**Notes for Thesis Writing Class:**

**1) Please register for an online class if you are adding this class during the 수강변경/철회 기간. Everyone who registered in advance registered for an online class, and it would really suck if we had to waste time and energy coordinating two different class environments. (Original message about format preserved below.)** ~~It would be good to do this class all offline or all online, rather than have a “복합” class. Last year, we did everything online and it worked well. Given the coronavirus situation, that’s what I recommend. But, if everyone wants an in-person class, that’s fine too. Here is the way we’ll make the decision:~~

~~1. Register for whichever format you want (online or offline).~~

~~2. After registration finishes, I will let you know how many people chose each class format, via postings and notes on the Cyber Campus, and make a recommendation.~~

~~3. If most people want one format and only one or two want the other format, I hope you will change your mind and follow the majority’s preference. But, if numbers are close to equal, we may need to have a longer discussion—and perhaps even delay a final decision until the first class day.~~

The mixed (“복합”) format will be a worse class for everyone, with a lot of time wasted on coordinating things, rather than actually teaching or learning. So I really hope we can come to an early consensus.

**2)** Class work and homework for this class begin on **Wednesday, March 3**. Don’t fall behind! If you are thinking about taking the class, but not sure, please register to audit on the Cyber Campus and come to the first class (or contact me if you can’t—so I can send you a Zoom link).

**3)** Kyobo Bookstore (교보문고 이대점) says you can order the textbook online here: <http://www.kyobobook.co.kr/storen/StoreEventDetail.laf?eventId=12243&SITE=74>

It’s also fine to get a used copy of the book, or an e-book (except I think the only way to do that in Korea is to buy a Kindle edition through Amazon). But be sure to get the 4th edition.

**4)** Things People Tend to Like and Dislike about This Class

Likes:

• A chance to go into depth studying one specific aspect of your major.

• A discussion-based atmosphere, so it’s easy to make friends (though not quite so easy as before, with masks and/or online meetings).

• Lots of direct coaching and feedback on your writing from classmates and the instructor.

• A chance to write your graduation thesis with support, rather than by yourself (for some a dislike—see below).

Dislikes:

• A strict attendance policy (no exceptions—though I will cut you some slack for technical problems if you’re online).

• Work and stress that pile up just before writing deadlines (except for the rare individuals who never procrastinate).

• A nagging feeling that you could have just written a bad graduation thesis in a hurry, by yourself, and still graduated, instead of being pushed to write a good graduation thesis.

• Grading writing is unavoidably somewhat subjective—some people get upset when they get bad grades but disagree with my reasoning about why.

Thank you!

P. Kipp, Instructor =:)

**Thesis Writing (36144) Syllabus—Spring 2021**

**Peter Kipp** **Contact:** 010-9864-3721, peterkip@ewha.ac.kr

**Office Hours (인문관 303):** Tu, F 11:00–1:00 (other times by appointment—on- or off-line)

**Course Description and Objectives:**

Thesis Writing breaks down the job of writing a 15–20 page research paper (in English) into manageable steps. The paper can later be submitted as your graduation thesis—students who get a C+ or better in the class do not have to write a separate thesis. The goal of the course is to provide step-by-step training in both research and writing so that your graduation thesis will be a paper that you are proud of, and maybe one that you use as a model when (if) you begin graduate school. As such, this course serves as a kind of capstone project to your four years of study as an English major. If you do well, you can rightly feel that your four years of university education were not wasted.

Students who are not majoring in English are also welcome to take the class and submit a thesis focused on their own major subject. However, examples and formats taught in class will focus on research and writing techniques for theses in the fields of literary studies, linguistics, and cultural studies related to language and literature.

In one way, the class is deceptively simple—if you write a good (or even acceptable) thesis paper by the end of class, you will pass (assuming you show up for class and don’t totally skip other assignments). Yet, for students who have never written a long paper before, the process of writing can be difficult. Here are some of the skills and capacities that go into writing a graduation thesis:

• reading and understanding professional research in your field (books and journal articles)

• coming up with your own insights and arguments on a meaningful topic

• analyzing and explaining texts and/or data in a clear way

• documenting and citing your research in a way that clearly distinguishes your own views from ideas you owe to others

• organizing your paper to focus on your idea and support it with clear arguments

• writing clear and comprehensible English

• being a supportive but honest critic of your own and others’ ideas and writing

With this complexity in mind, I grade early assignments (steps along your way) generously—to encourage you to keep working on your weaker areas and grow the ability to integrate all the necessary skills into a final paper. I also encourage you to take your role as a critic seriously—both for your own writing and that of your classmates. Despite the myth of an isolated genius sitting at a desk and turning out great writing, great writing is hardly ever a solitary process. If you look at the acknowledgments page of any published book, the fact that numerous friends, colleagues, and editors contributed both ideas and criticism along the way stands out clearly. Expect to run into a problem with your own writing at some point—whether it is with choosing the right topic, finding the right scholarly sources, organizing your ideas, or making yourself clear. This is when advice and criticism from others will help you clarify your thinking and improve your skills.

Now, at the end of your undergraduate career, you are ready to become an academic or a professional writer of some kind. I hope both the skills and the process you work through in this class help you do so.

-PK =:)

**Required Textbooks:**

Graf, Gerald and Cathy Birkenstein. *"They Say/I Say": The Moves that Matter in Academic Writing*, *4th. ed.* W. W. Norton & Co.: 2018. ISBN-10: 0393631672

**Grading (절대평가—see explanations below):**

Topic & Preliminary Bibliography 5 points

Quiz on Citation Form 5 points

Research Proposal (Presentation) 10 points

First Partial Draft 10 points

Complete First Draft 10 points

Final Draft 50 points

Participation (& Attendance) 10 points

**Topic & Preliminary Bibliography:** This is a written submission of your research paper idea, plus a tentative list of sources you have found and plan to consult.

**Quiz on Citation Form:** This will test your understanding of rules for citing sources in MLA and APA format and distinguishing those sources from your own ideas.

**Outline & Research Proposal:** This is a formal presentation to the class explaining your research and writing plan. It will include an explanation of the background and importance of your topic, an explanation of your tentative thesis, and a rough outline of the major sections you plan to include in your paper.

**First Partial Draft:** No one ever wrote a long thesis in one sitting. Submit your first seven pages (or so), including a title page, a table of contents, an introduction, and one body section. The introduction explains the context of what you’re writing about and why, and summarizes the whole paper, including a thesis statement. The first body section can be a review of the literature (summary of research by others that you plan to add to or argue against), or can be your first subtopic, if you plan to integrate your sources as support.

If you’re lucky, the plan you commit to for this partial draft (including the thesis statement and the outline you made for your table of contents) won’t need any changes and you can just keep writing until you finish the paper. But, if it looks like you’re heading down a dead-end path, it’s not too late, at this point, to revise your thesis and/or outline. If you still don’t know how to properly cite sources and distinguish your own ideas, this will be your chance to realize what you’re doing wrong without losing too many points.

**Complete First Draft:** This is the complete research paper, with all sections, including the conclusion. Finished, but probably not yet perfect. You still may need to do some rearranging, improve your background research, or explain things more clearly. Some unclear sections and/or incomplete analysis is expected, and you will not be penalized if your overall points are clear and meaningful. You should be responsible and clear about citing your sources by this point, however.

**Final Draft:** This is a finished version of the research paper, incorporating revisions based on comments on your first draft from the teacher and from fellow students. It will be graded comprehensively on the quality of its ideas, research, and writing. It will also need to meet English Department guidelines on length, format, and content in order to receive a score other than zero because, by giving you a grade of C+ or higher in this class, I am certifying that you have written an acceptable graduation thesis (and your thesis won’t have to go through any further review by the English Department).

**Participation and Attendance:** Prepare for each class and be active in class activities and discussions. If you are late or miss a class, be responsible for work you missed and be prepared for the next class. Ask questions or get extra help if you have difficulty.

I include attendance in your grade not just for your own learning, but also because lateness or absence means you are unable to contribute ideas and critiques on that day, plus you put extra burden on everyone to integrate you back into discussions you missed. Productive academic discussion *is* important to this class. So, even if you have totally reasonable excuses on a personal level, *your absence hurts the class*. Several absences will lower your participation score. No excuses accepted.

• up to 2 absences = no penalty

• -1 point for each additional absence

• 3 times late = scored as 1 absence

• If you miss 10 classes or more, you fail (school rule).

**Approximate Class Schedule**The schedule may vary if some topics take more or less time to cover than planned, but will follow this sequence.

|  |  |  |
| --- | --- | --- |
| **Week/Date** | **Topics & Main Readings** (*TSIS* **=** *They Say/I Say*) | **Major Assignments** |
| 1 March 3 | Introductions *TSIS*: Preface, Introduction | |
| 2 March 8, 10 | What is Research? (+The Graduation Thesis as a Genre) Primary Sources (Exploring the “I say” and Textual Analysis) | |
| 3 March 15, 17 | Secondary Sources & Academic Research | |
| 4 March 22, 24 | Summarizing, Quoting, & Formal Citations *TSIS*: Ch. 1, 2 | |
| 5 March 29, 31 | Research & Refining Your Topic **Topic & Preliminary Bibliography**  **Quiz on Citation Form** | |
| 6 April 5, 7 | Proposals & Outlines *TSIS*: Ch. 4, 7 | |
| 7 April 12, 14 | Proposal Presentations**\* Research Proposal** | |
| 8 April 19, 21 | Preparing a Draft *TSIS* Ch. 3 **Intro.+Section 1** | |
| 9 April 26, 28 | Preparing a Draft (Conferences)**\*** | |
| 10 May 3 | Preparing a Draft (Conferences)**\*** *(no class May 5—Children’s Day)* | |
| 11 May 10, 12 | Preparing a Draft *TSIS*: Ch. 5, 10 | |
| 12 May 17 | Preparing a Draft *(no class May 19—Buddha’s Birthday)* | **First Draft Due** |
| 13 May 24, 26 | Comments & Revision (Conferences)**\*** *TSIS*: Ch. 8 | |
| 14 My. 31, Ju. 2 | Comments & Revision (Conferences)**\*** *TSIS*: Ch. 9, 11 | |
| 15 June 7, 9 | Revision | |
| 16 June 14, 16 | Lesson on Graduate School Applications **Final Draft Due** | |
| 17 June 21 | Goodbyes | |

**\*** *For large classes, some presentations and conferences will be scheduled outside the regular class times/days.*

**Plagiarism Policy:**

As you are writing a research paper, you will use extensive material from other sources, and you are expected to credit your sources properly. How to do so is part of the material covered in class. Failure to properly credit your sources is called plagiarism, and is not acceptable in the academic or professional world. It hurts the person whose idea was taken and also means you have not been thinking properly for yourself.

If you plagiarize, *even unintentionally*, you will lose credit on your assignments. If the plagiarism is extensive or seems intentional, you will get a zero for the assignment. **If you have any questions about whether your work is acceptable, call me to talk about it before you hand in the assignment. Don’t risk the zero.**