

But before we get
going today, please
complete this
survey...



Date

CMNS 3500
Power and
Language

WORDS
ARE
POWERFUL.

News and events



TODAY – TRUSU Clubs Day and Community Fair

September 24 noon – TRUSU Community Meal

September 24 evening – TRUSU Outdoor Movie Night
and Food Truck Festival (movie is Michael)

September 25 – Canadian Assoc of Journalists Panel

September 29 – Open Mic Night

Territorial Acknowledgement



Where we're going today...



AN INTRODUCTION TO
SYSTEMIC FUNCTIONAL
LINGUISTICS



APPLYING THE IDEATIONAL
METAFUNCTION



DISCUSSION OF STANFORD
ARTICLES

Intro to Systemic Functional Linguistics

Developed by **M.A.K. Halliday**

Views language as a **social semiotic system**

Focuses on **how language functions in context** to make meaning

What's power got to do with it?



Who and what is
involved (ideational
metafunction)



What modality is
used (interpersonal
metafunction)



How it all hangs
together (textual
metafunction)

The Metafunctions: Three different tools

<u>Metafunction</u>	<u>Analytic Purpose</u>	<u>Example</u>
Ideational	To explore how is experience is represented	“Students caught cheating...”
Interpersonal	To determine how social roles & relationships are enacted	“No student shall engage in an activity that...”
Textual	To examine how information flow is organized	“Hence, there are consequences...”

What SFL Provides in Communications



Helps analyze **how meaning is constructed**



Reveals **bias, power, and perspective** in texts



Essential for unpacking **media, policy, and public messaging**

Example:

"Protesters clashed with police"

vs.

"Police confronted protesters"

The Ideational Metafunction

- Language as a tool to **construe reality**
- Answers the question: “*What’s happening?*”
- We look at:
 - **Actor**
 - Actor, Senser, Carrier, Sayer, etc.
 - **Goal**
 - Recipient of Process
 - **Circumstances**
 - Time, place, manner, cause, accompaniment
 - and..

Processes

<u>Process Type</u>	<u>Description</u>	<u>Example</u>
Material	Physical actions/events	"She built a house."
Mental	Thoughts, feelings, perceptions	"He fears rejection."
Relational	States, identity, attributes	"The sky is blue."
Behavioral	Physiological/psychological acts	"She laughed."
Verbal	Communication	"They shouted."
Existential	Existence	"There is a problem."

Processes

<u>Process Type</u>	<u>Health Example</u>	<u>Implication</u>
Material	“Health Canada approved the drug.”	Institutional authority
Mental	“Canadians fear a winter COVID surge.”	Emotional framing
Relational	“Mental health is a public priority.”	Identity and classification
Verbal	“The Minister stated new measures.”	Political communication
Existential	“There is a shortage of nurses.”	Crisis framing

1. Cheating is wrong. If you do it, I'll catch you and fail you in the course.
2. No student shall engage in an activity that undermines academic integrity or facilitates academic integrity violations by others.
3. Changes in policy give instructors little choice but to report plagiarism to the academic integrity coordinator. You should know the university's policies on academic misconduct by now.
4. As academic integrity is a cardinal scholarly virtue, it is important that an apprenticeship program implement policies that support the development of academic integrity. Hence, there are consequences for those who flout this virtue (more on these consequences below).
5. Academic dishonesty is considered a serious offense. Students caught cheating will face an administrative sanction, which may include suspension or expulsion from the university. It is in your best interest to maintain your academic integrity.

Stanford articles on language research

Preparing for next class

- Read Díaz and Wadhwa article (on course website)