

THESIS (M.A.) AND EVALUATION MANUAL

Preparation Procedures

Academic Year 2018
MA19

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I. Foundations

The legal foundations for assessing the performance of students are the general study- and examination regulations of the ASH and the specific study- and examination regulations of the ICM program. The following statements are derived from the legal provisions, from the module handbook, and from the experience of the last 8 years.

1 Module evaluations

The study is divided into modules A, B, C, D. Each module is fulfilled through an evaluation in the form of a homework assignment.

1.1 Module A

- through a homework assignment in the 1st semester in a course (Unit) of the students' choice: A1, A2 oder A3

The Units are evaluated according to the specifications provided by the teacher. The form of the examination takes the possibilities mentioned in the module handbook as a guideline.

1.2 Modul B

- through a project in the 3rd semester, which needs to follow all three methodological focal points. Following standard contents are specified, which are to be provided for. The following is not the structure, but the content. The structure of the work depends on the project, its course of evolution, and its own focus:
 - ✓ Problem situation and relevance
 - ✓ Research question
 - ✓ Methods
 - ✓ Knowledge gain

 - ✓ Project matrix from the 2nd semester and implementation.
 - ✓ Report about the implementation
 - ✓ In the event that an implementation was not possible: detailed process documentation of the project from the 2nd-3rd semester

 - ✓ Network analysis
 - ✓ A proposal for altering the analyzed network.

All points in this structure need to be elaborated. They follow the teaching contents of individual Units.

The Units are evaluated according to the specifications provided by the teacher. The form of the examination takes the possibilities mentioned in the module handbook as a guideline. To be noted, the examination forms in B1, B2, B3 are dissimilar, yet the form should not vary, but only the content (work in progress).

1.3 Module C Workshops

Attendance to the workshops is required in full (see special observation in this regard)

Seminars: Each seminar in the 2nd and 3rd semesters are evaluated through a homework assignment. The content of such assignment is defined by the teacher.

1.4 Module D

- is reserved exclusively for the writing of the graduation paper. Its formal requirements, as well as its goals, are contained in the handbook of the module. To be emphasized, there are no evaluation instances beyond the submission of the final written paper. The study can also be carried out in teams. Study- and exam-regulations apply. It should be underlined

here that the master thesis needs to be empirical! Merely theoretically-oriented research papers will not be accepted. The program's evaluation committee decides about the acceptability of the submission. To be admitted, an Exposé (see attachment) needs to be presented to the evaluation committee by the indicated deadline.

The particular form of the study may vary, and depends on the requirements of the field and the creativity of the students, rather than being formally specified. The preferred model is that of a project.

The structural and content-requirements, however, resemble those of Module B. This means,

- ✓ All three methodological perspectives are reflected in the research
- ✓ Furthermore, the participatory and collaborative character of the research study should be clear.
- ✓ And thirdly, the research goal should ultimately reside in its utility to the partners involved in the study.

Ideal-typically, the students would conduct the learning-research project in Module B; yet this is no requirement.

The master thesis normally consists in a written work.

The master thesis is assessed by two evaluators. To be taken into account here is the following:

2 Supervision

The main supervisor should be a teacher of the ICM program. The second supervisor can be someone from outside this circle, as long as they hold a PhD. However, it is strongly advised to bring in external reviewers only if they are familiarized with the philosophy of ICM.

Moreover, the search for a supervisor should start as early as possible, and your personal requirements in terms of time-span and intensity should be discussed and agreed upon.

The first supervisors can offer assistance in the form of a master colloquium. Participation in such colloquia is not mandatory but should rather be understood as a collegial proposal for purposes of support and learning.

Deadlines to be taken into account for the academic year MA 18 are the following:

Submission of Exposé: 17.02.2020

Submission of master thesis: 17.08.2020

In principle, extensions are not possible. Exceptions are granted in case of illness, death cases or other difficult personal circumstances, for which medical or other corresponding certificates are required.

Standards of good scientific work

- ✓ Even if ICM places great emphasis on the orientation towards practice, the fundamental standards of good scientific practice do apply for all work. Here there are no exceptions. These standards are learned in a workshop <working scientifically>, and these are applied in homework assignments, presentations, and not least also in the master thesis.
- ✓ Internet sources: are acceptable, insofar they are referred with author, year, and place information, as well as the URL and the latest date of access. Wikipedia and other similar reference material are not acceptable.
- ✓ All scientific outputs have a cover page and a table of contents, and make it explicit that they are the produce of independent work, without any external help other than the indicated sources.

3 Mandatory attendance

According to the Specific Study and Examination Regulations and the Module Handbook, attendance is mandatory in all courses of the program. Exceptions are not allowed.

In the event of 3 (not only consecutive) times failing to attend class, the program coordination will issue a formal reprimand. After the 3 missed appointments, the student will hold a conversation with

the head of the program, who will instruct about the following procedure: the corresponding lecturers will subtract 0.3 grade points for each further absence.

II About the Master Thesis

1. Basic Information for the Candidate

Congratulations! This is the last step toward attainment of your M.A. degree.

This manual introduces you to the major aspects of the M.A. thesis. It aims to serve you in terms of providing the necessary details for successfully preparing and drafting your thesis. We recommend that you read it thoroughly so that you are aware of the demands of this part of the course. *Please also consult the M.A. Course Book for other details on planning your thesis.*

1.1 General requirements (compulsory)

The thesis is to reflect your ability to:

- apply and demonstrate the individual learning outcomes of your studies within the scope of your own research project.
- demonstrate the ability to conduct empirical research¹
- select and justify chosen methodologies;
- conduct and write up a literature search;
- demonstrate and apply appropriate skills in research analysis, effective communication, comparisons and recommendations;
- make an original contribution to the chosen field of study.

1.2 Possible scholarships

The DAAD (German Academic Exchange Service) offers scholarships for doing research abroad. Applications have to be submitted well in advance, at least 3 months prior to the planned research period. The deadlines vary for Latin America, Africa, Asia, Australia, New Zealand and Oceania. In some cases, most likely if your specific research topic is related to community approaches, the ICM Management might be able to assist you in finding an internship position which allows you to conduct field research.

- Please consult the DAAD's website: <https://www.daad.de/deutschland/stipendium/en/> (accessed in October 2015)

**If you have any questions regarding this manual, do not hesitate to contact us.
Goodluck!**

¹ Empirical research within the scope of the MA-ICM means that students combine the theoretical approaches of the 1st semester with the application-oriented approaches of the 2nd semester. Students should decide on at least one of the theoretical and one of the practical approaches as the focus of their research interest. One of the most important challenges is to frame the research question, the research methodology, and the theoretical fundamentals with an application oriented approach. The Master thesis has to give an answer to the central question of what your research implies for the (fictional) target group, i.e. take into consideration what the consequences of your research would be for a concrete and specific situation.

1. Procedures and formal criteria

The preparation and examination of your thesis proceeds in three distinct phases:

- 1) development of the thesis proposal
- 2) approval of the thesis application
- 3) finalization of the thesis

a. Development of Thesis Proposal

You should select a tentative topic early in your program. Once a topic has been selected, you should discuss this topic with the *first supervisor*.

The first supervisor should preferably be a permanent staff member of the university. In some cases the first supervisor may alternatively be an active lecturer of the program who holds at least a Master's degree and who has demonstrable knowledge of the relevant subject.

A thesis proposal may vary in structure and/or length depending on the topic and focus of the research undertaken. It should, however, include:

- a description of the problem
- the research question
- a review of literature or explanation of experiences that shows how the student decided on the topic and how this topic connects to the program content
- a description of the methodology.

b. Approval of the Thesis Application

Your thesis topic and your application have to be formally approved by the "Assessment Committee" of the Alice Salomon Hochschule, your first supervisor, and the second reader. **Please use the form on page 20/21 of this manual.**

c. Finalization of the Thesis

You assume responsibility to keep your supervisor informed of progress and for arranging meetings, if necessary. Write down the changes your supervisor has asked for.

2. Roles of the First Supervisor and Second Reader

The M.A. thesis is to be evaluated by at least **two** examiners – the first supervisor and the second reader.

Generally, your supervisor is the first person to contact. Lecturers of the study program will be available for thesis supervision; preferably they should belong to the official staff of the University. **You should approach a lecturer whose discipline/module is most closely related to your own research topic.**

Supervision will take the form of direct, oral, consultations or indirect, written, comments. Further, he/she prepares the evaluation report containing the grade. It is up to you to arrange appointments with your supervisor. Naturally, your discussions with the supervisor will be more constructive if you provide written material for him or her to read prior to an appointment.

The fact that your supervisor consents to the submission of your thesis does not imply that he/she believes that it will pass.

Supervisors are expected to:

- help the student to work out a research plan;
- guide the research process and the intellectual development of the thesis;
- facilitate access to resources and essential contacts;
- provide encouragement and support while the student is writing the thesis.

Supervisors are **NOT** expected to read an entire first draft of the thesis. As a general guideline, supervisors can be expected to read up to approximately one-third of a draft of the thesis.

Second readers are expected to:

evaluate the thesis based on scientific criteria as described in this manual as well as in relation to the first supervisor's assessment. Both, the first supervisor and the second reader have to come to an agreement concerning the final grade.

Second readers are usually part of the teaching staff at the ASH. When writing your thesis, you need to remember that the reader will not have any prior knowledge of your work.

Please Note!

In case of a deviation in the individual grade by more than one grade, the assessment committee appoints a third examiner to grade the thesis. In any case, the thesis can only be graded with "sufficient" or better if at least two grades are "sufficient" or better.

3. Preparing the Manuscript

Consult with your supervisors about individual arrangements within the text and reference sections as well as formal criteria!

Keep in mind that your thesis is part of your individual academic record and that it will be accessible to the interested public.

The print should be letter quality with dark black characters that are consistently clear and dense. The manuscript that the University accepts is considered final, no changes can be made unless it is published elsewhere.

Manuscripts are normally composed of three sequential sections:

- preliminary pages
- text
- references.

Model your pages after the samples you find in the appendix from page 15 -19.

3.1 Text Section

Use Arabic numerals for all pages of the text section. Number the subsequent pages consecutively to the end of your manuscript including any appendices and the bibliography.

Number the first page of a new section at the bottom right and all following pages at the bottom center. You may choose to number all pages at the bottom centre.

The normal length has been set at **25.000 words** (acknowledging the general standard of 300 words per A4 page) with a variation of +/- 10 %. These figures include only the text body; they do not include the preliminary pages, footnotes, documents, bibliography or appendices. Hand-written work will not be accepted.

3.2 Reference Section

Bibliography

Check the preference of your supervisors or use suggestions according to your area of research or see below under Quotations

Appendices

Each Appendix has to be separately listed in the table of contents.

Tables, figures or illustrations placed at the end of the manuscript form an appendix and should not be listed in a list of figures, but in your preliminary pages.

Certificate of Authenticity

(please see sample pages at the end of the document)

Tables, Figures, and Illustrations

Place table numbers and titles above each table, and figure numbers and legends below each figure; if you choose a different pattern, be consistent throughout the manuscript.

Number all figures and tables sequentially, either by chapter or throughout the entire manuscript.

3.3 How to hand in your thesis

- Use the same chapter format throughout the entire thesis.
- Your thesis, as the permanent statement of your research, should be error-free and appropriately prepared for binding (we recommend glue-binding with a thin cover, but a ring-binding will be accepted as well).
- You are required to submit **three hard copies and a digital copy** sent by email. You may either bring the hard copies to the ICM office (room 306) in person or send them by mail. In the first case, be sure to submit your thesis at the latest by the day the deadline expires; in case of sending your thesis to our office by mail, the postmark must be within the deadline.
- One copy of your thesis will be kept at the ASH's archives for public access, if requested. Also, the interviews you (may) have conducted for your thesis must be made accessible to your supervisors upon request. However, they are not required to be part of the hard copy or electronic copy that you submit, unless indicated otherwise.
- The thesis can to be written in English or Spanish.

4. Scientific Presentation

You can use any scientific presentation style as long as you come to an agreement with your first supervisor. He/she has to be familiar with the style you are using for your thesis. The most common citing systems for scientific theses are the Harvard Method the MLA style (mostly used for Social Sciences and Literary Studies). In the following you find examples for the Harvard Method. If you prefer the MLA style please consult the *MLA Style Manual and Guide to Scholarly Publishing*.

4.1 The Harvard Method of Referencing

The Harvard referencing system (sometimes called the author/date method) is characterized by the inclusion of years in brackets, usually following the name of an author, in the text of the essay or thesis.

Foucault's (1979) work is immensely important in shifting attention to the intersections of health and daily life.

The principle of the author/date method is that the entry in your text (the author and the year) is the key to the full entry in the bibliography. So, every mention in the text to an author must have a date and that same author/date must appear in the bibliography.

4.2 Footnotes

Use footnotes when you want to provide the reader with additional information that is relevant but not essential to the main text. Footnotes are placed at the bottom of the page and should be brief and sparingly used:

¹ While irregular migration is a term preferred by many migration scholars, EU institutions consistently use the term illegal migration.

Sometimes footnotes may themselves have included in them a bibliographic reference which is written in the author/date format. Note the use of **ibid.** when consecutive footnotes refer to the same source (see footnotes 2 and 3). However, if this source is again cited but in a non-consecutive footnote, then the author's name and **op. cit.** must be used (compare footnotes 2-5).

² For an excellent account of the constitutional status of "illegal resident aliens" in the USA see R. Rubio-Marín (2000) *Immigration as a Democratic Challenge*. Cambridge: Cambridge University Press.

³ It has been noted that it is questionable whether the exclusion of irregular migrants from social benefits and public service makes illegal entry less alluring, *ibid.*, p. 163.

⁴ Some scholars have argued for the abolition of migration controls and the recognition of international migration as a human right, see S. Cohen (1992) No one is Illegal, in R. Goodwin and B. Barry (eds.) *Free Movement*. Pennsylvania: Pennsylvania State University Press.

⁵ As long as employment opportunities are available and the desire to join families is strong, illegal entry will remain attractive, Rubio-Marín, *op. cit.*, p. 164.

* **ibid.** is short for the Latin **ibidem**, meaning "the same". It refers to the same author and source (e.g. book, journal) as the immediately preceding reference. **Op. cit.** is short for the Latin **opus citatum**, meaning "the work cited" and is used to refer the reader to an earlier citation.

4.3 Referring to other published work

Academic writing relies upon the placing of your own work into the context of existing scholarship. This will involve the integration of other people's writing, ideas, data, and words. The notes below are designed to give you guidance on some of the appropriate ways in which to incorporate other people's

ideas into your own text. If you fail to adopt the correct methods of attribution, you will, at least, open yourself to the accusation of committing poor scholarship. At worst, you will be open to the charge of plagiarism.

4.3.1 Quotation

This is a literal transcription from the original, keeping the original spelling and punctuation. If it is not word for word then it should be made clear which words are added or omitted. In the following quotation words are added and some words are omitted. Note there are only three dots used to show the omission and that the brackets are square.

"[She] told the Head teacher that there were many reasons for undertaking the work. They included the self esteem of the professional, the need for additional qualifications and the desire for promotion. ...of these [the most important was] the self esteem of the professional".
(Simms 2002:35)

Quotations must be used sparingly and be accompanied by an author, date and page number. They should also be as brief as possible. Quotations should only be used if paraphrasing would remove the quality or uniqueness of the original wording.

4.3.2 Citation

This is the method by which attribution to the works of others is done without quotation:

Zola (1973) identified five factors, or 'triggers', which contribute to the decision to seek medical help.

You may wish to give significant detail about what the cited author has said but without quotation. In this case you would "paraphrase", i.e. reproduce the information in your own words. Again, you need to give page number(s) from the original source, linked to the bibliography.

As Zola (1972:487) argues, medicine is rapidly becoming an institution of social control and is displacing the more traditional institutions of religion and the law. It is achieving this status by claiming to have expertise in areas of life such as ageing and childhood behaviour, which had not been regarded previously as medical matters.

Substituting a few of your own words into the original text is neither paraphrasing nor acceptable practice in academic writing. If you cannot express the ideas fully in your own words then you should quote.

- **Remember, in quotation and detailed citation you must provide page numbers along with the author/date!**

4.3.3 For sources where the original has not/cannot be consulted

During your research you may come across a reference in another source which seems to be useful and you want to refer to it. As a general rule you should go back to the original and refer to it directly. Sometimes this is impossible because the work cannot be found or you may have insufficient time to find it.

In this case you must make it clear to the reader that you are not using the original source. This is done in the text by means of a phrase such as:

"x, y, and z is cited by Smith (2003) to have been the view of Jones (2000)".

Then, in the bibliography, you include the entry for Smith (the one that you read) and the reported entry for Jones (the one you didn't read). But, after the normal bibliography entry for Jones, you add ... "as cited by Smith, J (2003)." etc. and include a cross reference to the bibliography entry for Smith.

4. 4 The Construction of a Bibliography

All items in a bibliography, or within a sub-section of a bibliography, must be listed in alphabetical order of author. A small difference between the two referencing methods in the construction of a bibliography is the position of the date. In the historical method it is typically placed at the end of the entry. In the author/date method, it should come directly after the author's name.

The examples below follow the author/date convention.

4.4.1 For books

Author, first names and/or initials (year), title, edition if not the first, town of publication: publisher.

Smith, G. H. (1990), *Education and policy: a world view*, 3rd edition, Cambridge, England: Rondell.

OR

Smith, George H. (1990), *Education and policy: a world view*, 3rd edition, Cambridge, England: Rondell

4.4.2 For parts of books

Author, first names and/or initials (year), 'part of the book', where in the book, author of book, first names and/or initials (year), book title, edition if not the first, place of publication: publisher.

Laws, G. and Lord, S. (1990), 'The politics of homelessness', chapter 3 in J. Kodras and J. Jones (eds.) *Geographic dimensions of United States social policy*, London: Edward Arnold.

[note: sometimes the year of publication of the part of the book is not the same as the date of its appearance in the edited book.]

Moodie, G. and Eustace, R. (1974) *Power and authority in British Universities*, London: Allen and Unwin, pp 45-57, reprinted as chapter 8 in L. Smithy (ed.) (1988) *Educational policy making*, Manchester: Manchester University Press.

[note: sometimes, especially with government, local authority, governmental bodies etc. there is no stated author. In this case the organization itself should be cited as the author.]

Department of Education and Science (1989), *Initial teacher training: approval of courses*, Circular 24/89, London: Department of Education and Science.

4.4.3 For articles in journals

Author, first names and/or initials (year), 'title of the article i.e. the part of the journal, journal, volume (number within the volume), pages.

Bartlett, L. (1991), 'Rationality and the management of curriculum change', *Educational management and administration*, 19 (1): 20-29.

[note: sometimes, especially with magazines and newspapers, there is no stated author. In this case the magazine or newspaper is to be cited as the author. As it is itself a publication it needs to be underlined/ italicized.]

Times Educational Supplement (1991) 'Comment', *Times Educational Supplement*, August 4, p 8.

4.4.4 For theses and documents

[note: even though these are not printed to be sold they are technically "published" and should not be described as "unpublished". Sufficient detail should be provided to ensure that the item can be found by subsequent researchers.]

Taylor, J. (1991), The student in an urban setting, University of Liverpool: MEd thesis.

Goodwin, S. (1986) Guide to Peace Corps Literacy Packet (litpak), Washington D.C.: Information and Exchange Division, Peace Corps. Reprinted as ERIC Document ED318 277.

4.4.5 For internet sources

The website address and date (month/year) of access should be included with the other bibliographic details:

Tarantola, D. (2000) Building on the Synergy between Health and Human Rights: A Global Perspective, www.hsp.harvard.edu/fixbcenter/working_papers.htm , accessed March 15, 2003.

5. Content

The following points are intended as a guide only. Please talk to your supervisor if you wish to use an alternative approach.

A clear sense of argument is essential to all forms of academic writing, for writing is thought made visible. Insights and ideas that occur to you when you encounter the raw material of the world must be ordered in some way so others can receive them and respond in turn. Like all human ventures, the conventions of the academic writing are both logical and playful. They may vary in expression from discipline to discipline, but any good writing should show us a mind developing a thesis, supporting that thesis with evidence, deftly anticipating objections or counter-arguments, and maintaining the momentum of discovery.

5.1. Motive and Idea

Writing has to have a purpose or motive; the mere existence of an assignment or deadline is not sufficient. When you write a research paper, you are never simply transferring information from one place to another, or showing that you have mastered a certain amount of material. You should be trying to make the best possible case for an original idea you have arrived at after a period of research. Depending upon the field, your research may involve reading and rereading a text, observing or interviewing.

By immersing yourself in the material, you begin to discover patterns and generate insights, guided by a series of unfolding questions. From a number of possibilities, one idea emerges as the most promising. You try to make sure it is original and of some importance; there is no point arguing for something already known, trivial, or widely accepted.

5.2. Thesis and Development

The thesis is the main point you are trying to make, using the best evidence you can marshal. Your thesis will evolve during the course of writing drafts, but everything that happens in your manuscript is directed toward establishing its validity.

Deciding upon a thesis can generate considerable anxiety. You may think, *How can I have a new idea about a subject scholars have spent their whole lives exploring? I just read a few books in the last few days, and now I'm supposed to be an expert?*

But you can be original on different scales. We cannot possibly know everything that has been, or is being, thought or written by everyone in the world, even given the vastness and speed of the Internet.

What is required is a rigorous, good faith effort to establish originality, given the demands of the assignment and the discipline. It is a good exercise throughout the writing process to stop periodically and reformulate your thesis as succinctly as possible so someone in another field could understand its meaning as well as its importance.

A thesis can be relatively complex, but you should be able to distil its essence. This does not mean you have to give the game away right from the start. Guided by a clear understanding of the point you wish to argue, you can spark your reader's curiosity by first asking questions - the very questions that may have guided you in your research - and carefully building a case for the validity of your idea. Or you can start with a provocative observation, inviting your audience to follow your own path of discovery.

5.3. Tension of Argument

Argument implies tension but not combative fireworks. This tension comes from the fundamental asymmetry between the one who wishes to persuade and those who must be persuaded. The common ground they share is reason. Your objective is to make a case so that any reasonable person would be convinced of the reasonableness of your thesis. The first task, even before you start to write, is gathering and ordering evidence, classifying it by kind and strength. You might decide to move from the smallest piece of evidence to the most impressive. Or you might start with the most convincing, then mention other supporting details afterwards. You could hold back a surprising piece of evidence until the very end.

In any case, it is important to review evidence that could be used against your idea and generate responses to anticipated objections. This is the crucial concept of counter-argument. If nothing can be said against an idea, it is probably obvious or vacuous. (And if too much can be said against it, it's time for another thesis.) By not indicating an awareness of possible objections, you might seem to be hiding something, and your argument will be weaker as a consequence. You should also become familiar with the various fallacies that can undermine an argument - the "straw man" fallacy, fallacies of causation and of analogy, etc. - and strive to avoid them.

5.4. Structure of Argument

The heart of the academic writing is persuasion, and the structure of your argument plays a vital role in this. To persuade, you must set the stage, provide a context, and decide how to reveal your evidence. Of course, if you are addressing a community of specialists, some aspects of a shared context can be taken for granted. But clarity is always a virtue. The manuscript's objective should be described swiftly, by posing a question that will lead to your thesis, or making a thesis statement. There is considerable flexibility about when and where this happens, but within the first page or two, we should know where we are going, even if some welcome suspense is preserved. In the body of the paper, merely listing evidence without any discernible logic of presentation is a common mistake. What might suffice in conversation is too informal for a thesis. If the point being made is lost in a welter of specifics, the argument falters.

The most common argumentative structure in English writing is deductive: starting off with a generalization or assertion, and then providing support for it. This pattern can be used to order a paragraph as well as the entire manuscript. Another possible structure is inductive: facts, instances or observations can be reviewed, and the conclusion to be drawn from them follows. There is no blueprint for a successful thesis; the best ones show us a focused mind making sense of some manageable aspect of the world, a mind where insightfulness, reason, and clarity are joined.

6. General Admission Requirements

Before you start your M.A. thesis, all required exams and assignments during the course of study have to be successfully passed.

7. Schedule and Deadlines

Scheduling is often a matter of working backwards from a fixed point or deadline and realistic time management takes full account of uncertainties and contingencies. A wise planner allows space time for the unforeseen.

Regarding the budget, for instance, if you have to travel for researching, planning a proper time management is recommended.

- The deadline for submitting the M.A. thesis topic to the program management is **February 18, 2019**. By the due date, the first supervisor and the second reader must have confirmed the topic. Therefore, they have to sign your M.A. thesis application.
- After your M.A. thesis topic has been approved by the Alice Salomon Hochschule, you may start officially at **February 25, 2019**
- The deadline for submitting the completed thesis to the program management is after 25 weeks **August 19, 2019**.
- Your final grade will be emailed to you as soon as the program management receives notice from both supervisors.

8. M.A. Thesis Assessment Requirements

(according to § 10 Examination Regulations, ASH, 6th July 2004)

Your thesis will be marked according to the ASH's grading scheme. The MA thesis mark is to be decided on by the first supervisor and second reader. The basis for determining a mark is as follows:

1.0 Excellent

The standard for this grade is:

- original work that demonstrates creativity, lucidity, and logical argument;
- outstanding knowledge of the topic and relevant research material and methods;
- demonstrates extensive reading, critical awareness, theoretical and analytical skills applied in a selective and creative fashion;
- an excellent achievement containing only a few insignificant mistakes.

1.3 Very Good

The standard for this grade is:

- very good work that demonstrates creativity, lucidity, and logical argument;
- very good knowledge of the topic and relevant research material and methods;
- demonstrates extensive reading, critical awareness, theoretical and analytical skills applied in a selective and creative fashion;
- a very good achievement which meets the grading criteria and contains only minor mistakes or omissions.

1.7 or 2.0 or 2.3 Good

The standard for this grade is:

- a substantial piece of work that demonstrates a good understanding of the topic and complex themes;
- demonstrates reading of a wide range of literature and reflects an independent analysis and critical skills;
- a good and solid achievement that nevertheless does not adequately meet some of the grading criteria.

2.7 or 3 or 3.3 Satisfactory

The standard for this grade is:

- a satisfactory piece of work that demonstrates an understanding of important components of the topic and related themes;
- expresses a critical dialogue with the material and indicates reading of a satisfactory range of literature;
- a satisfactory achievement containing evident mistakes and omissions and which in general does not adequately meet a range of grading criteria.

3.7 or 4 Sufficient

The standard for this grade is:

- a sufficient piece of work that demonstrates a limited understanding of some of the fundamental components of the topic and related themes;
- demonstrates the existence of a sufficient theoretical knowledge which, however, does not reflect creativity, original ideas or original analysis;
- an achievement that meets the minimum standards.

4,1 – 5,0 Fail

The standard for this grade is:

- a flawed or insufficient piece of work demonstrating no critical dialogue with the material;
- reflects no study of the literature and contains no satisfactory analysis;
- an achievement that requires considerable improvement.

9. Appendix

9.1 Sample pages

9.1.2 Title page

TITLE OF THESIS

A Thesis
Presented to
The Alice Salomon Hochschule
-University of Applied Sciences-
Alice-Salomon-Platz 5
D-12627 Berlin

In Partial Fulfilment
Of the Requirements for the Degree
Master of Arts
"Intercultural Conflict Management"

By
add your full name

Month, year

- This has to be centered on the full page, leaving 5 free lines on the top.

9.1.3 Approval sheet

The M.A. thesis of add your full name is approved:

Name and Title of First Supervisor

Name and Title of Second Reader

Alice Salomon Hochschule, Berlin

Month, year

- The first 5 lines on the top of the page have to be left blank, the approval has to be centered and the names of the supervisor and the reader have to start from the middle of the page to the right.

9.1.4 Table of contents (proposal)[1]

TABLE OF CONTENTS

	Page
List of Tables	iv
List of Figures	v
Abstract	vi
I. Introduction	1
II. Theoretical Framework	2
A. The research problem	2
B. The literature review	4
III. Methodology	6
A. Hypothesis	7
B. Research questions	8
C. Methods	9
IV. Research Findings	10
V. Discussion	12
VI. Summary and Conclusions	14
VII. References	
VIII. Appendices	

[1]The structure depends on the investigation method. With an empirical and exploratory research the chapters II and III. A change or become obsolete. Therefore this structure is only a proposal and is not mandatory.

9.1.5 List of figures

Lists of Symbols, Tables, Figures, Pages (as appropriate)

	Page
Figure 3.1	100
Figure 3.2	105

And so forth...

This applies for tables and illustrations equally.

9.2 Acknowledgements

You must acknowledge grants and other funding assistance on a separate page.

If you have used copyrighted material of your own or others, you must include a statement to inform the reader that permission has been granted and state the source of the permission.

You may also acknowledge the contributions of professors and friends.

9.3 Abstract

TITLE OF THESIS

An Abstract of the Thesis by
(add your full name)

The abstract of the thesis should be typed three lines down from your name. It should be spaced 1.5 throughout, typed on one side of the page, and bordered by the same margins used for the body of the thesis. Symbols, foreign words or phrases, and other such material should be very clear to avoid errors in interpretation. The abstract of a thesis is a relatively brief statement of the essence of the study, written in paragraph form.

- The abstract must not exceed 150 words in length. The abstract is written after the text of the thesis is completed. The emphasis in the abstract should be on findings and conclusions.

9.4 Certificate of authenticity

I, (*add your full name*), herewith certify that the above presented thesis is true and right to the best of my knowledge. I further certify that I have researched and written this thesis without any outside help. Should I have had assistance this is pointed out at the appropriate place within this thesis.

(*add your signature*) Signature

Place and Date of Signature

- This Certificate will be the last page of your thesis. It does not contain a page numbering.

10. Forms

- **M.A. Thesis application**
- **Application for change**
- **M.A. Thesis Assessment Sheet**

M.A. Thesis Application

Master of Arts "Intercultural Conflict Management"

Alice Salomon Hochschule
-University of Applied Sciences-

Mail to: Alice Salomon Hochschule
Program Management
MA „Intercultural Conflict Management“
Alice-Salomon-Platz 5
12627 Berlin
Germany

- The deadline for this application is **February 18, 2019**.

Please type or print legibly!

First Name(s):	Family Name(s):
Registration No.:	

M.A. Thesis

- Language:
- Title (please use max. 3 lines):
- Please give a summary of the topic you intend to research for your M.A. thesis?

Master's Thesis Manual

Academic Year 2016 / 2017

Requested Supervisor and Reader:

1st Supervisor:

2nd Reader:

Address:

Address:

Email:

Email:

Phone:

Phone:

Date and Signature of Student

Approval of this M.A. Thesis application:

All necessary requirements have been successfully fulfilled.

First Supervisor
(Date and Signature)

Second Reader
(Date and Signature)

MA-ICM Program Management
(Date and Signature)

Assessment Committee
(Date and Signature)

Application for Change

Master of Arts
"Intercultural Conflict Management"

Alice Salomon Hochschule
- University of Applied Sciences -

Mail to: Alice Salomon Hochschule
Program Management
MA „Intercultural Conflict Management“
Alice-Salomon-Platz 5
12627 Berlin
Germany

First Name(s):	Family Name(s):
Registration No.:	

The following change is requested by me:

I. Replace first Supervisor or second Reader:

With:

Reasons:

II. Change approved M.A. Thesis Topic²:

New Topic for approval: (please indicate Title)

Reasons: (indicate why you want to change your topic and how/why you chose this new topic, indicate also research you have already undertaken)

Date and Signature of the Student

Approval by the Alice Salomon Hochschule (date and signature)

² According to § 16 no. 10 of the Examination Regulations the topic may be changed once, by the latest within one month after confirmation by the Examinations Committee. This does not alter the date of submission.

M.A. Thesis Assessment Sheet

Student:

M.A. Thesis Title:

Assessment:

Final mark

ECTS-Letter-Grade:
German-Grade:

1st Supervisor:

2nd Reader:

Place/Date and Signature:

Place/Date and Signature:

11. Exposé for the Master's Thesis

Name of the author

Working title of the thesis

1) Abstract

(must not exceed 150 words in length – generally written at the very end of the writing process)

- a) Problem definition
- b) Objectives
- c) Research question
- d) Methodical approach
- e) Expected results

2) Problem definition and relevance of the topic

- What is the topic about?
- Why is it important? (socially, in terms of ICM-Conflict)

3) Objectives of the study

- What does the study aim to achieve?

4) Current state of research

- Literature research for the Master's thesis
- Which literature is already available concerning my problem definition?
- What evidence or findings are there about my problem definition?
- Which aspects are still unknown and
- what is the research question of the thesis based on?

5) Central issue

- What is the central research question pursued in this thesis?
- What further subquestions arise for the study from the central question?

6) Hypotheses³

- Presuppositions (please list)... *that can be verified or falsified by the study*

7) Methodical procedure

Methodical approach / processing

How will be proceeded and what instruments will be used?

- qualitative, quantitative, document analysis, participatory observation, evaluation, action based methods etc ...
- Justification for proposed methodical procedures in relation to the research question

(A) Approaches in empirical and exploratory studies:

Research tools, for example

- *guideline oriented interviews (qualitative study)*

³ This point does not apply for theses based on the grounded theory

- Questionnaire survey (*quantitative study*)
- Group discussion, expert interviews, document analysis,
- Action based methods

Sample

- Who should be part of the questionnaire?
- How extensive should the sample be? (Number of interviewees)
- What documents should be analyzed?

Evaluation method

- How should the data be evaluated? Which method will be used?

(B) Approach for literature study

- What sources will be analyzed?
(eg. publications related to the topic / on the research question published within the last five years)
- Other procedures
(please describe your planned approach carefully)

8) Preliminary work

- If available, bachelor theses and master theses should certainly be included into the research.

9) Work plan and time schedule

Precise distribution of time and working steps over several months, eg.:

Month I	Month II	Month III	Month IV	Month V	Month VI
Exposé literature research development of questionnaire					completion of the thesis

10) Cooperating partners (*if available*)

- e.g. Cooperating institutions, companies, organizations

11) Preliminary bibliography**12) Appendix**

- e.g. research tool(s) (if already available)