



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Course code
Media Discourse I/ III / Medijų diskursas I/ III	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Prof. Dr J. Korostenskienė Others: Assoc. Prof. Dr L. Bikelienė, Assoc. Prof. Dr Lina Inčiuraitė-Noreikienė	Faculty of Philology

Study cycle	Level of the course unit (module)	Type of the course unit (module)
Second	1/3	Elective

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Interactive lectures, seminars, self-study	Autumn	English

Student Requirements	
Prerequisites: English C1	Additional requirements (if any): N/A

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	130	32	98

Purpose of the course unit (module):		
Aim of the course unit: - to introduce the field of mediallynguistics, overviewing the fundamental issues of linguistics and their application in media research - to provide knowledge and understanding of media linguistics as a science, its methodology, and the subject, <i>the media text</i> ; - to develop a reflective approach and provide knowledge for interpreting active processes that take place in the modern English language system: changes in the use of units at different levels of English in contemporary spoken and written texts; - to develop skills to analyze and evaluate linguistic features of media texts, applying mediallynguistic methods and to develop flexibility in critical analytical thinking; the ability to organize one's work and learning, to choose the right strategies for task completion, to train for quality.		
Learning outcomes of the course unit (module)	Study methods	Assessment methods
Upon completion of the course, the students:		
- will have revised the main concepts of linguistics as applicable in the field of mediallynguistics; - will have knowledge of mediallynguistics as a discipline, its origins, scope, key problems, methodology, and subject, the media text;	Analysis and interpretation, problem statement, self-study, group discussion. Research methods (information search, analysis of written and spoken texts, preparation and	Oral presentation, group discussion, individual completion of tasks, examination.

<ul style="list-style-type: none"> - will have an understanding of approaches to the analysis of English-language media texts, as well as key characteristics of media-text analysis; - will have an understanding of the main properties and dimensions of media texts; - will be able to explain the basic principles of mediatization and media logic, and how institutional and social practices are shaped by media environments; - will be able to identify how meaning, stance, and “common sense” are constructed in media discourse 	<p>presentation of reports and written papers).</p>	
<ul style="list-style-type: none"> - will have knowledge of changes taking place in the English language system; - will be able to purposefully select linguistic variants of English, to analyze them and to evaluate their use in media texts; - will have developed understanding of the genre-specific language properties; 	<p>Analysis, discussion, problem-solving, individual work, group discussion. Research methods (information search, analysis of oral and written texts, preparation and delivery of presentations and written projects).</p>	<p>Oral presentation, group discussion, individual completion of tasks, analytical written projects, examination.</p>
<ul style="list-style-type: none"> -will be able to determine the criteria for linguistic variants of non-compliance with norms and to develop language techniques to eliminate violations linguistic norms in media texts; - will be able to provide practical recommendations to eliminate violations of norms; - will be able to prepare recommendations for the use of linguistic variants of English in order to ensure the effectiveness of communication; 	<p>Individual work and presentation during seminars, group discussions, active listening to other presentations and their critical appreciation.</p> <p>Preparation for seminars, examination.</p>	<p>Oral presentation, group discussion, written assignments.</p> <p>Individual completion of tasks.</p>
<ul style="list-style-type: none"> - will be able to set goals, choose the necessary resources and appropriate methods to complete the task; - will be able to plan stages of activity, defining the risk of unforeseen situations, will be able to adjust the plan in the process of its implementation; - will be able to identify and evaluate phenomena, distinguish / identify their components, link different insights into a coherent whole, present reasonable conclusions in solving complex problems at the theoretical and practical levels; - will be able to provide a critical assessment of personal achievements. 	<p>Preparation for seminars, examination.</p>	<p>Completion of tasks both individually and in groups.</p> <p>Examination.</p>

Topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Medialinguistics as an interdisciplinary field at the intersection of language, media, and society:	2		2				4	8	Note: Lecture materials and reading

<p>its origins, main approaches, and the constructionist perspective.</p> <p>Key perspectives on representation, meaning-making, and the functions of language in media contexts.</p> <p>The concept of mediatization and its manifestations in language. The role of platform affordances, including phenomena such as echo chambers and algorithmic visibility, in shaping media discourse.</p>								<p>assignments are available on Moodle</p> <p><i>Mandatory lit-re:</i> Lugingbühl 2015: 9-26; Bucher & Helmond 2018 (selected pages); Hall 1997; Shifman 2013. Discussion and analysis of digital media examples</p>	
<p>2. Register, style, and identity in media discourse. Exploring variation in media language: enregisterment and style as resources for meaning-making and identity construction.</p> <p>Framing theory as an approach to the representation of reality in media discourse.</p>	2		2				4	10	<p><i>Mandatory lit-re:</i> Agha 2006; Snell 2017; Coltman-Patel et al. 2022;</p> <p>Entman 1993, Gamson & Modigliani 1989, Lindström & Marais 2012 <i>or</i> Sullivan 2023; van Gorp 2007</p> <p>Discussion and analysis of media data; application of theoretical concepts; comparison of examples.</p>
<p>3. News values and language: how newsworthiness is constructed in discourse.</p> <p>Media logic and its social implications, including shifting authority and gatekeeping practices. Patterns of selection, prominence, and circulation in news discourse.</p>	2		2				4	10	<p><i>Mandatory lit-re:</i> Bednarek & Caple 2014; Hjarvard 2008, 2011; Harcup & O’Neill 2017</p> <p>Discussion and analysis of media data; application of theoretical concepts; comparison of examples.</p>
<p>4. Syntactic tools of information structuring in media discourse (information packaging, ambiguity) and the construction of contrast through linguistic opposition.</p>	2		2				4	8	<p><i>Mandatory lit-re:</i> Huddleston & Pullum 2007: 3-80; Davies 2008 (selected pages).</p> <p>Discussion and analysis of media data; application of theoretical concepts; comparison of examples.</p>
<p>5. Validity, data, and representation in news media: types of validity, representation of research in news media, simplification and bias, and patterns in media discourse. Application of corpus-assisted approaches to the analysis of media discourse data.</p>	2		2				4	8	<p><i>Mandatory lit-re:</i> Javadinejad 2024, Lev-Ari & Keysar 2010. Discussion and analysis of media and corpus data.</p>
<p>6. Credibility, ideology, and voice in news media: credibility in media, the role of voice in</p>	2		2				4	8	<p><i>Mandatory lit-re:</i> Hall-Lew et al. 2010;</p>

shaping meaning and ideology in media discourse.									Kirkham & Moore 2016; Wichmann 2013: 25-33. Analysis and interpretation of media data
7. Extra- and intralinguistic factors in the lexical system of the English language development. Active lexical processes in English media texts. Questions related to the English language change: rule, analogy, profitability. Types of neologisms in English media texts (reduplication, acronyms, clippings and their types)	1		1					2	10 <i>Mandatory lit-re:</i> Mattiello 2013: 22-64; Plag 2014: 116-131; Tokar 2012: 78-110; Munat 2007: 3-12. Word formation analysis in written and spoken media texts.
8. The concept of productivity. Regularity, irregularity. Criteria of well-formedness. Means of morphological negation in English media texts.	1		1					2	8 <i>Mandatory lit-re:</i> Carstairs-McCarthy 2014: 85-99; Mattiello 2013: 109-111; 138-141; 167-169; 184-185; 197-198; Munat 2007: 64-66; Mattiello 2013: 97-105; 128-135; 160-165; 180-184; 192-197; 207; Bauer 2013:364-384. Analysis of the use of grammatical competence in written and spoken media texts.
9. Complex words in English media texts, their structure and internal form.	1		1					2	8 <i>Mandatory lit-re:</i> Bauer 2013: 432-490; Munat 2007: 115-133; 138-159. Analysis of the link between morphological forms and content.
10. Extra-grammatical constructions in English media texts. Principles of contextual suitability.	1		1					2	8 <i>Mandatory lit-re:</i> Mattiello 2013: 210-244; Bauer et al. 2013: 518-533. Analysis and evaluation of the use of morphological forms in various contexts.
Preparation for the examination									12
	16		16					32	
Total	16		16					32	98

Assessment strategy	Weight, %	Assessment period	Assessment criteria
Assessment is based on:	60%	During the semester	Quality of contributions is assessed, in particular: ability to formulate the answer in an argued way; demonstration of understanding of the topics analyzed, ability to raise questions and formulate reasonable hypotheses; ability to provide relevant examples; - Level of preparation: timely completion of the assignments;

<ul style="list-style-type: none"> - Quality of homework assignments (oral or written analytical tasks) - Preparation for seminars (completion of assigned readings and tasks) - Active participation in seminars (quality of contributions to discussions) - Short analytical tasks / in-class activities (individual or group-based) 			<ul style="list-style-type: none"> - Active participation in the discussions. <p>Assessment formula: $RV = (\sum R_v : n)$, where RV – Average for written assignments $\sum R_v$ – sum total of grades received n – number of written assessments</p> <p>Every assignment is graded on the following basis: 10 points – the student demonstrates the ability to conduct analysis of texts within the overall context of the discipline, to develop quality analysis, to draw conclusions, and demonstrates critical thinking skills. 8-9 points – the student can relate theoretical and practical issues, draws conclusions that are consistent with their line of argumentation and demonstrates critical thinking skills. 6-7 points – the student demonstrates superficial knowledge, his/her independent study reflects a narrow perspective on one or several aspects, critical thinking is not substantially developed. 5 points – the student’s exposition of the topic is fragmented and superficial. 1-4 points – the topic as discussed demonstrates lack of understanding.</p> <p>The grade is cumulative: it is drawn from the three components of the course. Within each component, the intermediate grade is drawn for homework assignments and work throughout the semester following the formula: 50% (Medialinguistics) + 25% (Phonetics/Phonology) + 25% (Morphology).</p>
Final project	40%	During Winter session	<p>The student presents an analysis of three scholarly articles on a selected aspect of the course within one of its components. The presentation must meet the requirements available on the Moodle course page and be uploaded by January 2. The oral presentation takes place during the Winter session and is assessed following the rubric below:</p> <p><u>40%</u>: the student’s answer demonstrates successful incorporation of several essential aspects; the selected research articles are of high quality and relevance; the analysis is coherent and well-developed, with clear methodological awareness; the details support the conclusions, and the paper demonstrates a strong understanding of the linguistic material covered.</p> <p><u>30%</u>: the student’s answer addresses the most significant aspects of the relevant literature; the selected research articles are generally appropriate, though not always optimal; the analysis is present but not fully consistent, and methodological decisions are only partially justified; some deficiencies are evident;</p> <p><u>20%</u>: the student’s answer contains a number of imprecisions; the selection of research articles is limited or insufficiently justified; the analytical component is weak or inconsistent, and methodological decisions are unclear; while some important aspects are mentioned, they are not clearly related;</p> <p><u>10%</u>: the student’s answer focuses on one linguistic aspect or a limited element of the material; the selection of research articles is inadequate; the analysis is minimal or largely</p>

			<p>descriptive, and methodological awareness is lacking; the answer lacks coherence and contains significant deficiencies or subject-related errors;</p> <p>0%: the student provides irrelevant or inappropriate information; the research articles selected are unsuitable, or poor quality or absent; no meaningful analysis is demonstrated, and methodological decisions are not evident; the answer does not demonstrate understanding of the topic.</p>
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Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Mandatory literature				
Agha, A.	2006	Register formations	In: <i>Language and Social Relations. Studies in the Social and Cultural Foundations of Language</i> , pp. 145-189.	CUP https://www.cambridge.org/core/books/abs/language-and-social-relations/register-formations/138520B2B902467EA3A3335C55E81008
Bauer L., Lieber R. & Plag I.	2013	The Oxford Reference Guide to English Morphology.		OUP
Bednarek, M. & Caple, H.	2014	Why do news values matter? Towards a new methodological framework for analyzing news discourse in Critical Discourse Analysis and beyond	<i>Discourse & Society</i> 25/2: 135-158.	https://journals.sagepub.com/doi/abs/10.1177/0957926513516041
Bucher, T., & Helmond, A.	2018	The affordances of social media platforms	<i>The SAGE Handbook of Social Media</i> , 233–253	https://doi.org/10.4135/9781473984066.n14
Castairs-McCarthy	2014	An Introduction to English Morphology		Edinburgh University Press
Coltman-Patel, T.; Dance, W.; Demjén, Z.; Gatherer, D.; Hardaker, C.; Semino, E.	2022	'Am I being unreasonable to vaccinate my kids against my ex's wishes?' – A corpus linguistic exploration of conflict in vaccination discussions on Mumsnet Talk's AIBU forum.	<i>Discourse, Context and Media</i> , 48, Article 100624.	10.1016/j.dcm.2022.100624 (open access)
Cruttenden, A.	2014	Gimson's Pronunciation of English	8th Edition	London / NewYork: Routledge.
Davies, M.	2008	Oppositions in News Discourse: the ideological construction of us and them in the British press.	Doctoral thesis, University of Huddersfield	https://eprints.hud.ac.uk/id/eprint/8352/1/mdaviesfinalthesis.pdf
Eisenstein, J.	2013	Phonological Factors in Social Media Writing	<i>Proceedings of the Workshop on Language Analysis in Social Media</i> , pp. 11–19.	https://aclanthology.org/W13-1102.pdf

Eisenstein, J.	2015	Systematic Patterning in Phonologically-motivated Orthographic Variation	<i>Journal of Sociolinguistics</i> 19(2), pp. 161-188.	https://doi.org/10.1111/josl.12119
Entman, R. M.	1993	Framing: Toward Clarification of a Fractured Paradigm	<i>Journal of Communication</i> , Volume 43, Issue 4, December 1993, pp. 51–58	https://fbaum.unc.edu/teaching/articles/J-Communication-1993-Entman.pdf
Gamson, W.A. & Modigliani, A.	1989	Media discourse and public opinion on nuclear power: A constructionist approach.	<i>American Journal of Sociology</i> , 95, 1-37.	https://users.ssc.wisc.edu/~peoliver/SOC924/Articles/GamsonMediaAJS.pdf
Hall, S.	1997	Introduction; The work of representation. In: S. Hall (Ed.), <i>Representation: Cultural Representations and Signifying Practices</i> (pp. 13–74).	London: Sage	https://eclass.aueb.gr/modules/document/file.php/OIK260/S.Hall%20C%20The%20work%20of%20Representation.pdf
Hall-Lew, L., Coppock, E., & Starr, R. L.	2010	Indexing political persuasion: Variation in the Iraq vowels.	<i>American Speech</i> , 85(1), pp. 91-102.	https://doi.org/10.1215/00031283-2010-004
Hjarvard, S.	2008	The Mediatization of Society: A Theory of the Media as Agents of Social and Cultural Change	<i>Nordicom Review</i> 29(2), pp. 105-134	https://www.nordicom.gu.se/sites/default/files/kapitel-pdf/269_hjarvard.pdf
Huddleston, R. & Pullum, G.	2007	A Student's Introduction to English Grammar		CUP
Javadinejad, A.	2024	A corpus-assisted approach to discursive news values analysis	<i>Research in Corpus Linguistics</i> , 12(1), pp.1-29.	https://ricl.aelinco.es/index.php/ricl/article/view/269/276
Kirkham, S. & Moore, E.	2016	Constructing social meaning in political discourse: Phonetic variation and verb processes in Ed Miliband's speeches	<i>Language in Society</i> 45(1), pp. 87-111	https://www.jstor.org/stable/43904635
Lev-Ari, Sh. & Keysar, B.	2010	Why don't we believe non-native speakers? The influence of accent on credibility	<i>Journal of Experimental Social Psychology</i> 46(6), pp. 1093-1096.	https://www.sciencedirect.com/science/article/abs/pii/S0022103110001459?via%3Dihub
Lindström, M. & Marais, W.	2012	Qualitative news frame analysis: a methodology	<i>Communitas</i> 17: 21-38	http://scholar.ufs.ac.za:8080/bitstream/handle/11660/3650/comm_v17_n1_a9.pdf?sequence=3&isAllowed=y
Luginbühl M.	2015	Media Linguistics: On Mediality and Culturality.	<i>10 Plus 1, LivingLinguistics</i> , Issue 1	http://10plus1journal.com/wp-content/uploads/2015/09/00_OPENER_Luginbuehl.pdf
Munat J.	2007	Lexical Creativity, Texts and Contexts		John Benjamins Publishing Company: Amsterdam/Philadelphia
Plag I.	2014	Word-Formation in English		Cambridge Textbooks in Linguistics (draft version available at http://www2.uni-siegen.de/~engspra/plag-inpress.pdf)

Sayenko T.	2014	Prosodic enancers of humorous effect in political speeches. // Van Belle, H. et al. Let's talk politics: new essays on deliberative rhetoric, 81-97.		Amsterdam and Philadelphia: JohnBenjamins. https://doi.org/10.1075/aic.6.05say
Shifman, L.	2013	Memes in a digital world: reconciling with a conceptual troublemaker	<i>Journal of Computer-Mediated Communication</i> 18, pp. 362-377.	DOI: 10.1111/jcc4.12013 https://www.researchgate.net/publication/263564026_Memes_in_a_Digital_World_Reconciling_with_a_Conceptual_Troublemaker
Snell, J.	2017	Enregisterment, indexicality and the social meaning of <i>Howay</i>	In Montgomery, C. & E. Moore (Eds.). <i>Language and a Sense of Place: Studies in Language and Region</i> , pp. 301-324.	Cambridge: Cambridge University Press.
Strangert, E.	2005	Prosody in public speech: analyses of a news announcement and a political interview		https://www.researchgate.net/publication/221481197_Prosody_in_public_speech_analyses_of_a_news_announcement_and_a_Political_interview 10.21437/Interspeech.2005-827
Tokar, A.	2012	Introduction to English Morphology		Peter Lang: InternationalerVerlag der Wissenschaften(63-172)
Van Gorp, B.	2007	The constructionist approach to framing: Bringing culture back in.	<i>Journal of Communication</i> 57: 60-78.	https://doi.org/10.1111/j.0021-9916.2007.00329.x
Wichmann, A.	2013	Intonation in Text and Discourse: Beginnings, Middles and Ends.		Londonand / NewYork: Routledge.
Supplementary literature				
Berger, P. & Luckmann, T.	1967	The Social Construction of Reality.	Penguin Books	https://web.archive.org/web/20191009202613id/http://perflensburg.se/Berger%20social-construction-of-reality.pdf
Bjelaković, A.	2016	The vowels of contemporary RP: Vowel formant measurements for BBC newsreaders	<i>English Language & Linguistics</i> , 21(3), pp. 501-532.	DOI:10.1017/S1360674316000253
Cameron, D.	2001	Working with spoken discourse.		London: Sage
Deacon, D. & Stanyer, J.	2014	Mediatization: Key Concept or Conceptual Bandwagon?	<i>Media, Culture&Society</i> , 36(7), pp. 1032-1044	Sage Journals
Fruto, C., Reguya, R., Yap, A.	2014	Acronymy, Initialism, and Blending in Facebook Posts and Comments.		https://www.academia.edu/5683316/Morphological_Processes_in_FB ; pp. 1-20
Gillespie, T.	2018	<i>Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media.</i>	Yale University Press	https://doi.org/10.12987/9780300235029 ; https://www.researchgate.net/publication/327186182_Custodians_of_the_internet_Platforms_content_moderation_and_the_hidden_decisions_that_shape_social_media

Hall-Lew, L., Friskney, R. & Scobbie, J.M.	2017	Accommodation or Political Identity: Scottish Members of the UK Parliament	<i>Language Variation and Change</i> , 29(3), pp. 341-363.	https://test-eresearch.qmu.ac.uk/bitstream/handle/20.500.12289/4886/eResearch%204886.pdf?sequence=1
Hanitzsch, T.	2011	Populist disseminators, detached watchdogs, critical change agents and opportunist facilitators: Professional milieus, the journalistic field and autonomy in 18 countries	<i>International Communication Gazette</i>	https://doi.org/10.1177/17480485114122
Hannisdal, B.R.	2006	Variability and change in Received Pronunciation. A study of six phonological variables in the speech of television newsreaders.		The University of Bergen https://bora.uib.no/bora-xmlui/bitstream/handle/1956/2335/Dr.Avh.Bente%20Hannisdal.pdf
Harcup, T., & O'Neill, D.	2017	What is News? News values revisited (again).	<i>Journalism Studies</i> , 18(12), 1470–1488.	https://doi.org/10.1080/1461670X.2016.1150193
Hepp, A.	2015	Mediatization: Theorizing the Interplay between Media, Culture and Society. <i>Media, Culture & Society</i> , p. 1-11.	Sage Journals	http://mcs.sagepub.com/content/early/2015/02/16/0163443715573835.full
Hjarvard, S.	2011	The mediatisation of religion: Theorising religion, media and social change.	<i>Culture and Religion</i> , 12(2), 119–135.	https://doi.org/10.1080/14755610.2011.579719
Johnson, S. & Milani, T.M. (eds.)	2010	Language Ideologies and Media Discourse: Text, Practices, Politics		Continuum
Johnstone, B.	31 Jan. 2008	Indexicality and experience: Exploring the meanings of /aw/-monophthongization in Pittsburgh.	<i>Journal of Sociolinguistic</i> , 12: 5-33.	https://doi.org/10.1111/j.1467-9841.2008.00351.x / https://www.academia.edu/13280046/Indexicality_and_experience_Exploring_the_meanings_of_aw_monophthongization_in_Pittsburgh
Opgenhaffen, M., Hendrickx, J., and Scioli, A.	18 Dec. 2025	'Hope and Social Media'. In A. Scioli, and S. C. van den Heuvel (eds). <i>The Oxford Compendium of Hope</i>	Oxford Academic	https://doi.org/10.1093/oso/9780197618240.003.0051
Lunt, P. & Livingstone, S.	2001	Language and the media: An emerging field for social psychology. In Robinson, W. Peter and Giles, Howard. 2001. <i>The New Handbook of Language and Social Psychology</i> .	LSE Research Online	London, UK : John Wiley and Sons, 2001, pp. 585-600
McLuhan, M.	1964/1994	<i>Understanding Media. The Extensions of Man.</i>		MIT
Page, R., Barton D., Unger, J.W., Zappavigna, M.	2014	<i>Researching Language and Social Media: A Student Guide.</i>		Routledge
Perrin, D.	2013	<i>The Linguistics of Newswriting</i>		John Benjamins https://benjamins.com/catalog/als.11?srsltid=AfmBOorUAd3iI6_r2nPeX7tmFXm0A-V_MwuHT06Setgcz3WfvEH5EQmC (open access)

Sayenko T.	2014	Prosodic enancers of humorous effect in political speeches. // Van Belle, H. et al. Let's talk politics: new essays on deliberative rhetoric, 81-97.		Amsterdam and Philadelphia: JohnBenjamins. https://doi.org/10.1075/aic.6.05say
Squire, L.	2010	Enregistering Internet language.	<i>Language in Society</i> , 39, pp. 457-492.	https://www.cambridge.org/core/journals/language-in-society/article/enregistering-internet-language/F8A79BB74879D022D911F3B818B727BF
Sullivan, K.	2023	Three levels of framing	<i>WIREs Cognitive Science</i> , 14(5), e1651	https://doi.org/10.1002/wcs.1651 (open access)
Strangert, E.	2005	Prosody in public speech: analyses of a news announcement and a political interview		https://www.researchgate.net/publication/221481197_Prosody_in_public_speech_analyses_of_a_news_announcement_and_a_Political_interview 10.21437/Interspeech.2005-827
Tagg, C.	2015	<i>Exploring Digital Communication: Language in Action</i>		Routledge

The course description developed by	Signature	Approved by the Study Committee	Signature	Date
Prof. Dr J. Korostenskienė, Assoc. Prof. Dr L. Bikelienė, Assoc. Prof. Dr Lina Inčiuraitė-Noreikienė				8 April 2026