



Wayland Baptist University Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

Course Name: ENGL 5360.VC02 Thesis I (first term)

Class Meeting Time and Location: Class should be available any time, day or night, through Blackboard (BB) online.

Term and Year: Fall 2019 (11-week term), August 19–November 9, 2019

Instructor: Dr. Karen Beth Strovas

Email: strovask@wbu.edu

Office and Phone Number: My office is physically located on Wayland's home/Plainview campus in Gates Hall 202A, 806-291-1114. For serious concerns, you may call or text my **cell (806) 292-3543. I have small kids, so please respect sleeping hours.** Feel free to email me any time. I will get back to you as soon as possible, nearly always within 24-48 hours.

Office hours: M/W 10-11, 2-3; Tu/Th 11-12:15, 2-3; and Friday by appointment (hours subject to change during Plainview campus's breaks)

Class Meeting Time and Location:

<Christie, would you prefer that we schedule a weekly Skype online "chat" meeting, or weekly emails back and forth with a set deadline day for weekly work? The skype option would likely occur during my above-stated office hours, although there is some flexibility depending on your work schedule.>

Course Description: Research toward the completion of the master's thesis; supervised by full-time faculty.

Prerequisite: Completion of all required coursework, minimum of 24 hours

Required Textbook and Resources: Various library books, articles, and resources related to thesis topic to supplement what the student already owns. No required purchases.

Course outcome competencies:

Upon the conclusion of this course, students actively engaged in learning at the graduate level will be able to:

1. finalize selection and approval of thesis committee members;
2. work closely with thesis chair to complete a study on a selected topic;
3. complete comprehensive primary and secondary source literature review on selected topic;
4. provide a working outline of contents of full thesis and complete rough draft of chapter one;
5. discuss, through the use of intelligent, scholarly conversation, issues related to the selected topic and specialties as informed by reading, research, and graduate coursework.

The more the student puts into the course, the higher his or her outcome competencies will be.

Attendance Requirements: We will meet regularly online or by email to discuss progress on the literature review, thesis outline, and writing. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

- 1.)** Weekly meetings, each with individualized assignments related to the student's early development of thesis material and ideas, as listed below in schedule. **(5 points each, 50 points total for 10 meetings)**
- 2.)** Final submission of the following **(50 points total):**
 - a.) revised, cumulative annotated bibliography divided into "families" of sources
 - b.) 1 or 2 page working description of the thesis that includes its central claim(s)
 - c.) a working outline of the full thesis
 - d.) A full draft of chapter one (revised from week 9 but can still be rough).

Note: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced

placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Tentative Schedule:

Week 1: Email or Skype meeting to discuss course goals, organization of topic, etc.

Week 2: Submit 2-4 pages of freewriting and brainstorming related specifically to *the literature*, the primary text(s), you're considering working with. Submit your notes regarding what you've found, been thinking about, or decided about the direction in which you would like to take this thesis project.

Week 3: Submit additional 2-3 pages with similar instructions as week 2. Please use this writing space to delve further into close, textual analysis of a particular scene or theme or character. Use quotations and citations. [Depending on where you are in your writing process, you can swap the order of weeks 3, 4, and 5 as needed, as long as you continue working steadily.]

Week 4: Submit an annotated bibliography. These annotations would be reading notes (quotations or ideas you found interesting and wanted to make handy for later) or critical thinking notes (questions or ideas the article makes you think about that may even go beyond the scope of the article), quotations with page numbers listed, corrected MLA Works Cited entries, and any other helpful notes or any other info. related to early sources you're working with.) Aim for 20-25 secondary sources of a mix of books and articles. See the "Note" below for how to organize this new version of the annotated bibliography.

Week 5: Submit a list of questions about the novel(s) or theme(s) that you hope chapters one and two will answer, along with the beginnings of discussion of answers for chapter one.

Week 6: Submit a working outline for chapter one including a **primary research question** (or several questions, developed from week 5) for which your **thesis statement** for that chapter will promise *the answer*.

Week 7: Submit 6-8 double-spaced typed pages of literary close reading and analysis. These do not have to be contiguous and can still be somewhat in note or bullet point form, but they need to be immediately relevant and useful to chapter 1. Let me know how these sections fit into your outline from week 6. Also report your progress on finding second and third thesis committee members.

Week 8: Submit a revised full outline for chapter one and 12-15 double-spaced pages that include primary-source analysis and research—so, both primary and secondary sources—with the intention of finding a place for this large "chunk" within chapter one.

Week 9: Meet to discuss notes and progress from last week and create a plan for your work moving forward. Submit a working outline of the full thesis (intro + ch 1 + ch 2).

Week 10: Submit full draft of chapter one (20-25 pages) and meet to tie up loose ends and to consider next week's final submissions.

Week 11: Submit

- a.) revised, cumulative annotated bibliography divided into "families" of sources
- b.) 1 or 2 page working description of the thesis that includes its central claim(s), which will eventually be refined and revised into parts of the introduction chapter and the "abstract" for the thesis.
- c.) a working outline of the full thesis
- d.) A full draft of chapter one (revised from week 10 but can still be rough).

NOTE: on the annotated bibliography, rather than organizing in alphabetical order, it would be especially helpful to see sources organized by theme or "family" of argument. For example, would Source A be support or counterargument for your ideas? Or neither? Does it provide factual support or is it a critical, analytical source? Is a source a primary source, such as personal letters or creative work? You'll need sources that *do different things* for you, so be thinking about these "families" of sources early in the term.

FYI: Reminders related to next term's Thesis II:

1. Defense: Schedule the defense for Week 9 or 10 of an 11-week term. Choose any day, time, and room for the defense that works for the student, professor/chair, and the rest of the committee members. Reserve a room with the L&L administrative assistant, and inform the L&L Dean of the time and location. Conference call on the phone, Skype, or related formats are an option for students in distance situations.

2. Thesis format: In general, adhere to MLA style. Examples of recently completed theses are available from the L&L dean or chair upon request.

3. Defense format: The student begins by briefly explaining her research and summarizing her thesis (10-15 minutes)—some use PowerPoint or a handout or another presentation device. Committee members follow the student's presentation with questions related to the thesis and presentation (30-40 minutes). The student generally leaves the room (or hangs up the phone, etc.) after addressing questions, and the committee members privately discuss whether they believe the thesis is complete and of good enough quality to be approved—with, perhaps, some adjustments or edits (5 minutes). The student returns to the room or is called back, the chair shares committee's decision, and the session closes by giving or sending the student marked copies of the thesis and/or typed comments so that she can make any necessary adjustments. Setting a specific due date for (no more than a week or two) is always a good idea.

4. Thesis submission: After the student adequately handles any edits or revisions the committee deems necessary, the student or chair will need to finalize the signature page, print it, get necessary signatures, and then scan and insert it into the final pdf version of the thesis. Student or chair should then send the complete pdf of thesis to the L&L dean or administrative assistant for binding.

5. Binding: As the LRC/library does not yet offer electronic housing of theses, we continue to use Houchen Bindery at 340 First Street in Utica, NE, 68456. The School of L&L dean and/or the L&L administrative assistant order copies once a final pdf version, with signature page completed and inserted, is received. Dean or assistant completes order form and electronic submission of the thesis at www.houchenbindery.com. Copies run about \$60-80/each. The School of L&L pays for one copy for the library archives, and one copy for the School of L&L. Students must pay in advance for any personal copies or copies they wish to purchase for the committee chair.