

Information about the EN04GY Thesis Project

15 hp

In addition to the General Guidelines handed out when you registered for the Magister Degree Project, the following is important for you to know. Read it carefully, and refer back to it throughout the term!

A. The Magister Degree Project Course

The Magister Degree Project is a course that entails not only the writing of your individual essay, but also meetings with your supervisor, and participation in the ventilation seminars, when each essay is presented and discussed. See below for important dates.

A preliminary thesis proposal should be handed in before the semester in which you will write the thesis. You will get separate instructions concerning this proposal. On the basis of your proposal, a thesis advisor/supervisor (these are the American and British terms, respectively) will be assigned to you at the beginning of the semester of thesis work.

Once you have decided on a specific topic and have done sufficient research to determine that it will allow you to make an original contribution to the state of scholarship in the field, you will hand in a more detailed thesis proposal to your supervisor. After approval from your supervisor, you will do the requisite research and write your thesis. One aim of the course is to develop the researcher's ability to work independently but you will have support from your advisor and you are also encouraged to turn to your peer students for constructive criticism during the research and writing.

Each Magisters Degree Project should be approved by the supervisor before the student can submit it for discussion and grading in a ventilation seminar. The submitted

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version is regarded as final, and after the seminar only minor changes should be made (i.e. no extensive revisions can be made after this time).

The grade of a literary Magisters Degree Project is set by the examiner (second reader). The examiner, like the supervisor, is a teacher of the department who holds a PhD degree.

Please note that supervisors have altogether **fifteen hours** for the supervision of each essay. This includes individual tutorials and group meetings, as well as the reading of a number of your drafts, giving written and oral feedback, email correspondence, and participating in the final seminars.

The finished Magister thesis should meet high scholarly standards. First, the thesis should show a firm grasp of the topic it undertakes to investigate, including the relevant critical and language education contexts. Next, the thesis should be able to present an argument or exposition about its topic that is developed in a persuasive, logical and coherent manner. Moreover, the thesis should display a solid competence in the handling of academic critical language and in conceptualisation. Any method of scholarly inquiry that has gained acceptance in the field may be drawn on, but the writer should be prepared to defend the choice of method, and to explain how it is properly applicable to the topic under discussion. The writer should be aiming to make a contribution to knowledge that will be of use to other scholars and thus should either extend a given analytic approach to new areas of investigation or adapt the approach in the light of difficulties and opportunities arising from the investigation. The stylistic and formal presentation of the thesis must follow the guidelines on athena, or, if the student so chooses, the guidelines of one of the other major style guides.

The completed thesis requires an oral defense by the student, a passing grade given by an examiner at the defense, and final approval by the examiner after the defense. Once approved, the whole thesis will be published electronically, and a paper copy will be kept on file in the department.

The course includes one mid-term workshop in which you are expected to present your work in progress and respond to the work of your fellow MA-writers. Instructions for this event are sent out closer to the date. Other than that, there are no scheduled workshops or seminars. The student and the supervisor will set up a schedule for the work, for

tutorials, and for the completion of the degree thesis in time for the ventilation seminars.

Some Additional Guidelines:

- IF YOU GET STUCK – GET IN TOUCH!!
- Make sure to keep a paper copy of everything you hand in to your supervisor.
- Make photocopies of the secondary material you use for your essay, in case you need to return books to the library. NB it is your responsibility to provide your discussant with the secondary material for your essay.

B. Important Dates

- 10 November - Mid-term workshop, 13-17, zoom
- 13 December - Supervisors notify Coordinator as to which essays will be defended.
- 18 December - Deadline for the seminar version of your essay
- 14-15 January - Ventilation Seminars
- 22 January - Deadline for final version

C. Formal requirements for the degree thesis

The final essay should be between 10,000 and 14,000 words' length in total, excluding abstract and works cited/reference list.

The essay should contain an abstract of 200-300 words, placed after the title page, including relevant keywords.

There is a pre-formatted Word document that you should use in order to conform to the department essay style. It will be found on athena, under essay writing resources.

Please download it, read it carefully, and use it for everything you hand in throughout the course.

For all other formal aspects of the literary essay, refer to the online resource “The

Purdue OWL”. If you choose another style guide than the department’s preferred one (on athena), you should motivate this choice, and then stick closely to those norms.

D. The Academic Reading and Writing Seminars

You will receive separate course information for these obligatory but not graded seminars from the coordinator and also teacher of the academic writing seminars. For dates and times see TimeEdit.

E. The Workshops

The workshops are 60-120 minute classes run for writers of both BA and Magisters theses. Students bring or post short pieces of writing for the workshops, in accordance with instructions from the teachers, and these are read and discussed by the participants. Find the hours for the workshops on TimeEdit.

Irina Rasmussen Goloubeva	Formatting guidelines
Adnan Mahmutovic	Close reading of excerpt from your primary text/s
Joakim Wrethed	Secondary sources and contextualising
Giles Whiteley	Thesis Statement
Marina Ludwigs	The Introduction / Conclusion
Adnan Mahmutovic	The Abstract
Giles Whiteley	Discussant preparation

F. The Ventilation Seminars

1. The Essay Exchange

On 18 December:

1. Post the seminar version of your essay **both** under Assignments and under Final Seminar Version on athena as a word file before **midnight**.
2. The coordinator will post the final seminar schedule on athena within the next couple of days. You will be assigned to be a discussant: find and download the essays for which you are discussant.
3. Students are responsible for getting their secondary material to their discussants. For materials available online you only need to send a link, but for other articles or book chapters schedule a meeting with your discussant as soon as the seminar schedule is posted on athena.

If any problems occur during the day, please contact the coordinator.

2. Seminar Procedure

When you prepare your task of discussant, use the format below. Bear in mind that a workshop will be run to give you some guidance on how to act as a discussant. Be prepared to hand one copy of your comments to the writer of the essay and one copy to your own examiner after the seminar. If you have marked spelling and grammar errors, hand your copy of the essay to the writer. Don't forget that you must prepare and present a brief summary of the main points of the essay.

In the seminars each essay is given approx. **40 minutes**:

- a. The thesis author is first given a chance to make clarifications, additions or emendations. You may put together an errata list if you have found many typos and other minor mistakes.
- b. The discussant then gives a summary of the thesis. This is an outline of the main argument and structure, with special emphasis on what the thesis contributes to scholarship. After the summary, the author gets an opportunity to say whether the summary was fair and sufficient, and to point out things that he or she judged did not get sufficient emphasis in the summary. (up to 5 minutes)
- c. The discussant then engages the author in a discussion about the thesis. This discussion should cover both strengths and weaknesses of the essay. Begin with the most positive points, and then discuss aspects that need clarification, development or other improvement. Remember to begin with the major points and only bring up details if there is time. Focus on central issues concerning the major ideas and claims, central concepts and theoretical assumptions, significant areas of disagreement with previous scholarship, conclusions and support for conclusions. This discussion is the mainstay of the seminar, and is an opportunity for both the discussant and the author to discuss important and interesting issues raised by the thesis. (15-20 minutes)
- d. The examiner will then give his or her view of the essay. This will normally not just be a one-sided assessment, but will again engage the author in discussion concerning points that the examiner judges should be given more attention. (10-15 minutes)
- e. In many cases, the points that have been raised may lead to further discussion, involving the entire seminar, if time allows.

Final Version

4.

While the seminar version should be as complete as possible, and will form the main basis for your grade, you should revise your essay after the ventilation seminar in accordance with your examiner's written and/or oral comments. Failure to revise according to an agreement with the examiner will result in a no-pass. The revised essay is due on **22 January 2019**. If this version is not approved, you will discuss further revisions with your examiner. Once the examiner approves that there are no further changes to be made, submit a digital (pdf) copy of the essay to your examiner for the department archives. title this file MAG_firstnamelastname_XXXXXXXXXXXXX.pdf, replacing your own name and personal number into this name.

Abstract and DiVA

5.

A few weeks before the exchange seminar, students must submit an abstract (summary of main points of 250-300 words) to their supervisors. The abstract is also part of the final version, and in addition you will be asked to publish it in the DiVA database (Digitala vetenskapliga arkivet). Furthermore, students whose essays receive an A or a B grade will be asked to publish these *in toto* in DiVA. When your final version has been approved, you will receive instructions for submitting abstract and/or essay to DiVA.

Final Grade

6.

Your final grade will only be reported and registered in Ladok when the final version has been approved, your supervisor has received the digital version and the two paper copies (printed on one side of the paper only).

7. The Magister degree

If you have passed all the required course-work, you will be able to apply for your degree certificate once your thesis has been passed. You can apply for it

through minastudier.su.se or by sending in the form that can be found at <http://www.su.se/utbildning/examen-hogtid/examensbevis-ansokningsblanketter-1.6326>

F. Learning Outcomes and Grading Criteria

At the end of the course, students should show their ability to

- gather, sift and integrate knowledge in a critical and systematic fashion; to analyse, assess and handle complex phenomena, problems and situations within the disciplinary area; and to display specialist knowledge within a delimited domain of this area.
- identify and formulate scholarly questions in an independent and creative manner, based on insights into the relevant methodology and current scholarship; furthermore, with these questions and insights as a starting point, to plan and carry out the necessary work for completing a degree thesis within the given time limit, employing relevant methods.
- give a clear account and a rigorous discussion of their findings and all the observations and/or arguments that they are based on, in writing and in speech.
- observe relevant norms relating to the ethics of scholarship.
- produce a written degree thesis in English which abides by current norms for scholarly writing.

2. Assessment and assessment criteria

OUTSTANDING

For a grade of **A** the student should ...

- Show the ability to develop, in a highly independent and creative manner, an illuminating and productive research question (or set of such questions).
- Display wide-ranging familiarity with methodologies and theoretical approaches within the literary field of scholarship as well as an expert knowledge of a delimited area with relevance to language education.
- Show the ability, in scholarly work, in writing and in discussions, to critically analyse theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a sophisticated scholarly level, in a manner that is on occasion innovative and often illuminating, consistently deploying appropriate critical concepts in a precise and clarifying way.
- Present his/her arguments in a persuasive, coherent and sophisticated manner, in correct, fluent and idiomatic English, in a consistent and rigorous academic style of writing and spoken delivery.

EXCELLENT

For a grade of **B** the student should ...

- Show the ability to develop, in an independent and creative manner, an original and distinctive research question of wide scholarly interest (or set of such questions).
- Display a broad knowledge of methodologies and theoretical approaches within the literary field of scholarship as well as a profound knowledge of a delimited area with relevance to language education.
- Show the ability, in scholarly work, in writing and in discussions, to critically analyse theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a high scholarly level and in a manner that is on occasion illuminating, consistently deploying appropriate critical concepts.
- Present his/her arguments in a persuasive, coherent manner, in correct, fluent and

idiomatic English, in a consistently academic style of writing and spoken delivery.

GOOD

For a grade of **C** the student should ...

- Show the ability to develop, in a largely independent and creative manner, a distinctive research question of scholarly interest (or set of such questions).
- Display considerable knowledge of a number of methodologies and theoretical approaches within the literary field of scholarship as well as a wide knowledge of a delimited area with relevance to language education.
- Show the ability, in scholarly work, in writing and in discussions, to critically analyse theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a solid scholarly level and in a manner that shows creativity and insight, regularly deploying appropriate critical concepts.
- Present his/her arguments, for the most part, in persuasive, coherent manner, in correct, fluent and occasionally idiomatic English, in an academic style of writing and spoken delivery.

SATISFACTORY

For a grade of **D** the student should ...

- Show the ability to develop, with some degree of independence and creativity, a research question of at least limited scholarly interest (or set of such questions).
- Display satisfactory knowledge of a number of methodologies and theoretical approaches within the literary field of scholarship as well as a solid knowledge of a delimited area with relevance to language education.
- Show the ability, in scholarly work, in writing and in discussions, to critically analyse theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a solid scholarly level and in a manner that shows a good measure of insight, deploying appropriate critical concepts when this is clearly called for.

- Present his/her arguments in a largely persuasive, coherent manner, in correct and fluent English, in a style which only occasionally lapses from an academic register of writing and spoken delivery.

ADEQUATE

For a grade of **E** the student should ...

- Show the ability to develop, with an acceptable degree of independence and creativity, a coherent research question (or set of such questions).
- Display acceptable knowledge of directly relevant methodologies and theoretical approaches within the literary field of scholarship as well as an acceptable knowledge of a delimited area with relevance to language education.
- Show the ability, in scholarly work, in writing and in discussions, to critically analyze theoretical arguments and literary works or situations, including their implications for the teaching profession. This should be executed on a basic scholarly level and in a manner that shows acceptable insight, deploying critical concepts in a largely appropriate manner when this is clearly called for.
- Present his/her arguments in a coherent manner, in largely correct and fluent English, in a style with few lapses from an academic register of writing and spoken delivery.

INADEQUATE

A grade of **F** will be set if the student

- fails to pursue the scholarly task in an independent manner or fails to produce a degree thesis of the appropriate length and quality
- shows scant or no knowledge of relevant methodologies and theoretical approaches within the literary field of scholarship; shows only a basic or scant familiarity with a delimited area with relevance to language education.

- fails to reach an adequate level of critical analysis of theoretical arguments or literary works or situations, including their implications for the teaching profession, a failure that includes inability to properly use critical concepts.
- fails to communicate adequately in English at an academic level of writing and speaking.
- Any of these failures is enough for an overall fail.

INCOMPLETE

The **Fx** grade is set if the student has reached most of the Learning outcomes of the course, or reached many of them to an almost acceptable degree, but must hand in revised or supplementary material in order to fully meet the requirements.

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