



Universitat de Lleida

DEGREE CURRICULUM
ANALYSING ENGLISH TEXTS

Coordination: SABATÉ DALMAU, MARIA

Academic year 2018-19

Subject's general information

Subject name	ANALYSING ENGLISH TEXTS			
Code	101251			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	2	COMMON	Attendance- based
	Bachelor's Degree in English Studies	1	COMMON	Attendance- based
	Master's Degree in Applied Languages (M2016)		COMPLEMENTARY TRAINING	Virtual learning
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3.7		2.3
	Number of groups	1		1
Coordination	SABATÉ DALMAU, MARIA			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	6 ECTS (48 class hours; 150 hours of autonomous work in total, including out-of-class self-study activities and tasks mediated via ICTs)			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	6 ECTS (1 GG)			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SABATÉ DALMAU, MARIA	maria.sabate@dal.udl.cat	6	

Subject's extra information

GG Thursdays/ Fridays, 2nd term, 13-14:30h, room 2.44

Learning objectives

Departing from the idea that texts are the essential vehicle of human communication, the objective of this course is to introduce students into the learning of the knowledge and the application of the conceptual tools necessary to conduct a systematic analysis of a range of oral and written English texts of different textual typologies, registers and styles of different fields (including the Media). Analyses will have an eminently practical and reflexive approach, and will be based on the following levels of linguistic analysis: syntactic, semantic, pragmatic and discursive.

Competences

Basic/ General Competences

CG1: Apply the scientific method.

CG2: Analyse and synthesise data from different information sources.

CG5: Demonstrate capacity of autonomous work.

CG15: Search and manage information and use different documents and sources.

Specific Competences

CE4: Define the systematic aspects of the uses of the English language from diverse analytical perspectives: lexical, semantic, syntactic, discursive, pragmatic and sociolinguistic perspective.

CE5: Analyse the grammar and style of oral and written texts in the English language.

CT1: Acquire an apt oral and written comprehension and expression in English.

So what will we learn?

- Use, appropriately and correctly, the basic conceptual and methodological tools for the analysis, comprehension and critical reflexion concerning diverse textual typologies in the English language (including academic and literary texts, advertisements, signs/symbols like graffiti, children's drawings, Whatsapps, conference talks, narrated histories or spontaneous conversations); and identify their communicative effectiveness by applying the different levels of linguistic analysis, using a C1 level of the English language.

Subject contents

TABLE OF CONTENTS

Part 1: Texts in human communication

1. The text as the unit of analysis of human communication
 1. From speech to writing: Language as a continuum
 2. (Challenging) the canon: The sign and the functions of language
2. Reading and writing different worlds: Culture-specific multilingual literacy practices

Part 2: Textual typologies and levels of linguistic analysis

3. Text structures, (dis)orders and grammatical patternings: A syntactic approach to texts
4. Words and multiple meanings in texts: A semantic approach to texts
5. Text, coherences and (in)formality in context: A pragmatics approach to texts
6. Conversations, speeches and story-telling: A discourse analysis approach to texts

Methodology

List of activities and distribution of students' hours of work

Activity	CODING / description / typology TPD	O*	G*	HP* (48h of class, in total)	HNP*
Formal/master classes (M)	Check Contents and Development Plan	Units 1-6	GG	30	32 (including specific individual and group tasks and weekly work)
Seminars & guided debates (S)	· On textual typologies and on the relevance of texts in human communication. · Aspects concerning multilingual texts and texts mediated via ICTs	Units 1-6	GG	3 (2 sessions)	8
Practical sessions (P)	In/out-of-class text analyses (linguistic levels: syntactic, lexical, semantic, pragmatic and discursive)	Units 1-6	GG	12 (8 sessions)	19
Projects/Tasks (T)	2 individual textual analyses: Text 1-choice and analysis of an English multilingual text; Text 2 –choice and analyses of an English text from one of the studied linguistic perspectives (e.g. pragmatics, discourse).	Units1-6	GG		20

ANALYSING ENGLISH TEXTS 2018-19

Tutorials (T)	On Text Analyses		Individual	3 (2 sessions)	
Assessment (AV)	Check 'Evaluation'	Units 1-6	GG	3 (mini-tests in class - equivalent to on class session- and an oral presentation class of Text Analysis 2)	20 (study + mini-tests + preparation for oral presentation)
TOTAL	150 h in total (6 ECTS)			51h	99h

O*: Objectives, G*: Group, HP*: Class hours, HNP*: Out-of-class study hours

Development plan

This is the development plan for this term:

Setmana	DIJOUS	DIVENDRES	TASCA AVALUADORA
1 (14/15 Feb.)	Unit 1	Unit 1	In-class text analyses
2 (21/22 Feb.)	Unit 1	Unit 1	In-class text analyses
3 (28/1 Mar.)	Unit 2	Unit 2	In-class text analyses
4 (7/8 Mar.)	Unit 2	Unit 2	In-class text analyses
5 (14/15 Mar.)	<i>Individual tutorials on TA1</i>	<i>Individual tutorials on TA1</i>	In-class text analyses
6 (21/22 Mar.)	Unit 3	Unit 3	Text Analysis 1 (TA1, Units 1-2), in 'Activitats', by March 22, 23:55
7 (28/29 Mar.)	Unit 3	Unit 3	Online-mini tests (Units 1-3), in 'Tests i qüestionaris', closing 5 April 23:55
8 (4/5 Abr.)	Unit 4	Unit 4	In-class text analyses
9 (11/12 Abr.)	Unit 4	Unit 4	In-class text analyses
10 (26 Abr.)	<i>Festa de l'Estudiantat</i>	Unit 5	In-class text analyses
11 (2/3 Maig)	Unit 5	Unit 5	In-class text analyses
12 (9/10 Maig)	Unit 5	Unit 6	In-class text analyses
13 (16/17 Maig)	Unit 6	Unit 6	In-class text analyses
14 (23/24 Maig)	Oral Presentations of TA2 (Units 4-6) > check time slot in Recursos ALSO: wrap-up / mock exam	Oral Presentations of TA2 (Units 4-6) > check time slot in Recursos	In-class text analyses

15 (30/31 Maig)	Oral Presentations of TA2 (Units 4-6) > check time slot in Recursos	*In-class tests 4-6	
16 (6/7 Juny)	NO class (congress)	Oral Presentations of Text Analysis 2 (TA2; Units 4-6) > check time slot in Recursos	

Evaluation

This subject follows a **continuous assessment** system. In order to pass the course the student will have to obtain a final mark of **50/100** or higher. This final mark will come from the average mark obtained through the following assessed activities (more information on each task will be provided in class with plenty of time):

- **Text Analysis 1** (analyse a multilingual text of your choice, Units 1 and 2): **25%**

In this task (Text Analysis 1; TA1) we will assess the student's capacity to (1) choose and contextualize an English text with multilingual practices and/or multi-literacies (a Whatsapp message; a Facebook post, etc.) and of (2) conducting a *critical reflexion* on all aspects (concerning form/function) describing the type of human communication (mobile, transnational, in contact zones) which is being conducted (i.e., an analysis of the social meanings of the form/function of the text). In particular, in this task we will assess the students' capacity to (1) conduct and report on the analysis of the chosen text by focusing on two or three aspects of its typology, following the analysis model described in class, and the capacity (2) to apply the methodological and conceptual tools provided in units 1 and 2. This textual analysis will be guided through a series of questions that the student will have to answer by following an established guideline, and with an example/model to follow, uploaded in Sakai (Recursos) (max. 3000 words; min 3 references, etc.) (Competences CG1, CG2, CG5, CG15, CE4, **CE5**, CT1).

- **Oral presentation on Text Analysis 2** (analyse a text of your choice from a syntactic, semantic, pragmatics or discourse perspective; units 3-6): **25%**

In this task students will present their individual text analysis 2 (TA2) (analysis of ONE of the syntactic, semantic, pragmatic or discourse aspects from units 3-6 of a freely chosen text) in class, in front of classmates, in an oral presentation of max. 10 minutes. The rubric employed to assess oral presentations (which will be posted in Sakai, Recursos, together with an example) will include: (1) contextualization of the text; (2) clear presentation of the analysis (outline/ Table of contents) and CONTENT of analysis; (3) capacity to transmit profound PERSONAL/INDIVIDUAL reflexion and to (4) generate debate; (5) and aspects of *language usage*, including all aspects related to the Powerpoint (half of the mark will be based on content, the other half on language) (Competences CE5, **CT1**).

- **In-class and online Mini-tests** (in "Tests & Qüestionaris" in Sakai) on conceptual and methodological tools for textual analysis, such as multimodality, implicature; intertextuality, linguistic creativity, etc.): **20%**

In this task students will be examined on (1) concepts and tools to conduct textual analyses and on their (2) reading comprehension on specialised texts in the field of textual analysis (questions will include reflexion/ relationships with concepts, definitions, etc., as well as true/false, multiple choice and fill-the-gaps questions), at the end of each described unit. There will be a reading per unit (included in this assessment task) (Competences CG1, CT1 i CG5, CE4).

- **Out-of-class (individual/group) assessed tasks** (Units 1-6): **20%**

In each session the analytical tools described in each unit will be put into practice, and will be applied in take-home exercises too, with small texts with guided questions concerning textual analysis, to be conducted individually or in

group (Competences CG1, CG5, CE4, CE5, CT1).

· **ACTIVE** class participation (where activities will be assessed, too): **10%**

This course is *eminently practical*. We will learn how to analyse English texts through the daily use, in class, of the conceptual and methodological tools of each unit. We will also deal with them in seminars/debates, for which class attendance and active participation/involvement in in-class exercises/tasks are assessable.

(!!) IMPORTANT CLARIFICATIONS/NOTES:

English language use will be taken into account in each assessed activity (at a **C1 level**). Clear instructions will be given for each assessed task.

HANDING IN ASSESSED ACTIVITIES: All assessed activities will be handed in in person, or, in most cases, **ONLINE** (via Sakai), on the days established in the chronogram (See Development Pla). No tasks will be assessed after the established deadline.

NO PRESENTAT: Students with a final average mark of 30% or lower may obtain a NO PRESENTAT.

NO RECUPERACIÓ: No assessed tasks account for more than 30% of the final mark, for which there will be NO resits for any of the assessed activities (including failed or 'no presentat' tasks).

INCOMPATIBILITATS LABORALS: Students who work full time and who can prove this may be allowed to ask for *avaluació alternativa*, at the end of the course, if formal petition to do so is provided within 5 days and by following the administrative regulations for this type of assessment. For more information please contact academic@lletres.udl.cat or go to Secretaria de Lletres (in the Rectorat building).

* In accordance with art. 3.1 of the UdL evaluation regulations, the student cannot use, in any case, during the evaluation tests, devices which are fraudulent or are not allowed. The student who uses any fraudulent device related to the test and/or carry electronic devices not allowed must leave the test and will be subject to this UdL penalisation regulation or in any other internal regulations of the UdL.

***PLAGIARISM (i.e. direct or indirect copying from a non-acknowledged source) means failure of the entire subject.**

Bibliography

****Please note that texts for class analysis from different sources will be provided via Sakai on a weekly basis****

Recommended references:

Beard, A. (ed.). 2008. *Working with Texts: A Core Introduction to Language Analysis*. London & New York: Routledge.

Brown, G. & G. Yule. 1988. *Discourse Analysis*. Cambridge: Cambridge University Press.

English, F. & T. Marr. 2015. *Why do Linguistics? Reflective Linguistics and the Study of Language*. London & New York: Bloomsbury.

Fairclough, N. 1995. *Critical Discourse Analysis: The Critical Study of Language*. Longman.

Fairclough, N. 2006 [1992]. *Discourse and Social Change*. Cambridge: Polity Press.

Fromkin, V., R. Rodman & N. Hyams. 2007. *An Introduction to Language*. 8th edition. Boston: Thomson Wadsworth.

Martin-Jones, M. & K. E. Jones. 2001. *Multilingual Literacies: Reading and Writing Different Worlds*. Amsterdam & Philadelphia: John Benjamins.

Maybin, J. & N. Mercer (eds.). 1996. *Using English: From Conversation to Canon*. London & New York:

Routledge.

Miller, J. 2008. *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press.

Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). 2003. *The Handbook of Discourse Analysis*. Blackwell Publishing.

Wodak, R., & Meyer, M. (Eds.). 2001. *Methods of Critical Discourse Analysis*. Sage Publications.

Yule, G. 1985. *The Study of language*. Cambridge: CUP.