NEW COURSE CODE
FALL 2009/WINTER 2010
Instructor: Ms. Keren Dali
Contact Information: keren.dali@utoronto.ca
CLASS TIME
OFFICE HOURS

Course Objectives and Mode of Instruction
This course, devised for a broad interdisciplinary student community, focuses on reading as the all-pervading phenomenon; individual readers with their preferences, habits and behaviors; and readerships in different world countries. It builds on the theoretical basis derived from a variety of disciplines, such as sociology, literary studies; education, political science, economics, and LIS, among others. The course incorporates international and comparative perspectives on reading and readership; it underscores the socially-dependent nature of reading tastes, reading behaviors, and habits. The theoretical and practical foundations taught in this course are of particular relevance in contemporary multicultural society regardless of a specific work environment, social setting, or community. Heavily drawing on reading research scholarship, this course also includes a great deal of hands-on, experiential, and interactional activities and assignments, with every theoretical issue necessarily related to everyday professional and personal practices. This course is built to increase students’ self-awareness as readers and to improve their skills when they communicate about reading matters in social and professional environments. The course is also intended to broaden students’ understanding of the nature and process of reading and to heighten their sensitivity to readers’ diversity and reading pluralism. Topics and theories covered in the course are international and interdisciplinary in scope. The major emphasis is on adult reading practices although a brief overview of reading in childhood and adolescence is incorporated as necessary for an understanding of reading in adulthood. Overall, the course can greatly benefit students’ future personal and professional development.

There is no prerequisite for this course, and there is no overlap with the currently offered FIS2172—Readers’ Advisory Services.

The mode of instruction will include a combination of lectures; class discussions; student presentations; hands-on in-class exercises; and guest lectures.

The course materials will be made available to students through the medium of Blackboard. Please check Blackboard regularly for updates, announcements, and postings. “Any course material posted on Blackboard is for your own personal use only; this material should not be electronically forwarded to third parties, nor made available electronically through any means to anyone else except you.”

Academic Conduct and Plagiarism
It is student’s responsibility to become familiar with the following documents: “The Code of Behaviour on Academic Matters” found at http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf or http://www.sgs.utoronto.ca/current/calendars/2005-06/regulations16.asp ; and “Plagiarism and Other Academic Offences” found at http://www.sgs.utoronto.ca/current/plagiarism.asp . Please consult the Inforum schedule for helpful workshops on how to avoid plagiarism. Another useful resource can be found at http://www.utoronto.ca/writing/plagsep.html . NB: Lack of awareness about plagiarism does not excuse a student committing the offence.

1 In preparation of this syllabus, the course instructor has used other Faculty of Information and U of Toronto course syllabi. Statements in quotation marks are derived unaltered from other syllabi.
Availability of the Course Instructor and Communication between Students and the Course Instructor

The course instructor will be available to answer student questions via email throughout the term. Although the course instructor is in the habit of answering her emails promptly, please allow 48 business hours for the instructor’s reply. The course instructor welcomes student questions and discussion during her designated office hours and scheduled appointments.

“[S]tudents are required to have a university-issued e-mail account and to provide that e-mail address on ROSI, which is then linked to the Blackboard portal. If you have not done so, please activate your university-issued account and add the address to your personal information on ROSI. Students are required to monitor and retrieve their e-mail on a frequent basis.

Class Attendance, Late Assignments, and Extensions

There is no grade for class attendance or participation. However, because this class builds a great deal on the principles of interactive learning, group presentations, in-class discussions, and hands-on exercises, students are strongly encouraged to attend as many classes as possible. Participation in Class 4 and your group presentation is mandatory. If there are extenuating circumstances preventing you from attending Class 4 or your group presentation, please contact the course instructor as soon as possible to inform her about your situation and to make alternative arrangements. It is student responsibility to make up the missed classes; the course instructor will not provide repeated coverage of in-class lectures either orally or in writing.

Please remember to turn off your cell phone while in class and try to arrive on time; systematic late arrivals are greatly disruptive.

Assignments

All the course assignments are described in detail in this syllabus. The assignments are designed not only to improve students’ knowledge and to appeal to students’ intellectual faculty; they are also designed to provide a spacious field for student creativity and to establish a flexible evaluative framework whereby students can ‘customize’ and ‘diversify’ their assignments to match their individual needs and interests. The assignments are designed to allow a student to learn and to experience at the same time. All the assignments are an amalgam of analytical academic work and creative expression. In addition, these assignments are designed to be not only beneficial but also enjoyable and fun.

Grades

The grades are assigned in accordance with the following policy and grading system: http://www.utoronto.ca/govcncl/pap/policies/grgrade.html. The School of Graduate Studies (SGS) defines the grades as follows: A+, A, A- are defined as ‘Excellent’; B+, B, B- are defined as ‘Good’; and FZ is defined as ‘Inadequate.’ The numeric ranges corresponding with the letter grades are as follows: A+ (90-100%); A (85-89%); A- (80-84%); B+ (77-79%); B (73-76%); B- (70-72%); and FZ (0-69%). This means that, effectively, you require the final numeric grade of at least 70% to pass the course.

Only numeric grades are assigned for individual assignments. The grades for individual assignments are assigned with a granularity of one quarter of a mark, e.g., 21½; 20¼. These fractional scores will not be rounded (i.e., 18.5 or 18.75 will not be rounded to 19). At the end, all the individual numeric grades will be summed up and translated into a letter-grade. The final grade is a letter grade.

Assignments 1 and 2 will be returned to students the following week; assignments 3, 4, and 5 will be returned to students no later than two weeks after submission. Assignments 1-4 will be returned to students only in person, either in class or during the course instructor’s office hours. Assignment 5 will be returned to students in a sealed envelope through the Student Services. Please do not forget to submit an empty envelope with your name on it along with the last assignment.
Extensions for written assignments are granted at the discretion of the course instructor; no extensions are granted for oral presentations. Extensions beyond the end of a term are regulated by the University of Toronto and the School of Graduate Studies guidelines. Please consult the following document: http://www.sgs.utoronto.ca/current/policies/coursework.asp.

SCHEDULE OF CLASSES AND READINGS

Week 1. Course Intro. Introduction to reading research.
Description:
• The course goals, requirements, evaluation, and expected outcome.
• Reading as a social and individual phenomenon.
• Histories of reading.
• Reading research: major components and contemporary trends.

Required readings:
• Ross, McKechnie, and Rothbauer, 2006. Ch. 1.

Week 2. The sociology of reading.
Description:
• The concept of a reading class.
• Low, high, and omnivorous reading: theoretical issues and practitioners’ debates.
• The changing nature of reading activities: qualitative and quantitative perspectives.
• ‘Mainstream,’ ‘minority,’ and ‘marginal,’ as applies to reading and readers, and their socio-cultural dependence.
• Social and demographic determinants of reading behavior at a group level and an individual level: a survey of salient studies.
• Guest speaker: Sources of statistical data about reading and readership.

Required readings:
• Littau, Ch. (…)

2 When the course modules (i.e., lecture slides and lesson plans) are prepared, the list of required reading for each class will be finalized.
Week 3. The reading experience.

**Description:**
- Roles of reading in reader’s lives: surveys of salient qualitative and quantitative studies from North America and other countries.
- Types and typologies of readers (e.g., avid, occasional, non-readers; occupational categories of readers; psychologically-based typologies; sociologically-based typologies; LIS-based typologies; other interdisciplinary typologies).
- Discussions OR other interactive exercises
- **Group compositions and topics for class presentations commencing week 10 are to be finalized.**

**Required readings:**
- Ross, McKechnie, and Rothbauer, 2006. Ch. 4.
- Littau, Ch. (…)


**Description:**
- Major reading research paradigms: phenomenology; hermeneutics; phenomenological hermeneutics; and grounded theory.
- Different types of interviews as the main research method in reading research.
- The interview in research, practice, and communication about reading.
- Understanding and interpreting the data about reading.
- Discussing reading effectively (essential competencies and communication skills).
- Readers’ self-awareness. In-class reading reflection exercise.
- **Assign. 1: Book review and recommendation due (10%). Mandatory attendance.**

**Required readings:**
TBA

Week 5. Reading by children and young adults.

**Description:**
- Formation years of reading habits, preferences, and behaviors.
- **Guest speaker: an expert/researcher in the area of reading by children and young adults.**
- **Assignment 1. Book review and recommendation: final submission.**

**Required readings:**
- Ross, McKechnie, and Rothbauer, 2006. Ch. 3.
Description:
- Major theories of reading: e.g., literary theory; political and empirical traditions; transactional theory; and others.
- Reader-Response Criticism (RRC): interpretational and meaning-making theories of reading (the founders and the beginning. North American and international roots of RRC)

Required readings:
- Tompkins, Jane P., Intro.
- Marshall, James, selected chapter.

Week 7. READING WEEK. NO CLASS.

Week 8. RRC (continued).
Description:
- Contemporary trends and diversity of RRC scholarship.
- Critical appraisal of RRC.
- Applications of RCC to different fields, e.g., advertising, education; cultural pluralism; web design; mass media.
- Guest speaker: an expert/researcher in any applied field, e.g., education; bibliotherapy; digital humanities, etc.
- Assignment. 2. Reader’s History Paper due (25%).

Required readings:
- Selected readings from the “READER RESPONSE THEORY AND ITS APPLICATIONS” section.

Week 9. Reading and readership in other countries.
Description:
- Case study: how unique historical, political, and social contexts shape the nature of reading and the readership profile in a specific country (an example of a country outside North America).
- The last hour of the class will be devoted to group consultations with the course instructor in advance of group presentations commencing the following week.
- Topics for the final paper should be approved by the course instructor.

Required readings:
- Selected readings from the “READER RESPONSE THEORY AND ITS APPLICATIONS” section.
Week 10-12. Reading and readerships around the world: comparative perspectives and case studies.

Description:
- Groups of 3 to 5, depending on class enrolment. 45-75 min presentation per group (2 groups presenting: 1h 30 min – 2 h 30 min of presentations in total).
- Discussions OR other interactive exercises.
- Assignment 3. Group presentation due (35%). Reading and Readership in a Selected Country: Recent and Future Trends and Characteristics.

Required readings:
As suitable for presentation purposes (choose from the reading list and add your own).


Description:
- Diversified readerships; various groups of readers and their needs and behaviors: survey of the salient studies.
- Reading in the digital world. Readers of the new media; their habits and behaviors.
- Guest speaker.

Required readings:
TBA.

Week 14. Summary and conclusion.

Description:
- Survey of major topics, themes, and resources discussed in the course.
- Class discussion and feedback.
- Assignment 4. Final Paper: Critical Analysis Paper due (30%). Please enclose an empty envelope with your name on it with your assignment.

Required readings:
TBA.

Additional Notes

There is no expectation that a student read the required or suggested articles and book chapters in advance of each class. Readings can be done after each respective class. The idea of required and suggested readings is to help a student to expand his/her knowledge received in class in order to keep up with the course progression and to complete the course assignments successfully.

The fiction book requirement (see instructions for Assignment 1).

Also included will be ad-hoc discussions of articles from periodical press and book review sources provided by the course instructor. Materials will be distributed as appropriate.
Assignment 1. Book Review and Recommendation (10%).
Due for in-class work: Week 4 (mandatory attendance)
Due for final submission in writing: Week 5

There are several purposes to this assignment:

- to practice concise book reviewing;
- to analyze and communicate effectively about the book in question (i.e., to address all the components necessary for gaining an understanding of the book, for example, character development, plot summary, mood, writing style, the author’s peculiarities/biases, etc.);
- to become aware of your own experience as a reader (e.g., How did the book affect you personally? Do you recognize your own personal biases, if any, which you brought into your book review? Can this book be perceived differently by a person with attitudes and experiences diverging from your own?);
- to address the book in question from a potential reader’s perspective (i.e., Try to step back and observe the book from a third-party perspective, i.e., as a professional and as a reviewer, not as a private individual affected by the book. If necessary and beneficial for potential readers, make your ‘professional’ self argue and debate with your ‘personal’ self);
- to relate the chosen title to the wealth of world literature and authors (Who/what can you compare this work to? What associations does it bring to mind?).

Among other things, you will be evaluated on clarity, conciseness, and elegance of writing, as well as your ability to fit all the necessary information into the required format.

The deliverable for this assignment is a short (350-500 words) review of the book of metafiction. While I do not count words, I will deduct grades for significantly longer/shorter assignments.

For the purposes of this assignment, books of metafiction are defined as books about writers, readers, reading or writing experiences; about a person realizing that he/she is a character in a fiction book; about novels within novels; about the importance of reading in readers’ lives; etc. The chosen book must be a full-length novel, not a short story. If you are not sure whether your chosen book fits all the assignment requirements, please check with the course instructor. See the below list of suggestions and examples of metafiction. Your chosen book does not have to come from this list as long as you are certain that it is metafiction. You do not have to receive the course instructor’s approval for your title, but you are encouraged to consult her if you are in doubt. You can use one of the books that you have previously read; or you can read one specifically for the purposes of this assignment.

Why metafiction? Reading metafiction will allow you to immerse yourself more deeply into the reading experience and to try on someone else’s shoes. In addition, it will allow you to compare scholarly treatment of reading matters and their artistic literary treatment. Among others, this assignment is an exercise in literary appreciation and self-awareness. Metafiction comes in different sub-genres: historical, romantic, mystery, thriller, literary, suspense, crime, bildungsroman, etc., and I am certain that everyone will find something suitable for his/her taste.

Steps:
1. Choose a metafictional novel from your personal favorites or from the reading list.
2. Write a short review as outlined above and bring it to class on Week 4 (mandatory attendance).
3. You will not be asked to read your book review in full in class; but you will be requested to provide your classmates with a basic plot summary (no details about characters, author’s style, and your personal impressions are needed).
4. Be ready to perform additional tasks with your book review in class. Additional instructions will be distributed in class. If you decide to revise your review as a result of the in-class discussion and work,
you are welcome to submit the final copy the following week. If you decide that your review needs no revision, you are welcome to submit it at once.

Examples of Metafiction
4. Calvino, Italo. If on a Winter's Night a Traveler… (translated from Italian).
5. Cerda, Martha. Señora Rodríguez and Other Worlds (translated from Spanish).
9. Cunningham, Michael. The Hours.
11. Drabble, Margaret. The Red Queen.
15. Fforde, Jasper. Thursday Next novels.
17. Fonseca, Rubem. Vast Emotions and Imperfect Thoughts (translated from Portuguese).
27. Kharitonov, Mark. Lines of Fate (translated from Russian).
29. Kopf, Gerhard. Papa's Suitcase (translated from German).
37. Plath, Sylvia. The Bell Jar.
38. Richardson, Bill. Bachelor Brothers' Bed & Breakfast.
41. Schlink, Bernhard. The Reader (translated from German).
42. Setterfield, Diane. The Thirteenth Tale: A Novel.
43. Sparks, Nicholas. True Believer.
44. Toscana, David. Tula Station (translated from Spanish).
Assignment 2. Reader’s History Paper (25%).
Due in class Week 8

This assignment is your opportunity to practice the analysis and understanding of an individual reader and to create a link between a reader’s life circumstances and personality and his/her reading behavior. In addition, this assignment should allow you to increase your self-awareness of your personal role/biases in interpreting another individual’s reading preferences and habits. Based on the course material covered to date in class lectures and related reading and drawing on your personal and professional experience, you are asked to create one person’s reading history and to make recommendations about the appropriate reading for this individual in his/her particular life stage and unique personal circumstances.

The deliverable for this assignment is a 3,500-5,000-word essay. If you use Times New Roman, size 11, double-space your paper and use 1” margins, your paper should be about 7.5-10 pages, excluding the bibliography and the title page.

Steps:
1. Introduce your ‘reader’: describe your reader’s demographic characteristics, including his/her family, health and employment situation, as relevant to the purposes of your story.
2. Describe your reader’s ‘reading history’. The questions you may consider addressing include but are not limited to the following: How were his/her reading habits formed? When did he/she start reading? Who introduced him/her to reading? What books did he/she like to read in the past and what books does he/she like to read in present? Why does he/she like to read certain genres/authors/titles? Does he/she have his/her most favorite authors and characters? Try not to stay in a ‘descriptive’ mode but to go deeper into the analysis of ‘why’ certain habits and preferences have been formed and/or take place.
3. Spotlight your reader at the critical/decisive moment of his/her life. Describe the problem and the circumstances surrounding it as relevant.
4. Describe what is happening with his/her reading behavior at this stage (e.g., your reader is temporarily unable to read because…/your reader switches to a very uncharacteristic type of reading/your reader tries some new reading materials that he/she has never tried before/your reader withdraws from real life into the world of books, etc.)
5. Imagine that at this point, you would like to make a reading recommendation that can potentially benefit your reader. Tell me who you are: a librarian, a close friend, a colleague, a fellow reader, a stranger who has encountered your reader some place by accident. Identify your relation and degree of closeness to your reader. From your chosen perspective, now make a reading recommendation to your reader. Think about how your responsibility while making recommendation changes depending on whether you are a private individual or a professional in a certain formal position. Think about how your perspective enables or restricts you in making your recommendation. Your recommendation can be limited to one title/author/genre or include a number of them. Explain your choice, building on your personal knowledge about books, authors, their characteristics and appeal factors, as well as knowledge acquired in the previously taken courses, such as FIS1310 and FIS2172, if applicable. Your recommendation may also address reading matters that you do NOT recommend that this individual read at this particular time and stage. In this case, you also have to justify your position. NB: These are suggestions and guidelines only. The final choice of what to include/exclude and on how to structure your recommendation is left at your discretion.

It is expected that you use at least 10-15 secondary scholarly sources in your paper.

Your work will be evaluated on the basis of your skill to create a believable reader and a plausible situation; the quality of your writing; your ability to integrate secondary material into your discussion; the breadth of your
general and specialized knowledge; depth of your analysis; your ability to understand the reader in the reader’s social and personal context; and your ability to make recommendations based on the reader’s unique history.

Your reader in question can be entirely the fruit of your imagination; he/she can be derived from real life, or he/she can be an amalgam of both. However, if you base your paper on real-life people and their circumstances and/or on your personal situation, make sure that you take proper measures to protect your own identity and the identity of people that you use in your assignment. Your paper MAY NOT include real names or any revealing details that can make you or the person whom you use in your analysis identifiable. Protect your privacy and confidentiality. You should NOT write or talk about anything that makes you anxious or uncomfortable. Make it interesting, creative, and fun and remember that life crises are NOT THE ONLY situations in which reading and books play an important role.

**Assignment 3. Group Presentations (35%).**

**Reading and Readership in a Selected Country: Recent and Future Trends and Characteristics.**

**Due in class Weeks 10-12**

This assignment is a group presentation about reading and readership in a selected country. This assignment is your opportunity to acquire in-depth familiarity with reading and readership of one selected country that interests you most. The country is to be selected in consultation with the course instructor. Canada and the USA are excluded; other English-speaking countries (i.e., the UK, Australia, and New Zealand) are excluded. The preference could be given to major countries of origin of immigrants to Canada and the USA. Please consult Stats Canada for the most recent data about immigrant populations by place of birth; or by place of last residence; or by mother tongue. NB: The stats data are for orientation purposes only. Your chosen country DOES NOT HAVE TO be one of the top immigration-generating countries. Before choosing your country, make sure that there is a satisfactory amount of materials available to cover the topic.

Groups should be formed and topics should be approved by the course instructor by or on Week 3. The course instructor reserves the right to reassign individual students in groups in order for teams to be as even as possible. The course instructor will be available for ongoing consultations about this project during her designated office hours and via email. In addition, the last hour of class on Week 9 will be devoted to group consultations with the course instructor. This is a good opportunity to ask last-minute questions and raise last-minute concerns. DO NOT leave crucial questions to the last moment!

For this assignment, you are expected to work in groups of 3 to 5 members. Each group member is expected to speak for about 15 minutes. Your presentation should be about 45-75-minute-long depending on the number of presenting members. The division of workload and presentation time among the group members should be even.

Every member of the group will receive an individual grade, which will be composed as follows: 10% for the team effort and the overall quality of the presentation – the same for every group member; and 25% for the group member’s individual effort on this assignment (12.5 % for the oral part and 12.5% for the written part).

The deliverables for this assignment are:

1. The oral presentation of the specified length.
2. The written part submitted by each group member individually on the presentation day. This part should consist of approx. 4 pages:
   a. the first page will include the summary of your part (best laid-out in bullet form);
b. the second page will include the description and brief comment on major challenges that you have encountered preparing YOUR part (some information can overlap with your oral presentation, but it is expected that you provide deeper insight in writing);
c. the third page will include your discussion on how the knowledge acquired in the course of this assignment (AS A WHOLE, not only your part) has benefited or can benefit you and/or other people you come in touch with in various professional and personal situations;
d. the fourth page will include the bibliography of sources you have used for YOUR part.

The written part (except the bibliography) should be single-spaced, written in Times New Roman 12’ or 11’. In this way, both concise and lengthy writers will be accommodated. Quality matters more than quantity; however, try to be reasonable with regard to the length of your paper. You will not be penalized if you run slightly over the designated page limit; nevertheless, grades will be deducted from significantly longer submissions.

Your presentation should DESIRABLY cover the following aspects:

1. A brief history of reading, readership and publishing in a specific country. How far back you go in your historical overview is entirely up to you. However, remember that this is not the major emphasis of the presentation but a background. Make sure that you make a link between the past developments and the present situation. Relate your historical overview to the chronology of significant historical events in a particular country that affected and provided socio-political and cultural context to the development of reading, readership, and publishing. Although publishing will inevitably be part of your presentation, you should try and focus more on reading as a process, types of reading materials, and reading audiences.

2. Recent trends and characteristics of reading and readership (approx. the last 25 years). The 25-year period is an approximate demarcation of the recent past. However, for certain countries, it will make more sense to focus on the last 10-15 years, 20 or 30 years, depending on the unique historical circumstances. Discuss it with the course instructor in advance. Below are some sub-issues that you may consider covering:
   a. the social status, prestige, and significance of reading;
   b. reading materials including but not limited to: different media, e.g., print vs. electronic; different formats, e.g., books vs. periodical publications; different genres, e.g., fiction vs. nonfiction with more granular differentiation within fiction and nonfiction, if necessary; etc.;
   c. reading audiences: their differentiating socio-demographic characteristics; their habits and preferences; their distinctive reading behaviors;
   d. the dynamics of reading and readership: major characteristics and determinants (qualitative and quantitative); tendencies and trends; etc.

   You may consider including
   e. case studies (or a case study).

3. The projected future trends in the development of reading and readership.

4. A comparison of reading developments, trends, and readership between your selected county and Canada/North America.

5. A reflection on additional aspects of reading and readership as relevant to your chosen country.

Histories of reading and readership in various world countries are sometimes difficult to compare. In addition, the coverage of these matters in academic, popular and literary sources is very uneven for different countries. Therefore there is NO RIGIDLY SET FRAMEWORK FOR THIS PRESENTATION, ONLY GUIDELINES and an outline of major aspects to be covered. If you have difficulty locating information about certain aspects, you could discuss it during your presentation. EMBARK ON A JOURNEY AND SEE WHAT YOU CAN UNCOVER. Challenges and scarcity of materials about specific countries may become an important part of your presentation, as long as they are intelligently analyzed and engagingly presented. The structure and
comprehensiveness of the presentation is chiefly up to you. Limit yourself to leisure reading and avoid discussing scholarly, educational, and professional reading. If you feel that you are overwhelmed by the amount of materials found and that your presentation is getting long, diffused, and shallow, you may consider limiting your presentation to a specific type of materials, for example, books. The final decision is left at your discretion. Please do not hesitate to discuss your concerns with the course instructor.

Ask yourself: CAN AN UNINFORMED LISTENER GET A CLEAR AND INTELLIGIBLE PICTURE OF CONTEMPORARY DEVELOPMENTS IN READING AND READERSHIP IN A PARTICULAR COUNTRY AS A RESULT OF OUR PRESENTATION?
If you can give a satisfactory answer to this question, consider your presentation crafted.

For your oral presentation part, you will be evaluated on the thoroughness and comprehensiveness of your research; on your ability to structure your presentation and organize the presented material in the most efficient manner; on your ability to present engagingly and clearly; on your creativity in using various modes of presentation including PowerPoint, the Internet, TV segments; documentaries, feature movies, artifacts, posters, collages, photographs, quotes, costume theatrical sketches or skits, video clips, etc. The use of PowerPoint is not mandatory. Certainly, the scholarly content and quality of research are accorded a greater weight in evaluation; however, ‘scholarly’ does not have to mean ‘boring.’ Make your presentations intellectual and fun for yourself and your classmates. Should you choose to use videos or DVDs for your presentation, remember about the Public Performance Rights (PPR). To be shown in class legitimately, your videos and DVDs should be borrowed from the UofT libraries and have PPR clearance (not all AV materials in the UofT libraries have PPR). Normally, it is indicated in the library catalog record; if you are not certain, please consult a librarian in charge. The course instructor has booked a laptop for each class and will set it up in advance. However, you may use your own laptop, in which case you will be responsible for setting it up. Should you need other equipment, such as a TV set, a projector, etc., please inform the course instructor as soon as possible.

For your written part, you will be evaluated on your ability to provide informed insight into and intelligent commentary on the topic; your ability to identify potential practical applications of the theoretical knowledge, on the selection of sources cited and consulted, and on the quality, clarity, and conciseness of your writing.

Assignment 4. Final paper: Critical Analysis (30%)
Due Week 14

The deliverable for this assignment is an essay of about 3,500-7,000 words. Should you choose to use Times New Roman, size 11, double-space your essay and use 1’ margins, your final product should be between 7.5-15 pages. The page range is large; however, it is done on purpose to accommodate both concise and lengthy writers. The quality is accorded a greater weight than quantity. If you think that you can produce a good short essay, you can limit your writing to 7.5 pages. The paper should contain critical analysis of a selected issue within a scope of the course contents. The instructor’s approval of a topic is required (by or on Week 9). You are encouraged to select a topic, the examination of which will benefit you the most in your future practice or research. It is expected that you use at least 10-15 secondary scholarly sources in your paper. PLEASE ENCLOSE AN EMPTY ENVELOPE WITH YOUR NAME ON IT WITH YOUR ASSIGNMENT.