UNIVERSIDADE DA CORUÑA

<table>
<tr><td colspan="6" align="center">Teaching Guide</td></tr>
<tr><td colspan="4" align="center">Identifying Data</td><td colspan="2" align="center">2021/22</td></tr>
<tr><td>Subject (*)</td><td colspan="3">Methodology and Research in the Literature and Culture of the English-Speaking World</td><td align="center">Code</td><td>613505114</td></tr>
<tr><td>Study programme</td><td colspan="5">Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)</td></tr>
<tr><td colspan="6" align="center">Descriptors</td></tr>
<tr><td align="center">Cycle</td><td align="center">Period</td><td align="center">Year</td><td align="center">Type</td><td colspan="2" align="center">Credits</td></tr>
<tr><td>Official Master's Degree</td><td align="center">1st four-month period</td><td align="center">First</td><td align="center">Optional</td><td colspan="2" align="center">3</td></tr>
<tr><td>Language</td><td colspan="5">English</td></tr>
<tr><td>Teaching method</td><td colspan="5">Face-to-face</td></tr>
<tr><td>Prerequisites</td><td colspan="5"></td></tr>
<tr><td>Department</td><td colspan="5">Letras</td></tr>
<tr><td>Coordinador</td><td colspan="2">Nuñez Puente, Carolina</td><td align="center">E-mail</td><td colspan="2">c.nunez@udc.es</td></tr>
<tr><td>Lecturers</td><td colspan="2">Nuñez Puente, Carolina</td><td align="center">E-mail</td><td colspan="2">c.nunez@udc.es</td></tr>
<tr><td>Web</td><td colspan="5">www.imaes.eu/?page_id=31</td></tr>
<tr><td>General description</td><td colspan="5">AIMS:
To introduce students to the purposes and methods of literay 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.
To engender the students? autonomous learning by asking them to analyze texts, to prepare presentations and debates, and to write abstracts, reviews, and essays, following the instructions given in the class and in tutorials.</td></tr>
<tr><td>Contingency plan</td><td colspan="5">1. Modifications to the contents: None except in case of force majeure, in which the contents could be reduced and/or adapted.

2. Methodologies
*Teaching methodologies that are maintained: Supervised project, oral presentation and seminar.

*Teaching methodologies that are modified: Classes will be taught through Moodle and/or Microsoft Teams. I will create a forum or a chat to discuss the topics of the course and a channel to post the videos. Written exercises will be sent by email and/or Moodle.

3. Mechanisms for personalized attention to students: Email and/or video-tutorials through Teams.

4. Modifications in the evaluation: See below.

*Evaluation observations: The essay will be sent by email and the reading comments by Moodle. The oral presentation will be recorded on video and uploaded to the corresponding platform (e.g. Microsoft Teams).

5. Modifications to the bibliography or webgraphy: None.

In a semi-face-to-face teaching situation, the teacher will take advantage of the time in the classroom to discuss with the students all the questions that are necessary.</td></tr>
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<tr><td colspan="2" align="center">Study programme competences</td></tr>
<tr><td align="center">Code</td><td align="center">Study programme competences</td></tr>
<tr><td>A9</td><td>E09 ? Familiarity with the main models and resources in literary/cultural research in the English-speaking domain.</td></tr>
<tr><td>A10</td><td>E10 ?Ability to use appropriate techniques for the analysis of artistic and cultural texts in the English-speaking domain.</td></tr>
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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.
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.
B12	G07 ?Linguistic competence (C2 level) in oral and written English must be developed and consolidated.
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**	
-Posuír e comprender coñecementos que acheguen unha base de ser orixinais nun contexto de investigación -Que os estudantes saiban aplicar os coñecementos adquiridos -Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos sobre as responsabilidades sociais e éticas -Que os estudantes saiban comunicar as súas conclusións a públicos especializados e non especializados -Que os estudantes posúan as habilidades de aprendizaxe autónomo -Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos Estudos Ingleses, -Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses	BR11 BR12 BR14	
-Habilidad para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses -Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes -Autonomía progresiva na aprendizaxe (ex. procuras propias de recursos de información) -Capacidade para realizar traballos de investigación de carácter académico -Capacidade para presentar e defender un traballo de investigación	BR10 BR11 BR13 BR14 BR15	
-Coñecemento dos modelos e recursos de investigación literaria/cultural no ámbito anglófono -Capacidade de utilizar as técnicas empregadas para a análise de textos -Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións	AR9 AR10 AR11	

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	Ordinary class hours	Student?s personal work hours	Total hours
Supervised projects	A9 A10 A11	2	18	20
Oral presentation	B10 B11 B12 B13 B14 B15	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. The supervised projects will include, among other tasks, online coursework.
Oral presentation	Inherent in the teaching-learning methodology, this activity is based on oral participation through which students present their work. The oral presentation is one of the practical assignments done by the students.
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. There will be theoretical and practical sessions, as well as class debates.

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**
Oral presentation	B10 B11 B12 B13 B14 B15	-Preparing an oral presentation.	20
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 (research questions, approach, method, data, expected results) plus its keywords. -Writing a research paper.	50

Assessment comments

-To pass this course, you must be graded with at least 5 (out of 10) IN EACH OF THE assigned activities (i.e. essays, presentation, etc.) and with at least 5 (out of 10) in the FINAL GRADE.

-Given that the Master?s Degree

consists of both attendance-based and distance training, students are required

to attend the classroom sessions, unless they have applied for, and have been

granted, official exemption from class attendance. In this case, the evaluation

will be done as follows: participation through channels such as e-mail,

discussion forums, virtual platform, etc. (10%); oral or written exam (20%);

other forms of written work (50%); and oral presentation, either live or

recorded (20%). These rules are applicable to the students who, for duly justified reasons, have not been able to access the continuous assessment method specified above.

-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.

-As

the common guide says, the total competencies to be acquired in this subject

are: CB6, CB7, CB9,

G01, G02, G04, G05, G06, G08, G09, G10, E09, E10, E11.

-All assignments must be submitted in time and in the specified format in order to avoid a penalty of 25% on the grade obtained.

-Teachers can use the "Turnitin" plagiarism detection service to review student work. Plagiarism in any activity will mean obtaining a "zero" in it.

-If the coordinator considers it appropriate, there may be topics of self-study by the students (e.g. to increase your knowledge). These materials, which will not be subject to evaluation, will be provided on Moodle.

Sources of information	
Basic	(Bibliografía básica)Altick, Richard D., and John Fenstermaker.The Art of Literary Research. W. W. Norton & Co., 1992. Bourdieu, Pierre, et al. Academic Discourse: Linguistic Misunderstanding and Professional Power. Stanford UP, 1994.Canagarajah, A. Suresh. Critical Academic Writing and Multilingual Students. The U of Michigan P, 2002.The Chicago Manual of Style. The U of Chicago P, 2010.Da Sousa Correa, Delia, and W. R. Owens, editors. The Handbook to Literary Research.Routledge, 2009.Durham, Meenakshi Gigi, and Douglas M. Kellner, editors. Media and Cultural Studies: Keyworks. Wiley-Blackwell, 2012.Henry, D. J., and A. Dorling Kindersley. Writing for Life: Paragraph to Essay. Longman, 2007.The Hodges Harbrace Handbook. Wadsworth, 2010.Leitch, Vincent B., et al, editors. The Norton Anthology of Theory and Criticism. W. W. Norton & Co., 2010.MLA Handbook. Modern Language Association, 2021.Soriano, Ramón. Cómo se escribe una tesis. Guía práctica para estudiantes e investigadores. Berenice, 2008. Walker, Melissa. Writing Research Papers.A Norton Guide. W. W. Norton & Co., 1996. Wisker, Gina. The Postgraduate Research Handbook. Palgrave Macmillan, 2007. (Webs básicas)MLA Style Center. Modern Language Association of America, 2021, style.mla.org/. Accessed 16 July 2021.The Norton Introduction to Literature. wwnorton.com/college/english/litweb10/writing/. Accessed 16 July 2021.The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue University, 2008, owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html. Accessed 16 July 2021.

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.