

## Course Description

### Course Unit

**Topics in English Studies: Discourse and Academic Discursive Practices**

### UC Code

921695

### ECTS Credits

12 ECTS

### Work Hours

336H (12 ECTS)

### Level

PHD

### Academic year and Semester

2024/2025, S2

### Faculty

Carlos A. M. Gouveia

### Class

TP 1

### Language of instruction

English

### Class Description

The course aims to:

- develop reflective and analytical skills on the reality of language as a meaning potential and an instrument for achieving possibilities of meaning configuration;
- understand language use as communicative dynamics of processes that represent the world, construe identity and otherness and textualize such representations and construals in specific ways;
- critically reflect on the role of language in social semiotics and on the construal of meaning in the field of academic literacy, particularly in English for Academic Purposes (EAP);
- critically reflect on and describe language as a means for academic empowerment.

The syllabus includes the appraisal of the following themes:

- the role of language in social semiotics;
- the roles of spoken and written languages as distinct semiotic systems;
- the functional and contextual variation of texts as the result of speaker's needs regarding socio communicative purpose and systemic choices of experience construal, interpersonal expression and symbolic and rhetorical organization of such experience and interpersonality;
- the linguistic construction of scientific knowledge and its expression in specific codes of legitimation;
- the construction of meaning and the configuration of academic literacy practices;
- the reconfiguration of communication practices and of academic literacy in the digital age.

### ***Grading and Assessment***

The course is structured around the assessment and discussion of a set of selected readings made up of ten recently produced scientific texts that will be used as leitmotifs for discussion by the students and for lectures by the teacher. The teaching methodologies will involve, then, expository lectures on different themes, and workshops revolving around the discussion of theoretical texts and the description of grammatical and textual structures of different academic registers and genres.

Evaluation includes 10% for participation, 25% for the motivation and discussion of one of the ten recently produced scientific texts, 25% for an essay of about 2,000 words on the text chosen for discussion in class (to be handed in two weeks after the discussion), and 40% for an essay of about 9,000 words on one of the themes dealt with in the course (to be handed in before the last class of the course).

### ***Bibliography***

Beger, A. (2018). *The Role of (Deliberate) Metaphor in Communicating Knowledge in Academic Discourse: An Analysis of College Lectures from Different Disciplines*. Peter Lang.

Clarence, S. (2021). *Turning Access into Success: Improving University Education with Legitimation Code Theory*. Routledge.

Doran, Y. J. (2018). *The Discourse of Physics: Building Knowledge Through Language, Mathematics and Image*. Routledge.

Martin, J. R., & Rose, D. (2008). *Genre Relations: Mapping Culture*. Equinox.

Martin, J. R., Maton, K., & Doran Y. J. (2020). *Accessing Academic Discourse: Systemic Functional Linguistics and Legitimation Code Theory*. Routledge.

Maton, K. & Moore, R. (Eds.). (2010). *Social Realism, Knowledge and the Sociology of Education: Coalitions of the Mind*. Continuum.

Maton, K., Hood, S. & Shay, S., (Eds.). (2017). *Knowledge-building: Educational studies in Legitimation Code Theory*. Routledge.

Paltridge, B. (2017). *The Discourse of Peer Review: Reviewing Submissions to Academic Journals*.

Palgrave.

Rose, D., & Martin, J. R. (2012). Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School. Equinox.

Winberg, C., McKenna, S., & Wilmot, K. (Eds.). (2021). Building knowledge in higher education: Enhancing Teaching and Learning with Legitimation Code Theory. Routledge.

***Prerequisites (if applicable)***

NA