

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **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: 4.0

Classroom hours: 16

Face-to-face classroom percentage: 16.0%

Study hours: 84

Online platform: Moodle

LECTURER INFORMATION

Name: JIMÉNEZ NAVARRO, EVA LUCIA (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 B2 English level is strongly recommended.

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INTENDED LEARNING OUTCOMES

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

OBJECTIVES

- Introducing students to the meaning construction processes occurring in spoken, written and multimodal 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 discourse analysis 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.
- Providing students with the conceptual and practical knowledge to analyze specialized discourse from a frame semantics perspective.

CONTENT

1. Theory contents

1. Introduction to discourse analysis.
2. A cognitive-linguistic approach to discourse analysis:
 - 2.1. Construals.
 - 2.2. Frame Semantics.
 - 2.3. Conceptual metaphor in discourse.
 - 2.4. Multimodal discourse analysis.
3. Critical Discourse Analysis (CDA).
4. Specialized discourse.



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2. Practical contents

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

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

Clarifications

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

Face-to-face activities

Activity	Total
<i>Case study</i>	8
<i>Lectures</i>	8
<i>Total hours</i>	16

Off-site activities

Activity	Total
<i>Activities</i>	20
<i>Analysis</i>	10
<i>Exercises</i>	40
<i>Information search</i>	14
<i>Total hours</i>	84

WORK MATERIALS FOR STUDENTS

Case studies
Exercises and activities
Oral presentations
References

Clarifications

Students will be provided with all the necessary materials via Moodle.

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EVALUATION

Tools	Percentage
Assignments and projects	50%
Case studies	10%
Problem solving	40%

Period of validity for partial qualifications:

The academic year 2023/2024

Clarifications:

Students must pass all the evaluation tools to pass the course:

- "Case studies" refer to work done during classroom time to introduce students into the type of cases they may need to deal with in the "problem solving" exercises and the final assignment/project. They correspond to the training stage of the learning process.
- "Problem solving" exercises are those that students must individually do as homework.
- "Assignments and projects" refer to the final assignment/project that students must hand-in at the end of the course.

A student who is found to have committed an act of plagiarism will fail the course.

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

- Austin, J. L. (1962). *How to do things with words*. Oxford University Press.
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- Charteris-Black, J. (2014). *Analysing political speeches. Rhetoric, discourse and metaphor*. Palgrave Macmillan.
- Cook, G. (1989). *Discourse*. Oxford University Press.
- Crystal, D. (1992). *Introducing Linguistics*. Penguin.
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- Cuenca, M. J., & Hilferty, J. (1999). *Introducción a la lingüística cognitiva*. Ariel.
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- Durán Muñoz, I. (2016). Producing frame based definitions: A case study. *Terminology*, 22(2), 224-250.
- Durán Muñoz, I., & L'Homme, M. C. (2020). Diving into adventure tourism from a lexico semantic approach: An analysis of English motion verbs. *Terminology*, 26(1), 33-59.
- Fairclough, N., & Wodak, R. (1997). Critical discourse analysis. In T. van Dijk (Ed.), *Discourse as social interaction. Vol. 2* (pp. 258-271). SAGE.
- Fillmore, C. J. (1976). Frame semantics and the nature of language. *Annals of the New York Academy of Sciences*, 280(1), 20-32.
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- Fillmore, C. J. (2006). Frame semantics. In D. Geeraerts (ed.), *Cognitive linguistics: Basic readings* (pp. 373-400). Mouton de Gruyter.



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- Geeraerts, D. (2006). Introduction. A rough guide to Cognitive Linguistics. In D. Geeraerts (Ed.), *Cognitive linguistics: Basic readings* (pp. 1-28). Mouton de Gruyter.
- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Syntax and semantics. Vol 3* (pp. 41-58). Academic Press.
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- Kamalu, I., & Oisanwo, A. (2015). Discourse analysis. In I. Kamalu & I. Tamunobelema (Eds.), *Issues in the study of language and literature* (pp. 169-195). Kraft Books Limited.
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- Lakoff, G. (1987). *Women, fire and dangerous things. What categories reveal about the mind*. The University of Chicago Press.
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- Martínez-Cabeza, M. A. (2003). *The study of language beyond the sentence: From text grammar to discourse analysis. 2nd ed.* Comares.
- Portillo Fernández, J. (2020). Análisis estructural y comunicativo del ciberdiscurso en redes sociales, aplicaciones de mensajería instantánea y foros web. *Nexus*, 27, 1-19.
- Radden, G., & Dirven, R. (2007). *Cognitive English grammar*. John Benjamins Publishing Company.
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- Searle, J. R. (1969). *Speech acts*. Cambridge University Press.
- Talmy, L. (1988). Force dynamics in language and cognition. *Cognitive Science*, 12(1), 49-100.
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2. Further reading

- Baker, P. (2006). Using corpora in discourse analysis. Continuum.
- Baker, P., & Ellece, S. (2011). Key terms in discourse analysis. Continuum International Publishing Group.
- Cabré Castellví, M. T. (2002). Textos especializados y unidades de conocimiento: Metodología y tipologización (I). In J. García Palacios & M. T. Fuentes Morán (eds.), *Texto, terminología y traducción* (pp. 15-36). Ediciones Almar.
- Cameron, D. (ed.). (2001). *Working with spoken discourse*. SAGE.
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- Faber Benítez, P. (2015). Frames as a framework for terminology. In H. J. Kockaert & F. Steurs (eds.), *Handbook of terminology. Volume I* (pp. 14-33). John Benjamins Publishing Company.
- Faber Benítez, P., & López-Rodríguez, C. I. (2012). Terminology and specialized language. In P. Faber Benítez (ed.), *A cognitive linguistics view of terminology and specialized language* (pp. 9-31). De Gruyter Mouton.
- Fauconnier, G. (1999). Methods and generalizations. In T. Janssen & G. Redeke (eds.), *Cognitive linguistics: Foundations, scope, and methodology* (pp. 95-127). Mouton de Gruyter.
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- Wang, Y. (2018). "Language" and "discourse:" Two perspectives on linguistic philosophy. *Semiotica*, 224, 295-312.

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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.