

## **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>FHEQ Level:</b>	6
<b>Course Title:</b>	Senior Seminar in American Studies 2
<b>Course Code:</b>	AMS 6297
<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:**

Senior Essay 2 is second half of the research intensive course for the major. Building directly on the writing completed in Senior Essay 1, students produce a 8,000-10,000 word thesis driven research paper. Students are guided through the various stages of drafting and revising their final dissertation, and orally present their research according to conference standards as part of the formative process.

**Prerequisites:** AMS 6296

### **Aims and Objectives:**

The course aims to help students develop self-directed and more advanced research and writing strategies that reflect a systematic engagement with a key issue related to their specific interests in the area of communications. It also helps facilitate a transition from undergraduate to postgraduate study.

### **Programme Outcomes :**

6A(iv); 6B (iii); 6B(iv); 6C(i); 6C(ii); 6C(iii); 6C(iv); 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 carry through their research design that was begun in Senior Essay 1 by using evidence, data and information from a range of primary and secondary sources. Students should present their research findings in an analytical way, revealing their scholarly activities through the use of wide ranging and multiple sources.
- Students should demonstrate their analytical and interpretive skills through this dissertation which is expected to show the development of rational and logical progression of ideas, arguments and evidence. Students should critically assess the information gathered, extend their ability for critical appraisal and consolidate their knowledge of their subject based on work from previous courses.
- Students should demonstrate an understanding of the basic theories that are relevant to their topic as well as utilise explicit and identifiable methodological approaches.
- Student should demonstrate an ability to actively engage in the feedback/editing process in a timely and systematic manner and take responsibility for their own learning and development.
- Students demonstrate the ability to make a coherent and engaging 10 minute oral presentation to their peers in a formal conference-style setting.

### **Indicative Content:**

Extending Research Sources  
Multiple Draft Writing  
Editing and Proofreading

### **Assessment:**

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

### **Teaching Methodology:**

Course meetings consist of a few interactive group discussions and oral presentations, 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:**

