MAQUETA DE PRELLENADO
PROGRAMA DE ASIGNATURA (Cursos)

1. NOMBRE DE LA ASIGNATURA *(Nombre oficial de la asignatura según la normativa del plan de estudios vigente o del organismo académico que lo desarrolla. No debe incluir espacios ni caracteres especiales antes del comienzo del nombre).*

Gramática Textual

2. NOMBRE DE LA ASIGNATURA EN INGLÉS *(Nombre de la asignatura en inglés, de acuerdo a la traducción técnica (no literal) del nombre de la asignatura)*

Textual Grammar

3. HORAS DE TRABAJO PRESENCIAL DEL CURSO *(Indique la cantidad de* horas semanales *(considerando una hora como 60 minutos) de trabajo presencial que requiere invertir el estudiante para el logro de los objetivos de la asignatura; si requiere convertir las horas que actualmente utiliza a horas de 60 minutos, utilice el convertidor que se encuentra en el siguiente link: [http://www.clanfls.com/Convertidor/])*

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4. OBJETIVO GENERAL DE LA ASIGNATURA *(Corresponde a un enunciado específico en relación a lo que se va a enseñar en la asignatura, es decir, señala una de las áreas específicas que el profesor pretende cubrir en un bloque de enseñanza. Por ejemplo, uno de los objetivos en un módulo podría ser "los estudiantes comprenderán los efectos del comportamiento celular en distintos ambientes citoplasmáticos". Es importante señalar que en ciertos contextos, los objetivos también aluden a metas).*

This course is intended to give a comprehensive and thorough introduction to the current state-of-art in the field of Textual Grammar. It introduces the student to the fundamental assumptions that underlie the analysis of supra-clausal units and provides a thorough coverage of the scientific aims as well as the descriptive and analytical tools pertaining to the field as a well-defined

sub-area of linguistics in its own right. It focuses on the central notions of cohesion and coherence and looks at how the interpretation of any text involves a dynamic and multifaceted process of bringing to a convergent whole interpretive clues drawing on a rich repository: linguistic form, semantic knowledge, general world assumptions, inter-textual relations and situational context.

5. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA (*Corresponde al detalle específico de los objetivos que se trabajarán en el curso; debe ingresarse un objetivo específico por cada línea*)

i.   Become familiar with the aims, scope, descriptive and analytical tools pertaining to the field of Textual Grammar.

ii.   Increase critical awareness of the various theoretical and empirical problems underlying the analysis of supra-clausal structures comprising a contextualised grammatical object.

iii.   Develop the ability of employing the analytical tools acquired for analysing authentic English texts as contextualised entities.

iv.   Appreciate the intrinsic relation between form and function and between theory and real linguistic data.

v.   Get a sufficient grounding in text analysis that will enable the student to cope better with modules which presuppose some background knowledge in this area.

vi.   Develop the general ability to critically analyse data sets of some complexity, present and support reasoned argumentation and work independently.

6. SABERES / CONTENIDOS (*Corresponde a los saberes / contenidos pertinentes y suficientes para el logro de los Objetivos de la Asignatura; debe ingresarse un saber/contenido por cada línea*)

i.   Form and function: The indispensable link between structure and

function. The notion of intra-clausal constituency. Grammatical units: Verb and verb phrase; noun and noun phrase. Tests of constituency; co-ordination, substitution, ellipsis. The notion of modification. Adjectives and prepositional phrases. Constituency as a functional complex. Subject, object, predicate, event, proposition, sentence.

ii.   The definition of Text: What is a Text? Transcending the boundaries of a clause. The notion of message, receiver and interpretation. Text as a grammatical unit. Textuality.

iii.   Dimensions of Text: Textual form and textual message. Surface text and inter-clausal constituency. Introducing cohesion. Cohesion and grammatical dependences. Syntactic and semantic ties.

iv.   Lexical cohesion 1: Words and Texts: what connects them? The content aspect of cohesion. Lexical chains. Repetition, synonyms, opposites and text-message.

v.   Lexical cohesion 2: Text-message revisited: the relational notion of information. Theme-Rheme, Old-New, Active-Accessible-Inactive. Super-ordinates and generals as strategies of discourse accessibility. Sense relations. Hyponymy. Meronymy. Collocations. Co-extension.

vi.   Cohesion and Reference 1: Reference and its relevance to the old-new distinction. Pro-forms. Exophoric-endophoric reference. Intra-clausal and inter-clausal reference.

vii.   Cohesion and Reference 2: Referent tracking, co-reference chains. Personal, demonstrative. Anaphoric reference. Cataphoric reference.

viii.   Cohesion and logical dependency in the macrostructure: The logical status of conjunction. Co-ordination. Sub-ordination.

ix.   Text and the speaker/writer: Beyond constituent modification. What is an attitude? Evaluation, certainty and style. Points of view, perspective and highlighting

x.   From cohesion to coherence: Bottom-up and top-down interpretation. Another view at the distinction form-function. A generalised view at ellipsis. How much is not said. Introducing context and background knowledge.

xi. Coherence and context: Coherence as conceptual cohesion. Topic, Theme, Focus and contextual stability. Sense continuity. The notion of "wholeness"

xii. Transforming a situation into a text: Text as linearization of situations. Reference and dynamic reading. Accumulative properties of text unfolding. World representations: templates, schemata, mental modelling. Changes of state and adjusting mental modelling.

xiii. Coherence and ambiguity: Nonsensical and "disconnected" texts. Ambiguous texts and fuzzy concepts. Text polysemy. Strategies for restoring sense continuity. Scripts and dynamic reading. Inter-textuality and script expectations . Written sentence vs. utterance; similarities and differences.

xiv. Form text to discourse: Text vs. situation. Situated meanings in communicative contexts. Framing the context; discourse worlds. Discourse markers and discourse coherence. Negotiation of conversational meaning and talk turns.

xv. From text to pragmatics: Information vs. informativeness. Grammaticality vs. acceptability. Pragmatic context and speech events. Measuring informativeness. Intentionality, situationality, relevance.

7. METODOLOGÍA *(Descripción sucinta de las principales estrategias metodológicas que se desplegarán en el curso, pertinentes para alcanzar los objetivos (por ejemplo: clase expositiva, lecturas, resolución de problemas, estudio de caso, proyectos, etc.). Indicar situaciones especiales en el formato del curso, como la presencia de laboratorios, talleres, salidas a terreno, ayudantías de asistencia obligatoria, etc.)*

To the end of achieving the aims and objectives as outlined above, this module is organised around three axes: a) at-home preparation of some assigned work designed so to prepare the student for handling with the concerns touched upon in the next class b) in-class discussion of the preparatory work that has been given to the students as material for reflexion and c) further elaboration of the issues at hand through teaching and practice, and empirical analysis of empirical textual data. The sessions are supported by audio-visual material designed to trigger the interest and active involvement of the students. The students are encouraged to a) look

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at the material given for reflexion at home and bring along their conclusions in the next class b) actively participate in the analysis of the assignments in the class and c) read the material taught for each class.

8. METODOLOGÍAS DE EVALUACIÓN *(Descripción sucinta de las principales herramientas y situaciones de evaluación que den cuenta del logro de los objetivos (por ejemplo: pruebas escritas de diversos tipos, reportes grupales, examen oral, confección de material, etc.)*

a. One mid-term written examination for the first semester (20%)

b. One end-of term written examination for the first semester (20%)

c. One mid-of-term written examination for the second semester (20%)

d. One end-of term written examination for the second semester (20%)

e. Preparation of the material given for reflexion at home (20%)

9. PALABRAS CLAVE *(Cuatro Palabras clave del propósito general de la asignatura y sus contenidos, que permiten identificar la temática del curso en sistemas de búsqueda automatizada; cada palabra clave deberá separarse de la siguiente por punto y coma (;)).*

grammar; text; coherence; cohesion

10. BIBLIOGRAFÍA OBLIGATORIA *(Textos de referencia a ser usados por los estudiantes. Se sugiere, en lo posibles, la utilización del sistema de citación APA. CADA TEXTO DEBE IR EN UNA LÍNEA DISTINTA)*

-Esser, J. (2009). *Introduction to English Text Linguistics*. Berlin, Oxford: Peter Lang.

Evans, V. & M. Green (2006). *Cognitive Linguistics: An Introduction. Edinburgh*: Edinburgh University Press.

-Halliday, M.A.K. & R. Hassan. (1976). *Cohesion in English*. London: Longman.

11. BIBLIOGRAFÍA COMPLEMENTARIA *(Textos de referencia a ser usados por los estudiantes. Se sugiere, en lo posible, la utilización del sistema de citación APA .CADA TEXTO DEBE IR EN UNA LÍNEA DISTINTA)*

12. RECURSOS WEB *(Recursos de referencia para el apoyo del proceso formativo del estudiante; se debe indicar la dirección completa del recurso y una descripción del mismo; CADA RECURSO DEBE IR EN UNA LÍNEA DISTINTA)*

-Leech, G. & Svartvik J. (2002). *A Communicative Grammar of English*. London: Longman.

RUT y NOMBRE COMPLETO DEL DOCENTE(S) RESPONSABLE(S)