

Degree	Type	Year	Semester
2500245 English Studies	OB	4	0

Contact

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Use of languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

-To register the TFG students need to have passed a minimum of 160/240 credits. The TFG is a 4th year second semester subject. Students who are registering for the TFG a second time or who can duly justify a personal circumstance will be able to do the TFG during the first semester if the Teaching committee grants permission.

-The course requires an initial level of English C1-Advanced- or C2-Proficiency- of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Students with C1 can understand a wide range of demanding, longer texts, and recognise implicit meaning; they can express themselves fluently and spontaneously without much obvious searching for expressions; they can use language flexibly and effectively for social, academic and professional purposes; they can produce clear, well-structured, detailed text on complex subjects, showing controlled use of connectors and cohesive devices.

- The paper will be assessed according to a C2 level of English. With C2 students can understand almost everything they read or hear without effort; they can summarise information from different oral and written sources, reconstruct facts and arguments and present them in a coherent way; they can express themselves spontaneously, with fluency and precision, distinguishing subtle nuances of meaning even in the most complex situations.

- Students are expected to be familiar with academic writing guidelines and the English and German PhilologyDepartment style-sheet. http://www.uab.cat/doc/DOC_Style_Sheet_Definitiva_ca

Objectives and Contextualisation

General aims

- Show the competences which the student has acquired all throughout the degree by means of a written paper assessed by the supervisor and an oral defence before a committee.
- The TFG should be the student's own contribution. Any instance of plagiarism will be automatically penalized with a fail.

Specific aims

- The TFG should be an academic or research paper with secondary sources (minimum of 7) on any area within English Studies (English Linguistics, Applied Linguistics, English Literature and Culture) which allows for global assessment of specific and cross curricular competences of the degree.

Skills

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate a general comprehension of the historical evolution of the English language.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Effectively working individually or in teams in multicultural and interdisciplinary environments in English and other languages, applying values of a culture of peace, and the characteristic democratic values of a degree in a foreign language that trains the student for intercultural communication.
- Generate innovative and competitive proposals in research and professional activities.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Respect the diversity and plurality of ideas, people and situations.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Using the acquired knowledge in order to solve problems related to any professional activity in the field of the English language, specially to the teaching.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

Learning outcomes

1. Analysing and interpreting theoretical texts in an advanced level about any of the areas covered by this field.
2. Apply the acquired knowledge in order to improve the general knowledge of linguistic and cultural diversity.
3. Apply the acquired knowledge to the generation of innovative and competitive research on a basic level.

4. Apply the knowledge and competences acquired in the professional and academic activities related to literature, history and culture.
5. Applying the acquired knowledge about intercultural communication to the work in multicultural and interdisciplinary environments in English.
6. Applying the acquired knowledge and competences to professional and academic activities related to linguistics.
7. Applying the acquired methodologies of work planning to work in an environment in the English language.
8. Applying the acquired scientific and work planning methodologies to the research in English.
9. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
10. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
11. Comparing in an advanced level the methodologies of the areas covered by this field.
12. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
13. Demonstrate a sound knowledge about advanced topics related to the study of literature and culture.
14. Demonstrate a sound knowledge about the topics related to the study of linguistics.
15. Demonstrating they know English specialised and non-specialised texts of high difficulty level, and interpreting them in a critical manner.
16. Developing a labour and research bond in multicultural and interdisciplinary environments in English that contribute to international collaboration.
17. Distinguishing different areas or disciplines where specialised research about the English language, culture and literature, and the history English-speaking countries can be developed.
18. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts related to any of the areas covered by this field.
19. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
20. Generate strategies to facilitate the increase and improvement of mutual respect in multicultural environments.
21. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
22. Localising secondary academic sources in the library or on the Internet related to any of the areas covered by this field.
23. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
24. Making judgements of value in relation to the scientific production in any of the areas covered by this field.
25. Mastering the advanced knowledge and scientific methodologies related to linguistics, literature, history and culture that prepare the student for a postgraduate specialised education in the same or a different field of study.
26. Presenting in written form the results of the own autonomous research in academic C2-level English.
27. Produce new professional initiatives.
28. Producing autonomous research on a basic level related with topics of history of the English language.
29. Producing autonomous research on a basic level related with topics of the English language and linguistics.
30. Producing autonomous research on a basic level related with topics of the learning methodology of the English language.
31. Producing autonomous research on a basic level related with topics of the literature in English language.
32. Selecting the most appropriate methodology for autonomous research in any of the areas covered by this field.
33. Show comprehension of a wide variety of non-colloquial auditory material in standard British and American English.
34. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
35. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.

36. Summarising the content of primary and secondary academic sources related to any of the areas covered by this field.

Content

The TFG consists of:

- An academic or research paper with secondary sources (minimum of 7) on any area within English Studies (English Linguistics, Applied Linguistics, English Literature and Culture) which allows for global assessment of specific and cross curricular competences of the degree.
- Bibliographical research: selection and critical analysis of specific literature on the chosen topic.
- An oral defence before two teachers, one of whom will be the supervisor.

Students are expected to write between **4000 and 9000 words** (about 20 double-spaced pages maximum) not including Bibliography and Appendices.

Please note: If the TFG does not comply with the established formal requirements it will not be assessed and will qualify as a fail.

Methodology

This subject has no weekly in-class teaching activities. The following teaching methodology

- Supervised activities (10%): group and individual tutorial sessions [15 hours]
- Autonomous activities (80%): research, reading, study, writing, proposal, draft, final draft [110 hours]
- Assessment activities (10%): preparation and oral presentation [25 hours]

TFGs are done individually. Erasmus students may do their TFG online, except for the oral presentation, which will be done at the UAB.

Supervisor assignment

The list of supervisors and topics offered will be published during the month of July. Students will fill in a pre-registration google form and choose **5 supervisors (English Studies)** and **10 supervisors (Combined degrees students, 5 supervisors per degree)**. **Pre-registration forms must be completed by the 28th October**. Supervisors will be assigned in November according to **transcript average marks**. Students who are not assigned to any of the choices they made will be assigned a supervisor in a tutorial session with the TFG Coordinator. The list of assigned supervisors will be published on December 1st.

CALENDAR

July: publication of list of topics and supervisors offered (Department website, Coordination blog, Facebook)

July- 28th October: list of supervisor preferences to be sent to TFG coordinator.

November: supervisors assignment.

1st December: publication of list of assigned supervisors.

December: First tutorial with supervisor (topic selection, bibliography, experimental design, methodology...).

January: Frst group tutorial with TFG coordinator.

13th February: Due date for proposal.

March: Second tutorial session with supervisor (proposal feedback).

March: Second group tutorial with TFG coordinator.

10t April: Due date for first draft.

May: Third tutorial session with supervisor (draft feedback).

May: Third group tutorial with TFG coordinator.

26t May-2nd June: Draft final version can be sent to supervisor to get feedback.

15th June: Due date for final TFG version (to be sent to supervisor, second examiner and TFG coordinator).

16th-25th June: supervisors' and second examiner's correction and feedback; preparation for oral presentation. Fourth tutorial session with supervisor.

26th June-7th July: TFG oral presentations

The student is expected to arrange a minimum of four tutorial sessions (online sessions for Erasmus students), three of which will be devoted to feedback and orientation towards the written paper and one of which will be devoted to the preparation of the oral presentation.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Supervised			
Tutorial sessions	15	0.6	1, 7, 8, 5, 3, 2, 6, 4, 9, 35, 11, 34, 33, 15, 14, 13, 25, 12, 16, 17, 18, 24, 21, 19, 10, 20, 27, 28, 31, 29, 30, 22, 23, 26, 32, 36
Type: Autonomous			
research, reading, study, writing, proposal, draft, final draft	110	4.4	1, 7, 8, 5, 3, 2, 6, 4, 9, 35, 11, 34, 33, 15, 14, 13, 25, 12, 16, 17, 18, 24, 21, 19, 10, 20, 27, 28, 31, 29, 30, 22, 23, 26, 32, 36

Evaluation

Assessment will consist of two main parts:

Written paper (70%):

Proposal (10%) - SUPERVISOR

First draft/Monitoring report (20%) - SUPERVISOR

Final version (40%) - 20% SUPERVISOR- 20% SECOND EXAMINER

Oral presentation (30%) - 15% SUPERVISOR- 15% SECOND EXAMINER

Assessment will be carried out by means of RUBRICS.

Both the written paper and the oral presentation need to be passed to pass the TFG.

Please note:

- If the final paper is not handed in the student will obtain a NO AVALUABLE.

- English level will count 25% in the final version and in the oral defence (C2)
- Reassessment is not applicable in the TFG.
- **VERY IMPORTANT:** Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth year subjects).
PLAGIARISING consists of copying text from unacknowledged sources - whether this is part of a sentence or a whole text - with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts

Further comments:

*Each TFG has an assessment committee made up of two members, the supervisor (or co-supervisors) and a teacher from the Department from a related area of expertise. Teachers from other language department can also take part in committees.

*Students have to hand in a printed copy to the supervisor and the second examiner and send an electronic copy to the supervisor, the second examiner and the TFG Coordinator.

*TFGs have to be orally presented in a public event. Students will have 10 minutes to present their work and the committee has 10 minutes to ask questions and make comments which the student has to address. The audience cannot intervene or ask questions.

* The formal layout of the written paper has to follow the department's style-sheet and the instructions provided in Campus Virtual.

*Those students with a mark ≥ 9 will be asked to edit their work and sign a written consent for the TFG to be published in the UAB's DDD.

*Students who get a mark ≥ 9 in their TFG will be eligible for the Mia Victori and Guillermina Cenoz Awards (language and literature). A committee will be created to grant the awards (150 € in ABACUS) which will be given taking into consideration the TFG mark and the average mark of the whole degree (70% TFG, 30% transcript)

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Final paper and feedback	40%	5	0.2	1, 7, 8, 5, 3, 2, 6, 4, 9, 35, 11, 34, 33, 15, 14, 13, 25, 12, 16, 17, 18, 24, 21, 19, 10, 20, 27, 28, 31, 29, 30, 22, 23, 26, 32, 36
First draft and feedback	20%	3	0.12	1, 7, 8, 5, 3, 2, 6, 4, 9, 35, 11, 34, 33, 15, 14, 13, 25, 12, 16, 17, 18, 24, 21, 19, 10, 20, 27, 28, 31, 29, 30, 22, 23, 26, 32, 36
Oral presentation	30%	15	0.6	35, 30

Proposal and feedback	10%	2	0.08	1, 7, 8, 5, 3, 2, 6, 4, 9, 35, 11, 34, 33, 15, 14, 13, 25, 12, 16, 17, 18, 24, 21, 19, 10, 20, 27, 28, 31, 29, 30, 22, 23, 26, 32, 36
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Bibliography

The TFG bibliography will be specific to each topic.

Students are referred to the following list of academic writing references and style manuals:

Alonso Alonso, M. Rosa (2009) Writing for Academic Purposes: A Handbook for Learners of English as a Second Language. Munich: LINCOM

Barnet, Sylvan and William E. Cain (2011). A Short Guide to Writing about Literature. London: Longman.

Booth, Alison and Kelley J. Mays (2012). The Norton Introduction to Literature Studyplace. London: Norton & Co.

Jordan, R.R. (1999) Academic Writing Course: Study Skills in English. London: Longman.

Hamp-Lions, Liz and Ben Heasley (2006). Study Writing: A Course in Written English for Academic Purposes. Cambridge: Cambridge University Press

McCarthy, Michael and Felicity O'Dell (2008). Academic Vocabulary in Use. Cambridge: Cambridge University Press.

Savage, Alice, Patricia Mayer, Masoud Shafiei, Rhonda Liss and Jason Davis (2006). Effective Academic Writing 1 & 3. Oxford: Oxford University Press.

Sowton, Chris (2012). 50 Steps to Improving your Academic Writing. Reading: Garnett Education.

Swales, John M. and Christine B. Feak (1994). Academic Writing for Graduate Students: Essential Tasks and Skills. Ann Arbor: The University of Michigan Press.

Sorenson, S. (2009). Webster's New World Student Writing Handbook. Websters New World.

Online resources:

The Norton Introduction to Literature Studyplace:
<http://www.wwnorton.com/college/english/litweb10/writing/welcome.aspx>

The Purdue Online Writing Lab (OWL):
<https://owl.english.purdue.edu/>

UCLA Graduate Writing Center. Writing in the Humanities and Arts:
<http://gsrc.ucla.edu/gwc/resources/writing-in-the-humanities-and-arts.html>

Website for self-study
<http://www.ejerciciodeingles.com/curso-academic-english-ingles-academico>