



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	The 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>The course aims to develop the students' linguistic competence and skills in critical thinking by exploring the news discourse in online newspapers, social media and in news interviews. The course introduces the students to language and images employed in a variety of media genres (news reports, opinion columns, editorials, tweets, news interviews) as well as to the framework of evaluation to be applied to authorial and non-authorial assessments in media discourse. The course also aims to develop the students' skills in reading and writing at an advanced level.</p> <p>Generic competences:</p> <ol style="list-style-type: none"> 1. Responsibility: the ability to set goals and make plans, and take responsibility for them: <ol style="list-style-type: none"> 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; 1.2 will be able to take responsibility for their work / study results and learn from mistakes. 2. Co-operation: the ability to successfully work in a team <ol style="list-style-type: none"> 2.1 Will be able to work in a team by setting common goals, sharing information, and looking for solutions together; 2.2 will be able to motivate other team members to achieve common goals. 3. Intercultural competence: respect and openness to other cultures, the ability to work in a multicultural environment <ol style="list-style-type: none"> 3.1 Will be able to understand the specifics of different cultures and to analyse and assess cultural contexts; 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. 4. Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking <ol style="list-style-type: none"> 4.1 Will be able to identify problems and challenges in their own and related fields; 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 <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> -the ability to identify verbal and non-verbal (visual, audio) realisations of news values in online newspapers and in social media; -the ability to analyse the structure of a news report, explore its linguistic features and to discuss the functions of images in the news; -the ability to compare modes of reporting, manifestations of objectivity/intersubjectivity and images in news reports found in broadsheets and tabloids; -the ability to identify and explore the parameters of evaluation and interaction attested in argumentative newspaper genres (editorials, opinion columns, features), tweets, and in news interviews; -the ability to compare argumentative newspaper discourse in broadsheets and tabloids, papers representing different political outlooks (conservative vs liberal) and cultures (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 (2012: 2-13) <u>Optional reading:</u> Durant, Lambrou (2009: 20-23; 26-29); Cotter (2010: 24-28)
2. Newspaper discourse. Types of newspapers: national vs regional; broadsheets vs tabloids; newspapers with a conservative or liberal political orientation. The concept of news values. An overview of verbal and non-verbal resources realising news values.			2				2	10	<u>Reading:</u> Bednarek, Caple (2012: 39-81) <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	13	<u>Reading:</u> Bednarek, Caple (2012: 85-94; 96-104); Thompson et al. (2008: 212-219); Landert (2015: 32-49); Facchinetti (2015: 176-182) <u>Exercises:</u> analysis of news reports in broadsheets and tabloids
4. Images in the news.			2				2	10	<u>Reading:</u> Bednarek, Caple (2012: 125-131); 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	15	<u>Reading:</u> Martin, White (2005: 34-40); Bednarek, Caple (2012: 137-158)
7. Evaluation expressed in editorials, opinion columns and features: targets, sources, parameters and audience.			4				4	15	<u>Reading:</u> Bednarek, Caple (2012: 137-158); <u>Exercises:</u> analysis of editorials/opinion columns/features in British and American broadsheets.
8. Comparison of evaluation developed in editorials/opinion columns targeted at different types of audience (conservative vs liberal; British vs American).			2				2	15	<u>Exercises:</u> analysis of editorials/opinion columns/features in British and American broadsheets.
9. Evaluative dimension of tweets.	2		2				4	10	<u>Reading:</u> Facchinetti (2015: 807-811); Zappavigna (2011: 788-792) <u>Optional reading:</u> Page et al. (2014: 31-34); Zappavigna (2012: 35-40); Zappavigna (2015: 278-280; 282-288) <u>Exercises:</u> analysis of politicians' tweets; comments on evaluative language
10. Evaluation and interaction in a news interview.	2		2				4	10	<u>Reading:</u> Bull, Fetzer (2010: 163-167); Fetzer (2008: 272-275) <u>Exercises:</u> analysis of questions and answers in an interview; comments on evaluative language
Total	8		24				32	118	

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 %	October, November	<p>The students are expected to compare the reporting of an event in two newspapers that have a different target audience (British vs American; broadsheet vs tabloid; conservative vs liberal). The main goal is to identify similarities and differences in the way the event is framed in the two newspapers. The following aspects are to be covered in the comparison: structure of the two reports; types of sources employed in the reports; construal of news values; functions of images.</p> <p>The maximum evaluation of a presentation is 10 points.</p> <p>Points allocated for each aspect under evaluation:</p> <ul style="list-style-type: none"> • Similarities and differences in the structure of the reports (headline, lead, body/development) – 3 points • Similarities and differences in types of reported speech and reporting expressions employed in the reports – 3 points • Similarities and differences in the realisations of objectivity/subjectivity – 2 points • Similarities and differences in the expression of communicative functions of images – 2 points
Participation	10 %		Completion of homework assignments, discussion
Examination (Final test, written form) Grading scale: 100-95 – 10 ; 94-85 – 9 ; 84-75 – 8 ; 74-65 – 7 ; 64-55 – 6 ; 54-45 – 5 ; 44 – fail ;	60 %	January	<p>The final test consists of several tasks. The total number of points scored in the test is 100. The students will have to analyse extracts from British or American newspapers, tweets and news interviews 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. They will also have to elaborate on the evaluative language of tweets and comment on the types of questions and answers employed in a news interview. 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
Compulsory reading				
Bednarek, Monika, Helen Caple	2012	<i>News Discourse</i>		London, New York: Bloomsbury
Bull, Peter, Anita Fetzer	2010	<i>Face, facework and political discourse</i>	<i>Revue Internationale de Psychologie Sociale</i> 2 (3):	

			155-185	
Facchinetti, Roberta	2015	<i>English in social media: A linguistic analysis of tweets</i>	<i>Comunicación Social: Retos y Perspectivas, vol. II, Santiago de Cuba, Ediciones Centro de Lingüística Aplicada, Proceedings of "XIV Simposio Internacional de Comunicación Social", pp. 807-811</i>	
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
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.	
Fetzer, Anita, Peter Bull	2008	<i>'Well, I answer it by simply inviting you to look at the evidence' The strategic use of pronouns in political interviews</i>	<i>Journal of Language and Politics</i> 7:2, 271-289	
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
Martin, James R., Peter R. R. White	2005	<i>The Language of Evaluation: Appraisal in English</i>		Basingstoke: Palgrave Macmillan
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	
Zappavigna, Michele	2011	<i>Ambient affiliation: A linguistic perspective on Twitter</i>	<i>New Media and Society</i> 13 (5): 788-806	
Optional reading				
Bednarek, Monika	2016	<i>Investigating evaluation and news values in news items that are shared through social</i>	<i>Corpora</i> 11 (2): 227-257	

		<i>media</i>		
Bednarek, Monika, Helen Caple	2012	<i>'Value added': Language, image and news values</i>	<i>Discourse, Context and Media</i> 1, 103-113.	
Breeze, Ruth, Ines Olza	2017	<i>Evaluation in Media Discourse</i>		Berlin: Peter Lang.
Caple, Helen, Changpeng Huan, Monika Bednarek	2020	<i>Multimodal News Analysis Across Cultures</i>		Cambridge: Cambridge University Press
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
Harcup, Tony	2014	<i>Dictionary of Journalism</i>		Oxford: Oxford University Press
Page, Ruth, David Barton, Johann W. Unger, Michele Zappavigna	2014	<i>Language and Social Media</i>		London, New York: Routledge
Vis, Farida	2013	<i>Twitter as a reporting tool for breaking news: Journalists tweeting the 2011 UK riots</i>	<i>Digital Journalism</i> 1 (1): 27-47	
Zappavigna, Michele	2012	<i>The Discourse of Twitter and Social Media</i>		London, New York: Continuum
Zappavigna, Michele	2015	<i>Searchable talk: The linguistic functions of hashtags</i>	<i>Social Semiotics</i> 25 (3): 274-291	

The course unit (module) description was updated on August 30, 2023.