

Advanced Academic Abilities

Code: 42287
ECTS Credits: 15

Degree	Type	Year	Semester
4313157 Advanced English Studies	OB	0	A

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Noelia Sánchez Campos

Sonia Oliver Del Olmo

Prerequisites

To be able to participate in the course, students should have a C1 level of proficiency in general English. It is assumed that they possess some familiarity with the academic register in English.

Moreover, students will be required to comprehend and engage in practical activities involving advanced texts in the domains of language and literature.

Objectives and Contextualisation

The aim of this module is to enable students to achieve an advanced level of written proficiency in academic English. In this context, students will engage with complex textual structures, rhetorical and argumentative strategies, as well as format and style considerations. They will also familiarize themselves with the crucial aspects of academic and literary discourses.

Additionally, students will acquire fundamental skills to conduct high-quality research in terms of content and methodology. The module will cover current research fields within English Studies, and sessions around information search and reference management will be organised. Lastly, students will learn to effectively utilize the key 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 one's 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 one's 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 Sánchez. 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 Pividori

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 (coordinated by Dr Pividori) includes:

(a) students' regular attendance to 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 2024), organised by the PhD Programme in English Philology.

(c) completion of a course organised by the Humanities Library on managing references (approx. February 2024). Dates will be announced during the first semester.

Methodology

This course encompasses both semesters of the academic year and consists of three parts:

1) general training that involves the academic skills necessary 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, focusing on addressing specific academic skills and research sources related to each discipline

3) a series of area-specific lectures and webinars conducted 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 assigned readings, practical cases, and exercises.
- Oral presentations and writing assignments.
- Practical sessions online to learn how to utilize the UAB library's 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%)

Block A

- The Mechanics of Writing (1): Sentences and Paragraphs
- The Mechanics of Writing (2): Cohesion, Coherence & Signposts

Evaluation Task: Produce a thesis statement/question contextualised within a paragraph representative of an introductory section in an MA dissertation (30%)

Block B

- Writing about Reading (How to talk about the research you've read)
- Writing and Citing (How to cite the research you've read)

Evaluation Tasks:

1. Writing about Reading: A summarised account of at least 2 secondary sources relevant to the student's own MA. (30%)
2. Writing and Citing: Sample text in which the student presents correctly formatted (i) short, (ii) embedded, and (iii) indented, i.e., long, citations relevant to the student's own MA. (30%)

Please note: students will be expected to produce written work in strict conformity with the citation regulations applicable to their own area of research (typically APA for Linguistics and MLA/Chicago for Literature/Culture)

Class participation/discussion: 10%

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

- Extended abstract/research proposal: 15%

- EAP Writing practice (1. Writing your title(s); 2. Defining the gap; 3. Writing your thesis; 4. Defining key terms; 5. Evaluating your sources; 6. Selecting a critical approach; 7. TEEL paragraph; 8. Handling the Q&A): 15%
- Oral Presentation/Pecha-Kucha: 20%
- Final Paper (7-8 page introduction to MA dissertation): 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.

SINGLE-ASSESSMENT OPTION

This module does not incorporate the single-assessment option.

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 taking 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.

Irregularities refer, for instance, to copying in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme. These evaluation activities will not be re-assessed.

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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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*. 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

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.

Hacker, Diana, Nancy I. Sommers, and Kimberli Huster. *Rules for Writers*. Boston: Bedford Books St Martin's, 2012. Print.

Headrick, Paul. *The Wiley Guide to Writing Essays About Literature*. Malden, MA: Wiley Blackwell, 2014. Print.

Kane, Thomas S, and Thomas S. Kane. *The Oxford Essential Guide to Writing*. Oxford: Oxford University Press, 2003. Print.

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Morgan, Meg, Kim Stallings, and Julie Townsend. *Strategies for Reading & Arguing About Literature*. Boston, Mass: Pearson Custom Publishing, 2007. Print.

Owen, David, and Cristina Pividori. *Theoretically Speaking About Literature: Understanding Theory in the Study of Literary Works*. Newcastle: Cambridge Scholars Publishers, 2021. 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://wwnorton.com/college/english/write/writesite/rhetoric/writing_about_lit.aspx

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

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

Software

No specific software required.