

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

<b>Code</b>	44238
<b>Name</b>	Research methods in English literary studies
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2196 - Master's Degree in Advanced English Studies	Faculty of Philology, Translation and Communication	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2196 - Master's Degree in Advanced English Studies	15 - Research methods in english literary studies	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
ALONSO RECARTE, CLAUDIA	155 - English and German
FERNANDEZ-CAPARROS TURINA, ANA	155 - English and German

**SUMMARY**

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.



## 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 the course, although a high proficiency in written, oral and communicative skills in English is highly recommended.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2196 - Master's Degree in Advanced English Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.
- Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.
- Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- 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.



- 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)**

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.

## **DESCRIPTION OF CONTENTS**

### **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

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of group work	5,00	0
Development of individual work	5,00	0
Study and independent work	15,00	0
Readings supplementary material	15,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	3,00	0
Resolution of case studies	3,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

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 though 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)

## EVALUATION

### 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	50%



repeat them for the second call)	
	TOTAL: 100%

## REFERENCES

### Basic

- 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.

### Additional

- 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.

## **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**

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.