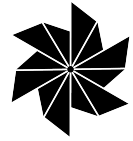




**LICENCIATURA EN LENGUA INGLESA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
UNIVERSIDAD TECNOLÓGICA DE PEREIRA**



Licenciatura en lengua Inglesa

Course: Academic Discourse I (L2)
Code: LI443
Prerequisite: LI325 Inglés Intermedio
Schedule: Wednesday
Course hours: 3 in-class hours – 6 hours of autonomous work.
Credits: 3
Professor: Daniel Murcia Quintero
E-mail: pr.danielmurcia@gmail.com or dmurcia@utp.edu.co
Office Hours: By appointment

‘The academy cannot be separated from its discourses and could not exist without them’
— Gee (1996:8)

RATIONALE

Lectures, seminars, workshops and textbooks remain the key genres of the Academic Discourse in English language education. A challenging social process as educating students, demonstrating learning, disseminating ideas and constructing knowledge rely on language to accomplish (Hyland, 2009) and speech, in its various forms, continues to be the way in which students both consolidate and demonstrate their understanding of their subjects. Based on these principles, the ability to teach an English language lesson, deliver lectures, to carry out administrative work, to participate in meetings, to present at national and international conferences and, above all, to conduct and publish research in English, are all part and parcel of every successful professional English teacher’s competences. Thus, pre-service teachers must have opportunities to develop academic discourse, that is, both linguistic and sociocultural knowledge about what it means to be a member of the particular ELT classroom community.

Academic Discourse I (L2) belongs to the linguistic area of the program Licenciatura en Lengua Inglesa. It is the first of two courses designed to help students appropriate and assume the academic language of the university and their professional career. This is an intensive speaking-based course with some written communication skill that emphasises on how to produce speech critically at the university level, and how to appropriate the language of the TEFL discourse community.

COURSE GOALS

Students who successfully complete this course will be able to:

- Produce academic speech related to their epistemological framework in the ELT discipline.
- Identify the ‘register’ used in ELT academic discourse.
- Participate actively in academic events related to their professional field.

LANGUAGE COMPETENCES TO BE DEVELOPED:

- Show an acceptable degree of proficiency in oral production concerning a B2 level in terms of range, accuracy, fluency, interaction and coherence.
 - To communicate in English in progressively complex and nuanced ways.
 - Employ extensive vocabulary of common and specialised lexemes to construct propositionally and linguistically complex sentences on concrete and abstract themes in the field of ELT.
 - Formulate extended, continuous discourse employing complex lines of argument on familiar topics.
 - Paraphrase own and other speakers' messages.
 - Learn to choose the appropriate voice, tone, and level of formality.
 - Analyse, create, and perform a speech or talk within the field of ELT concentrating on the elements of introduction, thesis statement, organised body points, and conclusion.
 - Participate fully in interviews, either as interviewer or interviewee, fluently expanding and developing points of discussion.
 - Demonstrate an awareness of both the verbal and non-verbal aspects of oral communication, including the role of eye contact, gestures, and intonation.
 - Demonstrate the ability to define and articulate the need for information in a given situation.

TEACHING COMPETENCES TO BE DEVELOPED:

The course will enable students to:

- Characterise the 'teacher talk' used in the ELT discourse community.
- Construct a personal approach to the teaching of the speaking skill informed by current theory and practice.
- Consider relevant approaches, procedures and techniques for planning and guiding oral lessons and tasks.
- Construct and consider well-structured criteria for self-assessing oral performance.

COURSE CONTENTS

1. Introduction to the course: Theory and Methodology.

- What is Academic Discourse and what is a Register?
- Discourse community: Register and Audience.
- Identifying qualitative aspects of spoken language.
- Language self-awareness and metalanguage.
- Supra segmental features of discourse.

2. Student discourses

- Speech acts: Constatives. (Austin)
- Argumentative speech & discourse markers.
- Academic Genre: The project proposal and report.
- Fieldwork notes.
- Oral presentations and the Viva Voce.

3. Instructional discourses

- Features of language: Micro-structuring and verbal labeling of main points.
- Structuring: Narrative thread, macro-signals of organization, rhetorical questions.
- Other media: Use of visual aids, pre- and post-reading material and tutorial discussion.

4. Research discourses

- The anatomy of a talk and review.
 - Stance features:
 - Hedges
 - Boosters
 - Attitude markers
 - Self mention
 - Engagement features:
 - Reader pronouns
 - Directives (Searle)
 - Personal asides
 - Appeals and shared knowledge
 - Questions

«General Scheme of work for Academic Discourse I»
 Dates and program may be subject to change

| Week | Language | Didactic Unit | Product(s) |
|------|---|------------------------------|--|
| 1 | What is Academic Discourse and what is a Register? Identifying qualitative aspects of spoken language: Range, Accuracy, fluency, coherence and cohesion. | Pronunciation in ELT. | |
| 2 | Discourse community: Register and Audience. | | Producing monologues. |
| 3 | Language self-awareness and metalanguage. | | Monologue analysis. |
| 4 | Supra segmental features of discourse: Intonation, register, and body language. | | |
| 5 | Partial test 1: • Analysis of a talk. • Analysis of monologue. | | |
| 6 | Speech acts — Constatives: Answering, classifying, denying, disagreeing, informing, reporting, & stating. | | Fieldwork notes. |
| 7 | Argumentative speech & discourse markers. | | Discourse marker analysis of a lecture (podcast) |
| 8 | Academic Genre: The project proposal and report. | 'Teaching speaking' project. | Design of project. |

| | | | |
|----|--|---------------------------------------|---|
| 9 | Oral presentations and the Viva Voce. | Characteristics of the 'teacher talk' | |
| 10 | Partial test 2: *Written production project proposal in groups. *Oral presentation of project. | | |
| 11 | Features of language: Micro-structuring and verbal labeling of main points. | Strategies to teach speaking. | |
| 12 | Structuring: Narrative thread, macro-signals of organization, rhetorical questions. | | Planning the poster session: Constructing the Abstract |
| 13 | Other media: Use of visual aids, pre- and post-reading material and tutorial discussion. | | Planning the poster session: Designing the materials. |
| 14 | The anatomy of a talk: 'Stance and engagement'. | | Planning the poster session: Constructing the script |
| 15 | Rehearsals and practice | | |
| 16 | Final test: Concurrent Poster Sessions To other LLI students and foreigners. | | |

METHODOLOGY

In accordance with current pedagogical models as well as with the approach set and described by Comité Curricular of the Licenciatura Program in the PEI, this course is guided by four different pedagogical approaches:

Socio-constructivism: classroom discussions and presentations as well as team work in the development of the different projects and task carried out during the semester have as a goal to create an environment in which knowledge can be socially constructed by the participants, who cooperate with their peers and have an active role in their learning process.

Humanistic approach: The student is respected as an individual and is responsible for making decisions about his learning. The teacher role in the class is that of a facilitator that provides and guides learning experiences. Learners' expectations, abilities, interests and needs both as students and future teachers of language are explored and considered in the course in order to promote motivation and involvement in the learning process. The different activities carried out during the course and the materials and resources suggested to the students aim at developing and endorsing autonomy in students. Respect for other students opinions and views is encouraged in open discussions about different topics related to the course.

Critical Reflection: metacognition plays an important role in learning, helping students understand their own strengths and weaknesses in L2 speech and resulting in greater autonomy and independence as learners. Students are encouraged in the course to plan, monitor and evaluate their progress so that they may revise their learning strategies accordingly. Evaluation of materials, self- evaluation and peer evaluation will help students hone the critical skills they will need as citizens of a complex world.

Content-based approach: finally, the course provides a bilingual space of interaction and learning for students who can acquire and practice their communicative skills in English in a natural environment through the exposure to theoretical input as well as to practical activities related to the topics of the course.

Each week there will be a mixture of input sessions and reflective discussion activities related to this input and to prepared readings from the references suggested and any others relevant to the topic. Students are required to prepare themselves for class discussions and activities by having read in advance the suggested materials and/or by watching the suggested video clips.

Students will also be involved in practical sessions designed by them, involving specific topics from the syllabus. Participants will be encouraged to develop, share and analyse the speech of others and monologues of their own.

Leading Discussion: Students are required to sign up for and lead one class discussion. This is not a presentation or lecture. Their job is to facilitate discussion, pose questions about the reading, and guide the class. Discussion leaders are required to post their response on Schoology at least two days before their discussion period. Sign-up sheets will be passed out at the end of the first week of classes.

Attendance, active participation, collaborative learning and commitment to work are essential parts of the learning process.

COURSE EVALUATION AND ASSESSMENT¹

Students in this course will be evaluated according to the following scheme:

PARTIAL GRADE 1 => 30% of final grade. It will be calculated according to the following tasks and products:

| | |
|--------------|--|
| 50% of grade | —Product 1: Analysis of an ELT talk. |
| 50% of grade | —Product 2: Analysis of a technical Monologue. |

PARTIAL GRADE 2 => 25% of final grade

| | |
|-----|--|
| 60% | —Product 1: Written production project proposal in groups. |
| 40% | —Product 2: Video recorded oral presentation of project. |

PARTIAL GRADE 3 => 30% of final grade

| | |
|-----|---|
| 40% | — Product 1: Abstract, visual aids, and script of poster session. |
| 60% | — Product 2: Oral presentation of poster session. |

PARTIAL GRADE 4 => 15% INDIVIDUAL STUDY AND CLASSROOM PRODUCTS

¹ In case of student strike the evaluation of the program will be altered according to the decisions taken in class.

ETHICAL CONSIDERATIONS

The students of this program are to be education professionals, and therefore, must consider the ethical principles of the teaching profession. The Four main maxims that underline ethical and moral behavior are:

PERSONAL AND ACADEMIC GROWTH

"A teacher affects eternity; he can never tell where his influence stops." - Henry Brooks Adams. As future teachers, participants in this course will have the responsibility of guiding the future generations towards their academic and personal development. Awareness and acceptance of that responsibility entails embracing the task of becoming the best possible teachers, committed to professional and personal development that may enrich their lives and the educational experiences of those in their care.

RESPECT

This classroom honors human dignity, emotional wellness and cognitive development of both, the students and the professor. The students and the professor are human beings deserving respect, understanding and tolerance. As models of spiritual and cultural values, students are encouraged to respectfully bring to the teacher's attention their concerns and disagreements in relation with course events, applying the wise principle of treating others as we would like ourselves to be treated and understanding that learning is a path that we are all walking.

TRUST

In the search of social justice, the students and the professors must establish a professional relationship of fairness, openness, and honesty. Thus, communication is essential. The constructive discussion and solution of problems with each other must strengthen the connection between the members of the classroom. Students should rest assured that the teachers of this course are aware of the importance that the correct assessment of students' competences and performance may have for their academic development as well as for their working future. The teachers will endeavor to implement assessment methods that are valid, open, fair and congruent with course objectives.

HONESTY

Integrity is defined as "adherence to moral principles; honesty". Honesty is one of the values we expect our students to be guided by. Honesty must be employed when reflecting on self-performance and on how we are facing our commitments and responsibilities because only an honest assessment will help us to grow both academically and as human beings. In relation with projects and assignments, honesty is of the utmost importance, since the purpose of collecting and assessing a task is to collect information about students' achievements and weaknesses so that the teacher may help to overcome those difficulties. If the work submitted is not done by you, this assessment fails to fulfill its purpose.

Any collaborative work must have been previously discussed with the professor to be approved.

Plagiarism or dishonesty of any kind will not be accepted and will bring about the disciplinary process foreseen in the UTP regulations.

Also: Handouts provided in class, websites and digital documents and resources referred to in class or made available through the Facebook Group, Box.net. Please note that additional readings may be assigned to respond to the needs of individual students and/or those of the entire class.

- Attendance and completion of assigned readings are mandatory to ensure successful class activities. There are no exceptions.
- No work shall be received after the appointed date for completion unless there is a previous arrangement between the student and the teacher.
 - Only in cases of verifiable illness will students be allowed to sit an exam or submit an assignment at a different time or day than the group they belong to.
- Any medical certificate must have been approved by Bienestar Universitario.

RESOURCES

Virtual Environment

Important note: The course has a technological component that is based on constant communication via email and social networks. The professor and students will commit to use the LMS Schoology® as a learning platform for the course. In case unexpected situations come about during the semester, Schoology® will be used as the interface of communication and for development and submission of tasks.

Consider these as strategies to develop autonomous learning process, to establish different channels of communication and to enhance a possibility of asynchrony in class.

Enrolment procedure for Schoology

Step 1: Type in your browser www.schoology.com

Step 2: Sign up as student, the access code to the course is: **J73FD-T3XMX**

Professional development agreement

As a proportional demand of the course, students are encouraged to enroll a professional development net of teachers in the field, that is to say that at least once in the semester, students must attend to an ELT academic event i.e., conference, symposium, lectures or workshop, provided either by the university or out of the campus. The professor of the course will be in charge of arranging the dates and communicating students the agenda for such events.

In case these events are not presented during the semester, attending webinars and online conferences would be mandatory. The lessons will make use of the input given in these events.

List of academic events online: [others will be given throughout the development of the course]

- Facebook page of ELT events: <https://www.facebook.com/ELTEvents>

- Facebook page of ASOCOPI (Asociación Colombiana de Profesores de Inglés)
<https://www.facebook.com/pages/Asociaci%C3%B3n-Colombiana-de-Profesores-de-Ingl%C3%A9s-ASOCOPI/279111388785159>

- **Cambridge Professional Development Webinar Series 2015**

Fun, Useful, Meaningful Lexis for Young Learners (Anne Robinson)

February 17, 2015 (15:00 UK); **Online**

Web: http://www.cambridge.org/us/cambridgeenglish/events/fun-useful-meaningful-lexis-young-learners/?events_tags=webinar&tag_type_events=all

- **OUP Webinar Series 2015**

Lesson Flipping and Creating Video Presentations (Thomas Healy)

February 17/19, 2015 (13:00-14:00 / 12:00-13:00, GMT), **Online**

Web: [Click Here](#)

- **2015 TESOL Virtual Seminar Series**

Noun Phrases in Academic Language: A Neglected Area of Grammar Learning

February 20, 2015; **Online**

Web: <http://www.tesol.org/events-landing-page/2015/01/07/noun-phrases-in-academic-language-a-neglected-area-of-grammar-learning>

- **Macmillan 2015 Webinar Series**

Study Skills with Dorothy Zemach

March 18, 2015 (3.00 pm; GMT); **Online**

Web: <http://www.macmillanenglish.com/events/study-skills/>

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