

DEREE COLLEGE SYLLABUS FOR:		US credits: 3/0/3		
EN 4754 SELECTED TOPICS IN LITERATURE (Updated Fall 2022)		UK LEVEL 6 UK CREDITS: 15		
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research EN 2220 Exploring Traditions in English Literature I EN 3321 Exploring Traditions in English Literature II EN 3305 Introduction to Literary Studies EN 4660 Criticism: Theory and Practice			
CATALOG DESCRIPTION:	Extensive critical investigation of a topic selected from literature in English, such as a major author (e.g., Virginia Woolf or Toni Morrison), a major work (e.g., <i>Moby Dick</i> or <i>Ulysses</i>), or a major literary movement or grouping (e.g., Theater of the absurd, Gothic, the Movement). The topic selected is not covered elsewhere, or is covered only partially, in the curriculum of English and American literature.			
RATIONALE:	In this seminar course the students of English and American literature probe a topic in depth through intensive research and complete an extended research project of 4,000 to 5,000 words. The seminar allows students through the production of the extended research project to demonstrate advanced analytical and critical skills.			
LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to: <ol style="list-style-type: none"> 1. Undertake extensive research of scholarly resources, demonstrating understanding of critical debates on a focused topic and assessing relevant sources in a scholarly manner; 2. Follow scholarly standards of objectivity, referencing and documentation in the writing of the extended research essay; 3. Prepare and deliver an oral presentation on scholarly sources related to the topic of the research project; 4. Demonstrate critical and analytical skills in writing an extended research project that constitutes an appropriate sample of scholarly work in the discipline. 			
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Timely instructor feedback on formative and summative assignments; • Additional educational material posted on the Blackboard course template and placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; • Close collaboration with the academic support services to encourage students' skill development in critical thinking and in expression; • Discussion of disciplinary research methods and tools to facilitate the completion of the extended research project. 			
ASSESSMENT:	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">First Assessment: Oral Presentation (10-15 minutes)</td> <td style="width: 20%;"></td> </tr> </table>		First Assessment: Oral Presentation (10-15 minutes)	
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	<table border="1"> <tr> <td>Presentation of scholarly sources on the topic of the research project using PowerPoint slides and an outline.</td> <td>10%</td> </tr> <tr> <td> Final Assessment: Extended Research Project (4000-5000 words) Critical analysis of work(s) developed through close reading; and discussion of at least 10 critical sources in the Literature Review section </td> <td>90%</td> </tr> <tr> <td> Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments. </td> <td>0%</td> </tr> </table> <p>The research project tests learning outcomes 1, 2 and 4. The oral presentation tests learning outcome 3.</p> <p>Students are required to resit failed assessments in this module.</p>	Presentation of scholarly sources on the topic of the research project using PowerPoint slides and an outline.	10%	Final Assessment: Extended Research Project (4000-5000 words) Critical analysis of work(s) developed through close reading; and discussion of at least 10 critical sources in the Literature Review section	90%	Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments.	0%
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INDICATIVE READING:	REQUIRED READING: Varies according to seminar topic. RECOMMENDED READING: Varies according to seminar topic.						
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	Supplementary material used to facilitate contextual understanding of the literary work(s) chosen (documentaries, films, online resources, etc.)						
COMMUNICATION REQUIREMENTS:	With the exception of the in-class presentation, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.						
SOFTWARE REQUIREMENTS:	Word, Blackboard, PowerPoint						
WWW RESOURCES:	Vary according to seminar topic.						
INDICATIVE CONTENT:	<p>Varies according to seminar topic.</p> <p>The topic selected is not covered elsewhere, or is covered only partially, in the curriculum of English and American literature.</p> <p>Past seminars have focused on one major author (e.g., Virginia Woolf, Toni Morrison, Silvia Plath, Ted Hughes, Philip Larkin; Samuel Beckett), a canonical text (e.g., <i>Moby-Dick</i>), a genre (e.g., Gothic or the Short Story) or a trend (e.g., Neo-Victorian fiction).</p> <p>Through the close reading of texts, emphasis is placed on the ways in which master narratives construct ideological perspectives and identities. Through connections between texts and cultural context the canon is problematized so that students realize how literary traditions are created but also how they can be interrogated and deconstructed.</p>						