



Universitat de Lleida

DEGREE CURRICULUM

ANALYSING ENGLISH TEXTS

Coordination: SABATE DALMAU, MARIA

Academic year 2023-24

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	FOREIGN LANGUAGES AND LITERATURES			
Teaching load distribution between lectures and independent student work	The workload of this course consists of 6 ECTS, which amount to a total of 150 hours of work, divided as follows: FACE-TO-FACE HOURS (HP): 30 sessions of 2 hours each = 60 HP NON-FACE-TO-FACE HOURS (HNP): 90 hours 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.).			
Important information on data processing	Consult this link for more information.			
Language	English C1.1			
Distribution of credits	Classes will be conducted on THU/FRI from 13-15h, in room 2.13.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SABATE DALMAU, MARIA	maria.sabate@udl.cat	6	By appointment (office 2.20)

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 of multilingual texts involving the English language) of different textual typologies, registers and styles in 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 it will be based on the following levels of linguistic analysis: syntactic, semantic, pragmatic and discursive levels.

Learning outcomes:

- To 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 the 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 perspectives.

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 reflection concerning diverse textual typologies in the English language, including (multilingual) academic and literary texts, advertisements, signs/symbols like graffiti, children's drawings, WhatsApp messages, 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-telling): 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: 8/9 Feb.	Unit 1	
2: 15/16 Feb.	Unit 1	
3: 22/23 Feb.	Unit 2	
4: 29 Feb./1 Mar.	Unit 2 and Instructions for TA1 (Text analysis 1, report)	
5: 7/8 Mar.	Individual tutorials for TA1 (Text analysis 1) -- see your slot in <i>Recursos</i>	EXTRA activities (dossier Units 1 & 2), in 'Activitats' SUN 10th MARCH (23:55 CET)

6: 14/15 Mar.	Individual tutorials for TA1 (Text analysis 1) -- see your slot in <i>Recursos</i>	Text Analysis 1 (TA1, Units 1-2), in 'Activitats', by SUN March 17th, 23:55
7: 21/22 Mar.	Unit 3	
<i>25 March-1 April (both included): Easter break</i>		
8: 4/5 April	Unit 3	Test (Units 1-3, during class time, 5 April, in COMPUTER rooms 3.48 & 3.49A)
9: 11/12 April	Unit 4	
10: 18/19 Apr.	Unit 4 and Unit 5	
11: 25/26 Apr.	<i>Festa de l'Estudiantat (partial cancellation of classes 25/4, from 11h onwards)</i> Unit 5	
12: 2/3 May	Instructions for TA2 (Text analysis 2, Oral presentation) Unit 6	
13: 9/10 May	Unit 6 10/5: Oral Presentations of TA2 (Units 4-6) - timeslots tba in RECURSOS	Oral Presentations of TA2 (Units 4-6)
14: 16/17 May	Oral Presentations of TA2 (Units 4-6) - timeslots tba in RECURSOS	Oral Presentations of TA2 (Units 4-6)
15: 23/24 May	Oral Presentations of TA2 (Units 4-6) - timeslots tba in RECURSOS	Oral Presentations of TA2 (Units 4-6) Unit 6 Compulsory wrap-up / mock exam 24 MAY) 'Assessing a classmate's TA2 (in ACTIVITATS) 26 MAY
16: MON. 3 June: Assessment activities	FINAL Exam Units 4-6: MON 3 June, 12-14h, computer rooms 3.48 & 3.49A	
18: Resit assessment activities	Resit WED. 19 June in rooms 3.48/3.49A, from 12h to 14h, ONLY if the average of exam 1 and exam 2 is a fail, you may resit the failed exam(s): resit exam 1, units 1-3, and/or resit exam 2, units 4-6.	

Evaluation

This subject follows a **continuous assessment system**. In order to pass the course, the student (1) will have to pass the two tests with an average mark of 5/10 (Evaluation block 3, assessment activities 3 and 4), and s/he will also (2) have to obtain an average final mark of all the listed activities of 50/100 or higher. This final mark will come from the average mark obtained through the following assessed activities, divided into four block, as detailed below (more timely information on each task will be provided in class):

BLOCK 1: WRITTEN TEXTUAL ANALYSIS (25% of the final mark for the course)

1) **Text Analysis 1 (TA1)** (analyse a multilingual text of your choice, Units 1 and 2) [*Trabajos de recopilación de información*]:

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 reflection* 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 concerning its typology, following the analytical 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, and it is evaluation by means of a rubric available in 'recursos' (Competences CG1, CG2, CG5, CG15, CE4, **CE5**, CT1).

BLOCK 2: ORAL TEXTUAL ANALYSIS (25% of the final mark for the course)

2) **Oral presentation on Text Analysis 2 (TA2)** (analyse a text of your choice from a syntactic, lexical, semantic, or pragmatics perspective; units 3-6) [*Pruebas orales o escritas*]: **25%***

In this activity, students will present their second textual analysis (TA2) individually (which will concern a concept in syntax, lexicon, semantics, pragmatics or of discourse analysis of their own choice) in an oral presentation of 10 minutes (max.), where ONE key theoretical or analytical concept from units 3-6 will be explored. The assessment rubric of oral presentations (posted in Virtual Campus, along with an example) includes: (1) contextualisation of the text; (2) clear presentation of the analysis (outline/ Table of contents) y CONTENT of the analysis; (3) capacity to

transmit a thorough reflection by the student and (4) to generate debate; (5) and aspects of *language usage*, including all aspects related to the PowerPoint (half of the mark will assess content and the other half, language use) (Competences CE5, **modalidad oral, CT1**).*

BLOCK 3: EXAMS ON CONTENT (40% of the final mark for the course)

3) Test 1 for Units 1-3 (in "Tests & Questionaris" in Sakai): Test on concepts and methodological tools of textual analysis, including, for instance: *multimodality, implicature, intertextuality, linguistic creativity*, etc.) [*Pruebas orales o escritas*]: **20%****

4) Test 2 for Units 4-6 (in "Tests & Questionaris" in Sakai): Test on concepts and methodological tools of textual analysis, including, for instance: *deixis, coda, semantic failure, adjacency pairs*, etc. [*Pruebas orales o escritas*]: **20%****

In this evaluation block students are tested on (1) concepts and methodological tools to analyse texts, and of their (2) reading comprehension of specialist texts (reflective questions on relations between concepts, definitions, etc., as well as true/false, multiple option and fill-the-gaps or complete questions), at the end of each of the abovementioned units. A reading is assigned per unit. (Competences CG1, CT1, CG5, CE4)**

BLOCK 4: Individual work and participation in debate sessions in class (10% of the final mark for the course)

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

In each session the analytical tools described in each unit will be put into practice, and will be applied in take-home exercises too (online or in class), with small texts with guided questions concerning textual analysis, to be conducted individually or in group (Competences CG1, CG5, CE4, CE5, CT1).

6) Participation in debate sessions (during the class or online)

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 (presentially and 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 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. The final mark for the course will NOT be 'NO PRESENTAT' if the course is failed.

RESIT (Only for the tests in block 3): If the average mark of the evaluation activities 3 and 4 (in assessment block 3) is less than 5/10, the student has the possibility of taking a resit exam of the test or tests failed (test 1, units 1-3 and/or test 2, units 4-6), on the date established by the Faculty (19/6/23, 12h-16h, classrooms 3.48 and 3.49A). Students who do not pass both written exams (in the resit) will have an average final grade of 4, or lower.

ALTERNATIVE ASSESSMENT: Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment **within five (5) days after the beginning of the semester**. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

The alternative assessment will consist of an examination of units 1-3 (25%); an examination of unit 4-6 (25%); the delivery of a written textual analysis (25%), and an oral presentation of such analysis (25%). This alternative assessment will take place on the date established for the Faculty's end-of-course exam (3/6/23, 12-2pm,

classrooms 3.48 and 3.49A).

ACADEMIC FRAUD OR SPONTANEOUS COPYING: If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

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*. 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.