



# Máster en Estudios Textuales y Culturales en Lengua Inglesa 60710 - Technological Applications to the Research, Professional and Teaching Environments in English

Course 2010 - 2011

Curso: 1, Semestre: 2, Créditos: 7.5

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## Basic information

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### Teachers

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### Recommendations to attend this course

This subject may be of interest for researchers in other fields of English studies but it is primarily oriented towards the analysis of new electronic genres and the use of Information and Communication Technologies as analytic tools in linguistic research.

### Course Schedule and Deadlines

1. **Portfolio** (Throughout the course)
  2. **Oral Presentation** (Due Date: May 2011)
  3. **Documented Essay** (Due Date: May/June 2011)
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## Home

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### Learning outcomes that define this course

**The student, in order to pass the course, will have to show her/his competence in the following skills:**

- 1:  
The student can use the basic critical tools to understand and analyse literary, filmic, cultural and linguistic texts in English.
- 2:  
The student is capable of testing the explanatory power of the most relevant critical approaches to English texts through their application to a corpus of literary, film, cultural and linguistic texts in English within the field of the Humanities.
- 3:

The student is capable of developing skills in the use of English in a scholarly and critical environment.

- 4:** The student can provide a critical response to literary, film, cultural and linguistic texts in a research context and in the broader social context.

## Introduction

### Brief presentation of the course

This course provides students with an overview and analysis of those genres associated with the electronic medium and a working knowledge of the tools and applications which can be helpful in their future work as teachers and researchers in the field of English studies, particularly in the area of linguistics.

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## Competences

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### General aims of the course

#### The expected results of the course respond to the following general aims

The general aims of this course are to enable students to identify the rhetorical structure and to analyse the main distinctive features of the academic and professional genres associated with the electronic medium; to use and adapt these electronic genres to the student's own objectives (e.g. tuition, dissemination, popularization) choosing in each case those technologies (ICT) more suitable to transmit the information and, finally, to conduct and write up academic research, mainly in the field of linguistics, choosing any of these genres as topics of study and using the required computer resources as analytic tools.

The specific objectives of the course are focused on the twofold role of:

#### A. electronic genres

1. as instruments of communication
2. as a topic of research in linguistics

#### B. Information and Communication Technologies

1. As instruments/resources in teaching
2. As analytic tools in linguistic research

### Context/Importance of the course for the master degree

This optional subject is taught in the second term. It has a clear instrumental nature which makes it useful for the different modules of the master. In particular, it complements and extends some of the topics dealt with in the core subject (60702) "How to write a research article in English."

It was originally included in the master in order to address the perceived need and lack of specialized knowledge among graduate students of 1) the genres associated with the electronic medium and 2) the use of a series of tools for language learning and specific software for the field of English studies which may be of interest in their future work as teachers and researchers. Within the area of linguistics, this subject represents the student's first academic contact with a series of new genres and analytic tools which fit into the theoretical frame analysed in (60709) "Metalinguistic resources in academic genres in English" as well as the approach to discourse analysis undertaken in (60702) through more classical and consolidated genres such as the research article.

### After completing the course, the student will be competent in the following skills:

- 1:** Developing and applying original ideas in a professional as well as in a research context.

- 2:** Understanding and applying acquired knowledge to solve problems related to teaching and research contexts as well as to broader multidisciplinary contexts.
- 3:** Being able to interrelate knowledge from different subjects, handle complex information, apply the proper methodology and tools, express informed critical views and provide conclusions in the form of written essays and oral presentations, in clear and appropriate English, aimed at both specialised and non-specialised audiences.
- 4:** Ability to carry out a piece of research in an autonomous way, once the student has acquired the required critical and methodological skills.

## Relevance of the skills acquired in the course

These days, it is necessary to familiarize teaching staff with the use of new technologies as well as their application to the teaching of foreign languages: some topics of interest in this area would be the ability to find, adapt or create resources and interactive materials, to use virtual learning platforms, to integrate technology in the face-to-face class, to assess both the student and the teaching process or even to analyse those electronic genres resulting from the application of new technologies to the academic field.

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## Evaluation

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### Assessment tasks

**The student will prove that he/she has achieved the expected learning results by means of the following assessment tasks:**

- 1:** **Gradual creation of a Portfolio with a list of the tasks completed by each student.**

This personal portfolio is part of a continuous assessment approach and entails the completion of at least 80% of the activities proposed. Throughout the course, all those materials and documents submitted or uploaded in Moodle, as well as specific assignments (i.e. projects and tasks accomplished, webtasks, proof of seminar attendance, class participation, etc.) which reflect the student's involvement and contribution to the class and evolution in the process of learning will be used in order to create and rate a dossier. These documents show that students have learned to work adequately, both individually and in teams, and that they can select objectives, elaborate contents and carry out the activities suggested. In other words, the Portfolio shows that they have gradually reached the learning objectives 1, 2 and 3. The mark for the Portfolio falls in the range 1-10 and it is worth 50% of the final mark.

- 2:** **Oral presentation or example of a practical Class (15-20 min.) in which some of the teaching materials created or adapted by students and the tools and applications reviewed will be used.**

The oral presentation indicates to what extent students have mastered the techniques and resources analysed during the course and are able to choose those better suited to improving the process of interaction and communication either in the classroom or in front of a specialized audience. In other words, the presentation shows that students have completed learning objective 2. The mark for the presentation falls in the range 1-10 and counts for 20% of the final mark.

- 3:** **Documented essay (2000 words) on one of the electronic genres or applications covered in the program.**

The essay will be based on one of the topics and activities included in the dossier which, after consultation with the teacher, will be revised and expanded. The completion of the essay will serve to show that, apart from mastering essay-writing techniques and the conventions of a research article, students can understand

the concepts reviewed in the course, choose the available resources to carry out their work and apply the different methods and techniques to their own research. In other words, it shows that students have completed learning objectives 1 and 3. The mark for the documented essay falls in the range 1-10 and counts for 30% of the final mark.

## Assessment criteria

Student's work will be assessed according to the following criteria

<b>1:</b>	<p><b>CRITERIA FOR RATING THE INDIVIDUAL PORTFOLIO</b>  <b>From 0 to 4</b>  <b>Quantity: number of contributions compiled, deadlines and sequence requirements.</b></p> <ul style="list-style-type: none"> <li>• Can we find at least 80% of the tasks and activities proposed throughout the course?</li> <li>• Were the contributions submitted in time?</li> <li>• Did the student comply with the sequence requirements?</li> </ul>
	<p><b>From 0 to 3</b>  <b>Quality: academic level and formal aspects</b>  <b>Structure</b></p> <ul style="list-style-type: none"> <li>• Is the information structured in a clear, appealing and logical manner?</li> <li>• Can we find all the necessary information elements?</li> </ul> <p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>• Is the language formally correct?</li> <li>• Is the style appropriate for an academic text?</li> </ul> <p><b>Formatting and applications</b></p> <ul style="list-style-type: none"> <li>• Have the appropriate formatting conventions been followed according to the medium used in each case?</li> <li>• Have the most suitable applications been chosen in each case?</li> </ul>
	<p><b>From 0 to 3</b>  <b>Creativity: originality and critical thinking</b></p> <ul style="list-style-type: none"> <li>• Does the contribution show the assimilation of basic concepts? And their elaboration into higher levels of thinking?</li> <li>• Has the writer been able to contribute novel or original ideas?</li> <li>• Has the writer been able to select and present relevant information? And to approach it critically?</li> </ul>
<b>2:</b>	<p><b>CRITERIA FOR RATING THE ORAL PRESENTATION. (Due Date: May 2011)</b>  <b>From 0 to 3</b>  <b>Knowledge of the subject.</b></p>
	<p><b>From 0 a 3</b>  <b>Formal aspects of the presentation.</b></p>
	<p><b>From 0 to 4</b>  <b>Adequate use of technical resources for teaching / research.</b></p> <ul style="list-style-type: none"> <li>• Has the student shown a good command of the use of technical resources?</li> <li>• Has the student used the most suitable resources in each case?</li> <li>• Have resources been well integrated and helpful in the presentation of information?</li> </ul>
<b>3:</b>	<p><b>CRITERIA FOR RATING ESSAYS (Due Date: May/June 2011)</b></p>

**From 0 to 7****Key concepts**

- Are the key concepts defined appropriately?
- Are the key concepts applied appropriately relative to the field in which the writer is working?

**Thesis statement**

- Is the *thesis statement* stated?
- Is the research question answered?
- Is the research question justified by its importance either in practice or in the research literature?

**Theoretical framework**

- Is a theoretical framework used (and justified)?
- Are the analytical categories defined clearly, non-overlapping, and related to sources in the literature?
- Where appropriate, are the central analytical categories problematised?

**Methodology**

- Is the method adequately described?
- Is the method used appropriate to the field in which the writer is working?

**Material (primary sources -i.e. texts analysed)**

- Is the material relevant?
- Is the material used appropriately to answer the research questions?

**Literature review (secondary material)**

- Is the literature review relevant to the research question?
- Does the literature review demonstrate that the writer has understood the relevant secondary material?
- Is the literature referred to in accordance with academic conventions for attribution in general (properly attributing the work of others) and citation in particular (quoting and paraphrasing)?
- Is the secondary material used appropriately to support the analysis and conclusions?
- Are the relevant sources compared, contrasted, and synthesized?
- Is the scope of the literature covered sufficient?

**Argumentation**

- Is the argumentation effective? If applicable, are possible counterarguments or alternative interpretations of evidence brought up and, if so, is the claim made in the essay convincingly defended against those counterarguments?

**Conclusions**

- Are the conclusions clearly stated? Do they follow logically from the evidence that has been presented in the essay?
- Are the implications of the findings discussed and connected to a wider context?

**From 0 to 1****Independence, originality and critical examination**

- Has the writer worked independently, showing high level of initiative in both reading and research?
- Has the writer been able to contribute novel or original ideas (such as improved methodology; creative analysis; new findings) that are of value to the research community?
- Has the writer been able to critically examine the various aspects of the study (such as secondary sources, the material, methods, conclusions drawn)?

**From 0 to 2****Information structure and organisation of essay**

- Is the information structured appropriately such that the text is both coherent and cohesive? Is the text well-structured both at sentence and paragraph level?
- Is the essay organised in a clear and logical manner? Are the expected components present (presentation of background; statement of aims; description of method and material; presentation and analysis of results; and conclusion)?

**Formatting**

- Have the appropriate formatting and referencing conventions been followed consistently?

**Language and style**

- Is the language correct with respect to spelling, punctuation and grammar?
- Is the style appropriate for an academic text?

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## Activities and resources

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## Course methodology

The learning process that has been designed for this course is based on the following

## activities:

The subject is based on the constructivist approach to learning through inquiry as well as the gradual completion of projects of increasing difficulty. Due to its practical nature, it has been designed as a blended learning course: it has a face to face (F2F) component (both group and individual tutorials where different genres and applications are presented and different tasks are carried out) and an online component where students are also able to interact with their teacher and peers by means of several instances of Virtual Learning platforms (VLE) mostly devoted to teaching (Moodle) and project collaboration (BSCW). In this way, students learn to work both individually and as part of a team and become familiarized with some of the resources they will later use, first during the evaluation of the subject and later in their own teaching or research. This methodology, as well as our belief in the important role of evaluation in promoting learning and fostering motivation, leads us to choose a continuous assessment format: the gradual compilation of a portfolio with the student's contributions to the course. This portfolio is complemented by two main assignments (oral presentation and documented essay) as instruments for further evaluation of specific learning results.

## Outline of the Programme

**The programme offered to the students to help them achieve the learning results includes the following activities :**

- 1:** Seminars (1.2 credits): Theoretical and analytical seminars aimed at familiarizing students with the main genres, tools and applications included in the syllabus.
- 2:** Classroom activities (1.2 credits): The aim of these activities is to put into practice the concepts presented in the theoretical seminars and learn how to use the resources and applications in the completion of a series of tasks. The gradual completion of these activities entails the compilation of an individual Portfolio.
- 3:** Individual and Group Tasks (1.6 credits). Period of individual or group work necessary for the assimilation of concepts, the familiarization with available resources and their practical use for different purposes in order to complete the tasks and activities set out in class or as part of the portfolio.
- 4:** Tutorial Activities (1,0 credit). Students will have to apply the relevant concepts, genres, methodology and software tools in order to complete a documented essay (research) and an oral presentation (teaching) on a topic included in the syllabus.
- 5:** Private Study (2.5 credits).

## Course planning

### Calendar of actual sessions and presentation of works

Session 1	Needs Analysis. Presentation. Blended Learning. Online Learning Platforms.
Session 2	Collaborative Work. Introduction to BSCW
Session 3	Electronic communication (I): main Genres in CMC. Netiquette.
Session 4	Electronic communication (II). Basic applications in CMC.
Session 5	Search Engines. Information Storage and Retrieval (I).
Session 6	Databases. Information Storage and Retrieval (II)
Session 7	Film, Literature and Linguistics resources on the net (III). Assessment.
Session 8	Online Writing Labs. Citation and Web style Guides. Electronic Libraries.
Session 9	Computer tools for teaching English. Creating Language Teaching Materials.
Session 10	Locating, retrieving and creating or editing new media.
Session 11	Audio files. Listening Labs. Podcasts
Session 12	Images and Clip art. Creating graphics, tables and visual aids.
Session 13	Introduction to Corpus Linguistics. SERAC. MICASE
Session 14	Basic concepts in Statistics for Academic Research.
Session 15	Oral Presentation. Feedback.

# Bibliography

## Recommended Readings

- Alvarez Alfredo, 2009. *Nuevas Tecnologías para la clase de Francés Lengua Extranjera: Teoría y Práctica*. Madrid: Quiasmo.
- Davies G. 2003. "Perspectives on online training initiatives". In Felix U. (ed.) *Language learning online: towards best practice*, Lisse: Swets & Zeitlinger
- Fitzpatrick A. & Davies G. (eds.) 2003. *The impact of Information and Communications Technologies on the teaching of foreign languages and on the role of teachers of foreign languages*, Frankfurt: ICC.
- Pérez Torres, Isabel. 1997. *English as a second or foreign language*. <http://www.isabelperez.com/>
- Sharma, Pete & Barney Barret. 2007. *Blended Learning: Using technology in and beyond the language classroom*. Oxford: Macmillan.
- Shortis, Tim. 2001. *The Language of ICT: Information and Communication Technology*. London: Routledge
- Stephenson J. (ed.) 2001. *Teaching and learning online: pedagogies for new technologies*, London: Kogan Page.
- Warschauer M. & D. Healey. 1998 "Computers and language learning: an overview", *Language Teaching* 31, 57-71.

## Online Resources

### Virtual Learning Environment (VLE)

Due to its practical nature, the subject has been designed as a blended learning course. The online component is provided by the following virtual platforms:

#### Moodle Universidad de Zaragoza

<http://moodle.unizar.es/course/view.php?id=1283>

In this virtual learning environment, students will find the contents, syllabus, materials and bibliography of the subject. They can also upload their assignments once completed.

### Basic Support for Collaborative Work (BSCW)

<http://bscw.unizar.es/apache2-default/>

*Grupo ECEM Enseñanza de las Ciencias y Educación Mediomambiental*

During the academic year, students are given access to this space for collaborative work which fosters the exchange of information as well as teamwork by gathering and sharing relevant materials.

## Bibliographic references of the recommended readings