



INSTITUTIONEN FÖR HUMANIORA,
UTBILDNINGS- OCH SAMHÄLLSVETENSKAP

2nd version 2024-01-26

Lecture plan: PhD course *Multimodality: Theoretical and methodological perspectives*, 7,5 credits

Venue: Örebro University campus.

Course information, syllabus and application (no later than Friday January 19th, 2024):
<https://www.oru.se/humes/course-Multimodality>

Other relevant documents for students accepted tyo the course (including the literature that we can share with you): <https://cloud.oru.se/f/255491599>

Course period (see in more detail below): 21st of March – 4th of June, 2024 (50% of full time)

Contact person: Anders Björkqvall, professor of Swedish: anders.bjorkqvall@oru.se

Course description:

The course presents a number of theoretical and methodological approaches to multimodality: how different modes of communication combine for meaning-making in different contexts. The research field is theoretically and methodologically multifaceted, and the course introduces a number of important sub-fields, for example multimodal discourse analysis, multimodality and learning, multimodal interaction analysis, and rhetorical multimodal analysis. Students have the opportunity to do an in-depth study within one or a few of these approaches, if possible with direct relevance to their own PhD thesis. The language of instruction is English.

Course design:

The course starts with two intensive days filled lectures and seminars (21st–22nd of March), which are followed by an online lecture by professor Arlene Archer from the University of Cape Town (9th of April) and a lecture/workshop given by the Örebro University visiting fellow and associate professor Charles Forceville from the University of Amsterdam (22nd of April). To conclude the course, there will be two full day seminars in June during which student essays are discussed (3rd–4th of June).

Lecturers:

Professor Arlene Archer, Cape Town
Professor Anders Björkqvall, Örebro
Associate professor Charles Forceville, Amsterdam
Professor Leelo Keevallik, Linköping
Associate professor Assimakis Tseronis, Örebro
Associate professor Gustav Westberg, Örebro

Tasks for course credits:

- Write an essay (approx. 15 pages) that discusses theories and methods within the field of multimodality and includes an analysis of multimodal data. The essay should be written in English.
- Discuss the essay and comment on another essay at a concluding seminar.

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- Archer, A. (2014) Designing multimodal classrooms for social justice, *Classroom Discourse*, 5:1, 106–116, <https://doi.org/10.1080/19463014.2013.859842>
- Archer, A. (2019) Recognition of diverse students' experiential and multimodal resources for access. *Punctum*, 5(1): 10–23. <https://punctum.gr/xxx-volume-5-issue-1-2019-%0c%0bcultimodality-in-education/>
- Bateman, J. (2022). Multimodality, where next?—Some meta-methodological considerations. *Multimodality & Society*, 2(1), 41–63. <https://doi.org/10.1177/26349795211073043>
- Björklund Boistrup, L. & S. Selander (eds.) (2022). *Designs for research, teaching and learning. A framework for future education*. London: Routledge. Chapter 3 (Lindstrand). <https://doi.org/10.4324/9781003096498>
- Björkvall, A, Van Meerbergen, S. & Westberg, G. (2023). Feeling safe while being surveilled: The spatial semiotics of affect at international airports. *Social Semiotics*, 33 (1), 209–231. <https://doi.org/10.1080/10350330.2020.1790801>
- Björkvall, A. (2014). Practices of visual communication in a primary school classroom: Digital image collection as a potential semiotic mode. *Classroom Discourse*, 5 (1), 22–37. <https://doi.org/10.1080/19463014.2013.859845>
- Designs for Learning*. One article of choice with a focus on multimodality. <https://designsforlearning.nu>
- Forceville, C. (1996). *Pictorial Metaphor in Advertising*. London & New York: Routledge. Chapter 6. <https://ebookcentral-proquest-com.db.ub.oru.se/lib/universitetsbiblioteket-ebooks/detail.action?pq-origsite=primo&docID=179822>
- Forceville, C. (2009). Non-verbal and multimodal metaphor in a cognitivist framework: Agendas for research. In: C. Forceville & E. Urios-Aparisi (eds), *Multimodal Metaphor* (pp. 19–42). Berlin: De Gruyter. <https://ebookcentral-proquest-com.db.ub.oru.se/lib/universitetsbiblioteket-ebooks/detail.action?docID=476047>
- Forceville, C. (2016). Pictorial and multimodal metaphor. In: N.-M. Klug & H. Stöckl (eds.), *Handbuch Sprache im multimodalen Kontext* (pp. 241–260). Berlin: De Gruyter.
- Forceville, C. (2021). Multimodality. In: Xu Wen & John R. Taylor (eds.), *The Routledge Handbook of Cognitive Linguistics*. London & New York: Routledge.
- Forceville, C. & Urios-Aparisi, E. (2009). Introduction. In: C. Forceville & E. Urios-Aparisi (eds), *Multimodal Metaphor* (pp. 676-687). Berlin: De Gruyter. Pp. 3–17. <https://ebookcentral-proquest-com.db.ub.oru.se/lib/universitetsbiblioteket-ebooks/detail.action?docID=476047>
- Frontiers in Communication*: Multimodality of Communication section. One article of choice. <https://www.frontiersin.org/journals/communication/sections/multimodality-of-communication>
- Greco, S., Mercuri, C., Cock, B. D., & Schär, R. (2023). Arguing through best practice: The role of argumentation from example in activists' social media posts on sustainable fashion. *Discourse Studies*, 24(4), 530–548. <https://doi.org/10.1177/14614456231163422>
- Gries, L. (2020). Advances in visual rhetorical analysis. In Pauwels, L. and Mannay D. (eds), *The SAGE Handbook of visual research methods* (pp. 381-396). London: Sage. <https://dx-doi-org.db.ub.oru.se/10.4135/9781526417015.n24>
- Hofstetter, E., & Keevallik, L. (2020). Embodied interaction. *Handbook of Pragmatics* 23 (pp. 111–138). Amsterdam: John Benjamins.
- Jewitt, C., Adami, E., Archer, A., Björkvall, A. & Fei, V. L. (2021). Editorial. *Multimodality & Society*, 1 (1), 3–7. <https://doi.org/10.1177/2634979521992902>

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- Jewitt, Carey (ed.) (2014). *The Routledge handbook of multimodal analysis*. 2. ed. Abingdon: Routledge. Chapters 1–2, 4, 6, 24.
- Keevallik, L. (2021). Vocalizations in dance classes teach body knowledge. *Linguistics Vanguard*, 7(4), 1–10. <https://doi.org/doi:10.1515/lingvan-2020-0098>
- Kenney, K. & Scott, L. M. (2003). A review of the visual rhetoric literature. In: Scott, L.M. & Batra, R. (eds.), *Persuasive Imagery: A Consumer Response Perspective* (pp. 17-56). London: Routledge. <https://ebookcentral-proquest-com.db.ub.oru.se/lib/universitetsbiblioteket-ebooks/detail.action?docID=335532>
- Kjeldsen, J., & Hess, A. (2021). Experiencing Multimodal Rhetoric and Argumentation in Political Advertisements: A Study of How People Respond to the Rhetoric of Multimodal Communication. *Visual Communication* 20 (3), 327–352. <https://doi.org/10.1177/14703572211013399>
- Kjeldsen, J. (2018). Visual rhetorical argumentation. *Semiotica* 220, 69–94. <https://doi-org.db.ub.oru.se/10.1515/sem-2015-0136>
- Kosatica, M. (2021). 102: the semiotics of living memorials. *Social Semiotics*, 31(5), 738–756. <https://doi.org/10.1080/10350330.2020.1810557>
- Mondada, L. (2019). Contemporary issues in conversation analysis: Embodiment and materiality, multimodality and multisensoriality in social interaction. *Journal of Pragmatics*, 145, 47–62. <https://doi.org/10.1016/j.pragma.2019.01.016>
- Multimodal Communication*. One article of choice. <https://www.degruyter.com/journal/key/mc/html>
- Multimodality & Society*. One article of choice. <https://journals.sagepub.com/home/mas>
- Serafis, D. & Tseronis, A. (2023). The front page as a canvas for multimodal argumentation: Brexit in the Greek press. *Frontiers in Communication*, 8. <https://doi.org/10.3389/fcomm.2023.1230632>
- Streeck, J., Goodwin, C., & LeBaron, C. (2011). Embodied Interaction in the Material World: An Introduction. In J. Streeck, C. Goodwin, & C. LeBaron (eds.), *Embodied Interaction: Language and Body in the Material World* (pp. 1–26). Cambridge: Cambridge University Press.
- Tseronis, A. (2015). Multimodal argumentation in news magazine covers: A case study of front covers putting Greece on the spot of the European economic crisis. *Discourse, Context & Media* 7, 18–27. <https://doi.org/10.1016/j.dcm.2014.12.003>
- Tseronis, A. (2018). Multimodal argumentation: Beyond the verbal/visual divide. *Semiotica*, 220: 41–67. <https://doi.org/10.1515/sem-2015-0144>
- Tseronis, A. (2021). From visual rhetoric to multimodal argumentation: exploring the rhetorical and argumentative relevance of multimodal figures on the covers of *The Economist*. *Visual Communication* 20, 374–396. <https://doi.org/10.1177/14703572211005498>
- Tseronis, A. & Forceville, C. (2017). Arguing Against Corporate Claims Visually and Multimodally: The Genre of Subvertisements. *Multimodal Communication*, 6(2), 143–157. <https://doi.org/10.1515/mc-2017-0008>
- Van Leeuwen, Theo (2022). *Multimodality and Identity*. London: Routledge. <https://doi-org.db.ub.oru.se/10.4324/9781003186625>
- Westberg, G. (2021). Affect as a multimodal practice. *Multimodality & Society*, 1(1), 20–38. <https://doi.org/10.1177/2634979521992734>
- Visual Communication*. One article of choice. <https://journals.sagepub.com/home/vcj>

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Lecture plan

Time and place	Theme	Lecturer(s)	Preparations and readings
21 March, 10:15–11:15, G117	Introduction to multimodality as a research field	Anders Björkqvall, Örebro Gustav Westberg, Örebro	<i>Read before</i> Bateman (2022) Jewitt (2014): chapter 1, 2, 4, 6 Jewitt et al (2021) <i>Read after</i> One article of choice in <i>Multimodality & Society</i> One article of choice in <i>Visual Communication</i>
11:30–13:00, G117	Multimodality and rhetoric	Assimakis Tseronis, Örebro	<i>Read before</i> Kenney & Scott (2003) Kjeldsen (2018) Tseronis (2015) Tseronis (2021) <i>Read after</i> Serafis & Tseronis (2023) Kjeldsen & Hess (2021) Gries (2020) Greco et al (2023) Tseronis & Forceville (2017) One article of choice in <i>Frontiers in Communication: Multimodality of Communication</i> section
14:15–15:45, G117	Multimodality and social semiotics	Anders Björkqvall Gustav Westberg	<i>Read before:</i> Björkqvall et al. (2023) Kosatica (2021)

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			<p>Van Leeuwen (2022): Chapter 5</p> <p><i>Read after:</i> Jewitt (2014): chapter 24 Van Leeuwen (2022) Westberg (2021)</p>
15:45–16:00, G117	Summing up	Anders Björkvall Gustav Westberg	
22 March, 10:15–11:45, G117	Multimodality and interaction analysis	Leelo Keevallik, Linköping	<p><i>Read before:</i> Keevallik (2021) Mondada (2019)</p> <p><i>Read after:</i> Hofstetter & Keevallik (2020) Streeck et al (2011) One article of choice in <i>Multimodal Communication</i></p>
13:15–15:00, G117	Mini-workshop on the themes presented	Anders Björkvall Gustav Westberg	<p>Three tables – three questions (students rotate):</p> <ol style="list-style-type: none"> 1. Is multimodality one research field or many? Discuss a few examples from the literature. 2. Are there theoretical assumptions that are relevant or necessary for all types of research in the field of multimodality? Give concrete examples. 3. What <i>is</i> multimodal analysis? Is there a difference between multimodal analysis and working with multimodal data? <p>Final discussion: How do 1-3 relate to your own thesis?</p>



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9 april 10:15–12, via zoom from Cape Town: https://oru-se.zoom.us/j/6454938280	Multimodality and education	Arlene Archer, Cape Town Anders Björkqvall	<i>Read before:</i> Archer (2014) Archer (2019) Björkqvall (2014) <i>Read after:</i> Björklund Boistrup & Selander (2022): Chapter 3 One multimodality focused article of choice in <i>Designs for Learning</i>
22 April, 10:15-12, G117	Multimodality and metaphor theory	Charles Forceville, Amsterdam	<i>Read before:</i> Forceville, (1996). Forceville & Urios-Aparisi (2009) Forceville (2009) Forceville (2016) Forceville (2021) <i>Read after:</i> Charles will give suggestions at the workshop according to students' specific research interests
22 April, 13:15-15, G117	Workshop on multimodality and metaphor theory	Charles Forceville	
23 April – 23 May, Zoom by appointment	1 individual consultation per essay	Örebro-based lecturers	
24 May, 9:00	Submission of essays	Email essay to anders.bjorkqvall@oru.se	



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3-4 June, 10:15-16	Discussion of essays	Anders Björkvall	Prepare a 30-minute discussion of an assigned essay written by another participant in the course; prepare to discuss own essay for 30 minutes.
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