

Term Information

Effective Term Spring 2014

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4780
Course Title Thesis Research Colloquium
Transcript Abbreviation Ths Rsrch Colloq
Course Description This course is designed for Political Science majors writing senior theses. We will study the elements of a successful research paper including how to formulate a question, how to identify the right method for investigating it, and how to conduct research.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Second semester junior standing or permission of instructor
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

This course will improve senior thesis quality by teaching students research design and execution. They will also focus on substantive content of their project. This will increase the number of completed theses.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will learn how to formulate a viable research question, determine the appropriate method for investigating the question, conduct good research, and turn their research into a 15-20 page term paper.

Content Topic List

- Formulating a research question
- Choosing a methodology
- Developing an annotated bibliography
- Performing a literature review
- Conducting research
- Writing and revising a research paper

Attachments

- PolitSc 4780syllabus.docx: PS 4780 syllabus

(Syllabus. Owner: Deyoung, Wayne Michael)

Comments

- Grading scale adjusted. *(by Deyoung, Wayne Michael on 12/11/2012 04:20 PM)*
- Please adjust grading scale to reflect that there is no D- at OSU and F is actually E. *(by Vankeerbergen, Bernadette Chantal on 12/11/2012 04:15 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Deyoung, Wayne Michael	12/11/2012 04:04 PM	Submitted for Approval
Approved	Deyoung, Wayne Michael	12/11/2012 04:04 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/11/2012 04:16 PM	College Approval
Submitted	Deyoung, Wayne Michael	12/11/2012 04:20 PM	Submitted for Approval
Approved	Deyoung, Wayne Michael	12/11/2012 04:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/11/2012 04:21 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	12/11/2012 04:21 PM	ASCCAO Approval

**POLITICAL SCIENCE RESEARCH COLLOQUIUM:
THESIS/TERM PAPER**

PSC 4780

Fall 2012

Wed & Fri, 12:45-2:05 p.m.

Course Description

This course is a research colloquium designed specifically for Political Science majors writing senior theses (guided research papers of roughly 9,000-14,000 words).

The colloquium is organized around the elements of writing a research paper. Students learn how to formulate a viable research question, determine the appropriate method for investigating the question, conduct good research, and, finally, to turn their research into a 15-20 page term paper. As such, students will learn as much about the process of research writing as they do about their research topic. Research writing is a distinct type of writing. It cannot be accomplished in a few weeks, much less a few days, but requires steady attention over the course of several months. This class helps students systematically accomplish the tasks necessary to complete a research paper, while providing both intellectual support and the camaraderie of the classroom.

The course is premised on the view that questions and dilemmas of the research and writing process transcend particular the sub-disciplines of Political Science. Students should see this class as an open forum for discussing the full spectrum of research and writing concerns. Indeed, one of the primary benefits of the class is learning how to critique one another's writing in a productive and supportive way.

The particular topics covered in this course will come from across the field of Political Science: international relations, comparative politics, political theory and American politics. This means the resources relevant for developing each topic cannot be specified *a priori* or out of context of each particular class. Moreover, students will not be expected to become experts on one another's research topics. But because the colloquium format requires students to engage one another's work at a fairly deep level, students will find that even as they are learning the craft of research writing, and even as they learn their individual topic in greater depth, through interaction with their peers they also are expanding the breadth of their globalization knowledge.

Prerequisites

This course is open to Political Science majors with second semester junior or first semester senior standing. Other majors interested in pursuing independent research through the colloquium must have permission of instructor.

Requirements

Students are expected to attend all class meetings, complete all reading and writing assignments on time, participate actively and in an informed manner in seminar discussion, and provide feedback/commentary on one another's assignments.

Note that some assignment deadlines fall on days when class is not scheduled. This is because several seminar sessions are devoted to group discussion of student written work. These particular deadlines enable the assignments to be distributed to the full class, and give students sufficient time to read and prepare comments prior to seminar on Wednesday.

Grade Schedule

- **Participation: 30 points**
 - Attendance (10 points).
 - Presentation of original work (10 points).
 - Commentary on peers' work (10 points).

- **Written assignments: 70 points**
 - #1. Topic statement, one paragraph (5 points).
 - #2. Exercise: making arguments (5 points).
 - #3. Annotated bibliography (10 points).
 - #4. Revised topic statement, 1-2 pages (10 points).
 - #5. Literature Review, 3-4 pages (10 points).
 - #6. Introduction, 1- ½ pages (10 points).
 - #7. Final Paper, first draft (10 points).
 - #8. Final Paper, revised version (10 points).

Readings

There is one required book for the course:

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. 2nd edition. Chicago, IL: University of Chicago Press.

The following books, while not required, are useful references for the research and writing process and might be worth purchasing.

- Strunk, William, Jr. and E. B. White. 1979. *Elements of Style*, 3rd edition. NY: MacMillan.

- Turabian, Kate L. 1987. *Manual for Writers of Term Papers, Theses and Dissertations*. 5th edition. Chicago: University of Chicago Press.

- Lipson, Charles. 2005. *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University of Chicago Press.

Remaining required readings are on reserve at Thompson Library.

CALENDAR

WEEK 1

Wednesday, August 22 Organizational Meeting

Friday, August 24 Research, Researchers, and Readers

- Booth et. al., “Thinking in Print,” and “Connecting with your Reader,” Chapters 1 and 2.

WEEK 2

INDIVIDUAL MEETINGS: NO CLASS

Wednesday, August 29

Friday, August 31

WEEK 3

TOPIC STATEMENTS

ASSIGNMENT #1 TOPIC STATEMENT (1 paragraph)

- Read Booth et. al., “From Topics to Questions,” “From Questions to Problems,” Chapters 3 and 4.
- Prepare a one-paragraph statement of your research question and problem. Use the structure provided by Booth et. al. Be sure to identify a problem and show the implications of not knowing the answer to your question, i.e., why it is important that we read your paper? Use the frameworks outlined by Booth et. al.
 - **Question:**
 - Name your topic: I am studying _____.
 - Imply your question: Because I want to find out why/how/who _____.
 - State the rationale for the question and the project: in order to understand how/why/what _____.
 - **Problem:**
 - Topic
 - Question
 - Conceptual significance
 - Potential practical application.
- Topic statements will be distributed to the entire class, via email, by 5 p.m. Tuesday. Students are expected to read and be prepared to offer helpful suggestions/ questions for each topic statement. Bring statements and comments

to class for each author. We will discuss each one paragraph research problem in class, ½ on Wednesday and ½ on Friday.

Wednesday, September 5 Discussion of topic statements
Friday, September 7

WEEK 4 EXERCISE: MAKING ARGUMENTS

ASSIGNMENT #2 EXERCISE: MAKING ARGUMENTS

- Read Booth et. al., “Making Good Arguments,” and Claims and Evidence,” Chapters 7 and 8.
- Read three sample Political Science term papers (on reserve) with an eye toward Booth et. al.’s criteria for argument.
 - NB: Read the papers after you read Chapters 7 and 8.
- Answer the following questions, in writing:
 - State the primary research questions in Booth et. al.’s topic-question-rationale framework.
 - Lay out the logical structure of the argument, e.g., how does the author move from point to point in the paper?
 - Assess the effectiveness of his/her argumentative strategy. Was the argument convincing, or were you left with lingering doubts? Can you suggest an alternative way of laying out the research question?

Wednesday September 12
Friday September 14

Assignment #2 Due
Discussion of sample term papers I

WEEK 5

Wednesday September 19

Discussion of sample term papers II

Friday September 21

What is an Annotated Bibliography?

ASSIGNMENT #3: ANNOTATED BIBLIOGRAPHY

- Read “From Questions to Sources” and “Using Sources,” Chapters 5 and 6.
- Read Handout on Annotated Bibliographies.

- Collect seven sources for your research that you have read (2-3 books and 4-5 articles).
- Prepare an annotated bibliography.

WEEK 6 **Research Week: no class**

Wednesday September 26
Friday September 28

WEEK 7 **ANNOTATED BIBLIOGRAPHIES**

Tuesday October 2 **Assignment #3 due, 5 p.m.**

Wednesday October 3 **Discussion of annotated bibliographies I**
Friday October 5 **Discussion of annotated bibliographies II**

WEEK 8 **REVISED TOPIC STATEMENTS**

ASSIGNMENT #4: REVISED TOPIC STATEMENTS (1-2 pages)

- Re-write your topic statement.
- Topic statements will be distributed to the entire class, via email, by 5 p.m. Tuesday. Students are expected to read and prepare written comments for each topic statement. Bring statements and comments to class for each author. We will discuss each topic statement in class, ½ on Wednesday and ½ on Friday.

Wednesday October 10 **Discussion of topic statements**
Friday October 12

WEEK 9 **Research Week: no class**

Wednesday October 17
Friday October 19

WEEK 10

LITERATURE REVIEW (3-5 pages)

ASSIGNMENT #5: LITERATURE REVIEW (3-4 pages)

- Read Booth et. al., “Pre-Drafting and Drafting,” Chapter 11
- Read Handouts on “Pre-Writing” and “Literature Reviews.”
- Drawing on your ‘prewriting,’ which itself draws on your now expanded annotated bibliography, draft a 3-4 page literature review.
- Literature Reviews will be distributed to the entire class, via email, by 5 p.m. Tuesday. Students are expected to read and prepare written comments for each literature review. Bring literature reviews and comments to class for each author. We will discuss each literature review in class, ½ on Monday and ½ on Wednesday.

Wednesday October 24

Discussion of literature reviews

Friday October 26

WEEK 11

INTRODUCTION

ASSIGNMENT #6: INTRODUCTION

- Read Booth et. al., “Introductions,” Chapter 15.
- Draft a 1-1 ½ page introduction to your research paper.
- Introductions will be distributed to the entire class, via email, by 5 p.m. Tuesday. Students are expected to read prior to class and come to class with prepared, written comments on each introduction. We will discuss each introduction in class, ½ on Wednesday and ½ on Friday.

Wednesday October 31

Discussion of introductions

Friday November 2

WEEK 12

Research Paper Draft

ASSIGNMENT #7: RESEARCH PAPER DRAFT

- Read Booth et. al., “Qualifications,” “Revising your Organization and Argument,” and “Revising Style: Telling your Story Clearly,” Chapters 10, 13, and 14.

- Prepare a full draft of your research paper: introduction, literature review, argument, and conclusion.
- Turn in papers via email when indicated. Papers will be distributed to the entire class via email.
- Class sessions will be devoted to five minute oral presentations by author, followed by peer commentary, on completed drafts. More specifically:
 - Authors are expected to prepare in advance a five minute presentation of their research.
 - All students are expected to attend class ready to provide two types of commentary.
 - Directed critical commentary.
 - Think about: What worked or did not work in the argument? Is the argument sufficiently supported with empirical evidence? Does the author deal effectively with counter-arguments? How might the paper be improved?
 - Students should bring approximately one page of organized comments for each author.
 - Proofreading.
 - Check for grammar, spelling and formatting.
 - Students can make these comments directly on the paper and hand them to the author.

Wednesday November 7 Authors must email papers by Mon., November 5, 5 p.m.

Friday November 9 Authors must email papers by Wed., November 7, 5 p.m.

WEEK 13

Wednesday November 14 Authors must email papers by Mon., November 12, 5 p.m.

Friday November 16 Authors must email papers by Mon., November 14, 5 p.m.

WEEK 14

Wednesday November 21 **THANKSGIVING: NO CLASS**

Friday November 23 THANKSGIVING: NO CLASS

WEEK 15

Wednesday November 28 Research Day: no class / individual meetings.

Friday November 30 ASSIGNMENT #8: FINAL PAPERS DUE

Grade Scale

A 94-100
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D+ 67-69
D 64-66
E 0-63

Academic Misconduct

I expect all of the work you do in this course to be your own and it is my responsibility to report any suspected cases of cheating or plagiarism to the university's Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of wrongdoing wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

If you need an accommodation based on the impact of a disability, contact me to arrange an appointment as soon as possible. We can discuss the course format, anticipate your needs, and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so. It is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; (<http://www.ods.ohio-state.edu>).