ATIVIDADES ACADÊMICAS – 2023/1

Area de concentração: Linguística do Texto e do Discurso
Disciplina: Seminário de Tópico Variável em Linguística do Texto e do Discurso: *The Pragmatics of e-learning: digital artifacts and the internationalization of higher education*
Código: LIG953   **Turma:** U   **Carga Horária (1 crédito = 15 h/a):** 45 horas
Professor(es): John Schulz (University of Southampton), Junia Braga e Ronaldo Gomes (UFMG)
Modalidade: ☐ Presencial   ☒ Semipresencial   ☐ Online   **Vagas:** 35
Período da disciplina: 30/05/2023 a 07/07/2023
Dia da semana: terça (30/05/23) a terça (13/06/23) - curso modular intensivo e semi-presencial
Horário: 14:00 -17:00

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Ementa:

The ecology of virtual environments: learning affordances and constraints. Discourse and social engagement with online learning. The pragmatics of online communication. Emerging language in online social space. Digital artefacts and the transition to online learning. Reciprocity and epistemicity.

Programa:

UNIT 1: Social engagement with online learning
UNIT 2: Digital artefacts and the transition to online learning
UNIT 3: The pragmatics of online communication
UNIT 4: Epistemic reciprocity and the digital environment

Bibliografia:

Culpeper, Jonathan, and Vittorio Tantucci. "The Principle of (Im) politeness reciprocity." *Journal of Pragmatics* 175 (2021): 146-164.

Cunha, G. X.; Oliveira, A. L. A. M. Teorias de im/polidez linguística: revisitando o estado da arte para uma contribuição teórica sobre o tema (Theories of linguistic im/politeness: revisiting the state of the art for a theoretical contribution on the topic). Estudos da Língua(gem), *[S. l.]*, v. 18, n. 2, p. 135-162, 2020. DOI: 10.22481/el.v18i2.6409. Disponível em: https://periodicos2.uesb.br/index.php/estudosdalinguagem/article/view/6409. Acesso em: 18 nov. 2022.

Tantucci, Vittorio, Aiqing Wang, and Jonathan Culpeper. "Reciprocity and epistemicity: On the (proto) social and cross-cultural 'value'of information transmission." *Journal of Pragmatics* 194 (2022): 54-70.

Edwards, R., Tracy, F. & Jordan, K. (2011). Mobilities, moorings and boundary marking in developing semantic technologies in educational practices. *Research in Learning Technology*, *19*(3), 219–232.

Gourlay, Lesley. "There is no'virtual learning': The materiality of digital education." *Journal of New Approaches in Educational Research* 10.1 (2021): 5

Reeves, Jennifer L. et al. Using the Community of Inquiry framework to analyze emojis as an emerging language in an online educational experience via WhatsApp. DELTA: Documentação de Estudos em Lingüística Teórica e Aplicada [online]. 2022, v. 38, n. 2 [Accessed 18 November 2022] , 202238252396. Available from: <https://doi.org/10.1590/1678-460X202238252396>. Epub 01 Aug 2022. ISSN 1678-460X. https://doi.org/10.1590/1678-460X202238252396.

Herring, Susan C., and Jannis Androutsopoulos. "Computer-mediated discourse 2.0." The handbook of discourse analysis 2 (2015): 127-151

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Schulz, John (2017) The grammar of the education video: putting pedagogy before production value. *APT 2017: The future ain't what it used to be: inventing and re-imagining higher education practice, University of Greenwich - Greenwich Maritime Campus, London, United Kingdom. 04 - 05 Jul 2017.* 2 pp .

Xie, Chaoqun, Francisco Yus, and Hartmut Haberland, eds. *Approaches to Internet Pragmatics: Theory and Practice*. Vol. 318. John Benjamins Publishing Company, 2021.

Pré-requisitos: conhecimentos de língua inglesa nas modalidades oral e escrita