



### COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Media Discourse/Žiniasklaidos diskursas	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: assoc. prof. dr. Anna Ruskan Other(s):	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
BA	Elective

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Interactive lectures, seminars	Autumn semester	English

Requirements for students	
Prerequisites: C1 level of English	Additional requirements (if any): No

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	150	32	118

Purpose of the course unit (module): programme competences to be developed
<p>This course develops students' linguistic competence and critical thinking by examining news discourse across different media outlets and genres. Students will study the language and imagery used in key media genres, including news reports, opinion columns, and editorials. Through systematic analysis of verbal and visual resources, they will explore how media discourse conveys evaluation, reflects ideology, and shapes audience perception.</p> <p>In addition to theoretical insights, the course emphasizes practical skills in advanced reading, writing, and discourse analysis. By engaging with authentic media texts and applying relevant frameworks, students will enhance their ability to interpret, critique, and produce media-related discourse with linguistic and analytical precision.</p> <p>Generic competences:</p> <ol style="list-style-type: none"> <li>1. <b>Responsibility:</b> the ability to set goals and make plans, and take responsibility for them:               <ol style="list-style-type: none"> <li>1.1 Will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines;</li> <li>1.2 will be able to take responsibility for their work / study results and learn from mistakes.</li> </ol> </li> <li>2. <b>Co-operation:</b> the ability to successfully work in a team               <ol style="list-style-type: none"> <li>2.1 Will be able to work in a team by setting common goals, sharing information, and looking for solutions together;</li> <li>2.2 will be able to motivate other team members to achieve common goals.</li> </ol> </li> <li>3. <b>Intercultural competence:</b> respect and openness to other cultures, the ability to work in a multicultural environment               <ol style="list-style-type: none"> <li>3.1 Will be able to understand the specifics of different cultures and to analyse and assess cultural contexts;</li> <li>3.2 will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity.</li> </ol> </li> <li>4. <b>Problem solving:</b> the ability to solve problems by relying on analytical, critical, and creative thinking               <ol style="list-style-type: none"> <li>4.1 Will be able to identify problems and challenges in their own and related fields;</li> </ol> </li> </ol>

- 4.2 will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions.
5. **Openness to change:** the ability to understand the necessity of change and the intention to constantly improve oneself
- 5.1 Will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities;
- 5.2 will be open to new ideas, strive to change, and be creative and innovative;
- 5.3 will be able to evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary for future change.

Subject-specific competences:

6. **Essential knowledge and skills in linguistics:** perception of language as a phenomenon and perception of linguistics as a scientific discipline.
- 6.1 Will know, understand and be able to define linguistics as a scientific discipline and to properly use and interpret the basic concepts and terms of linguistics.
7. **Understanding and analysis of the English language system at various levels:** phonetics, morphology, syntax, semantics, etc.
- 7.1 Will be able to describe, analyse and interpret English-language phenomena at various levels (phonetic, morphological, syntactic, semantic, pragmatic, language development, etc.) and compare them with Lithuanian or another language using appropriate terminology and methods;
- 7.2 will be able to effectively use and analyse English for specific purposes (science, politics, business, law, etc.).
8. **Communication skills in English (C1-C2):** listening, reading, speaking, writing, mediation
- 8.1 Will be able to understand, translate, edit and create texts of various genres in English, taking into account the communication intention, addressee, etc. and mediate in various communication situations;
- 8.2 will gain knowledge about the system and use of the Lithuanian language and will be able to name and explain the most prominent features of the Lithuanian language (similarities and differences) in comparison with other languages.
9. **Competence of a researcher of language and literature:** the ability to independently conduct linguistic, literary or interdisciplinary research applying the acquired philological knowledge and skills in practice
- 9.1 Will be able to collect, analyse, systematise and critically evaluate material from various sources and adequately apply philological research methods to investigate the selected research problem;
- 9.2 will be able to describe the results of the research in a scientific text, provide conclusions or recommendations, and present and defend them publicly.
10. **Ability to apply philological knowledge and skills in practice within and outside the University**
- 10.1 Will be able to apply the acquired knowledge and skills of English philology during communication and cooperation in an intercultural (and multilingual) environment, creating, translating and editing various texts, teaching English as a foreign language, etc.;
- 10.2 will be able to use modern information technologies, data resources and research resources to conduct linguistic and literary analysis of English texts and present the results of analysis and/or interpretation to the public in order to contribute to the practical applicability of English philology studies (corpora, dictionaries, term banks and glossaries, thematic websites, literature maps, etc.).

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students will acquire: -the ability to identify verbal and non-verbal (visual, audio) realisations of news values in news stories; -the ability to analyse the language and images in the news; -the ability to identify the reporter's voice and realizations of subjectivity in news reporting; -the ability to apply frameworks of evaluation to investigate authorial and non-authorial assessments in argumentative genres (editorials, opinion columns, features). -the ability to compare news reports and commentary sections across different news outlets (broadsheets vs tabloids, conservative vs liberal, British vs American); -the ability to use appropriate metalanguage;	Seminars: analytical reading and critical thinking, group discussions, practical exercises, presentations.	Accumulative evaluation: presentation (30%), participation (10%) and examination (60%).  Attendance at seminars and the delivery of the presentation is obligatory.

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Types and functions of media. Media discourse and genres. News discourse. Key linguistic approaches to news discourse.	2						2	5	<u>Reading:</u> Bednarek, Caple (2012a: 2-13) <u>Optional reading:</u> Durant, Lambrou (2009: 20-23; 26-29); Cotter (2010: 24-28)
2. Different news outlets: national vs regional; broadsheets vs tabloids; conservative vs liberal. The concept of news values. An overview of verbal and non-verbal resources realising news values.			2				2	10	<u>Reading:</u> Bednarek, Caple (2012a: 39-81); Bednarek, Caple (2012b: 103-105) <u>Exercises:</u> identification of news values and their verbal and non-verbal realisations in broadsheets and tabloids
3. Language in the news: syntactic and lexical choices. News reports: structure, types of reported speech, reporting expressions and manifestations of objectivity/subjectivity.			6				6	20	<u>Reading:</u> Bednarek, Caple (2012a: 85-94; 96-104); Thompson et al. (2008: 212-219); Landert (2015: 32-49); White (2012); Facchinetti (2015: 176-182) <u>Optional reading:</u> Vis et al. (2015); Koivunen et al. (2021) <u>Exercises:</u> analysis of news reports in broadsheets and tabloids
4. Images in the news: visual resources and their communicative functions.	2		4				6	15	<u>Reading:</u> Bednarek, Caple (2012a: 125-131); Breeze (2014); <u>Optional reading:</u>

									Facchinetti (2021) <u>Exercises:</u> analysis of functions of images in broadsheets and tabloids; relationship between the image, caption, headline, lead and body of a news report.
5. Comparison of news reports targeted at different types of audience (conservative vs liberal; British vs American; broadsheet vs tabloid) in terms of news values, structure, language and images.			4				4	15	Presentation
6. Evaluation in newspaper discourse: theoretical frameworks. Parameters of evaluation developed by Bednarek and Caple (2012).	2						2	13	<u>Reading:</u> Bednarek, Caple (2012a: 137-158) <u>Optional reading:</u> Martin, White (2005: 34-40)
7. Evaluation expressed in editorials, opinion columns and features. Analysing the targets, sources, and parameters of evaluation as well the target audience.			4				4	20	<u>Reading:</u> Bednarek, Caple (2012a: 137-158); <u>Exercises:</u> analysis of editorials/opinion columns/features in British and American broadsheets.
8. Comparison of evaluation expressed in editorials/opinion columns targeted at different types of audience (conservative vs liberal; British vs American).	2		4				6	20	<u>Exercises:</u> analysis of editorials/opinion columns/features in British and American broadsheets.
<b>Total</b>	<b>8</b>		<b>24</b>				<b>32</b>	<b>118</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Accumulative evaluation:			
Presentation: Comparison of two news reports targeted at different types of audience (conservative vs liberal; British vs American; broadsheet vs tabloid)	30 %	November	<p>Students are expected to compare the reporting of a single event in two news outlets with different target audiences (e.g. British vs. American; broadsheet vs. tabloid; conservative vs. liberal). The main goal is to identify the similarities and differences in how an event is framed by each news outlet, and to analyse how this framing relates to the target audience of each outlet.</p> <p>The comparison should cover the following aspects:</p> <p>Construal of news values through verbal resources and images. Structure of the reports (headline, lead, body/development). Attribution of sources and their role in conveying the report's perspective. Functions of images in shaping meaning.</p>

			<p>Maximum evaluation: <b>10 points</b></p> <p>Allocation of points by aspect:  Similarities and differences in the construal of news values – <b>3 points</b>  Similarities and differences in the structure of the reports – <b>2 points</b>  Similarities and differences in types of reported speech and reporting expressions – <b>2 points</b>  Similarities and differences in the communicative functions of images – <b>1 point</b>  Discussion of the correlation between the perspective of the reports and the target audience – <b>2 points</b></p>
Participation	10 %		Completion of homework assignments, discussion
Examination (Final test, written form) Grading scale:  100-95 – <b>10</b> ; 94-85 – <b>9</b> ; 84-75 – <b>8</b> ; 74-65 – <b>7</b> ; 64-55 – <b>6</b> ; 54-45 – <b>5</b> ; 44 – <b>fail</b> ;	60 %	January	<p>The final test consists of several tasks. The students will have to analyse extracts from British or American news outlets and answer the questions on the basis of the theoretical texts covered in the course. They will have to identify the structure, key linguistic features and visual images of news reports in British/American broadsheets/tabloids. They will have to identify the targets(s) and source(s) of evaluation, target audience and parameters of evaluation in British/American editorials and opinion columns. The maximum evaluation of an examination is 10 points.</p> <p><u>Additional remarks:</u>  The course instructor reserves the right to modify homework assignments, the sequence of seminar topics and dates of seminars outlined in the course syllabus in order to facilitate the students' learning process.</p>

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
<b>Compulsory reading</b>				
Bednarek, Monika, Helen Caple	2012a	<i>News Discourse</i>		London, New York: Bloomsbury
Bednarek, Monika, Helen Caple	2012b	<i>'Value added': Language, image and news values</i>	<i>Discourse, Context and Media</i> 1, 103-113	
Breeze, Ruth	2014	<i>Multimodal analysis of controversy in the media</i>	Evaluation in Context, edited by G. Thompson and L. Alba Juez, 303–319	Amsterdam: John Benjamins Publishing Company
Facchinetti, Roberta	2015	<i>News writing from the 1960s to the Present Day</i>	<i>News as Changing Texts</i> , eds. Roberta Facchinetti, Nicholas Brownless, Birte Bös and Udo Fries	Cambridge: Cambridge Scholars Publishing

Landert, Daniela	2015	<i>Reportable facts and a personal touch. The functions of direct quotes in online news</i>	<i>The Pragmatics of Quoting Now and Then</i> , eds. Jenny Arendholz, Wolfram Bublitz and Monika Kirner	London/New York: De Gruyter
Thomson, Elisabeth A., Peter R. R White and Philip Kitley	2008	<i>“Objectivity” and “hard news” reporting across cultures: Comparing the news report in English, French, Japanese and Indonesian journalism</i>	<i>Journalism Studies</i> 9 (2): 212–228	
R. R. White	2012	<i>Exploring the axiological workings of ‘reporter voice’ news Stories - Attribution and attitudinal positioning</i>	<i>Discourse, Context &amp; Media</i> 1, 57-67	
<b>Optional reading</b>				
Cotter, Colleen	2010	<i>News Talk. Investigating the Language of Journalism</i>		Cambridge: Cambridge University Press
Durant, Alan, Marina Lambrou	2009	<i>Language and Media</i>		London: Routledge
Facchinetti, Roberta	2021	<i>News discourse and the dissemination of knowledge and perspective: From print and monomodal to digital and multisemiotic</i>	<i>Journal of Pragmatics</i> 175, 195-206	
Harcup, Tony	2014	<i>Dictionary of Journalism</i>		Oxford: Oxford University Press
Koivunen, Anu, Antti Kanner, Maciej Janicki, Auli Harju, Julius Hokkanen, Eetu Mäkelä	2021	<i>Emotive, evaluative, epistemic: A linguistic analysis of affectivity in news journalism</i>	<i>Journalism</i> 22 (5), 1190–1206	
Martin, James R., Peter R. R. White	2005	<i>The Language of Evaluation: Appraisal in English</i>		Basingstoke: Palgrave Macmillan
Vis, Kirsten, José Sanders and Wilbert Spooren	2015	<i>Quoted Discourse in Dutch News Narratives</i>	<i>Texts, Transmissions, Receptions</i> , eds. André Lardinois, Sophie Levie, Hans Hoeken and Christoph Lüthy	Brill

The course unit (module) description was updated on April 8, 2026.