

COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title | Code |
|---------------------------------------------------------------|------|
| Insights into academic discourse/ Mokslinio diskurso ypatumai | |

| Lecturer(s) | Department(s) where the course unit (module) is delivered |
|-------------------------------------|-----------------------------------------------------------|
| Coordinator: dr. Jolanta Šinkūnienė | Department of English Philology |
| | Faculty of Philology |
| Other(s): | |

| Study cycle | Type of the course unit (module) | | | |
|-------------|----------------------------------|--|--|--|
| BA | Optional | | | |

| Mode of delivery | Period when the course unit (module) is delivered | Language(s) of instruction |
|------------------|---------------------------------------------------|----------------------------|
| Face to face | Spring term | English |

| Requirements for students | | | | | | |
|---------------------------|-----------------------------------|--|--|--|--|--|
| Prerequisites: | Additional requirements (if any): | | | | | |
| English (C1) | | | | | | |

| Course (module) volume in credits | Total student's workload | Contact hours | Self-study hours |
|-----------------------------------|--------------------------|---------------|------------------|
| 5 ECTS | 140 | 32 | 108 |

Purpose of the course unit (module): programme competences to be developed

The purpose of the course unit is to acquaint students with the features of contemporary academic writing and with the newest research in the field of EAP (English for Academic Purposes)/ESP (English for Specific Purposes). The course unit develops the following competences:

Generic competences:

- 1. Responsibility: the ability to set goals and make plans, and take responsibility for them
 - will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines
 - will be able to take responsibility for their work / study results and learn from mistakes
- 2. Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking
 - will be able to identify problems and challenges in their own and related fields
 - will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions
- 3. Openness to change: the ability to understand the necessity of change and the intention to constantly improve oneself
 - will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities
 - will be open to new ideas, strive to change, and be creative and innovative
 - will be able to evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary for future change

Subject-specific competences:

- 4. Understanding and analysis of the English language system at various levels: phonetics, morphology, syntax, semantics, etc.
 - will be able to describe, analyse and interpret English-language phenomena at various levels (phonetic, morphological, syntactic, semantic, pragmatic, language development, etc.) and compare them with Lithuanian or another language using appropriate terminology and methods
 - will be able to effectively use and analyse English for specific purposes (science, politics, business, law, etc.)
- 5. Communication skills in English (C1-C2): listening, reading, speaking, writing, mediation
 - will be able to understand, translate, edit and create texts of various genres in English, taking into account the communication intention, addressee, etc. and mediate in various communication situations
 - will be able to communicate correctly and effectively in English in various situations, taking into account the communication intention, addressee, social environment, etc. (C1 according to CEFR)
- **6. Competence of a researcher of language and literature**: the ability to independently conduct linguistic, literary or interdisciplinary research applying the acquired philological knowledge and skills in practice
 - will be able to collect, analyse, systematise and critically evaluate material from various sources and adequately
 apply philological research methods to investigate the selected research problem
 - will be able to describe the results of the research in a scientific text, provide conclusions or recommendations, and present and defend them publicly

7. Ability to apply philological knowledge and skills in practice within and outside the University

- will be able to apply the acquired knowledge and skills of English philology during communication and cooperation in an intercultural (and multilingual) environment, creating, translating and editing various texts, teaching English as a foreign language, etc.
- will be able to use modern information technologies, data resources and research resources to conduct linguistic
 and literary analysis of English texts and present the results of analysis and/or interpretation to the public in order
 to contribute to the practical applicability of English philology studies (corpora, dictionaries, term banks and
 glossaries, thematic websites, literature maps, etc.)

| Learning outcomes of the course unit (module) | Teaching and learning methods | Assessment methods |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Critical and analytical thinking: ability to analyze academic text from semantic and pragmatic perspectives Ability to apply knowledge in practical situations: ability to establish adequate relations between knowledge of academic English and its practical applicability Knowledge and understanding of the subject area and understanding of the profession: fundamental understanding of linguistics and ESP/EAP | Seminars, group discussions, individual work (reading and analysis of research articles). Presentations on course specific topics. Practical tasks (the compilation of small scale specialized corpora). | Presentations and participation in discussions, practical tasks. Written exam. |
| Knowledge and understanding of the structure of a specific genre (research articles): ability to describe and explain the structure of research articles | | |

| | | (| Conta | ct ho | urs | | | Self | -study work: time and assignments |
|------------------------------------------------------|----------|-----------|----------|-----------|-----------------|------------------------------|---|------------------|--------------------------------------|
| Content: breakdown of the topics | Lectures | Tutorials | Seminars | Exercises | Laboratory work | Internship/work placement | 7 | Self-study hours | Assignments |
| 1. Introduction to the course unit: aims, structure, | | | 1 | • | | | | | |

| assessment scheme. | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----|-------------------------------------------------------------------|
| 2. What is academic discourse? Why is it important? Contrastive rhetoric and academic discourse. Cross-disciplinary and cross-cultural insights into academic discourse. | 2 | 7 | Hyland (2011), pp. 171- 184 Swales (1997), pp. 373- 382. |
| 3. How is academic discourse studied? The role of corpora in discourse analysis. <i>Tertium comparationis</i> principles for specialized comparable corpora. <i>Doit-yourself</i> corpora and guidelines for their compilation. | 2 | 7 | Gray & Biber (2011: 138-152); Connor & Moreno (2005: 153-164) |
| 4. The concept of genre. Research article as one of the pre-eminent genres of the academia. Structural features of the research article. | 2 | 11 | Hyland (2006b: 46-50) Hyland (2009b: 67-78) |
| 5. Metadiscourse – the key factor in effective text construction: its history, concepts, definitions, frameworks. | 4 | 9 | Hyland (2005: 16-36 & 48-54) |
| 6. Personal pronouns in academic text, their functions, cross-disciplinary and cross-linguistic usage features. | 4 | 11 | Tang and John (1999) |
| 7. Hedges and boosters in academic text, their functions, cross-disciplinary and cross-linguistic usage features. The role of modality in academic discourse studies. | 4 | 29 | Hyland 1998; practical tasks |
| 8. Rhetorical structure of academic text. Moves and steps. | 4 | 11 | Zibalas & Šinkūnienė (2019); practical tasks |
| 9. Presentations on specific elements of metadiscourse | 8 | 11 | Practical tasks |
| 10. Summary and course evaluation | 1 | 12 | Revision for the exam |
| Total | 32 | 108 | |

| Assessment strategy | Weigh t,% | Deadline | Assessment criteria |
|-----------------------|-----------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cumulative assessment | | | |
| Attendance | | | The attendance of seminars is compulsory. Students who have missed more than 35% of the seminars with no justifiable reason will not be admitted to the written exam. |
| Presentations | 30% | throughout the term | Content, presentation skills, language accuracy and fluency |
| Written exam | 70% | June 3-4, 2024 | The written exam is a take-home exam during which you will have to do a practical analysis of metadiscourse markers. The exam will be marked for content (60%) and language accuracy (10%). |

| Author | Year of public ation | Title | Publishing place and house or web link |
|-----------------------------|-------------------------------|------------------------------------------------------------------------------|----------------------------------------|
| Compulsary & optional read | ling | | |
| Connor, U. and Moreno, A.I. | 2005 | "Tertium comparationis: A vital component in contrastive rhetoric research". | |

| | | | Directions in Applied Linguistics; essays in honor of Robert B. Kaplan. 153-164 | |
|---------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Gray, B. and Biber, D. | 2011 | Corpus approaches to the study of discourse. | In K. Hyland, & B. Paltridge (eds), The Continuum Companion to Discourse Analysis. 138-152 | London/New York: Continuum. |
| Harwood, N. | 2005 | 'We do not seem to have a theory The theory I present here attempts to fill this gap': Inclusive and exclusive pronouns in academic writing | Applied Linguistics 26 (3) | |
| Hyland, K. | 2011 | Academic discourse. | In K. Hyland, & B. Paltridge (eds), <i>The</i> Continuum Companion to Discourse Analysis | London/New York: Continuum |
| Hyland, K. | 2009a | Teaching and Researching writing | 2 nd edition | Harlow: Pearson Education Ltd |
| Hyland, K. | 2009ь | Academic Discourse: English in a global context | | London/New York: Continuum. |
| Hyland, K. | 2006a | Disciplinary differences: Language variation in academic discourses. | In K. Hyland & M. Bondi (Eds.), Academic Discourse across Disciplines | Bern: Peter Lang. |
| Hyland, K. | 2006b | English for Academic purposes: an advanced resource book | | London/New York: Routledge |
| Hyland, K. | 2005 | Metadiscourse | | London: Continuum |
| Hyland, K. | 1998 | Boosting, hedging and the negotiation of academic knowledge. | Text 18 (3): 349-382. | |
| Mur Dueñas, P. & Šinkūnienė, J. | 2016 | Self-reference in research articles across Europe and Asia: A review of studies. | Brno Studies in English 42(1): 71-92. | |
| Petric, B. | 2007 | Rhetorical functions of citations in high- and low-rated master's theses. | Journal of English for Academic Purposes, 6(3), 238-253. | |
| Šinkūnienė, J. | 2017 | Citations in Research Writing: Cultural, Disciplinary and Genre Perspectives. | In Thomas Egan & Hildegunn Dirdal (Eds), Cross-linguistic correspondences: From lexis to genre. | Amsterdam: John Benjamins. 253-270 |
| Šinkūnienė, J. | 2018 | The power of English: <i>I</i> and <i>we</i> in Lithuanian, Lithuanian English and British English research writing. | In Pilar Mur Dueñas, & Jolanta Šinkūnienė (Eds.). Intercultural perspectives on research writing. | Amsterdam: John Benjamins. 59-79. |
| Swales, J. | 1997 | English as Tyrannosaurus Rex | <i>World Englishes</i> 16(3): 373-382. | |
| Swales, J. | 1990 | Genre Analysis | | Cambridge: CUP |
| Tang, R & John, S. | 1999 | "The 'I' in identity: Exploring writer identity in student academic writing through the first person pronouns | English for Specific Purposes, 18: 23–39 | |
| Vladimirou, D. | 2007 | 'I suggest that we need more research'. Personal reference in linguistics journal articles | In Gabrielatos, C., Slessor, R. & J. W. Unger (eds) Papers from the Lancaster University Postgraduate Conference in Linguistics & Language Teaching. | Lancaster: Department of Linguistics and English Language Lancaster. 61-87. |
| Zibalas, D. & Šinkūnienė, J. | 2019 | Rhetorical structure of promotional genres: the case of research article and conference abstracts. | Discourse and Interaction 12 (2): 95-113. | |