# MIN 5804B Masters Colloquium B

Spring 2025

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# I. Description:

For many graduate students, the process of deciding on and writing a thesis can be overwhelming and confusing. The Masters Colloquium will help demystify this daunting process through a seminar that is part support group, part motivational program, and part collective ideas factory.

MIN 5804B is the second of a two-semester sequence. While each student primarily works with the thesis advisor, Colloquium B provides an opportunity to share the student’s thesis in progress with other students. Discussions, feedbacks, and comments among students and collegial supports and encouragements help the student to complete the thesis in a timely manner. (Pass/fail; *0 credits*)*.*

# II. 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.

# III. Requirements:

Class meetings are via zoom. The same zoom link is used for all sessions.

<https://zoom.us/j/96194959770>

1. Attend each class session and fully participate in class discussions.
2. Submit a one-page summary of your reflection at the last session.
3. Show the evidence that you nearly finished your draft thesis/project by the last session.

# IV. Textbook: No textbook required.

# V. Grading:

Grading is Pass/No pass. To pass the course, students must demonstrate that they have nearly (80% or more) completed an initial draft of their Thesis/Project.

# VI. Academic Integrity

# Plagiarism and Academic Integrity Policy

# 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. HJI reserves the right to delete postings on HJI 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.

# VII. Assessment Rubric for Student Learning Outcomes

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| --- | --- | --- | --- | --- | --- |
| **Learning Outcome** | **Beginning** | **Improving** | **Proficient** | **Outstanding** | **Score** |
| 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 filed; lack specificity.  | Clearly articulate its contributions to the field.  | Clearly articulate its specific contributions to the field with awareness of its strength and weakness. |  |
| 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. |  |

# VIII. A Plan of Class Meetings (subject to change)

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| Session | Dates/Times | Topics |
|  | 1 pm-2 pmMon. Feb. 3The same zoom link is used for all sessions, <https://zoom.us/j/96194959770> | **Thesis Proposal Presentation and Peer Feedback.** **Process of Thesis/Project Completion*** Welcome and review course expectations.
* Emphasize that the faculty thesis advisor is the primary guide.
* Process of Thesis/Project Completion (PPT presentation by the instructor)

**Student Proposal Presentations:*** Each student presents the overview of their approved thesis proposal (5 minutes per student) to the class.
* Students give feedback to each presenter.

**Q&A and Discussion:*** Any concerns or questions about the completion of the thesis/project

**Note.** * Students must circulate their proposals one week in advance and come prepared with questions.
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|  | 1 pm-2 pmMon. Feb. 10 | **Citation, plagiarism, and copyrights (librarian)**1. Bibliographic citation* Citation format
* Citation management tools

2. Plagiarism and copyrights |
|  | 1 pm-2 pmMon. March 10 | **Progress Check**Each student presents: 1) key arguments; 2) thesis structure; 3) the progress of the thesis/project. This is the opportunity to discuss challenges and give advice to each other. The instructor gives practical advice to complete the thesis/project. |
|  | 1 pm-2 pmMon. April 21 | **Polishing Drafts and Final Submission Guidance**Each student gives the progress report, followed by other students’ feedback, instructor’s advice, and discussion**How to submit the final thesis to ProQuest (Librarian)** |
|  | 1 pm-2 pmMon. May 12. | **Reflection** * Share experiences and personal growth through writing a thesis/project as well as student learning outcomes described in the rubric.
* Discuss challenges overcome and key takeaways.

**Future Opportunities** * Explore how to leverage the thesis for academic or professional pursuits.
* Discuss potential publications or conference presentations.
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|  | 1. Submit a one-page summary of your self-reflection. **Due: May 12.**
2. Upload or show your draft thesis/project in progress. **Due: May 12.**
3. You must work with your thesis advisor to complete the thesis/project and submit final clean copy to ProQuest Thesis/Dissertation Database based on HJI Librarian’s instruction.
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