



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Critical Discourse Analysis				
Module Code	UPNQ9P-30-3	Level	3	Version	2.1
Owning Faculty	ACE	Field	Linguistics		
Contributes towards	Awards up to BA(Hons)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	6 Feb 2013 (noted at)
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Understand the importance of lexical and grammatical choices in metaphor and myth in representation. (Component A)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>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.</p>

Syllabus Outline	<p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• An understanding of how the systematic analysis of metaphor (critical metaphor analysis) can contribute to our understanding of discourse.</li> </ul>
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> <li>• There will be one scheduled lecture and one seminar for each student over the duration of two 12 week teaching blocks.</li> </ul>
Teaching and Learning Methods	<p>There is a teaching handbook for each semester containing:</p> <ul style="list-style-type: none"> <li>• Guided week by week background reading</li> <li>• Lecture titles and lecture aims</li> <li>• Copies of OHPs used in the lectures and seminars – some to be completed during the lecture.</li> <li>• Activities that we will do in the seminars</li> </ul> <p><b>Selected texts for analysis will include the following:</b></p> <p><i>Multimedia</i></p> <p>Advertisements Websites of pressure groups Cartoon animations</p> <p><i>Spoken</i></p> <p>Political speeches Song lyrics</p> <p><i>Written</i></p> <p>Party political manifestos Press reports</p> <p><b>Teaching and learning methods:</b></p> <p>Lecture input Presentations by individuals or groups on selected topics Guided reading Directed independent study Guided writing</p>

<p>Reading Strategy</p>	<p>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:</p> <p>1/ Burke, L. Crowley, T. &amp; Girvin, A. (eds.) (2001) <i>The Routledge Language and Cultural Theory Reader</i>. London: Routledge</p> <p>2/ Jaworski, A &amp; Coupland, N. 2001 (2<sup>nd</sup> edition) <i>The Discourse Reader</i>. London: Routledge</p> <p>In the second semester they will be required to read the following texts that develop methods for the critical analysis of ideological persuasion:</p> <p>Charteris-Black, J. (2011) <i>Politicians and Rhetoric: The persuasive power of metaphor</i>. Basingstoke &amp; New York: Palgrave-MacMillan. 2<sup>nd</sup> edition.</p> <p>Chilton, P. (2004) <i>Analysing Political Discourse</i>. London &amp; New York: Routledge</p> <p>Richardson, J. E. (2007) <i>Analysing newspapers: an approach from critical discourse analysis</i>. Basingstoke &amp; New York: Palgrave.</p> <p>Wodak, R. &amp; M. Meyer, (eds.) (2009) <i>Methods of Critical Discourse Analysis</i>. London: Sage. 2<sup>nd</sup> edition.</p>
<p>Indicative Reading List</p>	<p>Barthes, R. (1996) <i>Introduction to the Structural Analysis of Texts</i>. Eds. S. Onega and J. A. G. Landa. New York, Longman</p> <p>Bloor, M &amp; Bloor, T. (2007) <i>The Practice of Critical Discourse Analysis: An Introduction</i>. Hodder.</p> <p>Charteris-Black, J. (2004) <i>Corpus Approaches to Critical Metaphor Analysis</i>. Basingstoke &amp; New York: Palgrave-MacMillan.</p> <p>Charteris-Black, J. (2007) <i>The Communication of Leadership: The Design of Leadership Style</i>. London &amp; New York: Routledge</p> <p>Fairclough, N. (2003) <i>Analysing Discourse</i>. Oxford: Routledge.</p> <p>Fairclough, N. (2010) <i>Critical Discourse Analysis: The Critical Study of Language</i>. London/New York: Longman. Second Edition</p> <p>Fairclough, N. (1995) <i>Media Discourse</i>. London: Arnold</p> <p>Fairclough, N. (1989) <i>Language and Power</i>. London: Longman.</p> <p>Foucault, M. (1979) <i>Discipline and Punish: The Birth of the Prison</i>. Translated by Sheridan, A. Harmondsworth: Penguin Books.</p> <p>Foucault, M. (2000). <i>The essential works of Foucault (Volume 3, Power)</i>. New York: The New Press.</p> <p>Fowler, R., Hodge, B., Kress, G. &amp; Trew, T. (1979) <i>Language and Social Control</i>. London/Boston/Henley: Routledge &amp; Kegan Paul.</p> <p>Fowler, R., (1991) <i>Language in the news: discourse and ideology in the press</i>. London: Routledge</p> <p>Geiss, M.L. (1987) <i>The Language of Politics</i>. New York: Springer Verlag,</p> <p>Jamieson, G.H. (1985) <i>Communication &amp; Persuasion</i>. London: Croom Helm</p> <p>Jowett, G &amp; O'Donnell (1992) <i>Propaganda &amp; Persuasion</i>. London &amp; Newbury Park: Sage,</p>

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* (2<sup>nd</sup> 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, pretext : 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 A

% weighting between components A and B (Standard modules only)	A:	B:
	40	60
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A 3 hour written examination 40%	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Submission of an essay (3,500 words)	100	
2.		

**Resit (further attendance at taught classes is not required)**

Component A (controlled conditions)	
Description of each element	Element weighting (as % of component)
1. A 3 hour written examination	100
Component B	
Description of each element	Element weighting (as % of component)
1. Submission of an essay (3,500 words)	100
2.	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	