

GRADUATE PROJECT PROPOSAL SEMINAR LBST-D 601 SUMMER 2009

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Required Text

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (3rd ed). Chicago: University of Chicago Press.

Description:

Working as a group and independently, students will research and develop a thesis proposal. Students will complete the literature review, develop their methodology, identify their thesis committee, and develop knowledge of the relevant research ethics. At the end of the semester students will be prepared to submit their thesis proposal to their thesis committee. In other words, our goal is to answer two questions: Why? How?

Objectives

1. To develop a thorough background in the literature relevant to the student's thesis project.
2. To develop a thesis hypothesis or question.
3. To develop a method or plan of work to address the thesis hypothesis or question.
4. To develop a complete thesis proposal.
5. To identify the thesis committee.
6. To express and defend your thesis proposal, in both written and oral form.

Grading

50% final thesis proposal

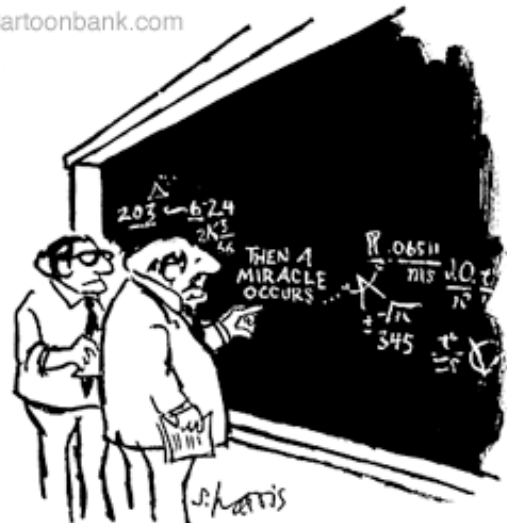
50% participation

Because this is a seminar course, full participation of all students is vital to the success of the course. Participation includes attendance, full preparation, participation in class discussion, and participation in peer review. If a student is not prepared for peer review activities, then both the student and his/her partner suffer.

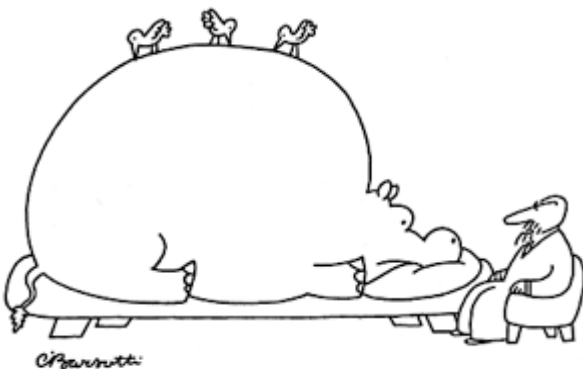
Final Presentation

All students will be expected to participate in the MLS Fall Colloquium Series by presenting their final presentation to the MLS and campus community.

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"I think you should be more explicit here in step two."



"You can't let the tick birds continue to define you."
sources, so that ultimately you will develop a strong thesis proposal.

Words of Advice

- 1) Meet with your committee chair (and committee) as often as possible during this course. They are the ones who are best able to guide the actual content of your thesis proposal.
- 2) Keep in mind that the sign of a good project is that it evolves. It is important to be flexible and responsive to the feedback you will receive. One goal of this course is to ensure that you get plenty of feedback from a variety of

Syllabus: Syllabus is subject to change in response to the pace and issues that arise during the semester.

Date	Topic	Read	Prepare	Present
Why?				
May 12	Introduction: Syllabus Thesis types	Page 34		Preliminary interests
May 19	Article presentations	Chapter 3	Annotated bibliography of 10 sources	<ul style="list-style-type: none"> • Summary of 1 paper • Preliminary topic/question (see section 3.4)
May 26	Hypothesis presentations	Page 25 Chapter 4	Annotated bibliography of 15 additional sources	<ul style="list-style-type: none"> • Hypothesis/problem • Significance (elevator story) • Thesis committee chair
June 2	Peer Review	Partner's paragraph	Thesis paragraph and outline (then submit to chair)	
June 9	Counter-arguments	Chapter 10	New thesis paragraph and outline (modified by all feedback)	<ul style="list-style-type: none"> • Report chair feedback on thesis paragraph and outline • Counter-arguments and your response
June 16	Peer Review	Partner's draft	First draft of literature review (then submit to chair)	
How?				
June 23	Method/ Approach			Preliminary ideas
June 30	Ethics	Page 273	Annotated bibliography to support method	<ul style="list-style-type: none"> • Summary of method section of 1 paper • Possible methods/approach
July 7	Method		First draft of method	<ul style="list-style-type: none"> • Final hypothesis • Full method/approach
July 14	Peer Review	Partner's draft	Second draft of method (then submit to chair)	
July 21	Peer Review	Partner's draft	Penultimate draft of literature review	
July 28	Final presentations		Full thesis proposal (literature review & method)	Full thesis proposal

Notes:

- Read = to be read before class
- Prepare = to be submitted to instructor via Oncourse by class time
- Present = to be presented to classmates during class period