



## Teaching Guide

Teaching Guide				
Identifying Data				2019/20
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	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Woodward Smith, Elizabeth Anne	E-mail	elizabeth.woodward@udc.es	
Lecturers	Woodward Smith, Elizabeth Anne	E-mail	elizabeth.woodward@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	Toda la información relativa tanto a esta materia como al resto del Máster la pueden encontrar en la dirección Web arriba señalada. <a href="http://www.imaes.eu/wp-content/uploads/2017/06/PRAGMATICA-Y-ANALISIS-DEL-DISCURSO-2017-18_Guia-docente.pdf">http://www.imaes.eu/wp-content/uploads/2017/06/PRAGMATICA-Y-ANALISIS-DEL-DISCURSO-2017-18_Guia-docente.pdf</a>			

## 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.
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Learning outcomes			
Learning outcomes		Study programme competences / results	
1. Description of the basic concepts of DA.		AR1	BR1
2. Familiarization with the main approaches and applications of DA in English.		AR2	BR2
3. Analysis of different types of discourse in natural settings.		AR4	BR3
4. Critical reading of specialized literature related to the field.		AR7	BR4
5. Use of new resources and technologies to carry out research in the field.			BR5
6. The carrying out of a small-scale research project in DA.			BR6
7. Individual and group work.			BR7
8. Participation in class discussions on DA-related topics.			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. In addition, a maximum of 10 hours will correspond to online self-assessment tasks and to other activities normally implemented through virtual learning environments (VLE), while the remaining 51 hours will be 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.
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## Personalized attention

Methodologies	Description
Seminar	Class attendance is compulsory. The teacher is available in office hours, and also via e-mail.

## 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: ? Active participation in classroom sessions: 10% ? In-class and out-of-class activities related to the study of the contents of the course: 20% ? A supervised written project (70%), of which the outline must be presented orally First opportunity: Written project to be submitted by the date of the exam in the official calendar; Oral presentation of project is scheduled for the last class session.	100

## Assessment comments



Students' progress will be assessed during the course, including attendance and active participation in the classroom sessions, and also individual work outside the classroom. Active participation will be assessed taking into account the carrying out of all kinds of oral and written tasks related to the course, both in the classroom and outside (e.g. exercises, problems, commentaries, written tasks, oral presentations, exams).

## ASSESSMENT: ADDITIONAL INFORMATION

Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory sessions, unless they have applied for exemption within the time period specified by the Academic Commission of the degree, and this exemption has been granted. This exemption will be valid provided students comply with the rules on attendance in force in the three universities participating in the programme, and provided they comply with the assessment systems which are specified in the teaching guides for each module. Students should be aware, however, that not attending certain classroom sessions may affect their final grades. The final marks of those students who are officially exempted from class attendance will be exclusively based on the written project and its oral presentation (70% and 30% respectively). Students who do not submit a supervised project, or who fail to submit at least 50% of the other tasks for assessment, will be graded as absent from assessment (NP: no presentado). Students who do not pass in the first opportunity will be able to RE-SIT in JULY, when they will be required to demonstrate that they have acquired the necessary skills via two types of assessment: a supervised project with the same percentage value (70%) and characteristics as in the first opportunity, plus the exercises agreed upon with the lecturer as a substitute for the other activities of the module (30%). For the individual written research assignment and exercises, the submission deadline is the exam date established on the official calendar for the second opportunity. Any instance of PLAGIARISM will derive in failing the course. The Faculty committee (Xunta de Facultade) came to the following decision: Turnitin is a tool for staff to use in order to check sections of written work originating in other texts and locating the sources. It is a useful way of detecting plagiarism. Its use is optional, but students are to be warned in the teaching guide that it is able to detect pieces of work previously presented in this or any other university, including work by the same student (for any subjectmatter). If coincidences are found, this will be understood as academic fraud, and the regulations concerning academic assessment, grading and complaints on testing will be applied. With this warning, students are hereby informed of the academic consequences.

## Sources of information



<b>Basic</b>	<p><b>Basic bibliography:</b> 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>
<b>Complementary</b>	

## 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.