

**FICHA IDENTIFICATIVA****Datos de la Asignatura**

Código	44238
Nombre	Métodos y recursos para la investigación en literaturas en lengua inglesa
Ciclo	Máster
Créditos ECTS	3.0
Curso académico	2020 - 2021

Titulación(es)

Titulación	Centro	Curso	Periodo
2196 - M.U. en Estudios Ingleses Avanzados	Facultad de Filología, Traducción y Comunicación	1	Primer cuatrimestre

Materias

Titulación	Materia	Caracter
2196 - M.U. en Estudios Ingleses Avanzados	15 - Métodos y recursos para la investigación en literaturas en lengua inglesa	Obligatoria

Coordinación

Nombre	Departamento
ALONSO RECARTE, CLAUDIA	155 - Filología Inglesa y Alemana
FERNANDEZ-CAPARROS TURINA, ANA	155 - Filología Inglesa y Alemana

RESUMEN

The purpose of this subject is to familiarise the student with the methods and resources used for research in English Literature. It is of a highly practical nature and aims to put her or him into contact with the tools necessary to carry out literary research. It stems from the fact that Literature does not exist as an autonomous entity but rather is found within a socio-political, cultural, ideological and aesthetic context which conditions its reception at different moments and in different places. To this aim, the student is introduced to the search for information resources in connection with different critical perspectives from which different literary genres can be analysed. Throughout the course, the student is familiarised with the bibliographical and electronic resources needed for literary research, including reference works, specific glossaries, consultation of catalogues from research libraries, use of databases of literary texts corresponding to different periods and genres, and periodicals relevant to different areas of specialisation.



CONOCIMIENTOS PREVIOS

Relación con otras asignaturas de la misma titulación

No se han especificado restricciones de matrícula con otras asignaturas del plan de estudios.

Otros tipos de requisitos

There are no specific requirements for the course, although a high proficiency in written, oral and communicative skills in English is highly recommended

COMPETENCIAS

2196 - M.U. en Estudios Ingleses Avanzados

- Que los/las estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- Que los/las estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- Que los/las estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- Que los/las estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo
- Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- Capacidad para comprender, desde un enfoque avanzado, de mayor complejidad respecto del de los estudios de Grado, aquellos conceptos, principios, teorías o modelos relacionados con los distintos campos de los Estudios Ingleses.
- Capacidad para conocer, desde un enfoque avanzado, de mayor complejidad respecto del de los estudios de Grado, la metodología necesaria para la resolución de problemas propios del área de los Estudios Ingleses.
- Capacidad para presentar en público experiencias, ideas o informes dentro del área de los Estudios Ingleses, desde un enfoque avanzado, de mayor complejidad respecto del de los estudios de Grado.
- Capacidad para emitir juicios en función de criterios, de normas externas o de reflexiones personales para lo que será necesario alcanzar un dominio suficiente del lenguaje académico y científico-técnico en inglés tanto en su vertiente escrita como oral.



- Capacidad para reconocer las metodologías y teorías, así como los temas, principios terminológicos, teóricos, formales e ideológicos fundamentales para la introducción a la investigación lingüística o literaria en el área de Estudios Ingleses.
- Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los Estudios Ingleses.
- Capacidad para aplicar e integrar las destrezas y los conocimientos teóricos adquiridos sobre las distintas herramientas disponibles tanto en soporte impreso como informático (TIC) con objeto de realizar un análisis crítico propio y riguroso, dentro de los Estudios Ingleses.
- Capacidad para conseguir autonomía progresiva en el aprendizaje, búsquedas propias de recursos e información, accediendo para ello a fuentes bibliográficas y documentales sobre los distintos ámbitos que conforman los Estudios Ingleses.
- Capacidad para organizar, estructurar y desarrollar las ideas en variados tipos de documentos académicos, de mayor o menor envergadura: desde el ensayo, el informe técnico, el comentario crítico, hasta el planteamiento inicial que debe subyacer a un trabajo de investigación de más amplio calado como es la realización de un Trabajo Fin de Máster, dentro de los Estudios Ingleses.

RESULTADOS DE APRENDIZAJE

Upon completion of the subject, the student will be in a position to identify the most suitable methods and information resources for literary research. She or he will have become familiar with bibliographic catalogues, databases, glossaries, reference works and periodicals specialised in different areas of English literature.

DESCRIPCIÓN DE CONTENIDOS

1. Conceptualizing the Literary Academic Field

1.1. Introduction: Literature and the professional sphere

1.1.1. Literature and education

1.1.2. Literature and publishing houses

1.2. The nature of literary research

1.2.1. Connecting professional skills to types of research

1.2.2. Becoming a competent researcher:

- Conceptualizing and understanding the meaning and implications of expected research standards in the field of literature
- Identifying and conceptualizing basic skills
- Methods and strategies for the improvement of skills
- Identifying the researchers basic tools
- Self-assessment of ones critical knowledge, skills and tools

1.3. Literary fields of research



- 1.3.1. Current trends in the study of literature
- 1.3.2. Literature, culture and politics
- 1.3.3. The relevance of interdisciplinary studies
- 1.3.4. Assessing the relevance of developing didactic skills
- 1.3.5. Becoming a specialized researcher: identifying, justifying and assessing ones commitment to a specific field of research

2. The Literary Researchers Tools

- 2.1. Bibliographical and IT resources in literary studies
 - 2.1.1. Bibliographic catalogues and electronic databases for English literary studies
 - 2.1.2. Glossaries
 - 2.1.3. Reference works
 - 2.1.4. Periodicals, journals, magazines and newsletters specialized in different areas of English literature
 - 2.1.5. Archives and archival collections
- 2.2. Assessing types of publications: Indexed journals, national and international publications
- 2.3. Associations, societies and organisations
- 2.4. Perspectives on national and international conferences

PRACTICE: Searching the web for relevant publications and associations within specific (sub)fields of literary research

3. Critical Perspectives in Academic Writing

- 3.1. The role of critical perspectives in academic writing
- 3.2. Engaging in current critical literary and cultural positions: feminism, ecocriticism, transatlantic studies, comparative literature, cultural studies, film studies, masculinity studies, animal studies, age studies, childrens literature, etc.

PRACTICE: Survey of textual analyses. Interpretation and critical exegeses of a selection of texts and excerpts following current critical frameworks.

- 3.3. The role of referees and reviewers in literature

PRACTICE: Shaping and expressing a critical perspective in accordance with a specific literary (sub)field. Mock-referee exercises.

4. Research Stays

- 4.1. Defining the aims and purposes of a research stay
- 4.2. PRACTICE
 - 4.2.1. Evaluating possible destinations for literary research: asking the right questions about the research center
 - 4.2.2. Exploring funding options at a national and international level: scholarships, grants, and institutes and institutions of interest
 - 4.2.3. Applying for a research stay



- Standard methods of contact
- Preparing a formal application: writing and presenting a literary research project for a short/long term research stay

4.3. Resourcefulness during the research stay

5. Literary Research Projects and Research Groups

- 5.1 Aims and scopes of a literary research project
- 5.2. Private and public research projects within the fields of literary and cultural studies
- 5.3. PRACTICE: Applying for a research project
 - 5.3.1 Assessing the cultural and educational relevance of the project
 - 5.3.2 Conventional structuring of a research project application:
 - Summary
 - Objectives
 - Methodology
 - Relevance within the field
 - Critical evaluation of recent scholarship
 - Prospective results
 - Brief CV(s)
 - Prospective schedule
- 5.4. Aims and scopes of a research group
 - 5.4.1. Literary research and teamwork
 - 5.4.2. Considering team research options: co-writing, co-editing, organization of seminars and/or conferences, etc.

PRACTICE: Writing a Call for Papers (CFP) for a conference or collection of essays

VOLUMEN DE TRABAJO

ACTIVIDAD	Horas	% Presencial
Clases de teoría	24,00	100
Elaboración de trabajos en grupo	5,00	0
Elaboración de trabajos individuales	5,00	0
Estudio y trabajo autónomo	15,00	0
Lecturas de material complementario	15,00	0
Preparación de actividades de evaluación	5,00	0
Preparación de clases de teoría	3,00	0
Resolución de casos prácticos	3,00	0
TOTAL	75,00	



METODOLOGÍA DOCENTE

Introduction of theoretical content through expository or master classes with IT support.

MD2 Talk in pairs or group discussion

MD3 Reading of relevant material (autonomous or through class discussion, information selection and concept relation, study, reading records, outlines and summaries)

MD5 Resolution of theoretical and practical problems (exercises, corpus collection for study, analysis of written, oral, visual, digital and/or multimodal texts from different genres)

EVALUACIÓN

ASSESSMENT BREAKDOWN FOR THE FIRST CALL

Assessment of class attendance and participation	20%
Assessment of acquired skills from written and/or oral evidence	30%
Assessment of acquired skills through written and/or oral assignments	50%
	TOTAL: 100%

ASSESSMENT BREAKDOWN FOR THE SECOND CALL

Assessment of class attendance and participation (This mark will be saved from the first call)	20%
Assessment of acquired skills from written and/or oral evidence (Students who have failed these activities in the first call may choose to repeat them for the second call)	30%



Assessment of acquired skills through written and/or oral assignments (Students who have failed these activities in the first call will have to repeat them for the second call)	50%
	TOTAL: 100%

REFERENCIAS

Básicas

- Harner, James L. 2002. Literary research guide: an annotated listing of reference sources in English literary studies. New York: Modern Language Association of America.
- Knellwolf, Christa, and Christopher Norris (eds.). 2001. The Cambridge history of literary criticism. Volume IX: Twentieth-century historical, philosophical and psychological perspectives. Cambridge: Cambridge University Press.
- Rivas, Luz Marina. 2005. Decantando el pensamiento: el ensayo académico y la investigación en literatura. Caracas : Universidad Central de Venezuela.
- Ruano García, Javier et al. (eds.) 2011. Current trends in Anglophone studies: cultural, linguistic and literary research. Salamanca: Universidad de Salamanca.
- Selden, Raman, Peter Windowson, and Peter Brooker (eds.). 2005. A readers guide to contemporary literary theory. Fifth edition. Harlow, UK: Pearson.
- Da Sousa Correa, Delia, and W.R. Owens (eds.). 2010. The handbook to literary research. Second edition. Oxon and New York: Routledge.
- Eagleton, Terry. 2008 [1983]. Literary Theory: An Introduction. 3rd Edition. Minneapolis: University of Minnesota Press.
- Johnson, Kathleen A., and Steven R. Harris (eds.). 2009. Teaching literary research: Challenges in a changing environment. N.p.: ACRL Publications.

Complementarias

- Birley, Graham, and Neil Moreland. 1998. A practical guide to academic research. London: Psychology Press.
- Brew, Angela. 2001. The nature of research. Inquiry in academic contexts. New York and London: Routledge.
- Brew, Angela, and Lisa Lucas (eds.). 2009. Academic research and researchers. Berkshire: Open University Press.



- Ewers, Hans-Heino. 2009. Fundamental concepts of children's literature research: literary and sociological approaches (translated from German by William J. McCann). New York: Routledge.
- Hammerman, Robien. 2007. Womanhood in Anglophone literary culture: nineteenth and twentieth century perspectives. Newcastle, U.K: Cambridge Scholars.
- Lenburg, Jeff. 2010. The Facts on File: Guide to Research. New York: Checkmark Books
- Literary research. Montréal: Comparative Literature Program, McGill University, for the International Comparative Literature Association, 1987.
- Reznowski, Gabriella Natasha. 2011. Literary research and Canadian literature: strategies and sources. Lanham, MD.: Scarecrow Press.
- Smith, Robert V. 1980. Development and management of research groups. Austin: University of Texas Press.
- Tymieniecka, Anna-Teresa (ed.) 2004. Mystery in its passions: literary explorations. Published under the auspices of The World Institute for Advanced Phenomenological Research and Learning. Dordrecht etc.: Kluwer Academic Publishers.
- Van Vuuren, Melissa. 2010. Literary research and the Victorian and Edwardian ages, 1830-1910: strategies and sources. Lanham, MD : Scarecrow Press.
- World literature today (Online Resource). Norman: University of Oklahoma Press
- Wisker, Gina. 2008. The Postgraduate Research Handbook. 2nd. edition. New York: Palgrave MacMillan.

ADENDA COVID-19

Esta adenda solo se activará si la situación sanitaria lo requiere y previo acuerdo del Consejo de Gobierno

HYBRID LEARNING MODE (BLENDED)

1. Contents

Contents that appear in the teaching guide will remain the same.

2. Workload and teaching schedule



Credit distribution amongst the different activities that make up the workload will remain the same as in the teaching guide.

3. Methodology

Should the room accommodate the necessary technological equipment for the broadcasting and streaming of face-to-face sessions, videoconferences will be synchronous with classroom lessons.

Should there be no access to such type of equipment, a possible combination of the following methods will be employed to create the necessary learning environment for those students who are absent from the classroom:

-Videoconferences through Blackboard Collaborate that are specifically designed for online teaching and that are therefore asynchronous with the face-to-face sessions.

-Publication in Virtual Classroom of the necessary materials (readings, links, etc.) that may lead to a successful acquisition of the theoretical and practical concepts explored in class.

-Provision, through Virtual Classroom, of presentations equipped with audio recordings through which students may acquire the theoretical and practical concepts discussed in class.

-Handing-in of different tasks designed by the lecturer(s) and intended to reinforce theoretical and practical aspects explored in class. Tasks will be uploaded through Virtual Classroom.

4. Assessment

The assessment breakdown will remain the same as in the original teaching guide for both the first and the second call.

- **Assessment of class attendance and participation (20%).** Student participation will be monitored online in the case of students unable to attend and participate in face-to-face sessions (active participation in BBC sessions; completion of mandatory and optional tasks). Attendance will also be taken into account in the case of synchronous or asynchronous videoconferences.
- **Assessment of acquired skills from written and/or oral evidence (30%).** Required individual



oral presentations will be carried out online, through BBC, should the student be unable to attend the face-to-face session(s) dedicated to presentations.

- **Assessment of acquired skills through written and/or oral assignments (50%).** All students must upload a digital copy of the written project onto Virtual Classroom.

5. Bibliography

Recommended sources and references will remain the same as in the original teaching guide.

DISTANCE (ONLINE) LEARNING

1. Contents

Contents that appear in the teaching guide will remain the same.

2. Workload and teaching schedule

Credit distribution amongst the different activities that make up the workload will remain the same as in the teaching guide.

3. Methodology



A combination of the following online methods will be employed to create the necessary learning environment for students to successfully acquire the knowledge and skills associated with the theoretical and practical components of the course.

- Publication of materials and resources in Virtual Classroom
- Assignments, tasks and activities uploaded onto Virtual Classroom
- BBC videoconferences synchronous with official class schedule.
- Presentations equipped with audio recordings
- Online office hours
- Forum in Virtual Classroom

4. Assessment

The assessment breakdown will remain the same as in the original teaching guide for both the first and the second call.

- **Assessment of class attendance and participation (20%).** Student participation will be monitored online (active participation in BBC sessions; completion of mandatory and optional tasks and assignments). Attendance will also be taken into account for BBC sessions.
- **Assessment of acquired skills from written and/or oral evidence (30%).** Required individual oral presentations will be carried out online, through BBC.
- **Assessment of acquired skills through written and/or oral assignments (50%).** All students must upload a digital copy of the written project onto Virtual Classroom.

5. Bibliography

Recommended sources and references will remain the same as in the original teaching guide.