



(*)Facultade de Filoloxía e Tradución

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Horarios

Horarios

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http://webs.uvigo.es/fft/index.php?option=com_rokdownloads&view=folder&Itemid=74

Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones

Subjects

Year 1st

| Code | Name | Quadmester | Total Cr. |
|--------------------|-----------------------------------------------------------------------------------------|------------|-----------|
| V01M121V01-26229-S | Linguistic Research Methods and Resources and their Application to the English Language | 1st | 3 |
| V01M121V01-26240-S | Computer and Corpus Linguistics Applied to the English Language | 2nd | 3 |
| V01M121V01-26242-S | Contrastive Linguistics Applied to the English Language | 2nd | 3 |
| V01M121V01-26243-S | Pragmatics and Discourse Analysis in the English Language | 2nd | 3 |
| V01M121V01101 | Linguistic Research Methods and Resources and their Application to the English Language | 1st | 3 |
| V01M121V01102 | Literary-Cultural Research Methods and Resources in the English Speaking World | 1st | 3 |
| V01M121V01104 | Literary Discourse and Society in English Speaking Countries | 1st | 3 |
| V01M121V01105 | English for Specific Purposes | 1st | 3 |
| V01M121V01106 | Transcultural Perspectives in the English Speaking World | 1st | 3 |

| | | | |
|---------------|------------------------------------------------------------------------------|-----|-----|
| V01M121V01109 | Linguistic models and theories and their application to the English language | 1st | 4.5 |
| V01M121V01110 | Models of literary-cultural interpretation in English-speaking countries | 1st | 4.5 |
| V01M121V01201 | Variation and Change in the English Language | 2nd | 3 |
| V01M121V01203 | Cognition and Cognitive Processes in English | 2nd | 3 |
| V01M121V01206 | Learning and Teaching English | 2nd | 3 |
| V01M121V01207 | Literature and Cultural Diversity in the English Speaking World | 2nd | 3 |
| V01M121V01208 | Literary and Cultural Movements in English Speaking Countries | 2nd | 3 |
| V01M121V01209 | Gender Perspective and Literature in the English Speaking World | 2nd | 3 |
| V01M121V01210 | Artistic and Literary Manifestations in English Speaking Countries | 2nd | 3 |
| V01M121V01211 | Literary Genres and Modes in the English Language | 2nd | 3 |
| V01M121V01212 | Textual and Cultural Negotiations in English Speaking Countries | 2nd | 3 |
| V01M121V01213 | Practicum | 2nd | 6 |
| V01M121V01214 | The Final Master Degree Work | 2nd | 12 |

IDENTIFYING DATA**Linguistic Research Methods and Resources and their Application to the English Language**

| | | | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Linguistic Research Methods and Resources and their Application to the English Language | | | |
| Code | V01M121V01-26229-S | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 1st |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Rama Martínez, María Esperanza | | | |
| Lecturers | | | | |
| E-mail | | | | |
| Web | http://https://moovi.uvigo.gal/course/view.php?id=6541 | | | |
| General description | Theoretical and practical introduction to the basic concepts and skills related with the English language and the audiovisual media from the perspectives of teaching and research. See the iMAES webpage: Véxase web de iMAES: http://www.imaes.eu/ | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A3 | (*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| B2 | |
| B3 | |
| B4 | -- |
| B5 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C3 | (*)Coñecemento dos principais recursos e ferramentas de investigación lingüística. |
| C13 | (*)Coñecemento do papel do inglés nos distintos medios de comunicación. |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D3 | (*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses. |
| D5 | (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. |
| D7 | (*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida. |
| D8 | (*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses. |
| D10 | (*)Apreciación da diversidade e multiculturalidade no contexto dos distintos ámbitos dos Estudos Ingleses. |
| D11 | (*)Capacidade para traballar en equipo, cooperativo e compartido, fomentando a tolerancia e a aprendizaxe colaborativo. |
| D12 | (*)Habilidades para fomentar e garantir o respecto aos Dereitos Humanos e aos principios de accesibilidade universal, igualdade, non discriminación e os valores democráticos e da cultura da paz. |
| D14 | (*)Habilidades de consolidación e desenvolvemento da competencia lingüística (nivel C2) no uso falado e escrito da lingua inglesa. |
| D17 | (*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses. |
| D19 | (*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses. |

D20 (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Students should be able to apply acquired knowledge and their capacity to solve new or little known problems in wider (or multidisciplinary) contexts related with their area of study. | A2 B2 B9 B10 C3 C13 D2 D5 D19 D20 |
| Students should be able to integrate knowledge and face complexity to formulate judgements using information that, being incomplete or limited, include reflections about their social and ethical responsibilities linked to the application of their knowledge and judgement. | A2 A4 B2 B5 B8 B9 B10 C3 D2 D3 D7 |
| Students should know how to communicate their conclusions as well as the knowledge and ultimate reasons that support them to specialized and non specialized public, clearly and without ambiguities. | A4 B4 B7 B9 B10 C13 D5 D20 |
| Capacity to deepen in those concepts, principles, theories or models related with the distinct fields of English Studies, and also to know the required methodology to solve problems in that area of study. | A3 B2 B5 B9 B10 C3 C13 D7 D17 D19 |
| Capacity to apply the knowledge applied in the multidisciplinary and multifaceted environment of English Studies. | A3 B2 C3 C13 D3 D19 D20 |
| Capacity to use the new information and communication technologies efficiently within the scope of English Studies. | A2 B3 C3 C13 D2 D3 |
| Capacity to present in public experiences, ideas or reports, as well as to make judgements depending on criteria, external norms or on personal reflections for which a sufficient command of academic and scientific language, both oral and written, needs to be reached. | A4 B4 C3 C13 D5 D14 D17 D19 D20 |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Skills to investigate and use new knowledge and information in the context of English Studies. | A2 B2 B3 B5 C3 D8 |
| Skills to promote and guarantee respect to human rights and to the principles of universal accessibility, equality, no discrimination, democratic values and the culture of peace. | A3 B2 B4 C13 D3 D10 D11 D12 |
| Skills of consolidation and development of linguistic competence (C2 level) in spoken and written English. | A4 B7 B9 B10 C13 D7 D14 D19 |
| Capacity to do research and academic work in the different fields of English Studies. | A4 B2 B4 B9 B10 C3 C13 D5 D19 D20 |
| Capacity to present and defend research work using the terminology and resources that are adequate and appropriate for the relevant field of study. | A2 A4 B4 B9 B10 C3 C13 D19 D20 |

Contents

| Topic | |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Main media forms | Historical overview. Ways of studying media texts and products. Audiences and institutions. |
| 2. What is news? | Stories: Identification and typology. Newsgathering. Analytical skills. Narrative representations. Qualitative and quantitative analyses. Representation and ideology. |
| 3. Media language | Writing and editing. Spelling and punctuation. Publishing and broadcasting conventions. Multimodal texts. Style sheets. Common mistakes. |
| 4. Terminology and concepts related to Information and Communication Technology (ICT) | Multimedia elements and digital media. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Debate | 6.5 | 24 | 30.5 |
| Seminars | 2 | 22 | 24 |
| Introductory activities | 5 | 15 | 20 |
| Presentation | 0.5 | 0 | 0.5 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|--------|-----------------------------------------------------------------------|
| Debate | Practical activities to discuss and apply the contents of the course. |

| | |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seminars | Preparation for the final written paper and its oral presentation. |
| Introductory activities | Activities aimed at getting in touch with students, introducing the course (aims, contents and assessment), and offering a general overview of the main contents of each course unit. |

Personalized assistance

Methodologies Description

| | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Debate | Students will be offered personalized attention both on site (during the teacher's office hours) and by virtual means (through the tools offered by the MooVi platform and/or by email and/or on Remote Campus). This personalized attention is aimed at addressing students' needs and queries related to problem-solving, exercises and/or activities asked to be done for subsequent debate, offering guidance, support and motivation. |
| Seminars | Students will be offered personalised attention both on site (during the teacher's office hours) and/or by virtual means (through the tools offered by the MooVi platform and/or by email and/or on Remote Campus). This personalized attention is aimed at guiding students in planning and writing the final paper and in preparing its oral presentation. |

Assessment

| | Description | Qualification | Training and Learning Results | | | |
|-------------------------|------------------------------------------------|---------------|-------------------------------|----------------------------------------|-----------|------------------------------------------|
| Debate | Tests/exercises on the contents of the course. | 25 | A2 | B2 B5 B8 | C3 | D2 D14 |
| Seminars | Written paper on a course topic. | 25 | A2 A4 | B2 B3 B4 B5 B7 B8 B9 | C3 C13 | D2 D3 D5 D7 D8 D14 D19 |
| Introductory activities | Active onsite and online participation. | 25 | | B2 B3 B5 B8 | | D3 D7 D11 D14 |
| Presentation | Oral presentation of written paper in class. | 25 | A4 | B3 B4 B5 B7 B10 | C3 C13 | D3 D5 D8 D14 D20 |

Other comments on the Evaluation

First edition of records (*actas*) in December/January

- The assessment process will be continuous and based on the above-mentioned four parameters and their corresponding percentages of the final grade.

- To pass the course it is compulsory to attend all sessions and to get at least 5/10 on each of the tasks to be submitted. Exceptionally, a mark slightly below 5/10 will be admitted on one of the submitted tasks (excepting the paper and its oral presentation) if the rest of the marks are high enough to compensate it.

- Not only does the relevance and quality of the content of answers count for assessment but also linguistic correctness.

- Any instance of total or partial plagiarism in any activity or paper will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

Assessment for students with exemption from attendance

- Students who, for duly justified reasons, are not able to attend onsite sessions and to carry out the course activities regularly will be assessed on the basis of a written paper on a course topic and its oral presentation in class on the date and at the time agreed between teacher and student. This paper will count as the entire final mark (50% written paper and 50% its oral presentation).

- Not only does the relevance and quality of the content of the paper count for assessment but also linguistic correctness.

- Any instance of total or partial plagiarism in the paper or its oral presentation will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

Second edition of records (actas) in June/July

- Students not having passed the course in the first edition of records due to a fail on any activity pertaining to the continuous assessment system will be given the opportunity to rewrite the paper (including oral presentation) and/or activities following the teacher's instructions for new assessment in the second edition of records in June/July. The paper or activities will be assessed on a 0-10 scale, keeping the percentage(s) obtained on the parameters passed in the first edition of records.

- Not only does the relevance and quality of the content of answers count for assessment but also linguistic correctness.

- Any instance of total or partial plagiarism in any paper or activity will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

Assessment for students with exemption from attendance

- Not having passed the course in the first edition of records, students who are exempt from class attendance will be given the opportunity to rewrite the paper and present it orally following the teacher's instructions for new assessment in the second edition of records in June/July.

- Not only does the relevance and quality of the content of the paper count for assessment but also linguistic correctness.

- Any instance of total or partial plagiarism in the paper will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

Warning to all students

Turnitin is a tool for staff to use in order to check sections of written work originating in other texts and locating the sources. It is a useful way of detecting plagiarism. Its use is optional, but students are warned that it is able to detect pieces of work

previously presented in this or any other university, including work by the same student. An instance of plagiarism will be understood as academic fraud and will be sanctioned applying the present regulations concerning assessment.

The teacher may carry out an alternative assessment activity in addition to those included in this study guide in the event that she suspects that some paper/activity has been done totally or partially using Artificial Intelligence tools without having declared it. In this sense, given the impossibility of proving the use of AI, the mere suspicion on the part of the teacher will be a sufficient condition for the given paper/activity to be declared invalid and replaced by an alternative test/activity, which will be done on a date and time established by the teacher.

Sources of information

Basic Bibliography

Benyahya Sarah Casey, Abigail Gardner, Philip Rayner, Peter Wall, **Media Studies the Essential Resource**, Routledge, 2013

Branston, Gill and Roy Stafford, **The Media Student's Book**, Routledge, 2013

Campbell, Richard et alii., **Media Essentials. A Brief Introduction**, Macmillan, 2020

Ceramella, N, **Cambridge English for the Media**, CUP, 2008

Clark, Vivienne, James Baker, and Eileen Lewis, **Key Concepts & Skills for Media Studies.**, Hodder, 2008

Evans, Harold, **Essential English for Journalists, Editors and Writers**, Plimlico, 2000

Fourier, Pieter, J, **Media Studies. Policy, Management and Media Representation**, Juta and Company, 2010

Glynn, Kevin, **Tabloid Culture**, Duke University Press, 2000

Hicks, Wynford, S. Adams and H. Gilbert, **English for Journalists**, Routledge, 2009

Johnson, Sally and Astrid Ensslin (eds), **Language in the Media**, Continuum, 2007

Keeble, Richard, **The Language of Newspapers**, Routledge, 2002

Kolker, Robert, **Media Studies: An Introduction**, Wily & Sons, 2009

McDougall, Julian, **Media Studies: The Basics**, Routledge, 2012

Mitchell, W.B.J.T., **Critical terms for Media Studies**, University of Chicago Press, 2010

Mooney, Anabelle and Betsy Evans, **Language, Society and Power. An Introduction**, Routledge, 2018

O'Sullivan, Tim, Brian Dutton, and Philip Rayner, **Studying the Media.**, Arnold, 2003

Page, Ruth et alii, **Researching Language and Social Media: A Student Guide**, Routledge, 2014

Paltridge, Brian, **Discourse Analysis. An Introduction**, Bloomsbury, 2022

Price, Stuart, **Media Studies**, Longman, 2000

Smith, Angela and Michael Higgins, **The Language of Journalism: A Multi-Genre Perspective**, Bloomsbury, 2020

Statham, Simon, **Critical Discourse Analysis. A Practical Introduction to Power in Language**, Routledge, 2022

Vásquez, Camilla (ed), **Research Methods for Digital Discourse Analysis**, Bloomsbury, 2022

Wall, Peter, **Media Studies for GCSE**, Collins, 2000

Complementary Bibliography

Machin, David and Andrea Mayr, **How to Do Critical Discourse Analysis: A Multimodal Introduction**, Sage, 2023
BFI Film Forever, www.bfi.org.uk/education-research,
Creative Skill Set, www.creativeskillset.org/interactive/,
MediaSmarts, www.media-awareness.ca,
The Guardian, www.mediaguardian.co.uk,
Theory Org UK, www.theory.org.uk/,
Web Studies, www.newmediastudies.com/,
MooVi,

Recommendations

Other comments

It is the student's responsibility to regularly check the materials that are available on the MooVi platform (updates, documents, grades) and to be informed about messages and assessment dates.

Students must observe copyright laws with regard to books as well as to original materials designed by the teachers and provided to students in class or via the MooVi platform.

IDENTIFYING DATA**Computer and Corpus Linguistics Applied to the English Language**

| | | | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Computer and Corpus Linguistics Applied to the English Language | | | |
| Code | V01M121V01-26240-S | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Fernández Pena, Yolanda | | | |
| Lecturers | Fernández Pena, Yolanda Tizón Couto, David | | | |
| E-mail | yolanda.fernandez@uvigo.gal | | | |
| Web | http://https://moovi.uvigo.gal/ | | | |
| General description | <p>The aim of this course is to introduce the field of corpus linguistics and corpus-based methodology for the linguistic study of English. General issues about the design, collection and analysis of corpus material will be discussed. In practical sessions students will learn how to search and analyse text corpora using software tools. Students will develop the ability to describe and discuss the extent to which language usage varies and can be tracked with reference to genuine examples attested in corpora.</p> <p>With this course students will acquire skills in:</p> <ul style="list-style-type: none">- the principles and methodology of English corpus linguistics;- the practical use of linguistic corpora and related software;- the description of the results of studies in the field of corpus linguistics, whether the studies are the student's own work or drawn from the literature. <p>This course is part of the Inter-university Master in Advanced English Studies and its Applications (IMAES), jointly organised by the universities of Santiago de Compostela, A Coruña and Vigo. http://www.imaes.eu/</p> | | | |

Training and Learning Results

| | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B1 | |
| B3 | |
| B4 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B10 | -- |
| C1 | (*)Capacidade para utilizar unha terminoloxía lingüística rigorosa así como unha notación adecuada. |
| C3 | (*)Coñecemento dos principais recursos e ferramentas de investigación lingüística. |
| C11 | (*)Capacidade de aplicar métodos de investigación cuantitativa e cualitativa, de executar varios procedementos de recolleita e análise de datos e de utilizar software específico para a investigación en lingüística inglesa. |
| D3 | (*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses. |
| D7 | (*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida. |
| D15 | (*)Desenvolvemento da capacidade comunicativa no ámbito académico. |
| D17 | (*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses. |
| D20 | (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo. |

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Students will gain the ability to design, collect and analyse corpus material, including the use of software tools to search, retrieve and sift data. Students will develop skills in interpreting information presented in the form of diagrams, tables and graphs; they will be able to apply and interpret tests of statistical significance. | A5 B3 B6 B8 C1 C3 C11 D3 D7 D17 |
| Students will improve their skills in academic writing. On successful completion of the course students will have shown the ability to design a research project and develop a written argument of depth and complexity, using primary sources and critical literature, with a standard of scholarly presentation of the material produced appropriate to MA study. | A2 A4 A5 B1 B3 B4 B6 B7 B8 B10 C1 C3 C11 D3 D7 D17 D20 |
| Students will practice skills and strategies relevant to a successful completion of an MA degree programme, such as time management, group work, working to deadlines, self-directed study and research, etc. Students will be able to use appropriate notation and referencing conventions in linguistic research. They will also acquire skills in the use of library and database resources for independent research. | B3 B7 B8 C1 C3 D7 D15 |
| Students will become familiar with strategies for a good delivery of an oral presentation, including the presentation of handouts. | B4 B7 B8 C1 C3 D7 D15 D20 |
| Students will gain good background knowledge of the principles and methodology of English corpus linguistics. Students will develop the ability to describe and discuss the extent to which language usage varies and can be tracked with reference to genuine examples attested in corpora. | A5 B1 C11 D15 |
| Students will acquire intellectual skills in identifying adequate methods of data collection, and they will learn to carry out linguistic research in an appropriate and ethical way. | A4 B1 B6 C1 C11 D3 |

Contents

| Topic | |
|----------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1. Introduction | Description vs. theory. Corpus vs. computational linguistics. Brief history of corpus linguistics. |
| 2. What is a corpus? | Defining a corpus. Types of corpora. Main corpus resources for linguistic research. |
| 3. Corpus design and compilation | Sampling matters: e.g. size, representativeness, collecting and computerizing data, storage and copyright. |
| 4. Corpus annotation | Tagging, parsing and other types of annotation. |
| 5. Data retrieval | Software tools. Precision and Recall. Concordances and queries. Keywords, word lists, frequency lists, etc. |
| 6. Data analysis | Quantitative and qualitative analyses. Normalized frequencies and frequency distribution. |

| | |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Statistical analysis | Data types. Levels of measurement. Types of variables. Organizing data. Descriptive vs. inferential statistics. Hypothesis testing. Correlation. |
| 8. Applications of corpora for the linguistic analysis of English | Selection of case studies on lexicon, grammar, discourse markers, register variation, historical change, sociolinguistics, etc. |
| 9. Hands-on demonstrations | Hands-on demonstrations with a selection of corpora. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 2 | 3 | 5 |
| Lecturing | 8 | 0 | 8 |
| Problem solving | 3 | 48 | 51 |
| Presentation | 1 | 10 | 11 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introductory activities | Activities aimed to take contact and gather information on the students' profiles, as well as to present the course. |
| Lecturing | Presentation by the instructors of the the contents, the theoretical foundations and/or the guidelines for the assignment, exercise or project to be completed by the students. |
| Problem solving | Activities in which problems or exercises related to the subject are posed. Students must develop appropriate and correct solutions by applying procedures for transforming available information and interpreting the results. It is usually used as a complement to the lectures. |

Personalized assistance

| Methodologies | Description |
|-----------------|------------------------------------------------------------------------------|
| Problem solving | Office hours and virtual attention through the elearning plataform or email. |
| Tests | Description |
| Presentation | Office hours and virtual attention through the elearning plataform or email. |

Assessment

| | Description | Qualification | Training and Learning Results |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------|
| Lecturing | Active participation and engagement in course sessions, whether in person or through the online teaching platform: attention, comments and questions related to the explanations and completion of assigned activities. | 15 | B1 C3 B6 B7 |
| Problem solving | Solving exercises, problems or short assignments that students will complete in class or independently outside the classroom. | 55 | B1 C3 B6 C11 B7 B8 |
| Presentation | Oral presentation of project focused on the methodological aspects covered in the course. Students will prepare a PowerPoint or similar presentation, which they will submit. | 30 | B1 C3 B3 C11 B4 B6 B7 B8 |

Other comments on the Evaluation

(I) FIRST CALL

Students will be assessed on the basis of three components, as indicated in the section above:

- 15% Active participation in the sessions.
- 55% Solving exercises and practical assignments in class or independently.
- 30% Oral presentation of a case study. Students will have to provide a PowerPoint presentation or similar, which will be submitted to the instructors.

(II) SECOND CALL

Students will have to repeat only those parts (exercises and oral presentation) in which they did not reach a pass in the first

opportunity. Active participation is not recoverable. In the second opportunity the case study will be submitted as a written essay (between 2,000-3,000 words, excluding references).

(III) STUDENTS OFFICIALLY EXEMPT FROM CLASS ATTENDANCE

Students will have to hand in all course exercises (60%) and submit an essay on a case study (between 2,000-3,000 words, excluding references) (40%).

NB.

All exercises and tests will be done in English. Students must have a **minimum level of C1** to be able to follow the course. Overall correctness in language and in the use of formal conventions is indispensable. Therefore, grammatical and orthographic mistakes will be penalised.

Students should comply with ethical principles and legal regulations, particularly with regard to the presentation of original content and the absence of plagiarism. **Plagiarism** will not be tolerated and, if committed, it will be severely penalised with a failing grade for the entire course. Claiming ignorance will not exempt students from their responsibility.

Any use of **AI tools** will be conducted under the supervision of the teachers, responsibly and transparently, ensuring they support but do not replace the student's own original contribution

Sources of information

Basic Bibliography

Brezina, Vaclav, **Statistics in corpus linguistics. A practical guide**, 1, Cambridge University Press, 2018

Hunston, Susan, **Corpora in applied linguistics**, 1, Cambridge University Press, 2002

Lindquist. H., **Corpus linguistics and the description of English**, 1, Edinburgh University Press, 2009

McEnery, T., R. Xiao and Y. Tono, **Corpus-based language studies**, 1, Edinburgh University Press, 2006

Complementary Bibliography

Levshina, Natalia, **How to do linguistics with R: Data exploration and statistical analysis**, 1, John Benjamins, 2015

Egbert, Jesse, Tove Larsson & Douglas Biber, **Doing Linguistics with a Corpus. Methodological Considerations for the Everyday User**, Cambridge University Press, 2020

Recommendations

Subjects that are recommended to be taken simultaneously

Variation and Change in the English Language/V01M121V01201

Other comments

The course will be delivered in English. Students must have a minimum level of C1.

Attendance is compulsory.

Students are expected to complete all assignments, exercises and readings, and to come to the sessions prepared to discuss them. Students must visit the eLearning platform for the course and check their university email regularly: announcements and last-minute changes will be notified via email.

Academic misconduct (including cheating, plagiarism, self-plagiarism, collusion, fabrication of results or non-declared use of AI) will not be tolerated and will be penalised.

IDENTIFYING DATA**Contrastive Linguistics Applied to the English Language**

| | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|
| Subject | Contrastive Linguistics Applied to the English Language | | |
| Code | V01M121V01-26242-S | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | |
| Descriptors | ECTS Credits | Choose | Year |
| | 3 | Optional | 1st |
| Teaching language | English | | |
| Department | | | |
| Coordinator | Rodríguez Vázquez, Rosalía | | |
| Lecturers | Rodríguez Vázquez, Rosalía | | |
| E-mail | rosalia@uvigo.es | | |
| Web | http://http://moovi.uvigo.gal | | |
| General description | (*)Introdución xeral á lingüística contrastiva aplicada á lingua inglesa: principios básicos que sustentan a lingüística contrastiva, tanto teórica como aplicada), breve revisión da historia do campo de estudo, metodoloxía da comparación inter- e intra-lingüística, o uso da lingüística de corpus para os estudos contrastivos, e as aplicacións prácticas dos estudos contrastivos. | | |

Training and Learning Results

| | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A3 | (*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B2 | |
| B4 | -- |
| B6 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C2 | (*)Coñecemento dos principais modelos de investigación lingüística. |
| C3 | (*)Coñecemento dos principais recursos e ferramentas de investigación lingüística. |
| D9 | (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias. |
| D14 | (*)Habilidades de consolidación e desenvolvemento da competencia lingüística (nivel C2) no uso falado e escrito da lingua inglesa. |

Expected results from this subject

| | |
|------------------------------------|-------------------------------|
| Expected results from this subject | Training and Learning Results |
|------------------------------------|-------------------------------|

(*)Reflexionar sobre os retos e problemas sen resolver dentro do eido da Lingüística Contrastiva.

A1
A2
A3
A4
A5
B11
B11
B2
B11
B11
B4
B6
B11
B8
B9
B11
B10
C2
C3
C28
C28
C28
C28
C28
C28
C28
C28
C28
D21
D21
D21
D9
D14

Contents

| Topic | |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1. A brief history of contrastive linguistics | A brief history of contrastive linguistics |
| 2. Concepts and principles | 2.1. Terminological issues 2.2 Basic principles of theoretical and applied contrastive linguistics |
| 3. Types of studies | 3.1. Types of contrastive studies 3.2. Methodology of inter- and intra-linguistic comparison |
| 4. Contrastive linguistics and corpus linguistics | Contrastive linguistics and corpus linguistics |
| 5. Practical applications of contrastive studies | 5.1. Translation studies 5.2. Foreign language aquisition and teaching 5.3. Lexicography |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|----------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 2 | 5 | 7 |
| Lecturing | 10 | 16 | 26 |
| Problem solving | 2 | 20 | 22 |
| Autonomous problem solving | 0 | 20 | 20 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introductory activities | Activities introduce the subject (objectives, contents and evaluation), as well as to present a panoramic view of the field of contrastive linguistics. |
| Lecturing | Lectures dealing with the units comprised in the syllabus. |
| Problem solving | Individual or group problem-solving sessions. |
| Autonomous problem solving | Readings in the course syllabus and activities connected to those readings. |

Personalized assistance

| Methodologies | Description |
|---------------|-------------|
|---------------|-------------|

Autonomous problem solving Students will be able to fix appointments with the lecturer so as to solve doubts regarding the contents of the course.

| Assessment | | | |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------|
| | Description | Qualification | Training and Learning Results |
| Problem solving | Class attendance, participation, and completion of assigned exercises will be taken into account in the final grade (maximum: 20%). | 100 | |
| | Students will sit an individual, in-person examination during the final session of the course. This examination will account for 80% of the final grade. | | |

Other comments on the Evaluation

The assessment of the course will be based on: (1) students' attendance and active participation in class, as well as the completion of any exercises assigned during the course, which will account for 20% of the final grade; and (2) a written test covering the topics included in the course syllabus, to be held in the classroom during the final session of the course. The grade obtained in this test will account for 80% of the final grade.

In order to pass the course, students must obtain a minimum score of 5 out of 10 on the written test. Students who obtain a score below 5 on the written test will have the opportunity to retake the test during the resit examination period.

For the resit examination period, attendance and participation throughout the course, together with the completion of classroom exercises, will continue to account for 20% of the final grade, while the written test will account for the remaining 80%. Once again, students must obtain a minimum score of 5 out of 10 on the written test in order to pass the course.

NOTE: In the exceptional case that a student is officially exempt from attending face-to-face classes, assessment will be based entirely on an individual written examination to be taken in person in the classroom (100% of the final grade).

Sources of information

Basic Bibliography

Enghels, Renata, Bart Defrancq, Marlies Jansegers (eds.), **New approaches to contrastive linguistics : empirical and methodological challenges**, De Gruyter, 2020

Complementary Bibliography

Aijmer, K., B. Altenberg and M. Johansson (eds.), **Languages in Contrast. Papers from a Symposium on Text-based Cross-linguistic Studies. Lund Studies in English 88.**, Lund University Press, 1996

Baker, M., **Corpus linguistics and translation studies: Implications and applications**. In M. Baker, G. Francis & E. Tognini-Bonelli (eds.), **Text and Technology. In Honour of John Sinclair.**, John Benjamins, 1993

Doval Reixo, Irene and M. Teresa Sánchez Nieto (eds.), **Parallel corpora for contrastive and translation studies : new resources and applications**, Benjamins, 2019

Georgiadjis, Michalis, Giannoula Giannouloupoulou, Maria Koliopoulou and Angeliki Tsokoglou, **Contrastive Studies in Morphology and Syntax**, Bloomsbury Academic, 2020

Götz, Sandra and Joybrato Mukherjee, **Learner corpora and language teaching**, John Benjamins, 2019

Recommendations

IDENTIFYING DATA**Pragmatics and Discourse Analysis in the English Language**

| | | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|
| Subject | Pragmatics and Discourse Analysis in the English Language | | |
| Code | V01M121V01-26243-S | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | |
| Descriptors | ECTS Credits | Choose | Year |
| | 3 | Optional | 1st |
| Teaching language | English | | |
| Department | | | |
| Coordinator | Rama Martínez, María Esperanza | | |
| Lecturers | Rama Martínez, María Esperanza | | |
| E-mail | erama@uvigo.es | | |
| Web | http://https://moovi.uvigo.gal/course/view.php?id=6553 | | |
| General description | Advanced theoretical and practical study of key aspects in the fields of Pragmatics and Discourse Analysis: Functional Sentence Perspective, pragmatics, cohesion, coherence, discourse markers, (applied) conversation analysis and critical discourse analysis. See the iMAES webpage: http://www.imaes.eu/ | | |

Training and Learning Results

| | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| B1 | |
| B2 | |
| B3 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C1 | (*)Capacidade para utilizar unha terminoloxía lingüística rigorosa así como unha notación adecuada. |
| C2 | (*)Coñecemento dos principais modelos de investigación lingüística. |
| C3 | (*)Coñecemento dos principais recursos e ferramentas de investigación lingüística. |
| C11 | (*)Capacidade de aplicar métodos de investigación cuantitativa e cualitativa, de executar varios procedementos de recolleita e análise de datos e de utilizar software específico para a investigación en lingüística inglesa. |
| C12 | (*)Capacidade para analizar distintos tipos de discursos e xéneros discursivos orais e/ou escritos en lingua inglesa. |

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|----------------------------------------------------------------------------------------------------|-----------------------------------|
| To understand the basic concepts of Discourse Analysis. | B1 B5 B7 B8 C2 C3 |
| To become familiarized with the main approaches and applications of Discourse Analysis in English. | B1 B2 B7 B8 C2 C3 |
| To analyse different types of discourse in real contexts. | B2 B4 B5 B6 B7 C12 |

| | |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| To read critically specialised literature related to the field. | B1 B3 B6 B7 B8 C1 C2 |
| To use new resources and technologies to carry out research in the field. | B3 B7 C3 |
| To carry out a small-scale research project in Discourse Analysis. | B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 C1 C2 C3 C11 C12 |
| To carry out individual and group work. | B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 C1 C2 C3 C11 C12 |
| To participate in class discussions on DA-related topics. | B1 B4 B6 B7 C1 C2 C12 |

Contents

| | |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic | |
| 1. Introducing Discourse Analysis | 1.1. Basic concepts 1.2. Overview of the field |
| 2. Main approaches and applications | 2.1. Pragmatics, information processing and the organization of discourse 2.2. (Applied) Conversation Analysis 2.3. Critical Discourse Analysis |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Lecturing | 5 | 10 | 15 |
| Problem solving | 6 | 25 | 31 |
| Mentored work | 0 | 20 | 20 |
| Introductory activities | 2 | 4 | 6 |
| Systematic observation | 0 | 2 | 2 |
| Presentation | 1 | 0 | 1 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Description |
| Lecturing | The theoretical content of the units outlined above will be presented in this type of session. |
| Problem solving | These sessions will be devoted to problem-solving, exercises and/or guided activities of discourse analysis applying the techniques introduced in master lessons (lectures). The tasks can be asked to be done individually and/or in pairs. |
| Mentored work | Supervised paper written individually and its oral presentation in class. |
| Introductory activities | Activities aimed at getting in touch with students, introducing the course (aims, contents and assessment process) as well as offering a general overview of the field of study and of basic concepts to be used in the lecture sessions. |

Personalized assistance

| Methodologies | Description |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problem solving | Students will be offered personalized attention both on site (during the teacher's office hours) and by virtual means (through the tools offered by the MooVi platform and/or by email and/or on Remote Campus). This personalized attention is aimed at addressing students' needs and queries related to problem-solving, exercises and/or activities, offering guidance, support and motivation. |
| Mentored work | Students will be offered personalized attention both on site (during the teacher's office hours) and by virtual means (through the tools offered by the MooVi platform and/or by email and/or on Remote Campus). This personalized attention is aimed at guiding students in planning and writing the final paper and in preparing its oral presentation. |

Assessment

| | Description | Qualification | Training and Learning Results |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------|
| Problem solving | Problem-solving, exercises or activities requested to be done in class, as homework or online. In case a task is to be submitted, failure to do it within the timespan assigned and/or in the format requested will count as a zero. | 20 | B2 C1 B4 C2 B5 C3 B6 C11 B7 C12 B8 |
| Mentored work | Writing a paper which must comply with the format, structure, grammatical correctness and style of an academic piece of work. This is an individual assignment. | 35 | B1 C1 B2 C2 B3 C3 B4 C11 B5 C12 B6 B7 B8 B9 B10 |
| Systematic observation | Students will also be assessed on the basis of information regarding participation and involvement in class sessions: attention, comments, ideas and questions related to lectures and to the performance of activities. This information will be compiled by the teacher through systematic on-the-spot observation. | 10 | B1 C1 B4 C2 B6 C3 B7 C11 C12 |
| Presentation | Oral presentation of the written paper in class. A powerpoint presentation is recommended. | 35 | |

Other comments on the Evaluation

First edition of records (*actas*) in May/June

- The assessment process will be continuous and based on the above-mentioned three parameters and their corresponding percentages of the final grade.

- To pass the course it is compulsory to attend all sessions and to get at least 5/10 on the paper and all activities to be submitted.

- In case of getting a mark on the paper and/or any other submitted activity that is lower than 5/10, the student will be given the opportunity to rewrite the paper and/or activity following the teacher's instructions and to submit it/them again for new assessment in the second edition of records in June/July.

- Not only does the relevance and quality of the content of answers count for assessment but also linguistic correctness.

- Any instance of total or partial plagiarism in any paper or activity will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

Assessment for students with exemption from attendance

- Students who, for duly justified reasons, are not able to attend classes and carry out the course activities regularly will be assessed on the basis of a written paper and its oral presentation in class on the date and at the time agreed between teacher and student. This paper will count as the entire final mark.

- Not only does the relevance and quality of the content of the paper count for assessment but also linguistic correctness.

- Any instance of total or partial plagiarism in the paper or its oral presentation will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

Second edition of records (*actas*) in June/July

- Students not passing the course in the first edition of records due to a fail on the paper and its oral presentation and/or on course activities will be given the opportunity to rewrite the paper and/or activities following the teacher's instructions for new assessment in the second edition of records in June/July. The paper or activities will be assessed on a 0-10 scale, keeping the percentage(s) obtained on the parameters passed in the first edition of records.

- Students who are exempt from class attendance will be assessed on the basis of a written paper and its oral presentation which will count as the entire final mark.

- Not only does the relevance and quality of the content count for assessment but also linguistic correctness.

- Any instance of total or partial plagiarism in any paper or activity will derive in failing the relevant test. Claiming ignorance of plagiarism will not exempt the student from liability.

Sources of information

Basic Bibliography

Clift, R., **Conversation Analysis**, C.U.P., 2016

Cora García, A., **An Introduction to Interaction. Understanding Talk in the Workplace and Everyday Life**, 2ª, Bloomsbury, 2023

Drew, P. and J. Heritage (eds.), **Conversation Analysis. 4 volumes**, Sage, 2006

Drew, P. and J. Heritage (eds.), **Contemporary Studies in Conversation Analysis. Vol. IV: Institutions and Applications**, Sage, 2013

Gee, J. P. and M. Handford (eds.), **The Routledge Handbook of Discourse Analysis**, Routledge, 2012

Hart, C. (ed.), **Researching Discourse. A Student Guide.**, Routledge, 2020

Holmes, J. and M. Stubbe, **Power and Politeness in the Workplace: A Sociolinguistic Analysis of Talk at Work. 2nd ed.**, 2ª, Routledge, 2015

Lester, J. N. and M. O'Reilly, **Applied Conversation Analysis: Social Interaction in Institutional Settings**, Sage, 2019

Liddicoat, A. J., **An Introduction to Conversation Analysis. 3rd ed.**, 3ª, Bloomsbury, 2022

Paltridge, Brian, **Discourse Analysis. An Introduction**, Bloomsbury, 2022

Research on Language and Social Interaction 52/3, **The State of the Art in Key Areas of Applied Conversation Analysis**, 2019

Schegloff, E., **Sequence Organization in Interaction**, C.U.P., 2007

Sidnell, J. and T. Stivers, **The Handbook of Conversation Analysis**, Wiley-Blackwell, 2012

Statham, Simon, **Critical Discourse Analysis. A Practical Introduction to Power in Language**, Routledge, 2022

Complementary Bibliography

A more detailed bibliography list will be available, **on the MooVi platform on the first day of the course.**,

Machin, David and Andrea Mayr, **How to Do Critical Discourse Analysis: A Multimodal Introduction, 2nd ed.**, 2ª, Sage, 2023

Recommendations

Other comments

During the performance of activities students must reflect on the learning process and request guidance through the forum or through individual questions or in tutorials prior to submitting the tasks. A level of steady and gradually satisfactory work is needed to pass the course.

It is the student's responsibility to regularly check the materials that are available on the MooVi platform (updates, documents, grades) and to be informed about messages and assessment dates.

Students must observe copyright laws with regard to books as well as to original materials designed by the teachers and provided to students in class or via the MooVi platform.

Warning to all students

Turnitin is a tool for staff to use in order to check sections of written work originating in other texts and locating the sources. It is a useful way of detecting plagiarism. Its use is optional, but students are warned that it is able to detect pieces of work previously presented in this or any other university, including work by the same student. An instance of plagiarism will be understood as academic fraud and will be sanctioned applying the present regulations concerning assessment.

The teacher may carry out an alternative assessment activity in addition to those included in this study guide in the event that she suspects that some paper/activity has been done totally or partially using Artificial Intelligence tools without having declared it. In this sense, given the impossibility of proving the use of AI, the mere suspicion on the part of the teacher will be a sufficient condition for the given paper/activity to be declared invalid and replaced by an alternative test/activity, which will be done on a date and time established by the teacher.

IDENTIFYING DATA**Linguistic Research Methods and Resources and their Application to the English Language**

| | | | | |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Linguistic Research Methods and Resources and their Application to the English Language | | | |
| Code | V01M121V01101 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 1st |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Tizón Couto, David | | | |
| Lecturers | Tizón Couto, David | | | |
| E-mail | davidtizon@uvigo.es | | | |
| Web | http://moovi.uvigo.gal | | | |
| General description | This course introduces students to practical research in English linguistics. It provides training in designing research proposals, collecting data ethically through qualitative and quantitative methods (corpora, experiments), and efficiently searching for literature using specialized software and AI tools. Additionally, it focuses on academic writing conventions and strategies for the optimal presentation and communication of research findings. | | | |

Training and Learning Results

| | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B1 | |
| B3 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C2 | (*)Coñecemento dos principais modelos de investigación lingüística. |
| C3 | (*)Coñecemento dos principais recursos e ferramentas de investigación lingüística. |

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Students will gain basic knowledge in order to plan and carry out research in topics pertaining to English language and linguistics; they will also learn how to make efficient use of information resources such as library databases, journals, standard reference works, dictionaries, etc. Students will also learn about the notations and referencing conventions used in linguistic research. | A5 B3 B7 B8 C3 |
| Students will be able to identify research topics and formulating research questions and hypotheses. Students will improve their skills in critical analysis, e.g. preparing a literature review, detecting possible flaws in arguments, assessing the merits of an essay, abstract and/or presentation. | A5 B5 B6 B7 C2 |
| Students will practice skills and strategies relevant to a successful completion of an MA degree programme, such as time management, group work, working to deadlines, independent study and independent learning. | A5 B5 B7 B8 C3 |

Students will improve their skills in academic writing. On successful completion of the course students will have shown the ability to design a research project of depth and complexity, using primary sources and critical literature, with a standard of scholarly presentation of the material produced appropriate to MA study.

A1
A4
B1
B4
B6
B7
B9

Students will become familiar with strategies for the delivery of quality oral presentations.

A4
A5
B4
B7
B8
B10

Students will be introduced to essential methods of data collection required to carry out linguistic research in a systematic/empirical and ethical way.

A5
B1
B5
B6
B9
C3

Contents

Topic

| | |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Linguistic data and data collection. | 1.1. Types of linguistic data. 1.2. Data collection methods: grammaticality judgements, corpora, elicitation, interviews, surveys and experiments. 1.3. Designing a questionnaire. |
| 2. Ethically conducted research. | 2.1. Responsibilities towards participants, colleagues and society. 2.2. Ethical dilemmas. 2.3. Responsible use of AI tools in linguistic research. |
| 3. The process of planning and writing research. | 3.1. Planning and structuring. Quantitative and qualitative methods. 3.2. Sections in a paper or dissertation: Introduction, Background & Scope, Data & Methods, Results, Discussion, Conclusion. 3.3. Drafting a research proposal. |
| 4. AI tools in linguistic research. | 4.1. Refine your research question(s) or hypothesis: types of research questions. 4.2. Summarize available research. 4.3. Find relevant research. 4.4. Revise and edit drafted research. 4.5. Present the research. |
| 5. Academic conventions: style, referencing and writing an abstract. Avoiding plagiarism in the age of AI. | 5.1. Academic style and conciseness. Notational conventions. 5.2. Academic integrity. 5.3. Referencing in Linguistics. 5.4. Drafting an abstract. |
| 6. Literature research and library/online resources for linguistic research. | 6.1. How to search databases, library catalogues, etc. 6.2. Introduction to main websites, software, AI tools, reference grammars, etc. 6.3. Approaches to the Literature Review. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|----------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 0.5 | 0 | 0.5 |
| Lecturing | 8 | 0 | 8 |
| Problem solving | 5 | 0 | 5 |
| Autonomous problem solving | 0 | 40 | 40 |
| Presentation | 0.5 | 21 | 21.5 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|----------------------------------------------------------------------------------------------------------------|
| Introductory activities | Introductory sessions: introductions, course description, introduction to assignments, summary of main topics. |
| Lecturing | Lectures: explanation of thematic units, coursework discussion, students' interactive participation, etc. |
| Problem solving | Seminar work, coursework discussion of coursework/projects. |

Autonomous problem solving Homework, independent coursework outside lecture sessions.

Personalized assistance

| Tests | Description |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Presentation | Students may ask the instructor for support during contact or office hours if needed. The aim of personalised attention is to meet students' needs and address their queries related to their studies and/or the course. It provides guidance, support and motivation throughout the learning process. |

Assessment

| | Description | Qualification | Training and Learning Results |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------|
| Problem solving | Interactive participation during in-class sessions (both lectures and seminars). Relevant and appropriate comments/discussion in relation to the topics, readings and/or tasks mentioned in the syllabus. Please note that attendance is compulsory. | 20 | A4 B4 C2 A5 B5 C3 B6 B7 B8 |
| Autonomous problem solving | Independent learning outside contact hours. Coursework submissions related to topics/tasks discussed in class. Most assignments will be submitted via the eLearning platform. | 40 | A4 B4 C2 A5 B5 C3 B6 B7 B8 |
| Presentation | Final presentation in which the student will put into practice both the theoretical knowledge and the methodological principles developed in the course. The assignment consists of a sketch/plan for a research project, including research background, hypotheses, methodology, bibliography, etc. | 40 | A1 B1 C2 A4 B3 C3 A5 B4 B5 B6 B7 B8 B9 B10 |

Other comments on the Evaluation

- The course is taught entirely in English.
- Attendance is compulsory.
- Students are expected to complete all assignments and readings suggested by the lecturer(s), and to come to the sessions prepared to discuss them.
- Submission deadlines will be agreed on with the students at the start of the course. Generally, assignments will be submitted after each thematic unit, and the final written assignment will be submitted after the end of the course.
- Students must visit the eLearning platform (Moovi) for the course regularly. Students are expected to check their university email on a regular basis: announcements and last-minute changes will be notified via email/Moovi.
- Academic misconduct (including cheating, plagiarism, collusion or fabrication of results) will not be tolerated and will be seriously penalised with a failing mark in the course. Pledging lack of awareness will not exempt the student from her/his responsibility.
- Students who fail this course will have a second opportunity in July. They will be required to re-submit the items of coursework that they did not pass in the first round. A single submission deadline (common to all students) will be agreed on between the lecturer and the students.

REGULATION OF THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The use of generative Artificial Intelligence (AI) tools in this course is strictly limited to **brainstorming and/or text revision** tasks. Any academic submission in which use is made of these assistive technologies must mandatorily include the following **Declaration of Responsible Use**. The omission of this declaration will invalidate the work, which will be considered null and void for assessment purposes.

Declaration on the use of AI and academic integrity

Usage category: Category B: Assisted use (Exclusively for brainstorming and/or revision). I declare that for the completion of this work I have used AI tools as a support for my learning process. The degree of integration of these technologies is detailed transparently below:

- **AI tool(s) used:** [e.g., ChatGPT, Claude, Grammarly, Perplexity]
- **Specific tasks performed:** [e.g., Brainstorming for the essay topic, generating an initial outline, reviewing grammar and wording, searching for information sources]
- **Instructions (prompts) used:**
 - Prompt 1: "[Insert the exact or approximate prompt you used]"
 - Prompt 2: "[Insert the prompt]"
- **Human verification:** I have independently reviewed the veracity and accuracy of all statements, documentarily checked all citations, and thoroughly edited the final output. The arguments, critical analysis, and conclusions presented are entirely of my own authorship, assuming full responsibility for the accuracy and originality of this submission.

Sources of information

Basic Bibliography

Litosseliti, Lia, **Research methods in linguistics.**, 2nd, Bloomsbury, 2018

Podesva, Robert & Devyani Sharma, **Research methods in linguistics**, Cambridge University Press, 2013

Sealey, Alison, **Researching English language. A resource book for students.**, Routledge, 2010

Wray, Alison, Kate Trott & and Aileen Bloomer., **Projects in linguistics. A practical guide to researching language.**, 3rd, Routledge, 2012

Complementary Bibliography

Cottrell, Stella, **The study skills handbook**, 5th, Red Globe Press, 2019

Recommendations

Other comments

A C1 level of linguistic competence in English (as described in the Common European Framework of Reference for Languages) is deemed necessary to take this course:

<https://www.coe.int/en/web/common-european-framework-reference-languages>

IDENTIFYING DATA**Literary-Cultural Research Methods and Resources in the English Speaking World**

| | | | | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Literary-Cultural Research Methods and Resources in the English Speaking World | | | |
| Code | V01M121V01102 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 1st |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Urdiales Shaw, Martín | | | |
| Lecturers | Urdiales Shaw, Martín | | | |
| E-mail | urdiales@uvigo.es | | | |
| Web | | | | |
| General description | (*)Estudio e aplicación á investigación dos diversos recursos, tanto formais como estilísticos, necesarios na elaboración e documentación de traballos académicos sobre literatura, cultura, ou outras expresións textuais relacionadas. | | | |

Training and Learning Results

| | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| B1 | |
| B2 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C16 | (*)Coñecemento dos principais recursos de investigación literario/cultural no ámbito anglófono. |
| C17 | (*)Capacidade de utilizar as técnicas empregadas para a análise de textos artísticos e culturais no ámbito anglófono. |
| C21 | (*)Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións do ámbito anglófono a través de diversos tipos de textos pertencentes a diferentes épocas históricas. |

Expected results from this subject

| | |
|------------------------------------|-------------------------------|
| Expected results from this subject | Training and Learning Results |
| (*) | B4 B9 B10 C16 C17 |
| New | A2 B4 B8 B9 C16 |

New

A1
A2
A4
B1
B2
B4
B5
B6
B8
B9
B10
C16
C17
C21

Contents

Topic

(*)1. Introduction to academic writing. (*no sub-units.

2. The research text: types and aspects. Articles, reviews, monographs.

3. Aims, methodology and structure of research texts.

4. Structure of the research article: keywords, abstract, body.

5.Using secondary sources (I): quotation and paraphrase.

6. Using secondary sources (II): citing and referencing. Avoiding plagiarism.

7. Introduction to style manuals: MLA and others.

8. The Works Cited List: conventions and syntax (MLA)

9. Searching and evaluating sources online: Introduction to journal databases, Scopus, ERIH+, MLA Bibliography, and others.

Planning

| | Class hours | Hours outside the classroom | Total hours |
|---------------------------------|-------------|-----------------------------|-------------|
| Lecturing | 10 | 8 | 18 |
| Problem and/or exercise solving | 0 | 25 | 25 |
| Case studies | 0 | 25 | 25 |
| Debate | 4 | 3 | 7 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-----------|-------------------------------------------------------------------------------------------------------|
| Lecturing | (*)Clases maxistras na aula e sesión de aprendizaxe de recursos bibliográficos na Biblioteca Central. |

Personalized assistance

| Methodologies | Description |
|---------------|-------------|
| Lecturing | |
| Tests | Description |
| Debate | |

Assessment

| Description | Qualification | Training and Learning Results |
|-------------|---------------|-------------------------------|
|-------------|---------------|-------------------------------|

| | | | | | |
|---------------------------------|-----------------------------------------------------------------------------------------------|----|----------------|-----------------------------------------------|-------------------|
| Problem and/or exercise solving | (*)Clasificación de entradas bibliográficas segundo formato MLA. | 40 | A1 A2 A4 | B1 B2 B4 B5 B6 B8 B9 B10 | C16 C17 C21 |
| Case studies | (*)Elaboración de abstracts e palabras clave a partir da lectura de artigos de investigación. | 40 | A1 A2 A4 | B1 B2 B4 B5 B6 B8 B9 B10 | C16 C17 C21 |
| Debate | (*)Participación activa sobre cuestións de metodoloxía de investigación en literatura. | 20 | A1 A2 A4 | B1 B2 B4 B5 B6 B8 B9 B10 | C16 C17 C21 |

Other comments on the Evaluation

Sources of information

Basic Bibliography

Achtert, Walter S., and Joseph Gibaldi, **MLA Handbook for Writers of Research Papers.**, 7, MLA, 2009

Canagarajah, A. Suresh., **Critical Academic Writing and Multilingual Students**, U of Michigan P, 2002

VVAA, **The Chicago Manual of Style**, 16, U of Chicao P, 2010

Da Sousa Correa, Delia and W. R. Owens, **The Handbook to Literary Research.**, Routledge, 2009

Leitch, Vincent B. et al, eds, **The Norton Anthology of Theory and Criticism.**, 2, WW Norton & co., 2010

Soriano, Ramón., **Cómo se escribe una tesis. Guía práctica para estudiantes e investigadores.**, Berenice, 2008

Walker, Melissa, **Writing Research Papers. A Norton Guide**, WW Norton & co., 1996

VVAA, **MLA website - <http://www.mla.org/>**, MLA, n p

VVAA, **The Norton Introduction to Literature website: <http://wwwnorton.com/college/english/litweb10/writing/>**, Norton, n p

VVAA, **Purdue Online Writing Lab (OWL):**, Purdue Univesity, n p

Complementary Bibliography

Altick, Richard D. and John Fenstermaker., **The Art of Literary Research**, WW Norton & co., 1992

Bourdieu, Pierre, et al., **Academic Discourse: Linguistic Misunderstanding and Professional Power**, Stanford UP, 1994

Durham, Meenakshi Gigi and Douglas M. Kellner, eds, **Media and Cultural Studies: Keywords.**, Wiley Blackwell, 2012

Henry, D. J. and A. Dorling Kindersley., **Writing for Life: Paragraph to Essay**, Longman, 2007

Recommendations

IDENTIFYING DATA**Literary Discourse and Society in English Speaking Countries**

| | | | | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------------|
| Subject | Literary Discourse and Society in English Speaking Countries | | | |
| Code | V01M121V01104 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Mandatory | 1st | 1st |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Platas Alonso, María | | | |
| Lecturers | Platas Alonso, María | | | |
| E-mail | mplatas@uvigo.gal | | | |
| Web | http://faitic.uvigo.es | | | |
| General description | The course tackles the relations between literature and society from intersectional perspectives, paying special attention to historical and socio-political contexts. | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A3 | (*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B4 | -- |
| B6 | -- |
| B8 | -- |
| C14 | (*)Capacidade para comprender as implicacións comunicativas de diferentes tipos de discursos e xéneros discursivos orais e/ou escritos. |
| C16 | (*)Coñecemento dos principais recursos de investigación literario/cultural no ámbito anglófono. |
| C17 | (*)Capacidade de utilizar as técnicas empregadas para a análise de textos artísticos e culturais no ámbito anglófono. |
| C18 | (*)Capacidade de elaborar ensaios críticos sobre textos literarios e documentos culturais relacionados co ámbito anglófono. |
| C19 | (*)Capacidade de traballar de forma autónoma con textos literarios de diferentes tradicións dentro do ámbito anglófono, aplicando diversas metodoloxías teóricas e críticas. |
| C20 | (*)Habilidades para buscar cos diversos medios tecnolóxicos e de comunicación textos culturais de masas que empregan recursos literarios. |
| C21 | (*)Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións do ámbito anglófono a través de diversos tipos de textos pertencentes a diferentes épocas históricas. |
| C22 | (*)Capacidade para comprender diferentes achegas teóricas e críticas así como a súa aplicación á análise de textos literarios e culturais no ámbito anglófono. |
| C23 | (*)Capacidade para afondar nos xéneros e autores en lingua inglesa. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D3 | (*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses. |
| D4 | (*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables. |
| D5 | (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. |
| D6 | (*)Habilidades para ser capaz de construír e utilizar ferramentas operativas que recollan información significativa e precisa para a mellora das aprendizaxes nos Estudos Ingleses. |
| D7 | (*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida. |

- D8 (*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses.
- D9 (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias.
- D10 (*)Apreciación da diversidade e multiculturalidade no contexto dos distintos ámbitos dos Estudos Ingleses.
- D12 (*)Habilidades para fomentar e garantir o respecto aos Dereitos Humanos e aos principios de accesibilidade universal, igualdade, non discriminación e os valores democráticos e da cultura da paz.
- D13 (*)Capacidade de fomentar os aspectos sicosociolóxicos e interpersoais relativos á igualdade de xéneros e culturas.
- D15 (*)Desenvolvemento da capacidade comunicativa no ámbito académico.
- D17 (*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses.
- D18 (*)Capacidade para obter información sobre a investigación máis recente que se está levando a cabo dentro do ámbito dos Estudos Ingleses, tanto en lingüística como en literatura e cultura.
- D20 (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Applying knowledge and solving problems in new or less known contexts related to this area of study. | A3 B6 C17 C19 C21 C22 D1 D2 D7 D8 |
| Integrating knowledge and confronting the complexity of making judgements from information that, although limited and incomplete, reflects about social and ethic responsibilities. | A3 B6 C14 C19 C22 D2 D9 D12 |
| Ability to communicate conclusions -and the reasons that support them- in public in a clear, unambiguous manner. | A4 B4 C18 D4 D5 D15 D20 |
| Applying knowledge learned from the multidisciplinary and multifaceted scope of English Studies. | A3 B8 C17 C19 C23 D1 D2 |
| Presenting information, ideas and opinions in public. | A4 B4 C18 D5 |
| Ability to research and manage new knowledge and information in the context of English Studies. | A5 B8 C16 C17 C20 D3 D6 D8 D17 D18 |

Acquiring a critical spirit in order to analyse the relevance of the research done in English Studies.

A3
B6
C14
C19
D9
D10
D12
D13

Contents

| Topic | |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Introduction | Theoretical and critical approaches to the relation between literature and society. |
| 2. Literature and Society from intersectional approaches. | 2.1. Introduction to the dynamic relationship between literary texts and the social, cultural, political, and historical contexts in which they are produced and received. 2.2. An intersectional approach to Contemporary Anglophone writings: main genres, styles and themes. |
| 3. Case Studies | Study of sociopolitical and cultural themes in a selection of Contemporary writings by different authors. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 1 | 0 | 1 |
| Lecturing | 6 | 0 | 6 |
| Seminars | 4 | 10 | 14 |
| Presentation | 4 | 25 | 29 |
| Essay | 0 | 26 | 26 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Introductory activities | Presentation of the objectives, contents, methodology, time planning, assessment and bibliography of the subject. |
| Lecturing | Presentation of theoretical contents. |
| Seminars | Commentary of theoretical, historical or literary texts in which the students' participation is expected to be more active. |
| Presentation | Oral presentations by the students, about a certain aspect of the texts analysed that may be related to social issues |

Personalized assistance

| Methodologies | Description |
|---------------|----------------------------------------------------------------------------------------------------|
| Presentation | The lecturer will help the students individually for the preparation of their oral presentations. |
| Tests | Description |
| Essay | The lecturer will help the students individually for the preparation of their written assignments. |

Assessment

| | Description | Qualification | Training and Learning Results | | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------|----|----------------------------------------|----------------------------------------------------------------|
| Seminars | Active participation in seminars. For the assessment of this activity, the understanding of the theory, the use of solid and relevant argumentation and a correct use of language will be taken into account. | 20 | A3 A4 | B6 | C14 C16 C19 C21 C22 C23 | D1 D2 D8 D9 D10 D12 D13 D15 D17 D20 |

| | | | | | | |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------------|----------|-----------------------------------------------|----------------------------------------------------------------------|
| Presentation | Oral presentations about a certain aspect related to the topics of this module. The assessment will take into account the understanding and use of theoretical and historical contents studied in classes, and the use of solid argumentation and of language. These presentations will be done in the last day of classes. | 30 | A3 A4 A5 | B4 B8 | C14 C16 C17 C19 C20 C21 C22 | D3 D5 D7 D8 D9 D10 D12 D13 D15 D17 D18 |
| Essay | Written assignments about a specific aspect related to the topics of this module. The essay has to be about 3000 words long and must follow the academic norms. The deadline will be agreed with the students in the first session of the subject. | 50 | A3 A5 | B6 B8 | C14 C17 C18 C19 C20 C22 C23 | D4 D7 D9 D12 D13 D17 D18 |

Other comments on the Evaluation

This system of assessment has been designed for students who attend classes regularly. If any student cannot attend for some justified reason, s/he must notify the lecturer at the beginning of the semester. In that case, they must hand in two written assignments agreed with the teacher (deadline to be confirmed in the first session of the subject).

The students who do not manage to pass de subject will have a second call in July. They must hand in two written assignments agreed with the teacher (deadline to be confirmed in the first session of the subject).

Sources of information

Basic Bibliography

Complementary Bibliography

Barker, Chris ed., **Cultural Studies: Theory and Practice**, 5th ed., Sage, 2016

Boxall, Peter., **Twenty-First-Century Fiction: A Critical Introduction**, Cambridge University Press, 2013

Collins, Patricia Hill, **Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment.**, Routledge, 2000

Collins, Bilge ed., **Intersectionality.**, 2nd, Polity Press, 2020

Crenshaw, Kimberlé., University of Chicago Legal Forum, 1(1), 139-167., 1989

Davis, Schleifer ed., **Contemporary Literary Criticism: Literary and Cultural Studies**, 4th, Longman, 1998

During, Simon ed., **The Cultural Studies Reader.**, 3rd ed, Routledge, 2007

Eagleton, Mary., **Feminist Literary Theory: A Reader**, 3rd ed., Wiley-Blackwell, 2011

Eagleton, Terry., **Literary Theory : An Introduction**, Anniversary edition, Blackwell, 2010

hooks, bell., **Black Looks: Race and Representation**, 1st, South End Press, 1992

Kiernan, Ryan ed., **New Historicism and Cultural Materialism.**, Arnold, 1996

Lorde, Audre., **Sister Outsider: Essays and Speeches**, 1st, Crossing Press, 1984

Rivkin, Ryan ed., **Literary Theory: An Anthology**, 2nd, Blackwell Publishing Ltd, 2004

Said, Edward W., **Culture and Imperialism.**, 1st, Knopf, 1993

Recommendations

Subjects that are recommended to be taken simultaneously

Literary-Cultural Research Methods and Resources in the English Speaking World/V01M121V01102

Other comments

Partial or total plagiarism in any of the assessment activities will mean that no mark will be given for that activity.

The use of the library resources for the preparation of oral presentations and essays is highly recommended.

IDENTIFYING DATA**English for Specific Purposes**

| | | | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------------|
| Subject | English for Specific Purposes | | | |
| Code | V01M121V01105 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Mandatory | 1st | 1st |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Fernández Pena, Yolanda | | | |
| Lecturers | Fernández Pena, Yolanda | | | |
| E-mail | yolanda.fernandez@uvigo.gal | | | |
| Web | http://moovi.uvigo.gal | | | |
| General description | English for Specific Purposes (ESP). Research and applied perspectives. Perspectives on ESP. Quantitative and qualitative research methods in ESP. | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B1 | |
| B2 | |
| B3 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| C1 | (*)Capacidade para utilizar unha terminoloxía lingüística rigorosa así como unha notación adecuada. |
| C2 | (*)Coñecemento dos principais modelos de investigación lingüística. |
| C3 | (*)Coñecemento dos principais recursos e ferramentas de investigación lingüística. |
| C4 | (*)Capacidade de manexar conceptos, métodos e instrumentos propios da investigación en inglés para fins específicos, particularmente do inglés académico. |
| C5 | (*)Capacidade de reflexionar sobre os factores que condicionan a aprendizaxe e a adquisición do inglés como lingua estranxeira. |
| C27 | (*)Coñecemento das entornas laborais e profesionais onde o inglés ocupa un lugar relevante como medio e vehículo de expresión. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D3 | (*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses. |
| D4 | (*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables. |
| D5 | (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. |
| D6 | (*)Habilidades para ser capaz de construír e utilizar ferramentas operativas que recollan información significativa e precisa para a mellora das aprendizaxes nos Estudos Ingleses. |

- D7 (*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida.
- D8 (*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses.
- D9 (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias.
- D11 (*)Capacidade para traballar en equipo, cooperativo e compartido, fomentando a tolerancia e a aprendizaxe colaborativo.
- D16 (*)Capacidade crítica e de síntese do estudante mediante a lectura e revisión de artigos especializados.
- D17 (*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses.
- D19 (*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses.
- D20 (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| To develop a critical awareness of the main topics and challenges of ESP as an applied and research area. | A1 A2 A4 A5 B1 B3 B4 B5 B6 B8 C2 C3 C5 C27 D1 D2 D5 D9 D11 |
| To acquire a general knowledge of ESP as a whole and a deep acquaintance with one or several of its sub-branches. | A1 A2 A4 A5 B1 B4 B6 B7 C2 C4 C5 C27 D1 D16 D17 |
| To get acquainted with the main structural and linguistic features of the different text types used in ESP contexts. | A1 A2 A5 B1 B5 B6 B7 C2 C3 C4 C27 D1 D7 D16 |

| | |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| To get familiar with the key issues and concepts and develop basic teaching competences in ESP. | A1 A2 A4 A5 B1 B2 B8 C2 C4 C5 D2 D7 D17 |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| To get acquainted with and develop an ability to use the main research tools (corpora, software, etc.) in ESP for practical or research purposes. | A1 A2 A5 B3 B5 B8 C3 C4 D1 D3 D6 D7 D8 |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|

| | |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| To develop a basic competence in the composition of the main text types used in specific areas of ESP. | A1 A2 B7 B9 C1 C4 C27 D1 D4 D7 D19 D20 |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|

Contents

| Topic | |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. Contextualising English for Specific Purposes (ESP): The basics | 1.1. Introducing English for Specific Purposes (ESP) 1.2. Characterising ESP 1.3. Delimiting ESP: A continuum of needs |
| 2. Approaching ESP research: Areas and research perspectives | 2.1. ESP research: A brief overview 2.2. Areas of ESP research 2.3. Approaches to ESP research |
| 3. Doing research in ESP: Research design | 3.1. Approach to research design 3.2. Data collection methods 3.3. Validity, reliability and ethics |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|------------------|-------------|-----------------------------|-------------|
| Seminars | 9 | 15 | 24 |
| Problem solving | 3 | 5 | 8 |
| Discussion Forum | 0 | 4 | 4 |
| Presentation | 2 | 15 | 17 |
| Essay | 0 | 22 | 22 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-----------------|---------------------------------------------------------------------------------------------------------------------------|
| Seminars | The lecturer(s) will present key ideas and concepts in the field, to be complemented with practical work by the students. |
| Problem solving | Active participation in the exercises and discussion in class, as well as in the debates about the compulsory readings. |

| Personalized assistance | |
|-------------------------|--------------------------------------------------------------|
| Methodologies | Description |
| Seminars | Personalised attention during the sessions and office hours. |
| Discussion Forum | Personalised attention during office hours. |
| Problem solving | Personalised attention during the sessions and office hours. |
| Tests | Description |
| Presentation | Personalised attention during office hours. |
| Essay | Personalised attention during office hours. |

| Assessment | | | | | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------|----------------------------------------------------|-----|-----|
| | Description | Qualification | Training and Learning Results | | | |
| Problem solving | Active participation in the exercises and discussions in class, as well as in the debates about the compulsory readings. | 20 | A1 | B1 | C1 | D1 |
| | | | A2 | B2 | C2 | D2 |
| | | | A4 | B3 | C3 | D3 |
| | | | A5 | B4 | C4 | D4 |
| | | | | B5 | C5 | D5 |
| | | | | B6 | | D6 |
| | | | | | | D7 |
| | | | | | | D8 |
| | | | | | | D9 |
| | | | | | | D11 |
| | | | Discussion Forum | Debate about the contents of the course via Moovi. | 10 | A1 |
| A4 | B2 | C4 | | | | D2 |
| A5 | B3 | C5 | | | | D3 |
| | B4 | | | | | D7 |
| | B6 | | | | | D9 |
| | | | | | | D11 |
| Presentation | Oral presentation about a research perspective on English for Specific Purposes. | 30 | A1 | B1 | C1 | D2 |
| | | | A4 | B2 | C2 | D5 |
| | | | A5 | B3 | C3 | D7 |
| | | | | B4 | C4 | D8 |
| | | | | B5 | C27 | D9 |
| | | | | B6 | | D11 |
| | | | | B9 | | D19 |
| | | | | | | D20 |
| Essay | Research proposal on English for Specific Purposes. | 40 | A1 | B1 | C1 | D1 |
| | | | A4 | B2 | C2 | D2 |
| | | | A5 | B3 | C3 | D4 |
| | | | | B4 | C4 | D7 |
| | | | | B5 | C27 | D8 |
| | | | | B6 | | D9 |
| | | | | B9 | | D19 |
| | | | | | | D20 |

Other comments on the Evaluation

First edition of records:

1. Continuous assessment:

In the continuous assessment option, the compulsory parameters described in 'Assessment' (with their proposed percentage of the final grade) will apply. This assessment system requires **regular attendance and active participation** in the seminars.

To pass the course students must obtain a minimum grade of **5 (out of 10)** in each of the components of the assessment system. Students will have the opportunity to retake the failed part(s) in the second edition of records.

2. Students with an official exemption of class attendance:

Students with official exemption must inform the lecturer(s) preferably in the first session of the course and, in any case, no later than the third week of the term. These students will be assessed by means of a individual, on-site written exam.

To pass the course, students must obtain a minimum grade of **5 (out of 10)**. Students who fail the exam will have the opportunity to sit a second individual, on-site written exam during the second edition of records.

Second edition of records:

Students who fail some (of the) compulsory component(s) of the course in the first edition of records will have the opportunity to retake that/those part/s in this second edition. If they fail the essay in the first edition of records, they must submit a new proposal in this second opportunity. With regard to the continuous assessment activities (presentation, discussion forums, problem solving), students will have to take a written exam.

To pass the course students must obtain a minimum grade of **5 (out of 10)** in the exam and the essay.

Important remarks:

The assessment will take into account not only the content of the students' activities, but also the ability to summarise and combine information from different sources, clarity in the presentation of ideas, accuracy in the use of specialised concepts and terminology, involvement in seminars and group activities, rigour and originality in the formulation of research proposals, comprehensiveness and punctuality in the realisation of the tasks and, finally, the use of an appropriate academic style.

In accordance with Articles 40-42 of the Regulation on the evaluation, grading and quality of teaching and the student learning process, approved by the University Senate on April 18, 2023,

Fraudulent action in any assessment activity will result in a zero (fail) final grade in the corresponding assessment opportunity, regardless of the grade of that activity in the overall grade of the course and without prejudice to the possible consequences of disciplinary nature that may occur.

Alleging ignorance of the implications and consequences of plagiarism or any other type of academic fraud will not exempt students from their responsibility in this regard.

Any use of **AI tools** will be conducted under the supervision of the teachers, responsibly and transparently, ensuring they support but do not replace the student's own original contribution.

Sources of information

Basic Bibliography

Basturkmen, Helen, **Core concepts in English for Specific Purposes**, Cambridge University Press, 2025

Woodrow, Lindy, **Introducing researching English for Specific Purposes**, Routledge, 2022

Complementary Bibliography

Anthony, Laurence, **Introducing English for Specific Purposes**, Routledge, 2018

Belcher, Diane, **English for Specific Purposes in theory and practice**, University of Michigan Press, 2009

Brown, James D., **Introducing Needs Analysis and English for Specific Purposes**, Routledge, 2016

Hyland, Ken, **English for Academic Purposes: An Advanced Resource Book**, Routledge, 2006

Hyland, Ken & Philip Shaw (eds.), **The Routledge Handbook of English for Academic Purposes**, Routledge, 2016

Hyon, Sunny, **Introducing genre and English for Specific Purposes**, Routledge, 2013

Jenkins, Jennifer, Will Baker & Martin Dewey (eds.), **The Routledge Handbook of English as a Lingua Franca**, Routledge, 2017

Jewitt, Carey, Jeff Bezemer & Kay O'Halloran (eds.), **Introducing multimodality**, Routledge, 2016

Paltridge, Brian & Sue Starfield, **The Handbook of English for Specific Purposes**, Wiley-Blackwell, 2013

Swales, John M., **Genre Analysis**, Cambridge University Press, 1990

English for Specific Purposes,

ESP Today,

ESP World,

IBERICA,

Journal of English for Academic Purposes,

Revista de Lengua para Fines Específicos,

Recommendations

Other comments

Students are expected to attend all sessions and complete the readings and assignments in order to come prepared to discuss them.

Students should regularly check their email and visit the eLearning platform for the course (<https://moovi.uvigo.gal>). Announcements and last-minute changes will be notified via the teaching platform. Students should also check regularly the library's bibliographic resources.

The use of dictionaries, computers or other electronic devices, with or without internet connection, is not allowed during the tests, unless otherwise instructed by the lecturer(s) for educational purposes.

IDENTIFYING DATA**Transcultural Perspectives in the English Speaking World**

| | | | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------------|
| Subject | Transcultural Perspectives in the English Speaking World | | | |
| Code | V01M121V01106 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Mandatory | 1st | 1st |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Rosende Pérez, Aida | | | |
| Lecturers | Rosende Pérez, Aida | | | |
| E-mail | aida.rosende@uvigo.gal | | | |
| Web | http://moovi.uvigo.gal | | | |
| General description | (*)Esta materia estuda as perspectivas críticas de análise literario e cultural que se achegan á intersección de identidades e culturas no mundo anglófono. En particular, esta materia abordará o estudo da transculturalidade en relación aos estudos norteamericanos. | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A3 | (*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B9 | -- |
| B10 | -- |
| C17 | (*)Capacidade de utilizar as técnicas empregadas para a análise de textos artísticos e culturais no ámbito anglófono. |
| C18 | (*)Capacidade de elaborar ensaios críticos sobre textos literarios e documentos culturais relacionados co ámbito anglófono. |
| C19 | (*)Capacidade de traballar de forma autónoma con textos literarios de diferentes tradicións dentro do ámbito anglófono, aplicando diversas metodoloxías teóricas e críticas. |
| C22 | (*)Capacidade para comprender diferentes achegas teóricas e críticas así como a súa aplicación á análise de textos literarios e culturais no ámbito anglófono. |
| C24 | (*)Capacidade para afondar nas tendencias actuais nos estudos teóricos e críticos literarios e culturais, aplicados a autores, xéneros e períodos literarios en lingua inglesa. |
| C25 | (*)Coñecemento de perspectivas transculturais en lingua inglesa. |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D4 | (*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables. |
| D5 | (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. |
| D8 | (*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses. |
| D9 | (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias. |
| D10 | (*)Apreciación da diversidade e multiculturalidade no contexto dos distintos ámbitos dos Estudos Ingleses. |
| D12 | (*)Habilidades para fomentar e garantir o respecto aos Dereitos Humanos e aos principios de accesibilidade universal, igualdade, non discriminación e os valores democráticos e da cultura da paz. |
| D13 | (*)Capacidade de fomentar os aspectos sicosociolóxicos e interpersoais relativos á igualdade de xéneros e culturas. |
| D15 | (*)Desenvolvemento da capacidade comunicativa no ámbito académico. |

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D16 (*)Capacidade crítica e de síntese do estudante mediante a lectura e revisión de artigos especializados. |
| D19 (*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses. |
| D20 (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo. |

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. | A1 A3 B6 C17 C22 D2 D9 D10 D12 D13 D16 |
| (*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables. | A4 A5 B4 B5 B9 B10 C18 C19 D4 D15 D19 |
| (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. | A3 A4 B4 B6 B10 C18 C19 D2 D5 D15 D20 |
| (*)Habilidades para ser capaz de construír e utilizar ferramentas operativas que recollan información significativa e precisa para a mellora das aprendizaxes nos Estudos Ingleses. | A3 A5 B5 C17 C22 C25 D2 D8 D10 D12 D13 |
| (*)Apreciación da diversidade e multiculturalidade no contexto dos distintos ámbitos dos Estudos Ingleses. | A3 B6 C22 C25 D9 D10 D12 D13 |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias | A3 B6 C22 C24 D9 D10 D12 D13 D16 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|

| | |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| (*)Coñecemento de perspectivas transculturais en lingua inglesa. | A1 A3 B5 B6 C18 C22 C24 C25 D2 D9 D10 D12 D13 |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------|

Contents

| Topic | |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (*)1. Introduction | (*)The idea of Cultural Studies Questions of culture and ideology Transcultural approaches to anglophone literatures and film The transcultural nature of "America(nness)" |
| (*)2. Indigenous Studies | (*)Indigenous literatures and audiovisual production in North America |
| (*)3. Black Studies | (*)Black afrodiasporic literatures and audiovisual production in North America |
| (*)4. Chicanx and Latinx Studies | (*)Chicanx and Latinx literatures and audiovisual production |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|---------------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 2 | 0 | 2 |
| Mentored work | 6 | 15 | 21 |
| Seminars | 8 | 15 | 23 |
| Debate | 0 | 15 | 15 |
| Problem and/or exercise solving | 2 | 12 | 14 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introductory activities | (*)Na primeira sesión desta materia a profesora explicará a dinámica de traballo e metodoloxía a seguir, introducindo conceptos clave a desenvolver na mesma. |
| Mentored work | (*)Comentarios críticos e discusións orais de textos literarios ou audiovisuais, que o alumnado prepara con anterioridade de forma autónoma. |
| Seminars | (*)Discusión oral na aula dos textos (teóricos, críticos, literarios e fílmicos) de lectura e visionado obrigatorio por parte do alumnado, baixo a supervisión e coordinación da profesora. |

Personalized assistance

| Methodologies | Description |
|---------------------------------|-------------|
| Mentored work | |
| Seminars | |
| Tests | Description |
| Problem and/or exercise solving | |

Assessment

| Description | Qualification Training and Learning Results |
|-------------|---------------------------------------------|
| | |

| | | | | | | |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------------------|-----------------------------|----------------------------------------|-----------------------------------------------------------------------|
| Mentored work | (*)O alumnado realizará un proxecto final sobre un artefacto cultural da súa escolla (co asesoramento da docente que terá que aprobar tanto a fonte primaria como o tema). Este proxecto final constará de dúas partes: Proposta de investigación (10%): selección da fonte primaria; hipótese de partida, e identificación de, polo menos, tres fontes secundarias que poidan axudar a desenvolver a estrutura e os conceptos do proxecto final. Defensa do proxecto (30%): O alumnado realizará unha defensa oral sobre o proxecto, defendendo o seu aparato teórico e o seu marco analítico, e validando a súa hipótese con argumentos sólidos e evidencias críticas. A continuación, haberá unha quenda de debate coa clase. | 40 | A1 A3 A4 A5 | B4 B6 B9 B10 | C17 C18 C19 C22 C25 | D2 D5 D8 D9 D10 D12 D13 D15 |
| Debate | (*)Participación activa nas clases adicadas a discusión dos textos teóricos e textos literarios e audiovisuais de lectura ou visionado obrigatorio (seminario). Para a avaliación deste aspecto consideraranse tanto as competencias relacionadas cos contidos teóricos coma as relacionadas coa construción de argumentos sólidos e a súa correcta expresión oral e/ou escrita. Terase en conta tamén a pertinencia dos comentarios en relación aos contidos da materia. É IMPRESCINDIBLE que o alumnado demostre a súa lectura ou visionado crítico dos textos. | 20 | A1 A3 A4 A5 | B4 B5 B6 B9 B10 | C17 C18 C19 C22 C24 C25 | D2 D4 D8 D9 D10 D12 D13 D15 D16 D19 D20 |
| Problem and/or exercise solving | (*)O estudiantado liderará de forma individual ou en parellas unha discusión teórica e un comentario crítico literario ou audiovisual durante os debates de aula. Leading discussion 1: critical theory (artigo teórico) (20%) Leading discussion 2: case study (caso práctico) (20%) Para a avaliación deste aspecto consideraranse tanto as competencias relacionadas cos contidos teóricos coma a profundidade crítica e analítica, así como as competencias relacionadas coa construción de argumentos sólidos e a súa correcta expresión oral e/ou escrita. | 40 | A1 A4 A5 | B5 B6 | C22 C24 C25 | D2 D8 D9 D10 D12 D13 D16 |

Other comments on the Evaluation

Sources of information

Basic Bibliography

Anzaldúa, G., **Borderlands/La Frontera: The New Mestiza**, Aunt Lute Books, 2007

Barker, Chris, **Cultural Studies. Theory and Practice**, Sage, 2008

Betasamosake Simpson, Leanne, **As We Have Always Done Indigenous Freedom through Radical Resistance**, University of Minnesota Press, 2017

Campbell, Neil; Alasdair Kean, Andrew Dix, Peter Templeton, **American Cultural Studies An Introduction to American Culture**, Routledge, 2026

Monaghan, Dave & Richard Barsam, **Looking at the Movies: An Introduction to Film**, 7th, Norton Company, 2022

Quashie, Kevin, **Black Aliveness, or a Poetics of Being**, Duke University Press, 2021

Sharpe, Christina, **In the Wake: On Blackness and Being**, Duke University Press,

Complementary Bibliography

Allatson, Paul, **Key terms in Latino/a Cultural and Literary Studies**, Blackwell, 2007

Archuleta, E., "I Give You Back": Indigenous Women Writing to Survive", *Studies in American Indian Literatures*, 2006

Baker, Houston A., **Three American Literatures: Essays in Chicano, Native American, and Asian American Literature for Teachers of Literature**, MLA, 1982

Betasamosake Simpson; Leanne & Robyn Maynard, **Rehearsals for Living**, Haymarket, 2022

Booker M., Keith, **Disney, Pixar, and the Hidden Messages of Children's Films**, ABC-CLIO, 2010

Burgett, Bruce; and Glenn Hendler, **Keywords for American Cultural Studies**, NYU Press, 2020

Dittmer, Jason, **Captain America's Empire: Reflections on Identity, Popular Culture, and Post-9/11 Geopolitics**, *Annals of the Association of American Geographers*, 2005

Flores, Juan, **From bomba to hip-hop : Puerto Rican culture and Latino identity**, Columbia University Press, 2000

Gerke, Amanda Ellen; & Luisa María González Rodríguez, **Latinidad at the Crossroads Insights into Latinx Identity in the Twenty-First Century**, Brill, 2021

González Groba, Constante; Ewa Barbara Luczak, & Urszula Niewiadomska-Flis, **Pathologizing Black Bodies The Legacy of Plantation Slavery**, Routledge, 2023

Gray, Richard, **After the Fall: American Literature since 9/11.**, Wiley-Blackwell., 2009

Grewal, I., **Transnational America: Feminisms, Diasporas, Neoliberalisms**, Duke University Press, 2005

Gutiérrez, Ramón A.; & Tomás Almaguer, **The New Latino Studies Reader: A Twenty-First-Century Perspective**, University of California Press, 2016

hooks, bell, **Black Looks: Race and representation**, South End Press, 1992

Jay, P., **Global Matters: the Transnational Turn in Literary Studies**, Cornell University Press, 2010

Kee, Jessica Baker, **Black Masculinities and Postmodern Horror: Race, Gender, and Abjection**, Visual Culture and Gender 10, 2015

Martín-Lucas, B. & Andrea Ruthven (eds.), **Narratives of Difference in Globalized Cultures: Reading Transnational Cultural Commodities**, Palgrave, 2017

Mermann-Jozwiak, Elisabeth, **Postmodern Vernaculars: Chicana Literature and Postmodern Rhetoric**, Peter Lang, 2005

Monani, Salma, **Indigenous Ecocinema: Decolonizing Media Environments**, University of West Virginia, 2024

Nelson, Alondra, **Introduction. Future Texts**, Social Text, 2002

Parzen,, **Indigenous Sovereignty and the Border: Postcommodity's Borderlands**, WRECK: On the Threshold, 2023

Sturken, M. & L. Cartwright, **Practices of Looking: An Introduction to Visual Culture**, Oxford University Press, 2001

A complete list of primary sources will be available on Moovi,

Recommendations

Subjects that continue the syllabus

Gender Perspective and Literature in the English Speaking World/V01M121V01209

Literature and Cultural Diversity in the English Speaking World/V01M121V01207

Subjects that are recommended to be taken simultaneously

Models of literary-cultural interpretation in English-speaking countries/V01M121V01110

Literary-Cultural Research Methods and Resources in the English Speaking World/V01M121V01102

IDENTIFYING DATA**Linguistic models and theories and their application to the English language**

| | | | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------------|
| Subject | Linguistic models and theories and their application to the English language | | | |
| Code | V01M121V01109 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 4.5 | Mandatory | 1st | 1st |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Pérez Guerra, Javier | | | |
| Lecturers | Martínez Insua, Ana Elina Pérez Guerra, Javier | | | |
| E-mail | jperez@uvigo.gal | | | |
| Web | http://https://moovi.uvigo.gal/ | | | |
| General description | This module aims to give students a grounding in breadth and depth in linguistics, by exploring the central features of some of the principal theoretical frameworks and their methodologies. | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A3 | (*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B1 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C4 | (*)Capacidade de manexar conceptos, métodos e instrumentos propios da investigación en inglés para fins específicos, particularmente do inglés académico. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D3 | (*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses. |
| D5 | (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. |
| D8 | (*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses. |
| D9 | (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias. |
| D16 | (*)Capacidade crítica e de síntese do estudante mediante a lectura e revisión de artigos especializados. |
| D17 | (*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses. |
| D18 | (*)Capacidade para obter información sobre a investigación máis recente que se está levando a cabo dentro do ámbito dos Estudos Ingleses, tanto en lingüística como en literatura e cultura. |
| D19 | (*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses. |

D20 (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Develop small investigations on linguistic problems of the English language (search of methodological sources, critical analysis of previous studies, development of new theories). | A2 A3 A4 A5 B1 B4 B5 B6 B7 B8 B9 B10 C4 D1 D3 D5 D8 D9 D16 D17 D18 D19 D20 |

Contents

| Topic | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| III: Systemic Functional Grammar | 1. An overview of Systemic Funtional Linguistics 2. The three metafunctions 3. The grammatical analysis |
| I. Principles and Parameters and Minimalism | 1. An introduction to the theoretical premises of mainstream generative approaches to the study of language. 2. An introduction to Principles and Parameters. 3. Major advances in the Minimalist Program. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|---------------------------------|-------------|-----------------------------|-------------|
| Lecturing | 11 | 35.5 | 46.5 |
| Problem solving | 5 | 25 | 30 |
| Problem and/or exercise solving | 6 | 30 | 36 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lecturing | Theoretical sessions, where the instructors will provide information on the contents and the activities by means of which the students will be assessed. |
| Problem solving | Development, analysis and resolution of small academic tasks and practical exercises related to the contents explained in the theoretical sessions. |

Personalized assistance

| Methodologies | Description |
|-----------------|-----------------------------------------------------------------------------------------------------------------------|
| Problem solving | The instructors will be available during their office hours. Personalised attention will not be carried out by email. |

Assessment

| Description | Qualification | Training and Learning Results |
|-------------|---------------|-------------------------------|
| | | |

| | | | | | | |
|---------------------------------|--------------------------------------------------------------------------------------------------------|----|----------------------|-----------------------------------------------|----|---------------------------------------------------------------|
| Lecturing | Students' attendance and active participation in class will be taken into account in their evaluation. | 10 | A2 A3 A4 A5 | B1 B4 B5 B6 B7 B8 B9 B10 | C4 | D1 D3 D5 D8 D9 D16 D17 D18 D19 D20 |
| Problem solving | Preparation of short academic assignments and/or exercises on the functional content of the module. | 40 | A2 A3 A4 A5 | B1 B4 B5 B6 B7 B8 B9 B10 | C4 | D1 D3 D5 D8 D9 D16 D17 D18 D19 D20 |
| Problem and/or exercise solving | Preparation of short academic assignments and/or exercises on the syntactic content of the module. | 50 | A2 A3 A4 A5 | B1 B4 B5 B6 B7 B8 B9 B10 | C4 | D1 D3 D5 D8 D9 D16 D17 D18 D19 D20 |

Other comments on the Evaluation

It will be necessary that in each content block (Functionalism, Generativism) the student's grade should be 5/10 points.

In all other cases (students unable to attend classes, students retaking the course, etc.), assessment will be based on final written examinations of the blocks (=100%).

Assessment in June/July: written examination (100%).

The assessment of the module will be based not only the relevance and quality of the answers provided by the students but also on the correct use of academic English.

Total or partial plagiarism will lead to a fail score. Alleging ignorance of what plagiarism entails will not relieve students of their responsibility in this regard.

Sources of information

Basic Bibliography

Cook, Vivian and Mark Newson, **Chomsky's Universal Grammar. An introduction**, Wiley-Blackwell, 2007

Edelstein, Elspeth, **English Syntax. A Minimalist Account of Structure and Variation**, Edinburgh University Press, 2020

Fontaine, Lise, **Analysing English grammar. A Systemic Functional introduction**, Cambridge University Press, 2013

Halliday, M.A.K. and Christian Matthiesen, **Halliday's Introduction to Functional Grammar**, Routledge, 2014

Thompson, Geoff, **Introduction to Functional Grammar**, Arnold, 2004

van Gelderen, Elly, **Syntax. An Introduction to Minimalism**, John Benjamins, 2017

Complementary Bibliography

Recommendations

Other comments

Students must follow the course and its requirements on a regular basis.

Students must regularly follow the indications transmitted via the elearning platform, especially before the teaching sessions, since most of the material used in class will be published on the platform in advance.

Copyright issues will be respected in every case.

The use of the services provided by the libraries of the University of Vigo (reference, bibliographical search, loan, etc) is recommended.

IDENTIFYING DATA**Models of literary-cultural interpretation in English-speaking countries**

| | | | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------------|
| Subject | Models of literary-cultural interpretation in English-speaking countries | | | |
| Code | V01M121V01110 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 4.5 | Mandatory | 1st | 1st |
| Teaching language | Galician English | | | |
| Department | | | | |
| Coordinator | Caneda Cabrera, María Teresa | | | |
| Lecturers | Caneda Cabrera, María Teresa | | | |
| E-mail | tcaneda@uvigo.es | | | |
| Web | | | | |
| General description | (*)O alumnado familiarizarase coas principais escolas anglo-americanas de crítica literaria nos séculos XX e XXI e co contexto social e ideolóxico que deu orixe ás diferentes correntes de teoría literaria. Ademais, a crítica literaria se aplicará á análise de textos literarios e culturais do mundo anglófono. O alumnado familiarizarase coas principais escolas anglo-americanas de crítica literaria nos séculos XX e XXI e co contexto social e ideolóxico que deu orixe ás diferentes correntes de teoría literaria. Ademais, a crítica literaria se aplicará á análise de textos literarios e culturais do mundo anglófono. Na sesión introductoria do curso entregarase un programa detallado, coa periodización e a asignación de lecturas e tarefas. | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A3 | (*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B1 | |
| B4 | -- |
| C12 | (*)Capacidade para analizar distintos tipos de discursos e xéneros discursivos orais e/ou escritos en lingua inglesa. |
| C15 | (*)Coñecemento dos principios modelos de investigación literaria/cultural no ámbito anglófono. |
| C19 | (*)Capacidade de traballar de forma autónoma con textos literarios de diferentes tradicións dentro do ámbito anglófono, aplicando diversas metodoloxías teóricas e críticas. |
| C22 | (*)Capacidade para comprender diferentes achegas teóricas e críticas así como a súa aplicación á análise de textos literarios e culturais no ámbito anglófono. |
| C26 | (*)Coñecemento das relacións entre as principais manifestacións artísticas e literarias no ámbito anglófono. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D4 | (*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables. |
| D5 | (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. |
| D6 | (*)Habilidades para ser capaz de construír e utilizar ferramentas operativas que recollan información significativa e precisa para a mellora das aprendizaxes nos Estudos Ingleses. |
| D10 | (*)Apreciación da diversidade e multiculturalidade no contexto dos distintos ámbitos dos Estudos Ingleses. |
| D11 | (*)Capacidade para traballar en equipo, cooperativo e compartido, fomentando a tolerancia e a aprendizaxe colaborativo. |
| D13 | (*)Capacidade de fomentar os aspectos sicosociolóxicos e interpersoais relativos á igualdade de xéneros e culturas. |
| D17 | (*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses. |

D20 (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| (*)To be able to argue for and against particular approaches to the analysis of culture. | A1 A3 A4 A5 B1 B4 C15 C26 D1 D4 D5 D11 D20 |
| (*)To be aware of how social circumstances affect cultural practices. | C12 C19 D1 D6 D10 D17 |
| (*) | C12 C22 D6 D10 D11 D13 |

Contents

Topic

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (*)1. Breve visión xeral das principais escolas de crítica literaria e cultural e da súa aplicación á análise da produción literaria e cultural no mundo anglófono. | (*)1. New Criticism. 2. Russian Formalism. 3. Structuralism. 4. Narratology. 5. Post-Structuralism. 6. Psychoanalysis. 7. Marxist theories. 8. Myth criticism. 9. New Historicism. 10. Feminist Criticism. 11. Gender Studies. 12. Cultural studies. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Debate | 7 | 22.5 | 29.5 |
| Seminars | 4 | 0 | 4 |
| Presentation | 7 | 25 | 32 |
| Introductory activities | 2 | 15 | 17 |
| Essay | 0 | 30 | 30 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|---------------------------------------------------------------------------------------------------|
| Debate | (*)Debates na clase sobre un número de lecturas asignadas. |
| Seminars | (*)Asesoramento para o traballo final escrito do alumnado. |
| Presentation | (*)Traballos diarios que o alumnado presenta na clase en base a unha serie de lecturas asignadas. |
| Introductory activities | (*)Charlas introductorias sobre as escolas críticas. |

Personalized assistance

| Methodologies | Description |
|---------------|-------------|
| Presentation | |
| Tests | Description |
| Essay | |

| Assessment | | | | | | |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------|------------------|-----|-----|
| | Description | Qualification | Training | Learning Results | | |
| Debate | (*)Participación en debates na aula. Os debates buscarán o entendemento crítico das teorías culturais e literarias así como a imparcialidade e a receptividade a enfoques críticos diferentes aos nosos. | 20 | | C12 | D5 | |
| | | | | C15 | D6 | |
| | | | | C22 | D11 | |
| | | | | | D13 | |
| Presentation | (*)Presentacións : o estudiantado deberá realizar 2 presentacións orais asignadas que buscarán o entendemento crítico das teorías culturais e literarias . Presentación 1: "case study" (caso práctico) Presentación 2: "leading discussion" (artigo teórico) | 30 | A1 | B4 | C12 | D5 |
| | | | A3 | | C15 | D6 |
| | | | A4 | | C22 | D11 |
| | | | A5 | | C26 | D13 |
| Essay | (*)Dous ensaios escritos na aula no último día de clase | 50 | A1 | B1 | C12 | D1 |
| | | | A3 | B4 | C15 | D4 |
| | | | A4 | | C19 | D5 |
| | | | A5 | | C22 | D6 |
| | | | | | C26 | D10 |
| | | | | | | D17 |
| | | | | | | D20 |

Other comments on the Evaluation

Total or partial copying or plagiarism in any type of work or exam will result in a 0 on that test. Claiming ignorance of what constitutes plagiarism will not exempt students from their responsibility in this regard. At the beginning of the course, the mandatory readings on which classroom debates and presentations will be based will be indicated. First edition of the minutes: Participation in debates in class: 20% Assignment: 40% Final written essay: 40% For the evaluation of the course, written and oral skills in English, the ability to articulate a hypothesis and its discussion, attendance and participation in class will be taken into account. Second edition of the minutes: Students who do not pass the first edition of the minutes may re-sit the second edition of the minutes, on the date agreed with the teacher. Then, they will have to demonstrate that they have acquired the skills for each module through two types of assessment: a supervised project with the same percentage value and characteristics as the first edition of the minutes and, in addition, the exercises agreed with the teacher as a replacement for the other activities of the module. Non-face-to-face students: Students who do not attend classes will write a final exam that will count for 100% of the final grade.

AI: The use of artificial intelligence is not allowed in any of the course activities that can be evaluated

Sources of information

Basic Bibliography

Complementary Bibliography

- Bloom, Harold, **The Western Canon: The Books and School of the Ages.**, Harcourt Brace, 1995
- Brydon, Diana, ed., **Postcolonialism: Critical Concepts in Literary and Cultural Studies.**, Routledge, 2000
- Cuddon, J. A., **The Penguin Dictionary of Literary Terms and Literary Theory.**, Penguin, 1999
- Eagleton, Terry and Drew Milne, Eds., **Marxist Literary Theory: A Reader.**, Blackwell, 1996
- Eagleton, Terry, **Literary Theory: An Introduction.**, Blackwell, 1996
- Frassinelli, Pier Paolo, Ronit Frenkel, and David Watson, Eds., **Traversing Transnationalism: The Horizons of Literary and Cultural Studies.**, Rodopi, 2011
- Glotfelty, Cheryl, and Harold Fromm, Eds., **The Ecocriticism Reader: Landmarks in Literary Ecology.**, The University of Georgia Press, 1996
- Green, Keith and Jill LeBiham, **Critical Theory and Practice: A Coursebook.**, Routledge, 2012
- Kurzeil, Edith and William Phillips, Eds., **Literature and Psychoanalysis.**, Columbia University Press, 1983
- Marzec, Robert T., **An Ecological and Postcolonial Study of Literature. From Daniel Defoe to Salman Rushdie.**, Palgrave, 2007
- Onega, Susana & José A. García Landa, **Narratology: An Introduction.**, Longman, 1996
- Rice, Philip and Patricia Waugh, Eds., **Modern Literary Theory: A Reader.**, Arnold, 2001
- Rooney, Ellen, Ed., **The Cambridge Companion to Feminist Literary Theory.**, Cambridge University Press, 2006

IDENTIFYING DATA**Variation and Change in the English Language**

| | | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Variation and Change in the English Language | | | |
| Code | V01M121V01201 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Fernández Pena, Yolanda | | | |
| Lecturers | Fernández Pena, Yolanda | | | |
| E-mail | yolanda.fernandez@uvigo.gal | | | |
| Web | http://http://www.moovi.es/ | | | |
| General description | The aim of this module is to familiarise students with the major issues and methodologies of variationist research as well as to equip them with the necessary skills and tools to identify, analyse and interpret particular cases of variation and/or linguistic change at the different levels of analysis (phonological, morphosyntactic, lexical and semantico-pragmatic). | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B1 | |
| B2 | |
| B3 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C1 | (*)Capacidade para utilizar unha terminoloxía lingüística rigorosa así como unha notación adecuada. |
| C2 | (*)Coñecemento dos principais modelos de investigación lingüística. |
| C3 | (*)Coñecemento dos principais recursos e ferramentas de investigación lingüística. |
| C7 | (*)Capacidade de usar dicionarios (en especial o Oxford English Dictionary), corpus informatizados e ferramentas de procura necesarias para a súa utilización efectiva |
| C10 | (*)Coñecemento dos estudos de variación e cambio lingüístico no ámbito anglófono. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D3 | (*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses. |
| D4 | (*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables. |
| D5 | (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. |
| D7 | (*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida. |

- D8 (*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses.
- D9 (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias.
- D14 (*)Habilidades de consolidación e desenvolvemento da competencia lingüística (nivel C2) no uso falado e escrito da lingua inglesa.
- D15 (*)Desenvolvemento da capacidade comunicativa no ámbito académico.
- D16 (*)Capacidade crítica e de síntese do estudante mediante a lectura e revisión de artigos especializados.
- D17 (*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses.
- D18 (*)Capacidade para obter información sobre a investigación máis recente que se está levando a cabo dentro do ámbito dos Estudos Ingleses, tanto en lingüística como en literatura e cultura.
- D19 (*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses.
- D20 (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquaintance with different theoretical approaches to language variation and change in general and with grammaticalization in particular. | A1 B1 C2 C10 D1 |
| Comparison and evaluation of different theoretical approaches to particular instances of language variation and/or change, with a focus on grammaticalization as an explanatory model. | A1 A5 B2 B5 B6 D1 D2 D9 D16 |
| Analysis and interpretation of historical data, being aware of the limitations of historical material and the problems involved in their interpretation. | A2 A4 A5 B2 B3 B4 B5 B6 B7 B10 C1 C3 C7 C10 D2 D3 D4 D5 D7 D8 D9 D14 D15 D19 D20 |

Writing academic papers making use of the adequate stylistic and formal conventions.

A2
A4
B1
B2
B3
B5
B6
B7
B8
B9
B10
C1
C2
C3
C7
C10
D1
D2
D3
D4
D7
D8
D9
D14
D15
D16
D17
D18
D19

Contents

| Topic | |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0. Language variation and language change. | 0.1 Why and how do languages change? 0.2 Types of language change 0.3 Mechanisms of language change 0.4 Explanatory models |
| 1. Factors determining variation and change. | 1.1. Internal factors 1.2. External factors |
| 2. Materials for the study of variation and change in English. The nature of the evidence and its limitations. | Digitalised and online corpora, dictionaries, etc. |
| 3. Variation and change in the different linguistic components. | 3.1. Lexical and semantic change 3.2. Phonological change. 3.3. Morphological change. 3.4. Syntactic change 3.5. Other levels of analysis |
| 4. An overview of approaches to the study of language variation and change. | 4.1. Grammaticalisation 4.2. Historical sociolinguistics 4.3. Colloquialisation 4.4. Democratisation 4.5. Other approaches |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 2 | 10 | 12 |
| Lecturing | 6 | 6 | 12 |
| Problem solving | 6 | 15 | 21 |
| Mentored work | 0 | 30 | 30 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introductory activities | Activities aimed at getting to know the students and gathering information about them, as well as introducing the course and the readings that students are expected to complete in order to make the most of it. |

| | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lecturing | Presentation by the teaching staff of the contents of the subject under study, including theoretical foundations and/or guidelines for an assignment, exercise, or project to be carried out by the students. |
| Problem solving | Activities involving the formulation of problems and/or exercises related to the subject matter. Students are expected to develop appropriate or correct solutions through the execution of routines, the application of procedures for transforming the available information, and the interpretation of results. These activities are usually used as a complement to the lectures. |
| Mentored work | Final assessment consisting of both practical and theoretical components. Students will present in class a pilot study of a structure of their choice for analysis and, after incorporating the feedback received, will subsequently submit an individual written paper in which they will apply the knowledge acquired during the course. |

Personalized assistance

Methodologies Description

| | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problem solving | Students may consult the teaching staff, either during face-to-face office hours or via email or the online learning platform, regarding any questions that may arise, whether methodological, content-related, or formal in nature. |
| Mentored work | Both in the selection of the topic and in its development, students will receive guidance from the teaching staff, either during face-to-face office hours or through email or the online learning platform. |

Assessment

| Description | | Qualification | Training and Learning Results | | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------|-----------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------|
| Lecturing | Students' participation and engagement in face-to-face sessions, including attention, comments and questions related to the explanations provided, as well as the completion of assigned activities. | 5 | B4 | B7 | C1 | D4 D5 D14 D15 |
| Problem solving | Completion of exercises, problems, or short assignments carried out either in class or independently outside the classroom, which will be assessed by the teaching staff. | 45 | A1 A2 A4 A5 | B1 B2 B3 B4 B5 B6 B7 B10 | C1 C3 C7 C10 | D2 D3 D4 D5 D7 D8 D9 D14 D15 D19 D20 |
| Mentored work | Final assessment consisting of both practical and theoretical components. Students will be required to submit an individual written paper in which they will apply the knowledge acquired during the course. | 50 | A2 A4 | B1 B2 B3 B5 B6 B7 B8 B9 B10 | C1 C2 C3 C7 C10 | D1 D2 D3 D4 D7 D8 D9 D14 D15 D16 D17 D18 D19 |

Other comments on the Evaluation

First opportunity

1. **Active participation (5%)** in the sessions (NB. attendance is compulsory)
2. **Exercises (45%)** (e.g. in-class or home assignments)
3. **Oral presentation and paper (50%)** (1,500 words, excluding references)

In order to pass this module, students must obtain **at least a mark of 50 (out of 100) in items 2 and 3.**

Attendance is compulsory. Those students who cannot attend classes on a regular basis must contact the teaching staff at the beginning of the course (first week). They are encouraged to attend classes whenever possible and visit the eLearning platform regularly.

Second opportunity

Students will have to repeat only those parts (exercise(s) and paper) in which they did not reach a pass in the first opportunity.

Students officially exempt from class attendance:

Students will have to hand in **all course exercises (50%)** and submit an **essay on a case study (50%)** (2,000 words excluding references).

Important notes:

All exercises and tests will be done in English. **Overall correctness in language and in the use of formal conventions** is indispensable. Therefore, grammatical and orthographic mistakes will be penalised.

Students should comply with ethical principles and legal regulations, particularly with regard to the presentation of original content and the absence of **plagiarism**. Any use of **AI tools** will be conducted responsibly and transparently, ensuring they support but do not replace the student's own original contributions. Academic misconduct (including cheating, plagiarism, self-plagiarism, collusion, fabrication of results or non-declared use of AI) will not be tolerated and will be penalised with a zero mark or with fail for the entire course, depending on the task involved.

Sources of information

Basic Bibliography

Aitchinson, J., **Language Change: Progress or Decay?**, 4th ed., Cambridge University Press, 2013

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Trask, R. L., **Historical Linguistics**, Arnold, 1996

Traugott, E. C. & R. B. Dasher, **Regularity in Semantic Change**, Cambridge University Press, 2002

Recommendations

Other comments

Students are expected to complete all assignments and readings suggested by the lecturer(s), and to come to the sessions prepared to discuss them. Students must visit the eLearning platform for the course regularly.

Students are also expected to check their university email on a regular basis: announcements and last-minute changes will be notified via the teaching platform.

IDENTIFYING DATA**Cognition and Cognitive Processes in English**

| | | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Cognition and Cognitive Processes in English | | | |
| Code | V01M121V01203 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Tizón Couto, David | | | |
| Lecturers | Tizón Couto, David | | | |
| E-mail | davidtizón@uvigo.es | | | |
| Web | http://moovi.uvigo.gal | | | |
| General description | This course constitutes an introduction to the cognitive and psychological processes involved in the use and processing of language. The main goal is to review how the human mind stores and uses language on-line. The course seeks to provide students with basic knowledge about the cognitive and psychological realities of language and of the way in which the mind makes use (or not) of grammatical knowledge in everyday language use. | | | |

Training and Learning Results

| | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A3 | (*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B1 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C1 | (*)Capacidade para utilizar unha terminoloxía lingüística rigorosa así como unha notación adecuada. |
| C2 | (*)Coñecemento dos principais modelos de investigación lingüística. |
| C3 | (*)Coñecemento dos principais recursos e ferramentas de investigación lingüística. |
| C6 | (*)Habilidades para o uso de ferramentas e recursos de investigación aplicados mediante a análise de variables macro e micro-sociolingüísticas. |
| C7 | (*)Capacidade de usar dicionarios (en especial o Oxford English Dictionary), corpus informatizados e ferramentas de procura necesarias para a súa utilización efectiva |
| C8 | (*)Coñecemento dos estudos de cognición e procesamento dentro da investigación na lingüística inglesa. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D3 | (*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses. |
| D4 | (*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables. |

- D5 (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral.
- D7 (*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida.
- D8 (*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses.
- D9 (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias.
- D11 (*)Capacidade para traballar en equipo, cooperativo e compartido, fomentando a tolerancia e a aprendizaxe colaborativo.
- D14 (*)Habilidades de consolidación e desenvolvemento da competencia lingüística (nivel C2) no uso falado e escrito da lingua inglesa.
- D15 (*)Desenvolvemento da capacidade comunicativa no ámbito académico.
- D16 (*)Capacidade crítica e de síntese do estudante mediante a lectura e revisión de artigos especializados.
- D17 (*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses.
- D18 (*)Capacidade para obter información sobre a investigación máis recente que se está levando a cabo dentro do ámbito dos Estudos Ingleses, tanto en lingüística como en literatura e cultura.
- D19 (*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses.
- D20 (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Understanding and explaining the link between general cognitive processes and language use to formulate hypotheses on the basis of (a) previous theories and (b) specific case studies. | A1 |
| | A2 |
| | A3 |
| | A4 |
| | A5 |
| | B1 |
| | B4 |
| | B5 |
| | B6 |
| | B7 |
| | B8 |
| | B9 |
| | B10 |
| | C1 |
| | C8 |
| | D1 |
| | D2 |
| | D3 |
| | D4 |
| | D5 |
| D7 | |
| D8 | |
| D9 | |
| D17 | |
| D18 | |
| D19 | |
| D20 | |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing small-scale research on issues connected to Cognitive Linguistics, Psycholinguistics, and language processing: search for methodological sources, critical analysis of previous studies, developing a hypothesis, etc. | A1 A2 A3 A4 A5 B1 B4 B5 B6 B7 B8 B9 B10 C1 C8 D2 D3 D4 D5 D7 D8 D9 D17 D18 D19 D20 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stimulate and exercise the capacity of autonomous work and team work of the students. | A1 A2 A3 A4 A5 B1 B4 B5 B6 B7 B8 B9 B10 C1 C2 C3 C6 C7 C8 D1 D2 D3 D4 D5 D7 D8 D9 D11 D14 D15 D16 D17 D18 |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Contents

Topic

| | |
|-----------------|------------------------------------------------------------------------|
| 1. Introduction | 1.1. Intro to Cognitive Linguistics 1.2. Intro to Psycholinguistics |
|-----------------|------------------------------------------------------------------------|

| | |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Concepts and meaning | 2.1. Categories and prototypes 2.2. Metaphor and metonymy 2.3. Figure and ground 2.4. Dynamic construal 2.5. Linguistic and mental mappings |
| 3. Speech and communication | 3.1. Mental lexicon / lexical access 3.2. Speech perception 3.3. Entrenchment and chunking 3.4. On-line syntax |
| 4. Modelling and applying Cognitive Linguistics | 4.1. Usage-based grammar 4.2. Construction grammar [4.3. Implications for language teaching] |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-----------------|-------------|-----------------------------|-------------|
| Problem solving | 4 | 40 | 44 |
| Lecturing | 8 | 0 | 8 |
| Presentation | 2 | 21 | 23 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problem solving | Development and resolution of practical questions with respect to the linguistic analysis provided by the theoretical models discussed. |
| Lecturing | Introduction to the theoretical models of Cognitive Linguistics, Psycholinguistics and language processing of English, with an emphasis on practical aspects and the analysis of cases. |

Personalized assistance

| Tests | Description |
|--------------|-------------|
| Presentation | |

Assessment

| | Description | Qualification | Training and Learning Results | | | |
|------------------|---------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------|-----|----|-----|
| | | | A1 | B1 | C1 | D2 |
| Problem solving- | Activities requested during the course: 60% - Writing/Oral skills, structuring and presentation of the activities: 20% | 40 | A1 | B1 | C1 | D2 |
| | | | A2 | B4 | C8 | D3 |
| | | | A3 | B5 | | D4 |
| | | | A4 | B6 | | D5 |
| | | | | B7 | | D7 |
| | | | | B8 | | D8 |
| | | | | B9 | | D9 |
| | | | | B10 | | D17 |
| | | | | | | D18 |
| | | | | | | D19 |
| Lecturing | Active participation in the sessions (attendance is mandatory) | 20 | A1 | B1 | C1 | D1 |
| | | | A2 | B4 | C8 | D2 |
| | | | A3 | B5 | | D3 |
| | | | A4 | B6 | | D4 |
| | | | A5 | B7 | | D5 |
| | | | | B8 | | D7 |
| | | | | B9 | | D8 |
| | | | | B10 | | D9 |
| | | | | | | D17 |
| | | | | | | D18 |
| | | | D19 | | | |
| | | | D20 | | | |

| | | | | | | |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----|-----|----|-----|
| Presentation | Extensive presentation that introduces and exemplifies a topic directly related to the course in a didactic way, and synthesises at least four external academic sources. | 40 | A1 | B1 | C1 | D2 |
| | | | A2 | B4 | C8 | D3 |
| | | | A3 | B5 | | D4 |
| | | | A4 | B6 | | D5 |
| | | | A5 | B7 | | D8 |
| | | | | B8 | | D9 |
| | | | | B9 | | D11 |
| | | | | B10 | | D17 |
| | | | | | | D18 |
| | | | | | | D19 |
| | | | D20 | | | |

Other comments on the Evaluation

The grading system described above requires regular attendance and participation in the teaching sessions. Students who cannot attend in-person sessions, as well as those in the second call, will be assessed exclusively by means of a final theoretical-practical test. The characteristics (in-person or online) and the date of this test will be previously agreed with the instructor.

The use of generative Artificial Intelligence will only be permitted for brainstorming and/or editing. Any work that uses generative AI must include a responsible use statement. Failure to do so will result in the assignment being invalidated for grading purposes. Example of a responsible use statement:

AI use and academic integrity statement

AI usage category: Category B: Assisted Use (Brainstorming/Editing only)

For this assignment, I utilized AI tools as part of my workflow. Below is a transparent breakdown of how these tools were integrated into my process:

- **AI tool(s) used:** [e.g., ChatGPT, Claude, Grammarly, Perplexity]
- **Specific tasks performed:** [e.g., Brainstorming essay topics, generating an initial outline, checking grammar and phrasing, searching for background sources]
- **Prompts used:**
 - *Prompt 1:* "[Insert the exact or approximate prompt you used]"
 - *Prompt 2:* "[Insert prompt]"
- **Human verification:** I have independently fact-checked all claims, verified all citations, and heavily edited the final output. The arguments, analysis, and conclusions presented in this work are entirely my own, and I take full responsibility for the accuracy and originality of this submission.

Sources of information

Basic Bibliography

- Auer, Peter, **On-line syntax: Thoughts on the temporality of spoken language**, Language Sciences 31. 1-13, 2009
- Aitchison, Jean, **The articulate mammal**, Routledge, 2011
- Aitchison, Jean, **Words in the mind**, 4, Wiley-Blackwell, 2012
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- Dancygier, Barbara, **The Cambridge handbook of cognitive linguistics**, 1, Cambridge University Press, 2017
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- Hawkins, John A., **Efficiency and complexity in grammars**, 1, Oxford University Press, 2004
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- Hoffmann, Thomas & Graeme Trousdale, **The Oxford handbook of construction grammar**, 1, Oxford University Press, 2013
-

Recommendations

Other comments

- The course will be delivered in English.
 - Attendance is compulsory.
 - Students are expected to complete all assignments and readings suggested by the lecturer, and to come to the sessions prepared to discuss them.
 - Students must visit the eLearning platform (Moovi) for the course regularly.
 - Students are expected to check their university email on a regular basis: announcements and last-minute changes will be notified via the 'announcements' section in Moovi.
 - Academic misconduct (including cheating, plagiarism, self-plagiarism, collusion or fabrication of results) will not be tolerated and will be penalised with a fail for the entire course. Pledging lack of awareness about plagiarism will not exempt students from their responsibility.
-

IDENTIFYING DATA**Learning and Teaching English**

| | | | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Learning and Teaching English | | | |
| Code | V01M121V01206 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Alonso Alonso, María Rosa | | | |
| Lecturers | Alonso Alonso, María Rosa | | | |
| E-mail | ralonso@uvigo.es | | | |
| Web | | | | |
| General description | (*)Esta materia pretende afondar sobre determinadas áreas específicas do ensino e aprendizaxe do inglés en diferentes contextos (adquisición infantil, adquisición como lingua estranxeira, contextos de multilingüismo) | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| B1 | |
| B2 | |
| B3 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C5 | (*)Capacidade de reflexionar sobre os factores que condicionan a aprendizaxe e a adquisición do inglés como lingua estranxeira. |
| C12 | (*)Capacidade para analizar distintos tipos de discursos e xéneros discursivos orais e/ou escritos en lingua inglesa. |
| C27 | (*)Coñecemento das entornas laborais e profesionais onde o inglés ocupa un lugar relevante como medio e vehículo de expresión. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D3 | (*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses. |
| D5 | (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. |
| D7 | (*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida. |
| D11 | (*)Capacidade para traballar en equipo, cooperativo e compartido, fomentando a tolerancia e a aprendizaxe colaborativo. |
| D13 | (*)Capacidade de fomentar os aspectos sicosociolóxicos e interpersoais relativos á igualdade de xéneros e culturas. |
| D14 | (*)Habilidades de consolidación e desenvolvemento da competencia lingüística (nivel C2) no uso falado e escrito da lingua inglesa. |
| D15 | (*)Desenvolvemento da capacidade comunicativa no ámbito académico. |

Expected results from this subject

| | |
|------------------------------------|-------------------------------|
| Expected results from this subject | Training and Learning Results |
|------------------------------------|-------------------------------|

(*)

A1
B1
B2
B3
B4
B5
B6
B7
B8
B9
B10
C5
C12
D1
D3
D5
D7
D11
D13
D14
D15

(*)

A1
B1
B2
B3
B4
B5
B6
B7
B8
B9
B10
C5
C12
C27
D1
D3
D5
D7
D11
D13
D14
D15

New

A1
B1
B2
B4
B5
B6
B7
B8
B9
B10
C5
C12
C27
D1
D5
D7
D11
D14
D15

Contents

Topic

Introducing Second Language Acquisition Main approaches

Theoretical approaches to Language Acquisition Main approaches

Language Teaching Methods

Doing research in SLA
Doing research in SLA

Structure of a paper
Sections of a paper

Planning

| | Class hours | Hours outside the classroom | Total hours |
|----------------------------|-------------|-----------------------------|-------------|
| Seminars | 8 | 20 | 28 |
| Problem solving | 2 | 8 | 10 |
| Mentored work | 0 | 25 | 25 |
| Autonomous problem solving | 2 | 10 | 12 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|----------------------------|--------------------------------|
| Seminars | Videos |
| Problem solving | activities based on the videos |
| Mentored work | Assignment |
| Autonomous problem solving | Readings |

Personalized assistance

| Methodologies | Description |
|----------------------------|-------------|
| Autonomous problem solving | |
| Mentored work | |

Assessment

| | Description | Qualification | Training and Learning Results |
|----------------------------|-------------------------------------------------|---------------|-------------------------------|
| Seminars | (*)Ejercicios | 10 | A1 |
| | | | B1 |
| | | | C5 |
| | | | D1 |
| | | | B2 |
| | | | C12 |
| | | | D3 |
| | | | B3 |
| C27 | | | |
| Problem solving | (*)Resolución de ejercicios | 30 | A1 |
| | | | B1 |
| | | | C5 |
| | | | D1 |
| | | | B2 |
| | | | C12 |
| | | | D3 |
| | | | B3 |
| C27 | | | |
| Mentored work | (*)Trabajo escrito | 30 | A1 |
| | | | B1 |
| | | | C5 |
| | | | D1 |
| | | | B2 |
| | | | C12 |
| | | | D3 |
| | | | B3 |
| | | | C27 |
| | | | D5 |
| B4 | | | |
| D7 | | | |
| B5 | | | |
| D11 | | | |
| B6 | | | |
| D13 | | | |
| B7 | | | |
| D14 | | | |
| B8 | | | |
| D15 | | | |
| B9 | | | |
| B10 | | | |
| Autonomous problem solving | (*)Resolución de ejercicios basados en lecturas | 30 | A1 |
| | | | B1 |
| | | | C5 |
| | | | D1 |
| | | | B2 |
| | | | C12 |
| | | | D3 |
| | | | B3 |
| | | | C27 |
| D5 | | | |
| B4 | | | |
| D7 | | | |
| B5 | | | |
| D11 | | | |
| B6 | | | |
| D13 | | | |
| B7 | | | |
| D14 | | | |
| B8 | | | |
| D15 | | | |
| B9 | | | |

Other comments on the Evaluation

Teaching for this course will be conducted through e-learning. First, students will watch a series of video lectures covering the content of each of the three blocks of the course (preparing a research paper on language acquisition, language acquisition theory, and language teaching). The videos include a series of exercises related to the course content, which students must complete and submit to the instructor by the deadlines she sets. These video-based exercises will account for **30% of the final grade**.

Students will also complete a series of readings provided by the instructor, accompanied by exercises assigned by the instructor. These reading-related exercises will count for **30% of the final grade**. Students will choose one of the topics and write a paper based on the instructor's guidelines, with a total length of **1,600 words**, which will account for **30% of the grade**. References in the paper must follow **APA 6th edition** guidelines.

Students will complete short-answer exercises based on the theoretical content presented in the video lectures of the master's program. These will account for **10% of the grade**.

All assignments must be submitted to the instructor by April 20. Submissions after this date will not be accepted.

For students who, for justified reasons, are unable to complete one or more of the assessment components, **evaluation will take place through a final oral exam**, which will include theoretical questions and practical exercises similar to those completed during the course. This oral exam will account for **100% of the final grade**. Students taking the second exam session will also be evaluated through an oral exam.

The use of artificial intelligence is not allowed. The instructor may require an additional oral test, beyond what is described in this guide, if she suspects that any assignment (oral or written) or exam (oral or written) has been completed fully or partially using artificial intelligence tools without proper disclosure in the work or exam. In this regard, due to the difficulty of proving the use of AI, a **mere suspicion by the instructor** will be sufficient to annul the work in question and **replace it with an alternative oral exam**, which will take place on the date and time set by the instructor.

Sources of information

Basic Bibliography

Lightbown, P. and Spada, N., **How languages are learnt**, Fifth edition, Oxford University Press, 2021

Complementary Bibliography

Las lecturas de casa semana estarán disponibles en la plataforma del curso,

Van Patten, B. and Williams, J., **Theories in Second Language Acquisition**, Third edition, Routledge, 2015

Toffoli, D., Sockett, G. and Kusyk, M., **Language Learning and Leisure: Informal Language Learning in the Digital Age**, First edition, De Gruyter Mouton, 2023

Recommendations

Other comments

Total or partial plagiarism will result in failing the subject.

IDENTIFYING DATA**Literature and Cultural Diversity in the English Speaking World**

| | | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Literature and Cultural Diversity in the English Speaking World | | | |
| Code | V01M121V01207 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Urdiales Shaw, Martín | | | |
| Lecturers | Urdiales Shaw, Martín | | | |
| E-mail | urdiales@uvigo.es | | | |
| Web | | | | |
| General description | (*)Estudios de aspectos relacionados coa construción da identidade cultural a través de textos literarios escritos na lingua inglesa, prestando especial atención á diversidade de culturas presentes no mundo anglófono. Abordará contenidos relativos a diferentes épocas e ámbitos xeográficos e a pluralidade de criterios teóricos e propostas estéticas na literatura multicultural, intercultural e transcultural. | | | |

Training and Learning Results

| | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| B1 | |
| B2 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| C9 | (*)Capacidade para establecer contrastes entre os sistemas gramaticais do español/galego e do inglés, analizando as súas implicacións para outras disciplinas. |
| C12 | (*)Capacidade para analizar distintos tipos de discursos e xéneros discursivos orais e/ou escritos en lingua inglesa. |
| C15 | (*)Coñecemento dos principios modelos de investigación literaria/cultural no ámbito anglófono. |
| C16 | (*)Coñecemento dos principais recursos de investigación literario/cultural no ámbito anglófono. |
| C17 | (*)Capacidade de utilizar as técnicas empregadas para a análise de textos artísticos e culturais no ámbito anglófono. |
| C21 | (*)Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións do ámbito anglófono a través de diversos tipos de textos pertencentes a diferentes épocas históricas. |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D9 | (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias. |
| D10 | (*)Apreciación da diversidade e multiculturalidade no contexto dos distintos ámbitos dos Estudos Ingleses. |

Expected results from this subject

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Expected results from this subject | Training and Learning Results |
| (*)Describir e analizar os trazos literarios, temas, estilos e símbolos principais utilizados nas obras literarias dunha determinada época histórica ou dun determinado movemento estético ou cultural, relacionando estas características co contexto en que se inscriba a produción e recepción da obra. | B1 B2 B4 B5 B6 C12 C15 C17 |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| (*)Relacionar as obras literarias e culturais que sexan objecto de estudo coas teorías críticas e os movementos literarios e culturais que contribúan á comprensión da obra. | A2 A4 B1 B2 B4 B5 B6 C9 C16 C17 C21 D2 |
| (*)Formular razoamentos críticos derivados da análise das obras literarias e culturais dentro da diversidade, empregando para iso terminoloxía, fontes e recursos especializados, e proporcionando evidencias críticas e textuais que avalen os devanditos argumentos. | B1 B2 B4 B5 B6 C16 C17 C21 D2 |
| (*)Aplicar técnicas de análise literaria a textos representativos de distintos xéneros | B1 B2 B4 B5 B6 C16 C17 C21 |
| (*)Recoñecer as novas tendencias nos diversos movementos literarios e culturais. | B1 B2 B4 B5 B6 C15 C16 C17 C21 |
| (*) | B1 B2 B4 B5 B6 C12 C15 C17 C21 D2 |
| (*)Identificar o papel desempeñado polas expresións artísticas e culturais nas relacións entre grupos dominantes e/ou minoritarios. | B1 B2 B4 B5 B6 C16 C17 C21 D10 |
| (*)Desenvolver un pensamento independente e crítico, así como actitudes de respecto e tolerancia cara a outras opinións e puntos de vista, e cara á diversidade social e cultural. | B1 B2 B4 B5 B6 C9 C16 C17 C21 D9 |

(*)Aplicar os coñecementos críticos adquiridos na realización de traballos baseados nas obras estudadas. B1
B2
B4
B5
B6
C16
C17
C21

Contents

| Topic | |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Introduction. Theory session | - Theoretical Frameworks in Literary Studies. - Aesthetics vs Ethics in literature. - The functions of literature: historical, social and cultural contexts of production. - Anglophone literatures and English / world readerships. |
| 2. Section 2. | Close reading of text one, in relation to theoretical frameworks introduced. |
| 3. Section 3 | Close reading of text two , in relation to theoretical frameworks introduced. |
| 4. Section 4 | Close reading of text three, in relation to theoretical frameworks introduced. |
| 5. Section 5 | Close reading of text four, in relation to theoretical frameworks introduced. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 2 | 5 | 7 |
| Lecturing | 4 | 25 | 29 |
| Mentored work | 2 | 30 | 32 |
| Debate | 2 | 1 | 3 |
| Presentation | 1 | 3 | 4 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|-------------------------------------------------------------------------------------------------|
| Introductory activities | Introductory activities |
| Lecturing | Theoretical frameworks, methodological and critical tools in discussing Anglophone literatures. |
| Mentored work | Essay based on two or more readings with a specific approach. |
| Debate | Classroom debate on readings. |
| Presentation | Oral presentation based on notes, on one of the readings, with a guiding topic/ focus. |

Personalized assistance

| Methodologies | Description |
|---------------|----------------------|
| Mentored work | supervision, queries |

Assessment

| | Description | Qualification | Training and Learning Results |
|---------------|-----------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------|
| Mentored work | Assignment oriented on two or more compulsory readings. | 40 | A2 B1 C9 D9 A4 B2 C17 D10 B4 C21 B5 B6 |
| Debate | Informed debate based on class readings. | 20 | A2 B1 C9 D2 A4 B2 C12 D9 B4 C15 D10 B5 C16 B6 C17 C21 |
| Presentation | Oral presentation in the classroom focused on one of the compulsory readings, following a specific critical approach. | 40 | A2 B1 C9 D2 A4 B2 C12 D9 B4 C15 D10 B5 C16 B6 C17 C21 |

Other comments on the Evaluation

Sources of information**Basic Bibliography****Complementary Bibliography**

Abbott, H. Porter, **The Cambridge Introduction to Narrative**, Cambridge UP, 2008

Bennett, Andrew and Royle, Nicholas, **This Thing Called Literature: reading, thinking, writing**, Routledge, 2015

Bru, Sascha, Ben de Bruyn, Michel Deville (eds), **Literature Now**, Edinburgh University Press, 2016

Hendin, Josephine G., **A Concise companion to postwar American literature and culture**, Blackwell, 2004

Huggan, Graham, **The Oxford Handbook of Postcolonial Studies**, Oxford UP, 2016

Jacobson, Matthew Frye, **Whiteness of a Different Color**, Harvard UP, 2002

Leitch, Vincent, **Cultural Criticism, Literary Theory, Poststructuralism**, Columbia University Press, 1992

Loeffholz, Mary, **The Norton Anthology of American Literature, volume D.**, WW Norton & Company, 2007

Malamud, Bernard, **The Complete Stories**, Farrar, Straus & Giroux, 1997

Parekh, Bhikhu, **Rethinking Cultural Multiculturalism: Cultural Diversity and Political Theory**, Palgrave, 2006

Raban, Jonathan, **The Technique of Modern Fiction**, Arnold, 1968

Singer, Peter, **The Moral of the Story: An Anthology of Ethics through Literature**, Blackwell, 2005

Recommendations

Subjects that are recommended to be taken simultaneously

Literary and Cultural Movements in English Speaking Countries/V01M121V01208

IDENTIFYING DATA**Literary and Cultural Movements in English Speaking Countries**

| | | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Literary and Cultural Movements in English Speaking Countries | | | |
| Code | V01M121V01208 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Carregal Romero, José | | | |
| Lecturers | Carregal Romero, José | | | |
| E-mail | jcarregal@uvigo.es | | | |
| Web | | | | |
| General description | (*)Investigación avanzada do estudo dos movementos literarios e culturais nos países de fala inglesa. Mediante a exploración dunha variada gama de textos literarios e artístico-culturais representativos de variados ámbitos xeográficos e históricos, preténdese examinar cuestións relativas á periodización xeral das literaturas anglófonas así como as tendencias ideolóxicas e culturais dominantes en cada época e ámbito. Porase especial énfase na relación entre o espazo urbán e os movementos literarios da modernidade | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| B1 | |
| B2 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| C15 | (*)Coñecemento dos principios modelos de investigación literaria/cultural no ámbito anglófono. |
| C17 | (*)Capacidade de utilizar as técnicas empregadas para a análise de textos artísticos e culturais no ámbito anglófono. |
| C21 | (*)Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións do ámbito anglófono a través de diversos tipos de textos pertencentes a diferentes épocas históricas. |
| C26 | (*)Coñecemento das relacións entre as principais manifestacións artísticas e literarias no ámbito anglófono. |

Expected results from this subject

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Expected results from this subject | Training and Learning Results |
| (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo | B1 B2 B4 B5 B6 C15 C17 C21 C26 |

Contents

| | |
|-------------------------------------------------|-------------------------------------------------------------------------------------------|
| Topic | |
| Realism | The problem of "representation" |
| Modernism | Literary experimentation and aesthetic innovation |
| Subversive spaces and transgressive territories | The realist and modernist modes in contemporary fiction: a selection of authors and texts |

Planning

| | | | |
|-----------|-------------|-----------------------------|-------------|
| | Class hours | Hours outside the classroom | Total hours |
| Lecturing | 2 | 0 | 2 |

| | | | |
|--------------|---|----|----|
| Presentation | 4 | 44 | 48 |
| Debate | 6 | 12 | 18 |
| Essay | 2 | 5 | 7 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|--------------|---------------------|
| Lecturing | Check with lecturer |
| Presentation | Check with lecturer |
| Debate | Check with lecturer |

Personalized assistance

| Methodologies | Description |
|---------------|---------------------|
| Lecturing | Check with lecturer |
| Presentation | Check with lecturer |

Assessment

| | Description | Qualification | Training and Learning Results | |
|--------------|----------------------------------------------------|---------------|-------------------------------|--------------------------|
| Presentation | Check with lecturer | 50 | B1 B2 B4 B5 B6 | C15 C17 C21 C26 |
| Debate | Check with lecturer | 10 | B1 B2 B4 B5 B6 | C15 C17 C21 C26 |
| Essay | Final Essay to be written in class on the last day | 40 | B1 B2 B4 B5 B6 | C15 C17 C21 C26 |

Other comments on the Evaluation

In case of clearly insufficient attendance (

Sources of information

Basic Bibliography

Complementary Bibliography

Begnal, Michael, ed, **Joyce and the City: the Significance of Place**, Syracuse UP,, 2002

Bradbury, Malcolm and James MacFarlane, **Modernism**, Penguin,, 1991

Brooker, Peter., **Modernity and Metropolis: Writing, Film and Urban Formations**, Palgrave, 2002

Donald, James, **Imagining the Modern City.**, U of Minnesota P, 1999

Reynolds, Paige, **Modernism in Irish Women's Contemporary Writing: The Stubborn Mode**, Oxford, 2023

Castle, Gregory and Patrick Bixby, **A History of Irish Modernism**, Cambridge UP, 2019

Fagan, Paul; Greaney, John; Radak, Tamara, eds, **Irish modernisms: gaps, conjectures, possibilities**, Bloomsbury, 2022

Mao, Douglas, ed, **The New Modernist Studies**, Cambridge UP, 2021

James, David, ed, **The Legacies of Modernism**, Cambridge UP, 2021

Falcato, Ana Cristina, **Realism and Modernism in the Novel**, Revista de Letras, 2015

Stasi, Paul, **The Persistence of Realism in Modernist Fiction**, Cambridge UP, 2021

Trimm, Ryan, **Contemporary Fiction and Modernism**, Oxford Research Encyclopedia of Literature, 2018

Recommendations

Subjects that are recommended to be taken simultaneously

Literature and Cultural Diversity in the English Speaking World/V01M121V01207
 Literary-Cultural Research Methods and Resources in the English Speaking World/V01M121V01102

Subjects that it is recommended to have taken before

Literary-Cultural Research Methods and Resources in the English Speaking World/V01M121V01102

IDENTIFYING DATA**Gender Perspective and Literature in the English Speaking World**

| | | | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Gender Perspective and Literature in the English Speaking World | | | |
| Code | V01M121V01209 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Rosende Pérez, Aida | | | |
| Lecturers | Rosende Pérez, Aida | | | |
| E-mail | aida.rosende@uvigo.gal | | | |
| Web | http://www.imaes.eu/ | | | |
| General description | This course will approach Literature(s) in English from a feminist perspective by examining the following issues: the relationship between the politics of writing and gender, feminism, feminist and women's writing, the literary canon and gender, Anglo-American and French feminist criticism, Afro-American feminist criticism and Queer Studies. Students will further look into women's writing produced in different historical periods, and will examine major themes, characters, and the historical context in which those works were produced, which will enable them to apply these theoretical tools to varied literary traditions. | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B1 | |
| B2 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| C15 | (*)Coñecemento dos principios modelos de investigación literaria/cultural no ámbito anglófono. |
| C16 | (*)Coñecemento dos principais recursos de investigación literario/cultural no ámbito anglófono. |
| C21 | (*)Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións do ámbito anglófono a través de diversos tipos de textos pertencentes a diferentes épocas históricas. |
| D7 | (*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida. |
| D10 | (*)Apreciación da diversidade e multiculturalidade no contexto dos distintos ámbitos dos Estudos Ingleses. |
| D12 | (*)Habilidades para fomentar e garantir o respecto aos Dereitos Humanos e aos principios de accesibilidade universal, igualdade, non discriminación e os valores democráticos e da cultura da paz. |
| D19 | (*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses. |

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Knowledge of the main models of cultural literary/investigation in the anglophone context. | C15 |
| Knowledge of the main resources of cultural literary/investigation in the anglophone context | C16 |
| Identification and analysis of the most relevant characteristics of the culture and institutions of the anglophone context through diverse types of texts belonging to different historical periods. | C21 |
| Ability to deeply analyze the concepts, principles, theories or models related with the distinct fields of English Studies, as well as to know the necessary methodology for the resolution of its problematic | B1 |
| Application of knowledge and skills in the multidisciplinary and multifaceted area of English Studies. | B2 |
| Ability to discuss ideas orally or in reports, as well as express an opinion based on external or personal criteria. In order to do so, proficient use of academic and scientific language will be required both for oral and written expression. | B4 |
| Skill to investigate and handle new knowledge and information in the context of English Studies. | B5 |
| Capacity for a critical attitude when considering the relevance of the existing research and their own personal research in the areas of study that pertain English Studies. | B6 |

That the students possess the learning skills that allow them to continue studying in a process that will very likely be to a great extent independent and autonomous. A5

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Ability to work and continue learning in an autonomous form. | D7 |
| Appreciation of diversity and multiculturalism in the context of the distinct fields of the English Studies | D10 |
| Ability to promote and guarantee respect for Human Rights and for the principles of universal accessibility, equality, no discrimination and the democratic values and the culture of peace. | D12 |
| Capacity to deliver research papers in the distinct fields of English Studies. | D19 |

Contents

| Topic | |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Introduction | 1.1. Theoretical approaches to theatre and drama 1.2. Feminism and gender |
| 2. Women playwrights in the first decades of the XX century | 2.1. First wave of feminism 2.2. Experimentation and avant-garde |
| 3. Broadway playwrights | 3.1. Female representations on the mainstream 3.2. Images of women by women |
| 4. Off- and Off-Off Broadway | 4.1. Alternative spaces and alternative voices 4.2. Second wave of feminism and consciousness raising |
| 5. Diversity and globalization | 5.1. Black female playwrights 5.2. Latina playwrights 5.3. Sexuality and diversity: The AIDS crisis, reproductive rights, gender violence |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|---------------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 2 | 0 | 2 |
| Seminars | 8 | 18 | 26 |
| Case studies | 2 | 10 | 12 |
| Debate | 0 | 18 | 18 |
| Problem and/or exercise solving | 2 | 15 | 17 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introductory activities | (*)Na primeira sesión desta materia a profesora explicará a dinámica de traballo e metodoloxía a seguir, introducindo conceptos clave a desenvolver na mesma. Nesta sesión avaliaremos coñecementos previos. |
| Seminars | Activities focused on a specific topic, allowing the application of the contents of the course by discussing different readings of the assigned texts. They can be used to supplement the lectures. |
| Case studies | Presentation by the teacher of the contents on the subject under study, theory, critical tools and / or guidelines for an individual paper to be developed by the student. |

Personalized assistance

| Methodologies | Description |
|---------------------------------|-------------|
| Case studies | |
| Seminars | |
| Tests | Description |
| Problem and/or exercise solving | |

Assessment

| | Description | Qualification | Training and Learning Results |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------|
| Case studies | (*)Comentarios críticos escritos ou orais de textos literarios ou audiovisuais que o alumnado prepara con anterioridade de forma autónoma. | 35 | B1 C21 D10 B2 D12 B4 B6 |
| Debate | Class diary describing the content for each session and a personal evaluation. | 30 | A5 B1 C15 D7 B2 C16 D12 B4 B6 |

| | | | | | | |
|---------------------------------|------------------------------------------------------------------------------------------------|----|----|----------------|------------|-----------|
| Problem and/or exercise solving | Selection and justification of the topic for the final essay and the choice of dramatic texts. | 35 | A5 | B1 B2 B5 | C15 C16 | D7 D12 |
|---------------------------------|------------------------------------------------------------------------------------------------|----|----|----------------|------------|-----------|

Other comments on the Evaluation

In all other cases (students unable to attend classes, students retaking the course, etc.): assessment will be based on the final written paper (= 100%)

Sources of information

Basic Bibliography

- Ahmed, Sara, **The Feminist Killjoy Handbook**, Allen Lane, 2023
- Ahmed, Sara, **The Cultural Politics of Emotion**, 2^a, Routledge, 2014
- Braidotti, Rosi, **Posthuman Feminism**, Polity Press, 2022
- Corbett, Emily, **In Transition Young Adult Literature and Transgender Representation**, University Press of Mississippi, 2024
- Gumbs, Alexis Pauline, **Undrowned: Black Feminist Lessons from Marine Mammals**, 2020
- Pedwell, Caroline & Anne Whitehead, **"Affecting Feminism: Questions of Feeling in Feminist Theory"**, 2012
- Weik von Mossner, Alexa, **Affective Ecologies: Empathy, Emotion, and Environmental Narrative**, Ohio State University Press, 2017

Complementary Bibliography

- Ahmed, Sara, **Living a Feminist Life**, MNG University Presses, 2017
- Betasamosake Simpson, Leanne, **Theory of Water: Nishnaabe Maps to the Times Ahead**, Haymarket, 2025
- Bey, Marquis, **Black Trans Feminism**, Duke University Press, 2022
- Braidotti, Rosi, **"We' May Be in This Together, but We Are Not All Human and We Are Not One and the Same"**, 2020
- Butler, Judith, **Gender Trouble: Feminism and the Subversion of Identity**, 1^a, Routledge, 1990
- Butler, Judith, **Undoing Gender**, 1^a, Routledge, 2004
- Gumbs, Alexis Pauline, **"Being Ocean as Praxis: Depth Humanisms and Dark Sciences"**, 2019
- Haraway, Dona, **Staying with the Trouble: Making Kin in the Chthulucene**, Duke University Press, 2016
- Hétu, Dominique; García-Zarranz, Libe; Fayant, Amanda & Marie Carrière (eds.), **Living and Learning with Feminist Ethics, Literature, and Art**, University of Alberta Press, 2019
- Hill-Collins, Patricia, **Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment**, 1^a, Routledge, 1990
- hooks, bell, **Ain't I A Woman? Black Women and Feminism**, 1^a, Pluto, 1987
- hooks, bell, **Men, Masculinity, and Love**, Washington Square Press, 2004
- Jackson, Zakiyyah Iman, **Becoming Human: Matter and Meaning in an Antiracist World**, NYU Press, 2021
- Malatino, Hil, **Queer Embodiment: Monstrosity, Medical Violence and Intersex Experience**, University of Nebraska Press, 2019
- McKittrick, Katherine, **Sylvia Wynter: On Being Human as Praxis**, Duke University Press, 2015
- Nash, Jennifer C., **How We Write Now: Living with Black Feminist Theory**, Duke University Press, 2024
- Neimanis, Astrida, **Bodies of Water: Posthuman Feminist Phenomenology**, Bloomsbury, 2017
- Paszkievicz, Katarzyna & Ruthven, Andrea (des.), **Cinema of/for the Anthropocene Affect, Ecology, and More-Than-Human Kinship**, Routledge, 2025
- Reyes, G. M., & Chirindo, K., **"Theorizing Race and Gender in the Anthropocene"**, Women's Studies in Communication, 2020
- Yusoff, Kathryn, **A Billion Black Anthropocenes or None**, University of Minnesota Press, 2018

Recommendations

Other comments

Both the compulsory reading list and the complete bibliography will be incorporated in Moovi.

The use of Moovi and the library as well as active participation in class are highly recommended for a better result in this course.

Any paper without academic criteria and/or incurring in plagiarism will automatically imply that the subject is failed.

IDENTIFYING DATA**Artistic and Literary Manifestations in English Speaking Countries**

| | | | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Artistic and Literary Manifestations in English Speaking Countries | | | |
| Code | V01M121V01210 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Bueno Alonso, Jorge Luis | | | |
| Lecturers | Bueno Alonso, Jorge Luis | | | |
| E-mail | jlbueno@uvigo.es | | | |
| Web | http://moovi.uvigo.gal | | | |
| General description | (*)Esta materia ocúpase de iniciar ó estudante nas perspectivas e métodos de investigación máis relevantes para o estudo avanzado das manifestaciones artísticas -en especial dos textos fílmicos- creadas nos diversos ámbitos de produción en lingua inglesa. Polas súas competencias específicas e o seu obxecto de estudo a materia permitiralle ó estudante assimilar as diversas aproximacións críticas ó estudo dos textos fílmicos en lingua inglesa e adquirir ferramentas que lle permitan demostrar a súa capacidade para usar as ditas aproximacións na análise avanzada de textos, autores, e períodos específicos. Para exemplificar a devandita análise dun xeito avanzado, o curso desenvolve un estudo de caso monográfico baixo o título de "Filming (Neo)medieval (Sub)versions: Wives of Bath, Green Knights and Holy Grails". | | | |

Training and Learning Results

| | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| B1 | |
| B2 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| C15 | (*)Coñecemento dos principios modelos de investigación literaria/cultural no ámbito anglófono. |
| C21 | (*)Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións do ámbito anglófono a través de diversos tipos de textos pertencentes a diferentes épocas históricas. |
| C26 | (*)Coñecemento das relacións entre as principais manifestacións artísticas e literarias no ámbito anglófono. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D8 | (*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses. |
| D9 | (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias. |
| D18 | (*)Capacidade para obter información sobre a investigación máis recente que se está levando a cabo dentro do ámbito dos Estudos Ingleses, tanto en lingüística como en literatura e cultura. |

Expected results from this subject

| | |
|------------------------------------|-------------------------------|
| Expected results from this subject | Training and Learning Results |
|------------------------------------|-------------------------------|

(*)Describir, analizar e comparar textos fílmicos representativos e reflexionar sobre a interacción co contexto histórico, social, artístico e cultural en que se inscribe a súa produción e recepción.

B1
B2
B4
B5
B6
C15
C21
C26
D1
D2
D8
D9
D18

Contents

| Topic | |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (*)1. Introduction. "Like all great myths of old" | (*)1.1. Romance and Arthurian Literature. Fundamentals. 1.2. Sir Gawain and the Green Knight: Fusion, topics, symbols, themes, structure. 1.3. Malory as the Arthurian MCU? Plots and Subplots. 1.4. The Arthurian Story as a Folklore Pattern: Masterplots and Heroic Journeys. |
| (*)1. Blade Runner (1982-2007), sinopsis, versiones, estructura, hibridación genérica. | (*)1.1. 25 years on the making: la multitextualidad de Blade Runner. Which filmic text is it? 1.2. El contenido híbrido: estructura argumental, sinopsis y germen. 1.3. El universo de Philip K. Dick: Do Androids Dream of Electric Sheep (1962) y el texto fílmico Blade Runner. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Workshops | 0 | 4 | 4 |
| Lecturing | 2 | 0 | 2 |
| Mentored work | 4 | 8 | 12 |
| Previous studies | 0 | 18 | 18 |
| Introductory activities | 0 | 4 | 4 |
| Essay | 0 | 19 | 19 |
| Systematic observation | 2 | 0 | 2 |
| Case studies | 6 | 8 | 14 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Workshops | (*)Análise práctica en profundidade sobre un tema (monográfico). Ampliación e relación dos contidos dados nas sesións maxistras coas tarefas profesionais. |
| Lecturing | (*)Exposición interactiva dos contidos da materia |
| Mentored work | (*)Traballos analíticos desenvolvidos polos alumnos trala revisión de materiais complementarios ó tema monográfico do curso. |
| Previous studies | (*)Procura, lectura e traballo de documentación. Análise autónomo dos materiais entregados ó alumno |
| Introductory activities | (*)Actividades dirixidas a tomar contacto e recoller información dos alumnos e presentación da materia. |

Personalized assistance

| Methodologies | Description |
|-------------------------|-------------|
| Mentored work | |
| Introductory activities | |
| Workshops | |
| Lecturing | |
| Previous studies | |
| Tests | Description |
| Essay | |

Systematic observation

Case studies

| Assessment | | | | | |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------|-------------------|-----------------------------|
| | Description | Qualification | Training and Learning Results | | |
| Essay | (*)Probas que inclúen actividades, problemas ou casos a resolver. O alumnado debe dar resposta á actividade suscitada, plasmando de xeito práctico, os coñecementos teóricos e prácticos da materia. | 60 | B1 B2 B4 B5 B6 | C15 C21 C26 | D1 D2 D8 D9 D18 |
| Systematic observation | (*)Participación activa nas sesións presenciais. | 20 | | C26 | D1 D2 D8 D9 D18 |
| Case studies | (*)Control de lecturas e visionados realizados dun xeito activo no desenvolvemento das partes prácticas da materia. | 20 | | C26 | D1 D2 D8 D9 D18 |

Other comments on the Evaluation

Sources of information

Basic Bibliography

Complementary Bibliography

Kevin J. Harty, **Notes Towards a Close Reading of David Lowery's 2021 Film The Green Knight**, 10: 1, DeGruyter, 2022

David W. Marshall, **Mass market Medieval. Essays on the Middle Ages in Popular Culture**, McFarland & Company, Inc., 2007

Kevin J. Harty, **The Holy Grail on Film. Essays on the Cinematic Quest**, McFarland & Company Inc, 2015

Elizabeth Archibald, Add Putter, **The Cambridge Companion to the Arthurian Legend**, Cambridge University Press, 2009

L. Finke & M. B. Shichtman, **Cinematic Illuminations: The Middle Ages on Film**, The Johns Hopkins University Press, 2010

K. Fugelso, **Corporate Medievalism**, D.S.Brewer, 2012

M. Rubin, **The Middle Ages: A very short introduction**, Oxford University Press, 2014

Jessie L. Weston, **From Ritual to Romance**, Chivers Press., 1980

Recommendations

IDENTIFYING DATA**Literary Genres and Modes in the English Language**

| | | | | |
|---------------------|---------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Literary Genres and Modes in the English Language | | | |
| Code | V01M121V01211 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Figuroa Dorrego, Jorge Juan | | | |
| Lecturers | Figuroa Dorrego, Jorge Juan | | | |
| E-mail | jdorrego@uvigo.es | | | |
| Web | http://faitic.uvigo.es | | | |
| General description | (*)Profundización nos conceptos de xénero e modo literarios, con especial énfase na comedia e traxedia. | | | |

Training and Learning Results

| | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| B1 | |
| B2 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| C12 | (*)Capacidade para analizar distintos tipos de discursos e xéneros discursivos orais e/ou escritos en lingua inglesa. |
| C15 | (*)Coñecemento dos principios modelos de investigación literaria/cultural no ámbito anglófono. |
| C21 | (*)Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións do ámbito anglófono a través de diversos tipos de textos pertencentes a diferentes épocas históricas. |
| C22 | (*)Capacidade para comprender diferentes achegas teóricas e críticas así como a súa aplicación á análise de textos literarios e culturais no ámbito anglófono. |
| C23 | (*)Capacidade para afondar nos xéneros e autores en lingua inglesa. |
| C24 | (*)Capacidade para afondar nas tendencias actuais nos estudos teóricos e críticos literarios e culturais, aplicados a autores, xéneros e períodos literarios en lingua inglesa. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D4 | (*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables. |
| D5 | (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral. |

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| In-depth analysis of the concepts of genre and literary mode, as well as the classical and present-day theories about them, with special emphasis on comedy and tragedy. | B1 B2 B5 C15 C21 C22 C23 D1 D2 |

Ability to present oral and written analysis of questions related to genre in certain texts, with original and reasonable hypotheses based on textual evidence and theoretical and critical studies, and following academic conventions.

B2
B4
B5
B6
C12
C22
C23
C24
D2
D4
D5

Contents

Topic

| | |
|---------------------------------------------------------|------------------------------------------------------------------------------------|
| 1. The concepts of genre and mode. | Definitions, similarities and differences. |
| 2. Genres and modes in literary theory in English. | Sidney, Jonson, Dryden, and other early modern writers. More recent approaches. |
| 3. From comedy and the comic to tragedy and the tragic. | Genres and modes in a selection of works from the literary tradition in English. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 1 | 0 | 1 |
| Lecturing | 6 | 0 | 6 |
| Seminars | 5 | 10 | 15 |
| Presentation | 2 | 25 | 27 |
| Mentored work | 0 | 26 | 26 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introductory activities | Introductory explanation of the objectives, contents, methodology, evaluation and bibliography of this module. |
| Lecturing | Presentation of the theoretical contents of this module. |
| Seminars | Analysis and commentary of texts, developing autonomous and critical thinking. |
| Presentation | Oral presentations about a subject related with the contents of the subject, exposing solid arguments based on textual and contextual evidence and critical support, following academic conventions. |
| Mentored work | Essays about a subject related with the contents of the subject, presenting solid arguments and using textual and contextual evidence and critical support, following academic conventions. |

Personalized assistance

Methodologies Description

| | |
|---------------|------------------------------------------------------------------------------------------------|
| Presentation | The lecturer will help the students to prepare the oral presentations during his office hours. |
| Mentored work | The lecturer will help the students to prepare the essays during his office hours. |

Assessment

| Description | Qualification | Training and Learning Results | | |
|------------------------------------------------------------------------------------------|---------------|-------------------------------|---------------------------------|----------|
| Seminars Participation in seminars and other activities of the course. | 10 | B1 B2 B5 | C15 C21 C22 C23 C24 | D1 |
| Presentation Brief oral presentation about a certain topic related to the course. | 40 | B2 B4 B5 B6 | C12 C22 C23 C24 | D1 D5 |
| Mentored work Written assignment (essay) about a certain topic related to the course. | 50 | B2 B4 B5 B6 | C22 C23 C24 | D1 D4 |

Other comments on the Evaluation

Students who cannot attend classes regularly will have to hand in **two essays** on some aspect related to the contents of the course, under the supervision of the teacher.

The **oral presentations** will be in the **last session**. For the **essays**, the deadline will be **22 May 2025**.

In the case of needing a second chance for **assessment**, the deadline for the **essays** will be **1 July 2025**.

Sources of information

Basic Bibliography

Complementary Bibliography

Beebee, Thomas, **The Ideology of Genre**, Pennsylvania State U.P., 1994

Bevis, Matthew, **Comedy: A Very Short Introduction**, Oxford U.P., 2013

Bushnell, Rebeca ed., **A Companion to Tragedy**, Blackwell, 2005

Derrida, Jacques, "**The Law of Genre**". **Critical Inquiry**, 7.1, 1980

Fowler, Alistair, **Kinds of Literature. An Introduction to the Theory of Genres and Modes**, Clarendon Press, 1982

Frow, John, **Genre**, Routledge, 2005

Genette, Gérard, **The Architext: An Introduction**, U. California P., 1992

Rosmarin, Adena, **The Power of Genre**, U. Minnesota P., 1985

Stott, Andrew, **Comedy**, Routledge, 2005

Todorov, Tzvetan, **Genres in Discourse**, Cambridge U.P., 1990

Wallace, Jennifer, **The Cambridge Introduction to Tragedy**, Cambridge U.P., 2007

Weitz, Eric, **The Cambridge Introduction to Comedy**, Cambridge U.P., 2009

Recommendations

Subjects that it is recommended to have taken before

Models of literary-cultural interpretation in English-speaking countries/V01M121V01110

Literary Discourse and Society in English Speaking Countries/V01M121V01104

Literary-Cultural Research Methods and Resources in the English Speaking World/V01M121V01102

Other comments

An active participation in the classroom is highly recommended.

Plagiarism will not be accepted and will imply that the presentation or essay will not be passed.

It is also recommendable to use the resources of the university library, as well as to be up to date with the materials and announcements posted on the Faitic platform.

IDENTIFYING DATA**Textual and Cultural Negotiations in English Speaking Countries**

| | | | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------------|
| Subject | Textual and Cultural Negotiations in English Speaking Countries | | | |
| Code | V01M121V01212 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Caneda Cabrera, María Teresa | | | |
| Lecturers | Caneda Cabrera, María Teresa | | | |
| E-mail | tcaneda@uvigo.es | | | |
| Web | | | | |
| General description | <p>Drawing on the notion that contemporary culture is the result of a dynamic process of "negotiation" between discourses, forms and texts, we propose to analyze the hybrid configuration of the so called "cultural products" (film, literature, video, installations, translations and other forms of artistic and cultural representation) in order to account for a more global understanding:</p> <ul style="list-style-type: none"> -To study and analyze the historical context in which representative cultural products , literary works/ texts came into being. -To study the cultural transfer between different artistic and literary contexts -To discuss the interplay and dialogue between literary and cultural traditions -To establish literary and textual connections among texts and contexts of reception -To analyze the textual and cultural negotiation underlying processes of cultural mediation, translation, transculturation and textual and media transferences. | | | |

Training and Learning Results

| | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B1 | |
| B2 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| C15 | (*)Coñecemento dos principios modelos de investigación literaria/cultural no ámbito anglófono. |
| C17 | (*)Capacidade de utilizar as técnicas empregadas para a análise de textos artísticos e culturais no ámbito anglófono. |
| C21 | (*)Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións do ámbito anglófono a través de diversos tipos de textos pertencentes a diferentes épocas históricas. |
| C25 | (*)Coñecemento de perspectivas transculturais en lingua inglesa. |
| C26 | (*)Coñecemento das relacións entre as principais manifestacións artísticas e literarias no ámbito anglófono. |
| D1 | (*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |

Expected results from this subject

| | |
|------------------------------------|-------------------------------|
| Expected results from this subject | Training and Learning Results |
| New | A5 |
| New | B1 |
| | D1 |
| New | B2 |
| | D2 |
| New | B4 |
| New | B5 |

| | |
|-----|-----|
| New | B6 |
| New | C15 |
| New | C17 |
| New | C21 |
| New | C25 |
| New | C26 |

Contents

| Topic | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Some of the most relevant issues in our discussions will be: the interaction between high culture and low or mass culture, the textual/cultural negotiation in contemporary literature and film, cultural and intersemiotic translation as a form of intertextuality, representation and space in modern literature, visual and textual representations of gender and identity, aiming to create a truly interdisciplinary forum for conceptual and theoretical debate. | -Discussion of a selection of textual and cultural negotiations |
| Recognizing the openness of meaning that lies within the notion of "culture", the course engages with the perspectives of the fields of cultural studies, film studies, visual culture, textual criticism, modernist and postmodernist studies and translation studies. | -Discussion of translation related issues: conformation of imaginaries, sensitive contexts, ideological implications |
| A detailed syllabus with specification of readings and assignments will be handed out in the introductory session | -Discussion of obligatory critical readings |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|---------------------|-------------|-----------------------------|-------------|
| Lecturing | 10 | 0 | 10 |
| Presentation | 4 | 12 | 16 |
| Mentored work | 0 | 15 | 15 |
| Problem solving | 0 | 12 | 12 |
| Laboratory practice | 0 | 12 | 12 |
| Essay | 0 | 10 | 10 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-----------------|---------------------|
| Lecturing | Check with lecturer |
| Presentation | Check with lecturer |
| Mentored work | Check with lecturer |
| Problem solving | Check with lecturer |

Personalized assistance

| Methodologies | Description |
|---------------|---------------------|
| Lecturing | Check with lecturer |

Assessment

| | Description | Qualification | | Training and Learning Results | |
|---------------------|---------------------|---------------|----|-------------------------------|-----|
| Presentation | Check with lecturer | 30 | | B4 | C17 |
| | | | | B6 | C21 |
| Laboratory practice | Check with lecturer | 30 | | B1 | C15 |
| | | | | B2 | C17 |
| | | | | B5 | C21 |
| | | | | B6 | C26 |
| Essay | Check with lecturer | 40 | A5 | B4 | C15 |
| | | | | | C21 |
| | | | | | C25 |
| | | | | | C26 |

Other comments on the Evaluation

Students will be informed in detail of the characteristics of the assessment tests through the Moovi platform at the beginning of the course.

The evaluation is scheduled according to the report of the Interuniversity Master's Degree, which establishes that it is a semi-face-to-face Master's degree with a percentage of mandatory presence. Therefore, another type of assessment is not contemplated.

Assessment for "2a oportunidad": written examination (100%).

In all other cases (students unable to attend classes, students retaking the course, etc.): assessment will be based on the final written examination (100%).

An alternative assessment test other than those contemplated in this guide may be used in the event that any work (oral or written) or exam (oral or written) is suspected to be totally or partially carried out using Artificial Intelligence.

Given the impossibility of proving the use of AI, the mere suspicion on the part of the teaching person will be a sufficient condition for an alternative exam, which will be carried out at the date and time established by the instructor.

Sources of information

Basic Bibliography

Complementary Bibliography

Barstone, Willis., **The Poetics of Translation**, Yale UP, 1993

Lefevere, André., **Translating Literature: Practice and Theory in a Comparative Literature Context (selected chapters)**, MLA, 1992

Shulte and Bigunet, **Theories of Translation (selected chapters)**, U of Chicago Press, 1992

St Pierre, Paul., **In Translation: Reflection, Refractions and Transformations (selected chapters)**, Pencraft International, 2005

Venuti, Lawrence., **The Scandals of Translation (selected chapters)**, Routledge, 1998

Venuti, Lawrence., **Translation Changes Everything (selected chapter)**, Routledge, 2013

Recommendations

Other comments

It recommends an active participation in the classes and the use of the resources of the library.

| IDENTIFYING DATA | | | | |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------------|
| Practicum | | | | |
| Subject | Practicum | | | |
| Code | V01M121V01213 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 6 | Mandatory | 1st | 2nd |
| Teaching language | Spanish Galician English | | | |
| Department | | | | |
| Coordinator | Figueroa Dorrego, Jorge Juan | | | |
| Lecturers | Figueroa Dorrego, Jorge Juan | | | |
| E-mail | jdorrego@uvigo.es | | | |
| Web | | | | |
| General description | Serving an internship which entails acquiring professional competencies and applying to real life the knowledge and competencies acquired in the modules already taken. | | | |

| Training and Learning Results | |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A2 | (*Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A3 | (*Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| B1 | |
| B2 | |
| B3 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C27 | (*Coñecemento das entornas laborais e profesionais onde o inglés ocupa un lugar relevante como medio e vehículo de expresión. |

| Expected results from this subject | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Expected results from this subject | Training and Learning Results |
| - Acquaintance with the characteristics and inner workings of the company or institution where the internship will be served. | A2 A3 |
| - Gathering information about the organisation, functions, customers and position that the company or institution occupies in the labour market or in the cultural landscape at a local level and, where appropriate, at a national and international level. | A4 B1 B2 |
| - Serving an internship which entails developing the acquired competencies: writing, proof reading and editing English texts, translation tasks, interpretation and transliteration, use and exploitation of new technologies, teaching practice, activities related to tourism, media and to other specific fields in which the use of English is relevant, etc. | B3 B4 B5 B6 |
| - Writing the practicum report. | B7 B8 B9 B10 C27 |

| Contents |
|-----------------|
| Topic |

Contents will be determined by the company or institution chosen by the student to serve the internship. Sub-topics will be determined by the company or institution chosen by the student to serve the internship.

| Planning | | | |
|-------------------------------------------------------|-------------|-----------------------------|-------------|
| | Class hours | Hours outside the classroom | Total hours |
| Seminars | 20 | 0 | 20 |
| Practicum, External practices and clinical practices | 0 | 90 | 90 |
| Report of practices, practicum and external practices | 0 | 40 | 40 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| | Description |
| Seminars | Planning the internship as well as planning and guidance on the preparation of the final written internship report. |
| Practicum, External practices and clinical practices | Professional training at an institution or company. |

| Personalized assistance | |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies | Description |
| Practicum, External practices and clinical practices | To make the most of the course, students will be offered personalized attention by the professional supervisor both on site (at the company or institution) and/or on line (by email or any other virtual tool that the company or institution considers convenient). This personalized attention is aimed at addressing students' needs and queries related to the development of the internship at the selected company or institution, offering guidance, support and motivation during the learning process. |
| Seminars | To make the most of the course, students will be offered personalized attention by the academic supervisor both on site (during the supervisor's office hours) and/or by virtual means (through the tools offered by the MooVi platform and/or by email and/or on Remote Campus). This personalized attention is aimed at addressing students' needs and queries related to the planning of the internship (aims and tasks to be carried out) and the preparation of the final written report, offering guidance, support and motivation during the learning process. |

| Assessment | | | | | | |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------|----------|----------------------|-----|-----------------------|
| | Description | Qualification | Training | and Learning Results | | |
| Practicum, External practices and clinical practices | Work training in a company or institution | 60 | A2 | B1 | C27 | B2 B3 B5 |
| Report of practices, practicum and external practices | Writing a report about the practical knowledge and skills acquired at the selected company or institution | 40 | A3 A4 | B4 | B6 | B7 B8 B9 B10 |

Other comments on the Evaluation

The assessment process will be continuous and formative, taking into account all the stages of the internship. The assessment system will take into account the following parameters:

- 1) The professional supervisor's assessment of the development of the internship and of the degree of performance of each of the activities carried out. This assessment will be numerical on a 0-10 scale.
- 2) The academic supervisor's assessment of the practicum report written by the student at the end of the internship. This assessment will be numerical on a 0-10 scale. The report must satisfy the following requirements:
 - its length must be between 1,000 and 3,000 words, in free format;
 - it can be written in English, Spanish or Galician;
 - it must show writing and synthesis skills and report on the activities and tasks carried out during the internship, the

experience acquired, the most positive aspects of the experience, the least satisfactory aspects which could be improved, etc.

- the student must submit a printed copy to the academic supervisor on the date agreed, which will be determined by the official submission of records (*actas*) calendar.

3) The final grade will be proposed by the academic supervisor on the basis of the professional supervisor's assessment, which will correspond to up to 60 percent of the final grade, and on the assessment of the student's report, which will count up to 40 percent of the final grade. The academic supervisor must submit the final grade proposal to the Coordinator for ratification, if applicable, and its inclusion in the transcript of records.

Sources of information**Basic Bibliography****Complementary Bibliography**

Recommendations

Other comments

Total or partial plagiarism found in the practicum report will be penalized with a zero on the report. Claiming ignorance of plagiarism will not exempt the student from liability.

IDENTIFYING DATA**The Final Master Degree Work**

| | | | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------|------|------------|
| Subject | The Final Master Degree Work | | | |
| Code | V01M121V01214 | | | |
| Study programme | Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 12 | Mandatory | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Urdiales Shaw, Martín | | | |
| Lecturers | Urdiales Shaw, Martín | | | |
| E-mail | urdiales@uvigo.es | | | |
| Web | http://https://moovi.uvigo.gal/course/view.php?id=6562 | | | |
| General description | Writing and orally defending an original research work. | | | |

Training and Learning Results

| | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A3 | (*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| A5 | (*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo. |
| B4 | -- |
| B5 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C1 | (*)Capacidade para utilizar unha terminoloxía lingüística rigorosa así como unha notación adecuada. |
| C2 | (*)Coñecemento dos principais modelos de investigación lingüística. |
| C3 | (*)Coñecemento dos principais recursos e ferramentas de investigación lingüística. |
| C11 | (*)Capacidade de aplicar métodos de investigación cuantitativa e cualitativa, de executar varios procedementos de recolleita e análise de datos e de utilizar software específico para a investigación en lingüística inglesa. |
| C15 | (*)Coñecemento dos principios modelos de investigación literaria/cultural no ámbito anglófono. |
| C16 | (*)Coñecemento dos principais recursos de investigación literario/cultural no ámbito anglófono. |
| C17 | (*)Capacidade de utilizar as técnicas empregadas para a análise de textos artísticos e culturais no ámbito anglófono. |
| C18 | (*)Capacidade de elaborar ensaios críticos sobre textos literarios e documentos culturais relacionados co ámbito anglófono. |
| C19 | (*)Capacidade de traballar de forma autónoma con textos literarios de diferentes tradicións dentro do ámbito anglófono, aplicando diversas metodoloxías teóricas e críticas. |
| C22 | (*)Capacidade para comprender diferentes achegas teóricas e críticas así como a súa aplicación á análise de textos literarios e culturais no ámbito anglófono. |

Expected results from this subject

| | |
|------------------------------------|-------------------------------|
| Expected results from this subject | Training and Learning Results |
|------------------------------------|-------------------------------|

To guide the student in the process of writing and publicly defending a piece of research.

A1
A2
A3
A4
A5
B9
B10
C1
C2
C3
C11
C15
C16
C17
C18
C19
C22

To offer the student the opportunity to acquire expertise in a specific area of English Studies.

A1
A2
A3
A4
A5
B4
B5
B8
B9
B10
C1
C2
C3
C11
C15
C16
C17
C18
C19
C22

To prepare the student for independent research at postgraduate level.

A1
A2
A3
A4
A5
B4
B5
B8
B9
B10
C1
C2
C3
C11
C15
C16
C17
C18
C19
C22

Contents

Topic

The contents will be determined by the area and subject of the research project selected by the student and their supervisor. The sub-topics will be determined by the area and subject of the research project selected by the student and their supervisor.

Planning

| | Class hours | Hours outside the classroom | Total hours |
|---------------|-------------|-----------------------------|-------------|
| Mentored work | 0 | 300 | 300 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|----------------------|------------------------------------------------------------------------------|
| | Description |
| Mentored work | Writing a research project supervised by teaching staff of the MA programme. |

| Personalized assistance | |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies | Description |
| Mentored work | Students will be offered personalized attention both on site (during teachers' office hours) and by virtual means (through the tools offered by the MooVi platform, email and Remote Campus). This personalized attention is aimed at guiding the students in planning and writing the Master's Thesis as well as in preparing its oral defence, attending students' needs and queries related to the Master's Thesis, and offering guidance, support and motivation during the learning process. |

| Assessment | | | | | |
|-------------------|-----------------------------------------------|---------------|-------------------------------|-----|-----|
| | Description | Qualification | Training and Learning Results | | |
| Mentored work | Writing and oral defence of a research study. | 100 | A1 | B4 | C1 |
| | | | A2 | B5 | C2 |
| | | | A3 | B8 | C3 |
| | | | A4 | B9 | C11 |
| | | | A5 | B10 | C15 |
| | | | | | C16 |
| | | | | | C17 |
| | | | | | C18 |
| | | | | | C19 |
| | | | | | C22 |

Other comments on the Evaluation

The Master's Thesis will be assessed by a committee consisting of three members of staff participating in the Degree who are specialists in the area of the research project. The following aspects of the research project, among others, will be considered for assessment:

- Quality of the contents of the project
- Adequacy of the methodology used
- Form and style
- Oral presentation

The Master's Thesis must satisfy the following requirements:

- It must be written in English.
- It must have a length between 10.000 and 14.000 words (40-60 pages approximately, double-spaced). The number of words includes title page, abstract (if any), table of contents, contents proper, acknowledgements, reference list and appendices.
- Size of letter: Arial or Times Roman 12.

Students not passing the assessment of the Master's Thesis in the first edition of records (*actas*) in June will have to submit an improved version of the same Master's Thesis in the second edition of records in July, following the suggestions of improvement made by the members of the committee.

Note: Any instance of partial or total plagiarism will derive in failing the Master's Thesis. Claiming ignorance of plagiarism will not exempt the student from liability.

Sources of information

Basic Bibliography

Complementary Bibliography

Bibliographical references will be provided, **by the student's supervisor in the student's research area.**

Recommendations

Other comments

In order to defend the Master's Thesis, it is mandatory to have passed all courses of the common module and of the optional module.

Resources offered by the library are recommended for preparing the Master's Thesis and its oral presentation.

Total or partial plagiarism will be penalized with a zero. Claiming ignorance of plagiarism will not exempt the student from liability.

The mere suspicion on the part of the supervisor that the Master's Thesis is totally or partially made using Artificial Intelligence tools without a declared statement will be sufficient condition to cancel the defence of the thesis until the Academic Commission takes a decision in this respect.
