



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



Course: Academic Discourse II (L2)  
Code: LI573  
Prerequisite: LI 443 Discurso Académico I  
Schedule: Monday  
Course hours: 3 in-class hours – 6 hours of autonomous work.  
Credits: 3  
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Office Hours: By appointment

"I've always praised myself on the ability to turn a phrase. Words are — in my not so humble opinion — our most inexhaustible source of magic, capable of both, inflicting injury and remedy."  
— Professor Albus Dumbledore, Howgarts.

## **RATIONALE**

After the exposure to the key components of academic language and discourse, students enrolled in the present subject will continue scoping aspects of their academic identities and use of the language. There is clear evidence from educational research (e.g., Snow, 2008; Snow and Ucelli, 2009) that suggests the lack of mastery of academic language to access the curriculum content of their subjects; ergo, the need to support students, and specially language learners, in their development of academic language through systematic instruction. This is the continuum of an intensive speaking-based course, this time, with more emphasis on the written academic communication skill requested for the university level.

For this special subject, pre-service teachers are empowered to manage strategically and effectively their academic discourse throughout the different genres which are inherently linked to a language professional's profile. Academic Discourse II aims at the intersection between the resources students bring to the classroom, such as their linguistic, cultural, and lived experiences, the theoretical or empirical models provided in the first course, and the particulars of the sociocultural and sociopolitical milieu in which they will be performing as English teacher-researchers.

On the same line, the pedagogical practice imparted in the lessons will situate the teaching of academic language in an educational framework of "transformative pedagogy" (Cummins, 2001, 2009, 2011) that not only values student's resources and identities but also promotes their overall literacy development, which for this specific scenario, could be for their L1 as well as their L2.

## **COURSE GOALS**

Students who successfully complete this course will be able to:

- Alternate their English discourse according to different domains.
- Be aware of the discourse differences in L1 and L2.
- Assimilate a variety of scenarios and university procedures that demand academic production in L2 (i.e., Oral test taking, administrative paperwork, research and project proposals, project defence and dissertations.)

### **LANGUAGE COMPETENCES TO BE DEVELOPED:**

- Show a good 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 using meta language related to the language educational field.
  - Formulate extended, continuous discourse employing complex lines of argument on academic topics.
  - Become aware of the importance of paraphrasing and citing appropriately own and other speakers' messages.
  - Improve the selection of the appropriate voice, tone, and level of formality in spoken and written encounters.
  - Analyse, create, and perform a project defence within the field of ELT.
  - Gain academic written skills to support paperwork at the university level.

### **TEACHING COMPETENCES TO BE DEVELOPED:**

The course will enable students to:

- Appropriate the 'classroom talk' used in the ELT discourse community.
- Develop strategies and techniques for teaching speaking.
- Implement relevant approaches, procedures and techniques for planning and guiding oral lessons and tasks.
- Construct and consider well-structured criteria and rubrics for assessing oral performance.

### **COURSE CONTENTS**

- Classic rhetoric and the foundations for discourse in language education.
- **The 21<sup>st</sup> century classroom discourse**
- Transmedia narratives, multimodality, gamification, social networks and youtubers.
  - Extralinguistic knowledge, sociocultural knowledge, discourse knowledge, pragmatic knowledge, and speech conditions.
  - What professional L2 speakers need to know.
- **Discussion skills and academic scenarios**
  - Giving opinions.
  - Explaining.
  - Interrupting.
  - Reporting.
  - Dealing with academic questions.
  - University situations: Language centre, deadline for essays, examination results, project results, research proposals.
  - Strategies for success.
- **Academic orientation**
  - Lecture skills A-E & Units 1-9 Academic English – Cambridge Press.
  - Strategies for standardized test taking. (TOEFLibt & PET)
- **Technological discourse and microstyle: The art of writing little**
  - Academic emails.
  - Academic posting on LMS and Social Networks.

— **Classroom talk**

- Giving instructions.
- Providing feedback and error correction.
- Wrap-ups and follow-ups.

— **Research discourse**

- A first approach to APA 6.

• Stance features:

- Hedges (review & reinforcement)
- Boosters
- Attitude markers
- Self mention

• Engagement features:

- Reader pronouns
- Personal asides
- Appeals and shared knowledge
- Questions

- Article and book review.
- Research synthesis and Annotated Bibliography.
- Taking notes in a lecture or seminar.

«General Scheme of work for Academic Discourse II»

Dates and program may be subject to change

Week	Topic	Didactic Unit	Product(s)
1	· The effect: Classical Rhetoric and approaches to discourse · Linguistic relativity and discourse contemplation	Linguistic relativity.	
2	Cultural aspects of academic discourse: L1 and L2 pragmatic differences. ----- · Rudimentary techniques: Punctuation and 6, 4, 3, 2. · Syllabus exploration. · Bilingual matters in discourse.	The 21 <sup>st</sup> century classroom discourse: Ethoic constructions of Colombian students.	<b>Strategies for success:</b> Academic English outside the classrooms. [ <i>Workshop</i> ]
3	Discussion skills and academic scenarios ----- Discourse scenarios of the 21 <sup>st</sup> century.		<b>Academic orientation:</b> Units 1 & 2. Academic English Textbook.
4	Discussion skills and academic scenarios ----- Lecture skills A-B		Techniques of academic discourse and ethoic constructions of undergraduate students.
5	Technological discourse and microstyle: The art of writing little		Strategies for standardized test taking. (TOEFLib & PET)

	<p>Speech acts —Commissives: agreeing, guaranteeing, inviting, offering, promising, swearing, volunteering</p>		
6	<p>Partial test 1:</p> <ul style="list-style-type: none"> <li>• Standardised oral test.</li> <li>• Discourse project portfolio.</li> </ul>		Strategies for standardized test taking. (TOEFLibt & PET)
7	<p>Lecture skills C-D + Taking notes in a lecture</p>	<p>Classroom talk 1 Giving instructions / wrap ups and follow ups</p>	<p><b>Academic orientation:</b> Units 5 &amp; 6. Academic English Textbook.</p>
8	<p>Research Discourse A first approach to APA 6 ----- Research articles and reviews</p>	<p>Classroom talk 2 Providing feedback and error correction. + Adapting and designing speaking tasks.</p>	<p><b>Academic orientation:</b> Units 7 &amp; 8. Academic English Textbook.  Notes from a lecture or seminar.</p>
9	<p>Research Discourse A first approach to APA 6 ----- Speech Acts — Acknowledgments: apologizing, condoling, congratulating, greeting, thanking, accepting</p>	<p>Adapting and designing speaking tasks.</p>	
10	<p>Partial test 2:</p> <ul style="list-style-type: none"> <li>•Textual linguistic analysis.</li> <li>•Project portfolio compilation.</li> </ul>		
11	<p>Interaction with databases, research journals, and scholar articles. (UTP library) ----- Lecture skills E-F</p>		<p><b>Academic orientation:</b> Units 8 &amp; 9. Academic English Textbook.</p>
12	<p>Academic reviews + Stance features</p>		
13	<p>Research synthesis + Engagement features Lecture skills</p>		
14	<p>Annotated Bibliographies + Rehearsals Lecture skills</p>		
15	<p>Final test: Academic dissertations.</p>		
16	<p>Final test: Academic dissertations.</p>		

## **METHODOLOGY**

In accordance with current pedagogical models as well as with the approach set and described by Curricular Board 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.

This special course is divided in two types of sessions: 1) Input session and, 2) productive sessions. Students are required to prepare themselves for class discussions and activities by having read in advance the suggested materials, by watching the suggested video clips, and/or by attending to suggested academic events.

Students will also be involved in teaching sessions developed and implemented in groups of two, these involve the design of speaking sequences for EFL contexts. Participants will be encouraged to develop, share and analyse the speech of others and their own, as well as produce academic writing pertaining to the research discourse field.

**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 ASSESSMENT<sup>1</sup>

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:

60% of grade		—Product 1: Oral test – Standard model (i.e., TOEFLibt)
40% of grade		—Product 2: Definition and compilation of corpus of analysis (Digital folder of discourse analysis project)

**PAR TIAL GRADE 2** => 30% of final grade

50%		—Product 1: Sit in test of APA 6 (Quoting and paraphrasing academic English) – Textual linguistic analysis.
50%		—Product 2: Project compilation. (Discourse analysis)

**PARTIAL GRADE 3** => 30% of final grade

60%		— Product 1: Paper presentation (Research synthesis: Research questions, Lit. review, Participants & context, and findings)
40%		— Product 2: Written research syntheses.

**PARTIAL GRADE 4** => 10% INDIVIDUAL STUDY AND CLASSROOM PRODUCTS (Podcast – Broadcasted or streamed + attendance to LBI's project proposals and defences + workshops form the units of Cambridge Academic English.)

## 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.

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

## 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](http://www.schoology.com)

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

### 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.

## References

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