

Title: Topics in Academic Communication

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Competencies to be developed: Upon completion of the 4 seminars, students will be able to justify the wording of their research question(s) and how such question(s) hint(s) at key concepts and methodological aspects in their studies. They should be able to adapt and apply the notions of mediation and interaction while planning and producing texts about their research, including oral presentations and manuscripts. This will be verified through their abilities to justify and explain research objectives and methods; language development goals (for academic communication); and challenges inherent in communication with audiences of (less or more experienced) scholars and professionals.

Seminar/Week - Topics	Activities for the seminars	Suggested extra practice	Time (h)
<i>S1: The wording of research questions</i> <i>Feb 21, 10am-1pm, Room B1.5</i>	Participation in groupwork discussions based on reading and lecture on the framing and wording of research questions	Written essay or short video to present research question(s) and explain the process of refining drafts of such research question(s)	3
<i>S2: Explaining methods in Human Sciences</i> <i>Feb 28, 10am-1pm, Room B1.5</i>	Selection, review and summary of method(s)/procedure(s) in papers selected by doctoral students that are compatible with their own research	Two to three pages in which each doctoral student specifies and explains procedures for collecting/analyzing data in a research proposal/report. Adequate use of terminology and skills to summarize and explain	3
<i>S3: Interaction, mediation and specialized language skills</i> <i>Mar 6, 10am-1pm, Room B1.5</i>	Discussion of parts of CEFR, and analysis of implications of interaction and mediation on learning at specialized levels of (language) education – focus on science communication and research	Short audio/video with personal considerations on abilities to communicate research questions/methodology/justification/findings	3
<i>S4: Presenting research proposals and reports</i> <i>Mar 13, 10am-1pm, Room B1.5</i>	Reviewing research proposals or reports (publications): (implicit) definitions of objects, and consistency between theory and methods in academic communication	Self-assessment with language development goals during the PhD	3

Sample bibliography: **Council of Europe**. New common European framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors. 2018. <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>. **Freeman, D.** Forming an inquiry: from questions to planning the project. In: _____. Doing teacher research. ITP. 1996 (ISBN0838479006). **Levenberg, L.; Neilson, T.; Rheams, D.** (Ed.). Research methods for the digital humanities. Palgrave Macmillan. 2018 (ISBN 978-3319967127). **Swales, J. M.; Feak, C. B.** Academic writing for graduate students. Essential tasks and skills. 3.ed. Michigan. 2012 (ISBN9780472034758).