

Degree programme	Type	Course
English Studies: Linguistic, Literary and Sociocultural Perspectives	OB	1

Contact lecturer

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Teaching staff

Jennifer Rose Ament

Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

All students should have a C1 level of English or equivalent to follow the course and produce assignments at the level required for their final MA thesis. Students will be expected to engage with and undertake practical work using advanced texts in the fields of language and literature.

Objectives

The aim of this module is to enable students to achieve an advanced level of written competence in academic English. Students will work with complex textual structures, rhetorical and argumentative strategies, and issues of format and style. They will also become familiar with key aspects of academic and literary discourses. In addition, students will acquire the fundamental skills needed to conduct high-quality research in terms of both content and methodology. Current research fields within English Studies will be discussed, and sessions on information search and reference management will be organised. Finally, students will learn how to effectively use the main tools that facilitate quality research, and they will present their own research projects to their peers in a formal academic setting.

Learning outcomes

- CA09 (Autonomously formulate research proposals, using the tools, procedures, argumentative strategies, and scientific justification presented throughout the academic year.) Autonomously formulate research proposals, using the tools, procedures, argumentative strategies, and scientific justification presented throughout the academic year.
- CA10 (Provide critical and constructive feedback in study and/or peer work environments.) Provide critical and constructive feedback in study and/or peer work environments.
- CA11 (Use inclusive and non-discriminatory language in academic productions.) Use inclusive and

non-discriminatory language in academic productions.

- KA09 (Recognise the main bibliographic search tools and databases relevant to the different fields of study of English linguistics, literature, and culture.) Recognise the main bibliographic search tools and databases relevant to the different fields of study of English linguistics, literature, and culture.
- KA10 (Describe the main modalities and genres of English language academic writing to disseminate research results.) Describe the main modalities and genres of English language academic writing to disseminate research results.
- SA13 (Apply the principles of academic citation correctly to written output.) Apply the principles of academic citation correctly to written output.
- SA14 (Use new technologies (catalogues, databases, bibliographies, specialised journals) and bibliographical management to develop critical arguments in the field of academic writing.) Use new technologies (catalogues, databases, bibliographies, specialised journals) and bibliographical management to develop critical arguments in the field of academic writing.
- SA15 (Analyse the most outstanding features and objectives of academic writing.) Analyse the most outstanding features and objectives of academic writing.
- SA16 (Write academic texts in English that are clear, well-structured, and detailed on complex issues, according to the rules of style while demonstrating correct usage of mechanisms for textual organisation, division, and cohesion.) Write academic texts in English that are clear, well-structured, and detailed on complex issues, according to the rules of style while demonstrating correct usage of mechanisms for textual organisation, division, and cohesion.
- SA17 (Present your academic projects in verbal form, in a clear and organised way, suited to the linguistic or literary field.) Present your academic projects in verbal form, in a clear and organised way, suited to the linguistic or literary field.

Contents

The aim of this course is to address the difficulties students typically encounter when doing research for the first time. The module is designed to encourage students to formulate a research project, put their conclusions in writing (in the form of a 'publishable' paper), and present it to the rest of the class. It is organized as a progression from the earliest stages of research to the final stage, i.e., the completion and revision of a paper.

1) The group will be divided into two, depending on the chosen TFM topic (literature/culture or language). Dr Jennifer Ament will be in charge of the Language module, while Dr Cristina Pividori will teach the Literature module.

A) Research module on Literature (3,5 ECTS)

Seminar held from 02/02 to 18/03, 2027.

B) Research module on Language (3,5 ECTS)

Seminar held from 02/02 to 18/03, 2027.

2) Applied Academic Skills Training (1,5 ECTS)

- In addition, the module includes two training workshops on MLA and APA citation styles, as well as the PhD Winter Workshop.
- These sessions will introduce students to the research community and cover the fundamentals of citation and formatting standards, including how to cite sources correctly and avoid plagiarism.
- This component of the module is designed to foster academic integrity and equip students with essential research tools for their future work.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lectures	5	0.2	
Homework, reading and study	43.75	1.75	
Training Workshop MLA /APA	16.25	0.65	
Tutorials	10	0.4	
Practical Exercises in Groups	15	0.6	
Class discussion	3	0.12	
PhD Winter Workshop and report	7	0.28	

This course consists of two parts:

1. Area-specific training in either language or literature/culture, focusing on the development of specific academic skills and the use of research sources related to each discipline.
2. Supplementary activities that include two training workshops on MLA and APA citation styles, as well as the PhD Winter Workshop.

The area-specific sessions will be structured around the following activities:

- Lectures introducing fundamental theoretical concepts
- Class discussions on assigned readings
- Practical exercises
- Oral presentations and writing assignments

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

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Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Written assignments and oral presentations (Language or Literature)	80%	21	0.84	CA09, CA10, CA11, KA09, KA10, SA13, SA14, SA15, SA16, SA17
Writing of Report and Homework (MLA and APA sessions and PhD Winter Workshop)	20%	4	0.16	CA09, CA10, CA11, KA09, KA10, SA13, SA14, SA15, SA16, SA17

A) Research Module (Language or Literature) (80%)

Language (Dr Jennifer Ament)

- EAP Writing Portfolio: 70%
- Oral presentation: 30%

Literature (Dr Cristina Pividori)

- 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): 30%
- Extended Abstract: 40%
- Oral Presentation/Pecha-Kucha: 30%

B) Applied Academic Abilities Training (20%)

Attendance to MLA/APA courses and to PhD Winter Workshop.

PLEASE NOTE:

- All exercises are **COMPULSORY**.
- Students will obtain a "not assessed/not submitted" course grade unless they have submitted more than 30 % of the assessment items.
- When 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 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 discussions on Teams, etc. Lecturers will ensure that students can access these virtual tools or will offer them feasible alternatives.

REASSESSMENT:

- To access reassessment, students must previously have been assessed in activities whose combined weight is equivalent to at least two-thirds of the total continuous assessment grade.
- Reassessment for this subject requires a content-synthesis test for either the literature or the language component.
- Component b) is not eligible for reassessment.

SINGLE-ASSESSMENT OPTION:

- This module **DOES NOT** incorporate the single-assessment option.

EXCHANGE-STUDENT STATEMENT: Erasmus and exchange students who request to advance an exam must present a document from their home university justifying their request.

VERY IMPORTANT:

- Plagiarism is copying one or more sentences from unidentified sources and presenting it as original work (**THIS INCLUDES COPYING PHRASES OR FRAGMENTS FROM THE INTERNET AND ADDING THEM WITHOUT MODIFICATION TO A TEXT PRESENTED AS ORIGINAL**). Plagiarism is a serious offense. Students must respect the intellectual property of others, identify any sources they use, and take responsibility for the originality and authenticity of the texts they produce.
- In the event a student commits any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will receive a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities for the same subject, the student will receive a zero as the final grade for this subject.
- Irregularities include, for instance, copying in an exam, copying from sources without indicating authorship, or misuse of AI, such as presenting work as original that has been generated by an AI tool

or program. These evaluation activities will not be reassessed

Use of Artificial Intelligence (AI)

- This subject permits the use of Artificial Intelligence (AI) technologies exclusively for bibliographical or information searches, the creation of materials such as images, and tasks supporting data processing and statistical analysis, provided that such use complies with the criteria established in this course guide and has been discussed in advance with the professor. In such cases, students must: (i) identify the parts generated using AI; (ii) specify the tools used; and (iii), at the lecturer's discretion, include a critical reflection on how these tools have influenced both the process and the final outcome of the activity.
- Failure to disclose the use of AI in this assessed activity will be considered a breach of academic integrity and will result in a mark of 0 for the activity, with no possibility of reassessment, or more serious penalties in cases of greater severity.

Bibliography

1. HOW TO DO RESEARCH (Language and Literature)

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Barrass, Robert. [Students Must Write: A Guide to Better Writing in Coursework and Examinations](#). Routledge, 2005.

Barzun, Jacques, and Henry F. Graff. [The Modern Researcher](#). 5th ed., Harcourt Brace Jovanovich, 1992.

Berry, Ralph. [The Research Project: How to Write It](#). Routledge, 1994.

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Turabian, Kate L. [A Manual for Writers of Term Papers, Theses, and Dissertations](#). University of Chicago Press, 1993.

2. FINAL PAPER OPTIONS

2.1. LANGUAGE

Alcaráz Varó, Enrique. [Inglés Profesional y Académico](#). Alianza, 2000.

Dröschel, Yvonne. [Lingua Franca English: The Role of Simplification and Transfer](#). Linguistic Insights. Studies in Language and Communication, vol. 119, Peter Lang, 2011.

Fortanet, Inmaculada, et al., editors. [Linguistic Studies in Academic and Professional English](#). Publicacions de la Universitat Jaume I, 2003.

Gillet, Andy. [Using English for Academic Purposes: A Guide for Students in Higher Education](#). 2006.

Hartley, James. [Academic Writing and Publishing: A Practical Handbook](#). Routledge, 2008.

Murray, Rowena, and Sarah Moore. [The Handbook of Academic Writing: A Fresh Approach](#). Open University Press, 2006.

Martín-Martín, Pedro. [The Rhetoric of the Abstract in English and Spanish Scientific Discourse: A Cross-Cultural Genre-Analytic Approach](#). European University Studies, vol. 279, Peter Lang, 2005.

Owtram, Thomas. [The Pragmatics of Academic Writing: A Relevance Approach to the Analysis of Research Article Introductions](#). Linguistic Insights. Studies in Language and Communication, vol. 107, Peter Lang, 2010.

Pecorari, Diane. [Academic Writing and Plagiarism: A Linguistic Analysis](#). Continuum, 2008.

Scott, Mike, and Christopher Tribble. [Textual Patterns: Key Words and Corpus Analysis in Language Education](#). Studies in Corpus Linguistics, John Benjamins Publishing Company, 2006.

Swales, John. *Genre Analysis: [English in Academic and Research Settings](#)*. Cambridge University Press, 1990.

Swales, John M., and Christine B. Feak. [English in Today's Research World: A Writing Guide](#). Michigan Series in English for Academic and Professional Purposes, University of Michigan Press, 2000.

Whitt, Richard J. [Evidentiality and Perception Verbs in English and German](#). German Linguistic and Cultural Studies, vol. 26, Peter Lang, 2010.

Websites:

[Guies de la Biblioteca de la UAB](#)

[Recursos per a la investigació](#)

2.2. LITERATURE

Acheson, Katherine O. [Writing Essays About Literature: A Brief Guide for University and College Students](#). Broadview Press, 2011.

Barnet, Sylvan, and William E. Cain. [A Short Guide to Writing About Literature](#). Pearson Education Limited, 2014.

Bullock, Richard H. [The Norton Field Guide to Writing](#). WW Norton & Company, 2019.

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Hacker, Diana, Nancy I. Sommers, and Kimberli Huster. [Rules for Writers](#). Bedford Books St Martin's, 2012.

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Morgan, Meg, Kim Stallings, and Julie Townsend. [Strategies for Reading & Arguing About Literature](#). Pearson Custom Publishing, 2007.

Pirie, David. [How to Write Critical Essays: A Guide for Students of Literature](#). Routledge, 2006.

Tyson, Lois. [Using Critical Theory: How to Read and Write About Literature](#). Routledge, 2011.

Schilb, John, and John Clifford. [A Brief Guide to Arguing About Literature](#). Bedford Books St Martin's, 2020.

Wardle, Elizabeth. [Writing About Writing](#). Bedford Books St Martin's, 2020.

Websites:

[Writing about Literature \(Norton Guide\)](#)

[Norton Write](#)

Software

Moodle

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory (master)	1	English	second semester	morning-mixed