UAB
Universitat Autònoma de Barcelona

Advanced Academic Abilities　　　　**2016/2017**

Code: 42287
ECTS Credits: 15

Degree	Type	Year	Semester
4313157 Advanced English Studies	OB	0	A

Contact

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Teachers

Sonia Oliver del Olmo

Jordi Coral Escola

Use of languages

Principal working language: english (eng)

Prerequisites

All students should have a C1 level of English or the equivalent in order to follow the course and to be able to produce assignments at a level that will be required for their final MA thesis.

Students will be expected to follow and undertake practical work with advanced texts in the fields of language and literature.

Objectives and Contextualisation

The aim of this module is to reach an advanced level of written competences in academic
English. In this sense, students will work on complex textual structures, rhetorical and argumentative strategies
and format and style issues besides getting familiar with the most prototypical genres of academic and
literary discourses.

Students will be shown the basic skills to carry out quality research in terms of contents and methods. In this vein, an updated state of the arts as to current research fields within English Studies will be provided and sessions around information search and reference management will be organized. Finally, students will be using technological tools to facilitate quality research.

Skills

- Analyse and synthesise information at an advanced level.

- Apply methodological knowledge of statistical analysis and data generation, treatment and codification of multilingual databases, analysis of literary texts, etc. to research.
- Communicate the knowledge acquired and the contributions of ones research correctly, accurately and clearly both orally and in writing.
- Critically argue, issue judgements and present ideas on the basis of the analysis of information originating from scientific production in these areas.
- Develop autonomous learning skills applicable to the research process.
- Show respect towards the opinions, values, behaviours and/or practices of others.
- Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.
- Use the English language for academic and professional purposes related to research into the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.

Learning outcomes

1. Analyse and synthesise information at an advanced level.
2. Analyse the appropriateness and fluidity of discourse in English from the grammatical, rhetorical and literary points of view.
3. Communicate the knowledge acquired and the contributions of ones research correctly, accurately and clearly both orally and in writing.
4. Critically consider and analyse the readings and materials proposed in the linguistic and literary fields.
5. Develop autonomous learning skills applicable to the research process.
6. Orally present academic work in a clear and organised manner that is appropriate for the linguistic and/or literary field.
7. Show respect towards the opinions, values, behaviours and/or practices of others.
8. Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.
9. Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.
10. Write texts of an advanced academic level, observing the rules for style and organisation in English.

Content

1. Academic Writing Workshop (6 credits).

Sept. 12-28, from 10:00-13:00, Mon. and Wed., October 3-5, from 8:30-13:00, Mon. and Wed.

This is a one-group seminar for all language and literature students taught by Dr Susagna Tubau. The workshop will focus on formal aspects of academic writing and will be eminently practical in its aims and methods.

2. Doing Research (6 credits)

This seminar will be concerned with the difficulties students typically encounter when doing research for the first time. This part of the module is designed to encourage students to formulate a research project, put their conclusions in writing (in the form of a 'publishable' article), and present it to the rest of the class. It is organized as a progression from the earliest stages of research (finding your research topic, etc.) to the very final one, i.e. the completion and revision of an article.

This is a two-group seminar starting after the Academic Writing Workshop is over

a) Literature Students:

Seminar convened by Dr Jordi Coral, semester A

b) Language Students:

Seminar convened by Dr Sònia Oliver, semester B

3. Lectures, conferences and Library sessions (3 credits)

This part of the module is designed to familiarise students with the use of our library resources, including digital ones. Moreover, students will be able to get to know the research community through a series of conferences and lectures by visiting scholars, as well as the attendance to a conference/workshop on some area of the MA itinerary (Language or Literature) where students are enrolled.

Methodology

This course lasts both semesters of the academic year and it has three parts (1) a general training involving the academic abilities needed to undertake research and to present and write an academic thesis or paper for a conference; (2) an area specific training in either language or literature on how to address specific academic abilities and research sources related to each discipline; (3) a series of area specific lectures by invited speakers, as well as attendance to an area specific conference.

Both the general training session and the area specific training sessions will be organized around the following activities

- Lectures to introduce basic theoretical concepts, class discussions on set readings, practical cases and exercises
- Oral presentations
- Practical sessions at the library to learn how to use information resources

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Follow-up assignments based on lectures (area specific)	15	0.6	4, 6, 8, 9
Practical in-class workshops (both area specific and general)	30	1.2	1, 2, 3, 4, 6, 7, 8, 9, 10
Presentation of research by invited speakes (area specific) and conference attendance	15	0.6	1, 2, 4, 7, 9
Specific readings	30	1.2	
Turorials	15	0.6	1, 3, 4, 5, 6, 7
Type: Supervised			
Oral presentations (area specific)	10	0.4	3, 4, 5, 6, 7, 8, 9
Practical sessions to learn to use information sources	15	0.6	1, 4, 5, 7, 8, 9
Type: Autonomous			
Assignments (area specific)	25	1	1, 2, 4, 5, 8, 9, 10
Final research paper (area specific)	40	1.6	1, 2, 3, 4, 5, 8, 10

Preparing oral presentation	20	0.8	1, 2, 3, 4, 5, 6, 8, 9

Evaluation

Course grade = a) + b)+ c)

Detailed assessment items of each part of the module:

a) Academic Writing Workshop (45%)

Literature review - 25%

Methodology section (Language) / Use of quotations (Literature) - 25%

References section - 15%

Oral presentation on TFM preparation - 20%

Exercises - 5%

b) Research module (Language or Literature) (50%)

Language:

Abstract writing proposal - 15%

EAP Critical Discourse Analysis - 15%

Oral Presentation - 20%

Final Paper - 50%

Literature:

Research project proposal (abstract and presentation) - 20%

Class participation - 20%

Course project - 60%

c) Library sessions, talks by invited speakers and conference attendance - 5%

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Academic writing workshop	45%	57.5	2.3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Library sessions, talks by invited speakers, conference attendance	5%	38.75	1.55	1, 3, 5, 7, 8, 9
Research module (Language or Literature)	50%	63.75	2.55	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Bibliography

1. CORE MODULE COMPONENT

Andrews, Richard, Research Questions, 2004.
Barras, Robert, Students Must Write. A Guide to Better Writing in Coursework and Examinations, 1995.
Barzun, Jacques and Gratt, Henry F., The Modern Researcher, 1992.
Berry, Ralph, The Research Project: How to Write It, 1994.
Melony, Judith, Writing the Qualitative Dissertation. Understanding by Doing, 2002.
Muldering, Gerald P., The Hoath Guide to Writing a Research Paper,1992.
Turabian, Kate L., A Manual for Writers of Term Papers, Theses and Dissertations, U of Chicago P, 1993.

2. FINAL PAPER OPTIONS

2.1. LANGUAGE

Alcaráz Varó, E. 2000. Inglés Profesional y Académico. Madrid: Alianza.
Dröschel, Y.2011.Lingua Franca English. The role of Simplification and Transfer. Linguistic Insights.Studies in Language and Communication. Volume 119. Peter Lang, Bern, Switzerland.
Fortanet, I; Palmer, J.C.& Posteguillo, S (eds.)2003.Linguistic studies in academic and professional English. Col.lecció"Estudis Filològics" Núm.17. Publicacions de la Universitat Jaume I, Castelló de la Plana.
Gillet, A. 2006. Using English for Academic Purposes. A Guide for Students in Higher Education.
Hartley, J. 2008.Academic Writing and Publishing. A practical handbook. Routledge, New York.
Murray, R& Moore, S. 2006.The Handbook of Academic Writing. A Fresh Approach. Open University Press. McGraw-Hill Education.Glasgow, U.K.
Martín-Martín, P. 2005. The Rhetoric of the Abstract in English and Spanish Scientific Discourse.A Cross-Cultural Genre-Analytic Approach. Peter Lang. European University Studies.Series XXI. Linguistics. Vol.279.
Owtram, T. 2010.The Pragmatics of Academic Writing. A relevance Approach to the Analysis of Research Article Introductions. Linguistics Insights. Studies in Language and Communication. Volume 107.Peter Lang, Germany.
Pecorari, D. 2008.Academic Writing and Plagiarism. A Linguistic Analysis. Continuum, London/New York.
Scott, M. & Tribble, Ch. 2006. Textual patterns. Key words and corpus analysis in language education. Studies in Corpus Linguistics. John Benjamins Publishing Company, Amsterdam / Philadelphia.
Swales, J. 1990. Genre Analysis. English in Academic and Research Settings. Cambridge:Cambridge University Press.
Swales. J.M. and B.Feak, Ch. 2000. English in Today's Research World. A Writing Guide. Michigan Series in English for Academic and Professional Purposes.The University of Michigan Press.
Whitt, Richard J.2010.Evidentiality and Perception Verbs in English and German. German Linguistic and Cultural Studies. Editor: Peter Rolf Lutzeier, volume 26. Peter Lang, Bern, Switzerland.

Websites:
Guies de la Biblioteca de la UAB: http://ddd.uab.cat/collection/guibib
Recursos per a la investigació: http://ddd.uab.cat/collection/guibibaju?ln=es

2.2. LITERATURE

2.2.1. The Tempest

NB: Before reading any of the following studies you should absorb the information and commentary provided by the introductions of those editions used in class, including Stephen Orgel's Oxford Shakespeare The Tempest.

Bevington, David, How to Read a Shakespearean Play, Blackwell, 2006.

Barker, Francis and Hulme, Peter, "Nymphs and Reapers Heavily Vanish: the Discursive Con-Texts of The Tempest", in John Drakakis (ed.), Alternative Shakespeares, Routledge, 1985, pp. 191- 202.
Brown, Paul, "'This thing of darkness I acknowledge mine': The Tempest and the Discourses of Colonialism", in Political Shakespeare: New Essays in Cultural Materialism, ed. Jonathan Dollimore and Alan Sinfield, Manchester UP, 1985, pp. 48-71.
Clemen, Wolfgang, The Development of Shakespeare's Imagery, Methuen,1977.
De Grazia, Margreta and Wells, Stanley (eds.), TheCambridge Companion to Shakespeare, CUP, 2001.
Frye, Northrop, Northrop Frye on Shakespeare, Yale UP, 1986.
Goddard, Harold, The Meaning of Shakespeare, U of Chicago P, 1954.
Greenblatt, Stephen, Learning to Curse: Essays in Early Modern Culture, Routledge, 1992.
Hulme, Peter and Sherman, William H. (eds,), The Tempest, Norton, 2004.
Kermode, Frank, Shakespeare's Language, Penguin Books, 2000.
------------------ , "Introduction", in The Tempest, ed. by Frank Kermode, The Arden Shakespeare, Routledge, 1987.
Kott, Jan, Shakespeare Our Contemporary, Methuen, 1964.
Nuttal, A.D., Shakespeare the Thinker, Yale UP, 2007.
Orgel, Stephen, "Prospero's Wife", in The Tempest: Contemporary Critical Essays, ed. by R.S. White, New Casebook Series, Macmillan, 1999.
Ryan, Kiernan, Shakespeare, Prentice Hall/ Harvester Wheatsheaf, 1989.
Taylor, Michael, "The Late Comedies", in Stanley Wells (ed.), Shakespeare. A Bibliographical Guide, Clarendon Press, 1997, pp. 159-79.