



Universitat de Lleida

DEGREE CURRICULUM
**IDEOLOGY, SOCIETY AND
SPEECH IN ENGLISH**

Coordination: COTS CAIMONS, JOSEP MARIA

Academic year 2018-19

Subject's general information

Subject name	IDEOLOGY, SOCIETY AND SPEECH IN ENGLISH			
Code	101143			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	4	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	COTS CAIMONS, JOSEP MARIA			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	48 hours - on-site 112 hours - guided and independent study			
Important information on data processing	Consult this link for more information.			
Language	English			
Office and hour of attention	A determinar Josep Maria Cots Despatx 2.22 Telèfon: 973 70 3135 Lidia Gallego Balsà Despatx 1.06			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COTS CAIMONS, JOSEP MARIA	jmcots@dal.udl.cat	3	
GALLEGO BALSÀ, LÍDIA	lgallegobalsa@dal.udl.cat	3	

Learning objectives

The course *Ideology, society and discourse in English* is intended as a practical course on text reception in English from a critical perspective. This perspective essentially involves, on the one hand, approaching texts as the result of particular strategic linguistic choices made by the author in order to achieve specific goals. In the second place, the critical perspective adopted requires students to (i) embed the processes of production and reception of texts within the context of literacy practices in particular communicative and socio-cultural settings, and (ii) to implement a fine-grained textual analysis with a focus on intertextual connections (e.g. discourses, genres, or styles). Since the course is mainly addressed to English Studies majors for whom English is a foreign language, a second aim is to develop the students' communicative competence in English by acquiring a more technical and sophisticated awareness of verbal communication in that language. This increased awareness includes (a) practical awareness (i.e. the capacity to control, manipulate and be creative with language, (b) discursive awareness (i.e. the ability to discuss language in precise terms and engage in formal analysis), and (c) critical awareness (i.e. the capacity to consider language use as the result of and, at the same time, a tool for social and ideological practice).

Competences

COMPETENCES	TEACHING & LEARNING OBJECTIVES
A. Critical reasoning (generic)	1. The student should be able to adopt a critical position in front of a text or communicative situation and reason it
B. Knowledge of and sensitivity towards human rights and the struggle against all kinds of inequalities and injustices (generic)	2. The student should be sensitive to and able to discover situations of inequalities and injustice created in the process of verbal communication.
C. Capacity to interpret and respond to written texts in English, aimed at both educated and non-educated addressees, in the form of an academic essay in English (subject-specific)	3. The student should be able to describe and explain in advanced English, and in accordance with the conventions of scientific communication, the textual mechanisms leading to their critical interpretation of texts produced in English.
D. Critical consciousness of the relationship between social and historical events and textual production and reception in English (subject-specific)	4. The student should be able to interpret texts taking into account the socio-historical context as well as the circumstances of text production and interpretation.

Subject contents

A. Introduction

Unit 1. Critical discourse analysis (CDA): theory and method.

B. Describing texts

Unit 2. Genre structure

Unit 3. Representing the world

Unit 4. Creating social relationships

C. Interpreting texts

Unit 5. Implicit knowledge and inferences

Unit 6. Subject positioning in texts

Unit 7. Intertextuality

D. Sample topics for analysis

Unit 8. Advertising, consumerism and capitalism

Unit 9. Press, power and democracy

Unit 10. The ecological crisis

Unit 11. Humour against power and authority

Methodology

G* contact hours

HP* individual study hours

HNP* total number of hours

Activity	Description	Objective	G*	HP*	HNP*
Teacher presentations (M)	Introducing the main notions and ideas for each unit	Define the conceptual and methodological principles of Critical Discourse Analysis	1	3	3
Seminars (S)	Discussion of reading assignments	Check students' degree of understanding of the main ideas in Critical Discourse Analysis		21	42

Practical sessions (P)	Class presentations based on students' analysis of specific texts	Develop the students' capacity to apply theoretical concepts to the analysis of texts	1	16	5
Treballs (T)	Course project based on the analysis of empirical data	Encourage curiosity and develop scientific research techniques		5	37
Tutories (Tut)					
Altres (AA)	Students' questions on each unit	Develop students' capacity to understand and criticise texts			9
Avaluació (AV)	Assessment exercise	Measure the degree of achievement of the students		3	18
TOTAL				48	112

Development plan

Week	Class work	Students' previous work at home	Lecturer
Week 1	Unit 1. Critical discourse analysis: theory, method, and practice	<ul style="list-style-type: none"> Bloor & Bloor (2007: 1-14) 	JMC
Week 2	CDA and language learning and teaching	<ul style="list-style-type: none"> Cots (2006) 	LGB
Week 3	Unit 2. Genre structure	<ul style="list-style-type: none"> Goatly & Hiradhar (2016: 12-42) <ul style="list-style-type: none"> Topic for research paper 	LGB
Week 4	Work on research paper in CDA: introducing the study	<ul style="list-style-type: none"> Example 1 of research paper First draft for Introduction section for RP 	JMC
Week 5	Unit 3. Representing the world	<ul style="list-style-type: none"> Goatly & Hiradhar (2016: 44-80) Data for research paper 	JMC
Week 6	Unit 4. Creating social relationships	<ul style="list-style-type: none"> Goatly & Hiradhar (2016: 82-112) 	LGB
Week 7	Work on research paper in CDA: research background	<ul style="list-style-type: none"> Example 2 of research paper First draft for Background section for RP 	LGB
Week 8	Unit 5. Implicit knowledge and inferences	<ul style="list-style-type: none"> Goatly & Hiradhar (2016: 116-141) 	JMC
Week 9	Unit 6: Subject positioning in texts	<ul style="list-style-type: none"> Goatly & Hiradhar (2016: 142-154) 	LGB
Week 10	Work on research paper in CDA: analytical framework and methodology	<ul style="list-style-type: none"> Example 3 of research paper First draft for Analytical framework and methodology section for RP 	JMC

Week 11	Unit 7. Intertextuality	<ul style="list-style-type: none"> Goatly & Hiradhar (2016: 156-169) 	JMC
Week 12	Unit 8. Advertising, consumerism and capitalism Unit 9. Press, power and democracy	<ul style="list-style-type: none"> Goatly & Hiradhar (2016: 173-208) Goatly & Hiradhar (2016: 209-238) 	LGB
Week 13	No classes: <i>Immaculada Concepció</i> and <i>dia no lectiu</i>		LGB
Week 14	Work on research paper in CDA: analysis of the data	<ul style="list-style-type: none"> Example 4 of research paper First draft for Analysis section for RP 	LGB
Week 15	Unit 10. The ecological crisis Unit 11. Humour against power and authority	<ul style="list-style-type: none"> Goatly & Hiradhar (2016: 240-276) Goatly & Hiradhar (2016: 278-296) 	JMC
Week 16	Work on research paper in CDA: conclusions Oral presentation of research paper	<ul style="list-style-type: none"> First draft for Conclusions section for RP Visual presentation of research paper 	JMC & LGB

Evaluation

The unfulfillment of one or more of the requirements set for the course will result in a SUSPENS as the final grade.

REQUIREMENT	CONTRIBUTION TO FINAL GRADE
1. Class attendance and participation	15%
2. Oral presentation of research paper	15%
3. Research paper	25%
4. Written assessment exercise	45%

Bibliography

COURSE BOOK

Goatly, A. & P. Hiradhar (2016). *Critical Reading and Writing in the Digital Age: An Introductory Coursebook*. Oxon (England): Routledge.

Companion website to *Critical Reading and Writing in the Digital Age: An Introductory Coursebook*:

<http://www.routledgetextbooks.com/textbooks/9780415842624/>

USEFUL REFERENCES

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- Bartlett, T. (2012) *Analysing power in language. A practical guide*. Abingdon (England): Routledge.
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<http://www.kon.org/archives/forum/15-1/mcgregoroda.html>

http://www.academia.edu/358173/Critical_Discourse_Analysis

<http://www.strath.ac.uk/aer/materials/6furtherqualitativeveresearchdesignandanalysis/unit3/introduction/>