



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
Subject (*)	Pragmatics and Discourse Analysis in English		Code	613505112
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Optional	3
Language	English			
Teaching method	Hybrid			
Prerequisites				
Department	Letras			
Coordinador	Amenedo Costa, Mónica María	E-mail	monica.amenedo@udc.es	
Lecturers	Amenedo Costa, Mónica María	E-mail	monica.amenedo@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	See web page above.			

Study programme competences / results

Code	Study programme competences / results
A1	E01 ? Familiarity with the main research models in linguistic research.
A2	E02 ? Familiarity with the main resources, tools and methodologies in linguistic research.
A4	E04 ? Familiarity with cognition and processing studies within the scope of research into English linguistics.
A7	E07 ? Ability to analyse different types of discourse and discursive genres, both oral and written, in the English language
B1	CB6 ? Students should have the knowledge and understanding necessary to provide a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
B2	CB7 - Students should be able to apply the knowledge acquired and a problem-solving capacity to new or lesser known areas within wider contexts (or multidisciplinary contexts) related to the study area.
B3	CB8 - Students must be able to integrate knowledge and to deal with the complexity of judgement formulation starting with information, which might be incomplete or limited, and which includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgement.
B4	CB9 ? Students must be able to communicate their conclusions, as well as the knowledge and reasoning behind them, to both specialized and general audiences in a clear and unambiguous way
B5	CB10 ? Students should have the necessary learning skills to allow them to continue studying in a largely autonomous manner.
B6	G01 ? The capacity to delve into those concepts, principles, theories or models related with the different fields of English Studies is a necessary skill, as is the ability to solve specific problems in a particular field of study via appropriate methodology.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
B8	G03 ? An efficient use of new information technology and communication in English Studies is a necessary skill.
B9	G04 ? Students must be able to publicly present their ideas, reports or experiences, as well as give informed opinions based on criteria, external norms or personal reflection. All of this implies having sufficient command of both oral and written academic and scientific language
B10	G05 ? Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students
B11	G06 ? Students should be able to develop a critical sense in order to assess the relevance of both existing research in the fields of English Studies, and their own research.
B12	G07 ? Linguistic competence (C2 level) in oral and written English must be developed and consolidated.
B13	G08 ? Students should become progressively autonomous in the learning process, and in the search for appropriate resources and information, via the use of bibliographic and documentary sources related to English Studies.
B14	G09 ? Students are expected to be able to carry out research projects of an academic nature in the different fields of English Studies
B15	G10 ? The ability to present and defend a research project using adequate terminology and resources appropriate to the field of study is a skill which should be acquired.



Learning outcomes			
Learning outcomes		Study programme competences / results	
1. Description of the basic concepts of DA. 2. Familiarization with the main approaches and applications of DA in English. 3. Analysis of different types of discourse in natural settings. 4. Critical reading of specialized literature related to the field. 5. Use of new resources and technologies to carry out research in the field. 6. The carrying out of a small-scale research project in DA. 7. Individual and group work. 8. Participation in class discussions on DA-related topics.		AR1	BR1
		AR2	BR2
		AR4	BR3
		AR7	BR4
			BR5
			BR6
			BR7
			BR8
			BR9
			BR10
			BR11
			BR12
			BR13
			BR14
			BR15

Contents	
Topic	Sub-topic
1. Introducing Discourse Analysis	1.1. Basic concepts 1.2. Overview of the field
2. Main approaches and applications	2.1. Pragmatics, Information Processing and Discourse Organization 2.2. Conversation Analysis 2.3. Critical Discourse Analysis 2.4. Analysis of different types of discourse in natural settings 2.5. Critical reading of specialized literature related to the field

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Seminar	A1 A2 A4 A7 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	14	60	74
Personalized attention		1	0	1

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Seminar	The syllabus will be covered and the projects will be presented in 14 hours of class sessions. Students are also required to read the recommended literature and to prepare the project in the light of the class sessions and tutorials, during which attendance in class is not required.

Personalized attention



Methodologies	Description
Seminar	Class attendance is compulsory. The teacher is available via e-mail, and via Teams tutorials.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Seminar	A1 A2 A4 A7 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	The percentages of the final mark corresponding to each of the parameters assessed are the following: - In-class activities related to the study of the contents of the course: 30% - A supervised written project (70%). Oral presentation the project.	100

Assessment comments
<p>In order to pass this subject, a minimum of 5 out of 10 in the final mark is required. Students must complete at least 50% of the assessment tasks (in-class activities, supervised project and oral presentation). Late submissions will not be accepted unless duly justified. Students will be given a grade of NP (absent) if they have not handed in more than 50% of the continuous assessment activities.</p> <p>Any plagiarized exercise or test will result in a failing grade (0) in this subject in accordance with article 11, section 4b, of the "Regulamento disciplinar do estudantado da UDC":</p> <p>Cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese: o/a estudante será cualificado con suspenso (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederase a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario.</p> <p>July Exam Period:</p> <p>Students will be required to take the second opportunity in July if they fail to pass the first opportunity. They will not need to re-sit the parts they have previously passed. They can retake the parts they have failed according to the following distribution of percentages: supervised project and oral presentation of project (70%), and an assignment equivalent to the practical test (30%).</p> <p>December Exam:</p> <p>Students sitting the December exam will be assessed according to the criteria specified for the July opportunity.</p> <p>Students who are officially registered as part time and have been granted permission not to attend classes, as stipulated in the regulations of this University (approved by the Consello Social on 4 May 2017), will notify the instructor in the first week of classes and, if that proves impossible, within seven days from the date of acknowledgement. They will carry out the required practical work individually and hand it in before the deadline. Late submissions will not be accepted unless duly justified. The final mark will be the weighted average grade of the assessed work carried out during the course. In order to pass this subject, a mark of 5 out of 10 is the minimum required in each section of the assessment. Students will also be required to take the second opportunity in July if they fail to pass the first opportunity. They will have to re-sit the parts of the assessment they failed and will not need to re-sit the parts they have previously passed.</p> <p>Attention to Diversity:</p> <p>This module can be adapted for students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/faculty.</p> <p>Gender equality:</p> <p>A gender perspective will be incorporated into this subject. This will include, among other measures, the use of non-sexist language, the selection of books and articles written by men and by women, as well as encouraging participation from all students in class, regardless of their gender. In addition, sexist prejudices and attitudes will be addressed and efforts will be directed towards the modification of this environment and the promotion of values of respect and equality. In the event of gender discrimination, appropriate actions will be implemented to rectify such cases.</p>

Sources of information



Basic	<p>Basic bibliography: Alba-Juez. 2009. Perspectives on Discourse Analysis: Theory and Practice. Newcastle upon Tyne: Cambridge Scholars Publishing.</p> <p>Brown, G. and G. Yule. 1983. Discourse Analysis. Cambridge: Cambridge University Press.</p> <p>Cook, G. 1989. Discourse. Cambridge: Cambridge University Press.</p> <p>Coulthard, M. 1985. An Introduction to Discourse Analysis. London: Longman, 1985 (2nd edition).</p> <p>Gee, J. P. 1999. An Introduction to Discourse Analysis. London: Routledge.</p> <p>Georgakopoulou, A. and Goutsos, D. 1997. Discourse Analysis: An Introduction. Edinburgh: Edinburgh University Press.</p> <p>Grundy, P. 2000. (2nd ed.) Doing Pragmatics. London: Arnold. 105-111.</p> <p>Johnstone, B. 2008. Introduction to Discourse Analysis. CUP (2nd revised edition).</p> <p>Liddicoat, A.J. 2007. An Introduction to Conversation Analysis. London: Continuum.</p> <p>McCarthy, M. 1991. Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press.</p> <p>Renkema, J. 2004. Introduction to Discourse Studies. Amsterdam/Philadelphia: John Benjamins.</p> <p>Renkema, J. 2009a. Discourse, of course. An Overview of Research in Discourse Studies. Amsterdam/Philadelphia: John Benjamins.</p> <p>Rogers, R. 2004. An Introduction to Critical Discourse Analysis in Education. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Schiffrin, D. 1994. Approaches to Discourse. Oxford: Blackwell.</p> <p>Basic bibliography: Alba-Juez. 2009. Perspectives on Discourse Analysis: Theory and Practice. Newcastle upon Tyne: Cambridge Scholars Publishing.</p> <p>Brown, G. and G. Yule. 1983. Discourse Analysis. Cambridge: Cambridge University Press.</p> <p>Cook, G. 1989. Discourse. Cambridge: Cambridge University Press.</p> <p>Coulthard, M. 1985. An Introduction to Discourse Analysis. London: Longman, 1985 (2nd edition).</p> <p>Gee, J. P. 1999. An Introduction to Discourse Analysis. London: Routledge.</p> <p>Georgakopoulou, A. and Goutsos, D. 1997. Discourse Analysis: An Introduction. Edinburgh: Edinburgh University Press.</p> <p>Grundy, P. 2000. (2nd ed.) Doing Pragmatics. London: Arnold. 105-111.</p> <p>Johnstone, B. 2008. Introduction to Discourse Analysis. CUP (2nd revised edition).</p> <p>Liddicoat, A.J. 2007. An Introduction to Conversation Analysis. London: Continuum.</p> <p>McCarthy, M. 1991. Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press.</p> <p>Renkema, J. 2004. Introduction to Discourse Studies. Amsterdam/Philadelphia: John Benjamins.</p> <p>Renkema, J. 2009a. Discourse, of course. An Overview of Research in Discourse Studies. Amsterdam/Philadelphia: John Benjamins.</p> <p>Rogers, R. 2004. An Introduction to Critical Discourse Analysis in Education. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Schiffrin, D. 1994. Approaches to Discourse. Oxford: Blackwell.</p>
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.