



Universitat de Lleida

DEGREE CURRICULUM
LANGUAGE AND PERSUASION

Coordination: MATEU SERRA, ROSA MARIA

Academic year 2021-22

Subject's general information

Subject name	LANGUAGE AND PERSUASION			
Code	12354			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Applied Languages (M2016)	1	OPTIONAL	Virtual learning
Course number of credits (ECTS)	5			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	3.1	1.9	
	Number of groups	1	1	
Coordination	MATEU SERRA, ROSA MARIA			
Department	CLASSICAL, FRENCH AND HISPANIC STUDIES			
Teaching load distribution between lectures and independent student work	Hours of student dedication Percentage of dedication Reading materials and documentation 32 25.6% Carrying out individual activities 85 68% Participation in debates 5 4% Video tutorials 3 2.4 Total 125h 100%			
Important information on data processing	Consult this link for more information.			
Language	Spanish Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MATEU SERRA, ROSA MARIA	rosamaria.mateu@udl.cat	5	

Subject's extra information

Reality is not how it appears, but how the human sender communicates it in writing or orally, and how the receiver perceives it. Man, for a long time, from the Greeks, has raised the need to communicate reality, both subjective and objective, through linguistic or paralinguistic mechanisms, or both at the same time. The pragmatic use of these ancient mechanisms is still valid if it is adapted to a current sociological, psychological, etc. When this communication is clothed in linguistic ornaments to convince the recipient, it becomes an art, the art of persuasion. When we want to attract his attention in a special way or, also, influence his will, changing the order of words or making use of communication mechanisms, we enter a mediated persuasion (press, radio, television). The reality, in short, are the words and the way how they are emitted by whom Homer described as "the man with an articulated voice." Outside of words there is no reality; even the world of the image needs an interpretation by means of a suitable linguistic code. Blind people walk towards reality through oral and written words, that is, Braille; likewise, deaf people. Hence the importance of knowing how to take advantage and use this tool that only the human being has in the world. To complete a vision of the aforementioned aspects, the subject will introduce notions involved with the world of persuasion, such as aspects of the communication process, the world of Pragmatics and the world of Rhetoric, as well as the set of elements that make language, both verbal and non-verbal, work as a persuasion mechanism.

Analyzes will be carried out in different persuasive fields that also make use of this mechanism and, therefore, students will be asked for the practical development of this virtue that the human linguistic brain possesses per naturam and for appropriate academic training, to activate the ability to communicate ideas, projects, knowledge, cultural and scientific elements, etc.

This optional subject is especially aimed at students interested in the study of communication, both verbal and non-verbal, who have not previously taken subjects related to the field of rhetoric and pragmatics.

Learning objectives

1. -Observe and recognize the pragmatic mechanisms of human communication and the sphere of conversation.
2. -Use both verbal and non-verbal persuasive communication tools in different contexts.
3. - To point out how, starting from classical culture, man discovers for the first time the power of the word as a means of communication, but above all of persuasion.
4. -Know the main pragmatic theories and get started in the field of cyberpragmatics.

Competences

GENERAL

-Acquire and learn knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.

-Know how to apply the knowledge acquired and have the ability to solve problems in new or unknown environments within broader (or multidisciplinary) contexts related to their area of study.

-know how to communicate conclusions- and the knowledge and ultimate reasons that support them- to specialized

and non-specialized audiences in a clear and unambiguous manner.

-Be able to work in a team and resolve possible conflicts.

SPECIFICS

-Integrate linguistic knowledge with those of other disciplines.

-Implant the new information and communication technologies in the fields of teaching, linguistic correction, terminology and intercultural communication.

-Plan and manage linguistic diversity and intercultural communication situations.

-Develop strategies and techniques applied to the description and understanding of linguistic uses.

Subject contents

Module I: Areas of persuasive communication: communication, rhetoric and pragmatics, persuasion and seduction

Unit 1: What we understand by communication

Unit 2: The pragmatic perspective. Intercultural pragmatics

Unit 3: Pragmatics and persuasion

Module II: Communication and persuasion in everyday life

Unit 4: Interpersonal rhetoric

Unit 5: Linguistic mechanisms of persuasion

Unit 6: Non-verbal communication, silence and persuasion

Unit 7: Misunderstandings

Module III: Main Pragmatic Theories

Unit 8. Ancient rhetoric

Unit 9: The theory of speech acts. The Principle of Cooperation

Unit10. Communicative courtesy.

Unit 11. Cyberpragmatics.

Methodology

1. Main learning tools:

-Theoretical introduction and presentation of concepts, mainly through reading the bibliography corresponding to each module and carrying out the corresponding activities.

-Participation in the virtual debate

-Comment of texts

The basic work methodology focuses on reading the indicated reference documents and sources. Once the consultation materials have been read, the students will be able to carry out the proposed activities.

2. Distribution of information in the virtual space and forms of communication:

-In the Resources space, the subject materials are arranged, so that the folder for each of the three modules contains the following information:

-Index

-Module objectives

-Module documentation

-Contents distributed by topics

- Mandatory consultation / reading documents for each module.

-In the Activities area, the documents corresponding to the compulsory activities of the subject (a total of five activities) are included. - Five in total have to be carried out, all of them compulsory. - Apart from carrying out these activities, interventions in the proposed debates are also mandatory.

In the Debate space, the slogans appear to intervene in the debate.

The Mail space will be the mode of communication that will be used between the teaching staff and the students, as well as between the teacher and an individual student in cases where privacy is deemed necessary.

It is advised that the teacher's external mail is not used except in those cases where it is absolutely necessary.

the Announcements space, the teacher may indicate incidents related to the subject that are not directly related to the contents.

Development plan

Start session: 2/21/2022

Spring Break: 4/11/2022-4/18/2022

End of semester: 5/6/2022

SUBJECT DEVELOPMENT PLAN

Module I Start: 2/21/2022

End: 3/15/2022

Topic 1: 2/21-2/27 2022

Topic 2: 2/28-3/6 2022

Topic 3: 7/3-13/3 2022

Activity 1 delivery date: 3/14/2022

Module II

Start: 3/15/2022

End: 4/17/2022

Topic 4 and 5: 3/16-3/28 2022

Topics 6 & 7: 4/6-4/18 2022

Delivery date activities:

-Activity 2: 3/28/2022

-Activity 3: 4/19/2022

Module III

Start: 4/19/2022

End: 5/6/2022

Topic 8: 4/19-4/25 2022

Topic 9: 4/26-5/2 2022

Topic 10: 5/3-5/16 2022

Topic 11: 5/17-5/30 2022

Delivery date activities:

-Activity 4: 5/17/2022

Activity 5: 5/6/2022

Evaluation

Activities	Evaluation value	Hours of dedication
1	15%	15
2	15%	15
3	25%	25
4	20%	15
5	15%	15
Videotutorials	0%	2
Participation in the forum	10%	5
Readings		33
TOTAL	100%	125

Bibliography

Main bibliography:

ALCARAZ VARÓ, E. y M. A. MARTÍNEZ (1997) *Diccionario de lingüística moderna*, Barcelona, Ariel.

ALBELDA, M./ BARROS, M.J. (2013) *La cortesía en la comunicación*, Madrid, Arco/Libros.

- ARISTÓTELES (350-335 a.C.) *Retórica*. Madrid, Centro de Estudios Constitucionales, 1990.
- AUSTIN, J. (1962) *How to do things with words*, Oxford, The Clarendon Press (trad. cast.: *Cómo hacer cosas con palabras*, Barcelona, Paidós, 1988, y *Palabras y acciones*, Buenos Aires, Paidós, 1971).
- CALSAMIGLIA, H. / TUSÓN, A. (1999) *Las cosas del decir*. Barcelona, Ariel
- CICERÓN, M. T. (1967) *El orador*, edición a cargo de A. Tovar y A. R. Bujaldón. Barcelona, Ediciones Alma Mater
- BASSOLS, M.M. (1989) "Aportacions de la pragmàtica a l'anàlisi del discurs", *Caplletra* 7, pp.33-49.
- BRAVO, D. / BRIZ, A. (eds.) (2004) *Pragmática sociocultural: estudios sobre el discurso de cortesía en español*, Barcelona, Ariel.
- CALSAMIGLIA, H. / TUSÓN, A. (1999) *Las cosas del decir*, Barcelona, Ariel.
- ESCANDELL, M. V. (1993) *Introducción a la Pragmática*, Barcelona, Anthropos-UNED; Barcelona, Ariel Lingüística, 1996.
- ESCANDELL, M.V. (2005) *La comunicación*, Madrid, Gredos
- FUENTES RODRÍGUEZ, C. (2000) *Lingüística pragmática y Análisis del discurso*, Madrid, Arco/Libros.
- FUENTES, C./ALCAIDE, E. R.(2002) *Mecanismos lingüísticos de la persuasión*. Madrid, Arco/Libros.
- GUTIÉRREZ ORDÓÑEZ, S. (1997) *Comentario pragmático de textos publicitarios*, Madrid, Arco-Libros.
- HALL, E. T. (1989) *El lenguaje silencioso*. Madrid, Alianza. (título original: *The silent language*. New York, Double Day, 1959).
- HERNÁNDEZ, J.A./ GARCÍA, M.C. (2004) *El arte de hablar. Manual de Retórica Práctica y de Oratoria Moderna*, Barcelona, Ariel.
- HERNÁNDEZ SACRISTÁN, J. (1999) *Culturas y acción comunicativa. Introducción a la pragmática intercultural*, Barcelona, Octaedro.
- LABORDA, X. (1993) *De retòrica. La comunicació persuasiva*, Barcelona, Barcanova.
- LEVINSON, S. (1983) *Pragmática*, Barcelona, Teide, 1989.
- MOESCHLER, J. y A. REBOUL (1999) *Diccionario enciclopédico de Pragmática*, Madrid, Arrecife.
- MONTOLÍO, E. (2019) *Tomar la palabra. Política, género y tecnologías en la comunicación*, Barcelona, Edicions de la Universitat de Barcelona.
- MOESCHLER, J./ RÉBOUL, A. (1994) *Dictionnaire encyclopédique de pragmatique*, Paris, Éditions du Seuil.
- MONTOLÍO, E. ((2020) *Cosas que pasan cuando conversamos*, Barcelona, Ariel.
- PASTOR, L. (2016) *La retórica antigua*, Barcelona, Editorial UOC. (1ª edición en lengua catalana: 2007)
- POYATOS, F. (1994) *La comunicación no verbal* (vols. I, II i III). Madrid, Istmo.
- RAMÍREZ, G.: "Oratoria y retórica", *Cuadernos de Filosofía y Letras*, 14 (1986), 21-27.
- REYES, G. (1990) *La pragmática lingüística. El estudio del uso del lenguaje*, Barcelona, Montesinos.
- REYES, G. (1995) *El abecé de la pragmática*, Madrid, Arco/Libros.
- SERRANO, S. (2004) *El regalo de la comunicación*, Barcelona, Anagrama.
- TUSÓN, A. (1997) *Análisis de la conversación*, Barcelona, Ariel; *Anàlisi de la conversa*, Empúries, 1995.

TUSÓN, J. (2000) *¿Cómo es que nos entendemos? (si es que nos entendemos)*, Barcelona, Península.

YUS, F. (2001) *Ciberpragmática. El uso del lenguaje en internet*, Barcelona, Ariel.

YUS, F. (2010) *Ciberpragmática 2.0. Nuevos usos del lenguaje en Internet*, Barcelona, Ariel.

Direcciones de interés y revistas

-<http://www.ucm.es/info/circulo> *Círculo de Lingüística aplicada a la comunicación*

-*Journal of Pragmatics*

-*Pragmalingüística*