



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
Subject (*)	Methodology and Research in the Literature and Culture of the English-Speaking World		Code	613505114
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Optional	3
Language	English			
Teaching method	Hybrid			
Prerequisites				
Department	Letras			
Coordinador	Alonso Giraldez, Jose Miguel	E-mail	miguel.giraldez@udc.es	
Lecturers	Alonso Giraldez, Jose Miguel	E-mail	miguel.giraldez@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	AIMS: 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. 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.			

Study programme competences

Code	Study programme competences
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.
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		BR11	
-Que os estudantes saiban aplicar os coñecementos adquiridos		BR12	
-Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos sobre as responsabilidades sociais e éticas		BR14	
-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			
-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	
-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		

Contents	
Topic	Sub-topic
1. Introduction.	Practical writing strategies (different academic styles).
2. The research paper (types and characteristics).	Technical construction of bibliographies.
3. Writing the project.	Working with digital and online sources. Cyberculture and digital humanities.
4. Aims, methodology, corpus, argument, and structure.	Working with computer tools suitable for literary research.
5. Working with data.	Cultural studies and research.
6. Working with other materials.	Literature and ecocriticism. Cultural ecology.
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.	30
Seminar	B10 B11 B13 B14 B15	-Participation in class, during the sessions and through other channels (e.g. e-mail, discussion forums, virtual platform).	20
Supervised projects	A9 A10 A11	Activities may include, among other activities: -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, or those who are unable to complete the main tasks, 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 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.

Any plagiarized exercise or test will result in a failing grade (0) in this subject in accord with article 11, section 4b, of the

"Regulamento disciplinar do estudantado da UDC": "Cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese: o/a estudante será cualificado con ?suspenso? (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederase a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario".

Diversity: This module can be adapted to students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidad de Atención a la Diversidad (ADI) at the beginning of each academic semester in the timeframe officially established

(<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: pat.filologia@udc.gal).

In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.



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: Keywords. Wiley-Blackwell, 2012. Eagleton, Terry. 2008 [1983]. Literary Theory: An Introduction. 3rd Edition. Minneapolis: University of Minnesota Press 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. Zapf, Hubert. Ecocriticism, Cultural Ecology, and Literary Studies. Ecozon@, vol 1. n. 1., 2010. (Webs básicas) MLA Style Center. Modern Language Association of America, 2021, style.mla.org/. Accessed 16 July 2021. The Norton Introduction to Literature. www.norton.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	Carlos Muñoz Razo. COMO ELABORAR Y ASESORAR UNA INVESTIGACION DE TESIS. 2ª ED. Madrid, Prentice Hall - ISBN: 9786073204569. 297 págs. 2011 Manuel Belmonte. ENSEÑAR A INVESTIGAR: LIBRO DEL ALUMNADO. Bilbao, Mensajero - ISBN: 9788427132177. 424 págs. + CD. 2011

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.