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**Campus Name**

**School of Languages and Literature**

# **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:**

**Winter 2018**

# **Full Name of Instructor:**

**Dr. Erin Heath**

# **Office Phone and WBU Email Address:**

erin.heath@wbu.edu806-291-1110 (Feel free to leave a voicemail.)

# **Office Hours, Building, and Location:**

Gates Hall 206-B andOnline, various times, and by appointment Blackboard IM: erin.heath

# **Class Meeting Time and Location:**

WBU’s Virtual Campus: Link to Wayland Blackboard

# **Catalog 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.

# Expectations, Communication, & Other Information:

While the nature of an online course allows students to work at their own pace, you are expected to keep up with the course materials weekly. *Please note: this is not a self-paced course*. This means that you should keep up with the readings and discussions posted each week and are responsible for turning in any assignments by the posted due date. Students who get behind in the weekly requirements will likely not do well in the course. Remember, also, that your attendance for the course is measured by your participation in the weekly discussions.

Announcements and important information will be posted on the Blackboard site. Be sure to check the site often. Additional information may be sent to your WBU emails, so make sure you’ve set up a WBU email and are checking it often. Always feel free to email me or chat online anytime I’m signed on if you are concerned about the course or your progress. I am available to help you, provide resources, and give direction—but I cannot help you if I do not know you’re struggling.

Students should contact me by using my wbu.edu email. I am also available on Blackboard IM (erin.heath) throughout the day and by appointment. I have an office on the Plainview campus, as well, so Plainview campus students can set up an appointment to visit with me there. Please note that the phone number listed in this syllabus is my office number, which may be checked periodically throughout the week, but the best way to get in touch with me quickly is likely through email.

# Technical Support:

If you need assistance with your Wayland email, call IT @ (806) 291-3540, OR go here:

http://www.wbu.edu/current\_students/student\_email/default.htm

If you encounter other technical problems contact the Virtual Campus (VC) via this link:

 <http://www.wbu.edu/academics/online_programs/contactus.htm> ,

OR, feel free to call direct (866) 547-9192 or email virtualcampus@wbu.edu

# ****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).

# ****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.**

**Plagiarism is described in part as:**

**1. asking or paying someone else to write your paper;**

**2. copying, stealing, or “borrowing” another’s paper, or portions of a book, article, or**

**website, without using quotation marks and proper acknowledgement.**

**Submitting your own work for more than one course without permission of both instructors can also constitute plagiarism. For any work submitted in this course, documentation should follow current MLA form; the current MLA guide is available at http://owl.english.purdue.edu/owl/section/2/. If you have questions about fair use or documentation, please do not hesitate to consult me.**

# ****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.”

# ****Grade Appeal:****

**“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, or in person 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 texts, 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 texts 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 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 FAQs:**

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

**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.