

<b>Course Title</b>	<b>Thesis Writing Seminar</b>
Description and Prerequisites	This course is intended to equip students with the skills and tools necessary to write a successful thesis or other scholarly paper in the humanities. Over the duration of the course they will engage in a step by step process of investigation, reflection, research and writing, culminating in a final presentation to the class. The completed thesis will be formatted as a manuscript appropriate for publication in a professional journal. Prerequisite: successful completion of research methodologies course.
Textbooks and Required Materials	Butler, Linda (2007). <i>Fundamentals of Academic Writing</i> . Pearson Longman.  Schwartz, B; Landrum, R; Gurung, R (2012). <i>An Easy Guide to APA Style</i> . Thousand Oaks, CA: SAGE.

**Outcomes and Objectives**

**NOTE: the Outcomes and Objectives can and should be adapted to the norms of the department offering this course, specific to institutional requirements.**

<b>Course Outcome</b>	<b>Course Objective</b>
Develop a theoretical basis for academic investigation and study in the humanities	Read, write, and understand materials pertaining to academic writing in the humanities.
Develop an intellectual community	Gain an understanding of the importance of clear, concise, and scholarly communication in, to, and through the humanities.
Develop a practical basis for academic investigation and study in the humanities	Establish creative and productive rapport with peers, instructors, and others involved in the creation of a scholarly paper or thesis.
Prepare for professional research, development, and distribution of scholarly works in the humanities	Create a well-written, well-researched scholarly paper or thesis that successfully communicates the student's research interest(s) in the humanities. Gain an operational understanding of writing and presentation techniques, strategies, and processes that will equip the student to participate in the community of scholars in the humanities.

Class Schedule		
Week--Topic	Lesson	Assignment
1. The Publish or Perish Paradigm	The weekly format of the course will be divided between a lecture by the instructor or guest speaker and a Writers' Workshop in which students will meet in small groups to share and discuss their ideas, concerns, and the progress of their theses. The Writers' Workshop format will be introduced, as will the weekly Journal Entries.	Introduce course project. Students begin a reflective journal in which they will generate ideas and write reflections on their ongoing progress towards the completion of their thesis. Journal Entry 1: Students will prepare three ideas for the topical focus of their thesis.
2. Methodological approaches	Lecture  Writer's workshop	Journal Entry 2: Students will generate possible methodological approaches to their study.
3. Precedents: the Literature Review	Lecture  Writer's workshop	Journal Entry 3: Students will begin to gather sources towards the literature review component of their thesis. A minimum of 10 sources in an annotated bibliography are due by Week 4. This can be general and used to narrow their focus as the review progresses.
4. Writing Basics: making a plan.	Lecture  Writer's workshop	Journal Entry 4: Students will finalize their choice of thesis topics and will prepare a proposal and rough plan for presentation to the class. Journal entry should address the student's decision making process in selecting a final topic for their thesis.
5. Presentation of thesis proposals and plans	As students make their presentations, peers fill out an evaluation and feedback form. These are given directly to the student following each presentation	Journal Entry 5: students reflect on the feedback received in class and revise their proposals to incorporate constructive criticism. Continue work on thesis.
6. The Library—using resources other than Google	Presentation by library faculty member—focus on databases specific to the humanities.  Students begin to investigate online library resources while the library faculty member is present to guide, direct, and answer questions.	Journal Entry 6: students will generate a list of at least ten additional sources located through the Library, either texts, print journals, or using specific online databases for use in their thesis composition. Continue work on thesis.
7. Writing Basics: how to quote, paraphrase, and cite sources.	Lecture  Writer's workshop	Journal Entry 7: Students address the progress of their search for background information and the progress of their writing. Continue work on thesis.

8. Writing to communicate with people who are not scholars in your field of the humanities.	Lecture: Instructor presents examples of good and bad scholarly writing  Writer's workshop	Journal Entry 8: reflect on the information presented in class, particularly thinking about the importance of clear, rather than enigmatic or esoteric communication. Continue work on thesis.
9. Writing Basics: pacing, flow, and transitions in your text	Lecture  Writer's workshop	Journal Entry 9: reflective evaluation of current draft of thesis with regard to the pacing, flow, and transitions in the text.  Continue work on thesis.
10. Presentation of research paper drafts (general outline or overview)	As students make their presentations, peers fill out an evaluation and feedback form. These are given directly to the student following each presentation	Journal Entry 10: students reflect on the feedback received in class and revise their proposals to incorporate constructive criticism.  Continue work on thesis
11. Writing Basics: the reference list and appendices	Lecture  Writer's workshop	Journal Entry 11: status update—how is the paper progressing?
12. Work day	No lecture this week. Instructor is available for consultation with individual students while others meet in their Writer's workshop groups.	Journal Entry 12: status update—how is the paper progressing? What challenges are you facing as the draft deadline approaches?  Continue work on thesis.
13. Formatting, refining, and preparing your paper for publication	Guest speaker from English department or writing center. Emphasis on formatting required by relevant professional journals.	Journal Entry 13: What changes will need to be made to the draft to prepare it for presentation in class and publication in a journal?  Continue to refine and edit draft of paper.
14. One-on-one meetings with the instructor to review and refine thesis drafts	While instructor meets with individual students, others work in Writers' Workshop groups	Journal Entry 14: brief reflection on the progress of the paper and any concerns that may still exist.  Continue and finalize draft, preparing it for possible publication. Prepare PowerPoint presentation of paper's contents for presentation to classmates.
15. Presentation of final research papers (2 weeks)	As students make their presentations, peers fill out an evaluation and feedback form. These are given to the instructor, who will evaluate them before giving them to the student.	Journal Entry 15: reflection on how the things you learned in this course will be of benefit to you in your future studies and career.

Assignments and Assessments		
Course Objective	Assessment	Weight
Read, write, and understand materials pertaining to academic writing and the arts.	Weekly journal entries (Rubric 1)	25%
Gain an understanding of the importance of clear, concise, and scholarly communication in, to, and through the arts.	Presentations (Rubric 2)	25%
Establish creative and productive rapport with peers, instructors, and others involved in the creation of a Master's thesis.	Class participation (Rubric 3)	25%
Create a well-written, well-researched Master's thesis that successfully communicates the student's historical, theoretical, and philosophical basis for creative practice. Gain an operational understanding of writing and presentation techniques, strategies, and processes that will equip the student to participate in the communities of scholars, artists, and other professionals in the arts.	Master's thesis (Rubric 4)	25%
Instructor Policies		
Class participation and Expectations	<p>I expect you to attend every class. You are responsible for completing all of the required assignments. I expect all students to participate in class discussions, contributing ideas and perspectives on topics or art. All your work should incorporate aspects or issues addressed in class in relation to your personal or professional interests.</p> <p>You are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that everyone has an opportunity to gain from time spent in class, unless otherwise approved by the instructor, you are prohibited from using cellular phones or beepers, checking your email or surfing the internet, updating your social networking sites, eating or drinking in class, making offensive remarks, reading newspapers or magazines, sleeping or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class, which will be counted as an unexcused absence.</p>	
Attendance Policy	<p><b>Attendance is mandatory.</b> Much of the content of this class occurs <b>in</b> class. Part of the student's responsibility in this class is to share his/her thoughts, views and perspectives on issues and readings with classmates, no matter how rough or refined. This is not possible if the student is not present in class.</p> <p>Therefore, whether absences are excused or unexcused, they will have a decided impact on the student's final grade. After three absences, every additional absence will lower the final grade for the course by one letter grade. In addition, any combination of three tardies or instances of leaving early will count as one absence. Students may want to reconsider taking this section if extenuating circumstances hinder regular class attendance. If a student needs to</p>	

	<p>be excused from class for religious reasons or due to university-sponsored activities, official policy asks that he/she provide a written note prior to the absence and make up the work (see below).</p> <p>In case of an illness that will require absence from class for more than one week, the student should notify his or her graduate advisor and the instructor. In case of class absences because of a brief illness, the student should inform the instructor.</p>
Late Work/Make-Up Work Policy	<p>Students may write a 2-page précis on the day's assigned readings in order to make up for discussions missed due to absences, but only for the first three absences. NO extra credit will be given to make up for excess absences.</p> <p>Late work may be subject to a penalty of 10% deducted from the assignment's value per day the work is late, unless the student provides proof of an acceptable mitigating circumstance: serious illness, death of a family member, or other circumstance if approved by the instructor.</p>
Grading	<p>A = Excellent (100-90%)          B = Above Average (89-80%)          C = Average (79-70%)          D = Inferior (69-60%) [passing but not necessarily satisfying degree requirements]          F = Failure (59% or below)</p>
University and Departmental Policies	<p>Individual institutions will insert their own static content here, including policies on: Academic Misconduct/Plagiarism, Accommodations/Disabilities, Drop/Add, Campus Emergencies, Incomplete Grade Policies, Health and Safety, Course Content, Schedule Changes, etc...</p>
Student Resources	
Document Formatting	<p>All written materials and assignments must be typewritten or word-processed utilizing the following format. Except for the journal and/or sketchbook, NO handwritten papers will be accepted.</p> <ul style="list-style-type: none"> <li>• 1-inch margins</li> <li>• Times New Roman, size 12</li> <li>• Double spaced</li> <li>• Heading: your full name, the date, and the assignment title at the top of the first page</li> <li>• Correct use of citations, if applicable</li> <li>• Included illustrations, if any, must be located at the <u>end</u> of the document (not in line with text), accompanied by correct <u>citations</u>, and DO NOT count towards total page length of the assignment.</li> </ul>

	<p><b>EVERYTHING that is not your own work, words, or ideas must be CITED correctly.</b></p> <p>If you include any images in your written work, lessons, or presentations, you must cite them.</p> <p>APA format for citing works of art:          Format: Artist (last name, first name), artist’s role (in parentheses i.e. Artist, Architect), title, the work type, in brackets [Painting, Cathedral, Chair], country of origin or city, and state, and repository. Include URL or other identifying material about source, if needed.</p> <p>Example: Cattelan, Maurizio. (Artist). (1997). <i>Novecento (Twentieth Century)</i>. [mixed media]. Sydney: Museum of Contemporary Art. Retrieved May 2, 2009 from <a href="http://www.bos2008.com/app/biennale/artist/61">http://www.bos2008.com/app/biennale/artist/61</a></p> <p>To find the correct way of citing other materials according to APA format, see <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></p> <p>Wikipedia is NOT an acceptable source in scholarly research or writing. Do not use it. Do not cite it.</p>
<p>Critique Guidelines</p>	<ol style="list-style-type: none"> <li>1. Comments should address the product, not the person.</li> <li>2. Every evaluative statement should be accompanied by a rationale.              “[aspect of the work] was [good/bad/other value judgment] because [rationale or criterion]”</li> <li>3. Use disciplinary vocabulary whenever possible.</li> <li>4. Lead with a positive statement before offering a negative criticism. “I liked ___ because ____, but I don’t think that your _____ was as successful because _____.”</li> </ol> <p>Critique is among the most important activities in any learning environment, so your attention should remain undivided. Absolutely, positively no cell phones or other electronic devices may be used during critique. Electronics must be powered off, unless you have a unique personal reason for which you have sought prior approval by the instructor.</p>
<p>Assignment Directions</p>	
<p>Specific directions for assignments will be shared in class if not already included in this syllabus. Students will be provided with a copy of the grading rubric for each task at the time it is assigned.</p>	