



**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.VC01 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: Spring 2018 (11-week term), February 26–May 19, 2018**

**Instructor: Dr. Karen Beth Strovas**

**Email:** [strovask@wbu.edu](mailto:strovask@wbu.edu) (email is the best way to reach me!)

**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 10-11, 3-5; Tu 11-12:15, 1:45-2:45; W 3-5; Th 10:30-12:15, 1:45-2:45 (hours subject to change during Plainview campus's breaks)

**Class Meeting Time and Location:** <Megan, can we schedule a weekly Blackboard "chat" meeting? (You can download Blackboard IM from Tools on your Blackboard course page.) Some weeks, we will swap it out for a more concise email meeting, but I will want to "talk" with you pretty regularly. Either of these options would 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 books, articles, and resources related to thesis topic. 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 and other committee members to complete a study on a selected topic;
3. complete comprehensive literature review on selected topic;
4. provide a working outline of contents of thesis and 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. **(approx. 5 points each, approx. 50 points total)**
- 2.)** Final submission of the following **(approx. 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 BB Chat meeting to discuss course goals, organization of topic, etc.

Week 2: Submit 2-3 pages of freewriting and brainstorming related specifically to *the literature*, the primary text, you're considering working with. Submit your notes regarding what you've found, been thinking about, or decided.

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. Use quotations and citations.

Week 4: Submit a list of questions about the novel or author that you hope chapters one and two will answer, along with the beginnings of discussion of answers for chapter one.

Week 5: Submit a revised (if needed) and expanded annotated bibliography with fuller notes as opposed to the shorter ENGL 5308 summaries. (These would be reading or critical thinking notes, 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 6: Submit a working outline for chapter one including a **primary research question** (or several questions, developed from week 4) for which your **thesis statement** for that chapter will promise *the answer*.

Week 7: Submit at least six 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 discuss progress on finding second and third thesis committee members.

Week 8: Submit a revised full outline for chapter one and at least twelve 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 "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 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)
- 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:** 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.

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**FYI: Reminders related to next term’s Thesis II FAQs:**

**1. Schedule:** See the syllabi templates for suggestions as to how this second 11-week term might be set up. <for Dr. Strovas>

**2. 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. Phone, Skype, or related formats are an option for students in distance situations.

**2. Thesis format:** A basic formatting template appears below. In general, adhere to MLA style. Examples of recently completed theses are available from the L&L dean upon request. As long as students adhere to the standard format, slight differences may be allowed.

**3. Defense “format”:** The student begins by briefly explaining her research and summarizing her thesis (10-15 minutes)—some use PowerPoint or a similar presentation device, but not always. Committee members follow the student’s presentation with questions related to the thesis and presentation (30-40 minutes). The student generally leaves the room 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, chair shares committee’s decision, and the session closes by giving the student marked copies of the thesis and/or typed comments so that she can make 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](http://www.houchenbindery.com) . Copies run about \$65/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.