



## COURSE DATA

### DATA SUBJECT

**Code:** 46762  
**Name:** Linguistic Analysis of the Digital Discourse  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Análisis lingüístico del discurso digital	ELECTIVES

### COORDINATION

GONZALEZ GARCIA MARIA VIRGINIA

## SUMMARY

In the curriculum of the master's degree, this subject is integrated into itinerary I (Spanish Language) and III (Hispanic Training).

This course provides theoretical and practical foundations for analyzing the Spanish language in digital discourse and computer-mediated communication, with special attention to new communication environments: Spanish in cyber media; linguistic contributions and consultancy; genres and text types specific to digital communication: social networks, emails, instant messaging, WhatsApp, chats, etc.; resources used and interaction strategies; the use of neologisms and their propagation through cyber media; analysis of ideological markers, euphemisms, and linguistic manipulation; linguistic, pragmatic, and rhetorical strategies in digital discourse; (im)politeness in digital discourse; analysis of linguistic gender and non-discriminatory treatment in cyber media and other discursive environments typical of digital discourse.

As detailed in the volume of work, theoretical classes are complemented by practical classes. To these face-to-face training activities is added participation in conferences and seminars organized by the Department of Spanish Philology.



In this subject the following SDGs are especially addressed: SDG4, SDG5, SDG10 and SDG16.

## 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

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Be able to acquire and transmit advanced knowledge of the great currents of Hispanic philological studies, from representative texts, taking into account the gender perspective.

Be able to acquire and transmit knowledge of the periods, movements, currents of thought, topics and issues that are specific to the field of Hispanic philology.

Be able to conduct teaching and research activities in Hispanic philology subject areas

Be able to critically analyse and explain texts, choosing the specific philological methodology according to the potential audience to which they are addressed

Be able to discuss the ideas of different theories in the field of Hispanic philology and to analyse their contributions critically in order to contextualise their achievements and contrast these with the knowledge acquired

Be able to read all types of Hispanic philological texts in a critical, analytical and competent manner, based on a pertinent method of analysis through which it is possible to draw all their implications, both in form and content

Be able to read texts critically by analysing and explaining them in relation to the keys of the cultural debate of the historical period to which they belong.

Be able to recognise the methods of analysis and the research techniques that are specific to Hispanic philology, as well as their integration into the historical tradition and their academic institutionalisation; also, become familiar with the different programmes, projects, research lines and teams operating in this master's degree, with a view to undertaking a specific research project within this framework.

Ser capaces de aplicar en entornos profesionales los conocimientos y destrezas adquiridos, y de analizar el conjunto de variables que intervienen en el cruce entre teoría y práctica, captando conflictos y negociando soluciones, en el marco del diálogo y de la defensa de derechos y obligaciones, con criterios deontológicos y laborales.



Ser capaces de desempeñar un trabajo en equipo, fomentando las relaciones interpersonales, el diálogo, el respeto al otro y la no discriminación, ni lingüística ni social.

Ser capaces de elaborar un proyecto en el ámbito de estudio del máster y presentar sus resultados, mediante un discurso elaborado y coherente.

Ser capaces de emplear los recursos institucionales, los grandes instrumentos científicos, las técnicas, las bases de datos y bibliotecas, la bibliografía, las revistas especializadas y los nuevos recursos proporcionados por las TIC en el ámbito de estudio.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

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.

To be able to integrate knowledge and make complex judgments based on information that remains incomplete or limited, but include social and ethical responsibility reflections linked to the application of their knowledge and judgments, from a gender perspective.

## DESCRIPTION OF CONTENTS

### 1. Spanish in cybermedia

Linguistic contributions and consultancy. Genres and textual typology of digital communication: social networks, email, instant messaging, WhatsApp, chat, etc. Research methodology of digital discourses.

### 2. Pragmalinguistic resources of digital discourses

Resources and interaction strategies in cybermedia. Linguistic, pragmatic and rhetorical strategies in digital discourses. Use of neologisms and their spread through cybermedia.



### **3. Analysis of feelings and digital discourses**

(Im)politeness and incendiary speech in digital discourse. Analysis of feelings and ideological markers, euphemisms and linguistic manipulation.

### **4. Linguistic gender and non-sexist language**

Analysis of linguistic gender and non-discriminatory treatment in cybermedia and other discursive environments typical of digital discourses.

These contents will be reflected in the following learning outcomes:

To be able to research and teach in areas related to diachronic variation and its applications, such as Spanish for specific purposes, linguistic consulting in cyber media, and critical analysis of the discourse produced therein.

To master basic processes in the linguistic analysis of digital texts and discourses. To gain practice in analyzing texts from digital environments and develop the most effective communication strategies within them.

To use institutional resources, major scientific tools, techniques, databases and libraries, bibliographies, specialized journals, and new ICT resources in the field of Hispanic linguistics within the framework of digital discourse analysis, both in a guided and autonomous manner.

To know how to apply the acquired knowledge and be able to solve problems in new or unfamiliar environments within broader contexts related to media or digital genres, among others.

To be able to debate the ideas of different linguistic theories related to Terminology, among others, and critically analyze their contributions in order to contextualize their achievements and contrast them with acquired knowledge.

## **WORKLOAD**



**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	20,00
<b>Total hours</b>	<b>20,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	3,00
Individual or group project	0,00
Independent study and work	52,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>55,00</b>

**TEACHING METHODOLOGY**

Lectures (presentation of content based on theoretical developments) using various resources (texts, audiovisual materials, etc.).

Participatory practical classes (exercises, presentations, debates, tests, etc.), conducted in groups and/or individually.

Use of deductive procedures and strategies in applying acquired knowledge: detecting and solving problems, individual or group activities (exercises, reading and critical commentary on various texts, writing papers and/or oral presentations of results, etc.) based on prior exposure to content.

Use of inductive procedures and strategies in applying acquired knowledge: detecting and solving problems, individual or group activities (exercises, reading and critical commentary on various texts, writing papers and/or oral presentations of results, etc.) based on basic guidelines to formulate subsequent theoretical development.

**EVALUATION**

Assessment of active participation in the classroom and/or tutorials (exercises, readings, activities, debates, exhibitions, etc.). 20%. Up to 2 points. Non-recoverable activities in second call.

Assessment of written works, essays, practical exercises, tasks, quizzes, etc., in non-face-to-face hours, demonstrating the skills acquired. 80%. Up to 8 points.

Both in examinations and coursework, orthographic, grammatical, and lexical accuracy will be required. Each spelling or language error will result in a reduction of the final mark, which may lead to a failing grade.



Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content and is authorized by the faculty teaching the course.

The assessment and the overall grading system will follow the regulations of the University of Valencia approved by the Governing Council on 30/5/2017-ACGUV108/2017.

## REFERENCES

### Basic

FUENTES RODRÍGUEZ, C. (2013): «Los comentarios en la prensa digital». In: C. Fuentes Rodríguez (ed.). *Imagen social y medios de comunicación* (pp.199-247). Madrid: Arco Libros.

HERRING, S. C., STEIN, D., & VIRTANEN, T. (eds.) (2013): *Handbook of pragmatics of computer-mediated communication*. Berlin: Mouton.

MANCERA RUEDA, A. (2011): *¿Cómo se habla en los cibermedios? El español coloquial en el periodismo digital*. Bern: Peter Lang.

MANCERA RUEDA, A. & PANO ALAMÁN, A. (2013a): *El discurso político en Twitter*. Barcelona: Anthropos.

MANCERA RUEDA, A. & PANO ALAMÁN, A. (2013b): *El español coloquial en las redes sociales*. Madrid: Arco/Libros.

MANCERA RUEDA, A. & PANO ALAMÁN, A. (2014): «Las redes sociales como corpus de estudio para el Análisis del discurso mediado por ordenador». In: S. López Poza & N. Pena Sueiro (eds.), *Humanidades digitales: desafíos, logros y perspectivas de futuro* (pp. 305-315), Janus. Anejo 1.

THURLOW, C. & MROCZEK, K. (eds.) (2011): *Digital Discourse: Language in the New Media*. New York: Oxford University Press.

XIE, C., YUS, F. & HABERLAND, H. (eds.) (2019): *Internet pragmatics: Theory and practice*. Amsterdam: John Benjamins.



YUS, F. (2003): «La lengua de los medios en la red y su interpretación». In: *Manual de redacción ciberperiodística*. Eds. J. Díaz Noci and R. Salaverría. Barcelona: Ariel, 309-352.

YUS, F. (2010): *Ciberpragmática 2.0. Nuevos usos del lenguaje en Internet*. Barcelona: Ariel

YUS, F. (2015): «Web-mediated communication». In: *International Encyclopedia of Language and Social Interaction*. Volume 3, pp. 1550-1555. Ed. K. Tracy. Wiley-Blackwell.

YUS, F. (2018): «The interface between pragmatics and Internet-mediated communication: Applications, extensions and adjustments». In: *Pragmatics and its Interfaces*. Eds. C. Ilie and N. Norrick. Amsterdam: John Benjamins, 267-290.

### **Additional**

CALERO, M. L.; LLITERAS, M. y SASTRE; M. A. (2003): *Lengua y discurso sexista*. Valladolid: Junta de Castilla y León.

GÓMEZ SÁNCHEZ, M.<sup>a</sup> E. (2001): «Eufemismos en citas textuales: un caso de cortesía política y redacción periodística desde un enfoque pragmático», *Español Actual*, 75, pp. 81-90.

GÓMEZ SÁNCHEZ, M.<sup>a</sup> E. (2003): «Expresiones eufemísticas en los textos informativos: normas y prácticas», *Interlingüística*, 14, pp. 473-480.

GÓMEZ SÁNCHEZ, M.<sup>a</sup> E. (2005): «Los sustitutos eufemísticos y la claridad del texto informativo», *Estudios sobre el mensaje periodístico*, 11, 00. 309-327.

Se indicarán más referencias al inicio de curso. / S'indicaran més referències a l'inici de curs. / More references will be indicated at the beginning of the course.