



Universidad
de Alcalá

GUÍA DOCENTE

Writing Research Projects

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

Curso Académico 2018/19
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
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Correo electrónico:	mercedes.diez@uah.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:

- Provide an understanding of writing as a form of inquiry to discover and create new knowledge.
- To enable participants to make principled decisions on writing in response to appropriate audiences and purposes.
- To create a greater awareness of the expectations of the reader of academic papers as regards style, the structuring of information and expressions signalling organisation and the logic of reasoning.

Specific competences:

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	Hours
1. Characteristics of the research paper.	<ul style="list-style-type: none"> • 2 hours of class sessions • 10 hours of independent work
2. Types of research and research papers.	<ul style="list-style-type: none"> • 2 hours of class sessions • 10 hours of independent work
3. Writing a research paper. Rhetorical moves and their linguistic realizations.	<ul style="list-style-type: none"> • 4 hours of class sessions • 10 hours of independent work
4. Using source material.	<ul style="list-style-type: none"> • 2 hours of class sessions • 10 hours of independent work
5. Referencing and creating a bibliography.	<ul style="list-style-type: none"> • 2 hours of class sessions • 10 hours of independent work
6. Writing your research project.	<ul style="list-style-type: none"> • 38 hours of independent work

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
Readings	26
Assignments	22
Final paper	40

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.

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 research paper: 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, the final paper and some extra work on the readings assigned for the course (e.g. questionnaires on the main contents) 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.
- 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.
- 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. (2009) *Academic Writing for Graduate Students. Essential Tasks and Skills*. 2nd ed. Michigan: The University of Michigan Press¹.
- 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.
- 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/>

¹ There is a 3rd edition (2012) also available at the library.

Writefix: The Argument and Opinion Essay Writing Site
<http://writefix.com/>