Name and code of the course: *Discurso Académico I* /LI443 / (L2)
Type of course: Theoretical-practical
Credits: 3 credits
Schedule: 9 hours per week. 3 class hours + 6 h of autonomous work.
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Online Management System: Canvas

1. Justificación:

Since the foundation of rhetoric in Ancient Greece, the preoccupation for the ways in which languages can be used to communicate ideas to an audience has been central to discourse studies. For this transdisciplinary field, language use should be understood structurally, cognitively and contextually (Van Dijk, 1997). Anyone interested in gaining a more comprehensive understanding of how language is used must become acquainted with specific language features and the dynamics of the communicative contexts in which those features are to be used.

Academic discourse, thus, deals with the discourse features encompassed in academic practices such as the production of lectures, formal interviews or scientific reports. By becoming aware of the language structures, cultural demands and social expectations of academic contexts and activities, language users can empower themselves to have successful interactions within their disciplines. As put by Duff (2010):

Academic discourse (or academic language, academic literacies) refers to forms of oral and written language and communication—genres, registers, graphics, linguistic structures, interactional patterns—that are privileged, expected, cultivated, conventionalized, or ritualized, and, therefore, usually evaluated by instructors, institutions, editors, and others in educational and professional contexts (p. 175).

Bearing this in mind, future bilingual educators should become acquainted with the academic discourse practices of their field so that they are equipped with the communicative means to effectively perform in academia and its events. For this reason, Academic Discourse I will introduce learners to foundational

concepts and progressive guided practice of recurrent activities in the academic field of bilingual education.

With an emphasis on speaking performance, this course will cover the fundamentals of oral production, the analysis of different academic oral formats and the design and presentation of academic oral tasks. This introductory course will provide learners with key notions and strategies to better perform in their educational and professional development, which is expected to broaden toward more research- oriented initiatives.

2. Main course objective related to the BA program

❖ Formar licenciados en el campo del bilingüismo con competencia C1 en inglés y español, con capacidad de integrar los conocimientos disciplinares, pedagógicos e investigativos en sus prácticas educativas y con competencia intercultural y digital.

3. Professional and generic competences

1. Usar su competencia comunicativa en inglés y español para cumplir con propósitos sociales, profesionales y académicos y evaluarla iterativamente como parte de su desarrollo profesional.
2. Desarrollar la literacidad digital para desempeñarse en ámbitos sociales, académicos, profesionales y de la vida cotidiana.
3. Asimilar los enfoques críticos, relacionales y funcionales de la interculturalidad que permitan al sujeto bilingüe cuestionar continuamente la cultura de su lengua materna y de otras lenguas y visibilizar maneras distintas de saber, ser, hacer y vivir en una sociedad multicultural.

4. Learning Outcomes:

Resultados de aprendizaje Licenciatura en Bilingüismo	Resultados de aprendizaje de la asignatura	Assessment
R1: 1. Usa el inglés y el español con un nivel de competencia C1.	- Communicate in English and Spanish with the notions of register, audience and speech expected in academic contexts. - Employ complex lines of argument on academic topics in oral and written form according to an intermediate language proficiency. - Differentiate theoretical notions and language features of academic discourse through metalanguage and jargon employed in the field of bilingual education. - Use technical and practical strategies for successful academic oral performance.	❖ Academic Interview Podcast ❖ Academic Oral Presentation. ❖ Presentation of a simple research exercise. ❖ Rubrics.
R4: 3. Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	- Construct academic oral and written products implementing digital tools such as text processors, slides presentations, content creation platforms, and reference managers.	❖ Academic oral Presentations + Checklists and Rubrics.
RA 5: Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.	- Work collaboratively within an academic community for the achievement of academic endeavors. - Deliver tasks on time displaying respect for the time of others.	❖ Checklists and Rubrics.

5. Contents

Term	Linguistic Competence and Topics	Projects/tasks
1st Term	**Conversational and Interview Skills in Academic Settings.** ❖ Metadiscourse Markers. ❖ Critical thinking, argumentation, logical fallacies. ❖ Expressing agreement and disagreement, hedging (using language to soften statements), emphasis. ❖ Supra segmental features of discourse. ❖ Speech acts — Constatives: Answering, classifying, denying, disagreeing, informing, reporting, & stating.	❖ Academic Interview Podcast.
2nd Term	**Academic Oral Presentations.** ❖ Structure of academic presentations, visual aids, audience engagement. ❖ Signposting (using language to guide listeners through a presentation), summarizing, questioning. ❖ Features of language: Micro-structuring and verbal labeling of main points. ❖ Structuring: Narrative thread, macro-signals of organization, rhetorical questions.	❖ Academic Oral Presentation.
3rd Term	**Scientific Communication** ❖ Describing processes and procedures, comparing and contrasting findings, discussing implications. ❖ Reporting verbs, passive voice, nominalization. ❖ The anatomy of a talk and review. ❖ Paraphrasing.	❖ Presentation of a simple research exercise.

6. 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.

7. 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
Term 1 - 30%	· In-and-Out Classwork (25%) · Lecture analysis (15%) · Podcast (40%) · Written reflection (20%)
Term 2 - 30%	· In-and-Out Classwork (25%) · Script + Storyboard + Slides (20%) · 10-Minute Oral Presentation (40%) · Video reflection (15%)
Term 3 - 40%	· In-and-Out Classwork (25%) · Oral Presentation (40%) · Written Report + Instrument of data collection (25%) · Reflective Self-Assessment (10%)

8. Bibliografía

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