



Universidad Nacional del Comahue
Facultad de Lenguas



NOTA N°116 " I " /2025

PROGRAMA DE LA ASIGNATURA: Análisis del Discurso

CARRERA/S: Traductorado de Inglés

AÑO DE CURSADO: Cuarto

ORDENANZA/S PLAN DE ESTUDIOS: Ord. 0499/11

AÑO LECTIVO: 2025

RÉGIMEN DE CURSADA:

(Marcar con una X la opción correspondiente)

ANUAL

X

1º CUATRIMESTRE

2º CUATRIMESTRE

CARGA HORARIA: Total 128 hs. / Semanal 4 hs.

DEPARTAMENTO: Lingüística

ÁREA: Lingüística Teórica

ORIENTACIÓN: Semántica y Análisis del Discurso

EQUIPO DE CÁTEDRA: PROFESOR ADJUNTO A CARGO: *Javier Valdivia*

AYUDANTE DE SEGUNDA: *Alejandro Koszutski*

1. RATIONALE (MARCO REFERENCIAL Y FUNDAMENTACIÓN)

The course "Discourse Analysis," offered in the third year of the English Translation degree, falls within the field of Linguistics and focuses on linguistic meaning and its impact on translation. The significance of discourse studies lies in the many ways they shape the translation process. Although lexical and syntactic knowledge of the grammar of the languages involved (source and target) is the indispensable pillar of this process, this knowledge falls short of capturing the intricate complexity of individual, psychological, interactional, social, and ideological factors that come into play in virtually any communicative use of language. Discourse Analysis provides the essential technical tools for identifying those elements that are not necessarily part of the grammatical system but are embedded in language use and affect interpretation. The focus is both on contextual and textual elements, including systems of signification.

This program is characterized by covering a wide spectrum of phenomena and categories of analysis. The proposal seeks to present a journey that begins with the study of pragmatic aspects of language use in interaction, captured by proposals such as Speech Act theory, the Cooperative Principle, and Politeness theory. Subsequently, the pragmatic focus is on



the semantic-pragmatic-cognitive interface that guides Relevance theory. The path continues with the study of a selection of sociolinguistic aspects that allow differentiation and recognition of linguistic variation, such as dialects, accents, and registers, and how these influence connotations and meanings that impact the translation process, as well as differences in the formal and perceived status of different varieties of languages. The following stages in the journey focus on different types of texts and discourses and their characteristics, as well as the syntactic and prosodic resources used to distribute information in the clause and text. Subsequently, more critical issues about discourse production and interpretation are addressed regarding ideology, power, and polyphonic analysis and institutional discourses. Finally, the question of the role and status of languages and their varieties concludes the proposed journey.

2. AIMS AND OBJECTIVES (PROPÓSITOS/OBJETIVOS)

2.1 AIMS:

The objective of this course is to familiarize English Translation students with the main theoretical frameworks and current topics related to discourse analysis and demonstrate how these studies are relevant and useful in the translation process. The course methodology will focus on the practice of deep and critical analysis of selected sources, as well as the application of these analytical tools in the translation process. Additionally, topics such as the relationship between discourse and cognition, discourse and power (Critical Discourse Analysis), among others, will be explored. In summary, the course aims to provide students with a deep and critical understanding of discourse analysis and its importance in translation practice.

2.2 OBJETIVES:

Upon completion of the course, learners are expected:

- To analyze samples of written or oral discourse using the content of the subject.
- To assess the various layers of communication encoded in discourse to cater for them when interpreting and translating.
- To identify syntactic and prosodic processes used to organize the informational structure of utterances.
- To recognize and contrast the formal features and sequences that constitute certain types of texts.
- To identify ideological components embedded in texts and in the discourses from which they arise.
- To analyze and discuss hypotheses, data, and conclusions of proposals from the area of discourse studies.



3. CONTENTS ACCORDING TO THE CURRICULUM (CONTENIDOS SEGÚN PLAN DE ESTUDIOS)

Contexto. Actos de habla. Relevancia. Cortesía. Inferencias, implicaturas y presuposiciones. Referencia y deixis. Estructura discursiva. Cohesión y coherencia. Géneros. Retórica. Discurso. Los marcadores de discurso. El análisis crítico del discurso (CDA).

4. ANALYTICAL CONTENTS (CONTENIDOS ANALÍTICOS)

Unit 1: Introduction to discourse studies

What is discourse? What are discourse studies? Differences between grammatical studies and discourse studies. Syntax, semantics, and pragmatics. Linguistic competence vs. communicative competence. Proposition, utterance, sentence and text as units of different types of analysis: semantic, pragmatic, syntactic and discursive. Characterization of context. Deixis: deictic center, relative and absolute frames of reference, types of deixis: personal, temporal, spatial, discursive, and social.

Unit 2: Main categories of pragmatic analysis

Speech Act Theory. The different aspects of the speech act: Locutionary, Illocutionary and Perlocutionary acts. Illocutionary force and Illocutionary Force Indicating Devices. The Cooperative Principle and its maxims. Conventional and conversational implicatures. Relevance Theory, implicatures, and explicatures. Politeness Theory: Positive and negative politeness. Face-threatening acts and mitigation strategies.

Unit 3: Sociolinguistic aspects of discourse

Variation, varieties, and variants. Distinction between language, speech, and dialect. Social differentiation of language. Regional, age-related, and gender differences. Mixed languages. Speech situations. Register. Diglossia, lingua franca, contact languages (pidgins), and creoles. Language and discrimination. Prestige languages, standard languages, and minority languages. Bilingualism and multilingualism.

Unit 4: Types of texts and discourses

Functions and forms. Written language and oral interaction. Everyday language and literary language. Electronic discourse. Conventions. Multimodality. Topics. Macrostructures and superstructures.

Unit 5: The discourse-syntax interface: Information structure

The thematic structure of the sentence. Theme, rheme, presupposition, and focus. The definition of topic and focus. Informational focus and contrastive focus. Information



partitioning in grammar. Left and right dislocation. Thematization and focusing. Extraposition. Topic fronting.

Unit 6: Polyphony and heteroglossia

Definitions and origins of polyphony and heteroglossia. Introduction to key concepts and their importance in discourse analysis. The challenges translators face with texts featuring multiple voices and dialects. The effects of polyphony and heteroglossia in different genres. The Impact of Cultural Context and Narrative Techniques. Intertextuality: Processes (quotation and allusion, parody and pastiche, adaptation and retelling, appropriation and influence, Palimpsests.) and types (Horizontal and vertical, manifest and constitutive, active and passive, and specific and generic)

Unit 7: Ideology and Critical Discourse Analysis

The critical approach in discourse analysis. Relationships and identities. Roles and positions. Ingroup and outgroup. Ideology: its manifestation in text organization, lexis, and grammar. Status and power. Race and class. Gender, reference, and sexist discourse. Hegemonic and counter-hegemonic discourse.

Unit 8: Language Policies

Objectives of language policy. Types and actors of language policy. Ideas about language. Sociolinguistic representations. Linguistic neutralities: Neutral Argentine Spanish. Glottopolitics. Varieties of Spanish and English.

5. COURSE METHODOLOGY (PROPUESTA METODÓLOGICA)

The methodology of this course proposes introducing concepts and analytical categories through exercises, dialogues, and texts, as well as resorting to introspection on one's own language use, so that students can enhance their understanding with theoretical material. Data analysis and argumentation are the foundation for learning. In the classroom, theoretical doubts are resolved, exercises are carried out and discussed, issues related to language use and translation are debated and solved. In this regard, it is important to emphasize that, in accordance with the teaching philosophy of the degree program, the professor acts as a facilitator and moderator of the classes, which are largely driven by the active and dynamic participation of the students. This approach breaks away from the traditional image of the professor as a lecturing authority and instead seeks to transform the classroom into a cooperative learning space shared by students and professors.

Lessons will be conducted in person at the university premises. However, in accordance with current hybrid instruction regulations, up to 50% of the total course hours may be



delivered virtually. These virtual activities can be either synchronous or asynchronous, depending on course requirements and student needs (see Appendix A).

5.1 Practice

Students must carry out practical work, both individually and in groups, some of which involves oral presentations. The evaluation of these assignments will consider the understanding of the topic, oral presentation (language level and clarity in explanation, use of audiovisual resources), integration with other topics, and the research conducted on the topic. All requested practical work will be assessed, either based on its content and / or compliance with the submission requirements.

5.2 Tutorials

During tutoring hours, whether in person or online, students can ask questions about any aspects of the syllabus they find unclear or strengthen their knowledge through supplementary reference materials. To facilitate the scheduling of tutoring appointments, students are kindly asked to contact the teacher in advance.

5.3 Communication

The Comahue Distance Education Platform (PEDCo) will serve as a central hub for accessing course materials, exercises, messages, notes, and facilitating communication between students and instructors. Additionally, a dedicated WhatsApp group will be utilized for immediate messaging and seamless interaction among participants. Contact through any of the channels will be maintained only on weekdays during working hours, from 8 AM to 6 PM.

5.4 Participation

Active participation is a crucial component of this course, as it directly reflects the teaching and learning process. Some of the core actions that will be included in the evaluation of this aspect of the course are the following:

- Posing questions during class discussions
- Responding to questions posed in class
- Bringing up topics or issues that extend beyond the material covered in lectures

6. ASSESSMENT CRITERIA AND EVALUATION CONDITIONS (CRITERIOS DE EVALUACIÓN Y CONDICIONES DE ACREDITACIÓN)



6.1 ASSESSMENT

Students are expected to:

- Critically analyze and interpret texts to enhance translation accuracy.
- Use specialized terminology with precision.
- Actively participate in class discussions to exchange translation strategies and insights.
- Draw connections between theoretical translation concepts and practical application in translation tasks.
- Analyze textual examples to identify linguistic and cultural patterns relevant to translation.
- Provide relevant examples and evidence to support translation choices and strategies.
- Construct well-reasoned arguments to justify translation decisions and methods.

6.2 POLICY ON AI-GENERATED WORK

To maintain academic integrity and ensure that all students develop critical thinking and problem-solving skills, the use of Artificial Intelligence (AI)-generated content in assignments is strictly regulated. The following conditions apply:

- Original Work Requirement: All submitted work must be the student's own. Any use of AI tools (such as ChatGPT, Google Gemini, Microsoft Copilot, or any other AI text generators) to create responses, essays, reports, or other written assignments is not permitted unless explicitly authorized by the instructor.
- Prohibited Submissions: Students may not submit assignments that are entirely or partially AI-generated, unless the assignment specifically allows for AI-assisted work.
- Use of AI for Assistance: If AI is used for brainstorming, proofreading, or minor refinements, it must be disclosed in the assignment submission. Failure to disclose AI assistance will be considered a violation of academic integrity policies.
- Consequences of Violation: Submitting AI-generated work as one's own will be treated as academic misconduct and may result in penalties, particularly in assigning a failing grade for the assignment.
- Instructor's Discretion: The instructor reserves the right to use AI detection tools, conduct oral examinations, or require additional explanations to verify student authorship of submitted work.

6.3 CONDITIONS FOR COURSE PASSING

- **Practical Work:** Approval of at least 70% of the assigned practice activities (which may take the form of written assignments, oral presentations, forum participation, homework and other tasks), submitted on time and in the correct form. They are approved with a grade of 6 (or higher).



- **Midterms:** Passing both midterm exams (one per semester) with an option for a makeup exam. They are passed with a grade of 4 (or higher). Alternatively, the second midterm exam may be replaced by another form of assessment, such as a monograph, a paper, or a translation report. The students will be informed well in advance of the evaluation methodology.
- **Attendance and participation:** Maintenance of a minimum attendance of 70% of the sessions and active participation in class activities. Absences covered by the valid reasons listed under Article 52 of Ordinance 273/18 will be considered justified. The student must notify the instructor by e-mail within two days and submit the corresponding proof within one week of the date of the absence.

6.4 CONDITIONS FOR COURSE PROMOTION

- **Practical Work:** Submission and approval of all of the assigned practice activities (which may take the form of written assignments, oral presentations, forum participation, homework and other tasks), submitted on time and in the correct form, with a grade of 7 (or higher).
- **Midterms:** Passing both midterm exams (one per semester) with no option for a makeup exam, with a grade of 7 (or higher). Alternatively, the second midterm exam may be replaced by another form of assessment, such as a monograph, a paper, or a translation report. The students will be informed well in advance of the evaluation methodology.
- **Attendance and participation:** Maintenance of a minimum attendance of 70% of the sessions and active participation in class activities. Absences covered by the valid reasons listed under Article 52 of Ordinance 273/18 will be considered justified. The student must notify the instructor by e-mail within two days and submit the corresponding proof within one week of the date of the absence.

6.4.1 Grading scheme for course promotion

The final mark for course promotion will be calculated on the following basis

- Homework, presentations and practical assignments (25%)
- 1st Mid-term exam (30%)
- 2nd Mid-term exam (30%)
- Class participation (15%)

To calculate the final grade of the student, the following formula will be applied (see Appendix B for a sample calculation):

$$\text{Final Grade} = (\text{PW Score} \times 0.25) + (\text{Midterm 1 Score} \times 0.30) + (\text{Midterm 2 Score} \times 0.30) + (\text{Participation Score} \times 0.15)$$



6.5 EVALUATION SCHEME FOR PRACTICAL ASSIGNMENTS, MIDTERMS, AND FINAL EXAMS

Does the work define and identify the key concepts learned in the course and apply them to the requested activity?	60%
Does the work develop arguments that demonstrate solidity, coherence, and cohesion, using appropriate terminology and providing original examples and relevant supporting evidence?	25%
Does the text show precise and appropriate use of language, especially in the case of the subject's specialized terminology? Does it comply with APA guidelines for citations and references?	15%
Final score	100%

6.6 ASSESSMENT MODE FOR FINAL EXAM

6.6.1 REGULAR STUDENTS

The (in-person) exam for regular students will be in written format and will consist in analyzing a provided text, as well as carrying out theoretical and practical activities that integrate translation with discourse analysis, using the text as a source of data and examples. The contents included in the exam will be those that have been developed during the course.

6.6.2 NON-REGULAR STUDENTS

The exam for non-regular students consists of two parts: the first (in-person) will be in written format and will consist of analyzing a provided text, as well as carrying out theoretical and practical activities that integrate translation with discourse analysis, using the text as a source of data and examples. The exam will be more extensive and complex than the one corresponding to regular students and will include all the contents presented in this syllabus. Those who have achieved a grade equal to or higher than four (4) in the written section may proceed to the oral section of the exam. In this part, students will present an analysis of a translation or translation excerpt of their choice in light of a set of at least three categories or analysis models presented in the course contents. A written summary of this presentation of approximately three pages must be submitted by the student to the evaluating panel at the beginning of the exam session. This writing will not be evaluated, but it is required to inform the panel about the content of the presentation and to allow them to prepare relevant questions. Subsequently, they will respond to questions posed by the examining board.



7. TIMETABLE (DISTRIBUCIÓN HORARIA (clases y horarios de consulta))

The course spans the entire academic year and consists of two 2-hour sessions per week: Mondays from 10:15 AM to 12:00 PM and Thursdays from 12:00 PM to 2:00 PM. In the second semester, the in-person Thursday sessions will be replaced by in-person sessions on Fridays from 10:15 AM to 12:00 PM. In accordance with the guidelines set forth in Resolución 933/23 of the Universidad Nacional del Comahue, the course will follow a *Presencialidad alternada* (alternating in-person attendance) format, which “is carried out through pedagogical interaction practices in a mixed format, using an alternating combination of in-person classes and virtual presence classes.”¹. To support students' personal organization, Monday lessons will be delivered virtually, incorporating both synchronous sessions (as outlined in Article 1 of Resolution 933/23) and asynchronous, independent activities (see Appendix A).

In-person consultation hours are on Thursdays from 9 am to 11 am.

8. TENTATIVE SCHEDULE (CRONOGRAMA TENTATIVO)

March	April & May	June	July	August	September	October	November
Unit 1	Units 2 & 3	Unit 4	RECESS	Unit 5	Units 6 & 7	Unit 8	Unit 9

9. BIBLIOGRAPHY (BIBLIOGRAFÍA OBLIGATORIA Y DE CONSULTA)

9.1 REQUIRED READINGS

Unit: Introduction to discourse studies:

Diessel, H. (2012). Deixis and demonstratives. In Maienborn, von Heusinger and Portner (eds.) *Handbook of Semantics*. Vol. 3. de Gruyter, 1–25

Paltridge, B. (2006). *Discourse analysis: An introduction*. Continuum. Chapter 1.

Renkema, J. y C. Schubert (2018). *Introduction to Discourse Studies*. John Benjamins Publishing Co. Chapter 1.

Saeed, J. (2016). *Semantics*. 4th edition. Blackwell. Chapter 7.

Unit 2: Main categories of pragmatic analysis:

Clark, B. (2013) *Relevance theory*. C.U.P. Chapter 1.

¹ Universidad Nacional del Comahue. (2023). *Resolución 933/23 [Resolution]*. Universidad Nacional del Comahue. Article 1. [Our translation]



- Clark, B. (2013) *Relevance theory*. C.U.P. Chapter 3.
- Clark, B. (2022). *Pragmatics: The basics*. Routledge. Chapter 2.
- Clark, B. (2022). *Pragmatics: The basics*. Routledge. Chapter 5.
- Clark, B. (2022). *Pragmatics: The basics*. Routledge. Chapter 6.
- Renkema, J. y C. Schubert (2018). *Introduction to Discourse Studies*. John Benjamins Publishing Co. Chapter 2.
- Valdivia, J. Y Iummato, S. (2021). *On politeness*. [introductory guide]. Facultad de Lenguas, Universidad Nacional del Comahue.

Unit 3: Sociolinguistic aspects of discourse:

- Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N. & Taniguchi, A. (2022). *Essentials of Linguistics*. eCampus Ontario. <https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/> Chapter 2.
- Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N. & Taniguchi, A. (2022). *Essentials of Linguistics*. eCampus Ontario. Chapter 10.
- Fromkin, V., R. Rodman y N. Hyams (Eds.) (2014). *An Introduction to Language*. 10th edition. Wadsworth. Chapter 7.
- Stockwell, P. (2007). *Sociolinguistics: A resource book for students*. 2nd edition. Routledge. Chapter A.

Unit 4: Types of texts and discourses:

- Manzano, V. (2005). Introducción al análisis de discurso. Retrieved from <http://www.aloj.us.es/vmanzano/docencia/metodos/discurso.pdf>
- Renkema, J. & Schubert, C. (2018). *Introduction to Discourse Studies*. John Benjamins Publishing Co. Chapter 4.
- Renkema, J. & Schubert, C. (2018). *Introduction to Discourse Studies*. John Benjamins Publishing Co. Chapter 5.
- Van Leeuwen, T. (2015). Multimodality. In Schiffrin, D., D. Tannen & H. Hamilton (Eds.) (2015). *The Handbook of discourse analysis*. 2nd edition. John Wiley & Sons. pp. 447-465.

Unit 5: The discourse-syntax interface: Information structure:

- Iummato, S. y Valdivia, J. (2021). *On information structure*. [introductory guide]. Facultad de Lenguas, Universidad Nacional del Comahue.
- Nercesian, V. (2021). Las estructuras lingüísticas: sintaxis de las lenguas. En Ciaspucio, G. y A. Adelstein (Coords.) *La lingüística. Una introducción a sus principales preguntas*. EUDEBA. Chapter. 8, section 8.6.



Ward, G. & Birner, B. (2005). Information structure and non-canonical syntax. En Horn, L y G. Ward (Eds.) *The Handbook of Pragmatics*. Blackwell. Chapter 7.

Unit 6: Polyphony, heteroglossia and intertextuality:

Long, Y., & Yu, G. (2020). Intertextuality Theory and Translation. *Theory and Practice in Language Studies*, 10(9), 1106. <https://doi.org/10.17507/tpls.1009.14>

Park-Fuller, L. M. (1986). Voices: Bakhtin's heteroglossia and polyphony, and the performance of narrative literature. *Literature in performance*, Vol. 7-1. pp. 1-12.

Saatçioğlu, e. (2010). *Multiplicity of voices: a bakhtinian reading of John Crowley's the translator*. Unpublished doctoral dissertation. Dokuz Eylül University. Chapter 1.

Hatim, B. (1997). Intertextual intrusions: Towards a framework for harnessing the power of the absent text in translation. In Simms, K. (Ed.) *Translating Sensitive Texts: Linguistic Aspects*. Rodopi, pp. 29-46.

Zhao, H.H. (2017). An Intertextual Approach to Translation at the Micro-Level. *Open Journal of Social Sciences*, 5, 119-127

Unit 7: Ideology and critical discourse analysis:

Fairclough, N. y R. Wodak (1997). «Critical discourse analysis» in van Dijk, T. (ed.) *Discourse as Social Interaction*. SAGE.

Hidalgo Tenorio, E. (2011). "Critical Discourse Analysis: An overview." *Nordic Journal of English Studies* 10.

Lakoff, G. (2014). *Don't think of an elephant: Know Your Values and Frame the Debate*. Chelsea Green Publishing.

Van Dijk, T. (2015). Critical Discourse Analysis. en Schiffrin, D., D. Tannen & H. Hamilton (Eds.) (2015). *The Handbook of discourse analysis*. 2nd edition. John Wiley & Sons. pp. 466-485.

Unit 8: Language Policies:

Ciaspucio, G. y A. Adelstein (Coords.) (2021). *La lingüística. Una introducción a sus principales preguntas*. EUDEBA. Chapter 14.

Conde, O. (2010). El lunfardo en la literatura argentina. *Gramma. Revista de la Escuela de Letras*, 47. Facultad de Filosofía y Letras, Universidad del Salvador. pp. 224-246.

Kornfeld, L. (2019). Notas sobre la neutralidad lingüística en los medios: los manuales de estilo de Educ.ar (2012-2015). *Anclajes*, vol. 23, núm. 2. Universidad Nacional de La Pampa, Argentina. pp. 39-55.



9.2 FURTHER READINGS

- Asa Berger, A. (2016). *Applied discourse analysis. Popular culture, media and everyday life.* Palgrave Pilot.
- Bakhtin, M. (1984). *Problems of Dostoevsky's poetics.* University of Minnesota Press.
- Brown, P. y S. Levinson (1987). *Politeness: Some universals in language usage.* CUP.
- Fairclough, N. (2013). *Language and power.* 2nd edition. Routledge.
- Gee, J. P. (2017). *Introducing discourse analysis: From grammar to society.* Taylor and Francis & Routledge.
- Horn, L y G. Ward (Eds.) (2005). *The Handbook of Pragmatics.* Blackwell.
- Jaworski, A. y N. Coupland (Eds) (1999). *The discourse reader.* Routledge.
- Levinson, S. (1983). *Pragmatics.* CUP.
- Renkema, J. (Ed) (2009). *Discourse, of course.* John Benjamins Publishing Co.
- Renkema, J. y C. Schubert (2018). *Introduction to discourse studies.* John Benjamins Publishing company.
- Schiffrin, D., D. Tannen and H. Hamilton (Eds.) (2015). *The Handbook of discourse analysis.* 2nd edition. John Wiley & Sons.
- Tannen, D. y A.M. Trester (Eds.) (2013). *Discourse 2.0: Language and New Media.* Georgetown University Press.
- Van Dijk, T. (1997). *Discourse as Structure and Process.* SAGE.

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Anexo A

Materia: Análisis del discurso.

Dictado: anual

Carrera: Traductorado de Inglés

Carga horaria: 4 horas semanales

Modalidad de cursado: Presencialidad alternada

1. Fundamentación del Módulo de presencialidad virtual

Este curso utilizará uno de sus encuentros semanales para la implementación de actividades de enseñanza-aprendizaje mediadas por la tecnología. Estas actividades, a grandes rasgos, se dividirán en dos tipos:

- Encuentros sincrónicos virtuales por videoconferencia a desarrollarse en el horario de clase designado (lunes de 10:15 AM a 12:00 PM)
- Actividades autónomas asincrónicas

El objetivo principal de los encuentros sincrónicos virtuales es el de proporcionar a lxs alumnxs la alternativa de disponer de instancias de trabajo tanto teórico como práctico de manera interactiva a tiempo real, a la vez que se les brinde la posibilidad de permanecer en sus lugares de residencia, habida cuenta de que las restantes materias que dictan clase en el cuarto año los días lunes, Traducción Jurídica I y Lengua Inglesa Aplicada a la Traducción III, han optado por proponer actividades virtuales a distancia en esa jornada.

En lo relativo a las actividades asincrónicas, su inclusión está motivada por el deseo de promover la independencia de lxs estudiantes al impulsarlos a participar activamente en su aprendizaje, ofreciéndoles materiales complementarios y la flexibilidad para administrar su tiempo de estudio según sus necesidades.

2. Modalidad virtual sincrónica

2.1 Condiciones generales

Las clases en modalidad de presencialidad virtual (Art. 1 de la Resolución 933/23) se dictarán, semana de por medio, los lunes de 10:15 AM a 12:00 PM, a través de la plataforma Google Meet. Lxs alumnxs tendrán aviso con al menos 4 días de antelación, si bien el régimen de alternancia entre actividades asincrónicas y sincrónicas virtuales permitirá anticipar qué semanas corresponderá qué tipo de actividad a distancia. Se solicitará a todxs lxs participantes que permanezcan conectadxs y con la cámara encendida durante toda la duración de la clase.



2.1 Objetivos generales de la modalidad de presencialidad virtual

Fomentar el desarrollo de competencias analíticas y críticas en el estudio del discurso desde una perspectiva aplicada a la traducción, mediante el uso de clases virtuales sincrónicas que faciliten la interacción en tiempo real, la discusión colaborativa y el análisis contextualizado de materiales audiovisuales y textuales.

2.2 Objetivos Específicos

- Facilitar la interacción en tiempo real entre estudiantes y docentes para discutir conceptos clave del análisis del discurso y su aplicación a la traducción.
- Desarrollar habilidades de análisis discursivo en textos y materiales audiovisuales a través de actividades guiadas, ejercicios prácticos y debates sincrónicos.
- Fomentar el pensamiento crítico en torno a la relación entre el lenguaje, la ideología y la cultura en el proceso de traducción, mediante la revisión y discusión en vivo de ejemplos reales.
- Propiciar el trabajo colaborativo en la identificación y resolución de problemas discursivos en la traducción, utilizando herramientas digitales y plataformas interactivas.
- Brindar retroalimentación inmediata sobre ejercicios de traducción y análisis discursivo, permitiendo ajustes y mejoras en tiempo real.
- Explorar estrategias de traducción basadas en el contexto discursivo a partir de estudios de caso y fragmentos de textos traducidos, fomentando la toma de decisiones fundamentadas.
- Aprovechar recursos multimedia en la enseñanza del análisis del discurso aplicado a la traducción, integrando clips de películas, entrevistas, discursos políticos y otros materiales que permitan un enfoque práctico e interdisciplinario.

2.2 Requisitos Técnicos y de Conectividad para los encuentros virtuales sincrónicos

Dispositivo adecuado: Contar con una computadora, tableta o teléfono inteligente con cámara y micrófono en buen estado de funcionamiento.

Conexión a internet estable: Disponer de una conexión con velocidad suficiente para soportar videollamadas sin interrupciones.

Plataforma y software: Tener instalado y actualizado el software o aplicación utilizada para la videoconferencia.

Auriculares y micrófono (recomendado): Para mejorar la calidad del sonido y evitar ruidos externos.

2.3 Requisitos de Participación y Comportamiento para los encuentros virtuales sincrónicos

Puntualidad: Ingresar a la videoconferencia a la hora indicada.



Cámara activada: Para facilitar la comunicación y la interacción con el docente y compañeros. En caso de que se registren evidentes problemas de conectividad, lxs alumnxs pueden solicitar autorización para permanecer con la cámara desactivada.

Micrófono silenciado cuando no se habla: Para evitar interrupciones y mejorar la claridad del audio.

Espacio adecuado: Buscar un lugar tranquilo, con buena iluminación y sin distracciones.

Respeto y participación activa: Escuchar atentamente, hacer preguntas cuando sea necesario y mantener un lenguaje apropiado.

2.4 Requisitos Académicos

Acceso a materiales: Tener disponibles los materiales de lectura, apuntes y cualquier otro recurso necesario para la clase.

Cumplimiento de tareas: Realizar y entregar actividades dentro de los plazos establecidos.

Atención a las indicaciones del docente: Seguir las normas establecidas para la dinámica de la clase virtual.

3. Modalidad virtual asincrónica

3.1 Condiciones generales

Las actividades virtuales asincrónicas constituirán parte de las modalidades que se integrarán en el cursado de esta materia, junto al dictado de clases de manera presencial física y el dictado presencial virtual. Las actividades serán subidas los lunes, semana de por medio, en la franja horaria entre las 10 y las 12 hs. Su diseño contemplará la necesidad de que toda su realización demande de lxs alumnxs las dos horas que corresponden a la carga horaria de dictado presencial que podrían haber tenido ese día. Puesto que la asistencia es uno de los requisitos de aprobación del cursado, la realización de las actividades asincrónicas servirá como registro de su actividad (e.g., la participación en un foro mediante la respuesta a las consignas y / o comentarios de lxs compañerxs). Asimismo, las actividades que requieran la producción de alguna respuesta (e.g., ejercicios, cuestionarios, análisis de traducciones, etc.) serán evaluadas como parte de las tareas prácticas (*practical work*), que constituye otro de los requisitos de aprobación.

Según el tipo de tarea asignada, el plazo de entrega podrá variar desde 24 horas después de la publicación de la actividad hasta la última hora del día anterior a la siguiente clase presencial física. Esto permitirá que lo realizado en la actividad asincrónica pueda ser retomado y trabajado durante la instancia presencial.



3.2 Objetivos Generales de las actividades virtuales asincrónicas:

Fomentar la autonomía de lxs estudiantxs en el análisis crítico del discurso aplicado a la traducción, proporcionando actividades asincrónicas que promuevan la reflexión, la interacción y colaboración entre los participantes, la aplicación teórica y el desarrollo de habilidades analíticas en un entorno virtual.

3.3 Objetivos Específicos:

- Profundizar la comprensión teórica sobre los principales conceptos del análisis del discurso aplicado a la traducción a través de lecturas guiadas y actividades de aplicación.
- Desarrollar habilidades de análisis discursivo mediante ejercicios prácticos en los que lxs estudiantxs identifiquen estrategias discursivas y sus implicancias en la traducción.
- Estimular la capacidad argumentativa a través de tareas que requieran justificar decisiones traductológicas basadas en principios del análisis del discurso.
- Fomentar la autorregulación del aprendizaje mediante la organización autónoma del tiempo y la resolución de actividades sincrónicas dentro de plazos establecidos.
- Integrar herramientas digitales para la elaboración de comentarios, anotaciones y reflexiones sobre textos traducidos y originales.
- Facilitar la retroalimentación y la autoevaluación con cuestionarios interactivos, ejercicios de autocorrección y espacios de reflexión sobre el propio proceso de aprendizaje.
- Llevar a cabo actividades que incentiven el debate y el análisis que luego puedan retomarse en las clases presenciales.

3.4 Plan de actividades asincrónicas virtuales

Las siguientes actividades serán desarrolladas en el módulo virtual asincrónico y complementarán el trabajo presencial:

- Lectura y análisis de textos: Lectura crítica de los materiales teóricos y aplicados de cada unidad temática, con guías de análisis que orienten la comprensión y vinculación con la práctica traductológica.
- Foros de discusión sobre estrategias discursivas en la traducción: espacios de debate en los que lxs estudiantxs reflexionarán sobre decisiones traductológicas a partir de casos concretos, contrastando perspectivas y aportando ejemplos.
- Ejercicios de identificación y análisis discursivo: actividades donde lxs estudiantes aplicarán herramientas del análisis del discurso para identificar, por ejemplo, estrategias retóricas, rasgos sociolingüísticos, ideologías subyacentes y efectos pragmáticos en textos de origen y traducción.
- Reflexión crítica sobre estudios de caso: lectura y síntesis de artículos académicos y estudios de caso sobre el impacto del discurso en la traducción, con énfasis en distintas aproximaciones teóricas.



- Evaluación entre pares: revisión y retroalimentación de análisis realizados por otrxs estudiantes, promoviendo el desarrollo de una mirada crítica y constructiva.
- Traducción y comentario argumentado: traducción de fragmentos seleccionados con posterior justificación de estrategias discursivas empleadas, evidenciando la toma de decisiones en función del análisis del discurso.

3.5 Evaluación

El desempeño en el módulo virtual asincrónico se evaluará según los siguientes criterios:

- Participación en los foros de discusión, atendiendo a la pertinencia y profundidad de las intervenciones.
- Interacción con otrxs estudiantes, valorando la capacidad de generar retroalimentación constructiva y de enriquecer el debate con aportes fundamentados.
- Cumplimiento de actividades en tiempo y forma, así como la calidad analítica y argumentativa de las producciones.
- Aplicación adecuada de conceptos del análisis del discurso a la traducción, evidenciada en ejercicios y reflexiones.
- Colaboración en actividades de evaluación entre pares, destacando la precisión en la revisión y la claridad en los comentarios.



Appendix B: Example Calculations of the grading formula:

If a student has the following scores:

- Homework & Assignments = 8
- 1st Midterm = 7,8
- 2nd Midterm = 9
- Participation = 9

The final grade would be:

$$(8 \times 0.25) + (7,8 \times 0.30) + (9 \times 0.30) + (9 \times 0.15) = 2 + 2.34 + 2.7 + 1.35 = 8.39\%$$

So, the student's final grade is 8.39%, rounded up to 9 for a 1 to 10 scale.

If the scores are the following:

- Homework & Assignments = 7
- 1st Midterm = 9
- 2nd Midterm = 8.5
- Participation = 7

The final grade would be:

$$(7 \times 0.25) + (9 \times 0.30) + (8.5 \times 0.30) + (7 \times 0.15) = 1.75 + 2.7 + 2.55 + 1.05 = 8.05$$

So, the student's final grade is 8, for a 1 to 10 scale.