



# Academic Discourse II

**Course code:**

LI573

**Prerequisites:**

LI443

**Time investment:**

(3 IC, 6 OC)

**Credits:**

3

**Instructor:** Juan Manuel Martínez G.

**Email:** [jm.mg@utp.edu.co](mailto:jm.mg@utp.edu.co)

**Meeting:** Thu, 7-10

**Appointments:** Per request

# Rationale

Becoming part of an academic community entails the development of specific written and oral discourse skills to successfully interact within it. These skills, therefore, should not be merely understood as cognitive processes to exercise, but also as cultural activities and products that dynamically derive from and constitute such communities (Flowerdew, 2015).

In this sense, learning how to communicate ideas academically in oral and written form builds the sense of identity of academic community members, and at the same time, the consolidation of a sense of community comprising specific academic behaviors and expectations facilitates the development of discourse skills required of those members in any given discipline. In other words, to become acquainted with and fulfill the cognitive and social demands of an academic community, language users must confront their identities as individuals and reflect upon the ways in which they can internalize new habits of mind (Costa & Kallick, 2008). As pointed out by Flowerdew (2015):

If identity is not a fixed entity, but discursively and dynamically constructed through interaction between writers, speakers, and audiences, it follows that the ways audiences engage through the use of different linguistic resources may shed light on the process of identity construction (p. 84).

Future bilingual educators, if they want to be impactful agents in their field of knowledge, must have both a repertoire of discourse skills that enables them to communicate within their academic communities and an awareness of the expectations that these communities impose on their beliefs and practices. *Academic Discourse II* will build upon the theoretical tenets and practical strategies of *Academic Discourse I* and, apart from dedicating to the expansion of academic communicative competences, will deepen on the notions of academic identity and community.

Focusing on the consolidation of writing skills and the introduction to research practices, this course will cover, among other processes, the fundamentals of writing composition, the expected codes and norms of academic production, and the creation of an annotated bibliography based on a previous exploration of analysis of literature found in academic search engines.

# Learning Outcomes

In alignment with the global learning outcomes (GLOs) established for the B.A. in Bilingual Education, and understanding these as principles that are dynamically furthered within a framework of professional and ethical excellence, by the end of *Academic Discourse II*, learners will be expected to:

GLOs	Course Learning Outcomes
<b>Bilingual Proficiency</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Become aware of the importance of intertextuality through paraphrasing and citing own and other speakers' messages appropriately.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Alternate English discourse in terms of voice, tone and level of formality in spoken and written encounters according to different domains.</li> <li>· Use an intermediate language proficiency through extended, continuous discourse employing complex lines of argument on academic topics in oral and written form.</li> <li>· Communicate in English in progressively complex and nuanced ways using meta language related to the language educational field.</li> <li>· Assimilate a variety of scenarios and university procedures that demand academic production in L2 (i.e., project development, research and project proposals, project defense and dissertations.)</li> <li>· Respond to intercultural traits regarding study habits, behaviors, and modes of communication displayed in varied academic scenarios.</li> </ul>
<b>Pedagogical Tenets</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Recognize the value of online tools such as databases which publish scientific journals and books in the field of language and bilingualism.</li> <li>· Identify online tools that distributes academic and scientific communication such as Google Sites, OrcID, CVLac, Academia.edu, Researchgate, etc.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Construct academic products at the oral and written level implementing off and online tools such as text processors, slides presentations, videocalls, reference managers, and scientific online databases.</li> <li>· Distinguish the pedagogical value of digital tools for the development of oral and writing skills as well as professional development resources.</li> </ul>
<b>ICTs Command</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Recognize a range of digital resources and the need to employ them successfully when planning and delivering academic performances.</li> <li>· Identify online tools that facilitate data collection through qualitative instruments such as interviews and surveys.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Construct academic oral and written products implementing digital tools such as text processors, slides presentations, content creation platforms, videocalls and reference managers.</li> </ul>

	<ul style="list-style-type: none"> <li>· Distinguish the pedagogical value of digital tools for the development of oral and writing skills as well as for professional growth.</li> </ul>
<i>Assessment Literacy</i>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Identify a range of academic genres, text typologies and text types that are predominant in the field of bilingualism and education based on specific criteria and standardized norms.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Formulate a preliminary research proposal based on the synthesis of an academic text in the field of bilingualism and education.</li> <li>· Make use of organizational and productivity principles focused on the optimal development and achievement of complex academic tasks.</li> <li>· Evaluate the set of beliefs, traits and skills related to learning and work that are necessary for successfully operating within an academic community.</li> </ul>
<i>Professional Development</i>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Recognize the importance of collaborative work within an academic community for the achievement of academic endeavors.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Formulate an academic report based on a problem related to bilingual education.</li> <li>· Conduct structured conversations on relevant academic topics.</li> <li>· Evaluate the set of beliefs, traits and skills related to learning and work that are necessary for successfully operating within an academic community.</li> </ul>
<i>Academic Involvement</i>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Recognize the logistic and methodological structure of academic events when attending them.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Participate on ongoing research training for the use of academic journals, and latest research findings and methodologies.</li> <li>· Develop a sense of identity within the academic community based on interaction with peers, professors, their attitudes, beliefs and expectations.</li> </ul>
<i>Environmental Awareness</i>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Consider environmentally sustainable factors in the formulation and execution of academic events.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Promote sustainability and environmentally sound practices such as no-paper policies and decreased carbon footprint through the use of digital tools and platforms in and out the classroom.</li> </ul>

# Methodology

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

**Socio-Constructivism:** Classroom discussions, presentations as well as teamwork in the development of tasks during the semester aspire 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:** Students are respected as individuals and are responsible for making decisions about their learning. The teacher operates as a facilitator that provides and guides learning experiences. Students' expectations, abilities, interests and needs both as learners and future bilingual educators 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 instilling 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 revise their learning strategies accordingly. self-assessment, peer assessment and assessment of materials will help students hone the critical skills they will need as citizens of a complex world.

**Content-Based Approach:** The course provides a bilingual space of interaction and learning so students can exercise their L1/L2 communicative skills in an authentic environment as they are exposed to theoretical input and practical activities related to the topics of the course.

Each week there will be a mixture of input sessions and reflective discussion activities based on previously assigned content. Students are required to prepare themselves for class discussions and activities by having processed in advance the suggested materials. 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 analyze the speech of others and monologues of their own.

## Assessment

Divided among inside and outside classwork and elaborate tasks and projects, this course will be assessed and evaluated in three different moments as indicated in the table below. For each assignment in the course, you will receive complete criteria so that you know how and on what you will be assessed. By knowing these criteria you will be expected to deliver high-quality products and performances.

Percentage	Products/Performances
PI - 30%	<ul style="list-style-type: none"><li>· Conceptual Workshop (15%)</li><li>· IV Roundtables (15%)</li><li>· Updated Portfolio (20%)</li><li>· Bi-Focal Text (50%)</li></ul>
PII - 30%	<ul style="list-style-type: none"><li>· Updated Portfolio (20%)</li><li>· Fictional Academic Writing Piece (40%)</li><li>· IELTS Performance (40%)</li></ul>
F - 40%	<ul style="list-style-type: none"><li>· Updated Portfolio (10%)</li><li>· Self-Assessment (10%)</li><li>· QPS (20%)</li><li>· Synthesis (60%)</li></ul>

## Bibliography

- Baehr, J. (2015). *Cultivating Good Minds*. *Printed by the author*.
- Bialystok, E., Craik, F. I. M., & Luk, G. (2012). *Bilingualism: consequences for mind and brain*. *Trends in Cognitive Sciences*, 16(4), 240–250. doi:10.1016/j.tics.2012.03.001
- Bizzell, P. (1994). *Academic discourse and critical consciousness*. London: University of Pittsburgh Press.
- Bridwell-Bowells, L. (1995). Form, function: Varieties of academic discourse. *College composition and communication*, 46(1), 46-61.
- Council of Europe (2001). *Common european framework of reference for languages: Learning, teaching, and assessment*. Council of Europe.
- Duff, P. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics*, 30, 169–192. doi: 10.1017/S0267190510000048
- Elbow, P. (1991). Reflections on academic discourse: How it relates to freshmen and colleagues. *College English*, 53(2), 135-155.
- Erdogan, B. (2016). What is discourse? In B. Erdogan (Ed.), *Humanitarian intervention and the responsibility to protect*. Palgrave Macmillan.

- Evans, D. (2015). *Language and identity: Discourse in the world*. London: Bloomsbury.
- Flowerdew (2015). Identity in academic discourse. *Annual Review of Applied Linguistics*, 35, 81–99.  
doi: 10.1017/S026719051400021X
- Gee, J. P. (2007). *Social linguistics literacies*. London: Routledge.
- Gillett, A., Hammond, A., & Martala, M. (2009). *Inside Track: Successful academic writing*. NY: Pearson-Longman.
- Greene, S., & Lidinsky, A. (2016). *From inquiry to academic writing*. Boston: Bedford/St. Martin's.
- Gutierrez, K. D. (1995). Unpackaging academic discourse. *Discourse Processes*, 19(1), 21-37.
- Hyland, K. (2009). *Academic discourse: English in the global context*. London: Continuum.
- Johns, A. M. (1997). *Text, role and context: Developing academic literacies*. Cambridge: CUP.
- Paltridge, B. (2007). *Discourse analysis: An introduction*. London: Continuum.
- Ritchard, R. (2002). *Intellectual character: What it is, why it matters, and how to get it*. San Francisco: Jossey-Bass.
- Singh, A., & Lukkarila, L. (2017). *Successful Academic Writing: A Complete Guide for Social and Behavioral Scientists*. The Guilford Press.
- Tannen, D., Hamilton, H. E., & Schiffrin, D. (2015). *The handbook of discourse analysis*. West Sussex: Bloomsbury.
- Van Dijk, T. (1997). *Discourse as structure and process*. London: SAGE.
- Vygotsky, L. (1934). *Pensamiento y lenguaje*. España: Planeta Libros
- Zwiers, J., & Crawford, M. (2009). How to start academic conversations. *Educational Leadership*, 70-73.

## Resources

- AcademicEnglishHelp. (2019, March 17). IELTS: *Speaking American English Band 9 subs FULL* [Video]. Youtube. <https://www.youtube.com/watch?v=hs6HBKpN36c>
- AUT literacy for assessments. (2020, January 22). *APA 7 referencing (workshop video)* [Video]. Youtube. <https://www.youtube.com/watch?v=NiyvZpSqVmU&t=3s>
- Connectors and useful expressions* [PDF]. (2018). Downloaded from: <https://epavillena.es/wp-content/uploads/2018/04/Connectors-and-useful-expressions.pdf>

CSUDH Library. (2019, October 29). *Introduction to Citation Styles: APA 7th ed.* [Video]. Youtube. <https://www.youtube.com/watch?v=fVv2JtOo18&t=1s>

Day, T. (2013). *Success in Academic Writing* (1st ed.). London: Palgrave Macmillan.

English Language Smart Words. (Website) *Linking words* [PDF]. (2013). Downloaded from: <https://www.smart-words.org/>

Gaumer Erickson, A.S., & Noonan, P.M. (2018). Self-Efficacy formative questionnaire. In *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom* (pp. 175-176). Thousand Oaks, CA: Corwin.

Georgia State University. (2020, November 2). *Literature Reviews: Types of Literature*. Research guides. <https://research.library.gsu.edu/c.php?g=115595&p=1940435>

Gondry, M. (Director). (2013, February). *Is the Man Who is Tall Happy?* [Film]. Partizan Films.

González, D. (2009). *Estrategias de aprendizaje para el desarrollo de la producción oral en la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana*. [Unpublished degree thesis]. Pontificia Universidad Javeriana - Colombia.

IELTS. (Website) *IELTS Speaking Rubric* [PDF]. (2017). Downloaded from: <https://www.ielts.org/-/media/pdfs/speaking-band-descriptors.ashx?la=en>

Lanthimos, Y. (Director). (2009, October). *Dogtooth* [Film]. Boo Productions.

Lumen Learning. (Website). *Why is research important?*. <https://courses.lumenlearning.com/wsu-sandbox/chapter/why-is-research-important/>

Macaro, E., Handley, Z., & Walter, C. (2012). A systematic review of CALL in English as a second language: Focus on primary and secondary education. *Language Teaching*.

Manual of the American Psychological Association [APA].(2020). *APA 7th Ed. Guide*. Available at: <https://apastyle.apa.org/>

Martínez, J. M. *Approaching Syntheses: A Guide* [Class Handout]. (2020, November). Department of fine arts and humanities. Universidad Tecnológica de Pereira. Colombia.

Martínez, J. M. *Journals List* [Class Handout]. (2020, November). Department of fine arts and humanities. Universidad Tecnológica de Pereira. Colombia. Risaralda.

Martínez, J. M. *Why bother writing* [Class Handout]. (2020, October). Department of fine arts and humanities. Universidad Tecnológica de Pereira. Colombia. Risaralda.

Martínez, J. M. *Conceptual Workshop* [Class Handout]. (2020, September). Department of fine arts and humanities. Universidad Tecnológica de Pereira. Colombia. Risaralda.

Martínez, J. M. *Plagiarism* [Class Handout]. (2019, June). Department of fine arts and humanities. Universidad Tecnológica de Pereira. Colombia. Risaralda.

Marulanda, N. L., & Martínez, J. M. (2019). Supporting English Language Learners' Academic Writing Development Through a Systematized Assistance Model. *Lenguaje*, 47(2), 453-478. [https://doi: 10.25100/lenguaje.v47i2.7702](https://doi.org/10.25100/lenguaje.v47i2.7702)

Sant Van, G. (Director). (1997, December). *Good Will Hunting* [Film]. Miramax Productions.

Schmitt, N., & Rodgers P.H, M. (Ed). (2020). *An introduction to applied linguistics*. Routledge.

Smart Student. (2020, May 19). *How to format your paper in APA style in 2020* [Video]. Youtube. <https://www.youtube.com/watch?v=VEgRqSsNDJc&t=4s>

TED. (2019, February 27). Rocío Vidal: *A nadie le importa la verdad* [Video]. Youtube. [https://www.youtube.com/watch?v=b\\_I6WmatS2o](https://www.youtube.com/watch?v=b_I6WmatS2o)

TED. (2017, January 25). Paula Salerno: *¿Cómo las palabras pueden transformar el mundo?* [Video]. Youtube. <https://www.youtube.com/watch?v=HsowSxacxxw>

The Power of Writing. (2017, March 22). *Jordan Peterson: The Power of Writing* [Video]. Youtube. <https://www.youtube.com/watch?v=bfDOoADCfkg>

Tom Nicholas. (2020, March 27). *Why is Academic Writing so Boring?* [Video]. Youtube. <https://www.youtube.com/watch?v=RbwGr9G0tO0>

University of Kent. (2016, March 18). *Professor Darren Griffin: 10 Commandments of Being A Successful Scientist* [Video]. Youtube. <https://www.youtube.com/watch?v=7F1ee3IFBWo>

USU Libraries. (2017, December 20). *Synthesis for Literature Reviews* [Video]. Youtube. [https://www.youtube.com/watch?v=eVt2mMG\\_gwE](https://www.youtube.com/watch?v=eVt2mMG_gwE)

Word to the wise. (2020, September 9). *Jordan Peterson: Discipline is the Precursor to Freedom* [Video]. Youtube. <https://www.youtube.com/watch?v=9GI2hbvPiQY>

WUWritingCenter. (2017, April 10). *Definition & Examples* [Video]. Youtube. <https://www.youtube.com/watch?v=sLhkalJe7Zc&t=2s>

## Semester Plan

W	Session	Content – Teaching Aims	Time
1	<b>Meeting Learners</b>	<ul style="list-style-type: none"> <li>· Ensure L's accessibility and disposition to course</li> <li>· Have L's join Drive and create Google Sites</li> <li>· Present course expectations and plan</li> <li>· Become aware of L's expectations for the semester (course and methodology)</li> </ul>	In Session: 3 hours  After Session: 6 hours
2	<b>Foundations I: Framing Academic Discourse</b>	<ul style="list-style-type: none"> <li>· Enable a discussion around the film <i>Dogtooth</i></li> <li>· Introduce L's to the notions of Discourse and Academic Discourse</li> <li>· Explain the importance of discourse for shaping a sense of identity, community and reality</li> <li>· Self-Efficacy Test</li> </ul>	In Session: 3 hours  After Session: 6 hours
3	<b>Foundations II: Academic Features</b>	<ul style="list-style-type: none"> <li>· Enable a discussion around the film <i>Good Will Hunting</i></li> <li>· Intellectual Character and Virtues</li> <li>· Introduce Intellectual Virtues Roundtable</li> </ul>	In Session: 3 hours  After Session: 6 hours
4	<b>Intellectual Virtues Roundtable</b>	<ul style="list-style-type: none"> <li>· Discuss: <i>A nadie le importa la verdad</i> (TED Talk)</li> <li>· Discuss: ¿Cómo las palabras pueden transformar el mundo? (TED Talk)</li> <li>· Intellectual Virtues Roundtable (presentations)</li> </ul>	In Session: 3 hours  After Session: 6 hours
5	<b>Academic Discourse Features</b>	<ul style="list-style-type: none"> <li>· Discuss: <i>Freedom, Form, Function</i> (Bridwell-Bowells, 1995)</li> <li>· Academic writing features and considerations</li> <li>· IPACE Model</li> <li>· Paragraph analysis</li> <li>· Introduce Partial I</li> </ul>	In Session: 3 hours  After Session: 6 hours
6	<b>Partial I</b>	<ul style="list-style-type: none"> <li>· Conceptual Workshop (15%)</li> <li>· IV Roundtables (15%)</li> <li>· Updated Portfolio (20%)</li> <li>· Bi-Focal Text (50%)</li> </ul>	No session  Drop-in sessions
7	<b>Partial I: Feedback conferences</b>	<ul style="list-style-type: none"> <li>· To provide impactful feedback on Bi-Focal Text</li> </ul>	In Session: 3 hours  After Session: 6 hours
8	<b>Writing and Ownership</b>	<ul style="list-style-type: none"> <li>· Paragraph analysis review</li> <li>· Why write?</li> <li>· Writing and procrastination</li> </ul>	In Session: 3 hours  After Session: 6 hours
9	<b>Discourse in Applied Linguistics</b>	<ul style="list-style-type: none"> <li>· Discuss: <i>Is the Man Who is Tall Happy?</i></li> <li>· CEFR and discourse competence</li> <li>· IELTS analysis</li> </ul>	In Session: 3 hours  After Session: 6 hours
10	<b>Writing and Speaking Academically</b>	<ul style="list-style-type: none"> <li>· Discuss IELTS analysis</li> <li>· Collaborative writing</li> <li>· Introduce Partial II</li> </ul>	In Session: 3 hours  After Session: 6 hours
11	<b>Partial II + Feedback Conferences</b>	<ul style="list-style-type: none"> <li>· Updated Portfolio (20%)</li> <li>· Fictional Academic Writing Piece (40%)</li> <li>· IELTS Performance (40%)</li> </ul>	No Session

12	<b>Introducing: Research</b>	<ul style="list-style-type: none"> <li>· Make L's aware of what a research process entails</li> <li>· Introduce different types of bibliographical sources</li> <li>· Guide learners into exploring UTP's associated databases</li> </ul>	<p>In Session: 3 hours</p> <p>After Session: 6 hours</p>
13	<b>From Plagiarism to Q/P/S</b>	<ul style="list-style-type: none"> <li>· Discuss plagiarism</li> <li>· Introduce different types of plagiarism</li> <li>· Introduce Quoting, Paraphrasing and Summarizing</li> </ul>	<p>In Session: 3 hours</p> <p>After Session: 6 hours</p>
14	<b>Approaching Synthesis</b>	<ul style="list-style-type: none"> <li>· Introduce synthesis</li> <li>· Frame APA 7 Edition</li> <li>· Introduce final assignment</li> </ul>	<p>In Session: 3 hours:</p> <p>After Session: 6 hours</p>
15	<b>Course Assessment + Final Assignment Feedback</b>	<ul style="list-style-type: none"> <li>· Enable learners' reflection on course experiences and achievements</li> <li>· Provide formative feedback on syntheses</li> </ul>	<p>In Session: 3 hours:</p> <p>After Session: 6 hours</p>
16	<b>Finale + Feedback</b>	<ul style="list-style-type: none"> <li>· Updated Portfolio (10%)</li> <li>· Self-Assessment (10%)</li> <li>· QPS (20%)</li> <li>· Synthesis (60%)</li> </ul>	<p>In Session: 3 hours:</p>