

## **COURSE SPECIFICATION DOCUMENT**

**NOTE:** ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

<b>Academic School/Department:</b>	CASS
<b>Programme:</b>	American Studies
<b>Level:</b>	6
<b>Course Title:</b>	Senior Seminar in American Studies 1
<b>Course Code:</b>	AMS 6296
<b>Course Leader:</b>	Sara Chetin
<b>Student Engagement Hours:</b>	120
Lectures:	
Seminar / Tutorials:	45
Independent / Guided Learning :	75
<b>Semester:</b>	Fall, Spring
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

This research intensive course for the major is the first part of a two semester sequence taken in the Senior year. Students produce a research proposal, a literature review and a substantial draft that feeds directly into Senior Seminar 2 which culminates in a 8,000 - 10,000 word dissertation. Students are guided through the various stages of proposal and dissertation writing, and draft work is supervised regularly in a process of continuous feedback.

**Prerequisites:** SCL 5200

### **Aims and Objectives:**

The course aims to help students develop research strategies focusing upon the development of critical thinking and reading skills, the identification of a viable research project, the generation of a literature review, the clear articulation of a thesis/argument, and the selection of appropriate theoretical and methodological frameworks.

### **Programme Outcomes :**

6A(iv); 6B (iii); 6B(iv); 6C(i); 6C(ii); 6C(iii); 6D(i); 6D(ii); 6D(iv)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

### **Learning Outcomes:**

- Students should demonstrate the ability to design a research question, describe the aims of the research and conduct research using evidence, data and information from a range of primary and secondary sources.
- Students should demonstrate the ability to write a proposal and a draft section/chapter of their paper that sets out an argument and integrates a systematic understanding of specific theoretical and methodological frameworks relevant to their topic.
- Students should demonstrate the ability to critically appraisal several sources in a literature review.
- Students should complete a draft section/chapter which critically engages with the sources discussed, and demonstrates an understanding of the key debates, and the relationship between theoretical perspectives and empirical evidence, as they are relevant to the topic.
- Students should take responsibility for their own learning, demonstrating an ability to work independently, meet strict deadlines and use feedback effectively.
- Students should complete assigned work with a degree of clarity, contextualisation, critical thinking, and reflexive normative understanding appropriate for a 6000 level course.

### **Indicative Content:**

Designing a research proposal  
Conducting a Literature Review  
Drawing up an Outline  
Formulating a thesis  
Producing a Rough Draft

### **Assessment:**

This course conforms to the Richmond University Writing Intensive Assessment Norms.

### **Teaching Methodology:**

Course meetings consist of a few interactive group discussions but weekly meetings primarily revolve around individual tutorial supervision. The course is student-centred, and students are responsible for time and research self-management as well as for their own engagement with their project. Student work is assessed through a variety of ways using both formative and summative approaches. Feedback is intended to help improve student approach to learning and achieve better results.

### **Bibliography:**

*Indicative Text(s):*

