



Universitat de Lleida

# DEGREE CURRICULUM

# **ANALYSING ENGLISH TEXTS**

Coordination: SABATE DALMAU, MARIA

Academic year 2022-23

## Subject's general information

Subject name	ANALYSING ENGLISH TEXTS			
Code	101251			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	1	COMMON/CORE	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON/CORE	Attendance-based
	Master's Degree in Applied Languages		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	SABATE DALMAU, MARIA			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	<p>The workload of this course consists of 6 ECTS, which amount to a total of 150 hours of work, divided as follows (subject to change, depending on the COVID19 context and instructions):</p> <p>FACE-TO-FACE HOURS (HP): 30 sessions of 2 hours each = 60 HP NON-FACE-TO-FACE HOURS (HNP): 90 hours</p> <p>1. Student independent work: readings of bibliography or material of the teacher, study, realization of activities entrusted by the teacher, etc.) 2. Work with teacher supervision (discussions, seminars or tutorials, resolution of doubts, etc.).</p>			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	English C1.1			

## Distribution of credits

Classes will be conducted on THU/FRI from 13-15h, in room 2.13.

**\*\***In case students cannot attend classes due to residence, transport or health reasons, they will have to notify instructors immediately, via email, providing justification (or other information required by the teacher). In these cases, instructors will conduct the class synchronously via streaming, etc., or they will record it or prepare alternative materials.

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

## 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 and the application of the conceptual tools which are necessary to conduct a systematic analysis of a range of oral and written English texts (or multilingual, involving the English language) of different textual typologies, registers and styles of different fields (e.g. comic strips, novels, songs, WhatsApp texts, ads; including the Media). the course will have an eminently *practical and reflexive approach*, and will be based on the following levels of linguistic analysis: syntactic, semantic, pragmatic and discursive.

Learning outcomes:

- Demonstrate the ability to describe different uses of the English language from proposed models of linguistic analysis in relation to the following levels: phonetic, phonological, lexical, morphological, semantic, syntactic, discursive, pragmatic, stylistic and sociolinguistic.
- To have an overview of the languages of the world and the place that the English language occupies in it.
- To acquire tools for analysis, synthesis and management of different documentary sources.
- To use tools for analysis, synthesis and management of different documentary sources
- To identify the gender patterns that govern communication, recognize the existence of different communicative styles and develop non-androcentric interpretive approaches to them.
- To know how to detect sexist and androcentric uses of language.
- To develop critical thinking about the forms of sexual representation typical of contemporary visual culture, with special attention to advertising, video games, television, film and the Internet.

## 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 & transversal 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.

CT6 Apply the gender perspective to the tasks of their professional field.

## Learning results/outcome:

- Students are expected to learn how to 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 (multilingual) academic and literary texts, advertisements, signs/symbols like graffiti, children's drawings, WhatsApps, conference talks, narrated histories, TV series or spontaneous conversations); and identify their communicative effectiveness by applying the different levels of linguistic analysis, using a C1.1 level of the English language.

## Subject contents

### TABLE OF CONTENTS

#### Part 1: Texts in human communication

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

#### Part 2: Textual typologies and levels of linguistic analysis

- Text structures, (dis)orders and grammatical patternings: A syntactic approach to texts
- Words and multiple meanings: A semantic approach to texts
- Text, coherences and (in)formality in context: A pragmatics approach to texts
- Conversations, speeches and narratives (story-tellings): A discourse analysis approach to texts

## Methodology

The methodology used in the classroom will consist of a combination of theoretical and practical classes, case studies, an oral presentation, written assignments, tutorials, readings, and evaluation tasks.

## Development plan

This is the development plan for this term:

Week	THU/FRI in room 2.13, from 13h to 15h	Assessed activity (important deadlines!)
1: 9/10 Feb.	Unit 1	
2: 16/17 Feb.	Unit 1	
3: 23/24 Feb.	Unit 2	
4: 2/3 Mar.	Unit 2 and Instructions for TA1 (Text analysis 1, report)	
5: 9/10 Mar.	Individual <b>tutorials</b> for TA1 (Text analysis 1) -- see your slot in <i>Recursos</i>	<b>EXTRA activities</b> (dossier Units 1 & 2), in 'Activitats' <b>SUN 12th MARCH (23:55 CET)</b>

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6: 16/17 Mar.	Individual <b>tutorials</b> for TA1 (Text analysis 1) -- see your slot in <i>Recursos</i>	<b>Text Analysis 1 (TA1, Units 1-2), in 'Activitats', by SUN March 19th, 23:55</b>
7: 23/24 Mar.	Unit 3	
8: 30/31 Mar.	Unit 3	<b>Test (Units 1-3, during class time, 31 March, in COMPUTER rooms 3.48 i 3.49A)</b>
<i>3 April-10 April (both included): Easter break</i>		
9: 13/14 April	Unit 4	
<b>Week</b>	<b>THU/FRI in room 2.13, from 13h to 15h</b>	<b>Assessed activity (important deadlines!)</b>
10: 20/21 Apr.	Unit 4 and Unit 5	
11: 27/28 Apr.	<i><b>Festa de l'Estudiantat</b> (partial cancellation of classes 27/4)</i> Unit 5	<b>Unit 5</b>
12: 4/5 May	Instructions for TA2 (Text analysis 2, Oral presentation) Unit 6	<b>Unit 6</b>
13: 11/12 May	(11 Maig: Festa de Lleida)	<b>Oral Presentations of TA2 (Units 4-6)</b>
14: 18/19 May	Oral Presentations of TA2 (Units 4-6)	<b>Oral Presentations of TA2 (Units 4-6)</b>
15: 25/26 May	Oral Presentations of TA2 (Units 4-6)	<b>Oral Presentations of TA2 (Units 4-6) Unit 6 Compulsory wrap- up / mock exam 26 MAY) 'Assessing a classmate's TA2 (in ACTIVITATS) 28 MAY</b>
16: 5 June: Assessment activities	<b>FINAL Exam Units 4-6: MON 5 June, 12-14h, computer rooms 3.48 &amp; 3.49A</b>	

## Evaluation

This subject follows a continuous assessment system. In order to pass the course, the student (1) will have to pass the (online) tests with an average mark of 5/10, and s/he will also (2) have to obtain an average final mark of all activities 50/100 or higher. This final mark will come from the average mark obtained through the following assessed activities (more timely information on each task will be provided in class):

- **Report on Text Analysis 1** (analyse a multilingual text of your choice, Units 1 and 2) [*Trabajos de recopilación de información*]: 25%

In this task (Text Analysis 1; TA1) we will assess the student's capacity to (1) choose and contextualize an English text or a multilingual text involving English and/or multi-literacies (a Whatsapp message; a Facebook post, etc.) and to (2) conduct 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 (from previous years), uploaded in Sakai (Recursos) (max. 3000 words; minimum 3 ACADEMIC references, etc.) (there will be an individual tutorial session, too) (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) [*Pruebas orales o escritas*]: 25%\*

- **Two (in-class/online) tests** (in "Tests & Questionaris" in Sakai) on conceptual and methodological tools for textual analysis, such as *multimodality*, *implicature*, *intertextuality*, *linguistic creativity*, etc.) [*Pruebas orales o escritas*]: 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 reflection on concepts, definitions, etc., as well as true/false, multiple choice and fill-the-gaps questions), at the end of each unit. There will be a reading per unit (included in this assessment task) (Competences CG1, CT1, CG5, CE4).

- **Out-of-class (individual/group) assessed tasks** (Units 1-6) [*Realización de actividades prácticas fuera de clase*]: 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).

## · Participation in debate sessions (during the class or online): 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 (online) 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 **C1.1 level**). Clear instructions will be given for each assessed task.

**HANDING IN ASSESSED ACTIVITIES:** All assessed activities will be handed in in person, 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 (or part time during class hours) 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](mailto: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 to any other internal regulations of the UdL.

**In case of plagiarism, please note that not only the plagiarised test or activity will be marked with a 0/10 but also the entire subject, without any right or possibility to access resits or retakes, following the regulations concerning assessment and grading in bachelor's and master's degrees at the UdL, available here:**

[https://www.udl.cat/export/sites/universitat-lleida/ca/udl/norma/.galleries/docs/Ordenacio\\_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-Acord-235-CG-21-7-2022.pdf](https://www.udl.cat/export/sites/universitat-lleida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-Acord-235-CG-21-7-2022.pdf)

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ONLY FOR STUDENTS undertaking the subject as a 'complement de formació' of the online Master in Applied Languages:

The use of the English language will be taken into account in each of the assessment tasks (level B2)

\* This evaluation activity will be done following the same criteria established for this task, but virtually, using the VIDEO CONFERENCE tool, and it will be recorded. This oral presentation will also take place during week 16, at the agreed time and day that will be specified before the start of the course. Documentary proof of each student will be requested at the beginning of the session.

\*\* This task (definitions of theoretical concepts and methodological tools for textual analysis) will be carried out using the virtual "Tests and questionnaires" tool in a single authentication session via the videoconference tool during Week 16, at the agreed time and day to be specified prior to the start of the course, and will include Units 1-6.

## 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*. 8<sup>th</sup> 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.