology is adapted to meet their needs.