



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Critical Discourse Analysis / Kritinė diskurso analizė	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc. Prof. Liudmila Arcimavičienė	Faculty of Philology Institute of Foreign Languages

Study cycle	Type of the course unit (module)
2 nd	Compulsory

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Lectures and seminars	Autumn semester	English

Requirements for students	
Prerequisites: None	Additional requirements (if any): None

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	135	32	103

Purpose of the course unit (module): Competencies of the study programme		
<p>This course aims to introduce graduate students to the theory and practice of Critical Discourse Analysis (CDA), with a specific focus on how meaning and power relations are constructed in mainstream media discourse. Through both theoretical exploration and practical analysis, students will develop the ability to critically examine media texts and uncover underlying ideologies and identity representations. The course fosters the development of the following competencies:</p> <ol style="list-style-type: none"> 1) Generic competencies <ul style="list-style-type: none"> • Cognitive: analytical thinking and critical interpretation of discourse. • Social: collaborative analysis and discussion of discourse practices. • Personal: reflection on language, power, and societal structures. 2) Subject-specific competencies <ul style="list-style-type: none"> • Understanding and applying patterns of social meaning de/construction. • Analysing the structure and strategies of discourse in the mainstream news media. • Identifying how power, ideology and identity are embedded in and communicated through news media discourse. • By the end of the course, students will be equipped to critically engage with news media texts and understand the broader social and political implications of discourse patterns. 		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Learning outcomes derived from the generic competencies . Upon completing this course, students will be able to <ul style="list-style-type: none"> • Locate, analyse, synthesise, and critically evaluate data relevant to 	Independent reading and analysis of recent research. Active participation in seminars and	Critical discourse coding and visualisation report. Written examination.

<p>their academic work.</p> <ul style="list-style-type: none"> • Apply acquired knowledge to real-world contexts by identifying problems and proposing effective solutions. • Generate original ideas and select appropriate forms of academic and analytical expression. • Demonstrate a commitment to lifelong learning by acquiring new knowledge and skills and applying them across diverse social contexts. • Take responsibility for the quality and outcomes of both individual and collaborative work. • Demonstrate initiative, assess the strengths and weaknesses of their own work, engage in reflective practices, and be accountable for their decisions and actions. 	<p>in-class discussions.</p>	
<p>Learning outcomes derived from subject-specific competencies. Upon completing this course, students will be able to:</p> <ul style="list-style-type: none"> • Apply theoretical concepts of Critical Discourse Studies (CDS) to the practical analysis of mainstream media discourse. • Identify and evaluate the functional levels of discourse within mainstream media contexts. • Critically assess representations of social change and dominant ideologies in news media discourse. • Collect, interpret, and analyse authentic discourse samples. • Identify, describe, and explain key discourse patterns and their implications for social meaning and power relations. 	<p>Group discussions and individual research.</p> <p>Analysis of authentic media materials.</p>	<p>Critical discourse data coding and visualisation report.</p> <p>Written examination.</p>

Topics	Contact hours							Self-study work and assignments	
	Lectures	Consultations	Seminars	Tutorials	Laboratory work	Internship/work placement	Total contact hours	Self-study hours	Assignments
<p>1. Introduction to Critical Discourse Studies: The emergence and development of Discourse Studies as a multidisciplinary field. Historical foundations and key theoretical influences, including linguistics, sociology, philosophy, and semiotics. Major schools of thought and their contributions.</p>	2		2				4		<p>CR: (Angermuller, 2-11; Fairclough, 27-54)</p> <p>Discussion and analysis of central concepts and their methodological relevance to CDA.</p>

2. Poststructuralist and pragmatic approaches to discourse: The shift from ideology to discourse in social theory. Discourse as a site of power and resistance. Foucault's archaeology and genealogy of discourse. Meaning as use: the role of context and intention.	2		2				4		CR: (Foucault, 135-148; Helsloot & Hak, 2-24; Butler, 37-73) Discussion and analysis of central concepts and their methodological relevance to CDA.
3. Interactional and socio-pragmatic perspectives: Discourse as social interaction. Goffman's theory of the Self and face-work. The representation and positioning of social actors. Identity construction in discourse. Ethnomethodology and conversation analysis as complementary approaches.	2		2				4		CR: (Goffman, 1-9; Theo van Leeuwen, 32-52) Discussion and analysis of central concepts and their methodological relevance to CDA.
4. Critical approaches to discourse and power: The theoretical foundations of Critical Discourse Analysis (CDA). Language as a vehicle of social power and control. Discursive legitimation strategies. Case study: discourse practices and ideological formations in the context of the 'New Normal' (e.g., post-COVID narratives, securitisation etc.).	2		2				4		CR: (Teun A. van Dijk, 84-102; Krzyzanowski, Wodak 1et al. 1-18; Wodak, 1-20) Discussion and analysis of central concepts and their methodological relevance to CDA.
5. CDA and media reporting: The role of discourse in the production and consumption of news. Globalisation and the transnational flow of media narratives. National vs. international perspectives in media discourse. Methodological frameworks for analysing media texts. The power of narrative framing and agenda-setting.	2		2				4		CR: (Machin & van Leeuwen, 7-22; Fulton, 1-7). Discussion and analysis of central concepts and their methodological relevance to CDA.
6. CDA and digital media: Discursive practices in online environments. Multimodality, intertextuality, and algorithmic shaping of discourse. Political activism, disinformation, and digital populism. Methodologies for analysing social media data, including ethical considerations and platform-specific dynamics.	2		2				4		CR: (KhosraviNik, Merunková & Šlerka, 243-276; Smith & Sanderson, 342-358). Discussion and analysis of central concepts and their methodological relevance to CDA.
7. Final project. Data coding and visualisation report: Application of theoretical and methodological insights through the collection, coding, and analysis of authentic discourse samples. Visualisation of discourse patterns using at least one analytical diagram (e.g., discourse maps, semantic fields, narrative structure). Emphasis on interpretation and critical reflection.	2		2				4		Application of CDA to the collected media sample, presented in the form of a visualisation report based on the coding results.
8. Exam preparation and reflection: Review of key concepts, methods, and	2		2				4		Students will revisit and critically reflect on

debates in CDA. Strategies for synthesising theoretical knowledge and applying it in analysis. Q&A and collaborative reflection.								the central theoretical frameworks of CDA. This includes the key concepts of power, ideology, identity, their relevance and evolution.
Total	16		16			32		

Assessment strategy	Weight %	Deadline	Assessment criteria
Data coding and visualisation report	40	End of semester	<p>A critical discourse analysis of an authentic mainstream media sample. Drawing on theoretical frameworks and methodological tools discussed throughout the course, students will:</p> <ul style="list-style-type: none"> • Code by using CDA-informed categories (20%); • Visualise the findings in at least one analytical diagram that clearly represents their analytical insights (10%); • Reflect on the implications of their analysis, evaluating how discourse constructs meaning and reinforces or challenges existing power structures (10%).
Final exam	60	During the session time	<p>Students will complete a written exam consisting of open-ended questions designed to assess both theoretical knowledge and analytical skills. The evaluation will be based on the following criteria:</p> <ol style="list-style-type: none"> 1) Theoretical understanding of CDA (30%) Knowledge of key concepts (15%) and core arguments within the CDA framework (15%) 2) Analytical interpretation of media discourse (30%) Identification and explanation of ideological patterns (10%), identity construction (10%) and underlying power relations in discourse (10%)

Author	Year	Title	Volume	Publishing House
Compulsory reading				
Goffman, E.	2002	The presentation of self in everyday life.		<i>Garden City, New York.</i>
Butler, J.	2024	Who's afraid of gender?		Penguin Random House
Wodak, R.	2021	Crisis communication and crisis management during COVID-19		<i>Bristol University Press</i>
Obeng, S. G., & Green, C. R.	2008	The Handbook of Discourse Analysis.	(Eds.) Schiffrin, Tannen & Hamilton.	<i>Blackwell Publishers: Malden and Oxford.</i>
Helsloot, N., & Hak, T.	2008	Pecheux's contribution to discourse analysis.	Historical Social Research, 33(1), 162-184.	https://doi.org/10.12759/hsr.33.2008.1.162-184

Merunková, L., & Šlerka, J.	2019	Goffman's Theory as a Framework for Analysis of Self Presentation on Online Social Networks.	<i>Masaryk University Journal of Law and Technology</i> , 13(2), 243-276.	
Smith, L. R., & Sanderson, J.	2015	I'm going to Instagram it! An analysis of athlete self-presentation on Instagram.	<i>Journal of Broadcasting & Electronic Media</i> , 59(2), 342-358.	
KhosraviNik, M.	2022	Digital meaning-making across content and practice in social media critical discourse studies.	<i>Critical Discourse Studies</i> , 19(2), 119-123.	
Fulton, H., Huisman, R., Murphet, J., Dunn, A.	2005	<i>Narrative and media.</i>		Cambridge University Press, Cambridge.
Krzyzanowski, M., Wodak, R., Bradby, H., Gardell, M., Kallis, A., Krzyżanowska, N., ... & Rydgren, J. (2023).	2023	Discourses and practices of the 'New Normal': Towards an interdisciplinary research agenda on crisis and the normalization of anti-and post-democratic action.	<i>Journal of Language and Politics.</i>	
Foucault, M.	1971	The Archaeology of Knowledge.		Vintage Books: New York.
Machin, D., & Van Leeuwen, T.	2007	<i>Global media discourse: A critical introduction.</i>		Routledge.
Angermuller, J.	2020	<i>Poststructuralist Discourse Studies: from structure to practice.</i>	(Eds.) de Fina & Georgakopoulou. In <i>The Cambridge Handbook of Discourse Studies</i> , 235–254.	Routledge: London.
Fairclough, N.	1995	<i>Critical discourse analysis: The critical study of language.</i>		Longman Publishing: New York.
Additional reading				
Van Dijk, T.	2011	Discourse and ideology.		SAGE Publications: London, New York.
Fairclough, M.	2001	Language and Power		Pearson Education: London, New York.
Arcimavičienė, L.	2019	Gender, metaphor and migration in media representations.	(Eds.) Viola & Musolff. In <i>Migration and Media: Discourses about</i>	Benjamins Publishing: Amsterdam.

			<i>identities in crisis</i> (81)	
Arcimaviciene, L., Baglama, S. H.	2018	Migration, metaphor and myth in media representations: The ideological dichotomy of “them” and “us”	<i>SAGE open</i> , 8(2)	<i>SAGE publications: London and New York.</i>

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