



Universidad
de Alcalá

GUÍA DOCENTE

Writing Research Projects

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

Curso Académico 2022/23
1er cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Writing Research Projects
Código:	200432
Departamento:	Filología Moderna
Área de Conocimiento:	Filología inglesa
Carácter:	Optativa
Créditos ECTS:	4
Cuatrimestre:	1º
Profesorado:	Miguel Fernández Álvarez
Correo electrónico:	m.fernandez@upm.es
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. AIMS

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 teaching the English language 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 teaching approach of the language, 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:

- Use different techniques for generating ideas.
- Write coherently and according to established academic conventions.
- Arguing logically and supporting arguments.
- Recognize and use patterns of organization to structure research papers.
- Use source material.
- Make appropriate references according to standardized guidelines.

3. MODULE CONTENTS

Units	ECTS
1. Research methods in applied linguistics	1
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. Promoting your research: writing the abstract.	0.6
6. 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. Learning activities

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.

5. ASSESSMENT

The assessment of the programme will be based on a combination of participation, tasks and a final research paper:

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

Should a student, for some reason, need to opt for final assessment, s/he will have to ask for permission in writing to the director of the program of study. If permission is granted, the tasks and the final paper will constitute the totality of the mark (100%).

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.

6. BIBLIOGRAPHY

- American Psychological Association (2010) *Publication Manual of the American Psychological Association* (6th 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.
- Fowler, H. Ramsey (1983) *The Little, Brown Handbook*. 2nd ed. Boston: Little, Brown and Co.
- Leki, I. (1998) *Academic Writing. Exploring Processes and Strategies*. 2nd ed. Cambridge: Cambridge University Press.
- McCormack, J. and Slaght, J. (2009) *Extended Writing & Research Skills. Course Book*. Reading: Garnet Education.
- Murray, N. and Hughes, G. (2008) *Writing up your University Assignments and Research Projects. A Practical Handbook*. New York: McGraw-Hill.
- Nunan, D. (1992) *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Paltridge, B. and Phakiti, A. (eds.) (2010) *Continuum Companion to Research Methods in Applied Linguistics*. London: Continuum.
- 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. 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.

- Wallace, M. J. (1998) *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
- 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/>

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.