



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 Ponte, Carolina	E-mail	c.nunez@udc.es		
Lecturers	Núñez Ponte, Carolina	E-mail	c.nunez@udc.es		
Web	www.imaes.eu/?page_id=31				
General description	<p>To introduce students to the purposes and methods of literary and cultural research in the humanities.</p> <p>To familiarise the students with the methods of finding information on literary and cultural topics in English.</p> <p>To inform the students about the major trends of literary and cultural scholarship in English-Speaking countries.</p> <p>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.</p>				

Study programme competences / results

Code	Study programme competences / results

Learning outcomes

Learning outcomes	Study programme competences / results

Contents

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

Planning

Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	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 / Results	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

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



Recommendations
Subjects that it is recommended to have taken before
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.