



## Teaching Guide

Identifying Data					2016/17
<b>Subject (*)</b>	Métodos e recursos de investigación literario-cultural no ámbito anglófono	<b>Code</b>	613505002		
<b>Study programme</b>	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Official Master's Degree	1st four-month period	First	Obligatoria	3	
<b>Language</b>	English				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Filoloxía Inglesa				
<b>Coordinador</b>	Núñez Puente, Carolina	<b>E-mail</b>	c.nunez@udc.es		
<b>Lecturers</b>	Núñez Puente, Carolina	<b>E-mail</b>	c.nunez@udc.es		
<b>Web</b>	www.imaes.eu/?page_id=31				
<b>General description</b>	<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
A9	E09 ? Familiarity with the main models and resources in literary/cultural research in the English-speaking domain.
A10	E10 ? Ability to use appropriate techniques for the analysis of artistic and cultural texts in the English-speaking domain.
A11	E11 ? Ability to identify and analyse the most relevant characteristics of culture and institutions in the English-speaking world through the study of different types of texts belonging to different historical periods.
B1	CB6 ? Students should have the knowledge and understanding necessary to provide a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
B2	CB7 - Students should be able to apply the knowledge acquired and a problem-solving capacity to new or lesser known areas within wider contexts (or multidisciplinary contexts) related to the study area.
B4	CB9 ? Students must be able to communicate their conclusions, as well as the knowledge and reasoning behind them, to both specialized and general audiences in a clear and unambiguous way
B6	G01 ? The capacity to delve into those concepts, principles, theories or models related with the different fields of English Studies is a necessary skill, as is the ability to solve specific problems in a particular field of study via appropriate methodology.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
B9	G04 ? Students must be able to publicly present their ideas, reports or experiences, as well as give informed opinions based on criteria, external norms or personal reflection. All of this implies having sufficient command of both oral and written academic and scientific language
B10	G05 ? Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students
B11	G06 ? Students should be able to develop a critical sense in order to assess the relevance of both existing research in the fields of English Studies, and their own research.
B13	G08 ? Students should become progressively autonomous in the learning process, and in the search for appropriate resources and information, via the use of bibliographic and documentary sources related to English Studies.
B14	G09 ? Students are expected to be able to carry out research projects of an academic nature in the different fields of English Studies
B15	G10 ? The ability to present and defend a research project using adequate terminology and resources appropriate to the field of study is a skill which should be acquired.

## Learning outcomes



Learning outcomes	Study programme competences / results		
-Coñecemento dos modelos e recursos de investigación literaria/cultural no ámbito anglófono	AR9		
-Capacidade de utilizar as técnicas empregadas para a análise de textos	AR10		
-Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións	AR11		
-Posuír e comprender coñecementos que acheguen unha base de ser orixinais nun contexto de investigación		BR1	
-Que os estudantes saiban aplicar os coñecementos adquiridos		BR2	
-Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos sobre as responsabilidades sociais e éticas		BR4	
-Que os estudantes saiban comunicar as súas conclusións a públicos especializados e non especializados		BR6	
-Que os estudantes posúan as habilidades de aprendizaxe autónomo		BR7	
-Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos Estudos Ingleses,		BR9	
-Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses			
-Habilidade para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses		BR10	
-Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes		BR11	
-Autonomía progresiva na aprendizaxe (ex. procura propias de recursos de información)		BR13	
-Capacidade para realizar traballos de investigación de carácter académico		BR14	
-Capacidade para presentar e defender un traballo de investigación		BR15	

Contents	
Topic	Sub-topic
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	A9 A10 A11	2	18	20
Oral presentation	B1 B2 B4 B6 B7 B9	5	0	5
Seminar	B10 B11 B13 B14 B15	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.
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### 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	B10 B11 B13 B14 B15	-Participation in class, during the sessions and through other channels (e.g. e-mail, discussion forums, virtual platform).	30
Supervised projects	A9 A10 A11	Activities may include: -Critical summaries and/or reviews of compulsory readings. -Writing an abstract plus its keywords. -Writing a research paper.	50
Oral presentation	B1 B2 B4 B6 B7 B9	-Preparing an oral presentation.	20

### Assessment comments

Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory sessions, unless they have applied for exemption within the time period specified by the Academic Commission of the degree, and this exemption has been granted. This exemption will be valid provided students comply with the rules on attendance in force in the three universities participating in the programme, and provided they comply with the assessment systems which are specified in the teaching guides for each module. Students should be aware, however, that not attending certain classroom sessions may affect their final grades.

Students who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied to the July opportunity.

Students who do not submit a supervised project, or who fail to submit at least 50% of the other tasks for assessment, will be graded as absent from assessment (NP: no presentado).

Students who do not pass in the first opportunity will be able to re-sit in July, when they will be required to demonstrate that they have acquired the skills for each module via two types of assessment: a supervised project with the same percentage value and characteristics as in the first opportunity, plus the exercises agreed upon with the lecturer(s) as a substitute for the other activities of the module.

### Sources of information



<b>Basic</b>	<p>(Bibliografía)Achttert, 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 &amp; 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: Keywords. 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 &amp; 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 &amp; Co., 1996. Print. Wisker, Gina. The Postgraduate Research Handbook. Palgrave Macmillan, 2007. Print.</p> <p>(Webs: URLs)Modern Language Association: <a href="http://www.mla.org/">http://www.mla.org/</a> The Norton Introduction to Literature: <a href="http://wwwnorton.com/college/english/litweb10/writing/">http://wwwnorton.com/college/english/litweb10/writing/</a> Purdue Online Writing Lab (OWL): <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a></p>
<b>Complementary</b>	

### 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.