



**Optional Linguistics Module:
Global discourses and the media**

(7.5 credits)

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Module description

The module explores global media practices with relevance for education. Media play a central role in different domains of people's lives including home, school and work. In both traditional mass media and more recent media formats, English is a means to reach global audiences. The module introduces central approaches to study what people do with language in and through various kinds of media. It considers the creative ways in which people engage with media as well as current concerns in media production/reception, such as fake news and virality. Implications of these developments for English language teaching will be discussed.

Intended learning outcomes

Upon completion of the module, the student is expected to be able to:

- account for the contents of the course literature;
- display the ability to use basic theoretical concepts, analytical models and methods in the field;
- apply these concepts to authentic texts or other language material;
- analyse language material from a theoretical perspective applicable to the field;
- motivate their own analyses in writing in a manner relevant to the field;
- demonstrate a good understanding of written English;
- express themselves in academic English.

Grading

The module adopts the 7-grade SU scale (A–F).

To receive a final grade, students must have completed all the examination assignments [not done all examination assignments=no grade].

To receive a passing grade (A to E), students must complete and pass all the examination assignments, and thus demonstrate that they achieved all the learning outcomes at least at the minimum level (see "Module grading" below).

Module activities

The module consists of the following activities:

- Seminars (pre-seminar instructions for each seminar will be posted on Athena);
- Before each seminar, students are expected to finish the assigned reading and do any accompanying tasks. Students should be prepared to discuss the reading and tasks at the seminar;

Examination

Students are required to complete the following:

- Written assignments
- Oral assignment

Final essay: (A-F, 60%) Two options: a) analyse a self-selected piece of media representation; or b) motivate a task for an ELT lesson about an aspect of critical media awareness. The analysis/motivation needs to apply concepts and methodological approaches discussed during the module. The essay should be 1000 - 1200 words.

Analytic tasks: (A-F, 20% each)

Conduct and explain two short analyses on a piece of authentic language material that will be provided. The text for each task should be 400 – 600 words. The tasks can be completed and submitted in pairs.

Oral presentation: (Pass/Fail)

In the final seminar you will present your assignment paper in a 5-minute presentation.

Required reading

Coursebook:

Jones, R.H., Jaworska, S., & Aslan, E. (2020). *Language and media: A resource book for students*, 2nd edition. Abingdon: Routledge. (selected chapters).

The book has four sections (A, B, C, D) with different types of readings and activities. For each seminar, you will be asked to read short chapters from several parts (see schedule).

Required chapters and articles (all available electronically through SUB)

Alvaro, J. J. (2013). Discursive representations of a dissident: The case of Liu Xiaobo in China's English press. *Discourse & Society*, 24(3), 289–314. DOI:10.1177/0957926512471760

Machin, D., & Mayr, A. (2012). *How to do critical discourse analysis. A Multimodal Introduction*. Los Angeles: Sage.

- Chapter 2: Analysing semiotic choices: Words and images, pp. 30–56.

- Chapter 5: Representing action: Transitivity and verb processes, pp. 104–136.

Page, R., Harper, R., & Frobenius, M. (2013). From small stories to networked narrative. *Narrative Inquiry*, 23(1), 192–213.

Tagg, C., & Seargeant, P. (2020). Context design and critical language/media awareness: Implications for a social digital literacies education, *Linguistics and Education*. DOI: 10.1016/j.linged.2019.100776.

The PAD Research Group. (2016). Not so 'innocent' after all? Exploring corporate identity construction online. *Discourse & Communication*, 10(3), 291–313. DOI: 10.1177/1750481315623902

Varis, P., & Blommaert, J. (2015). Conviviality and collectives on social media: Virality, memes and new social structures. *Multilingual Margins*, 2(1), 31–45.

Schedule

Seminar	Topics	To read <u>before</u> the seminar	To complete <u>before</u> the seminar
Seminar 1	Module introduction Language and mediation: Introduction	- Coursebook: A1, B1	
Seminar 2	Media, modes and materialities	- Coursebook: A2, B2 - Machin & Mayr, 2012, Chapter 2 - The PAD Research Group, 2016	- Prepare coursebook activities C2.1 and C2.2. (intersemiotic relations)
Seminar 3	Media story telling	- Coursebook: A4, B4, D4 - Page et al., 2013	- Prepare coursebook activity C4.1 (news reporting) - Written analysis task 1 due
Seminar 4	Media and discourse processes	- Coursebook: A5, B5 - Machin & Mayr, 2012, Chapter 5 - Alvaro, 2013	- Prepare coursebook activities C5.1 (representing others' voice), C5.2 (Caesar salad editing war)
Seminar 5	Audience, interaction and participation Show and tell mid-way	- Coursebook: A6, B6	- Prepare coursebook activities C6.1 (participation framework), (context design) - Written analysis task 2 due
Seminar 6	Media, attention and virality	- Coursebook: A7, B7, D7 - Varis & Blommaert, 2015	- Prepare coursebook activities C7.1 (things that go viral, memes), C7.2 (clickbait cue analysis)
Seminar 7	Truths, lies, propaganda, and education (Presentations)	- Coursebook: A8, B8, D8 - Tagg & Seargeant, 2020	- Prepare coursebook activities C8.1 (bias in news headlines), C8.3 (fake news)
Seminar 8	Symposium: oral presentation of your research assignments (5-minute presentations)		
Deadline for final essay assignment: 19 January 2025, 23:59 Resit deadline for all written components: 23 February 2025, 23:59			

Module grading criteria

Written assignments grading criteria

Grade	Criteria
A: Excellent	The student shows excellent ability to: <ul style="list-style-type: none">- account for the contents of the course literature;- display the ability to use basic theoretical concepts, analytical models and methods in the field;- apply these concepts to authentic texts or other language material;- analyze language material from a theoretical perspective applicable to the field;- motivate their own analyses in writing in a manner relevant to the field;- demonstrate a good understanding of written English;- express themselves in academic English.
B: Very good	The student shows very good ability to: <ul style="list-style-type: none">- account for the contents of the course literature;- display the ability to use basic theoretical concepts, analytical models and methods in the field;- apply these concepts to authentic texts or other language material;- analyze language material from a theoretical perspective applicable to the field;- motivate their own analyses in writing in a manner relevant to the field;- demonstrate a good understanding of written English;- express themselves in academic English.
C: Good	The student shows good ability to: <ul style="list-style-type: none">- account for the contents of the course literature;- display the ability to use basic theoretical concepts, analytical models and methods in the field;- apply these concepts to authentic texts or other language material;- analyze language material from a theoretical perspective applicable to the field;- motivate their own analyses in writing in a manner relevant to the field;- demonstrate a good understanding of written English;- express themselves in academic English.
D: Satisfactory	The student shows adequate ability to: <ul style="list-style-type: none">- account for the contents of the course literature;- display the ability to use basic theoretical concepts, analytical models and methods in the field;- apply these concepts to authentic texts or other language material;- analyze language material from a theoretical perspective applicable to the field;- motivate their own analyses in writing in a manner relevant to the field;- demonstrate a good understanding of written English;- express themselves in academic English.
E: Adequate	The student shows minimally adequate ability to: <ul style="list-style-type: none">- account for the contents of the course literature;

	<ul style="list-style-type: none"> - display the ability to use basic theoretical concepts, analytical models and methods in the field; - apply these concepts to authentic texts or other language material; - analyze language material from a theoretical perspective applicable to the field; - motivate their own analyses in writing in a manner relevant to the field; - demonstrate a good understanding of written English; - express themselves in academic English.
Fx: Fail (Inadequate)	The student's work demonstrates some but not all of the required skills specified in the learning outcomes at an adequate level. Some more work is required to achieve a passing grade.
F: Fail (Totally inadequate)	The student's work does not demonstrate the achievement of the learning outcomes of the module. Much more work is required to achieve a passing grade.

Oral presentations grading criteria

Criteria	Pass	Fail
Content	The presentation introduces the topic of the presentation in a clear and concise manner demonstrating the student's understanding of the linguistic research issues discussed. Research aims, methods and results of the study under discussion are presented and discussed in a lucid manner.	In the presentation the student does not demonstrate a sufficient understanding of the linguistic issues under discussion. Research aims, methods and results of the study under discussion are not presented in an adequate manner.
Organisation and language	The presentation is well structured and easy to follow. The language used is academic and does not contain any severe mistakes.	The organisation of the presentation is poor, and the language used contains several mistakes.