



UNIVERSITY OF WATERLOO
FACULTY OF ENVIRONMENT
School of Environment,
Enterprise and Development

INDEV 490A – Honours Thesis: Project Preparation

Undergraduate Course Calendar Description: The Honours Thesis/Project provides students with an opportunity to pursue a specific research topic or applied project of their choosing relating to the study of International Development. The paper will be prepared over two semesters. 490A involves the guided preparation of a research/project proposal.

Course ID: 014687 Credit 0.5

INSTRUCTOR

Professor Dr. Bruce Frayne
Office EV3-4217
Phone 519-888-4567 x38479
E-mail bfrayne@uwaterloo.ca

SCHEDULE

Lectures Tuesday 2:30 – 5:20pm, STP 256
First class 11 September
Last Class 27 November
Office hours Mondays 2:30-4:30pm, EV3-4217

NO TUTORIALS OUTSIDE OF SCHEDULED SEMINAR TIME

COURSE DESCRIPTION

This course introduces students to the basic principles, concepts and values of doing research in the social sciences, with a focus on international development. It will examine different research strategies and designs; define research questions; address ethical issues of involving human subjects in research; identify primary and secondary data sources; assess the effectiveness of various ways of communicating research results; and discusses the basics of qualitative, quantitative, and mixed methods research. The aim is to provide students with the tools to develop a coherent thesis research proposal as a solid foundation for preparing the INDEV 490B thesis in the Winter term.

DELIVERY OF COURSE MATERIAL

1. Material for this course will be delivered by the LEARN system. Go to <https://learn.uwaterloo.ca/>
2. The course syllabus is available on the course website (through the LEARN system). We will discuss it in our first class.
3. Any presentations made in class that uses PowerPoint will be made available on LEARN immediately preceding the lecture. Please note that the PPT files will not provide ALL of the information that will be delivered in the class, as the intention is that you will augment the slides as the content is discussed. For some lectures, no PPT will be used.
4. I will also use the LEARN system to deliver information to students in the course. I expect you to be checking the course website regularly.

LEARNING OUTCOMES

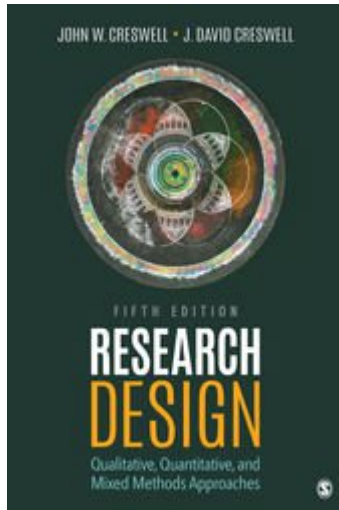
The overarching learning objective of this course is to understand the role of research in the social sciences and to be able to apply this understanding to undertaking your own thesis research. More specifically, by the end of the course you should be able to:

1. Survey a range of research methods used to collect information to answer questions;
2. Understand the research process appropriate to various research methods;
3. Evaluate and select appropriate research methods for research design and execution;
4. Understand how to interpret and communicate research results; and
5. Understand the aim and structure of a research proposal and a thesis.

CREATING AN EFFECTIVE LEARNING ENVIRONMENT IN THE LECTURE HALL

1. Being respectful of the learning environment includes:
 - a. Arriving on time
 - b. Not disturbing your classmates' abilities to learn
 - c. Not holding side conversations in class
 - d. Not being distracted by your cellphones, etc.
 - e. Addressing and listening to each other respectfully
2. I will use laptops as a learning tool, so if you have a computer, please feel free to bring this to class.
3. Our time together is valuable. I will work to make the classes informative, relevant and interesting. Throughout term, I will welcome suggestions as to how the learning environment can be improved. Please speak to me directly with your ideas and suggestions.

Required Textbook:



Creswell, J.W. & J.D. Creswell (2018)
Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th Edition).
Thousand Oaks, CA: Sage Publications.
ISBN 13: 978-1-5063-8670-6 (Available in the UW bookstore)

Additional readings are made available through LEARN or the library course reserves.

TIPS FOR SUCCESS

1. Attend all sessions.
2. Come prepared for all sessions, and follow up on all sessions.
3. Check when deliverables are due and plan accordingly.

COURSE ASSESSMENT

This course is taken in sequence with INDEV 490B in the Winter Term. The course is therefore the first of two parts. In this course, the key deliverable is a completed research proposal that will form the basis of your research and thesis preparation under INDEV 490B in the next term. This will be done under the instructor’s guidance and in cooperation with the student’s thesis supervisor.

Deliverable:	Weighting:	Due:
1. Research Design Learning Exercises (group; in-class activities)	Pass/Fail	Completed in class
2. Literature Review (Individual)	Pass/Fail	Oct 19 th by 11:00pm (Dropbox)

3. Research Proposal Presentations	Pass/Fail	November 20 & 27 th in class and presentations in Dropbox by 11pm on Nov 20 th
4. Research Proposal	Pass/Fail	December 3 rd , 11pm (Dropbox)
FINAL GRADE	In Progress*	Final thesis grade achieved in INDEV 490B

* IMPORTANT NOTE: In Progress (IP) will be achieved only by passing all four deliverables.

1. Research Design Learning Exercises Pass/Fail Completed in class

The Research Design Learning Exercises will provide students with multiple opportunities to learn about and understand principles, concepts, and methods (i.e., tools) introduced in the classes. These activities will provide an opportunity for students to deepen their knowledge of the challenges associated with using these tools. The tasks that will be completed during the allotted class time are highly interactive, dynamic, and will require your full attention and participation. On completion of each task, an open discussion will take place as a way of consolidating what has been learned. Details of each activity will be provided in class.

2. Literature Review Pass/Fail DUE October 19th at 11pm in Dropbox

Students will prepare a literature review based on a selection of at least eight journal articles. These articles will be directly related to your chosen research topic. The assignment requires students to write a minimum of 5 pages (12-point Times New Roman font with 1.5 spacing 1" margin on all sides) not including references or title page. This assignment will provide the foundation for in the literature review in your final research proposal (and ultimately, your thesis).

**3. Research Proposal Presentations Pass/Fail November 20 and 27th in class
DUE Nov. 20th Presentations at 11pm in Dropbox**

Based on your draft research proposal, students will present their work to the class. This will provide an opportunity to demonstrate your understanding of the research process and cycle and to receive feedback from your peers and the instructor prior to finalizing the proposal.

4. Research Proposal Pass/Fail DUE December 03rd at 11pm in Dropbox

You will be required to produce a research proposal as the foundation for your thesis which you will complete during INDEV 490B (Winter term). This will be developed on the basis of the learning in this class (490A) and in cooperation with your thesis supervisor. The research proposal will be a minimum of 10 pages (12-point Times New Roman font with 1.5 spacing 1" margin on all sides) not including appendices and reference list. Students will need to use APA formatting consistently throughout the proposal. Details of structure and content will be provided during the class sessions.

COURSE SCHEDULE

Date	Seminar	Readings	Deliverables
Preliminary Considerations			
Class 1 Sept 11	<ul style="list-style-type: none"> Welcome & review of syllabus What is research design? 	Kolko, J. (2012). Wicked problems: Problems worth solving. <i>Stanford Social Innovation Review</i> . Available at: https://ssir.org/articles/entry/wicked_problems_problems_worth_solving	Research Design Learning Exercises #1 <ul style="list-style-type: none"> Discuss the process and expectations Produce a prioritized list of topics Explore research design
Class 2 Sept 18	The Research Approach	Creswell & Creswell (2018): Chapter 1	Research Design Learning Exercises #2
Class 3 Sept 25	Reviewing the Literature	Creswell & Creswell (2018): Chapter 2	<ul style="list-style-type: none"> Identify a minimum of eight (8) articles related to your area of interest Annotated bibliography
Class 4 Oct 2	The Use of Theory	Creswell & Creswell (2018): Chapter 3	Research Design Learning Exercises #3
Class 5 Oct 16	Ethics and Writing Strategies	Creswell & Creswell (2018): Chapter 4	Literature Review Due by 11pm (Dropbox)
Assignment Due Oct 19	Literature Review Due by 11pm (Dropbox)		
Designing Research			
Class 6 Oct 23	Introduction and Purpose Statement	Creswell & Creswell (2018): Chapter 5 & 6	Research Design Learning Exercises #4
Class 7 Oct 30	Research Questions and Hypotheses	Creswell & Creswell (2018): Chapter 7	Research Design Learning Exercises #5
Class 8 Nov 6	<ul style="list-style-type: none"> Quantitative Methods Qualitative Methods 	Creswell & Creswell (2018): Chapter 8 & 9	Research Design Learning Exercises #6
Class 9 Nov 13	Mixed Methods	Creswell & Creswell (2018): Chapter 10	Research Design Learning Exercises #7
Class 10 Nov 20	Research Proposal Presentations		In-class presentations
Assignment Due Nov 20	Research Proposal Presentations Due by 11pm (Dropbox)		
Class 11 Nov 27	Research Proposal Presentations		In-class presentations
Assignment Due Dec 03	Research Proposal Due by 11pm (Dropbox)		

Course Policies

ADDRESSING YOUR INSTRUCTOR

When addressing your instructor either verbally or in writing, a good rule of thumb to follow is to use the title “Professor” followed by the last name. However, this is a small, upper year seminar-style class and adopting a first name basis may be appropriate. The general norms of respect pertain.

COURSE READINGS

All readings are based on the textbook. This is a very valuable tool for any researcher and you should acquire a copy as it will be used throughout your INDEV 490A/B sequence (and beyond if you attend graduate school or undertake any research).

POLICY ON LATE SUBMISSIONS

Submissions received after the due date and time indicated above will be graded as ‘Failed’. Exceptions will be made in extraordinary circumstances (e.g., medical emergencies supported by documentation). Students anticipating that their assignment will be submitted late are encouraged to contact the course instructor at the earliest possible time to make appropriate arrangements and avoid a ‘Failed’ grade.

NOTE ON DIGITAL SUBMISSIONS

Only digital submissions in MS-WORD will be accepted. Any other format will not be graded. All assignments must be submitted through Dropbox on the course website.

PROTOCOL FOR CONTESTING GRADED ASSIGNMENTS

Upon receipt of your graded assignment (in this course, Pass or Fail), should you wish to contest the grading of your assignment the following protocol must be followed:

1. Submit an email to the course instructor detailing why your assignment warrants a review. Please be sure to provide specific examples and justification as to why you feel your grade should be reconsidered. Be sure to include a copy of your graded assignment in the email.
2. The instructor will then review the stated reasons and then decide whether re-grading of the assignment is warranted.
3. Should the instructor deem that re-grading is warranted, the instructor will then ask the student whether they would like their assignment re-graded, recognizing that the student’s grade could go up or down depending on the instructors’ assessment.
4. The student can choose to either have the instructor go ahead with re-grading the entire assignment or opt to remain with their original grade.

COURSE MATERIAL IS INTELLECTUAL PROPERTY FOR YOUR USE ONLY

All materials included in the course (e.g., PowerPoint slides) are made available digitally for your convenience, and are accessible through the LEARN course page. THIS IS NOT A RIGHT BUT A PRIVILEGE. Please note that the use of these materials is intended for students currently enrolled in INDEV 490A only. As such, the distribution of pdf files, PowerPoint slides or any other media, either to individuals or to third-party websites (e.g., CourseHero) is strictly prohibited. If there is any evidence that students have distributed said materials, the instructor will remove posted materials, and cease posting intellectual property (e.g., PowerPoint slides) online and may pursue disciplinary action against the students in question.

ELECTRONIC COMMUNICATIONS

- Electronic communication with Course Instructors must be sent through your official UWaterloo email account. The instructor will not respond to any requests or messages sent via personal email accounts or social media.
- The instructor will try to reply to inquiries from students within two business days. Please ensure that you include a meaningful email subject and be sure to include your name.
- Make sure you consult the course outline/syllabus, LEARN and other course materials before submitting inquiries through LEARN.
- Laptop use in-class
 - Laptops, smart phones and tablets are permitted in class for course-related purposes only. Anyone who is distracting to other students for off-task activities (e.g. checking email, chatting, social media, non-course sites, playing on-line games, etc.) will be asked to leave the class.
- Devices should be silent in-class.

University Academic Policies

INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or used by the instructor with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

ACADEMIC INTEGRITY

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here:

<http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>.

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial:

<https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>.

NOTE FOR STUDENTS WITH DISABILITIES

AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

MENTAL HEALTH

The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

RELIGIOUS OBSERVANCES

Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

GRIEVANCE

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

APPEALS

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

UNCLAIMED ASSIGNMENTS

Unclaimed assignments will be retained for until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

COMMUNICATIONS WITH INSTRUCTOR AND TEACHING ASSISTANTS

All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

RECORDING LECTURES

- Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course.
- If allowed, video recordings may only include images of the instructor and not fellow classmates.
- Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

THE WRITING CENTRE

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Grading Expectations

SEED grading expectations. Consistent with SEED policy, assessments are designed to provide fair evaluation of undergraduate performance and avoid grade compression.

Grade (%)	Qualitative description	Expected distribution
90+	Exceptional – in the sense that grades above 90 should be the exception and granted only where the student performance clearly exceeds the course expectations and shows full mastery of the subject matter of the course	10-20%
85 -90	Outstanding – demonstrates excellence and an insightful grasp of the subject matter. Marks here should be awarded to students that clearly exceed the expected performance in the course relative to other students.	
80-85	Excellent – demonstrates a strong grasp of subject matter in all or most areas of the course and ability to produce work of consistently high quality	60-80%
75-80	Very good – demonstrates strong grasp of subject matter across most areas of course and good or satisfactory knowledge in others, as well as ability to produce work above expected level.	
70-75	Good – demonstrates good knowledge of fundamental concepts and satisfactory understanding of more advanced ideas within course. Has ability to produce work at required level.	
65-70	Satisfactory – demonstrates basic understanding of fundamental concepts within course, but lacks advanced understanding of application. Inconsistent quality of work, but overall at required level.	10-20%
60-65	Minimally satisfactory – student achieves minimum expectations in most areas, and produces work that rarely exceeds minimal requirements	
50-60	Marginal performance – student demonstrates superficial grasp of subject matter in many areas of the course.	
Below 50	Fail	