21-22

MÁSTER UNIVERSITARIO EN ESTUDIOS LITERARIOS Y CULTURALES INGLESES Y SU PROYECCIÓN SOCIAL

GUÍA DE ESTUDIO PÚBLICA

TEORÍA DEL DISCURSO. APLICACIONES LINGÜÍSTICAS Y LITERARIAS

CÓDIGO 24413057

UNED

21-22

TEORÍA DEL DISCURSO. APLICACIONES LINGÜÍSTICAS Y LITERARIAS

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ÍNDICE

PRESENTACIÓN Y CONTEXTUALIZACIÓN

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR ESTA ASIGNATURA

EQUIPO DOCENTE

HORARIO DE ATENCIÓN AL ESTUDIANTE

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

RESULTADOS DE APRENDIZAJE

CONTENIDOS

METODOLOGÍA

SISTEMA DE EVALUACIÓN

BIBLIOGRAFÍA BÁSICA

BIBLIOGRAFÍA COMPLEMENTARIA

RECURSOS DE APOYO Y WEBGRAFÍA

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Título en que se imparte	MÁSTER UNIVERSITARIO EN ESTUDIOS LITERARIOS Y CULTURALES INGLESES Y SU PROYECCIÓN SOCIAL
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Nº ETCS	5
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Periodo	SEMESTRE 1
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PRESENTACIÓN Y CONTEXTUALIZACIÓN

Theory of Discourse: Linguistic and Literary Applications is a compulsory subject of the Master in English Literary and Cultural Studies, whose main objective is for the students to obtain the knowledge and competencies necessary to carry out a linguistic analysis of English literary discourse at an advanced level, so as to have access to its profound meaning and structure.

The analysis of literary texts is made from different approaches and perspectives, some of which have had great repercussion not only in the area of Linguistics and Literature but also in fields such as Philosophy, Sociology or Anthropology. This is proof of the fact that the study of discourse is essentially interdisciplinary: in the same way there is a connection between language, mind, psyche and society, there is a link between linguistic/literary discourse analysis, psycholinguistics and sociolinguistics (among other disciplines). This interdisciplinary view is deemed necessary in order to approach the analysis with an open mind and thus make it become an enriching intellectual experience for the student.

Another of the features of literary texts (as well as of texts in general) which this subject looks into is their intertextuality, i.e. the relationship that all texts have with some prior or simultaneous discourse, or with other genres or textual types. This is why it is important for the students to bear in mind that literary texts constitute a type of discourse (which in turn contains several sub-genres or subtypes), and that, therefore, they are susceptible to be analyzed as such. This type of analysis may bring about interesting revelations regarding, for instance, dialectal, historical, or cultural aspects that constitute an essential part of the literary work, without which its comprehension would be very poor or incomplete. It is practically impossible to find any textual type that could be labelled as “pure”, and literary discourse is no exception to this. Thus, within a literary work we may detect other discourse types such as media/journalistic discourse or political discourse and, vice versa, within these or other genres it is not uncommon to identify the influence of literary works.

The subject is composed of two main parts: 1) A theoretical part, through which the students will familiarize themselves with the key concepts and methods of some analytical approaches, and 2) an empirical part, through which the student will be prepared to analyze literary texts from a linguistic point of view, taking the theoretical knowledge as their point of departure.

Even though the Master's Program has a clear orientation towards research, the instruction

given will provide the students with the necessary tools for the development of professional profiles related to this kind of research, such as the teaching of English Literature, literary translation, linguistic assessment, editorial management, etc.
Since the main aim of the subject is to train the students on the comprehension and analysis of literary and cultural texts, it can be said that this subject is related with all the other subjects of the *Máster en Estudios Literarios y Culturales Ingleses.* Among these, the most closely related subjects to *Theory of Discourse* are the following: *Metodología de la Investigación Literaria y Cultural, El Texto Literario: Métodos de Análisis y su Praxis, Edición Crítica de Textos Literarios, Escritura Académica: Estructura y Técnicas de Composición Ensayística, Literatura e Historia, Literatura y Violencia de Género, Narrativa Breve Norteamericana del siglo XIX, Poesía y Género, Sociedad y Cultura del mundo Anglófono en sus textos*, and *Traducción Literaria*.

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR ESTA ASIGNATURA

For an appropriate performance within Theory of Discourse, it is essential that the students have a high command of the English language, equivalent to C1 or C2 of the CEFR (Common European Framework of Reference for Languages). Given the nature of the subject and the Master program it forms part of, all the bibliography will be in English, and all the activities and papers will have to be written in English.
The students should also have the necessary knowledge and technical means to be able to log into the virtual course, for this subject follows the UNED distance education ICT methodology.
It is highly recommendable for the students to have previously passed an introductory course on pragmatics and/or discourse analysis (e.g. in their undergraduate studies), given the fact that at postgraduate level they are expected to not only study and understand the concepts, but also do research within the field. If, however, they have not had any previous contact with the field, they will be provided with bibliographical references and internet links for them to familiarize with its main tenets and concepts before they start with the study of the contents proper of this subject.

EQUIPO DOCENTE

HORARIO DE ATENCIÓN AL ESTUDIANTE

Both the instructors of the course will supervise the students' work within the different forums of the virtual course, where they will be able to contact these professors on any doubts or concerns they could have regarding the contents of the different units of study or any other general concerns. Thus, there will be a general forum, as well as five specialized forums for each of the five units of the course, and other additional forums such as the "Tablón de Anuncios" (for news or announcements).
Additionally, the students can contact the instructors via e-mail or in person, by making a

previous appointment with them:

Dr. Laura Alba-Juez (Subject Coordinator)
e-mail: lalba@flog.uned.es
Tel.: 91 3988702
Office hours: Tuesdays from 10:00 to 14:00 h.
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D.ª Adriana Noemí Kiczkowski Yankelevich
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Laura Alba-Juez is Full Professor of English Linguistics at the UNED in Madrid, Spain. She holds a Master's degree in Applied Linguistics from the UNAM (Mexico), and a Ph.D. in Linguistics from the *Complutense University* of Madrid, Spain. From 1997 to 2001, she held the positions of Visiting Researcher and Lecturer at *Georgetown University* (Washington D. C., U.S.A.). In 2013 she stayed at *King's College London* (University of London, U.K.) as a visiting Senior Research Fellow in the *Center for Language, Discourse and Communication*. Her main areas of research are Discourse Analysis and Pragmatics. She has been the Principal Investigator of several projects, the last one being the EMO-FunDETT project (funded by the Spanish government). She has published fourteen books and numerous scientific articles. Her last books are *Evaluation in Context* (in co-edition with Geoff Thompson, 2014, John Benjamins), *Pragmatics: Cognition, Context and Culture* (in co-authorship with J. Lachlan Mackenzie, 2016, McGraw Hill), and *Emotion in Discourse* (in co-edition with Lachlan Mackenzie, 2019, John Benjamins). She is currently the Vicer-Rector for Internationalization of the UNED.

Adriana Kiczkowski is an Assistant Professor at the UNED. She holds a BA and a PhD in English Philology from the UNED (Spain). She has taught in different universities in Spain (Universidad Carlos III, Universidad Autónoma de Madrid, Universidad Isabel I). She has been a visiting scholar at the University of North Carolina-Greesboro, USA. One of her current lines of research is focused on Gender, Science and Culture. She was part of the research project: "Voces múltiples, saberes plurales y tecnologías biomédicas" (MINECO:FFI2015-65947-C2-1-P). The results of her work were presented in different international forums and she has been guest speaker at the Center for Women Studies, Wake Forest University, USA, 2017 and at the Seminario de Arte, Ciencia y Tecnología, Universidad Autónoma de México, 2018. Another of her lines of research is related to the literary representations of Terrorism and Globalization, with special attention to "Post-9/11 literature", the results of which have been reflected in articles, book chapters and various

conferences, in addition to her Phd thesis. Some of the articles on the subject: “Los límites de la literatura y la política: *Leaving the Atocha Station* de Ben Lerner,” RFULL 2019, “Diasporic Identities and Motherhood in Jumpa Lahiri *The Lowland,*” PUZ 2018, “Glocalization in Post-9/11 literature. *Burnt Shadows* by Kamila Shamsie,” JES 2017.

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

COMPETENCIAS BÁSICAS

CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.

CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.

CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.

CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.

CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

COMPETENCIAS GENERALES

CG1 - Manejar con soltura la terminología, los principios formales y las corrientes teórico críticas pertinentes para la realización de trabajos de investigación sobre la literatura y la cultura y su proyección social en el ámbito anglófono.

CG2 - Reconocer los discursos subyacentes en los textos literario-culturales al objeto de determinar su interacción con los discursos sociales prevalecientes tanto en el momento de su producción y recepción como en el contemporáneo.

CG3 - Recabar, seleccionar y tratar adecuadamente la documentación relevante, en distintos soportes, relacionada con el ámbito temático del Máster.

CG4 - Realizar ensayos escritos en lengua inglesa relacionados con el ámbito temático del Máster utilizando una metodología rigurosa y estableciendo los parámetros de interpretación crítica adecuada para la transmisión de ideas de manera eficaz con las evidencias suficientes que corroboren las hipótesis manifestadas, siguiendo las convenciones académicas.

CG5 - Proyectar la capacidad crítica de análisis a diversos ámbitos discursivos y productivos específicamente relacionados con el ámbito temático del Máster, como el literario, el artístico, el cultural, el político, y el social en general.

COMPETENCIAS TRANSVERSALES

CT1 - Gestión y planificación del tiempo, estableciendo adecuadamente los objetivos y prioridades, así como la secuenciación de las actividades de aprendizaje.

CT2 - Dominio de las herramientas de gestión y tratamiento de la información.

CT3 - Capacidad de trabajo y aprendizaje en grupo a través de las nuevas tecnologías de la investigación y la comunicación.

COMPETENCIAS ESPECÍFICAS

CE1 - Analizar textos relacionados con las materias del Máster utilizando las técnicas y metodología de las teorías más relevantes del análisis discursivo.

CE2 - Conocer y aplicar adecuadamente los mecanismos de análisis empleados en los estudios culturales.

CE3 - Identificar la interacción discursiva entre la literatura y la cultura a través de un análisis de tropos, figuras, mitos, convenciones, géneros y obras literarias, en general, que explore su impacto ideológico y social.

CE4 - Seleccionar y justificar adecuadamente la metodología y el marco teórico que se van a emplear en el desarrollo de un trabajo de investigación, de acuerdo con su naturaleza y en el marco correspondiente a los estudios de este Máster.

CE5 - Planificar y diseñar un proyecto de investigación sobre algún aspecto de una de las materias del Máster, con arreglo a una lógica expositiva que tenga en cuenta los componentes de su estructura, la viabilidad de los objetivos, las fases de su desarrollo, las conclusiones y la difusión de los resultados.

RESULTADOS DE APRENDIZAJE

Following the Bologna Process methodology, in order to better assimilate the contents of the units, the students must bear in mind the learning outcomes for the subject together with the competences which they must develop and apply in every unit. The accomplishment of the learning outcomes of the study units contributes to the acquisition of the course competences. The following list of results of the acquisition of learning competences apply to all five units of this course:

1. Understand and recognize the reciprocal influence or interaction between the literary genre and other discourse types, such as media discourse, every-day conversation, computer-mediated discourse, cultural and artistic discourse representations, etc.
2. Apply the methodology and techniques of different discourse approaches (such as Conversation Analysis, Ethnography of Communication, Critical Discourse Analysis, Functional Theories, Narrative Analysis, or Mediated Discourse Analysis) to the analysis of literary texts.
3. Determine which theoretical approaches and techniques will be more appropriate for the analysis of the various literary texts under study and the different objectives of research.
4. Identify the elements of individual, social and group identity through the analysis of narrative texts.
5. Identify the different elements of narrative texts taking into account both Labov's (e.g. 1972, 1997) approach and other perspectives that have subsequently criticized and revised his model.

6. Analyze the elements of ‘glocalization’ found in the social discourses of literary works from the viewpoint of the Post-structural theories of discourse analysis.
7. Analyze the elements of communicative dynamism, as well as the thematic and information structures of different literary texts.
8. Identify the different voices and underlying discourses of the literary work, so as to make an appropriate analysis of its relationships with the predominant political and social ideology of the time.
9. Carry out adequate general analyses and commentaries of different text-types associated with the literary one (historical, scientific, filmic, cultural, etc.).

CONTENIDOS

UNIT 1: GENERAL VIEW OF DISCOURSE STUDIES

MAIN TOPICS OF THIS UNIT:

1. Theoretical reflections upon the different approaches to the concept of discourse and its levels and units of analysis.
2. Main tenets, concepts and techniques of some discourse approaches: Conversation Analysis, Ethnography of Communication, Critical Discourse Analysis, Functional Theory, Mediated Discourse Analysis.

UNIT 2: NARRATIVE ANALYSIS AND IDENTITY CONSTRUCTION

MAIN TOPICS OF THIS UNIT:

1. In-depth and detailed analysis of the elements of narrative texts from a linguistic perspective: Lavob’s model and beyond.
2. Narrative and identity: Social constructionism. The concept of ‘discursive work’ and its role in the construction of identity.
3. Heteroglossia and dialogism in narrative discourse: The Bakhtinian perspective.

UNIT 3: POST-STRUCTURAL AND SOCIAL THEORIES: The emergence of new social discourses through the `glocalization' of the literary work.

MAIN TOPICS OF THIS UNIT:

1. The ideological discursive universe and its presence in different literary genres.
2. Michel Foucault and his view of the discursive construction of social and knowledge identities.

3. Pierre Bourdieu: The metaphor of *symbolic capital* and the concept of *habitus*: Applications to the literary work.

UNIT 4: INFORMATION AND THEMATIC STRUCTURE IN LITERARY TEXTS: The functional perspective

MAIN TOPICS OF THIS UNIT:

1. The Functional Perspective: In-depth study of the concept of communicative dynamism: Thematic and information structures in literary discourse.
2. Linguistic analysis of the thematic structure (Theme/Rheme) of literary texts and its contribution to the final (co-constructed) meaning of the literary work.
3. Analysis of the information structure (Given/New) of literary texts and its contribution to the final (co-constructed) meaning of the literary work.

UNIT 5: THEORIES OF LINGUISTIC EVALUATION: Functions of the evaluative/emotive interplay in the literary work.

1. Theories of value: From Plato's Ethics to the modern discursive ethics of Jürgen Habermas.
2. Linguistic theories of evaluation: Martin &White's Appraisal Theory and other functional approaches (Bednarek, Hunston &Thompson, Thompson &Alba-Juez, etc.)
3. Application of the systems and parameters of these theories to the analysis of literary texts.

METODOLOGÍA

•Distance education methodology, through the virtual platform especially designed for the UNED Master programs.

•Teaching methodology guided by principles of constructive criticism, mutual respect, respect for the plurality of opinions, the search and obtention of an optimal degree of results, and the strict observance of academic ethics.

•Teaching material especially written and oriented towards distance education teaching/learning, consisting of: a) Study Guide, b) Material created especially for each of the units of the course, c) Free domain on-line material, d) Open, legal internet links to scientific articles, books and relavant material, and f) books and material at the UNED Library.

•Audiovisual materials available within the virtual course (videoconferences, internet contents, classes or conferences recorded at CanalUNED.

•Teaching assistance and orientation related to the teaching/learning process along the course, both in the virtual course or by means of personal contact (telephone, e-mail or

personal encounters with the instructor)

- Development of self-management learning strategies aimed at the development of self-criticism regarding autonomous learning, reasearch abilities and the optimazation of the study time needed to carry out the research papers or work proposed.
- Fluid and frequent interaction in the virtual forums, so that each student can develop the competences and outcomes proposed for the course.
- Preparation of teaching strategies for the assimilation of the main rhetorican and discursive resources found in the literary and cultural texts studied, in such a wah that the students can develop their creativity and critical views.
- Training the students for the examination of many possible theoretical frameworks, so as to be able to design an work plan which, taking the research questions and hypothesis as a point of departure, will lead them to the proper structuring of preparation of their final papers or research papers in general.
- Preparation of a personal glossary of critical terms, as well as a basic bibliography file.

In agreement with the above methodology, the following formative activities are proposed:

1. Careful reading of the information on each unit provided in this Study Guide and the Course Material (in virtual course) to find out which readings are compulsory, what the objectives and potential difficulties of each unit are, and what supplemental material is available. The aim of this learning activity is to help students to organize their studies effectively from the start of the course so that they can take full advantage of their time and, consequently, obtain the best possible results. This will allow them to determine which aspects they find most difficult, based on their knowledge of each topic covered in the course.
2. First close reading of primary reading material and secondary reading material. The goal is for students to familiarize themselves with the material they have to study and to obtain information that will help with the compulsory readings, which constitute the foundation of the course.
3. Thorough comprehension of the compulsory material for each unit as well as the different critical perspectives of the texts covered in each topic. Close reading and detailed analysis of the compulsory material is a core part of the course and will help show students that what is most important is not the memorization of concepts, but a personal reflection on them and their application to the texts.
4. As stated above, it is recommended that students first do a quick preliminary reading in order to become familiar with the primary readings.
5. Then they should read the literary texts in each unit carefully and closely, stopping to take note of everything they find interesting such as the characters, formal elements, stylistic devices, recurrent metaphors and semantic fields, dramatic strategies and

conventions, the use of narration in the dialogues of the characters, literary allusions etc.

6. Students must analyze the texts and study the language as well as the rhetorical and stylistic techniques used by the authors and their role in the possible objectives of the texts. In the final paper, students will have to answer a series of questions related to the main contents of the text and they must always establish cogent links between the stylistic devices used and the roles these rhetorical and linguistic strategies play in addition to which effects they produce throughout the text.
7. Students are encouraged not to limit themselves to the information indicated in the unit but to read other recommended materials they find interesting in relation to its main aspects.
8. After students have carefully read the compulsory material, they should re-read and study the unit. The explanations provided in the secondary material help students to situate the compulsory readings within their social and literary contexts, facilitating their comprehension. Students must always try to identify how the compulsory material clearly and concisely illustrates the theoretical concepts discussed in the units.
9. Interaction with the course team in the online forums. To ensure a positive and successful distance-learning experience, students can contact on line the course instructor on line by using the forums. The course instructor will help them resolve any course-related queries which may require a more in-depth explanation suited to their specific needs. The course instructor will motivate students to develop their critical-thinking skills and also fuel their interest in the topics covered.
10. Participation in debates and discussions in the online forums. The participation in the online forums will count as 10% of the final mark. The goal here is to encourage students to study and exchange ideas and, in general, to provide a place for students living either in Spain or abroad to interact with their peers and teachers. The online forums serve as an open platform where students can freely share their opinions about, interpretations of, and information on the literary texts they are studying. This fosters collaborative learning, one of the main goals of the Bologna Process, and promotes diversity. The framework provided by the online forums contributes to the development of students' reflective-thinking skills. The support learning material and critical-thinking activities offered in this course are designed to spark students' interest in topics that integrate literature into the social, cultural and political world around them. If the online forums are a dynamic communication and learning tool, they can favor a positive learning environment for students and help to build up their confidence levels.

SISTEMA DE EVALUACIÓN

TIPO DE PRUEBA PRESENCIAL

Tipo de examen: No hay prueba presencial

CARACTERÍSTICAS DE LA PRUEBA PRESENCIAL Y/O LOS TRABAJOS

Requiere Presencialidad: No

Descripción

FINAL PAPER

The final paper will be marked out of 10 points and is worth 70% of the final mark, and it will consist in the analysis of a given literary work.

Paper Schedule:

The instructions regarding the paper will be posted on the virtual course ('Documentos' folder)

The student must upload the paper in a Word document (pdfs will not be accepted) to the "Tareas" section of the virtual course before 21st January, 2022. It should not contain more than 5 pages (double-spaced).

Criterios de evaluación

The evaluation of this subject will try to check both the theoretical knowledge acquired by the students along the course, as well as the practical application of this knowledge in the exercises and analyses proposed in the different units and the final paper. Thus the assessment of the course will be based on the participation in the online forums, the PEC, and a paper. Assessment of the PEC and paper will be based on the following **marking criteria**:

Students will be expected to produce a paper whose content is correct, precise, clearly exposed and well structured.

They will also be expected to show appropriate use and command of the theoretical knowledge, methodology and analysis corresponding to the different discourse approaches studied.

They will be required to show a high command of English grammar and written academic discourse.

Students will also be expected to be creative and present an original piece of work, as well as to adhere to the assignment deadlines and observe the commonly accepted standards of academic honesty and intellectual integrity. THOSE RESORTING TO PLAGIARISM OR ACADEMIC FRAUD IN THE PEC OR THE PAPER WILL RECEIVE A ZERO GRADE.

It is necessary to pass the paper with a minimum mark of 5 points so that the PEC mark and the participation in the online forums mark are added.

The final mark is the result of the sum of these three marks. The sum of the three marks must be 5 points in order to pass the subject.

Ponderación de la prueba presencial y/o los trabajos en la nota final: 7/10, 70% of total final mark.

Fecha aproximada de entrega: 21/01/2022

Comentarios y observaciones

The final paper must include a sworn declaration of non-plagiarism, in agreement with the academic integrity code.

The September date for handing in the final paper is 05/09/2022

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC? Si,PEC no presencial

Descripción

The **PEC** is not compulsory, but is worth 20% of the final mark. The PEC will be marked out of 10 points. The purpose of the PEC is for students to acquire knowledge in an organized fashion, following a gradual learning process. Completing the PEC gives students the opportunity to assess their own comprehension, assimilation and ability to analyze and discuss the unit-related content and compulsory readings.

Description of the PEC:

The PEC will consist of some questions about the content of Units 1-3, and/or a short analysis of a literary text using the methodology and theoretical knowledge learned in these first three learning units.

PEC Schedule:

1. The completed PEC should be uploaded in a Word document (pdfs will not be accepted) to the "Tareas" section of the virtual course before 10 December 2021. It should not contain more than 5 pages, double-spaced.

Criterios de evaluación

The evaluation of this subject will try to check both the theoretical knowledge acquired by the students along the course, as well as the practical application of this knowledge in the exercises and analyses proposed in the different units and the final paper. Thus the assessment of the course will be based on the participation in the online forums, the PEC, and a paper. Assessment of the PEC and paper will be based on the following **marking criteria**:

Students will be expected to produce a paper whose content is correct, precise, clearly exposed and well structured.

They will also be expected to show appropriate use and command of the theoretical knowledge, methodology and analysis corresponding to the different discourse approaches studied.

They will be required to show a high command of English grammar and written academic discourse.

Students will also be expected to be creative and present an original piece of work, as well as to adhere to the assignment deadlines and observe the commonly accepted standards of academic honesty and intellectual integrity. THOSE RESORTING TO PLAGIARISM OR ACADEMIC FRAUD IN THE PEC OR THE PAPER WILL RECEIVE A ZERO GRADE.

It is necessary to pass the paper with a minimum mark of 5 points so that the PEC mark and the participation in the online forums mark are added.

The final mark is the result of the sum of these three marks. The sum of the three marks must be 5 points in order to pass the subject.

Ponderación de la PEC en la nota final: 2/10, 20% of final mark.

Fecha aproximada de entrega: 10/12/2021

Comentarios y observaciones

NOTA: No hay segunda fecha de entrega de la PEC para la convocatoria extraordinaria de septiembre. La nota de la PEC obtenida en la convocatoria de febrero/junio se guarda para la de septiembre.

OTRAS ACTIVIDADES EVALUABLES

¿Hay otra/s actividad/es evaluable/s? Si,no presencial

Descripción

PARTICIPATION IN THE DIFFERENT FORA OF THE VIRTUAL COURSE

Students are expected to participate in the forums corresponding to each one of the units, where they should discuss any aspects or doubts with both the instructors and classmates.

Criterios de evaluación

Assessment of the work done in the virtual course will be based on the following **marking criteria**:

Students will be expected to participate in all the academic fora of the virtual course by showing they have studied the different topics of each one of the units.

They will also be expected to show respect for the other participants' opinions and views.

They will be required to show a high command of English grammar and written academic discourse.

Students will also be expected to provide creative answers to the questions posed, which entails a capacity for solving problems within the field of study.

Ponderación en la nota final	1/10, 10% of the final mark.
Fecha aproximada de entrega	No hay fecha de entrega. Es permanente a lo largo del curso
Comentarios y observaciones	

¿CÓMO SE OBTIENE LA NOTA FINAL?

The final mark is the result of the sum of three marks: 1) the mark of the final paper, 2) the mark of the mid-term PEC, and 3) the mark obtained through the participation in the on-line forums.

The sum of the three marks must be 5 points in order to pass the subject.

EXAMPLES:

Student who submits the PEC:
PEC mark: 9 out of 10 (equivalent to 9 x 0,2 = 1,8 points)
Paper mark: 8 out of 10 (equivalent to 8 x 0,7 = 5,6 points)
Forum participation mark: 7 out of 10 (equivalent to 7 x 0,1 = 0,7 points)
Final mark: 1,8 + 5,6 + 0,7 = 8,1

Student who does not submit the PEC:
PEC mark: 0
Paper mark: 8 out of 10 (equivalent to 8 x 0,7 = 5,6 points)
Forum participation mark: 7 out of 10 (equivalent to 7 x 0,1 = 0,7 points)
Final mark: 5,6 + 0,7 = 6,3

Student who does not participate in the online forums:
PEC mark: 9 out of 10 (equivalent to 9 x 0,2 = 1,8 points)
Paper mark: 8 out of 10 (equivalent to 8 x 0,7 = 5,6 points)
Forum participation mark: 0
Final mark: 1,8 + 5,6 = 7,4

Student who does not submit the PEC and does not participate in the online forums:
PEC mark: 0
Paper mark: 8 out of 10 (equivalent to 8 x 0,7 = 5,6 points)
Forum participation mark: 0
Final mark: 5,6

BIBLIOGRAFÍA BÁSICA

The following articles in the *Routledge Handbook of Discourse Analysis* and *The Handbook of Discourse Analysis* (2) are compulsory (both handbooks are available at the UNED library):

UNIT 1:

Mey, Jacob (2001). Literary Pragmatics. In Schiffrin, D.; Tannen, D. and H. Hamilton (eds.), *The Handbook of Discourse Analysis*. Malden, Massachusetts: Blackwell. 787-797. (Unit 1).

Tan, Peter K. W. (2012) Literary Discourse. In: Gee, J.P. &M. Handford (eds.) *The Routledge Handbook of Discourse Analysis*. London &New York: Routledge. 628-641. (Unit 1)

Van Dijk, Teum (2001). Critical Discourse Analysis. In Schiffrin, D.; Tannen, D. and H. Hamilton (eds.), *The Handbook of Discourse Analysis*. Malden, Massachusetts: Blackwell. 352-371. (Unit 3)

UNIT 2:

Olson, David R. (2012) Narrative, Cognition, and Rationality. In: Gee, J.P. &M. Handford (eds.) *The Routledge Handbook of Discourse Analysis*. London &New York: Routledge. 604-615. (Unit 2)

Thornborrow, Joanna (2012) Narrative Analysis. In: Gee, J.P. &M. Handford (eds.) *The Routledge Handbook of Discourse Analysis*. London &New York: Routledge. 51-65. (Unit 2)

UNIT 3:

Blackledge, Adrian, (2012. Discourse and Power. In: Gee, J.P. &M. Handford (eds.) *The Routledge Handbook of Discourse Analysis*. London &New York: Routledge. 616-627. (Unit 3)

UNIT 4:

Schleppegrell, Mary J. (2012). Systemic Functional Linguistics. In: Gee, J.P. &M. Handford (eds.) *The Routledge Handbook of Discourse Analysis*. London &New York: Routledge. 21-34. (Unit 4)

Ward, Gregory and Birner, Betty J. (2001). Discourse and Information Structure. In Schiffrin, D.; Tannen, D. and H. Hamilton (eds.), *The Handbook of Discourse Analysis*. Malden, Massachusetts: Blackwell. 119-127. (Unit 4)

UNIT 5:

A web tour through Appraisal Theory (The internet link to this tour was provided in the "Contenidos" section above)

Alba-Juez, Laura &Thompson, Geoff (2014). The many faces and phases of evaluation. In: G. Thompson and L. Alba-Juez (eds.) *Evaluation in Context*. Amsterdam: John Benjamins. 3-26.

(A copy of this article will be provided in the virtual course)

Those students who do not have a basic knowledge of the main discourse approaches and concepts are advised to start the course by reading Chapters 1, 2, 7, 8, 9, 10 and 11 of the following book (whose manuscripts, if necessary will be provided within the virtual space):

Alba-Juez, Laura (2009). *Perspectives on Discourse Analysis: Theory and Practice.* Newcastle Upon Tyne: Cambridge Scholars Publishing.

BIBLIOGRAFÍA COMPLEMENTARIA

The following additional (non-mandatory) bibliography is accessible on line through the UNED virtual library. The links have already been provided in the "Contenidos" section of this Guide.

UNIT 1:

Fludernik, Monika (1998). “Discourse Representation”. In Schellinger, Paul; Hudson, Christopher; Rijsberman, Marijke (eds.) *Encyclopedia of the Novel*. Chicago &London: Fitzroy Dearborn Publishers, 1998. 2 vols. Source: Literature Online

Pietikäinen, S. and Dufva, H. (2006), “Voices in discourses: Dialogism, Critical Discourse Analysis and ethnic identity”. *Journal of Sociolinguistics*, 10: 205–224. doi: 10.1111/j.1360-6441.2006.00325.x

Seyidova, Ayten Samir. *International Journal of English Linguistics* 2.6 (Dec 2012): 86-90.

Lomia, Nana. *Theory and Practice in Language Studies* 4.5 (May 2014): 865-871.

UNIT 2:

Tolliver, J. (1990). “Discourse analysis and the interpretation of literary narrative”. *Style*, 24(2), 266. Available from: Academic Search Premier, Ipswich, MA. Accessed July 10, 2014.

UNIT 5:

Dijkstraa, Katinka , Zwaana, Rolf A; Graesserb, Arthur &Joseph P. Magliano (1995). “Character and reader emotions in literary texts”. In *Poetics*, Special Issue on Emotions and Cultural Products. Volume 23, Issues 1–2, January 1995, Pages 139-157

Kneepkens, E.W.E.M. &Zwaan, Rolf A. “Emotions and Literary Text Comprehension”. In *Poetics*, Special Issue on Emotions and Cultural Products. Volume 23, Issues 1–2, January 1995, Pages 125–138.

Para este tema se recomienda asimismo ver los vídeos grabados por el proyecto de investigación EMO-FunDETT de la UNED, para el MOOC sobre lenguaje y emoción, disponibles en: https://canal.uned.es/serial/index/id/4573

UNITS 1-5:

One or some of the following literary works (to be determined along the course) will be chosen for analysis. Other texts or works could be added to this list, depending on factors such as students' preference or work availability.

1) Auden, W. H. : “Musée des Beaux Arts”. *Poetry by Heart.*

2) Blake, William. *Songs of Innocence and Experience*. The William Blake Archive.

3) Bradbury, Ray: “A Sound of Thunder”.
4) Brontë, Emily. *Wuthering Heights*.
5) Browning, Robert: “My Last Duchess”
6) Castillo, Ana: “Women Don’t Riot”
7) Chaucer, Geoffrey: *The Canterbury Tales*. The Canterbury Texts: e-edition
8) Chopin, Kate. “The Story of an Hour”
9) Conrad, Joseph: *Heart of Darkness*.
10) Hawthorne, Nathaniel:
a) “Rapaccini’s Daughter”
b) “Young Goodman Brown”
11) Keats, John. “Ode on a Grecian Urn”. Poetry Foundation.
12) Melville, Herman: “Bartleby, the Scrivener”
13) Plath, Sylvia: “Daddy”
14) Poe, Edgar Allan: “A Tale of the Ragged Mountains”.
15) Rossetti, Dante Gabriel. “Mary’s Girlhood (For a Picture)”.
16) Shakespeare, William:
a) *Hamlet*. Project Gutenberg.
b) “The Rape of Lucrece”.
17) Tennyson, Alfred. “The Lady of Shalott”. Poetry Foundation.
18) Wells, H.G. “The Stolen Bacillus”
19) Williams, William Carlos. “Landscape with the Fall of Icarus”. Poets.org.
20) Woolf, Virginia: *Orlando, a Biography*. Penguin.

RECURSOS DE APOYO Y WEBGRAFÍA

The basic material for the study of this subject has been specially prepared by the Coordinator of the subject and will be at the students' disposal in the virtual course (in the "Documentos" folder).
Each unit contains two main parts: 1) theoretical orientation about the specialized readings, and b) a section or part devoted to practice, containing exercises specially designed for the particular approaches or topics studied.
Additionally, the student will be provided with supplementary multimedia material (internet links, activities, etc.) necessary for the analysis of the texts proposed in each of the units.
The instructors could also organize and schedule webconferences for the treatment and practice of some of the topics of the syllabus within the ALF platform.

IGUALDAD DE GÉNERO

En coherencia con el valor asumido de la igualdad de género, todas las denominaciones que en esta Guía hacen referencia a órganos de gobierno unipersonales, de representación, o miembros de la comunidad universitaria y se efectúan en género masculino, cuando no se hayan sustituido por términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.