

**Carleton University**  
**College of the Humanities**  
**Religion Program: RELI 5780**  
**Research Methods**  
**Winter 2022**

**Instructor Information**

Professor: Kimberly Stratton  
Office Location: 2A61 Paterson Hall  
Office Hours: W 1-2pm (online)  
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**Course Information**

Class Location: Online (Zoom link provided on Brightspace)  
Class Meetings: T 11:35-2:25 (synchronous)  
RELI Site: [www.carleton.ca/religion/](http://www.carleton.ca/religion/)

**Course Description**

This seminar, conducted as a hands-on workshop, guides students through the process of writing a master's research essay (MRE): from the formulation of a thesis and the construction of an outline, to writing 20 pages of your final MRE.

**Course Objectives**

This course imparts research skills that will assist you in the successful and timely completion of your MRE. Assignments guide students in the acquisition of specific research and employability skills: project management, identifying and working with theory, identifying and accessing primary source data, formulating a thesis, articulating the contribution to knowledge, constructing an outline, synthesizing complex ideas into an academic abstract, improving reading and writing skills, oral presentation skills, learning to give and take constructive feedback, revising drafts. The mark you receive will be based on the extent to which you meet the course objectives by: (1) engaging fully and participating *every* week; (2) performing at a high level on course exercises; (3) offering high quality peer feedback (detailed questions, comments, critiques, and support) on the work of your peers; (4) submitting a solid, *20 page written section of your MRE, plus a bibliography*.

**Learning Outcomes**

By the end of the course successful students should be able to:

- Produce an annotated bibliography
- Formulate a defensible and original thesis for the MRE
- Produce a clear and logical outline for the MRE
- Organize and time-manage a large academic research project
- Write an academic abstract for a conference paper or article
- Offer critical and constructive feedback on each other's work
- Productively respond to peer-review
- Present ideas orally in class
- Write and present a conference-length research paper (10pp)
- Write a polished 20-page section of the MRE

## Evaluation

This course is a workshop, which means that the bulk of the learning occurs hands-on, face-to-face, and in class (via zoom). For that reason, attendance and participation account for the largest percentage of your mark (20%). Because the learning objectives for the course are focused on *skills* acquisition rather than knowledge acquisition, marks indicate my perception of the care and attention you have put into mastering a particular skill. Since I am not an expert in each of the fields represented by the cohort, I am not able to evaluate *knowledge* content (the quality or originality of your ideas as they pertain to the specifics of your field). I expect you to submit the work relevant to your MRE (i.e., bibliography, thesis, abstract, outline, and final paper) to your supervisor for field-specific feedback on the progress of your project. I will give a short report to your supervisors on progress or any problems that I perceive during the course of this class.

## Assignments/Assessments

Active and engaged participation and constructive peer feedback:	20%
- More than 2 absences without a medical note (or self-declaration) will result in an 'F' for the course	
- Every 15 min missed (arriving late or leaving early without legitimate excuse) deducted at 10% off that day's mark	
Academic Agenda:	5%
Annotated Bibliography:	5%
Primary Source Data Plan:	5%
Theory Article Abstract (2 x 5%)	10%
Thesis Proposal	10%
Outline:	10%
Paper Presentation:	10%
Final Paper:	25%

## Schedule of Work

<b>Jan. 11<sup>th</sup></b>	<b>Intro to Course: From Topic to Thesis, What is the Difference?</b> Workshop Skills: Project Management
<b>Jan. 18<sup>th</sup></b>	<b>Surveying the Field and Finding your Research Question</b> Workshop Skills: Research Strategies, Photo Reading DUE: Academic Agenda
<b>Jan. 25<sup>th</sup></b>	<b>What is your Primary Evidence/Data?</b> Workshop Skills: Data management DUE: Annotated bibliography (15-20 sources)
<b>Feb 1<sup>st</sup></b>	<b>Finding the Right Theory</b> Workshop Skills: Identifying Useful Theory; Abstract writing workshop DUE: Primary source Data Plan (identify primary source(s) for MRE; explain how you intend to access and organize data)
<b>Feb. 8<sup>th</sup></b>	<b>Present Theoretical Article: Group A (30 min)</b>

Workshop Skills: Oral Presentation, Active Listening, and Constructive Questioning

DUE: abstract for one (1) assigned reading

**Feb. 15<sup>th</sup>**

**Present Theoretical Article: Group B (30 min)**

Workshop Skills: Oral Presentation, Active Listening, and Constructive Questioning

DUE: abstract for (1) assigned reading

**Feb. 22<sup>nd</sup>**

*Winter Break; No Class*

**Mar 1<sup>st</sup>**

**Lessons from Belcher: So What? Claim for Significance; Enter Scholarly Conversation**

Workshop Skills: Identify Scholarly Contribution and Articulate Significance

DUE: Notes/Reflections on Above

**Mar 8<sup>th</sup>**

**Thesis presentation: Group A (30 min)**

Workshop Skills: Oral Presentation, Critical Thinking, Giving Constructive Feedback

DUE: Thesis (written as abstract)

**Mar. 15<sup>th</sup>**

**Thesis presentation: Group B (30 min)**

Workshop Skills: Oral Presentation, Critical Thinking, Giving Constructive Feedback

DUE: Thesis (written as abstract)

**Mar. 22<sup>th</sup>**

**Presentations of MRE Outlines: Group A (30 min)**

Workshop Skills: Oral Presentation, Active Listening and Constructive Questioning

DUE: Outlines for Group A

**Mar. 29<sup>nd</sup>**

**Presentations of MRE Outlines: Group B (30 min)**

Workshop Skills: Oral Presentation, Active Listening and Constructive Questioning

DUE: Outlines for Group B

**April 5<sup>th</sup>**

**Present 10pp conference style paper: Group A (30 min)**

Workshop Skills: Oral Presentation, Active Listening and Constructive Questioning

**April 12<sup>th</sup>**

**Present 10pp conference style paper: Group B (30 min)**

Workshop Skills: Oral Presentation, Active Listening and Constructive Questioning

**Apr. 28<sup>th</sup>**

**Final Papers Due**



# Humanities

## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

[This schedule](#) contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the [Important Dates and Deadlines section](#) of the Registration Website.

### Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

### Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### Academic Integrity Policy (updated June 2021)

**Plagiarism** is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

**Examples of plagiarism** include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

## Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

### Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

### Requests for Academic Accommodation

You may need special arrangements to meet your [academic obligations](#) during the term. For an accommodation request, the processes are as follows:

#### Religious Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation](#).

#### Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. . For more details, please review the [Student Guide to Academic Accommodation](#).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

## **Grading System at Carleton University**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

## **Course Sharing Websites and Copyright**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).  
[More information](#)

## Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

## Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

## Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals Registrar's Office "Defer an Exam" page](#)

## Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).



If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

## Department Contact Information

*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)