Administrative Unit: Humanities Department
Course Prefix and Number: ENGL 431
Course Title: Senior Seminar
Number of Credit Hours: 3  Lecture Hours: 3  Laboratory Hours: 0
Catalog Description: This course is designed similarly to a graduate-level seminar. The student is required to produce a portfolio and essay project arranged in conjunction with one or more of the English faculty. The portfolio will contain 20-25 pages of critical or creative work showing significant revision collected throughout the student’s education. The essay project should be 20-25 pages (5000 words) and compare favorably with early graduate work.
Prerequisite(s)/Corequisite(s): English faculty acceptance; 68 credit hours; for non-English majors, advisor’s endorsement; C average or better in English courses.
Text(s): Texts will consist of primary works covered by the proposed project as well as relevant secondary sources.
Course Objectives:
• To demonstrate scholarly and critical skills at or near the level of achievement expected of entry-level graduate students in literature of creative writing.
Measurable Learning Outcomes:
• Demonstrate critical writing skills at a level sufficient to show mastery of basic critical and theoretical concerns in the English discipline.
• Recognize the terminology of major schools of literary criticism.
• Demonstrate mastery of canonical in multiple genres.
• Demonstrate advanced revisionary capabilities.
• Demonstrate complete mastery of MLA citation and research methodology.
Topical Outline (major areas of coverage):
ENGL 431 is a vehicle for assessment. During this course, the Academic Profile and MFT will be administered. The results of these tests are used by faculty to improve the curriculum at the College.
• Student definition of project (in consultation with faculty) covering at least two major areas of inquiry, those being either two traditional historical periods or one period and one theoretical school/body of work.
• Student creation of final portfolio that receives grade of C or better.
• Selection (in consultation with faculty) of primary texts and relevant research materials that adequately reflect or address a theme, methodology, or other approach directly relevant to the topic.
Conducting research. Student will read the scholarship in the field and create an annotated bibliography that receives a grade of C or better.

Composition of a 20-page research paper, which will incorporate original and secondary insights and include a bibliography of at least 15 sources in MLA format. This final project must receive a grade of C or better.

Recommended maximum class size for this course: 15

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

Prepared by: Dr. Danny Campbell
Name ____________________________ Signature ____________________________

Date: January 18, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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