

UNIVERSIDAD AUTÓNOMA DE CHIHUAHUA  UNIVERSIDAD AUTÓNOMA DE CHIHUAHUA UNIDAD ACADÉMICA: FACULTAD DE FILOSOFÍA Y LETRAS PROGRAMA DEL CURSO: THESIS REPORT SEMINAR DRA. IRLANDA OLAVE MORENO	DES:	Educación y Cultura
	Programa(s) académico(s)	Licenciatura en Lengua Inglesa
	Tipo de Materia: <i>Obligatoria / Optativa</i>	Optativa
	Clave de la Materia:	
	Semestre:	Noveno
	Área en plan de estudios (B,P,E, O):	Específica
	Total de horas por semana:	3
	Laboratorio o Taller:	
	h./semana trabajo presencial/virtual	
	h./semana laboratorio/taller	
	h. trabajo extra-clase:	
	Total de horas por semestre: <i>Total de horas semana por 16 semanas</i>	64
	Créditos totales:	
DESCRIPCIÓN DE LA UNIDAD DE APRENDIZAJE/ CURSO:		
Course Description:		
This course guides students through the final stages of thesis preparation and defense. It covers essential aspects such as formulating conclusions, evaluating contributions to knowledge, synthesizing thesis chapters, crafting effective introductions, writing comprehensive abstracts, preparing for thesis defense presentations, handling defense questions, and fine-tuning thesis components. Students learn to summarize research findings, interpret results, discuss limitations, make recommendations for future research, and reflect on their personal research journey. They also acquire skills in ensuring coherence between thesis chapters, structuring presentations, anticipating and addressing defense questions, and polishing thesis components for clarity and correctness.		

COMPETENCIA PRINCIPAL QUE SE DESARROLLA: Investigación en educación, artes y humanidades

Descripción general: Demuestra capacidad para investigar de forma interdisciplinaria fenómenos educativos, artísticos y humanísticos mediante metodologías cuantitativas, cualitativas y mixtas.

Competencia Específica: Edición de textos

Descripción general: Redacta, edita y gestiona la publicación de textos en inglés y en español, basándose en los principios teóricos y metodológicos específicos a la expresión escrita.

OTRAS COMPETENCIAS A LAS QUE SE CONTRIBUYE CON EL DESARROLLO DE LA UNIDAD DE APRENDIZAJE/CURSO**Competencia o eje transversal: Excelencia y Desarrollo Humano**

Descripción general: La excelencia educativa promueve el desarrollo humano integral con resultados tangibles obtenidos en la formación de profesionales con conciencia ética y solidaria, pensamiento crítico y creativo, así como una capacidad innovadora, productiva y emprendedora.

DOMINIOS (Se toman de las competencias)	OBJETOS DE ESTUDIO (Contenidos, temas y subtemas)	RESULTADOS DE APRENDIZAJE	METODOLOGÍA (Estrategias, secuencias, recursos didácticos)	EVIDENCIAS DE DESEMPEÑO
Investigación en educación, arte y humanidades Conoce y distingue diversas corrientes del pensamiento, referentes a su área. Utiliza en su práctica métodos fundamentados en principios epistemológicos. Desarrolla, promueve y difunde la investigación en educación, artes y humanidades, en relación a los fenómenos sociales. Estudia diversos fenómenos educativos, artísticos y humanísticos, apoyándose en métodos de investigación. Analiza problemáticas y	Study Object 1 Formulating Conclusions Subtopics: Summarizing research findings and their implications Interpretation of the results within the context of existing literature and theoretical frameworks. Discussion of Limitations	Study Object 1: Formulating Conclusions Understanding of summarization techniques for research findings and implications. Analysis of interpretation methods within existing literature and theoretical frameworks. Application of effective limitation discussion techniques.	Study Object 1 Formulating Conclusions Explain the process of summarizing research findings and their implications. Discuss methods for interpreting results within existing literature and theoretical frameworks. Teach techniques for discussing limitations effectively.	Written summaries of research findings and their implications. Comparative analysis charts showing how results align with theoretical frameworks. Written reflections on overcoming limitations in the research process.
	Study Object 2: Evaluating Contributions to Knowledge Subtopics: Recommendations for Future Research Practical Implications Personal Reflection Closing Remarks:	Study Object 2: Evaluating Contributions to Knowledge Evaluation of research significance. Development of recommendations for future research and practical implications. Recognition of the importance of personal reflection in thesis conclusion.	Study Object 2: Evaluating Contributions to Knowledge Detail how to evaluate contributions to knowledge. Offer guidance on providing recommendations for future research and practical implications. Discuss the importance of personal reflection and how it contributes to closing remarks.	Written evaluations detailing the significance of research contributions. Proposal drafts outlining future research directions and potential applications. Personal reflection journal entries discussing the role

formula propuestas que contribuyan al mejoramiento de las áreas educativas, artísticas y humanísticas. Edición de textos: Usa paquetes básicos de textos, imágenes e información electrónica para la edición y redacción de textos. Realiza búsqueda de información electrónica y la discrimina para sustentar la redacción y edición de textos. Consulta y se apoya en expertos en la materia para sustentar su trabajo. Aplica principios y normativas de redacción y edición de textos. Excelencia y Desarrollo Humano Desarrolla el pensamiento crítico a partir de la libertad, el análisis, la reflexión y la argumentación				of reflection in shaping closing remarks.
	Study object 3: Synthesizing Chapters and Creating Cohesion Subtopics Techniques for ensuring coherence and flow between chapters Integrating findings from the literature review, methodology, data analysis, and conclusions Strategies for addressing any gaps or inconsistencies in the thesis	Synthesizing Chapters and Creating Cohesion Utilization of chapter synthesis techniques. Implementation of strategies for coherence and flow between chapters. Integration of findings across thesis sections to address gaps or inconsistencies.	Study Object 3: Synthesizing Chapters and Creating Cohesion Teach techniques for synthesizing chapters and creating cohesion. Provide strategies for ensuring coherence and flow between chapters. Discuss methods for integrating findings from various sections of the thesis and addressing any gaps or inconsistencies	Study Object 3: Chapter transition maps illustrating strategies used to ensure coherence. Reader feedback indicating improved readability and understanding. Drafts documenting how gaps and inconsistencies were addressed.
	Study object 4 Crafting Effective Introductions Subtopics: The purpose and structure of the introduction chapter key elements to include in the introduction	Study Object 4 Crafting Effective Introductions Understanding of the purpose and structure of thesis introductions. Identification of key elements for engaging introductions.	Study Object 4: Crafting Effective Introductions Explain the purpose and structure of the introduction chapter. Identify key elements to include in the introduction for crafting an effective one.	Study Object 4 Written explanations detailing the purpose of each introduction section.
	Study object 5 Writing Comprehensive Abstracts Subtopics: Importance and purpose of the abstract in summarizing the thesis Strategies for condensing complex ideas into a concise abstract Guidelines for including key components such as research objectives, methods, results, and conclusions	Study Object 5 Writing Comprehensive Abstracts Recognition of abstract importance and purpose. Application of strategies for condensing complex ideas. Utilization of guidelines for abstract content inclusion.	Study Object 5: Writing Comprehensive Abstracts Discuss the importance and purpose of abstracts in summarizing the thesis. Offer strategies for condensing complex ideas into a concise abstract. Provide guidelines for including key components such as research objectives, methods, results, and conclusions.	Study Object 5 Abstract drafts showing progressive condensation of ideas. Word count comparisons demonstrating effective condensation techniques. Guidelines Adherence: Annotated abstracts showcasing inclusion of all key components. Checklist completion confirming

				adherence to abstract guidelines.
	Study object 6 Preparing for Thesis Defense: Presentation Skills Subtopics: The structure and expectations of a thesis defense Tips for creating an effective presentation to accompany the defense	Study Object 6 Preparing for Thesis Defense: Presentation Skills Understanding of thesis defense structure and expectations. Application of effective presentation creation techniques. Demonstration of proficiency in oral presentation delivery.	Study Object 6 Preparing for Thesis Defense: Presentation Skills Explain the structure and expectations of a thesis defense. Offer tips for creating an effective presentation to accompany the defense. Conduct practice sessions for delivering concise and compelling oral presentations of research findings.	Study Object 6 Present and deliver concise and compelling oral presentation of research findings.
	Study Object 7: Handling Questions and Defending Your Thesis Subtopics Strategies for anticipating and addressing potential questions from the thesis committee Techniques for confidently defending research decisions and interpretations	Study Object 7 Handling Questions and Defending Your Thesis Development of strategies for addressing committee questions. Utilization of techniques for defending research decisions and interpretations.	Study Object 7 Handling Questions and Defending Your Thesis Provide strategies for anticipating and addressing potential questions from the thesis committee. Teach techniques for confidently defending research decisions and interpretations.	Study Object 7: Participate In Mock defense session: Participants engage in simulated thesis defenses with peer feedback
	Study Object 8: Fine-Tuning Thesis Components Finalizing and polishing the introductory chapter, abstract, and conclusion Proofreading and editing for clarity, coherence, and correctness	Study Object 8: Application of guidance for finalizing thesis components. Utilization of proofreading and editing techniques. Participation in peer review and revision workshops.	Study Object 8: Fine-Tuning Thesis Components Offer guidance on finalizing and polishing the introductory chapter, abstract, and conclusion. Provide tips for proofreading and editing for clarity, coherence, and correctness.	Study Object 8: Peer review and revision workshop: Provide Constructive feedback on each other's work

FUENTES DE INFORMACIÓN (Bibliografía, direcciones electrónicas)	EVALUACIÓN DE LOS APRENDIZAJES (Criterios, ponderación e instrumentos)
Creswell, J.W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods</i>	Assessment of Learning Products: Study Objects 1 and 2: Formulating Conclusions Written summaries of research findings and their implications:

Approaches. SAGE Publications.

<http://www.ceil-conicet.gov.ar/wp-content/uploads/2015/10/Creswell-Cap-10.pdf>

Farrell, T.S.C. (2012). *Reflecting on teaching the four skills: 60 strategies for professional development.* University of Michigan Press
ELT. USA. 0472035053

Lipson, C. (2004). *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper.* University of Chicago Press
https://fmipa.umri.ac.id/wp-content/uploads/2016/03/Charles_Lipson_How_to_Write_a_BA_Thesis_A_PractBookFi.org.pdf

Nielsen, S., & Heine, C. (2017). *Academic Practice, APA Referencing Style: guidelines for staff and students.*
https://pure.au.dk/portal/files/115568728/APA_Academic_Practice_Guidelines_2017_2nd_edition.pdf

Paltridge, B., & Starfield, S. (2019). *Thesis and dissertation writing in a second language: A handbook for students and their supervisors.* Routledge.
https://www.ccsu.edu/sites/default/files/document/thesis_writing.pdf

Rienecker, L., & Jørgensen, P. S. (2013). *The good paper: a handbook for writing papers in higher education.* Samfundslitteratur.
<http://samples.pubhub.dk/9788759331040.pdf>

Turabian, K. L. (2019). *Student's guide to writing college papers.* University of Chicago Press.
https://www.turabian.org/dam/ucp/books/pdf/course_intro/978-0-226-43026-3_course_intro.pdf

Woolfolk, A. (2019). *Educational Psychology: Active Learning Edition.* Pearson, 14th edition. ISBN-10: 0135206065. ISBN-13: 978-0135206065

Assessment Criteria: Clarity, Conciseness, Insightfulness

Evaluation: Evaluate the quality of written summaries based on how effectively they capture the research findings and their implications. Look for clarity in conveying the main points, conciseness in presenting the information, and depth of insight into the implications.

Comparative analysis charts showing how results align with theoretical frameworks:

Assessment Criteria: Alignment, Depth of Analysis, Visual Presentation

Evaluation: Assess the charts based on their ability to clearly demonstrate the alignment between research results and theoretical frameworks. Look for a thorough analysis of the alignment and the effectiveness of visual presentation in conveying the information.

Written reflections on overcoming limitations in the research process:

Assessment Criteria: Critical Thinking, Problem-Solving, Self-awareness

Evaluation: Review the reflections to gauge the learner's ability to critically reflect on the limitations encountered during the research process. Evaluate the depth of analysis, the effectiveness of problem-solving strategies, and the level of self-awareness demonstrated.

Study Object 3: Synthesizing Chapters and Creating Cohesion

Chapter transition maps illustrating strategies used to ensure coherence:

Assessment Criteria: Clarity, Coherence, Effectiveness of Strategies

Evaluation: Examine the transition maps to assess how effectively they illustrate the strategies employed to ensure coherence between chapters. Evaluate the clarity of the maps, the coherence achieved, and the effectiveness of the strategies in facilitating smooth transitions.

Reader feedback indicating improved readability and understanding:

Assessment Criteria: Readability, Understanding, Actionability of Feedback
Evaluation: Analyze reader feedback to determine the extent to which it indicates improved readability and understanding of the thesis. Look for specific comments highlighting areas of improvement, suggestions for clarification, and actionable feedback for enhancing comprehension.

Drafts documenting how gaps and inconsistencies were addressed:

Assessment Criteria: Identification of Gaps, Consistency in Addressing, Coherence of Solutions

Evaluation: Review the drafts documenting the addressing of gaps and inconsistencies to assess how effectively they identify the identified gaps, the consistency in addressing them across chapters, and the coherence of the proposed solutions.

Study Object 4: Crafting Effective Introductions

Written explanations detailing the purpose of each introduction section:

Assessment Criteria: Clarity, Purpose Alignment, Structure

Evaluation: Assess the written explanations to determine how clearly they detail the purpose of each section of the introduction. Look for alignment between the stated purposes and the structure of the introduction, as well as the clarity of explanation.

Study Object 5: Writing Comprehensive Abstracts

	Abstract drafts showing progressive condensation of ideas: Assessment Criteria: Conciseness, Content Inclusion, Clarity Evaluation: Review the abstract drafts to evaluate how effectively they demonstrate progressive condensation of ideas. Look for conciseness in presenting key information, inclusion of all relevant content, and clarity in communication. Word count comparisons demonstrating effective condensation techniques: Assessment Criteria: Reduction in Word Count, Retention of Key Information, Readability Evaluation: Compare word count reductions across abstract drafts to assess the effectiveness of condensation techniques. Look for a significant reduction in word count while retaining key information and ensuring readability. Guidelines Adherence: Annotated abstracts showcasing inclusion of all key components: Assessment Criteria: Component Inclusion, Adherence to Guidelines, Annotation Clarity Evaluation: Evaluate annotated abstracts to determine the extent to which they adhere to guidelines and include all key components. Assess the clarity of annotations highlighting each component and their alignment with the provided guidelines. Study Object 6: Preparing for Thesis Defense: Presentation Skills Present and deliver concise and compelling oral presentation of research findings: Assessment Criteria: Clarity, Conciseness, Engagement Evaluation: Assess the oral presentation based on the clarity of communication, conciseness in conveying key points, and level of audience engagement. Look for effective delivery techniques and compelling storytelling. Study Object 7: Handling Questions and Defending Your Thesis Participate in Mock defense session: Participants engage in simulated thesis defenses with peer feedback: Assessment Criteria: Response Clarity, Confidence, Incorporation of Feedback Evaluation: Observe the participant's performance in the mock defense session to assess their ability to respond to questions with clarity and confidence. Evaluate their incorporation of peer feedback into their responses. Study Object 8: Fine-Tuning Thesis Components Peer review and revision workshop: Provide constructive feedback on each other's work: Assessment Criteria: Constructiveness of Feedback, Revisions Incorporated, Collaboration Evaluation: Review the feedback provided by participants in the peer review and revision workshop to assess its constructiveness. Evaluate the
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extent to which revisions incorporate feedback and the level of collaboration among participants in providing feedback.

Assessment:

Study Object	Percentage
Formulating Conclusions	20%
Evaluating Contributions to Knowledge	20%
Synthesizing Chapters and Creating Cohesion	15%
Crafting Effective Introductions	20%
Writing Comprehensive Abstracts	10%
Preparing for Thesis Defense	5%
Handling Questions and Defending Your Thesis	5%
Fine-Tuning Thesis Components	5%

En todos los trabajos el alumno debe atender los requisitos formales indicados en el Manual de Publicaciones de la American Psychological Association (última edición), además de aspectos cumplir los siguientes aspectos, según sean aplicables:

De forma: ortografía y gramática, división temática, alternancia de fuentes y aportes propios, extensión apropiada de oraciones y párrafos, uso consistente de abreviaturas y símbolos (incluyendo puntuación y comillas);
De uso de fuentes de información: el contenido del trabajo es original, ético e íntegro (no presenta plagio), elabora citas y referencias de forma adecuada, uso de fuentes de información en su mayoría actuales y asegura la diversidad de fuentes (clasificación de documentos, de la ciencia y de niveles de comunicación científica), autores, ideas y perspectivas.

CRONOGRAMA DEL AVANCE PROGRAMÁTICO

O.E.	Semanas															
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O.E: Objetos de Estudio