UNIVERSITY OF NORTHERN COLORADO
College of Performing & Visual Arts

DNCE 690: Thesis I—3 credit hours

Professor: Sandra Minton, Ph.D., Professor Emeritus, Dance
Phone: 303-450-6347    E-Mail: sandra.minton@unco.edu    URL: www.scmdance.com

Required text:


2. You will also be expected to read and work with selected theses. Sections of these theses have been put on electronic reserve. You can access these materials by clicking on the electronic reserves button on the top left of your main Blackboard page, or you can follow the directions below.

   • Go to the UNC Libraries home page: http://library.unco.edu
   • Select the “Reserves” tab.
   • Search for the materials by course name, course number or your instructor’s name.
   • Select the correct course or instructor from the list.
   • Off-campus access requires that you log-in using your UNC username and password before you proceed.
   • Once you have access, you will see a list of items for your class. If the item says “Electronic Copy Available” under format, you can access it immediately.
   • Select the document that you need for a particular weeks’ assignment. These documents include samples of a thesis narrative, consent form and introductory chapter.

Explanation of approach to class: This class will be taught using an inquiry-based, problem solving approach. It involves having direct experiences with content and the use of reflection and feedback. In inquiry-based learning, questions, problems or scenarios are posed and the learner constructs his or her understanding of content. Inquiry-based learning can also be described as discovery-based learning. It contrasts sharply with learning strategies in which content is memorized or learned via a lecture format.

Course Description: Course builds on the initial research class by helping students refine a thesis topic and determine appropriate research methods. The course also includes work to define the purpose of the thesis, its significance, and possible sources for the review of literature. In addition, students describe a potential population of subjects for their project, along with the steps to be taken to complete their project. Possible thesis projects are: a research-based dance
performance, research-based dance curriculum study, or qualitative study exploring a dance education question.

**Course Objectives:**

1. To examine ethical questions related to a possible thesis project.
2. To evaluate resources related to possible thesis project.
3. To analyze possible thesis topic in relation to thesis design and methodology in terms of:
   a. Research-based performance
   b. Research-based curriculum design
   c. Qualitative research exploring a dance education question
4. To examine possible primary and secondary research sources
5. To describe literature to be used in a potential review of literature in terms of:
   a. A preliminary scan of possible literature
   b. A more in-depth search of pertinent literature
6. To evaluate other questions related to possible thesis topic in terms of:
   a. Time frame
   b. Location of site
   c. Costs involved
7. To examine possible research question in greater depth
8. To evaluate possible thesis approaches or methods based on research question
9. To create a written explanation of the purpose and significance of thesis project based on the following steps:
   a. Preliminary exploration
   b. More detailed outline
   c. Detailed written text version
10. To devise a schedule or time frame for work on thesis project
11. To write a prospectus outline
12. To write a narrative describing your thesis project.
13. To write a consent form to be used at the beginning of your thesis project.
14. To submit the proposal for your thesis project to the University’s Internal Review Board through the IRBNet site.
15. To write a preliminary introductory chapter for your thesis.
16. To begin to compile resources for your review of literature.

**Outline of Course Content:**

1. Evaluating possible thesis topics
2. Understanding thesis organization and intent of sections
3. Creating and selecting thesis topic/problem
4. Writing purpose section of thesis narrative
5. Writing methods section of thesis narrative
6. Designing research instruments appropriate for thesis
7. Writing last sections thesis narrative and creating thesis title
8. Revising thesis narrative and registering with IRBNet
9. Designing consent form
10. Submitting thesis package for IRB approval
11. Planning calendar for thesis project
12. Identifying and assessing literature resources
13. Writing thesis chapter one goals section
14. Writing thesis chapter one purpose section
15. Writing thesis chapter one significance section
16. Outlining review of literature chapter and evaluating its contents

Course Requirements:

1. Each week you will be expected do weekly written assignments. These assignments will give you a chance to reflect on course content and relate that content to your own understanding and experiences. The points for each weekly assignment varies from 6 points to 30 points.

2. It is recommended that you save the documents for each weekly assignment and then type in your own answers following each question. By doing this, you can be sure I will be able to open the documents with your answers.

3. For most weeks in this class you will also be expected to provide Discussion Board posts. The points for each Discussion Board post varies from 1 point to 7 points.

4. All assignments and Blackboard posts are due by Friday at midnight following the Monday in which you first begin working on an assignment.

5. One point per day will be subtracted from your total score for each assignment and Discussion Board post that is late. We will be working with a number of different internet sites in this class, so it is important to remain on schedule.

6. It is strongly suggested that if you will be having a particularly busy week in terms of workload, that you prepare your work ahead of time so that it is not late. Please look at your semester’s schedule and plan accordingly.

7. All assignments should be submitted in MLA format 7th edition (ie. Proper heading and pagination, standard 1” margins, no Right justified, and 12 point Times New Roman font only.) The following site has some tips for working with MLA. However, your MLA Handbook for Writers of Research Papers is the best source.

https://owl.english.purdue.edu/owl/resource/747/01/
Course Outline:

2. Each week of the course contains written assignments based on the reading in the text or from sample thesis sections. In some weeks you will also answer Discussion Board questions.
3. The readings are listed below.
4. Rubrics for grading written assignments and Discussion Board posts are shown below the course outline.
5. The points for written assignments and Discussion Board posts are shown in the grid that appears right before the grading scale for the course. Each assignment represents a portion of the total points possible in the course.

**Week one**—Read pages 3-18 and complete the assignment.

**Week two**—Read pages 38-42, 193-202 and complete the assignment.

**Week three**—Read pages 47-62 and complete the assignment.

**Week four**—Read pages 43-44, electronic on-line copy of sample thesis narrative and complete assignment.

**Week five**—Read page 91, electronic on-line copy of sample thesis narrative, list of research methods/instruments and complete assignment.

**Week six**—Read list of research approaches and complete assignment.

**Week seven**: Read pages 200-202, electronic on-line copy of sample thesis narrative and complete assignment.

**Week eight**: Complete the week’s assignment and register on IRBNet.

**Week nine**: Read electronic on-line copy of sample consent form and complete assignment.

**Week ten**: Post your thesis narrative, consent form and cover page on IRBNet. The template for the cover page is on-line on IRBNet.

**Week eleven**: Read pages 163-166 and complete assignment.

**Week twelve**: Read pages 63-71 and complete assignment.
**Week thirteen:** Read pages 203-211, electronic on-line copy of sample introductory thesis chapter and complete assignment.

**Week fourteen:** Read electronic on-line copy of sample introductory chapter and complete the assignment.

**Week fifteen:** Read the electronic on-line copy of sample introductory chapter and complete the assignment.

**Week sixteen:** Read the section headings from sample theses for the review of literature chapter and complete the assignment.

### Evaluation Rubric for Weekly Assignments

<table>
<thead>
<tr>
<th></th>
<th>Receives no points</th>
<th>Receives ½ possible points</th>
<th>Receives full number of points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>Demonstrates no understanding.</td>
<td>Demonstrates partial understanding.</td>
<td>Demonstrates complete understanding.</td>
</tr>
<tr>
<td><strong>Terminology</strong></td>
<td>Use of terms is not correct.</td>
<td>Use of terms is correct about 50% of the time.</td>
<td>Use of terms is always correct.</td>
</tr>
<tr>
<td>**Proofreading &amp;</td>
<td>Answer contains many errors &amp; organization of content is difficult to follow.</td>
<td>There are a few errors &amp; some parts of answer are well-organized, while other parts are not.</td>
<td>There are no errors &amp; answer is well-organized &amp; easy to follow.</td>
</tr>
<tr>
<td>organization**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals**

**Evaluation Rubric for Discussion Board Posts**

<table>
<thead>
<tr>
<th></th>
<th>Receives no points</th>
<th>Receives ½ of possible points</th>
<th>Receives full number of points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>Demonstrates no understanding.</td>
<td>Demonstrates partial understanding.</td>
<td>Demonstrates complete understanding.</td>
</tr>
<tr>
<td><strong>Clarity/organization</strong></td>
<td>Answer contains many errors &amp; is difficult to follow.</td>
<td>Answer contains a few errors, while some parts are easy to follow &amp; other parts are not.</td>
<td>Answer is free of errors and is easy to follow.</td>
</tr>
</tbody>
</table>

**Totals**

**Note:** Each component of the rubric (understanding, solution, terminology & proofreading/organization) is evaluated separately for each question.
**Each component of the rubric (understanding, solution, & clarity/organization) is evaluated separately for each question.

Weekly Points Possible

<table>
<thead>
<tr>
<th>Week</th>
<th>Written Assignment</th>
<th>Discussion Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24 points</td>
<td>8 points</td>
</tr>
<tr>
<td>2</td>
<td>29 points</td>
<td>2 points</td>
</tr>
<tr>
<td>3</td>
<td>22 points</td>
<td>2 points</td>
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<tr>
<td>4</td>
<td>20 points</td>
<td>3 points</td>
</tr>
<tr>
<td>5</td>
<td>24 points</td>
<td>6 points</td>
</tr>
<tr>
<td>6</td>
<td>39 points</td>
<td>3 points</td>
</tr>
<tr>
<td>7</td>
<td>18 points</td>
<td>2 points</td>
</tr>
<tr>
<td>8</td>
<td>14 points</td>
<td>5 points</td>
</tr>
<tr>
<td>9</td>
<td>21 points</td>
<td>4 points</td>
</tr>
<tr>
<td>10</td>
<td>16 points</td>
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<td>11</td>
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<td>14</td>
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<tr>
<td>15</td>
<td>10 points</td>
<td>3 points</td>
</tr>
<tr>
<td>16</td>
<td>18 points</td>
<td>7 points</td>
</tr>
<tr>
<td>Totals</td>
<td>349 points</td>
<td>62 points</td>
</tr>
</tbody>
</table>

Grading scale:

There are a total of 411 points possible in this class

A- or A = 391-411 points

B-, B or B + = 370-390 points

C-, C or C+ = 349-369 points

Disability Support Services: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.
**UNC Policies:** UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)