

**Advanced Academic Abilities****2015/2016**

Codi: 42287

Crèdits: 15

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

**Professor de contacte**

Nom: Susagna Tubau Muntaña

Correu electrònic: Susagna.Tubau@uab.cat

**Equip docent**

Sonia Oliver del Olmo

Jordi Coral Escola

Susagna Tubau Muntaña

**Utilització de llengües**

Llengua vehicular majoritària: anglès (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.

**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**

- Analitzar i sintetitzar informació a nivell avançat
- Aplicar els coneixements metodològics sobre anàlisi estadística i generació de dades, tractament i codificació de bases de dades multilingües, anàlisi de textos literaris, etc. a la recerca
- Argumentar críticament, emetre judicis i aportar idees a partir de l'anàlisi de la informació procedent de la producció científica en aquestes àrees

- Comunicar de forma oral i escrita, amb total correcció, precisió i claredat
- Demostrar una actitud de respecte cap a les opinions, els valors, els comportaments i les pràctiques d'altres.
- Desenvolupar habilitats d'aprenentatge autònom aplicables a la recerca
- Treballar en equip de forma efectiva en entorns multilingües, multiculturals i interdisciplinaris, professionals i/o acadèmics.
- Utilitzar les noves tecnologies de captació i organització d'informació per solucionar problemes en l'activitat professional
- Utilitzar l'idioma anglès per a finalitats acadèmiques i professionals relacionats amb la recerca en els àmbits de l'adquisició, l'ensenyament i l'ús de l'anglès com a segona llengua en contextos multilingües i multiculturals, els estudis literaris i els estudis culturals

## Resultats d'aprenentatge

1. Analitzar i sintetitzar informació a nivell avançat
2. Analitzar l'adequació i fluïdesa del discurs en anglès des del punt de vista gramatical, retòric i literari.
3. Comunicar de forma oral i escrita, amb total correcció, precisió i claredat
4. Demostrar una actitud de respecte cap a les opinions, els valors, els comportaments i les pràctiques d'altres.
5. Desenvolupar habilitats d'aprenentatge autònom aplicables a la recerca
6. Escriure treballs d'avançat nivell acadèmic seguint les normes d'estil i organització en anglès.
7. Presentar oralment treballs acadèmics de forma clara, organitzada i adequada a l'àmbit lingüístic i/o literari.
8. Reflexionar i analitzar críticament les lectures i els materials proposats dels àmbits lingüístics i literari
9. Treballar en equip de forma efectiva en entorns multilingües, multiculturals i interdisciplinaris, professionals i/o acadèmics.
10. Utilitzar les noves tecnologies de captació i organització d'informació per solucionar problemes en l'activitat professional

## Continguts

### 1. *Opening Session for all Students* (14/09/2015)

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. *Academic Writing Workshop* (6 credits).

Sept. 14-30, from 10:00-13:00, Mon. and Wed., October 5-7, 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.

### 3. *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

a) Literature Students:

Seminar convened by Dr Jordi Coral. Oct. 14-Dec. 16, from 10:00-11:30, Tue. and Thu.

## b) Language Students:

Seminar convened by Dr Sònia Oliver. Feb. 9-Apr 28, from 10:00 to 11:30, Tue. and Thu.

## 4. Lectures, conference attendance and Library sessions (3 credits)

This part of the module is designed to familiarise students with the research community through a series of lectures by visiting scholars, and the attendance to a conference/workshop on some area of the MA itinerary (Language or Literature) where students are enrolled. A series of practical sessions about the use of our library resources, including digital ones, will complete this module component.

## 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 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

## Activitats formatives

Títol	Hores	ECTS	Resultats d'aprenentatge
<b>Tipus: Dirigides</b>			
Follow-up assignments based on lectures (area specific)	15	0,6	7, 8, 9, 10
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 speakers (area specific) and conference attendance	15	0,6	1, 2, 4, 8, 9
Specific Readings	30	1,2	
Tutorials	15	0,6	1, 3, 4, 5, 7, 8
<b>Tipus: Supervisades</b>			
Oral presentations (area specific)	10	0,4	3, 4, 5, 7, 8, 9, 10
Practical sessions to learn to use information sources	15	0,6	1, 4, 5, 8, 9, 10
<b>Tipus: Autònomes</b>			
Assignments (area specific)	25	1	1, 2, 5, 6, 8, 9, 10
Final research paper (area specific)	40	1,6	1, 2, 3, 5, 6, 8, 10

**Avaluació****Course grade = a) + b)+ c)****Detailed assessment items of each part of the module:**

a) Academic Writing Workshop (40%)

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 - 10%

**Activitats d'avaluació**

Títol	Pes	Hores	ECTS	Resultats d'aprenentatge
Academic writing workshop	40%	57,5	2,3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Library sessions, talks by invited speakers, conference attendance	10%	38,75	1,55	1, 3, 4, 5, 9, 10
Research module (Language or Literature)	50%	63,75	2,55	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**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 English and German*.

*German Linguistic and Cultural Studies*. Editor: Peter Rolf Lutzeier, volume 26. Peter Lang, Bern, Switzerland.

Websites:

Guiés 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.