

HONORS 398.1 (1 credit) Fall 2018

Wednesdays 2:10-3, Honors Hall room 141

Honors Thesis Proposal Seminar

Instructor: Kim Andersen

Honors Hall 130D, (509) 335-7694, kimander@wsu.edu, <http://public.wsu.edu/~kimander/>

Course Prerequisite: Sophomore standing; 45 unit hours preferred. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This is a seminar-style course with the purpose of assisting and supporting each participant in completing his/her Honors thesis proposal. By the end of the course you will be ready to submit your Honors thesis proposal for approval and to initiate your thesis research. In the course, you will learn how to generate an Honors thesis topic, how to formulate a thesis question, how to identify a thesis advisor, and how to prepare the thesis proposal. In addition, we will discuss ways to structure your thesis, how to perform a literature search, and how to evaluate the information you obtain in relation to your chosen topic. During the course we will discuss and constructively support and critique projects as they develop in the proposals. Each student will submit a complete proposal including title, introduction, research question, methodology, preliminary annotated bibliography, as a final product. S/F grading.

Required text:

Writing A Successful Research Paper: A Simple Approach by Stanley Chodorow. Indianapolis/Cambridge: Hackett Publishing Co., ISBN: 978-1-60384-440-6

Syllabus

August

Week 1

Aug 22: Introductions. What is the Honors thesis proposal? The plan! Getting Started!

Week 2

Aug 29: Individual projects: outline and discussion. READ: Preface, Intro., Synopsis, Chapters 1-3 (pgs. 1-42) in *Writing A Successful Research Paper: A Simple Approach* by Stanley Chodorow.

September

Week 3

Sep 5: Chapters 4-10 (pgs. 43-97) in *Writing A Successful Research Paper: A Simple Approach* by Stanley Chodorow.

Week 4

Sep 12: Present 1st overview of your proposal topic in class, 5 min. Submit one-page-outline Tuesday to kimander@wsu.edu for photo-copying.

Week 5

Sep 19: Zotero Install Firefox and zotero on your laptops and bring your laptops to class. **Preparation:** work on setting up a zotero-bibliography of minimum 10 scholarly works (books, journal articles etc.). Submit to Prof. Andersen by Wednesday, Sep 26 in hard copy! *Indicate which reference system you have chosen to use!*

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Week 6

Sep 26: Critiquing 3 proposals (on Blackboard):

1. Theoretical Description of Trapped Ion and Dipole Systems
2. Menasseh ben Israel and the Readmittance of Jew
3. Comparison of PR8 Influenza Virus Disease in Mice

October

Week 7

Oct 3: Critiquing 3 proposals (on Blackboard):

1. Lack of Awareness of Hemochromatosis
2. The Effectiveness of UNMOGIP
3. Outlaw American West

Week 8

Oct 10: Peer review of proposal-drafts! *[Upload to Blackboard no later than Monday prior]*

Minimum: Title + intro. + research question!

Week 9

Oct 17: Peer review of proposal-drafts! *[Upload to Blackboard no later than Monday prior]*

Week 10

Oct 24: Peer review of proposal-drafts! *[Upload to Blackboard no later than Monday prior]*

Week 11

Oct 31: Peer review of proposal-drafts! *[Upload to Blackboard no later than Monday prior]*

November

Week 12

Nov 7: Peer review of proposal-drafts! *[Upload to Blackboard no later than Monday prior]*

Week 13

Nov 14: Class cancelled. Homework: complete proposal draft including a minimum 10 scholarly works (books, journal articles etc.) to be uploaded to Blackboard by Wednesday, Nov 28.

Thanksgiving break, November 19-23

Week 14

Nov 28: Discussion of proposals. *[Upload complete proposal draft to Blackboard no later than Monday, Nov 26]*

Week 15

Dec 5: Final discussion of proposals.

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Final proposal for Honors 398 credit (S/F) is due **Wednesday, December 12, 2018, by 5 p.m.** *Make sure a final, complete, satisfactory draft incorporating previous feedback is submitted formally by email to Prof. Andersen, no later than this date!*

Learning goals

	At the end of this course students will	This objective will be evaluated primarily by	Examples of course topics that advance these learning goals
LG1 Critical and Creative Thinking	be critically familiar with the proper construction of an Honors thesis proposal	proposal development, textbook discussion, discussion of successful proposals, peer review discussions of own proposals	proposal development, textbook discussion, discussion of successful proposals, peer review discussions of own proposals
LG2 Communication	have developed formal communication skills through presentations of own emerging proposals as well as in daily discussion of material	class room presentations	proposal presentation, textbook discussion, discussion of successful proposals, peer review discussions of own proposals
LG3 Information Literacy	have engaged in library and internet research	proposal development, zotero development	proposal development, textbook discussion, discussion of successful proposals, peer review discussions of own proposals
LG4 Scientific Literacy	have developed an appreciation for the academic study	proposal development, textbook discussion, discussion of successful proposals, peer review discussions of own proposals	proposal development, textbook discussion, discussion of successful proposals, peer review discussions of own proposals
LG5 Integration of Knowledge	understand how a topic relates to a historical and/or cultural contexts and is/should be addressed in academic scholarship	proposal development, textbook discussion, discussion of successful proposals, peer review discussions of own proposals	proposal development, textbook discussion, discussion of successful proposals, peer review discussions of own proposals

Grading

Four requirements for obtaining an S-grade (Satisfactory) in HNRS 398:

1. Turn in a well-developed, *complete* proposal (approx. 5 pages containing title, introduction, research question, methodology, expected results/potential conclusions, annotated bibliography, attachments) *as an email attachment to Prof. Andersen due Wednesday, December 12, 2018.*
2. Active participation in discussions, peer-review sessions, and online uploading of own proposal drafts. ***All cell phones must be shut off during class. Any - even discrete and momentary - checking of a vibrating cell phone will result in a mark of absence.*** Max. two *well-excused* absences notified of in advance.
3. Attend min. two thesis presentations during Fall semester and submit a report-paragraph on Blackboard.

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WSU Disability Statement

Students with Disabilities: Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations:

<http://www.accesscenter.wsu.edu>. Students may also either call or visit the Access Center in person to schedule an appointment with an Access Advisor. Location: Washington Building 217; Phone: 509-335-3417. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

A Commitment to Campus Safety

Washington State University is committed to maintaining the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared the Campus Safety Plan, containing a comprehensive listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. Please see

<http://safetyplan.wsu.edu>

Academic Freedom Statement

Academic freedom is the principle that scholars – including student scholars - have the right - without repression - to teach, conduct research, and/or disseminate ideas, even those that are not widely accepted or convenient, with the primary goal of truth-seeking. This is central to the mission, goals, and values of the academy and is a core principle of academia. As the American Association of University Professors (AAUP) states, "institutions of higher education are conducted for the common good...The common good depends upon the free search for truth and its free exposition." This course is based on respecting relevant research and scholarship in disciplines and in related fields involved in honors theses. Although some of the ideas expressed within this course – and in an honors thesis - may not be convenient or fit within any particular worldview, such ideas are welcome provided they are grounded in rigorous and informed study.

Our goal is to have deep, informed, and lively classroom debate and discussion. Students MUST provide logical, rational, and evidence-based argumentation. To be entitled to have views treated as serious candidates for the truth, statements must be grounded in evidence. All "opinions" should be backed up with logical argumentation and evidence with the purpose of seeking truth toward the common good. Arguments based on personal passions, gut instincts, and unverified Facebook memes are better saved for tavern conversations.

