Stockholm University

EN04GY/EN0379 Degree Project Literature 15 hp
Advanced level
Spring 2025
Coordinator: Anna Swärdh
Email: anna.swardh@english.su.se

Module description

At the first seminar, the coordinator will allocate you a supervisor on the basis of their relative expertise in your research area.

The essay should be between **8,000 and 10,000 words**, excluding abstract and works cited/reference list. It should follow the accepted format for a literary essay, including a correctly formatted list of works cited (bibliography). The essay should contain an abstract of **200–300 words**, placed after the title page.

We have prepared an essay template, which is available on Athena. Please download it and use it for everything you hand in throughout the course. For all formal aspects of the literary essay, refer to the Chicago referencing style sheet available on the same site.

Each EN04GY/EN0379 Degree Project should be approved by the supervisor before the student can submit it for discussion and grading in a ventilation seminar. The submitted version is regarded as final, and after the seminar only minor changes such as factual errors or spelling mistakes should be made (i.e. no extensive revisions can made after this time).

The grade of a literary EN04GY/EN0379 Degree Project is set by the examiner. The examiner is a teacher at the department who holds a PhD degree.

Please note that supervisors have altogether twenty hours for the supervision of each essay. This includes individual tutorials, as well as the reading of a number of your drafts, giving written and oral feedback, email correspondence, and participating in the final seminars.

In brief, the essay writing itself entails that the student chooses a topic in consultation with the supervisor, and is expected to undertake an independent study of a limited problem in the field of English Literature, and to report the results in English in an academic essay, applying generally accepted principles of form, style, and reference.

Your final grade will be based on the essay itself, the production process, and your performance in the ventilation seminars. The intended learning outcomes, and grading criteria, below, tell you more about what you are expected to do for your EN04GY/EN0379 Project.

Intended Learning outcomes

Upon completion of the degree project, the student is expected to be able to:

- integrate knowledge, and analyse, assess and handle complex phenomena, problems and situations within the disciplinary area.
- independently identify and formulate scholarly questions, as well as plan and carry out the necessary work for completing a degree thesis within the given time limit, using relevant methods and in-depth methodology.

- give a clear account and discuss their findings and all the observations and/or arguments that they are based on, in writing and in speech.
- observe relevant norms relating to the ethics of scholarship.

Grading

- The course adopts the 7-grade scale.
- To receive a final grade, students must have completed the essay, defended the essay at a ventilation seminar and acted as a discussant on another student's essay.
- To receive a passing grade (A to E), students must in addition to the above have demonstrated that they achieved all the learning outcomes at least at the minimum level (as described on page 5 below).
- A thesis may be referred back to the student for further work. Should this happen, you will receive instructions from the examiner. The resubmitted project will be graded by the same examiner, if possible. A referred thesis must be resubmitted by the date given. If a submitted degree project receives a Fail grade (Fx/F), no further supervision will be made available for the completion of this thesis.

Important dates

- 25 March Mid-term seminar
- 13 May Supervisors notify Coordinator as to which essays will be defended
- 18 May Deadline for the seminar version of your essay
- See TimeEdit Ventilation seminars
- 13 June Deadline for final version

Course activities

Apart from the writing of your individual essay, the module consists of the following activities:

- a seminar series on academic writing,
- workshops
- tutorials with your supervisor
- participation in the ventilation seminars when each essay is discussed

The academic writing seminar series comprises four 2 hour sessions and is taught by Anna Swärdh. A separate description and schedule for these seminars is available on Athena. For dates and times see TimeEdit.

The workshop series comprises seven 2 or 1 hour sessions. Students bring or post short pieces of writing for the workshops, in accordance with instructions from the teachers, and these are read and discussed by the participants. Find the hours for the workshops on TimeEdit.

- Irina Rasmussen Formatting guidelines
- Adnan Mahmutovic Close reading of excerpt from your primary text/s
- Joakim Wrethed Secondary sources and contextualising
- Bo G Ekelund Thesis Statement
- Marina Ludwigs The Introduction / Conclusion
- Adnan Mahmutovic The Abstract
- Bo G Ekelund Discussant preparation

The ventilation seminars

All EN04GY/EN0379 Degree Projects at the Department of English are discussed in ventilation seminars where essay writers, supervisors, examiners and students participate. In each seminar one student defends their own essay and one student acts as a discussant of the essay.

1. The Essay Exchange

On 18 May:

a) Upload the seminar version of your essay on the Athena site as a Word file **before** the deadline at **23.59**.
b) The coordinator will post the final seminar schedule on Athena within the next couple of days. You will be assigned to be a discussant. Find and download the essay for which you are discussant.
c) Students are responsible for getting their secondary material to their discussants. For materials available online you only need to send a link, but for other articles or book chapters schedule a meeting with your discussant as soon as the seminar schedule is posted on Athena.

If any problems occur during the day, please contact the coordinator.

2. Seminar Procedure

When you prepare your task of discussant, use the format below. Bear in mind that a workshop will be run to give you some guidance on how to act as a discussant. Be prepared to hand one copy of your comments to the writer of the essay and one copy to your own examiner after the seminar. If you have marked spelling and grammar errors, hand your copy of the essay to the writer. Don't forget that you must prepare and present a brief summary of the main points of the essay.

In the seminars each essay is given approximately **35 minutes**:

a) The thesis author is first given a chance to make clarifications, additions or emendations. You may put together an **errata list** if you have found many typos and other minor mistakes.
b) The discussant gives a summary (an outline of the main argument and structure) of the essay. This summary should take **5 minutes**.
c) The discussant brings up his/her comments point by point, with the possibility for the writer to respond to each, with room for brief discussions, explanations, questions etc. This discussion should take **15 minutes**.
d) Begin with the most positive points (giving examples), and then discuss aspects that need clarification and improvement (again giving examples). Remember to begin with the major points and only bring up details if there is time. Focus on central issues concerning the major ideas, argument, use of theory and terminology, conclusions, support for conclusions.
e) The examiner is given about **15 minutes** for comments and questions. If time permits, the supervisor and the audience are given the possibility to comment on the essay.

In case there is only one student defending their thesis, the defence structure is as follows:
1) Instead of acting as an opponent on another student's thesis, the thesis writer will be given an old student thesis to read, which they will critically summarise and evaluate;
2) When it comes to the student's own thesis, a PhD student will act as an opponent instead of another student. If a PhD student is not available, additional time will instead be given to the examiner;

3) The rest of the defence follows the regular format.

4. Final Version

While the seminar version should be as complete as possible, and will form the basis for your grade, you should make corrections after the ventilation seminar in accordance with your examiner's written and/or oral comments. The corrected essay is due on **13 June**. If this version is not approved, you will discuss further corrections with your examiner.

Once the examiner approves that there are no further changes to be made, submit a digital (pdf) copy of the essay to your examiner for the department archives. title this file YYMMDDNNNNFirstnameSurname.pdf, replacing your own name and personnummer into this title. In some cases, you may also need to produce another version of your essay for publication in DiVA in which any images with unclear copyright are removed.

5. Abstract and DiVA

A few weeks before the exchange seminar, students must submit an abstract (summary of main points of 250-300 words) to their supervisors. When your final version of the degree project has been approved, you are asked to publish the abstract in the DiVA database (Digitala vetenskapliga arkivet). The department also recommends that any student whose degree project receives an A or a B grade publish their degree project in DiVA *in toto*. You will receive instructions for submitting the abstract (and the full degree project) to DiVA after the degree project has been approved.

6. Final Grade

Your final grade will only be reported and registered in Ladok when the final version has been approved and your examiner has received the digital version.

Plagiarism

Using other people's words or ideas in an essay or other assignment is considered a serious offence by the university authorities, and when detected may lead to penalties.

Please consult the Department Plagiarism statement available on Athena. Note that self-plagiarism, whether of ideas or phrasing, is also a breach of academic ethics. If you are worried about unintentional plagiarism, you can always consult your supervisor.

Schedule

For an overview of the term including deadlines, please consult the Writing Plan available on Athena. The schedule for the academic writing seminars and workshops is available in TimeEdit.

Grading criteria

EXCELLENT

For a grade of A the student should …

- Show the ability to develop, in a highly independent and creative manner, an illuminating and productive research question (or set of such questions).
- Display wide-ranging familiarity with methodologies and theoretical approaches within the literary field of scholarship as well as an expert knowledge of a delimited area with relevance to language education.

- Show the ability, in scholarly work, in writing and in discussions, to critically analyse theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a sophisticated scholarly level, in a manner that is on occasion innovative and often illuminating, consistently deploying appropriate critical concepts in a precise and clarifying way.
- Present his/her arguments in a persuasive, coherent and sophisticated manner, in correct, fluent and idiomatic English, in a consistent and rigorous academic style of writing and spoken delivery.

VERY GOOD

For a grade of B the student should …

- Show the ability to develop, in an independent and creative manner, an original and distinctive research question of wide scholarly interest (or set of such questions).
- Display a broad knowledge of methodologies and theoretical approaches within the literary field of scholarship as well as a profound knowledge of a delimited area with relevance to language education.
- Show the ability, in scholarly work, in writing and in discussions, to critically analyse theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a high scholarly level and in a manner that is on occasion illuminating, consistently deploying appropriate critical concepts.
- Present his/her arguments in a persuasive, coherent manner, in correct, fluent and idiomatic English, in a consistently academic style of writing and spoken delivery.

GOOD

For a grade of C the student should …

- Show the ability to develop, in a largely independent and creative manner, a distinctive research question of scholarly interest (or set of such questions).
- Display considerable knowledge of a number of methodologies and theoretical approaches within the literary field of scholarship as well as a wide knowledge of a delimited area with relevance to language education.
- Show the ability, in scholarly work, in writing and in discussions, to critically analyse theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a solid scholarly level and in a manner that shows creativity and insight, regularly deploying appropriate critical concepts.
- Present his/her arguments, for the most part, in persuasive, coherent manner, in correct, fluent and occasionally idiomatic English, in an academic style of writing and spoken delivery.

SATISFACTORY

For a grade of D the student should …

- Show the ability to develop, with some degree of independence and creativity, a research question of at least limited scholarly interest (or set of such questions).
- Display satisfactory knowledge of a number of methodologies and theoretical approaches within the literary field of scholarship as well as a solid knowledge of a delimited area with relevance to language education.

- Show the ability, in scholarly work, in writing and in discussions, to critically analyse theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a solid scholarly level and in a manner that shows a good measure of insight, deploying appropriate critical concepts when this is clearly called for.
- Present his/her arguments in a largely persuasive, coherent manner, in correct and fluent English, in a style which only occasionally lapses from an academic register of writing and spoken delivery.

ADEQUATE

For a grade of E the student should …

- Show the ability to develop, with an acceptable degree of independence and creativity, a coherent research question (or set of such questions).
- Display acceptable knowledge of directly relevant methodologies and theoretical approaches within the literary field of scholarship as well as an acceptable knowledge of a delimited area with relevance to language education.
- Show the ability, in scholarly work, in writing and in discussions, to critically analyze theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a basic scholarly level and in a manner that shows acceptable insight, deploying critical concepts in a largely appropriate manner when this is clearly called for.
- Present his/her arguments in a coherent manner, in largely correct and fluent English, in a style with few lapses from an academic register of writing and spoken delivery.

INADEQUATE

A grade of Fx will be set if the student

- has reached most of the Learning outcomes of the course, or reached many of them to an almost acceptable degree, but must hand in revised material in order to fully meet the requirements.

A grade of F will be set if the student

- fails to pursue the scholarly task in an independent manner or fails to produce a degree thesis of the appropriate length and quality
- shows scant or no knowledge of relevant methodologies and theoretical approaches within the literary field of scholarship; shows only a basic or scant familiarity with a delimited area with relevance to language education.
- fails to reach an adequate level of critical analysis of theoretical arguments or literary works or situations, including their implications for the teaching profession, a failure that includes inability to properly use critical concepts.
- fails to communicate adequately in English at an academic level of writing and speaking.
- Any of these failures is enough for an overall fail.