



## Teaching Guide

Teaching Guide				
Identifying Data			2015/16	
Subject (*)	Métodos e recursos de investigación literario-cultural no ámbito anglófono	Code		613505002
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatoria	3
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Núñez Puente, Carolina	E-mail	c.nunez@udc.es	
Lecturers	Núñez Puente, Carolina	E-mail	c.nunez@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	To introduce students to the purposes and methods of literary and cultural research in the humanities. To familiarise the students with the methods of finding information on literary and cultural topics in English. To inform the students about the major trends of literary and cultural scholarship in English-Speaking countries. To help students distinguish among different research activities through practical exercises in order to train them for their professional future as academics in the field of Literature and Culture.			

## Study programme competences

Code	Study programme competences
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## Learning outcomes

Learning outcomes	Study programme competences
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## Contents

Topic	Sub-topic
<ol style="list-style-type: none"> <li>1. Introduction.</li> <li>2. The research paper (types and characteristics).</li> <li>3. Writing the project.</li> <li>4. Aims, methodology, corpus, argument, and structure.</li> <li>5. Working with data.</li> <li>6. Working with other materials.</li> <li>7. Language requirements.</li> <li>8. Manuals of style.</li> <li>9. Presenting and publishing a research paper.</li> <li>10. Legal issues.</li> <li>11. Other applications of literary and cultural research.</li> </ol>	

## Planning

Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Supervised projects		2	18	20
Oral presentation		5	0	5
Seminar		10	40	50
Personalized attention		0		0

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.



## Methodologies

Methodologies	Description
Supervised projects	Methodology designed to promote independent learning of students, under the guidance of the teacher, and in various (academic and professional) scenarios.
Oral presentation	Inherent in the teaching-learning methodology, this activity is based on oral participation through which students present their work.
Seminar	Technique of group work that aims for the intensive study of a topic or reading. It is characterized by discussion, participation, preparation of documents and the conclusions that all the seminar members have to reach.

## Personalized attention

Methodologies	Description
Supervised projects	I am available to the students in my office during tutorial hours, as well as via phone and email.

## Assessment

Methodologies	Competencies	Description	Qualification
Seminar		-Participation in class, during the sessions and through other channels (e.g. e-mail, discussion forums, virtual platform).	30
Supervised projects		Activities may include: -Critical summaries and/or reviews of compulsory readings. -Writing an abstract plus its keywords. -Writing a research paper.	50
Oral presentation		-Preparing an oral presentation.	20

## Assessment comments

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## Sources of information

Basic	(Bibliografía)Achtert, Walter S., and Joseph Gibaldi. MLA Handbook for Writers of Research Papers. New York: Modern Language Association, 2009. Print. Altick, Richard D. and John Fenstermaker. The Art of Literary Research. New York: W. W. Norton & Co., 1992. Print. Bourdieu, Pierre, et al. Academic Discourse: Linguistic Misunderstanding and Professional Power. Stanford: Stanford UP, 1994. Print. Canagarajah, A. Suresh. Critical Academic Writing and Multilingual Students. Ann Arbor: The U of Michigan P, 2002. Print. The Chicago Manual of Style. Chicago: The U of Chicago P, 2010. Print. Da Sousa Correa, Delia and W. R. Owens, eds. The Handbook to Literary Research. London: Routledge, 2009. Print. Durham, Meenakshi Gigi and Douglas M. Kellner, eds. Media and Cultural Studies: Keyworks. Oxford: Wiley-Blackwell, 2012. Print. Henry, D. J. and A. Dorling Kindersley. Writing for Life: Paragraph to Essay. Harlow: Longman, 2007. Print. The Hodges Harbrace Handbook. Beverly: Wadsworth, 2010. Print. Leitch, Vincent B. et al, eds. The Norton Anthology of Theory and Criticism. New York: W. W. Norton & Co., 2010. Print. Soriano, Ramón. Cómo se escribe una tesis. Guía práctica para estudiantes e investigadores. Córdoba: Berenice, 2008. Print. Walker, Melissa. Writing Research Papers. A Norton Guide. New York: W. W. Norton & Co., 1996. Print. Wisker, Gina. The Postgraduate Research Handbook. Palgrave Macmillan, 2007. Print. (Webs: URLs)Modern Language Association: <a href="http://www.mla.org/">http://www.mla.org/</a> The Norton Introduction to Literature: <a href="http://www.norton.com/college/english/litweb10/writing/">http://www.norton.com/college/english/litweb10/writing/</a> Purdue Online Writing Lab (OWL): <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>
Complementary	

## Recommendations

### Subjects that it is recommended to have taken before

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Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.