

## COURSE DESCRIPTION

### BAC3100 Bachelor's Dissertation

1. Degree	Bachelor of Advertising and Brand Management Bachelor of Hotel and Relationship Management Bachelor of International Marketing and Relationship Management Bachelor of Marketing and Sales Management Bachelor of Tourism and Relationship Management Bachelor's programme: ChaosPilot
2. Year/semester	3 <sup>rd</sup> year – 6 <sup>th</sup> semester
3. Credits	20
4. Course instructor	Assistant Professor Line Christoffersen
5. Contact hours	<p>Each group will be offered four sessions of supervision (45 minutes each). The designated supervisor will provide information regarding the times available for supervision, and the sessions must be arranged well in advance.</p> <p>The first session may be held for all the groups together. Themes will be related to thesis writing in general, and the actual process the groups will go through. This session will also include guidelines for group-based supervision.</p> <p>Several joint supervision sessions may also be organized, which will replace individual supervision sessions. These will focus on the general challenges groups face, and discuss these so that all groups will benefit from the meeting.</p> <p>Groups that do not meet at the agreed time, without giving at least 48 hours' notice in advance, will not be given a new session. Three of the tutorial sessions must be used by the given date. After this date, only one 45-minute session will be given per group.</p> <p>Remember to arrange the supervision session well in advance! If the supervisor is fully booked just before the submission deadline, extra sessions will not be arranged.</p> <p><i>To make the supervision session as effective as possible, the supervisor should receive material from the group no later than 48 hours before the time of the session.</i></p> <p>The last supervision date will be two weeks before the submission deadline.</p>

6. Course prerequisites	The course is based on the area of knowledge of the respective Bachelor's degree study programmes which have been studied prior to the course (2 ½ years).
7. Learning goals	<p>Students will be given training in using knowledge drawn from the central areas of the study programme.</p> <p>Through the process of completing a larger project students will demonstrate that they:</p> <ul style="list-style-type: none"> <li>• Have reached the expected level of knowledge</li> <li>• Are able to apply their acquired knowledge</li> <li>• Are able to demonstrate maturity in their use of language and that they have mastered the writing process</li> <li>• Are able to master working effectively in a group</li> </ul> <p>It is also an aim of the course that students will be able to carry out similar work in their future jobs.</p>
8. Course contents	<p><u>Use of methodology:</u></p> <p>In addition to the theoretical foundation, the thesis will also have a methodological foundation on the basis of the programme's syllabus. This will lay the foundation for the desired combination of theory and methodology that constitutes a good project. This means that the approaches used should be analyzed through both the general theoretical approaches and the specific case studies. The methodological part, developed on the basis of the methodology syllabus, will clarify how information is collected and analyzed, as well as discuss and justify the methodological choices that are made during the entire project phase.</p> <p>The methodological explanation and discussion should include references to methodological theory, and students should apply the appropriate technical terms and concepts in order to demonstrate that they are fully acquainted with the syllabus literature in this area. However, it is emphasized that the value and quality of such an explanation depends on the students' ability to relate theory and concepts to their own specific data. Without a discussion of the various approaches, and an account of why choices were made in relation to the material collected, a methodological explanation is of little value.</p> <p><u>Use of theory:</u></p> <p>The thesis will be built on a theoretical grounding related to the</p>

	<p>syllabus literature.</p> <p>Students should in their Bachelor's thesis make use of the knowledge they have acquired during their studies, and integrate this into the thesis. This will involve, for instance, defining technical terminology, and demonstrating an understanding of the concepts that have been taught during the study programme.</p> <p>It is important that the Bachelor's thesis is not only a description of the relationships the group wants to illuminate in the thesis. Initially, it is natural that the thesis provides a description with regard to the thesis question and in relation to the relevant facts, but this should never become a dominant part of the thesis. This means that the bulk of the thesis should be the students' own assessment and discussion in relation to the thesis question.</p>
<p>9. Method of instruction</p>	<p>The Bachelor's thesis will be written by a group of up to three students. The research proposal and the tasks that come from external clients must be approved by the supervisor.</p> <p>All theses must be bound or stapled together and submitted in three hard copies, as well as on a CD-Rom. The thesis must be stored on the CD-Rom as one single document.</p> <p>The title of the thesis should reflect its theme and content, and be formulated in relation to the thesis question (it need not necessary be identical with the thesis question). The thesis <i>title</i> should be translated into English, which will be entered on the diploma (and which will be submitted on a separate form).</p> <p>When submitting the Bachelor's thesis all the group members must sign a statement that includes the following conditions:</p> <ul style="list-style-type: none"> <li>- The work submitted is the group's own, and has not been submitted on previous occasions;</li> <li>- All the sources are cited in accordance with the guidelines;</li> <li>- The Bachelor's thesis is the result of equal effort from all the group members;</li> <li>- The group is responsible for the content produced;</li> </ul> <p>Violation of the provisions included here will be considered to constitute cheating.</p> <p><u>Guidelines concerning the use of external clients</u></p> <p>If the group base their Bachelor's thesis on a problem/question in relation to an external client, the following guidelines must be followed:</p> <ul style="list-style-type: none"> <li>• Both the client and the thesis question/problem must be registered. Students are obliged to provide the external client with</li> </ul>

	<p>a copy of the course description.</p> <ul style="list-style-type: none"> <li>• If the client wishes to remain confidential, then a separate application must be made to the Marketing College, c/o Department of Student and Academic Affairs.</li> </ul> <p><u>Guidelines for cooperation problems</u></p> <p>When the group is formed it should be taken into account if members have worked together previously, the times all the group members can meet, how the members complement each other etc. It is important to spend time on this process, because it will form the basis for the success of the group work.</p> <p>Through the process of group cooperation, the student will show maturity and that he/she masters the process which writing a larger project together with others involves. The group work will represent a product that is the result of equal effort. “Equal effort” means the effort expended as defined in the group’s original goals and working methods. If the group defines one or more of the group member’s efforts as so weak that the group is not able to submit a complete product (cf. group statement, signed when submitted), the supervisor should be informed immediately. Measures will be implemented to solve the cooperation problems. <i>The rule is that no group should split up after they have been formed.</i> It may be appropriate to adjust the grade after the oral examination if the efforts of respective students have been uneven.</p> <p>In the case of cooperation problems, the supervisor or Head of Studies will attempt to reach a solution.</p>
<p>10. Assessment</p>	<p>The Bachelor’s thesis will be given a graded mark.</p> <p><b>Assessment criteria</b></p> <p>The first impression is important. Factors such as the front cover, table of contents, layout, order, tidiness and presentation are important. A large number of writing errors will result in a lower grade. If the Bachelor’s thesis does not meet the formal requirements (refer to syllabus literature), this will also result in a lower grade.</p> <p><u>Progress / structure of the thesis:</u> Students’ choice of progression in the thesis is important in relation to whether correlations emerge. A poorly chosen progression may, in many cases, weaken the cohesion of the thesis, and thus provide a poorer picture of what the students want to convey. In some areas (such as marketing), some progress may be required, as it helps provide an impression of students' understanding of the subject.</p> <p><u>Ability to present relevant information / ability to extract and</u></p>

apply relevant theory: In the initial part of the thesis, independent of the type of problem, it will be necessary to provide introductory material related to the topic. This will provide the reader with an increased understanding of the thesis question, and will provide documentation for the possible solution proposals and procedures. One should here consider the amount (is it too much, too little) and the relevance of the information that is included. It is often here students make the mistake of writing a thesis that is far too “descriptive” with too little independent discussion.

The Bachelor’s thesis must have a solid theoretical foundation, but it is not enough to rely too heavily on traditional textbooks in order to achieve a good grade. It is expected that students independently use relevant and recent articles – possible other material - that sheds light on the problem. It is important that the theory used is relevant to the thesis question and the discussion, and that the thesis does not give the impression of just “reeling off information”.

Use of concepts: It is important that the language used gives the impression that students have acquired and are able to apply concepts within the field. Central concepts must be defined, and at the same time in their discussion the concepts must be used appropriately. It is also expected that students use academic, rather than “immature” language.

Creativity and independence: The submitted thesis will be the result of independent work, and this means that the amount of cited material (even when this is done correctly) should be kept to a minimum. If this is not the case, it will (depending on the extent) result in a poorer grade. Creativity will be rewarded. This may be in the form of examples, comparisons, measures, impact assessments, etc.

The ability to select / present the relevant information: Students should be able to extract the relevant information needed to provide the reader with an understanding of the problem. Here it is important that students limit the descriptive part, and only include relevant information.

The ability to reason scientifically/draw consequences and see relations: Students should be able to reach conclusions when analyzing empirical data / in relation to the theoretical foundation that has been chosen for the thesis. It will count to the students’ advantage if they relate their reasoning to interdisciplinary aspects. Students should be able to see the consequences of their proposed measures, and understand how realistic these will be on the basis of the resources and time available.

	<p><u>The ability to critically evaluate their own thesis solution proposals:</u> Students who in their introduction account for any sources of error, as well as weaknesses in the work that is done (process, outcome), show a reflective attitude in the process of completing a larger project.</p> <p><u>Consistency and overall assessment:</u> It is important that the thesis follows a “red thread” in its structure. The individual parts should follow naturally after each other.</p> <p>The following conditions will result in grade F (fail):</p> <ul style="list-style-type: none"> <li>• Submitting the thesis after the submission deadline</li> <li>• Not being able to meet the formal requirements, including immature language and numerous writing errors</li> <li>• Very weak application of the acquired knowledge</li> <li>• A thesis which does not relate adequately to the thesis question/problem</li> <li>• A thesis which is merely descriptive, which does not include discussion, or where discussion is only included to a small degree.</li> </ul>
11. Course syllabus	<p>Guidelines for semester and Bachelor’s Thesis:  <a href="http://www.mh.no/upload/Biblioteket/Retningslinjer%20godkjentHøst2008.pdf">http://www.mh.no/upload/Biblioteket/Retningslinjer%20godkjentHøst2008.pdf</a></p> <p>Syllabus literature related to the relevant subjects.</p>
12. Recommended reading	<p>Førland, Tor Egil. 1996. <i>Drøft: lærebok i oppgaveskriving</i>. Oslo: Ad notam Gyldendal. ISBN: 82-417-0629-4 / 978-82-417-0629-5 Price: NOK 248.</p> <p>Pettersen, Tove. 1996. <i>Skriv: fra idé til fagoppgave</i>. Oslo: Ad notam Gyldendal. ISBN: 82-417-0635-9 / 978-82-417-0635-6 Price: NOK 248.</p> <p>Rienecker, Lotte, Peter Stray Jørgensen, Lis Hedelund, Signe Hedelund og Christian Kock. 2006. <i>Den gode oppgaven: håndbok i oppgaveskriving på universitet og høyskole</i>. Bergen: Fagbokforlaget. ISBN: 978-82-450-0452-6 Price: NOK 399.</p> <p>Widerberg, Karin. 2004. <i>Oppgaveskriving: veien til lystbetont skrivning og gode rutiner</i>. 2. utg. Oslo: Universitetsforl. ISBN: 82-15-00568-3 Price: NOK 149.</p>