COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Media Linguistics II/III / Medijų lingvistika II/III	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc. Prof. Dr Jurga Cibulskienė **Others:** Prof. Dr Julija Korostenskienė Assoc. Prof. Dr Loreta Chodzkienė	Faculty of Philology Institute of Applied Linguistics Institute of Foreign Languages

Study cycle	Type of the course unit (module)
Second (MA)	Obligatory

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Face to face	Spring	English

Requirements for students	
Prerequisites: English B2-C1	**Additional requirements (if any):**

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
10	260	64	196

Purpose of the course unit (module): programme competences to be developed
Media Linguistics II is an integral part of Media Discourse I and III, but it can also be taken as a separate course. It aims to provide students with a deeper understanding and practical skills of media discourse analysis by focusing on semantic, multimodal and cross-cultural aspects. From the cognitive semantic perspective, the students will analyse media discourse by applying the theory of Figure and Ground (Talmy) and the Critical Metaphor Theory (Charteris-Black, Musolff, Koller) with a focus on figurative language, scenarios and evaluation. From the multimodal perspective, the students will be introduced to the core premises of intertextuality and main approaches to the analysis of non-verbal language, such as body movements, still and moving visual images, as defined within the systemic functional linguistic and the cognitive linguistic frameworks. From the cross-cultural perspective, the students will explore how different cultural contexts influence the production, reception and interpretation of media messages. Cognitive, social, personal, linguistic, cultural and research competences will be developed in the course.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Learning outcomes resulting from the **generic competences**: - Ability to find, analyse, synthesise and evaluate data needed for media studies and for professional, cultural, and creative activities; integrate knowledge, apply the acquired knowledge in practice; - Ability to generate ideas and knowledge, independently find appropriate forms of	Interactive lectures; Seminars; Individual work (reading and analysing research articles); In-class discussions; Practical assignments; Creative tasks; Presentations and peer review; Research project.	Cumulative assessment: - Test in writing; - Project presentations and reports;

expressing them, seek new knowledge and skills, and apply them in solving tasks in a new environment and in the implementation of innovations; - Ability to identify differences between one's own and others' cultural identities and attitudes, explore others' ideas despite cultural differences, express one's ideas in ways that are understandable and acceptable to different people; - Ability to set realistic goals, identify all the steps and effective strategies needed to fulfil such goals within the time available; meet deadlines, make necessary decisions, and flexibly adapt to the circumstances; - Ability to take initiative and carry out one's activities, rationally assess the strengths and weaknesses of one's work, reflect and be responsible for one's decisions and actions, be aware of the impact of one's activities and their outcomes on society and the environment;		
Learning outcomes resulting from the **subject-specific competences**: - Ability to analyse and interpret various aspects of the English language on semantic level on the basis of the theories of Foregrounding and Cognitive Semantics; ability to provide valid argumentation in discussions on contemporary linguistic processes and issues in media discourse; (4.2) - Ability to define and appropriately use terminology within the field of media discourse; to analyse and solve theoretical and practical problems related to the use of the English language in various environments of modern media; (4.4) - Ability to analyse, evaluate and create modern media products of various genres in English, taking into account the communicative situation; (4.5) - Ability to comprehend cultural studies as and become acquainted with cultural theories and the socio-cultural factors involved in that process; to interpret key concepts and terms cross-culturally (5.1) - Ability to independently formulate a relevant research question in media discourse and design a research study; (6.1) - Ability to conduct a research study by adopting methods of Cognitive Semantics, Systemic Functional Linguistics, Social Semiotics (data collection and processing, interpreting findings of the study, drawing conclusions and evaluating the results of the research) within the field of media discourse; (6.2) - Ability to present the results of research in writing and orally to a variety of audiences and demonstrate the ability to provide logical arguments in discussions. (6.3)		

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
Cognitive semantic level of media discourse analysis									
1. Introduction to the course unit: aims, structure, assessment scheme.	1						**1**		
2. Introduction to Cognitive Semantics and Media Discourse Analysis.	2		2				**4**	**15**	**Readings:** Durant & Lambrou (26-31, 84-96, 148-159, 206-217); Short (10-79). Linguistic analysis of media texts; Discussion.
3. Figure and Ground in media discourse.	4		4				**8**	**21**	**Readings:** Semino (81-124, 168-190). Metaphor analysis in different discourses; Discussion.
4. The Conceptual Metaphor Theory: Critical Metaphor Analysis (CMA) in different discourses (Charteris-Black, Koller).	4		4				**8**	**30**	**Readings:** Kövecses (3-29); Charteris-Black (155-218). Persuasive writing task; Project on figurative language in the media
5. Critical Metaphor Analysis (CMA): scenarios and evaluation (Musolff)	3		4				**7**	**20**	**Readings:** Musolff (25-38); Fuoli, Matteo, Littlemore, Jeannette, Turner, Sarah (2021) (75-103); Hidalgo-Downing, Laura, Perez-Sobrino, Paula. (2022).
6. Multimodal metaphor analysis in media discourse	2		2				**4**	**12**	**Readings:** Kövecses (57-66), Forceville (19-42); Multimodal metaphor analysis; Discussion.
Total	**16**		**16**				**32**	**98**	
Multimodal analysis in media discourse									
7. Approaches to multimodality. Systemic functional linguistic and social semiotic, cognitive linguistic perspectives.	2		2				**4**	**10**	**Readings:** Vannini (2007), Ledin & Machin (2019), Coëgnarts (2017), Kress, Leeuwen (2010) (314-385, selected pages of student's choice), Gebhard & Accurso

Topic	L		P						Tot	Hrs	Readings
											(2020), O'Halloran (2008, 2011), O'Halloran&Smith (2013), Forceville (1999), Bolek (2022), Vandelanotte & Dancygier (2017). Discussion. Multimodal media text analysis.
8. Exploring the notions of mode and modality. Modes of communication. Multimodal research and applications.	2		2						4	12	**Readings:** Forceville (2002, 2016); (one article to be selected by the student); Valencia (2016), Borkent (2017), Lou (2017), Van Leeuwen (1999: 9-10, 22-23, 27-28, 29-34; 42-46, 50-51; 66-71, 95-97; 119). Discussion. Analysis of multimodal media texts.
9. Multimodal research, challenges and applications across genres.	2		2						4	12	**Readings:** Coëgnarts (2019), Breeze (2014), Caple, Knox (2015); Alyousef (2016), Norris (2016), Coëgnarts, Martin & Kravanja (2016), Sommer (2020); Shifman (2013). Discussion. Analysis of multimodal media texts.
10. Intertextuality and cultural implications.	2		2						5	15	**Readings:** Alfaro (1996: 272-284), Fairloguh (1992: 196-215), Martinez (1999); Caple, Huan, Bednarek (2020). Project on multimodality
Total	**8**		**8**						**16**	**49**	
Cross-cultural aspect in media discourse											
11. Culture Taxonomies: decoding people's thinking patterns	2		2						4	10	**Readings:** Hofstede (2014); Meyer (2015) Analysis through problem-solving activities
12. Media Semiotics: Advertisements, Magazines, Newspapers, Television News, Cinema, Interactive media	2		2						4	15	**Readings:** Bigneli (2002). Ungar, S. McGraw, B. R. (1989). Discussion analysing the media from

Topic								Readings
								cross-cultural perspectives
13. Cultural Representations: from Linguistics to Semiotics (Symbol, Ritual, Myth)	2		2				4	12	**Readings:** Hall, S. (2003); Barthes (1977); Danesi (2013). Project on decoding the cases of media's shaping society's ideology
14. Transformation of Communication in the Digital Age: Intercultural Mediations							4	12	**Readings:** Giannoulis, & Wilde (Eds.) (2020). Analysis of the cases of cross-cultural mediations
Total	8		8				16	49	
Grand total	32		32				64	196	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Continuous assessment			
Cognitive semantic level of media discourse analysis (50%)			
Test (theory and practice)	20	Week 10	**20% (2 points)** The test will consist of 40 questions (10 open-ended and 30 closed-ended).
Project: Figurative language in the media	30	Week 14, 15, 16	**30% (3 points)** (Assessment criteria: methodological rigour and in-depth discussion of the results)
Multimodal analysis in media discourse (25%)			
Project: Multimodality in the media	25	Week 8	**25% (2.5 points)** (Assessment criteria: the student's answer demonstrates successful incorporation of theoretical framework and methodological considerations, reasoning is logical, consistent, and motivated, conclusions summarize main findings).
Cross-cultural aspect in media discourse (25%)			
Project: Decoding the cases of media's shaping society's ideology (from cross-cultural perspective)	25	Week 16	**25% (2.5 points)** (assessment criteria: the students' analysis of the chosen cases (at least three culturally diverse) demonstrates their competences to envisage cultural aspects and demonstrate their manifestation in the chosen media outcome(s), integrate theoretical background into provided interpretations)
	100		**10 points**

Author	Year of publication	Title	Publishing place and house or web link
Alfaro, M.J.M.	1996	Intertextuality: Origins and development of the concept. *Atlantis 18* 1/2, pp. 268-285	https://faculty.weber.edu/cbergeson/quixote/martinez.pdf
Alyousef, Hesham S.	2016	A multimodal discourse analysis of the textual and logical relations in marketing texts written by international undergraduate students. *Functional Linguistics* 3, 3.	https://doi.org/10.1186/s40554-016-0025-1
Barthes, Roland	1977	*Rhetoric of the Image*	
Barthes, Roland	1982	*Empire of Signs*	Hill and Wang/ Farrar

Bignell, Jonathan	2002	*Media Semiotics: An Introduction (2ⁿᵈ ed.)*	Manchester University Press
Bolek, E.	2022	The interpretative frame as a tool of a multimodal analysis of theatrical poster. In *Innovative approaches to language, discourse and literary genres,* pp. 347-363.	Researchgate.net
Borkent, M.	2016	Mediated characters: multimodal viewpoint construction in comics. Cognitive Linguistics 17, 28(3), pp. 539-563.	De Gruyter Mouton
Breeze, R.	2014	Multimodal analysis of controversy in the media. In: Geoff Thompson and Laura Alba-Juez (eds.). *Evaluation in Context*. Chapter: Multimodal analysis of controversy in the media.	John Benjamins
Caple, H., Knox, J.S.	2015	A framework for the multimodal analysis of online news galleries: What makes a "good" picture gallery?, *Social Semiotics* 25(3), pp. 292-321	https://doi.org/10.1080/10350330.2014.1002174
Caple, H., Huan, C., Bednarek, M.	2020	Multimodal news analysis across cultures (Introduction). In *Multimodal News Analysis Across Cultures (Elements in Corpus Linguistics)*. Cambridge: Cambridge University Press. Doi:10.1017/9781108886048, pp. 1-9.	https://www.academia.edu/44015144/Multimodal_News_Analysis_across_Cultures
Charteris-Black, Jonathan	2014	*Analysing Political speeches. Rhetoric, Discourse and Metaphor*	Basingstoke: Palgrave Macmillan
Coëgnarts, Martin	2017	Cinema and the embodied mind: metaphor and simulation in understanding meaning in films. In *Palgrave Communications* 3 (1), 1-15	DOI: 10.1057/palcomms.2017. https://d-nb.info/1198595876/34
Coëgnarts, Martin & Kravanja, P.	2016	From Language to Film Style: Reassessing the Role of Conceptual Metaphor in Cognitive Film Studies. In (*Yearbook of Moving Image Studies* 2016, *Image Embodiment: New Perspectives of the Sensory Turn*. Ed. by Lars C. Grabbe, Patrick Rupert-Kruse, Norbert M. Schmitz). Pp. 108-134.	http://www.kravanja.eu/pages/CK-Image-Embodiment-2016.pdf
Coëgnarts, Martin	2019	(2019). Analyzing metaphor in film: Some conceptual challenges. In I. Navarro I Ferrando (Ed.), *Current Approaches to Metaphor Analysis in Discourse* (pp. 295-320). Berlin, Boston: De Gruyter Mouton.	https://doi.org/10.1515/9783110629460-014
Danesi, Marcel	2013	*The History of the Kiss!*	Palgrave Macmillan
Durant, Alan, Lambrou, Marina	2009	*Language and Media. A Resource book for students*	Routledge
Fairclough, N.	1992	Discourse and text: Linguistic and intertextual analysis within discourse analysis. In *Discourse and Society 3*(2)	https://journals.sagepub.com/doi/10.1177/0957926592003002004
Forceville, C.	1999	Educating the eye? Kress and Van Leeuwen's *Reading Images: The Grammar of Visual Design* (1996). In *Language and Literature: International Journal of Stylistics.*	Sage Publications
Forceville, Charles	2002	The identification of target and source in pictorial metaphors. In *Journal of Pragmatics* 34 (1), pp. 1-14	https://www.researchgate.net/publication/222055929_The_identification_of_target_and_source_in_pictorial_metaphors
Forceville, Charles	2009	Non-verbal and multimodal metaphor in a cognitivist framework: Agendas for	Berlin: Walter de Gruyter

		research. In Charles Forceville Eduardo Urios-Aparisi (eds.) *Multimodal Metaphor*.	
Forceville, C.	2016	"Pictorial and Multimodal metaphor." In: Nina-Maria Klug and Hartmut Stöckl, eds, *Handbuch Sprache im multimodalen Kontext* [*The Language in Multimodal Contexts Handbook*]. Linguistic Knowledge series.	Berlin: Mouton de Gruyter
Gebhard, M., Accurso, K.	2020	Systemic Functional Linguistics. In Chapelle, A. (ed). *The Concise Encyclopedia of Applied Linguistics*, John Wiley & Sons, Inc. pp. 1029-1037	https://www.researchgate.net/publication/335662102_Systemic_Functional_Linguistics
Giannoulis, Elena, & Wilde, Lukas, R. A	2021	*Emoticons, Kaomoji, and Emoji: The Transformation of Communication in the Digital Age*	Routledge
Hall, Stuart (ed.)	2003	*Representation: Cultural Representations and Signifying Practices*	SAGE Publications Ltd.
Hofstede, Geert	2014	*Cultural Dimensions: The Five-Dimensions-Model according to Geert Hofstede*	GRIN Verlag GmbH
Kövecses, Zoltan	2010	*Metaphor. A Practical Introduction*	Oxford: Oxford University Press
Kress, Gunther and Leeuwen, Theo van.	2010	*Reading images: The Grammar of Visual Design*. 2nd ed. London:	Routledge.
Ledin, P., Machin, D.	2019	Doing critical discourse studies with multimodality: from metafunctions to materiality. In *Critical Discourse Studies*, 16(5), 497-513	
Lou, A.	2017	Multimodal simile: the "when" meme in social media discourse. In *English Text Construction*, 10 (1), pp. 106–131	John Benjamins Publishing Company
Martinez, M.J.A.	1999	Intertextuality: origins and development of the concept. *Atlantis*, 18 (1/2) (June-December 1996), pp. 268-285	
Meyer, E.	2015	*The Culture Map*	NY: Public Affairs
Musolff, Andreas	2016	*Political Metaphor Analysis. Discourse and Scenarios*	Oxford: OUP
Norris, Sigrid	2016	Concepts in multimodal discourse analysis with examples from video conferencing. Yearbook of the Poznań Linguistic Meeting 2, pp. 141–165	DOI: 10.1515/yplm-2016-0007, https://sciendo.com/pdf/10.1515/yplm-2016-0007
Reynolds, S., & Valentine, D.	2011	*Guide to Cross-Cultural Communication* (2nd ed.)	Prentice Hall
O'Halloran, Kay, L.	2008	Systemic functional-multimodal discourse analysis (SF-MDA): constructing ideational meaning using language and visual imagery. In *Visual Communication* 7; 443	DOI: 10.1177/1470357208096210 / http://vcj.sagepub.com/cgi/content/abstract/7/4/443
O'Halloran, Kay, L.	2011	Multimodal Discourse Analysis. In K. Hyland and B. Paltridge (eds) Companion to Discourse. London and New York: Continuum.	https://multimodal-analysis-lab.org/_docs/pubs14-OHalloran(in%20press%202011)-Multimodal_Discourse_Analysis.pdf
O'Halloran, Kay, L. and Smith, Bradley A.	2013	Multimodal text analysis. In Chapelle, C. (ed), *Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell.	*http://multimodal-analysis-lab.org/_docs/encyclopedia/01-Multimodal_Text_Analysis-O%27Halloran_and_Smith.pdf*
Semino, Elena	2008	*Metaphor in Discourse*	Cambridge: CUP

Short, Mick	1996/2018	*Exploring the Language of Poems, Plays and Prose*	Routledge
Sommer, V.	2021	Multimodal Analysis in Qualitative Research: Extending Grounded Theory Through the Lens of Social Semiotics. *Qualitative Inquiry*, 27(8–9), 1102–1113.	https://doi.org/10.1177/1077800420978746
Shifman, L.	2013	Memes in a digital world: reconciling with a conceptual troublemaker. *Journal of Computer-Mediated Communication*, 18, pp. 362-377	
Vandelanotte, L., Dancygier, B.	2017	Multimodal artefacts and the texture of viewpoint. In *Journal of Pragmatics*, 122, pp. 1-9.	https://doi.org/10.1016/j.pragma.2017.10.011
Valencia, J. A.	2016	In Meaning Making and Communication in Multimodal Age: Ideas for Language Teachers. In *Colombian Applied Linguistics Journal 18*(1), 98-115.	http://dx.doi.org/10.14483/calj.v18n1.8403
Vannini, P.	2007	Qualitative Inquiry 13 (1), pp. 113-140 10.1177/1077800406295625 http://qix.sagepub.com	Academia.edu
Ungar, Steven, & McGraw, Betty, R. (eds.)	1989	*Signs in Culture: Roland Barthes today.*	University of Iowa Press

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