University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Critical Discourse Analysis				
Module Code	UPNQ9P-30-3		Level	3	Version
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Arts, Creative Industries and Education		Field	Linguistics	
Department			Module Type	Standard	
Contributes towards	Awards up to BA(Hons)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	15th March 2012		Valid from	September 2012	
Revision CAP Approval Date	CAP date of revisions 1.1 26/03/2013 1.2 18/11/2014		Revised with effect from	September 2014	

Review Date	September 2018

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Understand some critical and discourse theories that account for relationships between the linguistic features of texts and the social and cultural contexts of their production. (Component A) • Understand the importance of lexical and grammatical choices in metaphor and myth in representation. (Component A) • Apply critical and discourse theories to the analysis of some contemporary texts that show evidence of ideological themes such as immigration, gender, political persuasion and leadership. (Component B) • Evaluate some of the different methods that have been developed for the critical analysis of ideologies and power relations for which there is linguistic evidence in texts. (Component B) Students will be able to demonstrate their knowledge, understanding and intellectual skills by analysing and evaluating different approaches to the critical analysis of texts and by developing and applying an appropriate methodology to such analysis.

Syllabus Outline	The module aims to integrate the more theoretical approaches in critical and cultural theory that originate in European scholarship with the more empirical tradition that has developed in Anglo-American linguistics. It will incorporate the following components: • An introduction to theories, approaches and perspectives in critical discourse analysis including analysis of lexical choice, modality, transitivity, text patterns, figures of speech (including metaphor) and style • Description, interpretation and explanation of the ideologies that underlie specific texts (interviews, speeches, media reports etc.) through analysis of relevant linguistic features (e.g. lexis, modality, transitivity, metaphor and argument structure). • An Introduction to some methods that can be used in the critical discourse analysis including the discourse-historical approach, the discourse-space approach, critical metaphor analysis and rhetorical theory. • An explanation of how some existing concepts such as cohesion, coherence, narrative structure, genre and classical rhetoric may be adapted to a critical linguistics perspective. • An understanding of how the systematic analysis of metaphor (critical metaphor analysis) can contribute to our understanding of discourse.
Contact Hours	• There will be one scheduled lecture and one seminar for each student over the duration of two 12 week teaching blocks.
Teaching and Learning Methods	There is a teaching handbook for each semester containing: • Guided week by week background reading • Lecture titles and lecture aims • Copies of OHPs used in the lectures and seminars – some to be completed during the lecture. • Activities that we will do in the seminars **Selected texts for analysis will include the following:** *Multimedia* Advertisements Websites of pressure groups Cartoon animations *Spoken* Polictical speeches Song lyrics *Written* Party politcial manifestos Press reports **Teaching and learning methods:** Lecture input Presentations by individuals or groups on selected topics Guided reading

	Directed independent study Guided writing
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<table>
<tr><td colspan="5"><u>Key Information Set - Module data</u></td><td></td></tr>
<tr><td colspan="6"></td></tr>
<tr><td colspan="3"><i>Number of credits for this module</i></td><td></td><td>15</td><td></td></tr>
<tr><td colspan="6"></td></tr>
<tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr>
<tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td><td>✅</td></tr>
<tr><td colspan="6"></td></tr>
</table>

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:

Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

Reading Strategy	Each seminar in the first semester will be based around a key reading from two textbooks that students will be expected to purchase; these are collections of readings by distinguished scholars in the field of critical and discourse theory, namely: 1/ Burke, L. Crowley, T. & Girvin, A. (eds.) (2001) *The Routledge Language and Cultural Theory Reader*. London: Routledge 2/ Jaworski. A & Coupland, N. 2001 (2nd edition) *The Discourse Reader*. London: Routledge In the second semester they will be required to read the following texts that develop methods for the critical analysis of ideological persuasion: Charteris-Black, J. (2011) *Politicians and Rhetoric: The persuasive power of metaphor*. Basingstoke & New York: Palgrave-MacMillan. 2nd edition. Chilton, P. (2004) *Analysing Political Discourse.* London & New York: Routledge

	Richardson, J. E. (2007) *Analysing newspapers: an approach from critical discourse analysis.* Basingstoke & New York: Palgrave.
	Wodak, R. & M. Meyer, (eds.) (2009) *Methods of Critical Discourse Analysis.* London: Sage. 2nd edition.
Indicative Reading List	Barthes, R. (1996) *Introduction to the Structural Analysis of Texts.Eds.* S. Onega and J. A. G. Landa. New York, Longman
	Bloor, M & Bloor, T. (2007) *The Practice of Critical Discourse Analysis: An Introduction.* Hodder.
	Charteris-Black, J. (2004) *Corpus Approaches to Critical Metaphor Analysis.* Basingstoke & New York: Palgrave-MacMillan.
	Charteris-Black, J. (2007) *The Communication of Leadership: The Design of Leadership Style.* London & New York: Routledge
	Fairclough, N. (2003) *Analysing Discourse.* Oxford: Routledge.
	Fairclough, N. (2010) *Critical Discourse Analysis: The Critical Study of Language.* London/New York: Longman. Second Edition
	Fairclough, N. (1995) *Media Discourse.* London: Arnold
	Fairclough, N. (1989) *Language and Power.* London: Longman.
	Foucault, M. (1979) *Discipline and Punish: The Birth of the Prison.* Translated by Sheridan, A. Harmondsworth: Penguin Books.
	Foucault, M. (2000). *The essential works of Foucault (Volume 3, Power).* New York: The New Press.
	Fowler, R., Hodge, B., Kress, G. & Trew, T. (1979) *Language and Social Control.* London/Boston/Henley: Routledge & Kegan Paul.
	Fowler, R., (1991) *Language in the news: discourse and ideology in the press.* London: Routledge
	Geiss, M.L. (1987) *The Language of Politics.* New York: Springer Verlag,
	Jamieson, G.H. (1985) *Communication & Persuasion.* London: Croom Helm
	Jowett, G & O'Donnell (1992) *Propaganda & Persuasion.* London & Newbury Park: Sage,
	Kress, G. (1992) "Critical Discourse Analysis". *Annual Review of Applied Linguistics*, 11: 84-99.
	Lakoff, G. 1996 *Moral Politics: How Liberals and Conservatives Think.* Chicago: University of Chicago Press
	Machin, D. & Mayr, A. (2012) *How to Do Critical Discourse Analysis: A Multimodal Introduction.* London: Sage
	Orwell. G. 1946 *Politics and the English Language.* http://www.mtholyoke.edu/acad/intrel/orwell46.htm
	Singh, I & Peccei J.S. 2004 Language, Society and Power (2nd edition) London & New York: Routledge.
	Stubbs, M. (1997) "Whorf's children: A critical comment on critical discourse analysis (CDA)". In Ryan, A. & Wray, A. (eds.) *Evolving Models of Language*, 100-16, London: Multilingual Matters.

Van Dijk, T. (1990) "*Discourse and Society*: A new journal for a new research focus". *Discourse and Society*, 1, 1: 5-16.

Van Dijk, T. (1993b) "Principles of Critical Discourse Analysis." *Discourse and Society,* 4, 2: 249-83.

Van Dijk, T. (2008) *Discourse & Power*. New York: Palgrave

Van Dijk. T. (2010) *Discourse and Context: A Sociocognitive Approach*. Cambridge: CUP

Widdowson, H.G. (2004) *Text, context, pretex : critical issues in discourse analysis*. London: Blackwell

Part 3: Assessment	
Assessment Strategy	Assessment requires submission of a critical analysis of a text at the end of TB1 and a three hour written examination at the end of TB2. These assessment artefacts are designed to measure the level and depth of understanding of concepts related to Critical Discourse, the breadth of reading and the level of analytical skill relevant to empowering students in their lives.

Identify final assessment component and element	Component A1	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50**	**50**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. 3 hour written exam	50
Component B **Description of each element**	**Element weighting** (as % of component)
1. Essay submission (3,500) words	50

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. 3 hour written exam	100
Component B **Description of each element**	**Element weighting** (as % of component)
1. Essay submission (3,500) words	100

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.