

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

<b>Code</b>	44408
<b>Name</b>	Research techniques and methodologies: Text
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	10.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2207 - M.D. in Language and Literature Research	Faculty of Philology, Translation and Communication	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2207 - M.D. in Language and Literature Research	1 - Techniques, methodologies and ICT applied to research in languages and literatures	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
MIRALLES I JORI, EULALIA	140 - Catalan

**SUMMARY**

The subject 44408 *Research techniques and methodologies: Text* is part of the compulsory module *Techniques, methodologies and ICT applied to language and literature research*. The aim of this module is to acquire and develop research techniques and methodologies applied to a wide variety of texts.

This module consists of four compulsory units, in which various competences related to those techniques and methodologies are to be developed. Each competence focuses on specific problems and texts:

1. *Orality and writing*
2. *Philological editing of texts*

**3. Advanced literary commentary****4. Advanced linguistic commentary**

The first subject (*Orality and writing*) introduces students to research in the interface between orality and writing, the processes of textual fixation, taking the history of writing and the interaction between oral and written literature as objects for study. The second subject (*Philological editing of texts*) provides an introduction to Textual Criticism, understood as the study of the transmission of texts from a written work, and the rigorous and accurate application of this knowledge to the presentation of a text. The third subject (*Advanced literary commentary*) introduces and develops research and interpretation procedures applied to fiction, poetry or drama. The fourth subject (*Advanced linguistic commentary*) aims at providing students with practical tools in order to tackle the linguistic analysis of texts, taking an integrative perspective that links the different levels of linguistic description (grammar, lexis, semantics and pragmatics) to the communicative contexts where the acts of enunciation take place.

On successful completion of these modules, students will have acquired enough training to identify areas of interest, topics and research fields within the domain of languages and literatures, or both at the same time. Furthermore, they will have acquired, developed and applied different ways of approaching and researching texts that allow them to select among various methodologies according to the object of research chosen and their own judgement. The aim of this module is to provide students with enough appropriate procedural and methodological knowledge to approach the module *Advanced course in literary research*.

**PREVIOUS KNOWLEDGE****Relationship to other subjects of the same degree**

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

**Other requirements**

Recommendations for all subjects in this module:

- A sufficient command of Spanish in order to comprehend the oral presentation of academic contents, read all sorts of academic and literary texts and manage recommended bibliography.
- The acquisition of skills in, at least, another foreign language of international projection that will allow students to read and use academic bibliography in that language.

**OUTCOMES****2207 - M.D. in Language and Literature Research**

- To acquire an interest in encouraging, through academic and professional concepts, the scientific, social and cultural progress of a society based on the knowledge of the field of languages and literatures.



- To be capable of conceiving, designing and implementing a research process in the field of languages and literatures with responsibility and scientific rigour.
- To be capable of contributing through monographs and works of analysis, and mainly through the Masters thesis, to expanding the frontiers of knowledge by building up a corpus worthy of publication.
- To develop an ethical commitment, focusing on aspects such as gender equality, equality of opportunities, values of culture of peace, democratic values and environmental and sustainability issues, as well as the knowledge and appreciation of diversity and multiculturalism.
- To acquire the appropriate methodologies for scientific research in languages and literatures.
- To have a good command of the different techniques and methodologies for analysing and interpreting complex texts from a formal and/or conceptual standpoint.
- To demonstrate the knowledge and skills necessary to carry out critical editions, bilingual editions and translations of literary, philosophical, historic or scientific texts, doing so in one of languages studied in the Masters Degree with the goal of providing a material basis for cross-sectional 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.

## LEARNING OUTCOMES

### *Orality and writing*

Students must be able to:

- Identify textual fixation techniques
- Be able to analyse the interdependence relations between the oral and written text

### *Philological editing of texts*

Students must be able to:

- apply techniques and methodologies for analysing and interpreting texts from a literary work in order to study how these are transmitted;



- apply the knowledge and skills required to carry out critical editions using one of the languages studied in the Master's Degree.

### ***Advanced literary commentary***

Students must be able:

- apply the appropriate techniques and methodologies for researching and interpreting a literary text. Those will be general or focused on some of its aspects, either intrinsic or external to the text;
- write up a commentary on a literary text applying the results of its research.

### ***Advanced linguistic commentary***

Students must be able to:

- analyse texts from an integrative and global perspective;
- provide arguments based upon complex phenomena taking place in communication;
- identify the causes derived from the relationship between the language and the elements of interaction in the linguistic manifestations.

## **DESCRIPTION OF CONTENTS**

### **1. Orality and writing**

- 1.1. Oral culture and written culture. The first systems of textual fixation. Forms of scripture.
- 1.2. The oral literature and its survival at literate societies: the letter and the voice at literature. Two paradigmatic cases: epic literature and homelic literature.
- 1.3. The reading as an oral reproducci3n oral. Reading habits along history.

### **2. Edici3n filol3gica de textos**

#### **2.1. Introduction to critical editing**

Concepts (text, document, work, testimonies), phases, types of philological edition (facsimile, diplomatic, critical -diplomatic-interpretative or regularised-, adapted), components of the critical edition (introductory study, principles and criteria of edition, edited text, critical apparatus, abbreviations).

#### **2.2. Analysis of the document and textual transmission**

Paleography, codicology, analytical bibliography; transcription criteria; collation of testimonies; types of error; affiliation of testimonies in the stemma.

#### **2.3. Preparation of the critical edition**

Fixing the text, choice of the basic text, amendment criteria, the critical apparatus (typologies), editing criteria (diplomatic-interpretative or regularisation), annotation of the text; use of computer programmes.

#### **2.4. Processes and conditions of philological editing as an editorial task. Coding in TEI-XML.**



**3. Advanced literary commentary**

- 3.1. The text and its contexts. Immanentist approach to the text. Internal context (intertextuality as premise of the analysis) and external context (historicist approaches, biographicist approaches, etc.).
- 3.2. Methodology for commenting on literary texts: the eclectic approach.
- 3.3. Commentary on a corpus of troubadour poetry. Cultural and historic context of courtly love. Formal elements in the canso in service of meaning: strophic structure, meter, rhyme, mot-refranh
- 3.4. Spanish poetry in the Golden Age. Cultural context and lyric forms. Commentary on texts written from Garcilaso to Calderón.

**4. Advanced linguistic commentary**

- 4.1. Discourse linguistic analysis and text commentary as a cross-disciplinary metalinguistic activity. Text diversity. Theoretical paradigms and methodologies applied to discourse analysis.
- 4.2. The act of utterance and the pragmatic dimension of discourse. Textual adequacy. Deixis, modalization and discourse voices.
- 4.3. Textual coherence and cohesion (I). Referential devices in the grammar-discourse interface. Information structure.
- 4.4. Text coherence and cohesion (II). The organizational levels of discourse. Discourse marking and discourse markers.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	65,00	100
Study and independent work	185,00	0
<b>TOTAL</b>	<b>250,00</b>	

**TEACHING METHODOLOGY*****Orality and writing***

- Lectures: presentation of the theoretical framework behind the concepts of orality and writing.
- Classroom practice: application of theoretical concepts to case studies proposed in class.
- Presentation and debate: scheduled individual or group presentation of the students' work on the texts in the syllabus. Debate with the other students.

***Philological edition of texts***

- Eminently practical methodology: the student, guided by the teacher, will work deductively on the theoretical concepts presented in class and the bibliography with the help of short exercises.
- Lectures: presentation of concepts, stages, types and criteria leading to the elaboration of a philological edition.
- Reading and analysis of texts and sources: reading of texts to strengthen the contents presented, text analysis for exercises.



***Advanced literary commentary***

- Lectures: presentation of research and interpretation methodologies for literary texts with a view to the elaboration of a commentary. Presentation of the works in the syllabus.
- Classroom practice: practical work on the works in the syllabus.
- Reading and analysis of the works in the syllabus and their basic bibliography.
- Presentation and debate: scheduled presentations, either individual or group, on the student's work on the texts in the syllabus. Debate with the other students.

***Advanced linguistic commentary***

- Lectures to discuss theoretical concepts.
- Practical classes applying the concepts to textual analysis.
- Practical classes for group discussion and debate of the proposed readings.
- Student presentations: each student will present the analysis of a text related to one of the aspects of the programme.

## EVALUATION

The assessment criteria will be as follows:

- |                                    |     |
|------------------------------------|-----|
| - Active class participation       | 50% |
| - Assessment of written assignment | 50% |

1) Class participation

- Class participation will consist of the students' scheduled presentations, either individual or group, on topics related to the course being taught, in each of the modules. Early in the year, the presentation modality in each module will be pointed out. These presentations will be assessed in terms of contents, formal aspects and oral skills. In this case, software skills (word processor and slide presentation) will also be assessed.
- The student's participation in the topic selected for the module project can deal with that project.
- The student's presentation must be submitted in written form, in a date set by the teacher. The written assignment must be 3-4 pages in length (4,500-6,000 characters approximately); in the case of presentations, the number of slides must be included in its planning.
- The average mark, taking into account all four subjects, will be worth 50% of the module. In order to calculate that average, it is compulsory to participate in every subject and obtain at least 4/10 in each of them. In any case, it is necessary to obtain an average mark in class participation equal to or greater than 5 in order to pass this module.



## 2) Written assignment

- Students must submit a written assignment for one of the units, which will be freely chosen.
- The assignment must be 20-25 pages in length (30,000-37,500 characters approximately). It must be handed in in written form. In addition, the student must submit it online through the "Task" application in the Aula Virtual of this module.
- Schedule. Students must choose a topic before a date set for that matter and communicate their decision both to the coordinator and the teacher of the subject chosen. The deadline for submission of assignments will be communicated. It is compulsory for the student to attend at least a tutorial with that teacher while the assignment is under preparation.
- The student must present that assignment if the teacher requests so.
- The evaluation will take into account aspects characteristic of a research project, as well as presentation and grammatical accuracy.
- The mark obtained will be worth 50% of the final mark.
- Assignments not submitted within their due date and manner will not be accepted.

## 3) Final mark and calls

- The marks obtained both in class participation and the assignment will determine the average mark. The average will be only calculated if the student has obtained 5/10 in each of the activities.
- The marks obtained in all exercises, either from a unit or a module, will be kept for the second call. All exercises can be repeated in the second call. Should a unit exercise include a classroom activity, either individual or group, the teacher will point out which activity must be repeated for the re-sit.

Any plagiarism detected in the exercises will result in a fail.

In addition, it is necessary to attend at least 80% of the classes in each subject in order to be eligible for evaluation.

## REFERENCES

### Basic

#### - Tema 1

- Ferreiro, E. (ed.), Relaciones de (in)dependencia entre oralidad y escritura, Barcelona, Gedisa, 2002.
- McLuhan, M. The Gutenberg Galaxy: The Making of Typographic Man, Toronto, University of Toronto Press, 1962 [Trad. castellana: La galaxia Gutenberg, Barcelona, Galaxia Gutenberg, 2015].
- Ong, W. J., Orality and Literacy: The Technologizing of the Word, London/New York, Methuen, 1982 [Trad. castellana: Oralidad y escritura. Tecnologías de la palabra, México, FCE, 1987]."



- Tema 2

- Blecua, Alberto, Manual de Crítica Textual (Madrid: Castalia, 1983)
- Martínez-Gil, Víctor (coord.), Models i criteris de l'edició de textos (Barcelona: UOC, 2013)
- Tanselle, G. Thomas, The Varieties of Scholarly Editing, en Scholarly Editing: A Guide to Research,
- D. C. Greetham, ed., (New York: MLA, 1995), 9-32.

- Tema 3

- Alonso, Dámaso. Poesía española. Ensayo de métodos y límites estilísticos. Madrid: Gredos, 1950.
- Corpus des troubadours (en línia: <https://trobadors.iec.cat/>)
- Riquer, M., Los trovadores, Barcelona: Ariel, 1984.

- Tema 4

- Calsamiglia, Helena & Amparo Tusón (1999): Las cosas del decir. Manual de análisis del discurso. Barcelona: Ariel.
- Cuenca, Maria Josep (2000): Comentario de textos: los mecanismos referenciales. Madrid: Arco Libros.
- Cuenca, Maria Josep (2010): Gramática del texto. Madrid: Arco Libros.
- Halliday, M.A.K. & Matthiessen, M. I. M. (2014). An Introduction to Functional Grammar. (4th ed). London: Edward Arnold.
- Portolés, José (2007): Marcadores del discurso. Barcelona: Ariel.
- Portolés, José (2010): Pragmática para hispanistas. Madrid: Síntesis.
- Taboada, Maite (2004): Building Coherence and Cohesion: Task-Oriented Dialogue in English and Spanish. Amsterdam/Philadelphia: John Benjamins.

**Additional**

- Tema 1

- Parry, M., The Making of Homeric Verse: The Collected Papers of Milman Parry (Ed. Adam Parry), Oxford, Clarendon Press, 1971.
- Zumthor, P., La lettre et la voix. De la "littérature" médiévale, Paris, Seuil, 1987 [Trad. castellana: La letra y la voz. De la "literatura" medieval, Madrid, Cátedra, 1989]."

- Tema 2

- Canfora, L., El copista como autor (Salamanca: Delirio, 2014)
- Greetham, David C., ed. Scholarly Editing: A Guide to Research (New York: MLA, 1995).
- Martines, Vicent, L'edició filològica de textos (València: Universitat de València, 1999).





- Tema 3

- Lázaro Carreter, Fernando, *Cómo se comenta un texto literario*, Madrid: Cátedra, 2004.
- Luján, Ángel, *Cómo se comenta un poema*, Madrid: Síntesis, 2000.
- Ramoneda, Arturo, *El comentario de textos: una guía práctica*, Alianza Editorial, 2010.
- Villanueva, Darío, *El comentario de textos narrativos: la novela*, Gijón: Júcar, 1989.

- Tema 4

- Cornish, Francis (2018): Anadeixis and the signalling of discourse structure, dins Ribera, Josep E., Marín, Maria Josep & Núria Alturo, ed. *Els mecanismes de referència en la interfície gramàtica-discurs*. Monogràfic de Quaderns de Filologia. Estudis Lingüístics, 23, 33-57.
- Cuenca, M. Josep (2014): The use of demonstratives and context activation in Catalan parliamentary debate, *Discourse Studies*, 16, 1-24.
- Jiang, Freng & Ken Hyland (2017): Metadiscursive nouns: Interaction and cohesion in abstract moves, *English for Specific Purposes*, 46, 114.
- Maldonado, Ricardo (2020): Deixis in Spanish Research, dins Dale A. Koike & César Felix-Brasdeer, ed. *The Routledge Handbook Of Spanish Pragmatics*, Routledge: New York.
- Ribera, Josep E. & M. Josep Cuenca (2013): Use and translation of demonstratives in fiction: A contrastive approach (English-Catalan). *Catalan Review*, 27, 27-49.
- Ribera, Josep E. & Maria Josep Marín (2018): Lexical encapsulation and evaluation in parliamentary debate, *ELUA*, 32, 291-315.

## **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**

The same contents as in the original teaching guide.

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

No change.

#### **3. Methodology**

Classroom classes will be combined with diverse methodologies, according to the characteristics and focus of each subject of those that make up the module. Classroom classes may therefore be complemented with synchronous or asynchronous videoconferences via BBC, teaching materials uploaded to the AV, discussion forums, recorded or voice-over presentations and AV tasks. Tutorials, if necessary, may be conducted by video conference via BBC.



#### **4. Assessment**

The assessment remains the same as the one described in the original teaching guide.

#### **5. Bibliography**

The list of set readings remains the same.

### **DISTANCE (ONLINE) LEARNING**

#### **1. Contents**

The same contents as in the original teaching guide.

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

No change.

#### **3. Methodology**

Classroom lectures may be replaced by synchronous or asynchronous video conferences via BBC, teaching materials uploaded to the AV, discussion forums, recorded or voice-over presentations and AV tasks, depending on the characteristics and focus of each subject of those that make up the module. Tutorials can be carried out by videoconference via BBC.

#### **4. Assessment**

The assessment system remains the same as the one described in the original teaching guide.

#### **5. Bibliography**

The list of set readings remains the same. If the libraries were closed and part of the bibliography was not accessible, the corresponding teacher would offer alternatives.