

**Discourse Analysis Applied to Spanish**

Code: 100620  
ECTS Credits: 6

| Degree                                  | Type | Year | Semester |
|-----------------------------------------|------|------|----------|
| 2500248 Spanish Language and Literature | OT   | 3    | 2        |
| 2500248 Spanish Language and Literature | OT   | 4    | 0        |

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

Name: Carme de la Mota Gorriz  
Email: Carme.DeLaMota@uab.cat

## Use of Languages

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: Yes

## Prerequisites

No prerequisites are established.

## Objectives and Contextualisation

The subject "Discourse Analysis Applied to Spanish" is part of the 54 elective credits that must be taken in the Spanish Language and Literature Degree and it is one of the elective subjects included in the 30 credits belonging to the pathway to the Spanish Language specialization. Specialisations are learning tracks included in the European Diploma Supplement (DS).

Discourse analysis promotes a contextualized and critical analysis of the language in use, exploring the relationship between how language is used in a text and the way in which different perspectives and identities are presented in a certain social and cultural context.

The overall aim of the subject is to offer an overview of the main aspects that constitute the object of study of discourse analysis, taking into account the theoretical and methodological contributions of different disciplines.

The course will focus on identifying and analyzing the linguistic and extra-linguistic factors relevant to the construction and interpretation of the discourse, working with discursive samples from different oral and written sources.

## Competences

- Spanish Language and Literature
- Analyze the main phenomena of Spanish linguistic variation (historical, geographical, social and pragmatic variation).
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Typological framing the main phenomena of the Spanish language and relate them to similar phenomena in other Romance languages.

## Learning Outcomes

1. Carrying out oral presentations using appropriate academic vocabulary and style.
2. Identify pragmatic factors that influence the use of various linguistic structures.
3. Interpret the information provided on linguistic variation dictionaries.
4. Solving problems autonomously.
5. Submitting works in accordance with both individual and small group demands and personal styles.
6. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.

## Content

1. The scope of discourse analysis. Competence in the use of language.
2. The notion of context. Linguistic context and extralinguistic context. The systemic-functional perspective. The anthropological and sociocultural perspective. The sociocognitive perspective.
3. Interpersonal communication. The interlocutors or participants. Mono-managed and multi-managed speech.
4. The enunciative distance. The modalization. Subjectivity and objectivity. Personalization and depersonalization.
5. The voices of the speech. Polyphony. Direct, indirect speech and intertextuality.
6. The addressee. Addressee types. Polyacrosis.
7. The regulation of the relationship among participants. Ritual aspects of verbal communication. Argumentation and agreement negotiation: intensification or reinforcement and mitigation or minimization.
8. Cooperation. The conversational contract. Conversational maxims.
9. Relevance. From the maxim of relation to the relevance theory. The ostensive-inferential communication. The field of humor. Misunderstandings, misconceptions. The pragmatic failure. Intercultural variability.
10. Verbal politeness. Theoretical approximations. The self-image: the face. Linguistic (im)politeness.
11. Conversation analysis. Turn-taking organization. Overlaps and interruptions. Conversational differences according to the gender of the person: stereotypes and prejudices.
12. Texts, genres, types. Textual models and textual units. Textual sequences.
13. The discursive texture. The textual organization. Coherence and cohesion. Reference mechanisms. Connection. Thematic development and informative structure.
14. The modes or modalities of communication. Oral speech and written speech. The semiotic systems of the triple basic structure: verbal, paraverbal and kinetics. The role of the voice. The gesture. Body communication: kinetics and proxemics. Multimodality.
15. The intentional nature of the speech. The speech act theory: aims beyond the words. Manipulative speech. Critical discourse analysis. The gender perspective: from identities and styles to sexism in power relations. Modalization and persuasion in situations of sanitary crisis: pandemics.

The aspects related to the gender perspective are taken into account in the content of the subject.

## Methodology

An active methodology, based on the flipped classroom, will be used, and critical thinking will be promoted, both when facing problems, data or situations of a linguistic nature, and when reflecting on one's own learning. The theoretical explanations, the realization of exercises, the commentary of texts and discussions and practical activities will be combined.

It is necessary to regularly use the Virtual Campus, because students will be informed of any question related to the subject through this tool. It is advisable to carry out a continuous monitoring. Active participation will be taken into account.

## Activities

| Title                 | Hours | ECTS | Learning Outcomes |
|-----------------------|-------|------|-------------------|
| Type: Directed        |       |      |                   |
| Directed activities   | 52    | 2.08 | 6                 |
| Type: Supervised      |       |      |                   |
| Supervised activities | 15    | 0.6  | 5, 4, 6           |
| Type: Autonomous      |       |      |                   |
| Autonomous activities | 75    | 3    | 5, 4, 6           |

## Assessment

The grade of the subject is based on active participation in the subject and three types of activities: a theoretical summary of about 3 pages, a short practical analysis exercise (both on a freely chosen topic) and a final theoretical-practical activity.

- Active participation: 10%
- Theoretical summary: 30%
- Practical analysis exercise : 30%
- Final theoretical-practical activity: 30%

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. The lecturer will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

If only one of the three tests is carried out (whatever the qualification), a "not evaluable" will be obtained. If two tests are presented and a third is left pending, the grade of this test will be 0 and it will be included in the calculation of the overall grade.

In order to pass the course, it is crucial to have obtained an overall grade equal to or greater than 5 out of 10 once the corresponding weight has been applied, but the reassessment is possible if at least 2/3 parts of the subject have been evaluated. Active participation eligible for reassessment.

The faculty will determine the most appropriate score review process for each test.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

## Assessment Activities

| Title                                | Weighting | Hours | ECTS | Learning Outcomes |
|--------------------------------------|-----------|-------|------|-------------------|
| Active participation                 | 10%       | 2     | 0.08 | 5                 |
| Final theoretical-practical activity | 30%       | 2     | 0.08 | 5, 4, 6           |
| Practical analysis exercise          | 30%       | 2     | 0.08 | 1, 2, 3, 5, 4, 6  |
| Theoretical summary                  | 30%       | 2     | 0.08 | 5, 4, 6           |

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Other online resources will be provided during the course.