

Advanced Academic Abilities**2014/2015**

Codi: 42287

Crèdits: 15

Titulació	Tipus	Curs	Semestre
4313157 Estudis Anglesos Avançats / Advanced English Studies	OB	0	A

Professor de contacte

Nom: Jordi Coral Escola

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Utilització de llengües

Llengua vehicular majoritària: anglès (eng)

Grup íntegre en anglès: No

Grup íntegre en català: Sí

Grup íntegre en espanyol: No

Equip docent

Sonia Oliver del Olmo

Susagna Tubau Muntaña

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.

Objectius

The aim of this module is to gain practice in the production of advanced oral and written academic English in view of the final Masters project at the end of the academic year. Students will work on complex textual structures, rhetorical and argumentative strategies, as well as issues concerning format and style in addition to learning about the main academic genres in the fields of literature or language.

Students will learn basic skills necessary to carry out quality research both in terms of content and methods. Students will also have a chance to learn and practice the necessary steps in the research process from generating a research question, searching for up to date information, writing an updated review of a research topic, as well as the formal aspects of presentation and style. Practical hands-on experience with using the main databases and Internet sources for a field of research is provided in order to produce original and quality research.

Competències

- 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

COURSE CONTENT AND STRUCTURE

1. Opening Session for all Students (September 2014)

The course will begin with a joint session in which the three teachers will describe the objectives and structure of the module as well as the content, methodology and assessment criteria, of their respective seminars.

2. *Doing Research* (5 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

a) Literature Students:

Seminar Convened by Dr Jordi Coral

b) Language Students:

Seminar Convened by Dr Sònia Oliver

3. *Writing Up and Presenting Research* (5 credits)

This is a one-group seminar for all language and literature students

Seminar Convened by Dr Susagna Tubau

The research paper produced by students will serve as the basis of the work they do in this seminar, which will focus on indispensable formal aspects such as proof-reading and editing, citations, bibliographies, etc. Both seminars will be eminently practical in its aims and methods. Aspects of academic writing to be considered include: bibliographical reviews; proof-reading; writing introductions; quotations; finding an adequate TFM topic.

4. Lectures and Library Sessions (5 credits)

This part of the module is designed to familiarise students with the research community through a series of lectures by a) members of the department and b) visiting scholars. Speakers will introduce students to the current trends in their respective fields of research. A series of practical sessions about the use of our library resources, including digital ones, will complete this module component.

SCHEDULE

Semester A

Dr. Jordi Coral

6 weeks, Tuesdays and Thursdays (15:00-17:00), from Tues. Oct. 14th. to Thurs. Nov. 18th

Semester B

Dra Susagna Tubau

4 weeks, Tuesdays and Thursdays (15:00-18:00), from Tuesday Feb. 10th to Thursday, March 5th

Dra. Susagna Tubau and Dra. Sonia Oliver

8 weeks, Tuesdays (15:00-18:00), from Tuesday March 10th to Tuesday May 12th

Metodologia

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 MA staff and invited speakers throughout the first and second semesters to familiarize students with up to date cutting edge research in their areas of interest.

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

Activitats formatives

Títol	Hores	ECTS	Resultats d'aprenentatge
Tipus: Dirigides			
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 MA staff (area specific) and invited speakers (general)	15	0,6	1, 2, 4, 7, 9
Specific Readings	30	1,2	
Tutorials	15	0,6	1, 3, 4, 5, 6, 7
Tipus: Supervisades			
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
Tipus: Autònomes			
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

Avaluació

ASSESSMENT ACTIVITIES	HOURS	ECTS	LEARNING OUTCOMES
Assignments	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: writing an abstract	15%	25	1	1, 2, 5, 7, 8, 10
assignment 2: a critical analysis of a primary source	15%	25	1	1, 2, 3, 4, 7, 8, 10
final exam or essay	50%	75	3	1, 2, 3, 4, 10
oral presentation and/or class participation	20%	35	1,4	1, 2, 3, 4, 5, 6, 8, 9

Bibliografia**1. CORE MODULE COMPONENT***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.

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 Englishand 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.), *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.

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.