

Advanced Academic Abilities

Code: 42287
ECTS Credits: 15

Degree	Type	Year	Semester
4313157 Advanced English Studies	OB	0	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Maria Cristina Pivadori Gurgo
Email: MariaCristina.Pivadori@uab.cat

Use of Languages

Principal working language: english (eng)

Teachers

Noelia Sanchez Campos
Sonia Oliver del Olmo

Prerequisites

All students should have a C1 level of general English in order to be able to follow the course. It is assumed that they have some familiarity with the academic register in English.

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 allow students to reach an advanced level of written competences in academic English. In this sense, students will work with complex textual structures, rhetorical and argumentative strategies and format and style issues besides getting familiarised with the most essential issues concerning academic and literary discourses. Students will acquire the basic skills to carry out quality research in terms of contents and methods. Current research fields within English Studies will be discussed and sessions around information search and reference management will be organized. Finally, students will learn how to use effectively the main tools that facilitate quality research.

Competences

- 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* (5 credits), sem 1

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

2. *Doing Research* (5 credits), sem 2

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 to the very final one, i.e. the completion and revision of an article.

a) Literature Students:

Seminar convened by Dr Cristina Pivadori

b) Language Students:

Seminar convened by Dr Sònia Oliver

3. *Invited Lectures and Seminars* (5 credits), sem 1 & 2

This component of the AAA module includes:

(a) students' regular attendance of a minimum of three lectures (on-site or on-line) taught by invited lecturers (AAA Lecture Series). The goal of these sessions is to familiarise students with cutting-edge research being produced in the fields of English linguistics and literature.

(b) students' attendance of PhD Workshop (February 2022), organised by the PhD Programme in English Philology.

(c) completion of a course organised by the Humanities Library on the Mendeley platform for managing references (approx. February 2022). Dates will be announced during the first semester.

Methodology

This course comprises 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) 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 and webinars by invited speakers. Both the general training and area specific sessions will be structured around the following activities:

- Lectures introducing 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

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Follow-up assignments based on lectures (area specific)	15	0.6	6, 4, 9, 8
Lectures/conferences	15	0.6	1, 2, 7, 4, 9
Practical in-class workshops (both area specific and general)	30	1.2	1, 2, 3, 7, 10, 6, 4, 9, 8
Specific readings	30	1.2	
Tutorials	15	0.6	1, 3, 7, 5, 6, 4
Type: Supervised			
Oral presentations (area specific)	10	0.4	3, 7, 5, 6, 4, 9, 8
Practical sessions about the effective use information sources	15	0.6	1, 7, 5, 4, 9, 8
Type: Autonomous			
Assignments (area specific)	25	1	1, 2, 5, 10, 4, 9, 8
Final research paper (area specific)	40	1.6	1, 2, 3, 5, 10, 4, 8
Preparing oral presentation	20	0.8	1, 2, 3, 5, 6, 4, 9, 8

Assessment

COURSE GRADE = a) + b) + c)

ASSESSMENT

a) Academic Writing Workshop (40%)

- Topics: 20%
 - Writing practice: 30%
 - Referencing: 20%
 - TFM preparation: 30%
1. written part (15%)
 2. oral presentation or narrated PowerPoint presentation (15%)

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

Language

- Abstract/research proposal: 15%
- EAP Critical Discourse Analysis: 15%
- Oral Presentation/Narrated PowerPoint Presentation: 20%
- Final Paper: 50%

Literature

- Abstract/research proposal: 15%
- EAP Writing practice: 15%
- Oral Presentation/Narrated PowerPoint Presentation: 20%
- Final Paper: 50%

c) Attendance of PhD workshop and a minimum of three invited lectures or webinars: 10%

PLEASE, NOTE:

- All the exercises are COMPULSORY
- The submission of any of the exercises invalidates the student to get a "Not assessed/Not submitted" course grade
- On carrying out each assessment activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.
- In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

REASSESSMENT:

- Re-assessment for this subject requires a content-synthesis test for each module component.
- Component c) is not eligible for re-assessment.
- The definitive grade awarded for a re-assessed item will be 5.

VERY IMPORTANT: Plagiarism is copying one or more sentences from unidentified sources, presenting it as original work (THIS INCLUDES COPYING PHRASES OR FRAGMENTS FROM THE INTERNET AND ADDING THEM WITHOUT MODIFICATION TO A TEXT WHICH IS PRESENTED AS ORIGINAL). Plagiarism is a serious offense. Students must learn to respect the intellectual property of others, identifying any source they may use, and take responsibility for the originality and authenticity of the texts they produce.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Academic writing workshop and invited lectures	50%	96.25	3.85	1, 2, 3, 7, 5, 10, 6, 4, 9, 8
Research module (Language or Literature)	50%	63.75	2.55	1, 2, 3, 7, 5, 10, 6, 4, 9, 8

Bibliography

1. CORE COMPONENT (LANGUAGE AND LITERATURE)

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.

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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.

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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

Acheson, Katherine O. *Writing Essays About Literature: A Brief Guide for University and College Students*. Peterborough, Ontario: Broadview Press, 2011. Print.

Barnet, Sylvan, and William E. Cain. *A Short Guide to Writing About Literature*. England: Pearson Education Limited, 2014. Print.

Bullock, Richard H. *The Norton Field Guide to Writing*. London: WW Norton & Company, 2019. Print.

Gardner, Janet. *Reading and Writing About Literature: A Portable Guide*. Boston: Bedford Books St Martin's, 2020. Print.

Griffith, Kelley. *Writing Essays About Literature*. Australia: Wadsworth Cengage Learning, 2011. Print.

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Wardle, Elizabeth. *Writing About Writing*. Boston: Bedford Books St Martin's, 2020. Print.

Websites:

Writing about Literature (Norton Guide):

https://wnorton.com/college/english/write/writesite/rhetoric/writing_about_lit.aspx

Norton Write: https://wnorton.com/college/english/write/writesite/research/research_writing_papers.aspx

Literary Resources: <https://www.virtualsalt.com/lit/>

Software

No specific software required.