

**FITXA IDENTIFICATIVA****Dades de l'Assignatura**

|                      |                                                                            |
|----------------------|----------------------------------------------------------------------------|
| <b>Codi</b>          | 44238                                                                      |
| <b>Nom</b>           | Mètodes i recursos per a la investigació en literatures en llengua anglesa |
| <b>Cicle</b>         | Màster                                                                     |
| <b>Crèdits ECTS</b>  | 3.0                                                                        |
| <b>Curs acadèmic</b> | 2021 - 2022                                                                |

**Titulació/titulacions**

| <b>Titulació</b>                         | <b>Centre</b>                                  | <b>Curs</b> | <b>Període</b>      |
|------------------------------------------|------------------------------------------------|-------------|---------------------|
| 2196 - M.U. en Estudis Anglesos Avançats | Facultat de Filologia, Traducció i Comunicació | 1           | Primer quadrimestre |

**Matèries**

| <b>Titulació</b>                         | <b>Matèria</b>                                                                  | <b>Caràcter</b> |
|------------------------------------------|---------------------------------------------------------------------------------|-----------------|
| 2196 - M.U. en Estudis Anglesos Avançats | 15 - Mètodes i recursos per a la investigació en literatures en llengua anglesa | Obligatòria     |

**Coordinació**

| <b>Nom</b>                     | <b>Departament</b>                 |
|--------------------------------|------------------------------------|
| ALONSO RECARTE, CLAUDIA        | 155 - Filologia Anglesa i Alemanya |
| FERNANDEZ-CAPARROS TURINA, ANA | 155 - Filologia Anglesa i Alemanya |

**RESUM**

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.



## **CONEIXEMENTS PREVIS**

### **Relació amb altres assignatures de la mateixa titulació**

No heu especificat les restriccions de matrícula amb altres assignatures del pla d'estudis.

### **Altres tipus de requisits**

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

## **COMPETÈNCIES**

### **2196 - M.U. en Estudis Anglesos Avançats**

- Que els estudiants sàpiguen aplicar els coneixements adquirits i la seua capacitat de resolució de problemes en entorns nous o poc coneguts dins de contextos més amplis (o multidisciplinaris) relacionats amb la seua àrea d'estudi.
- Que els estudiants siguen capaços d'integrar coneixements i afrontar la complexitat de formular judicis a partir d'una informació que, sent incompleta o limitada, incloga reflexions sobre les responsabilitats socials i ètiques vinculades a l'aplicació dels seus coneixements i judicis.
- Que els estudiants sàpiguen comunicar les conclusions (i els coneixements i les raons últimes que les sustenten) a públics especialitzats i no especialitzats d'una manera clara i sense ambigüitats.
- Que els estudiants posseïsquen les habilitats d'aprenentatge que els permeten continuar estudiant d'una forma que haurà de ser en gran manera autodirigida o autònoma.
- Posseir i comprendre coneixements que aportin una base o oportunitat de ser originals en el desenvolupament i / o aplicació d'idees, sovint en un context de recerca.
- Capacitat per a comprendre, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau, aquells conceptes, principis, teories o models relacionats amb els distints camps dels Estudis Anglesos.
- Capacitat per a conèixer, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau, la metodologia necessària per a la resolució de problemes propis de l'àrea dels Estudis Anglesos.
- Capacitat per a presentar en públic experiències, idees o informes dins de l'àrea dels Estudis Anglesos, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau.
- Capacitat per a emetre juís en funció de criteris, de normes externes o de reflexions personals per al que serà necessari aconseguir un domini suficient del llenguatge acadèmic i científicotècnic en anglés tant en el seu vessant escrita com oral.
- Capacitat per a reconèixer les metodologies i teories, així com els temes, principis terminològics, teòrics, formals i ideològics fonamentals per a la introducció a la investigació lingüística o literària en l'àrea d'Estudis Anglesos.



- Capacitat per a interpretar i analitzar textos representatius de la pluralitat lingüística i cultural de les societats anglòfones contemporànies a fi de reflexionar sobre la seua rellevància, no sols en referència als contextos sociolingüístics, històrics, polítics i culturals en els que s'inscriuen, sinó també en relació amb la globalització de la cultura, dins dels Estudis Anglesos.
- Capacitat per a aplicar i integrar les destreses i els coneixements teòrics adquirits sobre les distintes ferramentes disponibles tant en suport imprés com a informàtic (TIC) a fi de realitzar una anàlisi crítica pròpia i rigorosa, dins dels Estudis Anglesos.
- Capacitat per a aconseguir autonomia progressiva en l'aprenentatge, busques pròpies de recursos i informació, accedint per a això a fonts bibliogràfiques i documentals sobre els distints àmbits que conformen els Estudis Anglesos.
- Capacitat per a organitzar, estructurar i desenrotllar les idees en variats tipus de documents acadèmics, de major o menor envergadura: des de l'assaig, l'informe tècnic, el comentari crític, fins al plantejament inicial que ha de subjaure a un treball d'investigació de més ampli calat com és la realització d'un Treball Fi de Màster, dins dels Estudis Anglesos.

## RESULTATS DE L'APRENTATGE

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.

## DESCRIPCIÓ DE CONTINGUTS

### 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

**VOLUM DE TREBALL**

| ACTIVITAT                           | Hores        | % Presencial |
|-------------------------------------|--------------|--------------|
| Classes de teoria                   | 24,00        | 100          |
| Elaboració de treballs en grup      | 5,00         | 0            |
| Elaboració de treballs individuals  | 5,00         | 0            |
| Estudi i treball autònom            | 15,00        | 0            |
| Lectures de material complementari  | 15,00        | 0            |
| Preparació d'activitats d'avaluació | 5,00         | 0            |
| Preparació de classes de teoria     | 3,00         | 0            |
| Resolució de casos pràctics         | 3,00         | 0            |
| <b>TOTAL</b>                        | <b>75,00</b> |              |

**METODOLOGIA DOCENT**





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)

## AVALUACIÓ

### 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<br>(This mark will be saved from the first call)                                                                              | 20% |
| Assessment of acquired skills from written and/or oral evidence<br>(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                                                                                                          | 50% |



|                                                                                                            |             |
|------------------------------------------------------------------------------------------------------------|-------------|
| (Students who have failed these activities in the first call will have to repeat them for the second call) |             |
|                                                                                                            | TOTAL: 100% |

## REFERÈNCIES

### Bàsiques

- 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.

### Complementàries

- 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.

## **ADDENDA COVID-19**

**Aquesta addenda només s'activarà si la situació sanitària ho requereix i previ acord del Consell de Govern**

### **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.