

## **HSPV 711 THESIS II Spring 2022**

Thursdays 8:30-11:30 am | McNeill 582

Zoom link: <https://upenn.zoom.us/j/96520482197?pwd=UzkrRDJqdjFZSIIEUjh0RDBONHpMZZ09>

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Office: Center for Architectural Conservation

Office hours: Thursdays 1:00-3:00 pm (Zoom or in person)

Advance sign-up required: <https://keciafong.youcanbook.me/>

“Avoid narrative plod, purge inert data, go for the core, make the case stand for something.”

Emerson on writing, quoted in NYT Book Review, August 10, 2003, p.15.

### **Course Description**

HSPV 711 Thesis II continues the work begun in HSPV 710 and is designed to assist and support students in the completion of their theses in Historic Preservation. It supplements the recommended every-other-week meetings with individual advisors. The goal of the thesis is demonstrated mastery of the research process by exploring a question of academic/professional relevance to the preservation field and presenting the results of the study in accordance with the highest standards of scholarly publishing. HSPV 710/711 Thesis provides a broad framework for achieving that goal while leaving more concentration- and topic-specific guidance to individual thesis advisors. Intermediate deadlines are designed to help you stay on track, but it is your responsibility to meet regularly with your advisor and produce coherent written material (including citations) for that advisor to review. In HSPV 711, you will receive both continued general instruction on thesis writing, research methods, and literature review as well as collective support and feedback from your cohort as we work together through the research and writing process. Although we will meet as a full group infrequently (see schedule) you must invest substantial time regularly each week to move your project forward.

As a general guide, a thesis should be comparable to a long-form scholarly journal article, or a chapter of a book. This equates to 16,000 - 24,000 words, (inclusive of references), plus figures. Part of your challenge in writing a thesis is understanding how to most effectively use your data to argue your points. Concision is a well developed skill. See the Emerson quote above. The more concise you are in your writing, the clearer your argument will be, the more tightly you will hold your reader's attention. The path to a strong thesis begins with a clear thesis statement. While it is expected that you will consult previous theses as part of your research process, you should not necessarily use them as a guide for length, format, or model writing. Refer to current HSPV Thesis Guidelines for expectations and directions on format and length.

## Course Objectives

Over the course of the Spring semester, through readings, class discussions, and assignments students will:

- Familiarize themselves with the structures and standards of professional publications.
- Develop a schedule for thesis completion
- Conduct and complete a literature review
- Develop a thesis outline
- Define what constitutes their data
- Select and apply a methodology appropriate to the research question, for data collection, and data analysis.
- Collect and analyze data
- Develop an evidence-based argument
- Hone their skills in scholarly and professional writing
  - Including proper citation of sources and ideas
  - Revision and editing
- Develop skills as professional colleagues through peer review and feedback
- Complete a Master level thesis

## Rationale

A thesis is a proposition laid down or stated (“I propose to...”) and explored through research involving data collection, reading, writing, analysis, experimentation, and graphic and visual representation. The thesis is intended as a demonstration of competency in undertaking an independent research project in the field, and specifically in a students’ chosen area or concentration.

Thesis subjects should relate to an individual’s interest and preparedness through the core and elective courses. Students should consult the departmental thesis abstracts (<https://www.design.upenn.edu/historic-preservation/work/thesis>) and Penn Libraries Scholarly Commons web site (<http://repository.upenn.edu>) to review past thesis topics. Thesis advisors are assigned by the faculty according to the thesis subject and fit of expertise, usually in the beginning of the fall semester.

Only through meaningful research can students achieve the sense of mastery that accompanies a mature engagement with the kinds of questions that are embedded in scholarly activity. The

term “research” will have different meanings within the preservation field. Certain common factors define the graduate research experience:

- Employing the methodology of a discipline: In the research process, graduate students learn to employ the basic tools of one or more disciplines or epistemological traditions—i.e., history, architecture, the social sciences, the physical sciences.
- Handling primary materials or raw data: At the heart of the research experience is the student’s grappling with the “stuff” of scholarship or the creative act. This could involve conducting an experiment, examining primary and secondary sources, conducting interviews, documenting case studies, or working with a medium of artistic expression.
- Learning from a mentor: The graduate research experience is informed by consultation with an advisor from the faculty, while responsibility of the production of the research lies with the student.
- Confronting a problem or question of interest to practitioners in the field: While the activities of the graduate research experience vary depending on the subject of study and a student’s goals, they should be shaped by the framing of a question or problem in terms of the preservation field’s current state of knowledge. Theses are most satisfying when they break new ground.
- Documenting the process and the results of one’s work: From the initial statement of an argument based on the thesis proposition (“I propose to...”), through formulation of a methodology (how), data collection and analysis (what), clear communication of the work is key. Documentation normally takes the form of a scholarly paper or design proposal defining the problem, elaborating on methodology, data sources (carefully cited), analyses performed, and drawing conclusions and recommendations.

### Key Dates

<b>13 January</b>	First day of class. Informal Thesis presentations at the start of the semester
<b>17 March</b>	Mid-term Presentations (part I)
<b>24 March</b>	Mid-term Presentations (part II)
<b>7 April</b>	Full Thesis Draft due to advisors for review and comment (this is a hard deadline)! While advisors are reading, the student should start finalizing figures, captions, tables and bibliography. We expect that you will submit

one or more revised versions to your advisor in advance of the May final submission deadline

**14 April:** Advisor approved and formatted Thesis due to [Box Folder HSPV 711 Thesis II - Formatting Review](#) for formatting review by HSPV office by 5:00 pm.

**2 May:** **Final advisor and format reviewer approved digital thesis due to [Box Folder HSPV 711 Thesis II - Final Approved](#) by 5:00 pm.**

Thesis submittal must be accompanied by email notification to advisor

**5 May:** One minute lightning talks and reception at 5:00 pm

Submit a ***thesis abstract*** via the [HSPV Thesis Abstract Google Form](#). See HSPV Thesis Submission Guidelines for directions. Thesis abstracts are due by 5:00 pm today.

NB: Individual advisor meetings: should be scheduled approximately every other week throughout the course of the semester.

## Requirements

**Attendance:** The success of our working group depends upon the thoughtful engagement of the entire group. Enrolled (non-audit) students are required to attend and actively participate in all class meetings. In certain weeks, the class may be divided into working groups or students may meet one-on-one with the instructor, (or each other), rather than as the full group. If, due to extenuating circumstances, you will be unable to attend a particular class session, please notify the instructor as far in advance as possible. Students are responsible for catching up on any missed work. Unexcused absences will negatively affect your grade.

**Assignments:** All assignments are due by *8:00 am to the course Canvas site on the designated due dates*. All written assignments should be double spaced with page numbers. Include your name, Assignment #/Title, and date.

**Readings:** Required readings are listed in the syllabus and posted on Canvas. Readings for the week are to be completed before class so that you can constructively participate in the class. The responsibility to participate is a shared one. If you have not already done so, I strongly recommend you purchase Booth, Leedy and Ormrod, and Turabian as you will want to refer to these texts throughout the year. You can access the *Chicago Manual of Style* online through Franklin.

**Grades:** HSPV711/Thesis II is a required course. As the thesis represents the culmination of your academic efforts, I assume you will do the work to the best of your ability. There will be two grades only: A for all work completed and submitted on time including the final

presentation and F for work not completed and submitted on time. Scheduled class attendance is required. Successful completion of HSPV710 and 711 are required to graduate.

### Policies & Learning Environment

**Academic Integrity:** Academic honesty is fundamental to our scholarly community. The Penn Student Handbook (<https://www.design.upenn.edu/student-handbooks>) contains the University Code of Academic Integrity, to which the School of Design strictly adheres. A confirmed violation of that Code in this course will result in a failing grade and likely in other disciplinary measures. The UPenn Code of Academic Integrity is available online at: <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>

**Late work:** Unless you contact the instructor at least 24 hours in advance of the deadline or have a last-minute emergency, no written work will be accepted late.

### #AskMe

In order to insure a positive, open and respectful learning environment, I invite you all to email me as to how you identify: name to use in class, preferred pronouns to help us create the best classroom environment possible to learn.

### Equal Opportunity

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the office of Student Disabilities Services (SDS). Please make an appointment to meet with me as soon as possible in order to discuss your accommodations and your needs. If you have not yet contacted SDS, and would like to request accommodations or have questions, you can make an appointment by calling SDS 215.573.9235. The office is located in the Weingarten Learning Resources Center/Stouffer Commons 3702 Spruce St- Suite 300.

### Laptops/tablets/mobile phones

It is understood that laptop computers will be used only for taking lecture notes or for activities directly related to in-class exercises, not for homework or non-academic purposes. Rogue activities are distracting, disruptive, and disrespectful to our collective objectives to learn through classroom participation. In-class computer use is a privilege that may be suspended at the instructor's discretion if the above guidelines are violated. All mobile phones are to be turned off and placed out of sight during class.

### Expectations of Written Work

All written work should be argument-driven and evidence-based. You should cite all sources using a consistent citation style (*Chicago Manual of Style* preferred, but others are acceptable). Note: *there are different formatting conventions for footnotes / endnotes and bibliographies* as well as for books, articles, manuscripts, and other sources. You are expected to correctly employ these conventions. Do not presume that your advisor or your citation software will correctly format your citations. All assignments should be double-spaced with numbered pages. HSPV-specific formatting guidelines for the final thesis are contained in the HSPV Thesis Guidelines. These are revised each year and are posted on Canvas.

### Additional Writing/Research Support

As this is a writing-intensive course, please plan ahead to take advantage of the writing resources available on campus, including:

- The Writing Center provides writing support to students across Penn's schools and departments. Peer and faculty writing specialists offer individual writing guidance, as well as more general writing workshops. For further information, and to schedule an appointment, see: <http://writing.upenn.edu/critical/wc/>.
- The Weingarten Learning Resources Center provides professional consultation services in university relevant skills such as academic reading, writing, study strategies, and time management. For further information, and to schedule an appointment, see: <http://www.vpul.upenn.edu/lrc/>.

### Readings

#### **Required:\***

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams et al., *The Craft of Research*, Chicago: University of Chicago Press.

Leedy, Paul D. and Jeanne Ellis Ormrod. *Practical Research: Planning and Design*, New York: Pearson.

\*NB: any recent edition of the above texts may be substituted as chapters are same/similar-inexpensive used copies readily available through Amazon, etc.)

Brian Lucey, "Peer Review: How to Get it Right - 10 Tips," *The Guardian*, 27 September 2013,  
<https://www.theguardian.com/higher-education-network/blog/2013/sep/27/peer-review-10-tips-research-paper>

COPE Council. "COPE Ethical Guidelines for Peer Reviewers" English.  
<https://doi.org/10.24318/cope.2019.1.9 Version 2>: September 2017.

Harry Guinness, "How to Edit Your Own Writing," *The New York Times*, 7 April 2020,  
<https://www.nytimes.com/2020/04/07/smarter-living/how-to-edit-your-own-writing.html>

Jane Rosensweig, "The Whistle-Blower Knows How to Write," *The New York Times*, 27 September 2019, <https://www.nytimes.com/2019/09/27/opinion/whistleblower-complaint.html?searchResultPosition=1>

**Reference:**

*Chicago Manual of Style*, 17th ed., Chicago: University of Chicago Press, 2010. (available online through Franklin)

Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed., Thousand Oaks: Sage, [any edition].

Strunk Jr., William and E.B. White, *Elements of Style*, Fourth Edition New York: Pearson, [any edition]

Turabian, Kate, *A Manual for Writers of Term Papers, Theses, & Dissertations* [any edition]

**Recommended:**

Bauer, Henry H. "Scientific Literacy and the Myth of Scientific Methods," in *The So-Called Scientific Method*, Urbana: University of Illinois Press, 1992.

Eco, Umberto. 2015. *How to Write a Thesis*. Cambridge, MA: MIT Press, 2015 .

Hall, John R. *Cultures of Inquiry: From Epistemology to Discourse in Sociohistorical Research*, Cambridge, UK: Cambridge University Press, 1999.

McPhee, John, *Draft No. 4: On the Writing Process*, New York: Farrar, Strauss and Giroux, 2017.

Zinsser, William, *On Writing Well*, 30th Anniversary Edition. New York: Harper's 2016.

**Websites and Digital Resources:**

<https://gsc.upenn.edu/academic-programs/thesis-and-dissertation-support#resources>

Check out upcoming workshops and events including research basics, time management, use of Zotero and Mendeley, etc.

**Class Schedule and Assignments**

**Week 1**

**13 January**

**Course Overview**

- Review and discuss course objectives and schedule
- Review of student progress and questions

Readings

Booth, "Planning and Drafting" in *The Craft of Research*.

Jane Rosensweig, "The Whistle-Blower Knows How to Write," *The New York Times*, 27 September 2019.

Assignment #1

Come prepared to give a 5 minute presentation on your thesis proposal and current status. This need not be formal but it should be organized.

Presentations should address the following:

- What is your thesis statement/problem?
- What gap does it fill in knowledge?
- How do you propose to answer the question? (Methods & Data)
- Have you completed a literature review, if not, where are you in the process?
- What key challenges have you encountered in your thesis project thus far?

This is an oral presentation. Powerpoint slides are not required.

**Week 2**

**20 January**

**Data and Methodology**

The selection of a research methodology is directed by your research question, the types of data you plan to collect, and the constraints of your research project.

Read the Creswell chapters on Methods and come prepared to discuss:

- The methods readings

- Which methods you propose to use for your thesis project and why
- What you consider to be your data (think types of data)

Readings

Skim all the Creswell chapters on Methods but focus on the chapter or chapters that are most relevant to your research project.

[Creswell, "Quantitative Methods," in \*Research Design: Qualitative, Quantitative, and Mixed Methods Approach\*, 5th ed., Los Angeles: Sage, 2018. 147-78.](#)

[Creswell, "Qualitative Methods," in \*Research Design: Qualitative, Quantitative, and Mixed Methods Approach\*, 179-212.](#)

[Creswell, "Mixed Methods Procedures," in \*Research Design: Qualitative, Quantitative, and Mixed Methods Approach\*, 213-46.](#)

Assignment #2

Two documents are due today:

- **Outline of your thesis** - with chapter headings and subheadings
- **Schedule for thesis completion** - Your schedule should include:
  - mtgs. with advisor
  - fieldwork (if applicable)
  - testing (if applicable)
  - literature review completion
  - data collections completion
  - data analysis
  - chapter completion mile markers
  - final revisions

The schedule can be created in either excel or word. Consult with me in advance if you would prefer to use a different software.

Week 3

**27 January**

**In class writing session**

I will introduce a strategy for writing with a partner or in a group. We will state our writing objectives for the session. Write on our own for a determined amount of time and meet back again to discuss the results.

Readings

Booth, "Introductions and Conclusions," in *The Craft of Research*, 4<sup>th</sup> ed., 232-47.

Creswell, "The Introduction" and "The Purpose Statement," in *Research Design*, 101-32.

## **Week 4**

**3 February**

### **Peer Review and Scholarly Publishing**

- Purpose, practice, objectives, ethics, and responsibilities
- Expectations and characteristics of scholarly writing and publishing
- Come prepared to discuss the Peer Review documents and to offer a critique of the manuscript excerpt on Meyershoff.

**Readings**

COPE Council. "COPE Ethical Guidelines for Peer Reviewers" English.  
<https://doi.org/10.24318/cope.2019.1.9> Version 2: September 2017.

Brian Lucey, "Peer Review: How to Get it Right - 10 Tips," *The Guardian*, 27 September 2013, <https://www.theguardian.com/higher-education-network/blog/2013/sep/27/peer-review-10-tips-research-paper>

COT Peer Review Guidelines

COT CFA "Sounding Heritage"

COT\_ms\_Meyershoff\_Anon

[Creswell, "Review of the Literature" in \*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches\*, pp. 27-48.](#)

[Leedy and Ormrod, "Review of the Related Literature" in \*Practical Research Planning and Design\*, pp. 64-84.](#)

**Assignment #3**

Submit a five page, double spaced, excerpt or synthesis of your thesis project. Your five page excerpt may be a portion of a chapter you are currently writing.

If you submit an excerpt make sure to include an opening synthetic paragraph for the reviewer that states your thesis topic and the focus of the chapter from which the excerpt is extracted.

If you submit a synthetic overview of your thesis, perhaps an evolved version of your thesis proposal, the synthesis should be presented in narrative form (i.e. not bullet points or lists of definitions). If you submit a synthesis, consider the following components:

- Topic or statement of the problem - what you propose to investigate
- Rationale - why, what gaps in knowledge do you aim to fill or bridge?
- Delimitations - what will you not be addressing in your project?
  - Limitations - you might also consider the limitations (factors beyond your control that may influence the types, extent, and reliability of the data you collect)

- Literature Review - what are the key bodies of literature within which you contextualize your contribution?
- Methods - What methods will you use to collect data?
- Data - what is your data or what constitutes your data (types)

### **Week 5**

**10 February** STUDIO TRAVEL WEEK - No class but there is an assignment!

Assignment #4 There are two parts to this assignment:

#### **Part I**

- write a one page peer review. Refer to the COT Peer Review Guidelines.
- Additionally, you may use track changes in the document itself if you'd like to provide in text feedback to your peer.
- Submit your one page peer review to canvas by 8 am today, 10 February.

#### **Part II**

- meet with your peer to discuss one another's reviews and constructive comments. You two can choose a mutually convenient time to meet but you must have met **before** class next week, **17 February**.

### **Week 6**

**17 February** Discussion of "model" article

Readings A "model" article of your choice.

Assignment #5 **Part I**

- Select a "model" article or chapter that embodies some of the elements of a research project that you wish to use as inspiration for your own work. The model article need not be on your precise topic.
- Post your model article to Canvas by 8:00 am today.

#### **Part II**

- Present to the class your assessment of your "model" article or chapter. You will have five minutes for an oral presentation of the article. Consider the following:
  - Selection and use of methods
  - Research design
  - Approach to the topic
  - Organizational structure of the article

- Use of data and evidence to construct an argument
- Use of qualitative and quantitative data
- Use of figures
- Literature review

What did you appreciate or dislike about any or all of these aspects and others?

This assignment asks you to read critically not just for content but to understand how the article or argument was built, the research design, and the overall effect of the composition.

### **Week 7**

**24 February**

**Open / In class writing session** - Group writing or one on one meeting with Kecia Fong

Readings

Booth, “Organizing Your Argument” in *The Craft of Research*, 189-99.

### **Week 8**

**3 March**

**Visualizing data** - John Hinchman

Readings

Booth, “Communicating Evidence Visually,” in *The Craft of Research*, 214-31.

Assignment #6

Submit 2 sample figures with captions from a published article, book, professional report, thesis, or dissertation. One figure should be qualitative and the other figure should be quantitative. Be ready to present your critique of each. How have the figures and captions been used effectively or not?

### **Week 9**

**10 March**

**SPRING BREAK** - No class

### **Week 10**

**17 March**

**Mid-term Presentations, Pt 1** - Faculty guests invited

- 10 mins + 5 mins Q + A

Assignment

Upload ALL pdf presentations on Canvas by 5 pm on 16 March.

**Week 11**

**24 March**

**Mid-term Presentations, Pt 2** - Faculty guests invited

- 10 mins + 5 mins Q + A

Assignment

Upload ALL pdf presentations on Canvas by 5 pm on 16 March.

**Week 12**

**31 March**

**Editing and Revising**

- Come prepared to class to discuss one writing challenge you face.

Readings

Booth, "Revising Style," in *The Craft of Research*, 4<sup>th</sup> ed. 248-68.

Harry Guinness, "How to Edit Your Own Writing," *The New York Times*, 7 April 2020, <https://www.nytimes.com/2020/04/07/smarter-living/how-to-edit-your-own-writing.html>

**Week 13**

**7 April**

**Formatting the Final Product** - Molly Lester

Your final draft is DUE to your advisor TODAY. While the official formatting may not yet be complete, the content should be. Your advisors have one week to review and offer comments for revision and clarification.

Readings

Review Thesis formatting guidelines and Lester Video

Assignment

**Full Draft due to Advisor**

**Week 14**

**14 April**

**Open Session**

Your final formatted thesis is DUE today. Submit your thesis to the [Box Folder HSPV 711 Thesis II: 1\) Formatting Review](#). At this point:

- all of your Advisor's comments should be integrated,
- your revisions completed and confirmed by your advisor, and
- your thesis formatted according to the HSPV Thesis Submission Guidelines.

Formatting reviewers will not accept theses that have not received final content approval from advisors.

Your thesis is now ready for formatting review. The reviewers will review your thesis for compliance to University formatting regulations and offer comments for revisions as necessary. Only after formatting reviewers have approved your thesis will it be considered FINAL and COMPLETE.

Assignment      **Full formatted pdf due for format check**

**Week 15**

**21 April**      **Open Session** - Group writing or individual meetings with Kecia Fong  
• Final edits and revision