



Universitat de Lleida

# DEGREE CURRICULUM

# **IDEOLOGY, SOCIETY AND DISCOURSE IN ENGLISH**

Coordination: COTS CAIMONS, JOSEP MARIA

Academic year 2023-24

## Subject's general information

Subject name	IDEOLOGY, SOCIETY AND DISCOURSE IN ENGLISH			
Code	101281			
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	FOREIGN LANGUAGES AND LITERATURES			
Teaching load distribution between lectures and independent student work	<p>FACE-TO-FACE HOURS (HP):</p> <p>- Class sessions: 30 sessions of 2 hours each</p> <p>- Independent student work: 90 hours</p> <p>1. Student independent work: readings of bibliography or material of the teacher, study, realization of activities entrusted by the teacher): 105 hours</p> <p>2. Work with synchronous teacher supervision (when videoconferences are given for master classes, discussions, seminars or tutorials, resolution of doubts ...). Synchronous face-to-face classes must be held within the hours set out in the calendar: 22.5 hours</p>			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COTS CAIMONS, JOSEP MARIA	josepm.cots@udl.cat	6	

## Subject's extra information

### Information on data protection in the audiovisual register in the subject

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).
- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.
- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

### Plagiarism

In case of plagiarism, the provisions of the 'Regulations for the evaluation and qualification of teaching in the degrees and masters in the UdL' will be applied.

## 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

General competencies:

CG9 Show motivation for quality and rigor

CG13 Apply theoretical knowledge in practice

Specific competencies:

CE13 Apply different disciplines and methodologies to the study of linguistic and communicative phenomena.

Cross-curricular competencies:

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

## 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

## Methodology

G\* contact hours

HP\* individual study hours

HNP\* total number of hours

Activity	Description	Objective	G*	HP*	HNP*
<b>Teacher presentations (M)</b>	Introducing the main notions and ideas for each unit	Define the conceptual and methodological principles of Critical Discourse Analysis	1	3	3
<b>Seminars (S)</b>	Discussion of reading assignments	Check students' degree of understanding of the main ideas in Critical Discourse Analysis		21	42
<b>Practical sessions (P)</b>	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
<b>Treballs (T)</b>	Course project based on the analysis of empirical data	Encourage curiosity and develop scientific research techniques		5	37
<b>Tutories (Tut)</b>					
<b>Altres (AA)</b>	Students' questions on each unit	Develop students' capacity to understand and criticise texts			9
<b>Avaluació (AV)</b>	Assessment exercise	Measure the degree of achievement of the students		3	18
<b>TOTAL</b>				48	112

## Development plan

Week	Class work	Students' previous work at home
Week 1 12 Sep	Presentation of subject and materials	<ul style="list-style-type: none"> <li>Familiarise oneself with the course programme and materials</li> </ul>
Week 2 18-19 Sept	Unit 1. Critical discourse analysis: theory, method and practice	<ul style="list-style-type: none"> <li>Cots, J.M. (2006)</li> </ul>
Week 3 25-26 Sept	Unit 2. Genre structure	<ul style="list-style-type: none"> <li>Goatly &amp; Hradhar (2016: 12-42)</li> </ul>
Week 4 2-3 Oct	Unit 3. Representing the world	<ul style="list-style-type: none"> <li>Goatly &amp; Hradhar (2016: 44-80) (3 hours)</li> </ul>
Week 5 9-10 Oct	Unit 4. Creating social relationships	<ul style="list-style-type: none"> <li>Goatly &amp; Hradhar (2016: 82-112) (3 hours)</li> </ul>
Week 6 16-17 Oct	Unit 5. Implicit knowledge and inferences	<ul style="list-style-type: none"> <li>Goatly &amp; Hradhar (2016: 116-141)</li> </ul>
Week 7 23-24 Oct	Unit 6: Subject positioning in texts	<ul style="list-style-type: none"> <li>Goatly &amp; Hradhar (2016: 142-154)</li> </ul>

Week 8 30-31 Oct	Unit 7. Intertextuality	<ul style="list-style-type: none"> <li>Goatly &amp; Hiradhar (2016: 156-169)</li> </ul>
Week 9 6-7 Nov	Work on research paper (RP) in CDA: introducing the study	<ul style="list-style-type: none"> <li>Example 1 of research paper</li> <li>First draft for Introduction section for RP</li> </ul>
Week 10 13-14 Nov	Unit 8. Advertising, consumerism and capitalism	<ul style="list-style-type: none"> <li>Goatly &amp; Hiradhar (2016: 173-208)</li> </ul>
Week 11 20-21 Nov	Work on research paper in CDA: literature background	<ul style="list-style-type: none"> <li>Example 2 of research paper</li> <li>First draft for literature background for RP</li> </ul>
Week 12 27-28 Nov	Unit 9. Press, power and democracy	<ul style="list-style-type: none"> <li>Goatly &amp; Hiradhar (2016: 209-238)</li> </ul>
Week 13 4-5 Dec	Work on research paper in CDA: analytical framework and methodology	<ul style="list-style-type: none"> <li>Example 3 of research paper</li> </ul>
Week 14 11-12 Dec	Work on research paper in CDA: analysis of the data	<ul style="list-style-type: none"> <li>Example 4 of research paper</li> <li>First draft for Analysis section for RP</li> </ul>
Week 15 18-19 Dec	Work on research paper in CDA: conclusions Oral presentation of RP	<ul style="list-style-type: none"> <li>First draft for Conclusions section for RP</li> </ul>

## Evaluation

### ACADEMIC FRAUD OR SPONTANEOUS PLAGIARISING

In the event of academic fraud or spontaneous copying, the provisions of the Regulations for the evaluation and qualification of teaching in the degrees and master's degrees of the UdL will apply.

### EVALUATION BLOCKS

Block 1. Participation in the classroom and carrying out weekly activities: 15%

Activity 1.1. Questions and answers during the debates (10%)

Activity 1.2. Practical exercises or drafts of different sections of the research paper (5%)

Block 2. Elaboration of an original research paper: 40%

Activity 2.1. Oral presentation of the research (10%)

Activity 2.2. Written work (30%) Block 3. Written assessment test: 45%

### PASSING THE SUBJECT

In order to pass the subject, the student must obtain a grade that is equal or higher than 5 in Blocks 2 and 3. If the student has not passed one of the two Blocks but the average of all the grades is greater than 5, in the minutes his/her final grade will appear as Fail with a grade of 4.9.

### ALTERNATIVE ASSESSMENT

Students who wish to take part in the alternative assessment scheme must present within five (5) days from the beginning of the semester an employment contract or justify, by means of a letter addressed to the Dean, the reasons that make it impossible for them to choose the regular assessment. For more information, students can address an email to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or contact the Academic Secretariat of the Faculty of Arts. The alternative assessment will consist of the same 3 assessment Blocks with the necessary adaptations.

The alternative evaluation will consist of (1) preparation and oral and written presentation of an original research paper with the corresponding follow-up (40%), (2) a written exam (50%) and (3) practical exercises with weekly periodicity.

## 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

Bloor, M. & T. Bloor (2007). *The Practice of Critical Discourse Analysis: An Introduction*. Oxon, UK: Routledge.

Bartlett, T. (2012) *Analysing power in language. A practical guide*. Abingdon (England): Routledge.

Blommaert, J. (2005) *Discourse. A critical introduction*. Cambridge: Cambridge University Press.

Coffin, C.; Lillis, T.; O'Halloran, K. (2010) *Applied linguistics methods. A reader: systemic functional linguistics, critical discourse analysis and ethnography*. London: Routledge.

Cots, J.M. (2006) Teaching with an attitude: Critical Discourse Analysis in EFL teaching. *ELT Journal* 60 (4): 336-345.

Fairclough, N. (1995, 2010) *Critical discourse analysis. The critical study of language*. London: Pearson.

Fairclough, N. (1989) *Language and power*. London and New York: Longman.

Machin, D. & A. Mayr (2012) *How to do critical discourse analysis: a multimodal introduction*. Abingdon (England): Routledge.

Mooney, A. et al. (2011) *Language, society and power. Reader*. Abingdon (England): Routledge.

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Parker, I. and Bolton Discourse Network (1999) *Critical textwork: an introduction to varieties of discourse and analysis*. Buckingham, UK: Open University Press.

Richardson, J. (2007) *Analysing newspapers: an approach from critical discourse analysis*. Basingstoke, UK: Palgrave Macmillan.

Rogers, R. (ed.) (2011, 2nd edition) *Critical discourse analysis in education*. Abingdon (England): Routledge.

Thornborrow, J. (2002) *Power talk. Language and interaction in institutional discourse*. Harlow, England: Longman.

Wallace, C. (2003). *Critical reading in language education*. Basingstoke, UK: Palgrave Macmillan.

Wodak, R. and Meyer, M. (ed.) (2009) *Methods of critical discourse analysis*. Los Angeles and London: Sage.

Young, L. and Harrison, C. (2004) *Systemic functional linguistics and critical discourse analysis: studies in social change*. London and New York: Continuum.

<http://www.qualitative-research.net/index.php/fqs/article/view/255/561>

<https://sites.google.com/a/sheffield.ac.uk/all-about-linguistics/branches/discourse-analysis/example-research>

<http://www.kon.org/archives/forum/15-1/mcgregorcda.html>

[http://www.academia.edu/358173/Critical\\_Discourse\\_Analysis](http://www.academia.edu/358173/Critical_Discourse_Analysis)

<http://www.strath.ac.uk/aer/materials/6furtherqualitative-research-design-and-analysis/unit3/introduction/>