

## MIN 5804B Masters Colloquium B

Fall 2024

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### Description:

A well-researched and well-written thesis on the appropriate topic or a carefully planned, executed and assessed final project can open doors and set the stage for new opportunities for a graduate of the HJI Master of Arts in Religious Studies. The Masters Colloquia A and B support students to formulate and decide upon a thesis topic and complete their thesis by taking it in two steps. The first step is the selection of the topic for the thesis and the drafting of a Thesis Proposal; this was the purpose of M.A. Colloquium A. The second step is to actually write the thesis; this is done in consultation with the student's Thesis Advisor and in conjunction with MA Colloquium B, which you are taking this term.

MA Colloquium B provides an opportunity for you to develop your thesis in a collegial environment. The course consists of five zoom discussions, held biweekly. Faculty comments and feedback along with discussion among the students in the class provide encouragement help you to complete the thesis in a timely manner. (*Pass/fail; 0 credits*).

### Learning Outcomes:

Students will:

1. Articulate and critically analyze their own theological perspective that pertains to the thesis/project.
2. Demonstrate comprehension of social, cultural, historical, and religious contexts of the central claims of the thesis/project
3. Articulate how the project or thesis contributes to pertinent field such as ministry or society or academic field.
4. Comprehend the value of mutual critique and develop open attitude to constructive criticism.

### General Requirements:

1. Complete a thorough discussion with your Thesis Advisor before the first class.
2. Attend each class session.
3. The class uses Populi for uploading your thesis/project drafts. Please upload your work to the appropriate folder in Populi 3 days before class.
4. Present a chapter of your Thesis/Project at each class.
5. Read the chapters uploaded by the other students and fully participate in class discussions.

### Schedule for each class:

1. **September 4, 2024:** Present your thesis/project proposal as approved by your Thesis Advisor to the class. Narrate progress to date and summarize your discussion with the Thesis Advisor.

*Upload the thesis/project proposal as approved by the Thesis Advisor, including an outline of the chapters to be written, into Populi. (Click the button on the left labeled "Files") Do this at least 24 hours before class time.*

2. **September 25, 2024:** We will begin by discussing bibliographical research; each student should briefly summarize their bibliography and the topic that it covers. Next, each student will give a brief presentation of one draft chapter of the thesis/project. For students doing a thesis, it can be a chapter of your choice. For students doing a project, it should be the chapter in which you introduce the project, give its rationale and describe its context. Each student presentation will be followed by discussion.

*Upload the draft chapter that you intend to present in class into the September 25 folder in Populi. For those doing a project, present the chapter in which you introduce the project, give its rationale and describe its context. Do this by September 22. Students are expected to read all the chapters by the other students and come to class with comments and suggestions.*

3. **October 16, 2024:** For those of you who are doing a project, we will discuss your work product and how you present it, and data collection and assessment if any. For those of you who are writing a thesis, we will discuss issues of style and bibliographic/footnote forms. Each student will give a brief presentation of another draft chapter of the thesis, or the developing work product of the project, and discuss the Thesis Advisor's feedback; it will be followed by discussion.

*Upload the draft chapter or work product that you intend to present in class into the October 16 folder in Populi. Do this by October 13. Students are expected to read all the chapters by the other students and come to class with comments and suggestions.*

4. **November 6, 2024:** Present the first draft another chapter of the thesis and discuss the Thesis Advisor's feedback. For those who are doing a project, present the concluding chapter of the thesis in which you discuss the result of your project, findings and suggestions for future work. Comment on the thesis/project work of your fellow students.

*Upload the draft chapter that you intend to present in class into the November 6 folder in Populi. Do this by November 3. Students are expected to read all the submissions by the other students and come to class with comments and suggestions.*

5. **December 4, 2024:** Complete the first draft of the entire thesis/project and upload it into Populi at least 24 hours before class. Class discussion will focus on remaining issues that need addressing in order to complete the thesis/project.

**Textbook:** No textbook required.

**Evaluation:**

Grading is Pass/No pass. A passing grade requires completing at least 75 percent of the first draft of the Thesis/Project by December 4.

**Guidelines for Each Class Session:**

All five class meetings will be held on Wednesday evenings from 6:30 pm to 8:00 pm, on Zoom. I will try to wrap up the class on time, but on some weeks, if necessary, we may go overtime.

The same link is used for all sessions. <https://zoom.us/j/97836739920>

Students should post their work on Populi in the folders marked for each class. Work should be posted 3 days before class, to allow all students time to read it.

**Academic Integrity**

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student's own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension or dismissal/separation from HJI.

Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer's work is the student's own. In these cases of plagiarism, the instructor may give the student an "F" for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an "F" for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors' works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

## Netiquette

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminary's LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. UTS reserves the right to delete postings on UTS maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

## Assessment Rubric for Student Learning Outcomes

| <b>Learning Outcome</b>   | <b>Beginning</b>   | <b>Improving</b>   | <b>Proficient</b>  | <b>Outstanding</b>  |
|---|--|--|--|---|
| Articulate and critically analyze their own theological perspective   | Articulates own theological perspective                                    | Articulates own theological perspective with thought of its implications   | Expresses one's theological perspective and notes its impact on the Thesis/ Project  | Articulate one's theological perspective, its strength and weakness, and how it contributed to one's thesis/project.  |
| Demonstrate comprehension of social, cultural, historical, and religious contexts of the central claims of the thesis/project | Show an awareness of social, cultural, historical, and religious contexts. | Demonstrate a basic understanding of the relation of the thesis with social, cultural, historical, and religious contexts. | Articulate the relations of the central thesis of the thesis/project to pertinent social, cultural, historical, and religious contexts | Articulate the relations of the central thesis of the thesis/project to pertinent social, cultural, historical, and religious contexts; the comprehension demonstrates breadth and depth. |
| Articulate how the project or thesis contributes to pertinent field such as ministry or society or academic field.            | Indicates awareness of its contribution to the field.                      | Articulate a general contribution to the field; lack specificity.  | Clearly articulate its contributions to the field.   | Clearly articulate its specific contributions to the field with awareness of its strength and weakness.   |

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|---|---|----------------------------------|--|---|
| Comprehend the value of mutual critique and demonstrate an open attitude to constructive criticism. | Show some involvement in mutual review process. | Engage in mutual review process. | Read other students' theses and give constructive criticism; open to other students' comments and feedbacks. | Give constructive criticism to other students' works; value other students' comments and feedbacks to improve one's own work. |
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