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Title: ENGLISH RESEARCH PROPOSITION AND DEVELOPMENT  
 Status: Definitive  
 Code: **7000RESMET** (110932)  
 Version Start Date: 01-08-2014

Owning School/Faculty: Humanities and Social Science  
 Teaching School/Faculty: Humanities and Social Science

| Team           | Leader |
|----------------|--------|
| Glenda Norquay | Y      |

**Academic Level:** FHEQ7  
**Credit Value:** 60.00  
**Total Delivered Hours:** 27.00  
**Total Learning Hours:** 600  
**Private Study:** 573

### Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture   | 7.000         |
| Seminar   | 16.000        |
| Tutorial  | 4.000         |

**Grading Basis:** 40 %

### Assessment Details

| Category   | Short Description | Description  | Weighting (%) | Exam Duration |
|------------|-------------------|--|---------------|---------------|
| Essay      | AS1               | Critical Analysis  | 20.0          |               |
| Essay      | AS2               | Literature Review  | 40.0          |               |
| Reflection | AS3               | Reflection on Research Presentation plus dissertation plan | 40.0          |               |

### Aims

1. To engage in independent and critical thinking, and to develop and apply theoretical concepts in relation to a range of textual material;

2. To develop a knowledge of recent advances within the field and situate their proposed work accordingly;
3. To develop and deploy strategies for identifying and accessing relevant research resources, and then critically evaluating findings;
4. To develop methodologies appropriate to specific research tasks within the field of literature and cultural history;
5. To develop the ability to present and defend research findings in an appropriate and scholarly manner, whether through oral presentation or in written work;
6. To define an appropriate area of research, map out appropriate methodologies, theoretical frameworks and resources and to modify an outline research project through discussion, reflection and feedback.

## Learning Outcomes

After completing the module the student should be able to:

- 1 situate and evaluate textual material in relevant literary and historical frameworks;
- 2 demonstrate a knowledge of recent debates within critical theory and their appropriate and relevant application;
- 3 demonstrate an understanding of relevant methodologies and discourses so as to produce complex readings of a range of texts;
- 4 critically evaluate current research and scholarship in their field;
- 5 develop an appropriate theoretical framework for their own research project;
- 6 develop and critique methodologies relevant to their project;
- 7 demonstrate direction, creativity and originality in tackling a research task;
- 8 present research findings in an appropriate scholarly format;

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

|                        |   |   |   |   |   |   |   |   |
|------------------------|---|---|---|---|---|---|---|---|
| Critical Analysis      | 1 | 2 | 3 | 5 | 7 | 8 |   |   |
| Literature Review      | 1 | 2 | 3 | 4 | 5 | 6 | 8 |   |
| Reflection on research | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

## Outline Syllabus

*Component 1: Introduction to Research Methods in the Humanities*  
*Introduction to library, bibliographic on-line, computing and other facilities, and to a wide range of scholarly resources and methods suitable for postgraduate research. A series of lectures, seminars, and tutorials on research methods and procedures will include: the advanced use of libraries; note-taking and other research techniques; period-specific skills; further use of IT (including on-line bibliographic and other data-bases as appropriate); time-management and the organisation and presentation of information; the ethics of humanities research. The assessment portfolio will consist of a range of tasks inviting students both to conduct research, and to reflect critically on all aspects of their own research process. The later*

*elements of the portfolio will test students' ability to learn from the problems encountered in the earlier stages.*

#### *Component 2: Literature Review*

*Students will be introduced to the 'literary object' in research in two respects. They will undertake comparative and evaluative assessment of a range of textual resources (including anthologies, bibliographies, archive material, critical sources), considering the range of definitions of literary study. They will also compile a 'literature review' of ways in which the primary literature in their field can be defined and the relevance of existing secondary material in delineating their field. The first part of this element will be formatively assessed, through a critical analysis exercise; the second through submission of a written review.*

#### *Component 3: Advanced Research, Theory and Dissertation Planning*

*Students will identify key theoretical perspectives and methodologies which may be developed in their own research. Through seminar discussion and one-to-one tutorial discussions, will work towards presenting a position paper, to be delivered orally but also assessed in written form, on their findings. In its written form this paper will be supplemented by a Dissertation Plan which will set out a schedule for the final stages of the dissertation and identify problematic issues on which they may need further guidance.*

### **Learning Activities**

Seminars, one-to-one tutorials, written work, oral presentation

### **Notes**

This module introduces the skills and concepts necessary for postgraduate research in English with the emphasis on both literature and cultural history. It introduces research methods and skills essential to work at postgraduate level in the humanities, including information retrieval, contextualisation and organisation; engages with critical theory at an advanced level; identifies questions central to research in literature in terms of identifying the object of study and evaluating work in a specific area; and develops learning processes which enable independent reflections on research.