

# Writing Project: The Journal

Course Code: PRO2003



**Course Manual**

Period 6, 2018

June 11 – July 5

## Course Structure

In the academic world, the main venue for disseminating the results of research is the academic journal. Researchers write articles reporting the results of their research, which they submit to these journals. Their editors and editorial boards, who are themselves researchers working in the same academic discipline, consider whether these papers are good enough to be published in a process called peer-review. They often ask reviewers, scientists who are working on similar issues, to review the papers, so that editorial boards can make informed decisions. The idea is that this way only good research, as determined by the community of researchers working in a certain discipline, gets published.

During this project, students will work in the setting of a fictitious academic journal. For the duration of the project, each group will form an editorial board of a peer-reviewed journal in the relevant field. All members of a group will submit a paper to be published in this fictitious journal, which the group will make together. They will also read each other's work as if they were reviewers of their journal at the same time. This means they will have to read each other's work critically, concerning both content and style.

In order for students to be better equipped for this task, the project will start with a presentation about the way a peer-reviewed journal operates, given by Alice Wellum. In addition, a workshop will be given in the second week to enable students to find the most up-to-date, peer-reviewed literature on their topic. The lecture and the workshop are a mandatory part of the project.

## Project Description and Objectives:

The purpose of this project is (1) **to enhance academic writing skills** by (2) **exploring a topic or theoretical lens related to one or several of the courses** taken prior to the project weeks. The project gives the students the opportunity to undertake independent research and to study a topic of their interest in greater depth.

## Specific goals

1. Developing a critical attitude towards sources: being able to understand the author's background and intentions, the aim of the article, chapter, book; understanding the structure of the article (etc.), its conclusion, the way data and or arguments were selected and used; assessing the relevance of the article with regards to one's own research;
2. Developing the skills for structuring an academic paper: formulating a thesis or research question; selection and application of sources; drawing a conclusion;
3. In-depth analysis of a topic, using the knowledge (theoretical framework, factual context, overall interpretations and analyses) acquired during regular courses;
4. Learning how to write a review of a paper;
5. Learning to co-operate in order to produce a shared product;
6. Making a coherent journal that displays an inherent logic;
7. Understanding how academic journals operate and the role they play in the academic world.

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For specific questions regarding the topics, please approach the tutors. For questions relating to the logistics of the course, you can contact Alice Wellum.

## Evaluation

Your final grade will be made up from your **individual final paper grade (50%)**, the **writing review workshop and review reports (25% - group and individual grades)**, and your **journal (25% - group grade)**. The writing workshop grade is made up of the group review report, the individual report, and the quality of the workshop your group gives in class. Your journal grade is made up of the grade given for your final journal (85%), as well as the presentation given during the Journal Fair (15% of Journal Grade). In addition, there are plenty of shorter deadlines with pass/fail assignments. The overview below can help you stay on track with assignments and deadlines.

Type of document	Deadline	Grading	Hard-copy	Soft-copy
Short presentation of topic (incl. RQ/TS and outline) with slideware	Week 1, second tutorial	p/f		
Completed worksheet for literature search workshop	Start of workshop	p/f	Place next to you at start of workshop	
Written group journal proposal (300 words)	Upload before third tutorial	p/f		FileShare
Systematic Literature Search Results (250 words)		p/f		FileShare
Written topic proposal (300 words)		p/f	Bring to third tutorial	FileShare
DRAFT DEADLINE: at least 2500 words (excluding references)	Monday, June 25th, 12.00 AM (Noon)	p/f <b>Note: students who do not hand in draft on time may not continue with Project</b>		FileShare
Group workshop (10-15 min group presentation for writing review workshop)	Presentation: during 5 <sup>th</sup> tutorial.	Group grade	Handouts	Upload presentations + handouts to Fileshare
Group review report of individual papers	Upload all relevant	Group grade	One copy for tutor	FileShare

Individual content review report (see template on Eleum)	documents <i>before</i> fifth tutorial.	Individual grade	One copy for tutor	FileShare
Final paper (4000 words excluding references)	Tuesday, July 3, 12:00 (noon)	Individual grade	Hardcopy OSA	SafeAssign
Author biography	Tuesday, July 3rd, 16:00	p/f		FileShare
Copy of journal	Thursday, July 5th, Journal Fair	Group grade	Hand in two hardcopies to OSA (after Journal Fair)	FileShare
Group presentation of journal during Journal Fair	Thursday, July 5 <sup>th</sup> , Journal Fair	Group grade (15% of journal grade)		FileShare
Response to reviewers	Friday, July 6th, 12:00 (noon)	p/f		FileShare

### Writing review workshop and review reports:

As a team, present a critical review report of an academic writing topic during the fourth tutorial group and hand in critical review reports of your peer's writing (focusing on the writing topic/aspect your workshop was about) as **one** (group) document. Additionally, each student should review the **content** of a peer's paper. The workshop and review reports (group and individual) make up 25% of your final grade. You can find guidance for the workshop and the reports on Student Portal and we will also discuss the fifth session in more detail during the third tutorial.

### The final paper:

Paper (50%), 4000 words +/- 10%, excluding title page(s) and reference list. The paper is due Tuesday, July 3, 12.00 (noon), via Safe Assignment and the Office of Student Affairs (hard-copy: do not forget to add cover-page).

### Attendance Policy

Attendance for this project is 100% for all tutorials, lecture, workshop, and the Journal Fair, unless there are serious extenuating circumstances. The drop-in/ feedback session in the third week is

not mandatory, but we strongly suggest you use this opportunity to meet with your tutor! If you miss one tutorial session (or the lecture, the workshop, or the Journal Fair), you must submit a request for an Additional Assignment, which you can find on MyUCM. Please fill out the form as soon as possible. An Additional Assignment must be requested no more than 10 working days after the end of the period (thus by July 20). The Additional Assignment will be due 20 working days after distribution by the Course Coordinator to eligible students. It must be emailed to the Course Coordinator and your tutor. If you miss two meetings (including the mandatory lecture), you will automatically fail the course and you will not be eligible for a re-sit. **If you do not complete the draft on time and with the minimum word-count of 2500 words you will not be allowed to complete the project.**

### Re-sit Policy

Students whose total grade is below 5.5 fail the project. Only students who have submitted all their work on time, provided feedback to their group members, and attended all the meetings or successfully completed an additional assignment are eligible for a re-sit. The re-sit consists of writing a **new** paper of 4000 words. This new paper should deal with a different research question within the overall group topic. The course coordinator will contact those eligible for a re-sit individually. The deadline for the new paper will be set at that time.

### Plagiarism

With digital information readily available, we may become more and more tempted to borrow from other authors, without being particularly specific as to where we found the information or who thought of it first. Whatever excuse we may have (“pressed for time”; “s/he does describe it so well, I could never do a better job”; “this is just a very long quote”), plagiarism remains a highly unethical act, nothing less than the theft of someone else’s intellectual work and property.

Those who mark papers and other written work for UCM are being urged to take this matter seriously, and have been provided with the means to actively seek out those who violated the first commandment of academe: thou shall not plagiarize.

Note: Plagiarism will automatically lead to a failing grade for PRO2003.

While it is difficult to set clear criteria for what constitutes plagiarism in terms of numbers of words or percentages of text, a few things can be said about what separates an acceptable quote from pure theft and fraud.

- Anything brought forward in a paper, that cannot be considered common knowledge, should be presented with a clear reference to the original source. This applies to ways of putting things (a particular wording, sentence or paragraph) as well as actual content itself (data of any sort, but also explanations or theses formulated by others).
- This means that also if you summarize or rephrase other authors, you would still be plagiarizing if you would not also clearly cite the work(s) you used as a source.
- Quotes should be clearly recognizable as such: between quotation marks, and a reference to the source.

- Quotes should not be too long. Obviously this is relative to the presentation in which they are used: quoting half a page from another source may be useful and appropriate in a book, in a four page paper it is absurd.
  - Papers written, completely or in part, by someone other than the student who wants to obtain credit for it, obviously constitutes plagiarism.
- ❓ If in doubt, consult with your tutor!

## Group Meetings

Below you will find an overview of what should be done during the consecutive tutorial groups, and how we suggest you use the days following and preceding each meeting.

### WEEK 1

#### ***Preparation for tutorial meeting 1:***

Please read the background information pertaining to the topic of your group and prepare notes for a discussion. See the topic descriptions at the end of this course manual for the required readings for your topic. Think about which topic you might want to write about, and make notes in preparation for the tutorial meeting.

#### **Tutorial meeting 1: Exploring the Topic**

- Come to this session prepared by having read the literature suggested by your tutor (either in the topic descriptions or sent to you by email). Explore the subject matter with the group and the tutor and discuss the readings assigned. Together with the tutor, students will brainstorm about possible questions for individual research within the overall subject. By the end of the session, students should aim to come up with a topic for their research papers (however basic).
- Discuss the general theme, aims and scope of the journal. The topic for each group should serve as a guiding principle and determine the scope of the journal but students are free to decide on a specific approach, emphasis, etc. The final product of this discussion should be a brief but comprehensive description of the journal, and a set of criteria that each paper should fulfil (the grading and review criteria listed at the back of this course manual may serve as a reference for this). Ensure everyone has access to the group page set up for the journal on Student Portal.

#### ***Preparation for Tutorial meeting 2:***

- Start exploratory reading for individual papers, define a research question or thesis, and begin structuring your ideas.
- Prepare a *five-minute* presentation of your outline. The **presentation** should contain the following:
  - A thesis statement or research question with an explanation of why this question is relevant and interesting
  - A short outline on how you want to structure the paper.

#### **Tutorial meeting 2: Conceiving the Paper**

- Each member will give a brief (five-minute) presentation of their research outline, followed by a discussion. Provide feedback and make recommendations to each other, using the criteria of your journal as a frame of reference.
- Come to a final agreement about the overarching topic of the journal and discuss your rationale for the boundaries of the journal. If time permits, begin working on the proposal for your journal. The entire group should be involved in this process.
- Try to make a tentative division of labor for producing the journal and (provisionally) assign responsibilities to everyone. This does not have to be set in stone, but you should already be



thinking about this.

## WEEK 2

### ***Preparation for the Systematic Literature Search workshop:***

- Prepare for this workshop by following the Systematic Literature Tutorial (follow link in course materials/ workshop/) and **filling in the worksheet** (course materials/ workshop/ worksheet). Be sure to follow all the steps in the tutorial carefully, otherwise you may find that the workshop has little value for you. The workshop is designed to help you find literature in a systematic way in various databases and not just randomly using Google Scholar (unless you can justify why this database is useful for your particular topic).
- *Tip:* This is also the time to install EndNote on your laptop AND learn how to use it by going to one of the library's EndNote training sessions (<https://library.maastrichtuniversity.nl/information-skills/workshops-courses/endnote-introductory-workshop/>). If you can't sign up for a session, you may want to consider learning how to use EndNote through the library's Peer Point service!

This project lends itself excellently to learning how to use EndNote in a systematic way, which can benefit you throughout your UCM career and in any postgraduate programme. During the workshop we will also show you how to download literature directly to your EndNote library. Obviously, if EndNote is not installed on your laptop/ you do not know how to use EndNote this will not be useful to you.

### **Systematic Literature Search workshop:**

During this workshop, an information literacy specialist from the university library will show you how to search systematically for information in your topic. Remember to bring a hard-copy of the completed worksheet with you – there needs to be a hard-copy on your desk as the workshop starts (so you cannot print it during the workshop). As a result of the workshop you should be able to apply a systematic literature search in your field. You may even have an (almost completed) reference list. Remember to document the steps you took to find the literature – you will need this when you type up the documentation of your search.

For the 250 word paper (due to be uploaded before 3<sup>rd</sup> tutorial on FileShare):

- *Remember to detail which databases you used to find literature and why you chose them,*
- *which inclusion and exclusion criteria you used to refine your search,*
- *which Boolean operators, Wildcards, truncations etc. you may have used,*
- *if you used Thesaurus/MeSH terms if your database had these (and if you database used these but you did not use them in your search, why you chose not to do this),*
- *and how many search results you received based on this.*
- *Include a reference list (APA; not included in the word-count for this assignment).*

The examples on Student Portal can help you with this.

### ***Preparation for Tutorial meeting 3:***

- Building on your outline and the feedback you received from your peers, write an individual proposal (min. 300 words) of what you would like to do in your own paper for the journal. Bring this to the tutorial.
- As a group, write a group proposal of what you would like the journal to look like (see Student Portal for examples of proposals).

- Write up your systematic literature search results (min. 250 words, see instructions under “Systematic Literature Search Workshop”).

### **Tutorial meeting 3: Paper Proposals**

- **Upload a soft copy** of your individual paper proposal, the write-up of your systematic literature search results, and your group journal proposal to File Exchange **before** your tutorial. Bring hardcopies of your individual paper proposal to the tutorial. Use this tutorial to go over your individual proposals and the literature with your peers and discuss any problems or concerns about your papers or the journal in general.

### ***Preparation for tutorial meeting 4:***

- Continue writing your draft.
- Read about the four writing groups (course materials/ writing review workshop) and decide which writing aspect you would like to focus on. Remember that certain skills trainings were prerequisites for this Project; you should choose those writing aspects that you are familiar with based on the skills trainings you have followed.

### ***Tutorial meeting 4:***

- In this tutorial you should make sure you have all decided on a concrete division of labor for producing the journal. Make sure everyone knows their individual responsibilities and is working on them.
- Decide who will review whose paper for the content review report. This will be on an individual basis (one person reviews one other paper for content).
- Writing review groups. Make four teams of students who will review different topics of academic writing. Each team will choose one of the following topics:
  - The introduction and conclusion
    - General structure (logical and sequential argumentation)
    - Paragraph structure
    - Clear and concise sentences

Your tutor will tell you more about these topics during the tutorial.

### ***Preparation for tutorial meeting 5:***

- Complete a draft of your paper by Monday, June 25, 12.00 PM (Noon). This draft must contain at least 2500 words (excluding references), and it must be a full draft including introduction and conclusion. Reviewers must be able to get a sense of the entire paper to give optimal feedback. This is a crucial stage of the project, since submitted papers often have to go through multiple revision cycles before they are accepted, and you will see that your paper can improve significantly based on the changes suggested. Upload your draft to FileExchange.

**Important:** If your paper is late or has not reached the required amount of words **you will not be allowed to continue with this project** and you will have to repeat the course at a later stage.

- Make an overview of questions you still have with regard to the content of your own paper (facts, theories, sources, interpretations).
- Part of a good journal editing team is creating workshops and giving feedback that allow budding authors to understand the fine craft of writing papers of a high quality that can be published in your journal. Your task is to ensure this by: 1) peer-reviewing a paper for content; 2) peer-reviewing a paper for writing style and features (introduction, paragraphs, etc.), and finally creating a writing review workshop that helps other authors understand how they can write a fantastic paper.
- Each student should write a content review of a peer's paper. The form on StudentPortal can help you with this. Bring a hard-copy to the fifth session and upload it to FileExchange before your fifth tutorial group.
- Meet with your team and review the papers on FileExchange, focusing only on the academic writing topic you have been asked to review. Be sure that you are very familiar with the writing topic you have been asked to review before you start preparing the workshop and giving feedback. Some materials on Student Portal, including background information on the topic and checklists, will help you with this. Create a feedback report for each paper and upload it as one document before your fifth tutorial group. Bring a copy of this to the 5<sup>th</sup> session.
- Create a short presentation (15 mins) to help other students: 1) understand the most important aspects of your writing topic, 2) see good and bad practice examples (be critical but respectful!), and 3) understand which steps they concretely need to take (based on your experiences of the writing topic in the group) to improve their paper. You may also take some time at the end where you give individual feedback to your peers/peer groups.
- Your tutor will hold open-office hours at a certain time this week. If you would like some feedback or some help, drop by and ask! (Note: open office hours are not mandatory so they do not count as part of your attendance. However, we would strong suggest dropping by with specific questions before the feedback reports are due since this can be extremely helpful in the reviewing process.)

## WEEK 3

### Tutorial meeting 5: Peer Review

- Each critical review group will give a presentation on their findings (p/f). These should include a general introduction to the writing topic or tool they will be discussing, including examples to make this as clear as possible (we recommend using PowerPoint for this). Secondly, each team should pick writing examples from the group to give an idea of how these principles and practices can be concretely realized within the topic. These can be best presented in an (annotated) handout. Finally, your presentation should give concrete steps everyone in the group can make to perform well in this particular writing topic.
- Continue to plan for the journal: the introduction (editorial, word of welcome, etc.), general structure and layout. Agree upon the journal's spelling and on standards for how images, graphs and other illustrations are to be referenced, and general citing of sources. Also, discuss whether you wish to include abstracts and short author biographies in the journal. Discuss the Journal Fair presentation.
- If there is time, discuss your feedback with each other and elaborate on any written comments. Authors will get the chance to respond to the reviewer's remarks. If you don't have time during the meeting we strongly suggest you make extra time after the meeting to do this, once everyone has their feedback reports back.

### *Preparation for Paper and Journal Deadlines:*

- Integrate the feedback from your fellow students and finish the final version of your paper. The final paper is due **Tuesday, July 3rd** no later than **12:00 (noon)**. Please submit a soft copy via Safe Assignment and a hard copy (with cover sheet) via the Office of Student Affairs.
- Write a short author biography for the journal. Post this on File Exchange by Tuesday, July 3rd, 16.00.

## WEEK 4

### ***Preparation for Journal Deadline:***

Put together the final version of the journal according to the division of labor made earlier. Try to make your work look clear and professional. You might draw inspiration from looking at actual journals online or in the library. Please consider the items of the following checklist:

- Presence of statements as to the purpose and goals of this edition of the journal:
- keywords
- editorial
- Contents of the editorial:
  - introduction of articles
  - coherence different contributions
  - problem statement of the journal explicit
- Structure and build-up of the journal:
  - easy to 'navigate'?
  - logic of journal obvious?
  - table of contents: sufficient information about titles, authors and page numbers?
  - thematic clustering?
  - (sub-)titles within articles?
  - are the different parts of the journal (abstracts, key words, biographies and bibliographies) clearly labelled?
- Presence of author biographies and abstracts
- Consistency in layout (font, margins, paragraphs, page numbers),
- Consistency in copy editing: spelling, punctuation and referencing
- Accessibility in terms of layout & visuals:
  - are the pages of the journal easy on the eye? Are illustrations and graphs functional?

**Deadline for the journal (hard copies and soft copy) is Thursday, July 5th, at the beginning of the Journal Fair.** Email a PDF to both your tutor and the Course Coordinator and hand in TWO hard copies to the Office of Student Affairs after the journal fair.

Your last task is to write a (brief) response to your reviewers. Thank them kindly for their help and then explain why you do or do not agree with their feedback, and what you ultimately decided to do in the your paper. Deadline: Friday, 6<sup>th</sup> July, 12:00 (noon).

### **Journal Presentation Fair**

On Thursday, July 5th there will be a Journal Fair where all groups will present their finished journals in a celebratory environment. Each journal will be presented in the Lecture Hall, after which there will be time to browse through the different journals and talk in the Common Room. While not representing their own group's journal, students will be expected to take time to view and judge the quality of the journals produced by the other groups. Everybody must attend.

**Meetings without tutor**

In addition to the tutorial meetings, the student members of each group are strongly encouraged to meet on a regular basis, but at least once a week. During these meetings, the assignments and material discussed during the previous tutorial meeting can be reviewed, and the next meeting can be prepared. No special times have been set aside for these meetings, nor have rooms been reserved. Be inventive, and find your own time and space!





## **Criteria for Evaluating Papers**

The following criteria will be applied to all papers. Between parentheses you find an indication of how each element will contribute towards the overall grade for your paper.

<u>2000 level writing rubric</u>	Fail	Pass	Good	Excellent
<b>Purpose (22%)</b>	Paper does not meet the criteria formulated in the pass column.	Paper <i>addresses</i> topic and task. <i>Majority</i> of arguments are well-developed. Paper <i>hardly ever digresses</i> from <i>main arguments</i> . Paper <i>mostly reflects</i> style and type of assignment. Paper <i>demonstrates several</i> of courses' intended learning outcomes.	Paper <i>addresses</i> topic and task <i>well</i> . <i>Majority</i> of arguments are well-developed. Paper <i>reflects</i> style and type of assignment. Paper <i>demonstrated most</i> of courses' intended learning outcomes.	Meets "good" and some aspects of 3000 level.
<b>Structure (22%)</b>	Paper <i>is not structured</i> to response or main arguments <i>do not follow</i> a reasoned sequence. Introduction <i>is missing one or more</i> of components outlined in "pass" column. Conclusion does not fulfil requirements outlined in "pass" column. Main body <i>lacks structure</i> with arguments <i>missing or not following in a reasoned manner</i> . Several gaps in argumentation and/or implicit conclusions/ arguments. Most paragraphs are not structured, unified, and coherent. Transitions are not used, or are not been used effectively, within and between paragraphs/ sections.	Paper <i>is structured</i> to response, with <i>main arguments following</i> a reasoned sequence. Introduction <i>provides</i> background information, clear RQ and/or TS, and summary of main arguments. Conclusion <i>synthesizes</i> rather than summarizes main points of paper and <i>does not include</i> any new information. Research question <i>is clearly answered</i> OR evidence for thesis statement is <i>effectively brought forward</i> . Main body is <i>mostly</i> structured to response with arguments following in a reasoned manner. There are <i>few</i> gaps in argumentation, and implicit conclusions/ arguments. <i>Most</i> paragraphs are structured, unified and coherent. Transitions are <i>usually</i> used within and between paragraphs/ sections to guide reader and ensure flow. Transitions are <i>mostly</i> used <i>effectively</i> .	Paper <i>is structured</i> to response, with <i>main arguments following</i> a reasoned sequence. Introduction <i>follows steps of CARS model</i> . Paper <i>contextualizes itself within given research, and include relevance</i> . Conclusion <i>synthesizes</i> main points of paper and <i>does not include</i> any new information. Research question <i>is clearly answered/ evidence</i> for TS is effectively brought forward. Main body <i>is structured</i> to response with arguments following in a reasoned manner. <i>No major</i> gaps in argumentation or implicit conclusions/ arguments. <i>Almost all paragraphs</i> are structured, unified, and coherent. Transitions are <i>mostly</i> used effectively between sections and paragraphs to guide reader and ensure flow.	Paper <i>is structured</i> to response, with <i>main arguments following</i> a reasoned sequence. Introduction <i>follows steps of CARS model</i> . Paper <i>contextualizes itself within given research, and include relevance</i> . Conclusion <i>synthesizes</i> main points of paper clearly. <i>Provides nuances</i> : explains to what extent RQ has been answered/ TS has been explained, and <i>contextualizes conclusion</i> within course/ discipline/ issue. Main body <i>is structured</i> to response with arguments following in a reasoned manner. <i>No gaps</i> in argumentation or implicit conclusions/ arguments. <i>All</i> paragraphs are structured, unified, and coherent. Transitions are used <i>effectively</i> between and within sections and paragraphs to guide reader and ensure flow.

<b>Research Academic nature of sources and systematic information search</b> <b>Integration of sources</b> <b>(22%)</b>	<p>Paper <i>relies heavily</i> on non-academic sources. Source materials <i>are not</i> effectively integrated into paper. Source information <i>is not paraphrased or synthesized</i> enough or <i>correctly</i>.</p> <p>Paper <i>relies heavily</i> on quotes which are often not explained or integrated into paper's structure.</p>	<p><i>Several academic sources</i> are used to support argument. Non-academic sources <i>sometimes</i> present but paper does not overly rely on them, unless this is part of course objective.</p> <p><i>More than half of</i> source materials are effectively integrated into paper.</p> <p><i>Most of</i> information has been paraphrased and synthesized. Quotes have been used <i>sparingly</i> and are <i>mostly</i> explained or integrated into argument.</p>	<p><i>Relevant</i> academic sources are used to support argument. Source materials are <i>usually</i> integrated effectively into paper. <i>Most of</i> information has been paraphrased and synthesized. Quotes have been used <i>sparingly</i> and are explained or integrated into paper's structure.</p>	<p><i>Relevant academic sources</i> have been found in a <i>systematic, reproducible</i> manner. Source materials have been <i>effectively integrated</i> into paper, allowing for display of nuances between sources. Source information has been <i>effectively paraphrased</i> and <i>synthesized</i>. Quotes have been used sparingly and are explained and elegantly integrated into paper's structure.</p>
<b>Readability Vocabulary Syntax:</b> <b>a. clarity</b> <b>Syntax:</b> <b>b. conciseness</b> <b>(22%)</b>	<p>Paper <i>lacks range of academic vocabulary</i>. Vocabulary is <i>frequently inappropriate or informal</i>. Sentences meanings are <i>sometimes unclear</i>. There are <i>several grammatical mistakes</i>. Sentence patterns <i>frequently not used effectively</i>. <i>Most sentences are not concise</i> and <i>are overly wordy</i>.</p>	<p>Paper demonstrates <i>adequate</i> range of academic vocabulary. <i>Some</i> vocabulary <i>may</i> have been used inappropriately or is informal. <i>Sometimes</i> lacks precise use of subtle word-meanings. Sentence meanings are clear, though there are <i>some</i> grammatical mistakes. Sentence patterns vary, but are <i>sometimes not used effectively</i>. <i>A reasonable number</i> of sentences are concise, though many are still unnecessarily wordy.</p>	<p>Paper <i>demonstrates good</i> range of <i>formal</i> academic vocabulary. Word-choice and word-forms are <i>usually appropriate</i>. Sentence meanings are clear, and there are <i>few</i> grammatical mistakes. Sentence patterns vary and are <i>mostly used effectively</i>. <i>Most</i> sentences are clear, although not always concise.</p>	<p>Paper <i>demonstrates</i> range of formal academic vocabulary. Word-choice and word-forms are <i>appropriate</i>. Sentence meanings are clear. There are <i>no</i> grammatical mistakes. Sentence patterns vary and are used effectively. Sentences are clear and concise.</p>
<b>Mechanics:</b> <b>(12%)</b>	<p>Paper <i>does not adhere</i> to UCM style guidelines. Referencing <i>does not adhere</i> to referencing guidelines, with several major mistakes in references. Spell-checker <i>has not been used</i>. Several punctuation errors. Punctuation rules have not been applied consistently.</p>	<p>Paper <i>adheres mostly</i> to UCM style guidelines. Referencing <i>adheres mostly</i> to referencing guidelines, with mistakes minor, e.g. relating to punctuation or capitalization. Spell-checker <i>has been used</i>. <i>Few</i> punctuation errors. Rules have been applied <i>consistently</i>.</p>	<p>Paper <i>adheres</i> to UCM style guidelines. Referencing <i>adheres</i> to referencing guidelines. Spell-checker <i>has been used</i>. Punctuation <i>is mostly</i> error-free.</p>	<p>Paper <i>adheres</i> to UCM style guidelines. Referencing <i>adheres</i> to referencing guidelines. Spell-checker <i>has been used</i>. Punctuation <i>is</i> error-free.</p>

## Criteria for Evaluating Journals

**A total of 100 points can be reached, which are broken down as follows:**

- Presence of statements as to the purpose and goals of the journal: 10 points
- Contents of the editorial: 10 points
- Structure and build-up of the journal: 10 points
- Presence of author biographies and abstracts: 10 points
- Consistency in layout (font, margins, paragraphs, page numbers): 10 points
- Consistency in copy editing: spelling, punctuation and referencing: 10 points
- Accessibility in terms of layout and visuals, with points for professional presentation and aesthetic: 15 points
- Presentation of journal during Journal Fair: 15 points
- ☐ All of the papers adhere to the journal's theme: 10 points

# Topic 1: Human rights and responsible business practices

**Tutor: Stéphanie Bijlmakers**

Business enterprises are increasingly powerful, wealthy and mobile actors in the world. With operations and relations encompassing the entire globe, their activities can have impacts on essential interests of an economic, social, financial and environmental nature. Globalisation and economic forces can create positive and negative contributions to the realisation of human rights. Markets by way of allocating resources can contribute to economic development and poverty alleviation. The 2013 Rana Plaza Collapse in Bangladesh and the oil spills in the Niger Delta are illustrative examples of business activity causing great harm to people and planet. Tragedies like these often arise in situations where national jurisdictions are unable or unwilling to exercise effective control over business enterprises, which can then engage in human rights abuses with impunity. Ruggie (2014b, p.3) characterizes the business and human rights field as 'a microcosm of a larger crisis in contemporary governance: the widening gaps between the scope and impacts of economic forces and actors, and the capacity of societies to manage their adverse consequences'.

This project invites students to explore the issues surrounding human rights and responsible business practices. Students may discuss definitions of corporate social responsibility (CSR) and the role and responsibilities of business enterprises in relation to human rights. They may undertake an analysis of existing CSR regulatory initiatives, including their benefits and drawbacks in effectively fostering corporate human rights compliant conduct. The justification for legally binding initiatives, such as an international treaty on business and human rights can be discussed in relation thereto. Students could analyse the UN Guiding Principles on Business and Human Rights (the 'UNGPs'), and the role of States, business enterprises and other stakeholders, for instance NGOs, in fostering responsible business practices. It is also possible to explore the link between responsible business practices and the sustainable development goals.

**For whom:** Students from all academic disciplines are welcome to join. The topic is interdisciplinary and can be approached from various angles. It will be especially interesting for students in the fields of international relations, political science, law and history.

Suggested readings:

Ruggie, J. (2017, October 14). A.SK Social Science Award 2017 WZB Berlin Social Science Center Acceptance Speech. Retrieved from <https://business-humanrights.org/sites/default/files/documents/John%20Ruggie%20acceptance%20speech%20Berlin%202017.pdf>

- Special Representative on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises. (2011) *Guiding Principles on Business and Human Rights: Implementing the United Nations "Protect, Respect and Remedy" Framework* (U.N.Doc. A/HRC/17/31). Retrieved from [http://www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR\\_EN.pdf](http://www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR_EN.pdf)
- Ruggie, J. (2016, November). Making Globalization work for all: Achieving the Sustainable Development Goals Through Business Respect for Human Rights. Retrieved from <http://www.shiftproject.org/resources/viewpoints/globalization-sustainable-development-goals-business-respect-human-rights/>.
- Shetty, S. (2015, January 21). Corporations have rights. Now we need a global treaty on their responsibilities. *The Guardian*. Retrieved from [https://www.theguardian.com/global-development-professionals-network/2015/jan/21/corporations-abuse-rights-international-law?CMP=share\\_btn\\_tw](https://www.theguardian.com/global-development-professionals-network/2015/jan/21/corporations-abuse-rights-international-law?CMP=share_btn_tw).

## Topic 2: Evolutionary Medicine - Viruses, Parasites, Bacteria, and Cancer

**Tutor: Bram Schmitz, MSc.**

Evolutionary medicine is the study of the evolutionary roots of health and disease. Some diseases are caused by pathogens that have been infecting our ancestors for millions of years, while others begun infecting humans in just the past few decades, as is the case with for instance the Human Immunodeficiency Virus.

Reconstructing the evolutionary trees of emerging pathogens allows researchers to determine their origins, possibly leading to increased understanding of the pathogen and new therapeutic strategies. Human pathogens are always rapidly evolving, adapting to their human host (more specifically, to the immune system of their human host). This so-called evolutionary arms race leads to ongoing adaptations in both the pathogen and the host.

The virulence of pathogens emerges from an evolutionary trade-off between replicating quickly and moving easily from host to host. Contrary to what you might think, increased virulence is not always beneficial to the pathogen. After all, a dead host means a dead pathogen. Opposing evolutionary forces act on pathogens, leading to increased virulence by selection within hosts but reduced virulence by selection across hosts.

Another subject with involvement of evolutionary principles is antibiotic resistance. Within years after the introduction of new antibiotics, resistant bacteria emerge, sometimes leading to fatal consequences for the unfortunate patient that gets infected with them. In fact, the emergence of antibiotic resistance is a clear example of natural selection, favoring those genotypes that happen to equip bacteria with methods to overcome the effects of an antibiotic. To make things worse, resistance genes can accumulate in bacteria via vertical and horizontal gene transfer, leading to multidrug resistant bacteria ("superbugs").

As strange as it might seem, differences in fitness may not only apply to individuals, but also to cells within an individual, as is clearly shown by the heterogeneity of cancerous tumors. Within a tumor, the fitness of the cells is no longer aligned with the fitness of the rest of the organism, and selection acts at the level of individual cell lines within the tumor. Fast-growing cell lines may outcompete others in the beginning, but chemotherapy may be a game changer as it changes the environment of the tumor, favoring other cell lines.

**For whom:** Although this topic has a clear scientific scope, interested students from different academic fields are also welcome. Ideally, students should have taken SCI1009 - Intro to Biology. Furthermore, a basic understanding of evolutionary principles is required.

**Introductory reading** (depending on your topic of interest):

- Levy, S, and Marshall, B. (2004). Antibacterial resistance worldwide: causes, challenges and responses. *Nature Medicine* 10, S122-S129
- Greaves, M, and Maley, C. (2012). Clonal evolution in cancer. *Nature* 481, 306-313
- Korolev, K, Xavier, J, and Gore, J. (2014). Turning ecology and evolution against cancer. *Nature reviews cancer* 14, 371-380

## Topic 3: Curtailing Popular Democracies?

Tutor: Cihan Erkli, [cihan.erkli@maastrichtuniversity.nl](mailto:cihan.erkli@maastrichtuniversity.nl)

It's all about *you* and it's all about *us*. What we want, what we need and how our very own individual value ought to determine our political and social systems, structures and relationships. If the past 20 odd years had proven anything, it was that the conclusive march of history—resoundingly in the direction of liberal, inclusionary and popular involvement--was not only both a universal desire, but one of great importance for peace amongst and between us. Everything paralleled and mirrored this seemingly natural process; the advent of social media, among others, gave each and every one of us the ability to not just voice our own opinions, but a chance to side-step any form of undesired censorship. All these culminated with the election of politicians reflecting our longing for finally molding the 21<sup>st</sup> century in our favor. We were told that politics was finally on the right side of history and that nothing could go 'wrong'.

Enter 2016. The world was shocked as a *popular* British referendum suggested the decision to leave the most liberal social project of the 21<sup>st</sup> century: the European Union. Advocates of Brexit, as it was coined, triumphed what can only be called a 'retro' politics--nationalistic, xenophobic and unabashedly illiberal. In response to Brexit, pundits and academics dismissed this 'abnormality' as an outlier of general history and vouched that it only reflected a perverted yet unique sense of British exceptionalism. No one could have foreseen that within the time span of a few months a new and yet again popular referendum would send shockwaves across the world: Donald J. Trump would be the President elect of the United States of America.

How could all this be possible? Wasn't democracy there to ensure such forces of liberalism were kept in check and--banish the thought—never made attractive mass narratives? Hadn't *the people* learned from history?

A new domino effect and a roll-back of 'all things achieved' is now feared across Europe and in parts of the United States as new illiberal forces seem poised to take the center stage of politics. While damage control is certainly needed, a more profound and difficult self-critical examination could be exactly what the doctor ordered. In the mean time, however, once liberal segments of the population are now advocating drastically different solutions: curtail this form of mass involvement and remind everyone the virtues of the republic now at odds with democracy.

Students of this journal topic will have been given the interdisciplinary chance to examine one of the themes associated with popular (il)liberalism, democracy and the republic vis-à-vis current developments with regard to their implications at either the macro or the micro level. A wide range of thematic topics such as the moral dilemma to curtail democracy for the sake of liberalism or re-defining the concept of citizenship to emphasize the rule of law above the principle of political participation are some of such topics. At the micro level, what our ability to voice opinions on social media outlets will continue to have at either the practical or theoretical levels could be examined. Themes explored within are especially pertinent for political philosophy, international relations and social theory majors.



**For whom:** Students from both the social sciences the humanities track are welcome to explore this multifaceted topic; ranging from a philosophical approach to an analytical narrative, the challenge of populism to democracy is one of existential importance.

## Literature

Bromwich, D. (2016). *What are we allowed to Say*. London Review of Books, Vol. 38 no. 18, p

3-10. London, the United Kingdom.

URL: <http://www.lrb.co.uk/v38/n18/david-bromwich/what-are-we-allowed-to-say>

Zakaria, F. (1997). *The Rise of Illiberal Democracy*. Foreign Affairs Magazine 76/6, p. 22. The United States of America.

URL:

[http://www.closer2oxford.ro/uploads/2012/06/12/The\\_Rise\\_of\\_Illiberal\\_Democracy.gf1ruw.pdf](http://www.closer2oxford.ro/uploads/2012/06/12/The_Rise_of_Illiberal_Democracy.gf1ruw.pdf)

Monbiot, G. (2016). *Neoliberalism-the Ideology at the Root of All our Problems*. Found in: April 15, 2016, the Guardian Online. Retrieved 16 November 2016.

URL:

<https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot>

## Topic 4: Mindfulness: origin, mechanism, applications

**Tutor: Alice Wellum**

Mindfulness is a form of meditation where attention to the present moment is cultivated through attention to sensations in a non-judgmental and openhearted way. It was first piloted by Jon Kabat-Zinn as stress reduction training for chronically ill patients; however, the benefits appear to be more far-reaching. For example, mindfulness training seems to improve cognitive functions such as attention and memory, helps cultivate compassion, and reduces anxiety and other negative emotions. Due to advances in science, especially the neuroimaging field, we can examine the effects of mindfulness training on participants. For example, research has suggested that mindfulness training can alter our brain structure, by increasing density of gray matter in brain regions linked to learning, memory, emotion regulation, and empathy. It is perhaps not surprising that forms of mindfulness training have begun to emerge in health care settings, schools, prisons, and even several companies, including Google.

Students are invited to explore several aspects around the topic of mindfulness, such as the nature and foundations of mindfulness going back to its Buddhist roots, or philosophical aspects of mindfulness. Other interesting topics might include the applied uses of mindfulness in clinical settings for psychological distress, psychiatric disorders and medical conditions, or the effects of mindfulness trainings in education or the professional world. It is also possible to explore mechanisms of actions from a psychobiological or cognitive performance perspective.

**For whom:** This topic can be explored from several angles, most notably from psychology, but also from a philosophical and social sciences perspective.

**Introductory reading** (depending on your field of interest):

Kabat-Zinn, J. (2015). Mindfulness, *Mindfulness*, 6(5), pp. 1-3. doi: 10.1007/s12671-015-0456-x

Weiss, L., & Hickman, S., (2015, October 27). *What is Mindfulness?* Retrieved from <http://greatergood.berkeley.edu/topic/mindfulness/definition>

Scherwood, H. (2015, October 11). Mindfulness at risk of being 'turned into a free market commodity'. *The Guardian*. Retrieved from <http://www.theguardian.com/lifeandstyle/2015/oct/28/mindfulness-free-market-commodity-risk>

