

**COURSE DATA****Data Subject**

<b>Code</b>	44237
<b>Name</b>	Writing and presenting an academic paper
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2196 - M.D. in Advanced English Studies	14 - Writing and presenting an academic paper	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
GEA VALOR, MARIA LLUISA	155 - English and German

**SUMMARY**

This subject aims to instruct the student as to how to compose an academic text with a content which is effective, well-organised and grammatically correct. In order to do this, the steps of the composition process are analysed: planning, transcription and reviewing through the use of strategies which facilitate the production of well-constructed texts according to the type of genre to be achieved (research, dissemination, MA dissertation, etc.). The language (vocabulary, syntax, grammar) specific to academic texts will also be analysed, taking into consideration non-discriminatory uses as well as relevant rhetorical functions and differentiating features specific to the area of study (linguistics, medicine, tourism, economics, law, etc.). To this aim, diverse texts belonging to a variety of disciplines will be used, so as to show the relevant structures and most recurrent vocabulary.

The subject will be divided in two parts: one particularly dealing with the writing of academic papers within the field of linguistics, and another focusing on the writing of academic papers with literature as their object of study. Specific methods, resources and conventions particular to each of these two fields will be presented and discussed in class. Additionally, the course will instruct students in academic English in regards to writing their own research as well as to presenting it orally.



The final aim of this subject is to facilitate students the process of research, composition and presentation of their Master's Final Project, and of a subsequent doctoral degree within the humanities that they may pursue after the completion of the MA.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

There are no specific requirements for this course but an excellent command of oral and written English is expected.

## OUTCOMES

### 2196 - M.D. in Advanced English Studies

- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Ability to conduct academic research in diverse areas of English Studies.
- Ability to present and defend a research project within the field of English Studies using appropriate terminology and resources.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.
- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

## LEARNING OUTCOMES



Students will

- understand the meaning and implications of research within the field of the humanities in general and particularly within that of English Studies
- know how to avoid plagiarism
- know the conventions of academic writing in linguistics and literature
- know about scientific methods of research in linguistics and literature
- be acquainted with different ways to construct, write and present a research piece by means of the analysis of already existing MA and PhD dissertations
- know about several types, methods and tools of research
- know how to plan and structure research pieces
- know how to write a research proposal, an abstract, and a sample chapter
- know how to plan and structure an oral defence of their work
- know about different citation systems and style manuals
- know how to write hypothesis and conclusions
- know how to defend their claims by means of original arguments and previous research
- know how to edit research pieces
- know how to integrate references within their research
- know how to adequately present their written research by means of orthotypographical conventions

## DESCRIPTION OF CONTENTS

### 1. Academic writing I: Tools, methods and conventions of academic writing in English

- Reading and researching: skimming, scanning, summarizing
- Planning and organizing: writing introductions and conclusions, methods of paragraph development
- Using sources: how to quote and avoid plagiarism
- Citation systems and style manuals
- Revising and editing
- Orthotypographical conventions



## **2. Research in Linguistics in English: Topics, tools, methods and writing conventions**

- Types of research papers
- Quantitative vs. Qualitative research
- Structure of a research paper in linguistics
- Conventions of academic writing in linguistics
- Preplanning, planning, drafts, journal submission and conventions, camera-ready versions, proofs, and publishing
- Introducing statistics in linguistic papers: figures, tables, statistic test and quantitative data.

## **3. Academic writing II: Genres in academic writing**

- Research proposals
- Book reviews
- Brief research reports
- Literature reviews
- Research abstracts
- Dissertations and theses: Masters Final Project

## **4. Presenting a research piece: Theory**

- Types of presentations
- Structure of an academic presentation
- Conventions in academic presentations
- Communication and audience engagement
- Body language in oral communication
- Technological support and traditional methods
- Presentations of a Masters Dissertation

## **5. Writing and presenting research in Literature: Practice**

Student presentations and discussion of research pieces in literature

## **6. Writing and presenting research in Linguistics: Practice**

Student presentations of research pieces in Linguistics

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of group work	5,00	0
Development of individual work	8,00	0
Study and independent work	9,00	0
Readings supplementary material	4,00	0
Preparation of evaluation activities	9,00	0
Preparing lectures	8,00	0
Preparation of practical classes and problem	8,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

The course is divided into theory-based and practical classes. Theory-based classes will provide the guidelines to academic writing and oral presentation of research pieces. Lectures will focus on clarification and discussion of key concepts, methods, conventions and techniques rather than on exposition of matter students can find in the dossiers and bibliography. Consequently students are expected to work on assigned tasks before attending class. The practical classes will be devoted to problem solving and case studies. Students will be asked to produce individual written material and to give oral presentations, either individually or in groups. In addition to lectures and seminars, students may be asked to attend tutorials in small groups in order to revise some of their written activities. In both, theory and practice, students are expected to participate actively through discussion.

**Teaching methods**

TM1-Introduction of theoretical content through lectures, with IT support where relevant

TM2-Pair or group work

TM3-Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries)

TM4-Oral presentation of set readings, oral or written summaries

TM5-Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres)

TM6-Individual paper (design and development of a project for its oral or written presentation)

TM7-Group paper (joint design and development of a project for its oral or written presentation. Negotiation of topic, paper organization, distribution of tasks, joint writing and revising)





TM8-Oral presentation of individual paper with audiovisual support

TM9-Oral presentation of group papers with audiovisual support (Negotiation of topic, organization, distribution of tasks, writing, revising, and presentation options)

## EVALUATION

First call:

Assessment of class attendance and active participation (30%)

Assessment of competences through written and/or oral projects (70%)

Second call:

The mark obtained for class attendance and active participation will be carried over for the second call (30%). The remaining 70% will be also assessed through written and/or oral projects.

Please note that plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have committed plagiarism in his/her work for the course will face serious consequences, which will lead to failing the whole subject

## REFERENCES

### Basic

- Alley, Michael. *The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid*. NY: Springer, 2013.
- Carter, Matt. *Designing Science Presentations: A Visual Guide to Figures, Papers, Slides, Posters and More*. Amsterdam: Elsevier, 2013
- Godfrey, Jeanne. *How to Use your Reading in your Essays*. Basingstoke: Palgrave Macmillan, 2013.
- Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. New York : W.W. Norton & Company, 2014.
- Osmond, Alex. *Academic Writing and Grammar for Students*. London: SAGE, 2013.
- Wallwork, Adrian. *English for Presentations at International Conferences*. NY: Springer, 2010.



### **Additional**

- Bailey, Stephen. *A Handbook for International Students*. NY: Routledge, 2006
- Borg, James. *Body Language: How to Know Whats Really being Said*. Harlow: Pearson, 2013.
- Cottrell, Stella. *Dissertations and Project Reports: A Step by Step Guide*. Basingstoke, Hampshire: Palgrave Macmillan, 2014.
- Curry, Mary Jane and Theresa Lillis. *A Scholar's Guide to Getting Published in English: Critical Choices and Practical Strategies*. Bristol: Multilingual Matters, 2014.
- James, E. Alana and Tracesea H. Slater. *Writing your Doctoral Dissertation or Thesis Faster: A Proven Map to Success*. Thousand Oaks, California: SAGE, 2014.
- Lindquist, H. 2009. *Corpus Linguistics and the Description of English*. Edinburgh: Edinburgh University Press.
- McMillan, Kathleen and Jonathan Weyers. *How to Write Dissertations & Project Reports*. Harlow: Pearson Education, 2007.
- Oostdijk, N and P. de Haan. 1994. *Corpus-based Research into Language*. Amsterdam: Rodopi.
- Oshima, Alice and Ann Hogue. *Longman Academic Writing Series. 3, Paragraphs to Essays*. White Plains, NY: Pearson, 2014.
- Oshima, Alice and Ann Hogue. *Longman Academic Writing Series. 4, Essays*. White Plains, NY: Pearson, 2014.
- Tognini-Bonelli, Elena and Del Lungo Camiciotti, Gabriella (eds.). *Strategies in Academic Discourse*. Philadelphia: J. Benjamins, 2005.
- Thesen, Lucia and Linda Cooper, eds. *Risk in Academic Writing: Postgraduate Students, their Teachers and the Making of Knowledge*. Bristol; Buffalo; Toronto: Multilingual Matters, 2014.
- Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press editorial staff. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. University of Chicago. Press. Chicago: The University of Chicago Press, 2013.
- Wentz, Elizabeth. *How to Design, Write, and Present a Successful Dissertation Proposal*. Los Angeles: SAGE, 2014.

### **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **HYBRID LEARNING MODE (BLENDED)**



## **1. Contents**

No change

## **2. Workload and teaching schedule**

No change

## **3. Methodology**

1. In-person class (theory/practice) + live and/or prerecorded BBC videoconference
2. In-person class (theory/practice) + uploaded materials in AV
3. In-person class (theory/practice) + narrated presentations
4. In-person class (theory/practice) + tasks in AV
5. In-person class (theory/practice) + office hours through videoconference

## **4. Assessment**

1. Continuous assessment[100%]:
  1. Academic tasks, both written and oral

## **5. Bibliography**

No change





## **DISTANCE (ONLINE) LEARNING**

### **1. Contents**

No change

### **2. Workload and teaching schedule**

No change

### **3. Methodology**

1. Uploaded materials in AV
2. Tasks in AV
3. Live and/or prerecorded BBC videoconference
4. Narrated presentations
5. Office hours through videoconference

### **4. Assessment**

1. Continuous assessment[100%]:
  1. Academic tasks, both written and oral

### **5. Bibliography**

No change