

**COURSE DATA****DATA SUBJECT****Code:** 44235**Name:** Interpersonal communication across genres**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2243 - Master's Degree in Advanced English Studies	Facultat de Filologia, Traducció i Comunicació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2243 - Master's Degree in Advanced English Studies	Interpersonal communication across genres	COMPULSORY

COORDINATION

IVORRA PEREZ FRANCISCO MIGUEL

SUMMARY

This subject deals with discourse referring to the interpersonal communication between individual or collective speakers/writers in different genres and modes in everyday, institutional and professional contexts which can be either public or private (e.g. website discourses, socio-political speeches, online discussion forums about professional and/or private topics; learners' interactions, etc.). Different frameworks for interpersonal communication will be reviewed, and different conversational structures (monologues, dialogues, polylogues, etc.) will be studied. Through interpersonal communication, understood as a contextual practice of individual and social interaction, certain rhetorical functions are conveyed (explanation, argumentation, narration, persuasion, evaluation, opinion, etc.) as well as several specific pragmatic strategies. This is because through explicit or implicit discursive interaction, speakers and writers can negotiate, maintain a cooperative relationship, etc. Its study will allow for an in-depth understanding and characterization of these genres, modes, and discourses, which are often hybrid, as well as a grasp of complex communicational skills in the English language.

SDG 4, 5, 10, 16, 17.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2196 -

Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.

Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

Ability to interpret and analyse texts representative of the linguistic and cultural diversity of contemporary English-speaking societies in order to reflect on their significance, not only in relation to the sociolinguistic, historical, political and cultural contexts in which they are situated, but also with regard to the globalisation of culture within the field of English Studies

Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.

Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

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DESCRIPTION OF CONTENTS

1. Introduction

1. What is interpersonal communication?
2. Discursive interpersonality as a global perspective for interpersonal analysis. Supporting article (excerpt, with class discussion): Suau-Jiménez et al. (2021).
3. Construction and achievement of rhetorical functions. The importance of genre, discipline, language and register.
4. Interpersonal communication from a cross-cultural perspective.
5. The influence of culture, genre and discipline in interpersonal discourse.



2. Interpersonal discourse in professional genres

1. Professional genres and their characteristics. Implied rhetorical function: persuasion.
2. Voices: stance and engagement.
3. Interpersonal markers and voices in hotel websites and job adverts. Exercises and conclusions, with socio-linguistic implications.
4. Supporting article (excerpt, with class discussion): Hyland, K. (2008).

3. Interpersonal discourse in social genres

1. Online forums and political speeches. Characteristics of dialogues, polylogues, monologues. Implied rhetorical functions: persuasion/ evaluation/ peer-solidarity.
2. Supporting article (excerpt, with class discussion): Suau-Jiménez (2014).
3. Individual task (written test): theoretical questions on the three article excerpts (Suau-Jiménez et al. 2021, Hyland 2008, and Suau-Jiménez 2014) and small practical analysis of interpersonal communication on a professional and a social genre.

4. Interactional metadiscourse applied to professional genres: Culture, genre or/and discipline.

1. Introduction: The impact of culture, genre or/and discipline on the use of interpersonal markers in professional genres (Ivorra-Pérez, 2014; Suau-Jiménez, 2016).
2. Hyland's model (2008). A cross-cultural approach. Towards a new conceptualization.
3. Differences and similarities in the use of interpersonal markers in British-English/American English professional genres: the movie review.
4. Supporting article (excerpt, with class discussion): Ivorra-Pérez (2016).
5. Individual task (written test): theoretical questions on the article excerpt discussed and small practical analysis of interpersonal communication on the movie review genre.

5. Towards a multimodal perspective of interpersonal metadiscourse

1. Interpersonal metadiscourse on social media: The role of readers as active participants.
2. Supporting article (excerpt, with class discussion). Suau-Jiménez, F. & Ivorra-Pérez, F.M. (2022).
3. An analytical approach to visual interpersonal metadiscourse in social media. Yus-Ramos, F. (2019)/ Suau-Jiménez, F. & Ivorra-Pérez, F.M. (2023).
4. Supporting article (excerpt, with class discussion). Logi, L. & Zappavigna, M. (2021).
5. Individual task (written test): theoretical questions on the article excerpts discussed and small practical analysis of visual interpersonal markers in social networking sites.

Learning outcomes

Know the current research on interpersonal communication in individual and collective genres, modes, and discourses, both private and public.



Understand the differences between various theoretical models of interpersonal communication and apply the methodological analysis tools of each.

Know the conversational characteristics of different types of interpersonal interaction: dialogues, polylogues, etc.

Be able to analyze structures of interpersonal interaction in specific, sometimes hybrid, genres and modes.

Distinguish the voices interacting in a segment of interpersonal communication and draw functional and/or pragmatic-discursive conclusions.

Be able to characterize genres, modes, and discursive phenomena through the analysis of interpersonal interaction and its markers.

Be able to extract discursive conclusions about interpersonal interaction and understand its implications and influence on activities, media, and social and/or professional contexts.

Know and be able to handle the complex discursive structures created through communicative interaction in the English language.

Understand and appreciate, from within the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	24,00
Total hours	24,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	10,00
Independent study and work	15,00
Preparation of lessons	21,00
Preparation for assessment activities	5,00
Resolution of case studies	5,00
Total hours	61,00

TEACHING METHODOLOGY



TM1 Introduction of theoretical content through lectures or master classes supported by ICT, where appropriate.

TM2 Pair or group work.

TM3 Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing worksheets, writing outlines or summaries).

TM4 Oral presentation of set readings, oral or written summaries.

TM5 Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital, and/or multimodal texts from different genres).

EVALUATION

ASSESSMENT BREAKDOWN FOR FIRST CALL

Assessment of class active participation 20%

Assessment of competences acquired from written and/or oral TASKS 30%

Assessment of competences through a written final TEST 50%

ASSESSMENT BREAKDOWN FOR SECOND CALL

Assessment of competences acquired through an oral presentation 30%

Assessment of competences through a written final TEST 70%

IMPORTANT: Intellectual honesty is vital in academic communities and for the fair assessment of students' work. All work submitted for this course must be the student's own original work. Assignments involving fraudulent collaboration will not be accepted, in accordance with the "Protocol on dealing with fraudulent practices at the University of Valencia", approved by the Governing Council on 14 July 2020. ACGUV 123/2020. The use of artificial intelligence tools shall comply with the provisions of the "Guidelines for the responsible use of artificial intelligence (AI) in teaching and assessment activities at the University of Valencia" or any regulations that may replace them.

Both the exam and practical exercises must be free from spelling and grammatical errors. Each spelling, punctuation, or expression mistake will result in a deduction from the final grade, which may lead to a failing mark.



The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

REFERENCES

Core

-Hyland, Kenneth. 2008. Disciplinary voices. Interactions in research writing. *English Text Construction*, 1 (1): 5-22.

-Ivorra-Pérez, Francisco Miguel 2016. Interpersonality and culture: an approach to the movie review genre. *Odissea*, 17: 159-183.

-Suau Jiménez, F. 2014. Dialogic voices of writers and readers in traveller forums through interpersonality. In: Gil Salom, L. and Soler Monreal, C. (eds). *Dialogicity in written specialised genres*. Amsterdam: John Benjamins, pp. 137-163.

-Suau-Jiménez, F. & Ivorra-Pérez, F.M. 2022. Reader comments agentive power in COVID-19 digital news articles. *Challenging Parascienific Information? MDPI Publications*, 10 (1): 12

-Suau-Jiménez, F. & Ivorra-Pérez, F.M. 2023. Dialogicidad intencionada y co-creación de la persuasión en Instagram. *Cuadernos AISPI*, 22 (2): 227-252.

Supplementary

-Hall, E.T. 1976. *Beyond Culture*. New York: Anchor Books.

-Hofstede, G. 1991. *Culture and Organizations: Software of the Mind*. London: Profile Books.

-Hyland, K. & Sancho, C. (eds). 2012. *Stance and voice in written academic genres*. Palgrave.

-Ivorra-Pérez, Francisco Miguel 2014. Cultural values and their correlation with interactional metadiscourse strategies in Spanish and US business websites *Atlantis*, 36 (2): 73-95.

-Ivorra-Pérez, Francisco Miguel 2015. The impact of cultural dimensions on the engagement markers of Spanish, British, and US toy-selling websites in Hernández-López, M., & Fernández-Amaya, L. (Eds.), *A Multidisciplinary Approach to Service Encounters*. Leiden/Boston: Brill, pp. 141-163.

-Lorés-Sanz, R., Mur-Dueñas, P., Lafuente-Millán, E. 2010. *Constructing Interpersonality: Multiple Perspectives on Written Academic Genres*. Newcastle: Cambridge Scholars Publishing.



-Martin, J. R., & White, P. R. 2005. The language of evaluation: Appraisal in English. Basingstoke: Palgrave Macmillan.

-Soto-Almela J. & Suau-Jiménez F. 2025. Los influencers gastronómicos en Instagram: implicación receptiva de los seguidores a través de la dialogicidad intencionada verbal y visual. *Círculo de Lingüística Aplicada a la Comunicación*, 102: 225-237. <https://doi.org/10.5209/clac.99469>

-Zappavigna, M. & Logi, L. 2021. Emoji in social media discourse about working from home, *Discourse, Context & Media*, 44 (11):100543. <https://doi.org/10.1016/j.dcm.2021.100543>