
THESIS WORKSHOP in Fall 2020 (PL4094)

Course Code	PL4094	Professor(s)	Julian Culp
Prerequisites	None	Office Number	G-L19
Class Schedule	R: 09:00-10:35 in SD-1	Office Hours	Thursday 15h00-17h00
Credits	2	Email	jculp@aup.edu
Semester	Fall 2020	Office Tel. Ext.	618

Course Description

In this course students develop their thesis proposal through the submission of a literature review, an annotated bibliography, and a draft of the first chapter. Students will learn how to plan and execute a research project with the professor's close supervision. The process consists of three stages, with moments of feedback and verification. The first stage involves the revision of the thesis proposal – after consultation with the professor and reflection on the research already completed. The student then develops an annotated bibliography of primary and secondary works. The annotations will aid the students in developing the capacity to concisely summarize philosophical arguments. The second stage concentrates on the development of a literature review through the expansion of annotations in the bibliography. The student chooses the most distinctive and influential positions on the topic, and develops a fuller exegetical outline and review of those positions. The third stage focuses on starting the writing process and inculcating good habits for sustaining that process through the normal challenges that occur in research projects. Students are required to hand in a clear coherent first draft of the initial chapter of their thesis, and then, upon feedback, plan the rest of the writing process.

The course serves to fulfil the *Disciplinary Research Methods and Writing* requirement CCR in the Philosophy major.

Course Learning Outcomes

General Education

This course can be used to fulfill the CCR requirement and as such has the following learning

outcome:

You will be able to engage in the writing practices and culture of your chosen major, adding to the skills you acquired in the Research, Interpretation, and Writing classes to develop a personal, authentic disciplinary voice.

Philosophy Learning Outcomes

Upon successful fulfillment of the requirements of this course students will be able to:

1. (Philosophical analysis) Engage in the close reading of key philosophical texts on their thesis topic, identifying the different parts of arguments, major theses, concepts and problems.
2. (Philosophical argumentation) Develop a refined thesis proposal and write a coherent and clear first draft of the initial chapter of their thesis
3. (Historical understanding) Develop and present a contextualized approach (in the history of philosophy) to a philosophical problem (in the literature review)
4. (Written expression) Write an annotated bibliography and a literature review for their thesis topic, developing not only concise resumés of philosophical arguments but also balanced, contextualized and insightful appreciations of the arguments, problems and solutions surrounding a particular philosophical question.
5. Oral expression and clarity) Present orally, at a moment's notice, their thesis question and their answer to that question in a short, medium and long format.

Course Outline

N.B.: The schedule is subject to change throughout the course of the semester.

Week 1 – Introduction

Sept 24: *Students present their philosophy background and Thesis Proposal*

Culp presents his philosophy background and structure of Thesis Workshop

Week 2 – Thesis Proposal

Sep 30: ****1st Version of Thesis Proposal is due.****

Oct 1: *Students provide peer review on the 1st Version of their Thesis Proposal*
Culp explains basic ideas of the work schedule inside the Thesis Proposal

Week 3 – Thesis Proposal and Annotated Bibliography

Oct 7: ****2nd Version of Thesis Proposal is due.****

Oct 8: *Students provide peer review on the 2nd Version of their Thesis Proposal*
Culp explains basic ideas of the Annotated Bibliography

Week 4 – Annotated Bibliography

Oct 14: ****1st Version of Annotated Bibliography is due.****

Oct 15: *Students provide peer review on the 1st Version of their Annotated Bibliography*
Culp illustrates best practices of creating an Annotated Bibliography

Week 5 – Annotated Bibliography and Literature Review

Oct 21: ****2nd Version of Annotated Bibliography is due.****

Oct 22: *Students provide peer review on the 2nd Version of their Annotated Bibliography*
Culp explains basic ideas of the literature review

Week 6 – Literature Review

Oct 29: *Students write the 1st Version of their Literature Review*
Culp discusses problems of how to review philosophical literature

Week 7 – Literature Review and Chapter One

Nov 4: ****1st Version of Literature Review is due.****

Nov 5: Students provide peer review of their 1st Version of their Literature Review

 Culp explains the importance of revising the Thesis Proposal

Week 8 – Fall Break

Week 9 – Revision of Thesis Proposal and Chapter One

Nov 18: ****2nd Version of Literature Review is due.****

Nov 19: Students revise their Thesis Proposal and discuss their ideas of how to structure Chapter One

 Culp explains the basic ideas of Chapter One

Week 10 – Chapter One

Nov 25: ****3rd Version of Thesis Proposal is due.****

Nov 26: Students write on Chapter One in class

 Culp provides input on effective writing habits

Week 11 – Chapter One

Dec 2: ****1st Version of Chapter One is due.****

Dec 3: Students present the 1st Version of Chapter One and provide each other with feedback

 Culp provides feedback on presentations

Week 12 – Presentation of Thesis Proposal

Dec 9: ****4th Version of Thesis Proposal is due.****

Dec 10: Students present the 4th Version of the Thesis Proposal and provide each other with feedback

Culp provides feedback on presentations

Dec 17: ****2nd Version of Chapter One is due.****

Textbooks

This course doesn't have any textbook.

Attendance Policy

Attendance is required at *all* scheduled classes and will be taken every class. In case of absence, you should contact the instructor to explain the situation. You may miss up to 3 sessions without excuse – though each of these three unexcused absences will lower your participation grade. More than 3 unexcused absences will be reported to the *Student Development Team* and might result in a failing participation grade (0.00 score points). In the case of more than 7 absences, whether excused or unexcused, you might also be asked to withdraw from the course or receive a failing grade for the entire course. Absences may only be considered excused if they are officially excused, e.g. because of (medically documented) student illness, participation in course-related study trips, family emergency or an appointment with the immigration office.

It is the student's responsibility to make up work for the missed class and to communicate with the professor for that purpose. Attendance at all exams is mandatory. Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Covid-19 Temporary Amendments

Students studying at The American University of Paris are still expected to attend all scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Grading Policy

Requirements, Grading and Due Dates

Thesis Proposal	20%	<i>Due dates:</i>	<i>LO 2</i>
1st Version of Thesis Proposal	5%	Sept 30	
2nd Version of Thesis Proposal	5%	Oct 7	
3rd Version of Thesis Proposal	5%	Nov 18	
4th Version of Thesis Proposal	5%	Dec 9	
Annotated Bibliography	20%	<i>Due dates:</i>	<i>LO 1</i>
1st Version of Annotated Bibliography	10%	Oct 14	
2nd Version of Annotated Bibliography	10%	Oct 21	
Literature Review	20%	<i>Due dates:</i>	<i>LO 3</i>
1st Version of Literature Review	10%	Nov 4	
2nd Version of Literature Review	10%	Nov 18	

Chapter One	20%	<i>Due dates:</i>	<i>LO 4</i>
1st Version of Chapter One	10%	Dec 2	
2nd Version of Chapter One	10%	Dec 17	
Presentations	10%	<i>Due dates:</i>	<i>LO 5</i>
Presentation of 1st Version of Chapter One	5%	Dec 3	
Presentation of 4th Version of Thesis Proposal	5%	Dec 10	
Participation	10%		<i>LO 5</i>

It is the students' responsibility to meet the administrative and academic requirements of this course. Make sure that you familiarize yourself with these requirements and that you plan your time and your work reasonably.

Late submissions may be marked down up to 3.00 score points per day (24 hours) of lateness. For example, if you submit a 94.00/A/4.0 reading response 10 hours late, you may receive 91.00/A-/3.7. An extension can only be granted if you apply for it *before* the deadline expires.

Your written work should be submitted via Blackboard as PDF file or *Word* document (.doc or .docx) or *PDF* file *by 23h59* on the day on which day are due. The font should be Times New Roman, the font size should be 12 pt., the spacing should be 1.5, and the name of the file should be YourLastName_First Thesis Proposal.doc(x).

Grading Rubrics for all Written Assignments:

Coherence and strength of the argumentation	30%
Clarity and elegance of structure and writing	30%
Adequate use of relevant primary texts (and secondary literature)	15%
Correctness of form	15%
Originality of the thesis	10%

Grading Rubrics for the Presentations:

Coherence and strength of the argumentation	30%
Clarity and elegance of the presentation	30%
Convincing examples	20%
Engagement with the audience	20%

Participation

Students are expected to come to every class meeting on time and be prepared to participate actively. Your participation grade will be assigned based on your *participation in class throughout the semester*. Your class participation throughout the semester will be assessed based on the following rubric (adapted from Bean, John and Peterson, Dean. 1998. "Grading classroom participation." In: *New Directions for Teaching and Learning* 74, 33-40). Absences or tardiness will also result in a lower class participation grade. If you are more than 10 minutes late, you might be marked absent. Punctuality is essential for undisrupted and efficient coursework.

A	A student will receive an A if he/she: comes to class prepared; contributes readily to the conversation; doesn't dominate it; makes thoughtful contributions that advance the conversation; and shows interest and respect for others' contributions and views.
B	A student will receive a B if he/she: comes to class prepared; makes thoughtful comments when called upon; contributes occasionally without prompting; and shows interest in and respect for others' contributions and views. This grade may also be appropriate for an active participant whose contributions are less developed or cogent than those of students who deserve an A .
C	A student will receive a C if he/she: comes to class prepared and listens attentively, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. A student will also receive a C if he/she participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging annoyance from instructors or other students.
D or F	A student will receive a D or F if they often seem on the margins of the class and may have a negative effect on the participation of others. Such students often don't participate because they haven't come to class prepared. Students receiving an F may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

Grading Scheme for All Requirements and for the Entire Course:

Letter Grade	4.0 Scale	Score	Meaning
A	4.0	94.00-100.00	Excellent
A-	3.7	90.00-93.99	Excellent
B+	3.3	87.00-89.99	Good
B	3.0	84.00-86.99	Good
B-	2.7	80.00-83.99	Good
C+	2.3	77.00-79.99	Satisfactory
C	2.0	74.00-76.99	Satisfactory
C-	1.7	70.00-73.99	Satisfactory
D+	1.3	67.00-69.99	Unsatisfactory
D	1.0	64.00-66.99	Unsatisfactory
D-	0.7	60.00-63.99	Unsatisfactory
F	0	0.00-59.00	Failure

Other

Course Structure

Due to the on-going and unpredictable nature of the Covid-19 pandemic, the course has been structured to allow for in-person sessions combined with remote online options for students that are unable to attend in person due to travel restrictions or the need to quarantine. Likewise, the course structure will be adjusted to allow us to meet our learning objectives through several possible routes should other disruptions or contingencies come into play during the semester. Some of the content to meet our course objectives might occur outside of our weekly course meeting time. There will be five potential delivery formats of our course:

1. In-Class/Online Synchronous: a course meeting that will take place in-person, with students unable to attend in person joining online during the scheduled course period.
2. Online Synchronous: a course meeting scheduled online without an in-person course meeting
3. Online Asynchronous: course material delivered outside of the regular course meetings within a scheduled time range at the convenience of the student
4. Independent Preparation: reading, study and preparation for course meetings, group work, and assessments
5. Online Group Meetings: an independent video or audio meeting held by student groups completing a project together. I may join some of these meetings to help facilitate

discussions and to assist in the project preparations

The first two weeks of the course will hopefully be entirely In-Class/Online Synchronous so that we can get to know each other and create a productive and stimulating learning atmosphere. As contingencies emerge, we will revisit this planning and adjust as needed. Please refer to this syllabus, which will be updated regularly and posted both on Blackboard.

Social Distancing

All of us are expected to follow the university policies around sanitation, hygiene and social distancing during this semester. This includes wearing masks while present on campus and in the classroom, keeping your hands clean before touching anything in a public area, coughing and sneezing into your arm, and immediately reporting any symptoms or signs of illness.

Contact Information

For consultation and meetings, please contact me before or after class, by e-mail via jculp@aup.edu or during office hours. Please use LibCal: <https://aup.libcal.com/appointments/julianculp>.

Blackboard

Course-related material, such as readings, lecture slides, assignment tasks, etc., will be made available on the Blackboard portal. Make sure that you have joined the course and that you adjust your settings to receive notifications and messages. Important up-dates will be posted on the Blackboard course page.

Teams

During potential online class times, we ask you to turn on your cameras, and be present as if you would be during an in-person class session. If you have particular problems with connecting to Teams—bad internet connection, etc.—please let both of us know. But we expect you to have your cameras turned on during the entire class session.

English Language Proficiency

As an Anglophone university, AUP is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, the evaluation includes English proficiency. Students can obtain help on specific academic assignments in the university *Writing Lab*. For more information, please visit <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: writinglab@aup.edu.

Academic Misconduct

All work that you submit must be your own. Your sources must be properly cited. Direct quotations from others must be in quotation marks. If you have questions about how to attribute your sources, talk to the professor or to the staff of AUP's *Writing Lab* within the Academic Resource Center: <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: writinglab@aup.edu.

Plagiarism is a serious academic misconduct and will be dealt with accordingly. You should familiarize yourself with the university's policy on plagiarism at <http://www.aup.edu/academics/offices-resources/academic-resource-center/writing-lab/plagiarism>. For the sake of fairness and academic integrity, there will be no tolerance with plagiarism and other such forms of academic misconduct. Any conduct, whether intentional or unintentional, which creates the impression that some of the coursework you submit for grading is your own achievement when it is not will be reported to the *Academic Integrity Office* and may result in an "F" grade for the whole course.

Sometimes students present alien work as their own not because they want to earn an unfair advantage over their peers but rather because they feel unable to cope with the workload for some academic or personal reason. If this is the case, please do not hesitate to contact the professor or AUP's student guidance counselors Pamela Montfort via pmontfort@aup.edu. There is a lot that can be done to help you!