Discourse Analysis

Academic Year: (2019 / 2020) **Review date: 24-04-2020**

Department assigned to the subject: Humanities: Philosophy, Language, Literature Theory Department

Coordinating teacher: GARCES GOMEZ, MARIA PILAR

Type: Compulsory ECTS Credits : 6.0

Year : 3 Semester : 2

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

The student needs a perfect domain of Spanish and its orthography to pass this subject.

OBJECTIVES

COMPETENCES AND SKILLS THAT WILL BE ACQUIRED AND LEARNING RESULTS COMPETENCES:

The object of this subject is that the student acquires a general vision of the Discourse Analysis discipline, its main concepts, theories and applications, as much as its focuses variety. Through a methodology based on different points of view, we will analyze the oral and written speech characteristics and the texts types.

The student is pretended to be able to:

- Identify and to know the different Discourse Analysis Theories and the different types of analysis, corresponded to the different points of view included in the program.
- To analyze, from a discursive perspective, different types of texts, taking into account the different perspectives, unit¿s types, strategies and discursive functions.
- To determine the practical application of those analysis to different texts.

DESCRIPTION OF CONTENTS: PROGRAMME

The program is organized in tree main groups. The first one focuses on the notion of discourse analysis, the analysis units and the disciplines which study them, as much as the modalities of speech realization, oral and written. The second one focuses on the main aspects for the discursive study, such as text types, ways of textual or discursive organization and the aspects related to textual variation. The third one is related to specific analysis of different text types and the determination of their characteristics.

DISCOURSE ANALYSIS

1. Methodological proposals in the discourse analysis
1.1. Discourse notion
1.2. Disciplines in the discourse analysis
1.3. Methodological proposals in the discourse analysis

2. Discourse units
2.1. Oral and wrtiten modality
2.2. Discoursive units
2.3. Conversation
3. Textual typologies
3.1. Written text
3.1. Textual typologies

4. Discourse organization ways
4.1. Discourse organization models
4.2. Sequences and prototypes

5. Textual variation
5.1. Register

5.2. Situational factors

6. Digital discourse
6.1. Digital discourses characteristics
6.2. Discoursive modalities
6.3. Digital genders

LEARNING ACTIVITIES AND METHODOLOGY

In-class work

The subject is structured throughout two in-person classes¿ types, theoretical and practical. In theoretical classes, each theme will be explained, taking into account, specially, those questions considered more relevant or those which, due to their complexity, deserve a special consideration. To get a better efficiency of these hours, the student should read before every theme and to reflect about his previous knowledge. At the end of each theme, some time will be used to review some contains or to solve doubts.
Due to the characteristics of the subject, a practical focus will be present in almost every session. However, some sessions will be totally practical and they will consist, mainly, in text comments and analysis exercises; on the other hand, the students will have to prepare and individual or in group work presentation of some of the aspects and to write a text about the speech for the teacher to read and to correct it.

Personal work

Besides the in-person sessions, the student should make other individual activities out of the room, that will be signed in the subject chronogram and that will be focused on the next aspects:

- Theoretical study. To study the contains related to the theoretical classes: to study the themes, to work on the library, recommended texts, etc.
- Practical study. To make some exercise, to consult bibliography, etc.
- Practical works. To prepare individual or in-group work and to present it in class and to give it to the teacher.
- To read the bibliography.
- To prepare the final written exam.

WORK HOURS:
- In class work: 60 hours
- Individual work: 90 hours.
- Total work: 150 hours (6 ECTS)

ASSESSMENT SYSTEM

The assessment system of the subject will mix the continuous assessment throughout the semester and a final exam, to determine the attainment of the objectives. The final exam will consists on theoretic questions and a text to apply the knowledge about the studied phenomena

The teacher will make a direct observation of the student¿s daily work and of their participation in the discussions and in the resolution in class of the proposed activities. Furthermore, the practical activities will be an important part of the student¿s continuous evaluation.

The final mark will be the result of the partial marks: 20% attendance, in-class work and practical exercises; 30% oral exposition about a theme related to the subject contains and the written work; 50% final exam, with theoretical and practical questions.

To obtain a positive mark, a perfect domain of orthographic rules is needed, as much as a correct expression in this language.

% end-of-term-examination:	50
% of continuous assessment (assigments, laboratory, practicals…):	50

BASIC BIBLIOGRAPHY

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- ALCAIDE, E. / BRENES, P. / FUENTES, C. (eds.) Aproximaciones a la (des)cortesía verbal en español, Bern, Peter Lang, 2011
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- SCHIFFRIN, D. / TANNEN, D. / HAMILTON, H. (eds.) (2001): Handbook of Discourse Analysis, New York, Blackwell..

ADDITIONAL BIBLIOGRAPHY

- CASADO VELARDE, MANUEL (1995): Introducción a la gramática del texto en español, Madrid, Arco Libros..
- GARCÍA NEGRONI, Mª. M. / TORDESILLAS COLADO, M. (2001): La enunciación en la lengua, Madrid, Gredos..
- HAVERKATE, H. (1994): La cortesía verbal, Madrid, Gredos..
- MAINGUENEAU, D. (1980): Introducción a los métodos de análisis del discurso, Buenos Aires, Hachette..
- ROULET, E. y otros (2001): Un modèle et un instrument d¿analyse de l¿organisation du discours, Bern, Peter Lang..
- RUIZ GURILLO, L. y PADILLA, X. (eds.), Dime cómo ironizas y te diré quién eres,, Frankfurt, Peter Lang, 2009.
- SPERBER, Dan y WILSON, Deirdre (1995): Relevance, Oxford, Blackwell, 2ª ed. revisada y aumentada..
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