



Universidad
de Alcalá

GUÍA DOCENTE

Writing Research Projects

**Máster Universitario en Enseñanza del
Inglés como Lengua Extranjera
Universidad de Alcalá**

Curso Académico 2024/25
1er cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Writing Research Projects
Código:	200432
Titulación en la que se imparte:	Máster en Enseñanza del inglés como lengua extranjera
Departamento y Área de Conocimiento:	Filología Moderna, Filología inglesa
Carácter:	Optativa
Créditos ECTS:	4
Cuatrimestre:	1º
Profesorado:	Mercedes Díez Prados mercedes.diez@uah.es
Horario de tutoría:	On demand (previous request by e-mail)
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

The purpose of this course is to help participants to improve their academic writing and rhetorical abilities in their chosen field of study by focusing on the research project through experience in various rhetorical modes and using a process of drafting and revising.

2. PRESENTATION

Generic competences:

CB7 – Students should apply the knowledge they acquire and be able to solve problems in new or unfamiliar settings within a broader (or multidisciplinary) context related to their field of study.

CB10 – Students should possess learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.

CG4 – Communicate conclusions, underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.

CG5 – Possess learning skills to continue studying in a largely self-directed or autonomous manner.

Transversal competences

C1 – Communicative competence in English.

C2 – Ability to think critically.

C3 – Manage bibliographic resources.

Specific competences:

CE1.3 – Deepen the knowledge of the English language and perfect academic discourse, both oral and written, used in the English classroom.

CE4.1 – Participate in debates and group activities related to the analysis and elaboration of academic works in English while developing the ability to think critically and for oneself.

CE4.2 – Plan, structure, and develop properly and with certain originality written papers and oral presentations in English about topics related to the elaboration of academic works, conveying ideas effectively and correctly.

CE4.3 – Develop a sense of scientific writing on topics related to teaching.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Learning Outcomes

On completion of the course, participants will be expected to be able to:

Knowledge:

- Argue logically and support their arguments.
- Recognize patterns of organization to structure research papers.
- Learn about research methods in applied linguistics, academic writing conventions and techniques for effective communication in an academic context.

Competences:

- Use different techniques for generating ideas.
- Use source material in their academic projects.

Skills:

- Write coherently and according to established academic conventions.
- Make appropriate references according to standardized guidelines.

3. MODULE CONTENTS

Units	ECTS
1. A brief introduction to research methods in applied linguistics	0.4
2. Characteristics of the experimental research project.	0.6

3. Writing up Introductions and Conclusions.	0.6
4. Writing up the Literature Review and Methodology sections.	0.6
5. Presenting and interpreting research results.	0.6
6. Promoting your research: writing the abstract.	0.6
7. Citing and referencing in your research project.	0.6

Class timetable

This course will be taught through class-contact sessions, although the course materials to prepare for the course will be available on-line on the Blackboard platform. There will be a total of 12 hours of class contact, distributed into four 3-hour sessions, where students will be expected to debate, present and work on practical tasks.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class-contact hours: 12	There will be four face-to-face sessions, where theoretical contents from the module notes will be revised and explained, and practical activities to apply those contents will be carried out. Attending these sessions will count towards your overall mark for participation in the module.
Independent study: 38	The module notes contained in the virtual platform are designed to give introductions to most of the topics covered.
Readings: 20	Apart from the module notes, students will be required to read further material on the topics covered. These reading will be available on the platform
Activities and Assignments: 30	Course time will be devoted to completing tasks and a final project.

4.2. Methodologies, materials and teaching resources

Course time is devoted to group work, class discussions, demonstrations, workshop tasks, readings and critical thinking and writing. The course will focus on analysing written texts and carrying out tasks to get acquainted with research techniques and recognizing the characteristics of the research paper, as well as elaborating bibliographical references and citing appropriately according to APA guidelines.

Methodologies	Materials and teaching resources
Individual, pair and group work in class followed by whole class debate and/or individual presentations.	Students will be provided with activities to work with in class, individually, in pairs or in groups. All activities will all be followed by debate, discussion or presentations, sharing the outcome of their work.
Solving doubts and questions.	Classroom lectures are carried out in an interactive way and content presentation is dealt with using an inductive methodology, encouraging students to think critically, solve their doubts and ask questions on the materials presented and worked with in class.
Publication of contents on the Blackboard platform	Theoretical contents, class materials and bibliographical resources will be uploaded on the BB platform for students to use and/or bring to class. Students should complete their assignments on the platform and will receive feedback on their work via this online tool.
PowerPoint Presentations	Module contents will be presented in Power Point format, which will also be available online on the BB platform.

5. ASSESSMENT

Continuous and formative assessment

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH normative on evaluation of the learning.

Overall assessment of the student will be undertaken on a continuous basis, for those who attend the face-to-face sessions. Assessment will be based on a combination of participation, tasks and a final research paper:

- Attendance and active participation: 20%
- Tasks: 40%
- Final project: 40%

Final Assessment

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalized their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

Reassessment ("convocatoria extraordinaria")

In case a student does not obtain a Pass in the subject in the ordinary period or cannot hand in the required tasks on time and gets a "No Presentado", they will have to be re-assessed in the reassessment period. Assessment will be based on the following instruments:

- Attendance (in case the student attended face-to-face sessions, but could not complete the requirements): 20%
- Tasks: 40%
- Final project: 40%

In case the said student did not attend classes and does not have a mark for participation, the grade will depend on the tasks and final project in equal proportion.

Students' work will be valued against the following criteria:

- Showing familiarity with the contents covered in the compulsory readings.
- Showing familiarity with the different methods to make reference to the sources used for a given research paper.
- Writing coherently and in accordance with the conventions of the academic genre.
- Showing ability to apply critical thinking skills when analyzing source material.
- Ability to construct effective argument and recognize flawed reasoning.

Important notice: Originality in all assignments is an essential requirement. If any part of the assignments or the final paper is copied or plagiarized, the piece of work will be immediately failed, and no re-writing will be possible.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to

the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

- American Psychological Association (2020) *Publication Manual of the American Psychological Association* (7th ed.) Washington, DC: American Psychological Association.
- Axelrod, R. and Cooper, C. (2006) *The St. Martin's Guide to Writing*. 6th ed. Bedford: St. Martin's.
- Berry, R. (1994) *The Research Project: How to Write It*. 3rd ed. London: Routledge.
- Brown, J.D. (1988) *Understanding Research in Second Language Teaching. A Teacher's Guide to Statistics and Research Design*. Cambridge: Cambridge University Press.
- Cottrell, S. (2005) *Critical Thinking Skills. Developing Effective Analysis and Argument*. London: Palgrave Macmillan.
- Cottrell, S. (2014) *Dissertations and Project Reports. A Step by Step Guide*. London: Palgrave Macmillan.
- Dörnyei, Z. (2007) *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Feak, C. B. and Swales, J. M. (2009) *Telling a Research Story. Writing a Literature Review*. Michigan: The University of Michigan Press.
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- Siepmann, D. Gallagher, J.D., Hanny, M. and Mackenzie, J. L. (2008) *Writing in English: A Guide for Advance Learners*. Germany: A. Francke UTB.
- Swales, J. M., & Feak, C. B. (2009). *Abstracts and the Writing of Abstracts*. University of Michigan Press ELT.
- Swales, J. M. and Feak, C. B. (2012) *Academic Writing for Graduate Students. Essential Tasks and Skills*. 3rd ed. Michigan: The University of Michigan Press.
- Thompson, A. (1996) *Critical Reasoning. A Practical Introduction*. London and New York: Routledge.
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- Weissberg, R. and Buker, S. (1990) *Writing up Research. Experimental Research Report Writing for Students of English*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Winkler, A. C. and McCuen-Metherell, J. R. (2008) *Writing the Research Paper: A Handbook*. Boston, MA: Wadsworth.

Websites

Advanced Composition for Non-Native Speakers of English

<http://www.tesl-ej.org/wordpress/issues/volume17/ej66/ej66m1/>

EFL Laboratory: Writing

<http://amarris.homestead.com/writing.html>

Guide on how to write university essays, coursework, assignments and dissertations

<http://university-essays.tripod.com/>

Purdue Online Writing Lab

<https://owl.english.purdue.edu/owl/>

Writefix: The Argument and Opinion Essay Writing Site

<http://writefix.com/>