



## Studieguide delkurs 2

### *Text- och genrekunskap, 5 hp*

HT 2020 (heltid)

Lärare: Charlotte Hommerberg

[charlotte.hommerberg@lnu.se](mailto:charlotte.hommerberg@lnu.se)

*Text- och genrekunskap, diskursanalys och stilistik är viktiga moment i delkursen. De studerande ska tillägna sig sådan språkspecifik textkunskap att de dels kan ta ställning till och bedöma texter av olika slag, dels kan analysera texter i olika genrer på engelska.*

*Efter avslutad delkurs ska den studerande kunna:*

- *tillämpa olika metoder för att analysera olika textsorter med avseende på språksituation, funktion och stil,*
- *redogöra för språkspecifika textuella drag i olika texttyper samt göra relevanta jämförelser mellan de aktuella språken,*
- *redogöra för och tillämpa textteoretiska termer och begrepp i analyser,*
- *identifiera kontextuella faktorer av betydelse för textanpassning till olika mottagare inom olika genrer.*





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## Course overview

Week	Content	Assignment	Literature and material	Deadline
40-41	<b>Reading the course book</b>	1) Individual obligatory exercise: Provide answers to study questions on MyMoodle	Biber & Conrad 2019 + additional literature	Deadline study questions <b>Friday</b> , week 41
42-44	<b>Testing tools for genre and register analysis provided by course book</b>	2a) Individual Multimodal presentation of subregisters in newspaper discourse  2b) Group: Compare, comment on and discuss other students' multimodal presentations in groups	Biber & Conrad 2019 and additional reading	Deadline 2a: <b>Friday</b> , week 43 Deadline 2b, <b>Tuesday</b> , week 44
44-45	<b>Working with tools for genre and register analysis provided by course literature</b>	3: Individual paper analyzing defined material  Please note: The paper should use the format specified below (page 9ff).	Biber et al. 2019 + additional literature from the reading list  Texts to be analyzed are provided in the folder Material for assignment 3	Deadline 3: <b>Friday</b> , week 45 by midnight on MyMoodle.

### Distance-based studies

This course is given in a distance-based learning environment, which requires that the students engage with the material presented in the digital learning environment and participate actively in forum discussions. The teacher can see all the activities and read all the discussion posts and submissions.

Communication with your teacher should preferably be done via MyMoodle. You can use the question forum to ask questions about the course content, for instance about the design of assignments and submissions. Please keep in mind that your teacher normally doesn't read messages that are sent late in the evening or during weekends. Assignments can be submitted by e-mail in cases of system failure, but the default way of submitting your assignment should be MyMoodle.

If you have questions that are not immediately related to the course content, you can contact your teacher via e-mail: [charlotte.hommerberg@lnu.se](mailto:charlotte.hommerberg@lnu.se)

## Literature

The basic course book for this course is Biber et al. *Register, genre and style*, second edition, 2019. We will concentrate mainly on the parts that concern methods and tools for discourse/register/genre analysis of written registers, but you can also read more schematically about interpersonal, spoken registers. Additional literature is included in a folder on MyMoodle (see further instructions below).

## Grading and Ladok report

The credits for the entire course (5 högskolepoäng) are reported when all the obligatory tasks have been completed. In order to obtain the grade G, all of the obligatory assignments need to be completed and approved. You can obtain the grade VG in the course if the final individual written assignment (Assignment 3) is graded VG.

The grade will not be reported until all the tasks have been completed. The grade U will be reported in those cases where a submitted assignment is not approved.

## Assignments

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The course has three obligatory assignments.

The first task (1) is to provide answers to the study questions that accompany the reading of the course literature. These questions and your answers to them are intended to support your reading and function as a check-up point for the teacher to make sure you are following the structure of the course so that subsequent assignments can be carried out. The assignment should be submitted as a word file on the designated forum on MyMoodle. Once you have uploaded your answers, you will be able to see the other course participants' responses too.

Assignment 2a is designed as an oral/multimodal presentation, which is based on material that you select within the frames of the task (see further instructions below). We recommend you to use one of the mainstream presentation programs such Prezi or Powerpoint to make sure your teacher and fellow group members can access your submission. Sound and video can be recorded using Kaltura Capture, which is available via Linnaeus University's website. **Please use the test forum in plenty of time before the deadline to make sure you are able to record and upload your task. Our IT expert monitors the text forum and will assist you if needed.** Assignment 2a involves submitting your own presentation and 2b consists in providing constructively critical comments on the other group members' presentations. Relate your comments to the course literature. Assignments 2a and 2b together comprise 2 credits (höskolepoäng), graded U–G.

The course is completed by Assignment 3, which is an individual, written assignment, where you demonstrate your practical and theoretical capacity in the contrastive analysis of English and Swedish texts which are made available on Mymoodle in the folder labelled Material for Assignment 3. Assignment 3 comprises 3 credits and is graded U–VG.

See further instructions and grading criteria below!

### **Assignment 1: The basics of text, register and genre analysis from an English language perspective (obligatory for G)**

**Form of examination:** submission of complete answers to study questions on MyMoodle (see exact deadline in submission forum).

Assignment 1 aims to facilitate the reading of the course literature by guiding your reading to central notions of text, genre and register and give insight into the historical scientific debate about how to define genre (see chapters 3–4 in Bawarshi & Reiff – available as pdf in additional reading folder – for an overview of linguistic perspectives on genre). Make sure you refer to the relevant source to support your answers to the questions. It is a good idea to start thinking about/working with Assignments 2 and 3 while doing the reading for Assignment 1. Let yourself be inspired by the course book's presentation of different fields of discourse and analytical tools that you want to try out. In other words, the more actively you read the literature at this stage, the more knowledge you will bring to Assignments 2 and 3.

## Assessment

In this assignment, the grading scale U–G is employed. In order to obtain the grade G, the student is required to present relevant answers to all the study questions.

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## Assignment 2: Individual multimodal presentation (U–G)

**Material:** individual selection of suitable material (inspired by examples in the coursebook).

**Examination form and submission:** individual multimodal presentation (approximately 10–15 minutes) to be submitted on the submission forum of MyMoodle (see exact deadline in the course overview).

The assignment is divided as follows:

### Assignment 2a

From a common sense perspective, it may be possible to make serendipitous observations of differences between different texts, but analytic tools are needed in order to systematize and explain such variation in relation to genres and registers. Assignment 2 provides an opportunity to test a range of analytic tools on real world data consisting of a sample of three different newspapers subregisters, an editorial, a letter to the editor and a news article, from an online newspaper source of your choice (for instance the online versions of *The Guardian* or *The New York Times*). In order to be able to study subregister variation, it is important to choose your three texts from one and the same source.

In the application of analytic models, focus on a selection of analytic tools that seem particularly relevant in relation to the material at hand. Let yourself be inspired by the coursebook and conduct a small-scale register analysis. Be selective in your employment of ideas and notions in order to arrive at a maximally relevant analysis of the selected material.

The presentation should include a brief introduction, where you describe the wider context in terms of situational characteristics and motivate your choice of material, a main body where you present your linguistic analysis of the material and a conclusion where you draw the results together. Think of your listener/viewer as someone with previous knowledge in linguistics but who is not familiar with the coursebook.

### **Make sure you follow the guidelines below when planning and recording Assignment 2:**

**Material:** individually selected texts, three different subregisters drawn from online newspaper discourse (editorial, letter to the editor, news article).

1) Introduction: Engage the audience's interest by clearly explaining and motivating what your study will offer. This includes justification of the selected materials in relation to situational characteristics. Even if your choice is based on the construction of the task and inspired by the coursebook, your projected audience needs to hear your motivation.

2) Material and method: describe the data collection procedure and the size of the data in terms of number of words. Describe the tools used to process the selected dataset (manual or automated tools?).

3) Motivate the range of linguistic features that you will investigate.

4) When presenting your analysis, illustrate your points by means of illuminating examples from the selected materials

5) Make sure your functional analysis and the conclusions you draw are based on the findings presented throughout your presentation so that you don't introduce additional, previously unmentioned, elements at this stage. Relate your findings to previous studies presented in the coursebook which are of relevance for your investigation.

Assignment 2 should be submitted in the form of a multimodal presentation with voice-over (preferably Powerpoint or Prezi recorded using Kaltura Capture). The examination format is intended to provide the opportunity to develop and display generic skills such as oral and visual presentation, which are increasingly demanded by working life. Once you have submitted your individual presentations, you will get access to the other group members' submissions.

## Assignment 2b

In your group, compare and discuss all the group members' multimodal presentations in a constructively critical manner. Evaluate the employment of analytic tools in relation to the selected material. Ask for clarification where needed. Comment on particularly interesting aspects of the analyses and propose extensions. Support your comments by relevant references to literature (remember to give source and page). Suggest alternative approaches where relevant.

## Assessment

In this assignment, the grading scale U–G is employed. In order to obtain the grade G, the student is required to present a multimodal presentation that draws on a relevant selection of analytic tools in relation to the individually selected material. The student is also required to participate in the subsequent discussion of other group members' submissions in a way that demonstrates adequate understanding of and engagement with the task at hand.

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## Assignment 3: Individual contrastive genre- and register analysis (U–VG)

**Literature:** Biber et al. 2009. Additional obligatory article from reading list (Herriman 2014) and at least one article from the optional reading list. For the grade VG, at least one additional individually selected article relevant for the task should be included, based on independent database search (note that VG can only be awarded if this/these additional article(s) is/are indeed relevant and well integrated in the analysis).

**Material:** The texts are available as word files on MyMoodle. You can also find them here: Nestlé: <https://www.nestle.com/asset-library/documents/investors/others/ar2017-letter-to-shareholders-en.pdf>  
NCC: [https://www.ncc.se/globalassets/investor-relations/arsredovisning/ncc\\_sve\\_ar\\_2017.pdf](https://www.ncc.se/globalassets/investor-relations/arsredovisning/ncc_sve_ar_2017.pdf)

**Examination form and submission:** Individual written academic paper, 2,500–3000, to be submitted on Mymoodle (deadline specified in the course overview). Please submit as word document, not pdf (labelled Assignment 3 + your name).

Assignment 3 draws the course together by means of an individual, contrastive analysis where you apply a selection of relevant theoretical notions and analytic tools based on your reading

of the obligatory course literature and additional reading. Your paper should follow the general academic format, **i.e. it should have an introduction where you raise interest in and define the purpose of your investigation, a section where you present the material (the texts to be analyzed) and your selection of analytic tools from the literature, a main body which presents your contrastive register analysis and a conclusion that draws the main findings together.** Examples of how to do register analysis can be found in the coursebook, Biber & Conrad 2009. The obligatory article (Herriman 2014) presents an example of contrastive Swedish-English analysis, and the optional articles offer various analyses of corporate rhetoric. The paper should be presented in formally and stylistically adequate academic prose and employ academically accepted reference techniques (see program-specific instructions below, p. 9 and onwards).

The texts selected for this contrastive assignment are CEO letters to shareholders produced in Swedish for a Swedish audience and in English for an international audience. Your task consists in presenting an illuminating contrastive analysis of the two texts staged against the backdrop of the different contexts of situation/culture, drawing on a relevant selection of analytic tools selected from the coursebook and additional literature. It is a good idea to start working on Assignment 3 as soon as possible, taking notes of ideas from the literature that you think may be relevant and useful in relation to the material that is to be analyzed. You are encouraged to adapt the analytic tools to the material at hand rather than using them statically. Keep in mind to describe your understanding and application of the tools clearly. Strive to synthesize your analysis so that you avoid getting lost in unrelated details.

## Assessment

This assignment employs the grading scale U–VG. In order to obtain the grade G, the student is required to employ analytical tools from the literature in an appropriate way and present the analysis in adequate and correct academic prose using consistent conventions for referencing techniques. For the grade VG, the student is required to independently search for and select at least one relevant additional scientific article as well as to relate observations and examples from the empirical material to theoretical notions and ideas from the literature in a transparent, consistent and illuminating manner. In addition, the selection of analytic tools must be motivated in relation to the material and situational context in a way that shows capacity to adopt an independent stance with respect to the literature.

## Formalia (Jenny Ström Herold)

### 1. Övergripande format

Analyserna skrivs i 12 pt Times New Roman med 1,5 radavstånd. Nytt stycke kan markeras med indrag (dvs. genom att texten börjar en liten bit in på raden). Ställ då in tabulatoren/tabbläget på ung. 0,5–1 cm. Nytt stycke kan också markeras med blankrad. Välj ett av de här två systemen. Följ konsekvent det system som du väljer!

### 2. Språkhantering

Använd rättstavningskontroll och allehanda hjälpmedel såsom ordböcker, grammatikor och skrivregler.

### 3. Skrivsätt: exempel ur måltext och/eller källtext

Exempel som kommer från de texter som ni analyserar ska separeras från löptexten och numreras löpande. Ange helst också radnummer (se exempel nedan). Det ord/den konstruktion osv. som i exemplet är relevant för diskussionssammanhanget kursiveras:

I exempel (36) nedan kan vi se att måltextsenheten uppvisar bisatsen *när de spelar brädspel*:

(36) En av de mest berömda vas målningarna av Exekias finns på en amfora i Vatikanen (bild 22). Den skildrar Akilles och Ajax *när de spelar brädspel*. (MT, rad 22)

Vill man däremot citera både segmentet i måltexten och segmentet i källtexten skriver man detta bäst i tabellform (Word: Infoga tabell). För att ta bort kantlinjerna i tabellen, gå in på Format > Kantlinjer och fyllning och välj att ta bort kantlinjerna. Ett exempel på detta:

I exempel (36) nedan har nominaluttrycket i KT:en ersatts av ett verbaluttryck i MT:en: (36)

Eines der berühmtesten Vasenbilder des Exekias findet sich auf einer Bauchamphoraim Vatikan (Abb. 22); es schildert Achill und Aias *beim Brettspiel*.

En av de mest berömda vas målningarna av Exekias finns på en amfora i Vatikanen (bild 22). Den skildrar Akilles och Ajax *när de spelar brädspel*.

#### 4. Skrivsätt: ord, ordbetydelser och termer

Ord/konstruktioner som diskuteras i löptexten markeras kursivt:

Huvudsatsen i exemplet ovan består av subjektet *pojke*, predikatet *väntar* och prepositionsobjektet *på dig*.

Ordbetydelser anges i enkla citattecken:

Ordet *ortodox* kommer från grekiskan och betyder 'renlärig' eller 'rättroende'.

Termer/begrepp som man vill diskutera i texten sätts i dubbla citattecken:

Med termen "grammatik" menas [...].

#### 5. Avsnittsnumrering/rubriker

Analysens avsnittsrubriker numreras löpande. Litteraturförteckningen får dock vanligtvis inget nummer. Vid behov kan man använda olika rubriknivåer såsom 1, 1.1, 1.2, 1.3 osv. I mer omfattande uppsatser använder man vanligtvis också olika rubrikstorlekar för förstgrads- och andragsgradsrubriker osv. I kortare analysuppsatser är detta inte en nödvändighet. Förslagsvis kan ni skriva rubriker i 13 eller 14pt i fet stil.

#### 6. Referenser till sekundärlitteratur

Referens till sekundärkälla skrivs i enlighet med det s.k. Harvardsystemet i den löpande texten (det finns andra system, men Harvardmodellen är den som vanligtvis används för skriftliga arbeten inom vår utbildning). Varje referensangivelse i texten ska då innehålla författarens efternamn samt utgivningsår och sidangivelse:

Enligt Ingo (2007:133) finns det också vissa fall där formen är det väsentliga vid översättningen.

**De arbeten (böcker, artiklar osv.) som ni refererar till i den löpande texten ska återfinnas i litteraturförteckningen!**

## 7. Citat

Ett direkt citat kan användas när man tycker att en viss formulering är avsevärt central för sammanhanget. Citat får givetvis inte undergå några som helst förändringar. Om man måste ändra t.ex. ordföljd vid citering för att citatet ska passa in i satssammanhanget måste detta markeras (se nedan).

**Ett kortare citat** (ung. mindre än 40 ord) kan skrivas i den löpande texten. Här följer ett exempel på hur detta kan se ut:

Ingo (2007:99) drar också slutsatsen att ”olika lexikalisering vållar svårigheter vid översättningen mellan engelska och svenska”.

Om någonting utelämnas i citatet markeras detta med en hakparentes innehållande tre punkter: [...]. Så här ser detta ut:

Ingo (2007:336) understryker att ”en noggrann analys av originaltexten är grunden [...] för all översättning”.

Hakparentes används också för att markera att någon strukturell, morfologisk eller ortografisk förändring skett i citatet. I exemplet nedan har negationen fått flytta till en annan position för att passa in i bisatsen – i originalsatsen rörde det sig nämligen om en huvudsatsstruktur:

Ingo (2007:127) tillägger då att ”alla texter [inte] kräver pragmatiska ingrepp”.

**Längre citat** (ca 40 ord eller mer) – s.k. blockcitat – markeras med indrag på båda kanter (ca 1 cm) och enkelt radavstånd. Observera att citattecken inte ska användas. Lämna också en blankrad före och en blankrad efter citatet:

Dürscheid (2003:25) påpekar härvid följande:

Drei Kriterien spielen bei der syntaktischen Klassifikation der Wortarten eine Rolle: die Satzgliedfunktion, die syntaktischen Eigenschaften des Wortes und seine Kombinierbarkeit. Adverbien und Präpositionen, die ja beide zur Klasse der Unflektierbaren gehören, lassen sich auf der Basis ihrer Satzgliedfunktion voneinander unterscheiden [...].

Dürscheid anser därmed att...

## 8. Litteraturförteckning (primär- och sekundärlitteratur)

Litteraturförteckningen ska innehålla den primär- och sekundärlitteratur (i vissa fall kanske även parallelltexter som kan listas under egen underrubrik) **som nämns explicit** i miniuppsatsen. Parallelltexter är texter på ert målspråk (svenska) som ni eventuellt använt för att exempelvis ta reda på hur stiltnivån är i motsvarande svenska (parallella) texter och vilka sorters termer som används. Litteraturförteckningen ska ordna litteraturen alfabetiskt efter författarens eller utgivarens efternamn. Titlar ska återges *exakt* som de står på titelsidan, dvs. både med huvudtitel och med eventuell undertitel. Dessutom ska förlagsort anges liksom utgivningsår. Om ett verk spänner sig över mer en rad i litteraturlistan görs ett indrag på andra raden (ca 0,5–1 cm). Verkets titel kursiveras:

Ingo, Rune. 2007. *Konsten att översätta. Översättandets praktik och didaktik*. Lund: Studentlitteratur.

*Eller med årtal i parentes:*

Newmark, Peter (1981). *Approaches to translation*. Oxford: Pergamon Press.

Om det rör sig om en självständig artikel som publicerats i en tidskrift måste man skriva denna tidskrifts titel och dess utgåva/nummer. Man måste också ange de sidor som artikeln omfattar. Tidskriftens titel kursiveras:

Gärtner, Hans-Martin & Steinbach, Markus. 1994. Economy, Verb Second, and the SVO- SOV Distinction. *Working Papers in Scandinavian Syntax* 53, 1–59.

Om det rör sig om en självständig artikel i ett samlingsband så skriver man detta så här:

Searle, John R. 1975. Indirect Speech Acts. I: Cole, Peter & Jerry L. Morgan (utg.). *Syntax and Semantics 3: Speech Acts*. New York: Academic Press. 59–82.

Internetkällor listas i litteraturförteckningen lämpligast under en egen underrubrik. Denna rubrik kan man då exempelvis kalla "Internetkällor". Det som ska anges är webbsidans namn/titel, dess författare, utgivare (eller annan textansvarig person eller organisation), den fullständiga webbadressen och det datum (alt. den tidsperiod) då man hämtat informationen från den aktuella sidan. Även språkkorpusar som man sökt i kan listas under denna rubrik. Så här kan detta se ut (Observera att det finns olika konventioner för hur man skriver datumangivelse i olika språk):

### Internetkällor

Språkbanken, korpus Korp, Göteborgs universitet. <http://spraakbanken.gu.se/korp/>. [2010-09-20].

Wörterbuch grammatischer Termini, Hochschule Zittau/Görlitz. <http://www.hs-zigr.de/~bgriebel/termini.html>. [2010-09-20].