



LICENCIATURA EN BILINGÜISMO CON ÉNFASIS
EN INGLÉS
FACULTAD DE BELLAS ARTES Y HUMANIDADES
UNIVERSIDAD TECNOLÓGICA DE PEREIRA



Course: Academic Discourse II

(L2) **Code:** LI573

Prerequisite: LI 443 Discurso

Académico I

Schedule: Wednesday & Fridays

Course hours: 3 in-class hours between synchronous and asynchronous learning

– 6 hours of autonomous work.

Credits: 3

Professor: Daniel Murcia

Quintero **E-mail:**

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Office Hours: Booking through

calendly.com/danielmurcia

Platform: Google Classroom

Wednesday's group:

<https://classroom.google.com/c/NjE2OTlwODQyMiQ4?cjc=552cwju>

Thursday's group:

<https://classroom.google.com/c/NjYyMzQ2MDE3MTk5?cjc=iwhj4u5>

Friday's group:

<https://classroom.google.com/c/NjI4NjY4NTMxNDk3?cjc=syck776>

"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 at 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.

OBJECTIVES

1. Train pre-service teachers in the field of bilingualism with C1 level in English and Spanish, with the ability to integrate disciplinary, pedagogical and research knowledge in their educational practices with intercultural and digital competence.
2. Promote the construction of innovative proposals in the field of bilingualism by means of research, extension, and social projection in disciplinary, multidisciplinary and interdisciplinary teams.
3. Generate spaces that contribute to 21st century citizenship and holistic human development of pre-service teachers so they can take critical and democratic positions towards problems of their contexts within the framework of environmental sustainability.

LEARNING OUTCOMES:

Learning Outcomes of the Program	Learning Outcomes of the Course	Assessment of LOs
R1: Usa el inglés y el español con un nivel de competencia C1.	<ul style="list-style-type: none"> • Demonstrate the ability to effectively paraphrase, summarize, and integrate information from academic sources in both oral and written English/Spanish texts. • Demonstrate register flexibility by adjusting language use to various professional and academic contexts in both spoken and written English/Spanish encounters. • Utilize B1.2 level English language skills to construct extended, argumentative texts on academic topics, demonstrating complex reasoning and utilizing appropriate meta-language within the educational field. 	<p>Self-assessment Self-analysis of their oral English and Spanish Competence based on the GSE Pearson Scale.</p> <p>Formative and summative assessment</p> <p>Writing the problematization of discourse analysis project.</p> <p>TOEFL oracy performance.</p> <p>Paper presentation (Research synthesis: Research questions, Lit. review, Participants & context, and findings).</p> <p>Research Synthesis</p>
R2: Planea, ejecuta y evalúa experiencias de enseñanza y aprendizaje para la educación bilingüe con el propósito de responder a necesidades de	<ul style="list-style-type: none"> • Evaluate and categorize research articles, case studies, and media presentations as tools for disseminating knowledge in 	<p>Self-assessment Self-analysis of their oral English and Spanish Competence based on the GSE Pearson Scale.</p>

diversos contextos educativos.	the field of bilingualism and bilingual education.	
R3: Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	<ul style="list-style-type: none"> • 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 which publish scientific journals and books in the field of language and bilingualism. • Distinguish the pedagogical value of digital tools for the development of oral and writing skills as well as professional development resources. 	Formative and summative assessment Writing the problematization of discourse analysis project.
R4: Desarrolla proyectos educativos fundamentados en principios disciplinares, pedagógicos e investigativos de su campo profesional.	<ul style="list-style-type: none"> • Review literature and studies on the field of bilingualism and language to support the structuring process of a research idea/thematization. • Perform a research synthesis defense under a structure of a paper presentation within the field of bilingualism and education. 	Final product Sit in test (Quoting and paraphrasing academic English). Intertextual task under the formatting of APA (7). Paper presentation (Research synthesis: Research questions, Lit. review, Participants & context, and findings). Research Synthesis
R5: Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.	<ul style="list-style-type: none"> • Develop a sense of identity within the academic community based on interaction with peers, professors, their attitudes, beliefs and expectations as well as in their participation in academic events. • Respond to intercultural traits regarding study habits, behaviors, and modes of communication displayed in varied academic scenarios. • Examine how linguistic choices, power, and institutional structure is manifested through emergent discourses of Education for Sustainable Development in the bilingual education field. 	Discourse analysis project

COMPETENCES

GPC1: Use communicative competence in English and Spanish to fulfill social, professional, and academic purposes; and continuously evaluate it as part of their professional development.

GPC2: Work collaboratively in disciplinary, multidisciplinary and interdisciplinary teams with the capacity to adapt to different contexts, valuing respect for diversity.

GPC3: Formulate proposals that seek innovative, theoretically and methodologically grounded solutions to emerging problems in the field of bilingualism using their knowledge in research and teaching.

GPC4: Gain digital literacy skills to interact responsively and accordingly in daily, social, academic and professional contexts.

GPC5: Implement knowledge, research processes, and interdisciplinary epistemological traditions in their educative practice of bilingual education with curricular, administrative, didactic, methodological, and evaluative purposes.

GPC7: Appropriate critical, relational and functional approaches to interculturality that allow bilinguals to continuously reflect upon their languages and those of others so that different ways of knowing, doing, living and being can become visible within a multicultural society.

GPC8: Maintain their commitment as a global citizen to contribute to environmental sustainability from the contexts in which they act.

COURSE CONTENTS

Foundations of Discourse

- Classic rhetoric and the foundations for discourse in language education.
- Discourse communities.
- **The 21st century classroom discourse**
- Transmedia, multimodality, metaverse, gamification vs edutainment, and social networks and youtubers (influencers) narratives.
 - Extralinguistic knowledge, sociocultural knowledge, discourse 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.
- **Research discourse**
 - A first approach to APA 7.
 - 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 y 2	• The effect: Classical Rhetoric and approaches to discourse • Linguistic relativity and discourse contemplation	Linguistic relativity & linguistic turn	Readings as common ground for the course

	· Syllabus exploration		
3	<p>Cultural aspects of academic discourse: L1 and L2</p> <hr/> <p>· Bilingual matters in discourse</p>	The 21 st century classroom discourse: Ethoic constructions of Colombian students	Discourse analysis.
4	<p>Discussion skills and academic scenarios</p> <hr/> <p>Discourse scenarios of the 21st century</p>		Intellectual virtues
5	<p>Academic identity Intellectual virtues roundtables</p> <hr/> <p>Discourse and society Foucault</p>		Techniques of academic discourse and <i>ethoic</i> constructions of undergraduate students.
6	<p>The notions of academia</p> <hr/> <p>Features of academic discourse stylish academic discourse</p>		Reflective paper: Me in academia

7	<p>Partial test 1:</p> <ul style="list-style-type: none"> • Reflective paper submission. • Discourse project portfolio. 		
8	Academic orientation: Attention, planning, productivity.		
9	<p><u>Research Discourse</u> A first approach to APA 7</p> <p>Research articles and reviews – DATA BASES</p>		Discussing IELTS and TOEFL speaking section.

10	<u>Research Discourse</u> A first approach to APA 7 <hr/> Video oral commentary		
11	Partial test 2: • APA formatting. •Project portfolio compilation.		
12	Interaction with databases, research journals, and scholar articles. (UTP library)		
13	Academic reviews + Stance features		
14	Research synthesis + Engagement features Lecture skills		
15	Annotated Bibliographies + Rehearsals Lecture skills		
16	Final test: Academic dissertations.		
17	Final test: Academic dissertations.		

METHODOLOGY

The course entails a methodological approach based on tasks. Students will be presented to the main themes of the course as an expansion of what they have already covered in Academic Discourse I to create the argumentative lines that can respond to the intended learning outcomes of the course. Every session will bring a field of discussion for the students to reflect and participate and relate what they study to their projections as bilingual teachers.

Notwithstanding the universality of the procedure, there will be personal 1:1 advising session to solve some particularities aligned with specific modalities and availability of resources to establish contact. To do such the contact will be delivered through Google Meet synchronic sessions, WhatsApp Videocalls or Collective Phone calls arranged by the tutor of the course. These sessions must be booked in advance.

The platform of the course will be Schoology. All materials and follow up of the sessions will be uploaded in the materials section of the LMS. The codes of access have been posted at the beginning of this syllabus.

COURSE EVALUATION AND ASSESSMENT¹

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

Grade weight	Product
33 %	Partial grade 1: 70 % Proposal of the term. 30 % Self-analysis of their oral English and Spanish Competence
33 %	Partial grade 2: 30 % Ideation workshop. 30 % Sit in test (Quoting and paraphrasing academic English). Intertextual task under the formatting of APA (7). 40 % TOEFL performance
34 %	Final grade: 20 % paper presentation (Research synthesis: Research questions, Lit. review, Participants & context, and findings). 50 % Research Synthesis 30 % Self-assessment and Attendance to research events and courses.

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.

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.

One of the mandatory sessions will be the research proposal presentations to be developed in MAY of 2024.

Academia.edu: *

Colciencias CVIac: **

*<https://utp-co.academia.edu/DanielMurcia>

** http://scienti.colciencias.gov.co:8081/cvIac/visualizador/generarCurriculoCv.do?cod_rh=0001506091

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[Link to the didactic resource back](#)

<https://drive.google.com/drive/folders/1ZmPhA1Ai729NiyV5EQm162xhvSxZB-B3?usp=sharing>

