

Advanced Academic Abilities**2013/2014**

Codi: 42287

Crèdits: 15

Titulació	Tipus	Curs	Semestre
4313157 Estudis Anglesos Avançats / Advanced English Studies	O	1	0

Professor de contacte

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Utilització d'idiomes

Llengua vehicular majoritària: anglès (eng)

Prerequisites

Apart from the general requirements for the MA admission, students taking this course should be interested in the acquisition of language. Basic notions will be introduced in the course so that students can follow readings on L1 and L2 acquisition and can engage in research in this area if they decide to.

Per cursar aquesta assignatura es imprescindible tenir COM A MÍNIM un nivell de competència en llengua anglesa equivalent al B2 del MEQR.

Objectius

The aim of this module is to reach an advanced level of both oral and 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 from getting familiar with the most prototypical genres of academic and literary discourses. Our approach will be based on systemic-functional grammar (SFG).

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 is concerned will be provided and sessions around information search and publishing techniques will be organized. Finally, students will be using technological tools to facilitate quality research.

Competències

Estudis Anglesos Avançats / Advanced English Studies

- 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.

Resultats d'aprenentatge

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.

Continguts

1. Advanced techniques in the organization and presentation of work in English
2. Discourse genres and textual strategies
3. Academic/literary and scientific writing: the use of subjectivity in language
4. Contrastive rhetoric
5. Professional ethics and plagiarism
6. Information and Communication Technologies (ICTs) in the research world
7. Introduction to the research world: exploration of fields and interests
8. Information search: bibliographic data bases
9. Information management
10. Information analysis: bibliometric measurements
11. Results dissemination and publication

Metodologia

There will be a series of lectures to introduce theoretical basic concepts, class discussions on set readings, and practical cases and exercises.

Oral presentations on the areas of interest of the research groups in the Department.

Students' oral presentations.

Practical sessions at the Library

Activitats formatives

Títol

Hores

ECTS

Resultats d'aprenentatge

Tipus: Dirigides			
Assignments Follow-up	15	0,6	4, 6, 8, 9
Extra seminars from Lecturers visiting the Department	15	0,6	1, 2, 4, 7, 9
Lectures and practical workshops in the classroom	30	1,2	1, 2, 3, 4, 6, 7, 8, 9, 10
Specific Readings	30	1,2	
Tutorials	15	0,6	1, 3, 4, 5, 6, 7
Tipus: Supervisades			
Practical sessions at the library	15	0,6	1, 4, 5, 7, 8, 9
Student's oral presentations	10	0,4	3, 4, 5, 6, 7, 8, 9
Tipus: Autònomes			
Developing Module's final paper	40	1,6	1, 2, 3, 4, 5, 8, 10
Developing assignments	25	1	1, 2, 4, 5, 8, 9, 10
Preparing oral presentation	20	0,8	1, 2, 3, 4, 5, 6, 8, 9

Avaluació

ASSESSMENT ACTIVITIES	HOURS ECTS		LEARNING OUTCOMES
Assignments throughout the academic year	40-50%	7	proficient oral and written discourse
			advanced critical discourse analysis
Final project and/or final exam	50 -60%	8	fluent speaking and writing up advanced research

Activitats d'avaluació

Títol	Pes	Hores	ECTS	Resultats d'aprenentatge
assignment 1: abstract writing	15%	25	1	1, 2, 5, 7, 8, 10
assignment 2: critical discourse analysis	15%	25	1	1, 2, 3, 4, 7, 8, 10
final exam	50%	75	3	1, 2, 3, 4, 10
oral presentation	20%	35	1,4	1, 2, 3, 4, 5, 6, 8, 9

Bibliografia

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. (coord) 2002. Cómo escribir un artículo de investigación en inglés. Madrid: Alianza.

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.

Martin-Martin, 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. Linguistic 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.

WEB SITES:

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>

LITERATURE

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.), *The Cambridge 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.

-----, *The Bottom Translation: Marlowe, Shakespeare and the Carnival Tradition*, Northwestern UP, 1987.

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.

2. How to Do Research

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.