



UNIVERSITY "UKSHIN HOTI" PRIZREN
International Summer School (ISSP) 2023
Faculty of Philology

SYLLABUS					
Academic unit / faculty:	Faculty of Philology		ISS edition:	2023	
Course title:	"Media(ted) Discourse and Society: Rethinking the framework of Critical Discourse Analysis"				
Course status:	Obligatory	Code :		ECTS credits:	4
Teaching days/weeks:	10 days / 2 weeks	Teaching hours:	Lectures:	Exercises:	
			3	1	
Office hours:	Daily (Monday-Friday, 2 Weeks)				
Course professor 1. / Supervisor:	Daniela N. Maita	E-mail:	daniela.maita@bue.edu.ar		
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Course co-professor 2. / Co-supervisor:	Rezarta Ramadani	E-mail:	+ 383 45 975 625		
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COURSE CONTENT:					
<ul style="list-style-type: none"> • Critical Discourse Analysis as a transdisciplinary approach to discourse with an emphasis on social power. • The relationship between discourse, power and ideology. • The importance of context in the production and interpretation of a text and in relation to power relations. • Some approaches for critical and textual analyses, focusing on issues such as race, gender, politics, and science. • Linguistic resources that reflect subjectivity and stance. • Intertextuality, assumptions and dialogicality. • Power, knowledge and hegemony in the media, politics and science. 					
Course objectives:			Course learning outcomes:		

<ul style="list-style-type: none"> • Identify key concepts and theoretical frameworks of CDA. • Analyse how language is used to construct meaning, power and ideology in different discourses, and how these constructions can shape social norms and values. • Examine the impact of media representations on society and social change. • Develop critical thinking and analytical skills through the analysis of media texts such as news reports, opinion pieces and advertisements. • Identify and interpret ideologies and power relations that underlie specific texts (e.g. interviews, speeches, media texts, etc.) through analysis of relevant linguistic resources such as lexis, modality, transitivity, metaphors, among others. 	<p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> • Critically identify the constructions of power, ideology, and identity present in texts on different social issues. • Understand some critical and discourse theories that account for the relationship between the linguistic features of texts and their social and cultural contexts of production. • Evaluate and select some of the different approaches developed for the critical analysis of ideologies and power relations for which there is linguistic evidence in texts. • Apply critical and discourse theories to the analysis of some texts that show evidence of ideological themes such as racism, immigration, gender inequality and political persuasion.
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TEACHING METHODS:

Lectures, class participation and discussions, paired and group work, hands-on exercises, assignments, homework.

CONDITIONS FOR COURSE IMPLEMENTATION:

Classroom equipped with computer, projector and other IT devices.

STUDENT EVALUATION METHODS AND GRADING SCALE:

<p>The course is subject to continuous evaluation. At regular intervals we also ask students to participate in a more comprehensive evaluation. Student evaluation is done by exam, and the final grade consists of the following components:</p> <ul style="list-style-type: none"> ▪ Regular and active attendance: 20% ▪ Mid-course exam: 30% ▪ Course project: 50% 	GRADING SCALE	
	Evaluation in %	Final grade
	91 – 100	10 (ECTS – A)
	81 – 90	9 (ECTS - B)
	71 – 80	8 (ECTS - C)
	61 – 70	7 (ETCS - D)
	51 – 60	6 (ETCS - E)
	0 – 50	5* (ETCS – FX)

LANGUAGE OF EXAMINATION:

The examination tests are provided in English language, and students submit response in English.

STUDENT DUTIES AND OBLIGATIONS:

Lectures	Exercises and other study activities
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<ul style="list-style-type: none"> ▪ Regular and active lecture attendance ▪ Active participation in discussions ▪ Respect of the University Code of Ethics etc. 	<ul style="list-style-type: none"> ▪ Regular attendance of exercises and study activities ▪ Respect of the University Code of Ethics etc.
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STUDENT WORKLOAD:

Activity	Hours	Days	Total hours
Lectures	3	10	30
Exercises	1	10	10
Field work visits	2	4	8
Reading (Own study time)	2	10	20
Assignments (project, presentation, homework)	2	6	12
Exam preparation	1.5	10	15
Exam assessment	2	3	6
Total student workload:			101

Note: 1 ECTS credit = 25 hours, for example if the course has 4 ECTS credits a student must have workload of at least 100 hours during the International Summer School (ISS).

DAY	LECTURES		EXERCISES	
	Topic	Hours	Topic	Hours
1.	Introduction to Discourse and Critical Discourse Analysis (CDA)	3	Exercise topic 1.	1
	<ul style="list-style-type: none"> - Introductions and expectations, overview of the course. - Defining Discourse and CDA - Antecedents and major proponents of CDA (van Dijk, Fairclough, Wodak, Kress, van Leeuwen) - Key issues in CDA 		Preparation for course discussions.	
2.	Discourse, power and ideology	3	Exercise topic 2.	1
	<ul style="list-style-type: none"> - Social power as a means to control - Structures of discourse and power - Discourse, power and access - Ideology and social cognition 		Reflection and discussion of case studies, assignments, hands-on analysis.	
3.	Discourse and social context	3	Exercise topic 3.	1

	<ul style="list-style-type: none"> - Systemic Functional Linguistics (SFL) as a possible approach for linguistic analysis in CDA: a socio-semiotic perspective of language - The role of context in production and interpretation - Text as a unit of meaning - CD analysis of newspapers: some linguistic tools 		Reflection and discussion of case studies, assignments, hands-on analysis.	
4.	<p>Subjectivity in media discourse</p> <ul style="list-style-type: none"> - The SFL system of appraisal: attitude and engagement. Linguistic resources to negotiate meanings and exert control (persuasion / manipulation). - Stance in film/ book reviews. 	3	<p>Exercise topic 4.</p> <p>Reflection and discussion of case studies, assignments, hands-on analysis.</p>	1
5.	<p>Media discourse and discrimination</p> <ul style="list-style-type: none"> - Intertextuality and assumptions - Dialogicality - Stance in news reports and opinion pieces on immigration and ethnicity. 	3	<p>Exercise topic 5.</p> <p>Reflection and discussion of case studies, assignments, hands-on analysis.</p>	1
6.	<p>Political discourse and power</p> <ul style="list-style-type: none"> - The staging of public politics: performing and communicating. - A discourse-historical approach in CDA - Power, knowledge and presuppositions 	3	<p>Exercise topic 6.</p> <p>Reflection and discussion of case studies, assignments, hands-on analysis.</p>	1
7.	<p>Advertising and gender</p> <ul style="list-style-type: none"> - Advertising as a multimodal genre. - The discourse of consumerism. - Feminist CDA perspective on advertising. 	3	<p>Exercise topic 7.</p> <p>Reflection and discussion of case studies, assignments, hands-on analysis of product advertisements.</p>	1
8.	<p>CDA and social media</p> <ul style="list-style-type: none"> - Communicative power and resistance in social media. - Challenges of analysing social media. 	3	<p>Exercise topic 8.</p> <p>Reflection and discussion of case studies, assignments, hands-on analysis.</p>	1
9.	<p>Scientific discourse and power</p> <ul style="list-style-type: none"> - Talking science: power relations in the science class. - Expert discourse and issues of power. 	3	<p>Exercise topic 9.</p> <p>Reflection and discussion of case studies, assignments, hands-on analysis.</p>	1
10.	<p>Discourse in a multilingual world</p>	3	<p>Exercise topic 10.</p>	1

	<ul style="list-style-type: none"> - Multilingualism, ideology and symbolic domination. - Challenges and final reflections on CDA for future considerations. 	<p>Reflection and discussion of case studies, hands-on analysis.</p>	
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LITERATURE:

- Angermuller, J., Maingueneau, D. & Wodak, R. (Eds.) (2014) *The Discourse Studies Reader: Main currents in theory and analysis*. Amsterdam, Philadelphia: John Benjamins Publishing Company, pp. 365-410.
- Bloor, M. & Bloor, T. (2007) *The Practice of Critical Discourse Analysis. An Introduction*. London: Routledge.
- Chilton, P.A. (2003) *Analysing Political Discourse. Theory and Practice*. London: Routledge.
- Chilton P.A & Schäffner, C. (Eds.) (2002) *Politics as Text and Talk: Analytic Approaches to Political Discourse*. Amsterdam, Philadelphia: John Benjamins Publishing Company.
- Fairclough, N. (2003) *Analysing Discourse. Textual Analysis for Social Research*. London: Routledge.
- Fairclough, N. (2010) *Critical Discourse Analysis: The Critical Study of Language (2nd ed.)*. London: Routledge.
- Frith, K.T & Mueller, B. (2003) *Advertising and Societies: Global Issues*. New York: Peter Lang Publishing, pp. 223-248
- Martin, J.R., & Rose, D. (2007) *Working with Discourse: Meaning Beyond the Clause*, (2nd ed.). London: Continuum, pp. 25-63.
- Richardson, J. (2007) *Analysing Newspapers. An Approach from Critical Discourse Analysis*. Basingtoke: Palgrave Macmillan, pp. 46-71.
- Ringrow, H. L. (2016) *The Language of Cosmetics Advertising*. Portsmouth: Palgrave Macmillan.
- van Dijk, T. (2008) *Discourse and Power*. Hampshire, New York: Palgrave Macmillan.
- van Dijk, T. (2015) “Critical Discourse Analysis” in Tannen, D. & Hamilton, H.E. and Schiffrin, D., (Eds.) *The Handbook of Discourse Analysis (Blackwell Handbooks in Linguistics) (2nd ed.)*. Oxford: Blackwell Publishers, pp. 466-485.
- Wodak P.R. & Meyer M. (Eds.) (2016) *Methods of Critical Discourse Studies (3rd ed.)*. London: SAGE Publications Ltd.
- Wodak, R., & Forchtner, B. (Eds.) (2017) *The Routledge Handbook of Language and Politics (1st ed.)*. Routledge.

REMARKS FOR STUDENTS:

- Student should be aware of and respect the institution and Code of ethics.
- Student should respect the schedule of lectures, exercises and other study activities.
- Student should possess and show student ISS ID card during exam.
- Student course project/presentation/homework must comply with professor instructions.
- During the exam is strictly forbidden to use of mobile phone devices.