1. **INFORMACIÓN BÁSICA**

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| 1.1. Facultad | Educación y Ciencias Humanas | 1.2. Programa | Licenciatura en Educación Básica con Énfasis en Humanidades-Inglés | | |
| 1.3. Área | Language Acquisition | 1.4. Curso | Discourse Analysis | | |
| 1.5. Código | 212279 | 1.6. Créditos | 4 | | |
| 1.6.1. HDD | 64 | 1.6.2. HTI | 64 | 1.7. Año de actualización | 2020 |

1. **JUSTIFICACIÓN**

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| This course contains theory related to the study of discourse analysis in which learners first explore the theory and then apply the knowledge drawn from the theory to the analysis of texts, be them spoken or written. The sessions provide a stepping-stone to exploring and thinking about language and society offering students insight into the subject of discourse analysis and add another dimension to how they think about language and language use. Students are expected to read texts beyond the lines to understand how language accomplishes different purposes. |

1. **PROPÓSITOS DE FORMACIÓN**

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| **Course Goal**: On completion of this course, teacher-candidates will demonstrate an understanding of the theory and methodology for the study of human discourse. |

1. **COMPETENCIAS ESPECIFICAS Y TRANSVERSALES**

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| By the end of this course students will be able to:   * Demonstrate an understanding of the nature of oral and written discourse and discourse analysis. * Demonstrate an understanding of the function of cohesive devices in oral and written discourse and their uses in English texts. * Demonstrate an ability to examine a variety of discourse genres relevant to both oral and written English. * Evaluate the quality of their own and others’ written arguments. * Engage in virtual communities that promote theories and methodologies in discourse analysis. |

1. **LEARNING OUTCOMES**

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| By the end of the course students will:   * Explain the concept of discourse and discourse analysis. * Explain the similarities and differences between oral and written discourse in English. * Analyze and interpret authentic texts relevant to English teaching. * Explain the way in which texts achieve their purpose to become a tool of power. * Evaluate the quality of arguments in a text in terms of its weaknesses and strengths. |

1. **COURSE CONTENT**

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| Unit 1: What is discourse? Definitions and examples.  Unit 2: Spoken and written discourse: similarities and differences.  Unit 3: Cohesive devices  Unit 4: How texts work: genre and register  Unit 5: Explanations  Unit 6: Arguments  Unit 7: Critical discourse analysis |

**7. ESTRATEGIAS METODOLÓGICAS**

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| Teacher lectures and whole-class discussion as follows:   * Identification stage: theory presented, samples provided. * Practice stage: application of theory to the analysis of texts. * Peer- work, work checked, feedback. |

1. **ACTIVIDADES Y PRÁCTICAS**

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| Class activities in this course are mainly developed through guided discussions so that learners become critical and go beyond a superficial thinking. Besides, students will perform presentations and oral and written elaborated analysis of texts provided. Learners will be provided with the necessary resources to be able to participate actively in class and achieve the main goal of the course. At the end of the semester, learners will be asked to work on a final paper to produce a critical report as the final learning outcome of the course.. |

1. **CRITERIOS DE EVALUACIÓN PARA EL DESARROLLO DE COMPETENCIAS**

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| Outcome: All students will receive a grade ranging from 1.0-5.0.  Formal assessment:Exams, classwork, oral presentations, class attendance.  Informal assessment: Individual participation. |

1. **BIBLIOGRAFÍA**

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| Brazil, D. (1995). *A grammar of speech*. Oxford University Press.  Cook, G. *Discourse*. (1989). Oxford: Oxford University Press.  Derewianka, B. (1990). *Exploring how texts work*. Primary English Teaching association.  Fairclough, N. (Ed.). (1992). Critical Language Awareness. Longman.  Goatly, A. (2000). *Critical reading and thinking. An introductory coursebook*. Routledge.  Halliday, M. A. K. (1978): *Language, context, and text: Aspects of language in a social – semiotic perspective*. Open University Set Books.  Hoey, M. (2001) *Textual Interaction: An introduction to written discourse analysis*. Routledge.  Mc Carthy, M. (1991). *Discourse analysis for language teaching*. Cambridge: Cambridge University Press.  Van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy and authenticity*. Longman. |
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