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| |  | | --- | | **Course SYLLABUS**  **Thesis Seminar for Humanities and Social Sciences**  **HSS 389 Fall 2021**  **Wednesday 08:15-11:00**  **Room: 3.13**  Lecturer: Dr. Einat Adar  Lecturer contact: einat.adar@aauni.edu  Office hours: Wednesday 17:30 -18:30 by appointment |      |  |  |  |  | | --- | --- | --- | --- | | **Semester Credits** | 3 | **Language of Instruction** | English | | **ECTS** | 6 | **Level** | Advanced | | **Length** | 15 weeks | **Pre-requisites** | COM 102 | | **Contact hours** | 42 hours | **Course type** | Required/elective | |

1. **Course Description**

HSS 389 introduces students to the purpose, structural elements and process of writing a Bachelor’s thesis in the Humanities and Social Sciences program. It takes students through the stages of thesis writing: determining a relevant research question, writing a focused thesis statement, supporting that thesis theoretically and methodologically, as well as revising and editing drafts in accordance with the conventions of academic writing. Students will also learn to critically evaluate and incorporate sources, to construct a sound argument as well as to use accurate citation format. The goal of the course is for students to acquire and develop the skills necessary to efficiently produce a Bachelors’ thesis of high academic quality.

1. **Student Learning Outcomes**

Upon completion of this course, students should be able to:

* Determine a relevant and proper research question.
* Determine a relevant and proper thesis statement to answer that question.
* Determine the relevant theory and methodology to inform the thesis statement.
* Find and properly incorporate quality resources into their argument in support of the thesis statement.
* Produce an overall quality foundation for further research with their thesis.
* Engage in constructive small-group peer revision and editing.
* Critically read, write, and think.

1. **Course Materials**

Materials will be posted on NEO and/or available in the library.

**Required Reading:**

Browne, M. and S. Keeley. (2018). *Asking the Right Questions*. New York: Pearson.

Pinker, Steven (2014) *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin.

*The School of Humanities and Social Sciences Thesis Guidelines.* (2021).

*The School of Humanities and Social Sciences Thesis Requirements.* (2021)

**Recommended Reading:**

Eco, U. (2015). *How to Write a Thesis*. MIT Press.

*Chicago-Style Citation Quick Guide. The Chicago Manual of Style Online*. (2018). Chicago: The University of Chicago. <http://www.chicagomanualofstyle.org/tools_citationguide.html>

Lester, J. *Writing Research Papers: A Complete Guide*. New York: Pearson. 2015. <https://farname.ir/upload/posts/1396-08/James_D_Lester_Writing_Research.pdf>

*Modern Language Association* (MLA) Handbook, 8th Ed., 2016.

*Publication Manual of the American Psychological Association* (APA), 7th Ed., 2019

*Purdue Online Writing Lab* (OWL) “Research and Citation” <https://owl.purdue.edu/owl/research_and_citation/resources.html>

1. **Teaching methodology**

The course is taught in a combination of short lectures, readings, individual research, class discussion, small group interaction and individual presentations, as well as incrementally written works culminating in the final project: The Thesis Proposal. In order to accommodate both remote and on-campus students, lectures will be recorded. Remote students are encouraged to join the live streamed class. Part of class time will be dedicated to individual live and remote consultations.

All assigned readings must be completed before class, and students must be prepared to discuss the readings during the assigned student-led discussion

1. **Course Schedule**

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|  | **Lecture Topics and Assignments** |
| **Lesson 1**  **31/8** | **Topic:** Introduction to Course and Overview |
| **Lesson 2**  **7/9** | **Topic:** Formulating Research Questions and Thesis Statements  **Reading:** *Asking the Right Questions* Ch. 1  *The Sense of Style* Ch. 1  **Assignments:** Sign up for two Student-Led Presentations & Discussions in pairs |
| **Lesson 3**  **14/9** | **Topics:** Finding, Evaluating, Incorporating and Documenting Sources  **Special activity:** Visit to the library  **Reading:** *The Sense of Style* Ch. 2  *Asking the Right Questions* Ch. 2 & 3  **Assignments:** In-class Individual Student Thesis Update |
| **Lesson 4**  **21/9** | **Topic:** Internal Structure of the Thesis  Abstract, TOC, Introduction and Conclusion, Introductions to Chapters.  **Reading:** *The Sense of Style* Ch. 3  *Asking the Right Questions* Ch. 4 & 5  *Crap Detection 101*  **Assignments:** First Assignment Due: Description of Topic Area & Proposed Research Question & Research Schedule |
| **28/9** | **NO CLASS – STATE HOLIDAY** |
| **Lesson 5**  **5/10** | **Topic:** Assessment of progress  **Assignments:**  Individual On-line Consultations  On-line Quiz on Readings |
| **Lesson 6**  **12/10** | **Topics:** Internal Structure of the Thesis  Literature Review, Theoretical Framework  Annotated Bibliography  **Guest Speaker:** Andrew Giarelli, humanities  **Reading:**  *Asking the Right Questions* Ch. 6 & 7  **Assignments:** Second Assignment Due: Working Thesis Statement & Proposed Bibliography |
| **Lesson 7**  **19/10** | **Topic:** Internal Structure of the Thesis  Methodology, Results and Discussion  **Guest Speaker**: Luca Cilibrasi, social sciences researcher  **Reading:**  *Asking the Right Questions* Ch. 8 & 9  **Assignments:** In-class Individual Student Thesis Update |
| **26/10** | **NO CLASS - MIDTERM BREAK** |
| **Lesson 8**  **2/11** | **Topic:** Creating an Outline  **Reading:** *The Sense of Style* Ch. 4  *Asking the Right Questions* Ch. 10 & 11  **Assignments:** Third Assignment Due: Annotated Bibliography |
| **Lesson 9**  **9/11** | **Topic:** Research Proposal Elements SHSS Thesis Requirements  **Guest Speaker**: Gerald Power, humanities researcher  **Reading:**  *Asking the Right Questions* Ch. 12 & 13 |
| **Lesson 10**  **16/11** | **Topic:** Collaboration and feedback  **Assignments:** *The Sense of Style* Ch. 5  In-class Peer Review and Presentation: Thesis Proposal Outline (with Thesis chapter structure) |
| **Lesson 11**  **23/11** | **Topic:** Assessment of progress  **Assignments:**  Individual On-line Consultations  On-line Quiz on Readings |
| **Lesson 12**  **30/11** | **Topic:** Thesis proposal review  **Assignments:** *The Sense of Style* Ch. 6  *Asking the Right Questions* Ch. 14  Fourth Assignment Due: Revised Outline of the Thesis Proposal with Faculty Signature and Feedback.  In-class Peer Review and Presentation: Thesis Proposal to be read and revised |
| **Lesson 13**  **7/12** | **Topic:** Academic Writing: Formal and Informal Language, Defense Preparation, Troubleshooting  **Guest Speaker:** Tony Marais  **Assignments:**  Signed Advisor Form |
| **Lesson 14**  **15/12** | **Thesis Proposal Due *(*submitted on Neo)** |

**The Course schedule is subject to change**

1. **Course Requirements and Assessment (with estimated workloads)**

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| **Assignment** | **Workload (average)** | **Weight in Final Grade** | **Evaluated Student Learning Outcomes** |
| Two in-class presentations (5% each) | 20 | 10% (in total) | Presentation skills, ability to explain the studied topic to peers, identify key issues, defend and incorporate criticism (1, 2, 3) |
| Thesis proposal, 2000 words | 40 | 30% | Research skills, critical reading skills, critical writing skills, analytical skills, ability to form and answer a research question. (1, 2) |
| Two in-class peer reviews  (2.5% each) | 5 | 5% | Presentation skills, ability to explain the studied topic to peers, identify key issues, defend and incorporate criticism, offer informed and constructive criticism (1,2,3) |
| Two on-line quizzes  (5% each) | 20 | 10% | Command and application of Content  (1, 3) |
| Four assignments   1. Description of Topic Area & Proposed Research Question & Research Schedule (5%) 2. Working Thesis Statement & Proposed Bibliography (5%) 3. Revised Thesis Statement, Annotated Bibliography (10 %) 4. Revised Outline of the Thesis & Faculty Feedback form (10%) | 30 | 30% (in total) | Development of skills concerning research, citation, and structuring and presenting an argument (1,2) |
| Two individual consultations | 5 | 5% | Communication and development of ideas and argumentation Development of understanding of the structure and content of components of a thesis, (1,2, 3) |
| Participation | 30 | 10% | Development of understanding of the various components of a thesis, how they are connected, proper structure and argumentation style, proper citation style, ability to use information from this and previous core courses to develop an original thesis and defend it, speaking skills, critical thinking skills.  Participation in class discussions. (1,2,3) |
| TOTAL | 150 hours | 100% |  |

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

1. **Detailed description of the assignments**

**:**

**Written Assignments:**

There are four written assignments, each building toward and culminating in the Thesis Proposal.

Assignments must be typed, paginated and double-spaced, in Times Roman 12-point font. Assignments.

1. Description of Topic Area & Proposed Research Question & Research Schedule (x%)
2. Working Thesis Statement & Proposed Bibliography
3. Revised Thesis Statement, Annotated Bibliography
4. Revised Outline of the Thesis & Faculty Feedback form

Assignments must be typed, paginated and double-spaced, in Times Roman 12-point font. Assignments are to be submitted electronically on NEO and when required via Turnitin. The file name must include your name (last, first) and the assignment name (e.g., Assignment 1). Written work is evaluated in accordance with the AAU writing rubric, which includes organization, content, language and style, mechanics and citation. Corrected work will include substantive and appropriate instructor feedback.

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| Assessed area: Assignments  Assessment Breakdown | Percentage |
| * Quality content: clear topic, logical, cohesive and coherence argumentation synthesizes ideas, demonstrates original thought * Well-structured: all necessary elements in order * Quality resources, well understood and integrated * Proper citations and work cited * Follows technical guidelines/instructions & submitted on time on Neo | 20  20  20  20  20  100% |

**In-class Presentations**

Students, in pairs, will present and lead discussions on select chapters in the readings.

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| Assessed area: In-class Presentations  Assessment Breakdown | Percentage |
| * prepared and timely * clearly and concisely identifies the chapter topic & main claim and primary supporting claims * provides and explains an illustration/ example supporting the main claim * identifies any problems/omissions in the chapter * actively engages the class | **10**  **40**  **20**  **10**  **20**  **100%** |

**Peer Reviews:**

Students will be organized into peer groups for two class sessions. Students must come prepared with their own work to be critiqued and prepared to constructively critique the work of their peers. Peer reviews will be conducted for 1. Thesis Outlines and 2. Thesis Proposal drafts.

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| Assessed area: Peer Reviews  Assessment Breakdown | Percentage |
| * Have completed and shared assignment for review * providing constructive and thorough feedback * listening and responding to feedback | 40  30  30  100% |

**Quizzes:**

Multiple choice quizzes will assess student comprehension of the readings.

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| Assessed area: Quizzes  Assessment Breakdown | Percentage |
| Quiz 1  Quiz 2 | 50%  50%  100% |

**Thesis Proposal:**

The thesis proposal should be 2000 words long (excluding the bibliography and timeline). It should include the research question, statement of relevance, thesis sentence, chapter structure, theoretical framework, literature review, methodology, bibliography of minimally 20 sources and a proposed timeline for completion of the thesis. The omission of any section of the Thesis Proposal results in automatic failure. Plagiarism also results in an automatic failure for the assignment.See the definition and examples of plagiarism in section 9. **The thesis proposal must be submitted via Turnitin on NEO by the due date.**

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| Assessed area: Thesis Proposal  Assessment Breakdown | Percentage |
| Technical:   * complete and accurately structured proposal * accurate academic writing * accurate, complete and consistent citation and work cited * adherence to word count and technical guidelines/instructions & submitted on time on Neo | 20  10  10  10  50% |
| Substantive:   * Quality content: clear topic, logical, cohesive and coherence argumentation synthesizes ideas, demonstrates original thought * Quality resources, well understood and integrated | 25  25  50% |

**Participation:**

Attendance alone is insufficient; participation is essential. Participation is premised on having completed the reading and assignments, and actively engaging in the class discussion, reviews and updates.

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| Assessed area: Attendance and Participation  Assessment Breakdown | Percentage |
| * pays attention & stays on topic * responds to meaningfully readings: showing they have been completed and understood * responds meaningfully to presentations * meaningfully contributes to class discussion * asks and answers meaningful and relevant questions | 10  30  20  20  20  100% |

# **General requirements and School Policies**

**General Requirements**

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

## **Electronic communication and submission**

The university and instructors shall only use students’ university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, “COM101-1 Mid-term Exam. Question”.

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

## **Attendance**

## Attendance is required, students who are absent 35 percent of the course or more will be failed (or administratively withdrawn from the course if the absences are excused). Students are allowed two unexcused absences. Absences above this number will result in a lowered participation grade and may result in failure of the course. Three late arrivals are equal to one missed class. The class is interactive, consistent attendance is strongly recommended. Students with remote status who cannot attend the live streamed lecture will be required to listen to recording and to make two recorded in-class presentations on readings provide written and/or recorded feedback to peers.

## **Absence excuse and make-up options**

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

## **Late work:** No late submissions will be accepted – please follow the deadlines.

## **Electronic devices**

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

## **Eating is not allowed during classes.**

## **Cheating and disruptive behavior**

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student’s Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

## **Plagiarism and Academic Tutoring Center**

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at http://go.turnitin.com/paper/plagiarism-spectrum) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.

2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.

3. FIND–REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.

4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.

5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.

6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.

7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.

8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources

9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.

10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student’s Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

## **Course accessibility and inclusion**

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

# **Grading Scale**

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| **Letter Grade** | **Percentage\*** | **Description** |
| A | 95–100 | **Excellent performance**. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A– | 90–94 |
| B+ | 87–89 | **Good performance**. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83–86 |
| B– | 80–82 |
| C+ | 77–79 | **Fair performance**. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work. |
| C | 73–76 |
| C– | 70–72 |
| D+ | 65–69 | **Poor**. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D | 60–64 |
| F | 0–59 | **Fail**. The student has not succeeded in mastering the subject matter covered in the course. |

\* Decimals should be rounded to the nearest whole number.

Prepared by: Einat Adar

Approved by:

Date: