

## Course Description

### *Course Unit*

**Topics in English Studies: Academic Discourse and Knowledge Legitimation Practices**

### *UC Code*

921682

### *ECTS Credits*

12 ECTS

### *Work Hours*

336H (12 ECTS)

### *Level*

MA

### *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 5% for attendance, 10% for participation, 35% for the motivation and discussion of one of the ten recently produced scientific texts, 50% for an essay of about 7,000 words on one of the themes dealt with in the course, to be handed in before the last class of the course.

### ***Bibliography***

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

Hyland, K. (2004). *Disciplinary Discourses: Social Interactions in Academic Writing*. The University of Michigan Press.

Joyce, H. de S., & Feez, S. (2016). *Exploring Literacies: Theory, Research and Practice*. Palgrave.

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: [LSEP] Coalitions of the Mind*. Continuum.

Maton, K., Hood, S., & Shay, S. (Eds.). (2016). *Knowledge-building: Educational studies in Legitimation Code Theory*. Routledge.

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

### ***Prerequisites (if applicable)***

