LEADERSHIP 399 – JUNIOR HONORS THESIS TUTORIAL – SPRING 2021

INSTRUCTOR: Dr. Crystal Hoyt
OFFICE HOURS: Open door and by appt.
EMAIL: choyt@richmond.edu
PHONE: 804-287-6825
OFFICE LOCATION: Jepson 132

COURSE TIMES AND LOCATION: MONDAY 4:15PM-5:30PM, JEPSON 103-B

COURSE WEBSITE: http://blackboard.richmond.edu

COURSE ZOOM LINK: https://urichmond.zoom.us/j/85634944017

THIS SYLLABUS IS INTENDED TO GIVE STUDENTS GUIDANCE IN WHAT MAY BE COVERED DURING THE SEMESTER AND WILL BE FOLLOWED AS CLOSELY AS POSSIBLE. HOWEVER, I RESERVE THE RIGHT TO MODIFY, SUPPLEMENT, AND MAKE CHANGES AS COURSE NEEDS ARISE.

REQUIRED READINGS:
Your readings will primarily consist of chapters from the book listed below, a pdf of this is available to you on our Blackboard site, and academic sources obtained through your literature review.


DESCRIPTION AND GOALS OF THE COURSE:
As a student in the honors track at Jepson you will be completing a year-long honors thesis in your senior year. This course is designed to assist you, as a junior, in developing a proposal for your senior thesis project. To this end, this course will focus on the following:

- Honing your research questions and hypotheses,
- Cultivating your abilities to search for relevant literature,
- Conducting a preliminary literature review,
- Developing a specific method of inquiry for your research question

The two primary goals of the course include
1) Developing a thesis proposal (including a reference list)
2) Securing the approval of a Jepson faculty member honors research advisor

COURSE REQUIREMENTS
Your grade in the course will be determined by performance on the following course requirements:

CLASS PARTICIPATION: You are expected to attend all class meetings, arrive on time, and fully engage in discussions. The development and cultivation of research ideas is greatly aided by peer feedback thus everyone must come to class fully prepared to engage in thoughtful discussion. 25%

SHORT WRITING ASSIGNMENTS: A number of writing assignments will be administered throughout the semester. The assignments are designed to help you develop your research ideas and thesis proposal. 25%

RESEARCH PROPOSAL: The primary end-product of this course is a well-developed, 5-page research proposal for your senior thesis. The proposal will include problem statement and justification, initial literature review, definitions, research questions and/or hypotheses, and description of specific methods of inquiry. 50%
Jepson School of Leadership Studies

Common Syllabus Insert

Expectations Regarding In-Person Attendance During the Pandemic

We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences.

However, students must:

- Notify instructors in advance of the absence if possible. Contact the Student Health Center if sick.
- Keep up with classwork and attend online class sessions if able to do so.
- Submit assignments digitally on time whenever possible.
- Work with instructors to try to reschedule any missed assignments.
- Stay in close communication with instructors.

This attendance policy puts everyone on their honor. It requires that faculty trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

Integrity with Class Recordings

Students shall not:

- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution;
- Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student’s academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities. [registrar.richmond.edu/services/policies/academic-credit.html](registrar.richmond.edu/services/policies/academic-credit.html)

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams. [disability.richmond.edu/](disability.richmond.edu/)

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.” [studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. [registrar.richmond.edu/planning/religiousobs.html](registrar.richmond.edu/planning/religiousobs.html)
Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To do so, the following resources are available to support our students: Spiders Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the Bias Resource Team.⁵ Additionally, this semester students are leading a series of workshops, Not So Slight: Combating Microaggressions, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

⁵https://commonground.richmond.edu/contact/bias-incidents/index.html
If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors](https://richmond.box.com/s/dpe37chr2zodr301amtj8omjk72v2ktb). Email Roger Mancastroppa ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and Hope Walton ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for appointments in academic and life skills to request a Zoom conference.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), chat, or Zoom (by appointment).

**Career Services:** ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.
# Leadership 399 – Spring 2021
## Class Schedule and Reading Assignments

**Note:** This outline is only a tentative schedule; we may modify this outline as necessary.

### January 18
- MLK Day (no class)

### January 25
**What’s this whole honors thesis all about?**

**Class:** Introductions, overview of thesis and tutorial, initial discussion of research ideas  
**Reading due:** Lipson Chpts 1-2  
**Writing due:** A) List of 2-3 general topics that interest you with a brief description of why you are interested in them. B) Find two Jepson honors theses from the library ([https://scholarship.richmond.edu/honors-theses/](https://scholarship.richmond.edu/honors-theses/)) conducted within the last 15 years, that you find particularly interesting (you don’t need to read them, just read abstract and skim them). List the title and the abstracts and be prepared to talk about them.

### February 1
**How do I find what I need?**

**Class:** Library Research Lab; Carol Wittig, Head, Research & Instruction | Boatwright Library  
**Reading due:** Lipson Chpts 3-4  
**Assignment due:** CITI training (go here: [https://irb.richmond.edu/training-requirements/students/index.html](https://irb.richmond.edu/training-requirements/students/index.html))

### February 8
**You’re not the only one interested in that topic**

**Class:** Discussion on scholarly sources related to your primary topic of interest  
**Reading due:** Lipson Chpts 5 and 7 and one source related to your topic  
**Writing due:** Find one good source related to one of your research topics. Briefly (one paragraph) summarize the main points of the source and discuss how it relates to your research question.

### February 15
**Tell me about writing an honors thesis in Jepson**

**Class:** Panel of current honors students  
**Reading due:** Lipson Chpts 8, 9, and 10  
**Writing due:** Find two new sources related to one of your research topics. Briefly (one paragraph) summarize the main point of each source and discuss how it relates to your research question.

**Assignment due next week:** Work on professor profiles due next week. You will be assigned a professor to profile. You will research them online, trying to answer many questions yourself. Then you will schedule a brief, no more than 20 minutes, meeting to flesh out your profile. Your profile will answer (but is not limited to): what research questions do they research, how do they actually do their research, how do they primarily publish (books? articles?) and present their work (conferences?), have they mentored honors theses before and if so what were those projects?

### February 22
**What do Jepson profs study and how do they study it?**

**Class:** Discuss professor profiles  
**Writing due:** Professor profiles

### March 1
**Let’s take a break. No class.**

**Reading and writing due:** Find two sources related to the research topic you are most interested in. Briefly (one paragraph) summarize the main points of each source and discuss how it relates to your research topic/question.

### March 8
**This is what I want to know**

**Class:** Discussion on research question ideas  
**Reading and writing due:** Outline of research questions. Write up a list of new sources (at least 5) that you think are important for you to read. Read one of these sources and write up a one paragraph summary.
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>March 15</td>
<td>So, we had a fun meeting....</td>
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<tr>
<td></td>
<td><strong>Class:</strong> Discussion of meetings with Jepson faculty</td>
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<td></td>
<td><strong>Reading and writing due:</strong> Contact a faculty member in Jepson to talk about your research idea. Write up a brief report (no longer than 1 page) about the meeting. Ask them to suggest a good source for you.</td>
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<td>March 22</td>
<td><em>This is how I will work on answering my question</em></td>
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<td></td>
<td><strong>Class:</strong> Discussion on research questions and methodologies</td>
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<td></td>
<td><strong>Reading and writing due:</strong> Read two more sources related to your research question and write up a one paragraph summary of each.</td>
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<td>March 29</td>
<td><em>Let’s chat</em></td>
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<td><strong>Individual meetings with me</strong></td>
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<td>April 5</td>
<td><em>Get out the red pens</em></td>
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<td><strong>Class:</strong> Work together on proposal drafts. After our work in class, reach out to your advisor for comments on your ideas.</td>
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<td><strong>Writing due:</strong> Bring in your first draft of your proposal. At the very least you will have an annotated outline and a list of references.</td>
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<td>April 12</td>
<td><em>Maybe we will use purple pens this time</em></td>
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<td><strong>Class:</strong> Work together on editing second draft of proposals</td>
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<td><strong>Writing due:</strong> Revised draft of proposal that also takes into account comments from your advisor.</td>
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<td>April 19</td>
<td><em>Finalizing thesis proposal drafts</em></td>
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<td><strong>Final thesis proposal due Friday, April 23 by 5pm</strong></td>
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