Process and Outcomes

In this Students as Scholars Scholarly Research and Scholarship Intensive (RS) course, you will continue working with Dean Burr, Mr. Stafford, classmates, and other faculty mentors on a research or creative project you began in HNRS 410. At the same time you are developing your individual projects, the class will work together to pursue the insights that emerge from a consideration of research / creative practices across multiple disciplines.

Class Practices

Variable Credit

Students enrolling in HNRS 411 may sign up to earn 0-3 credits (repeatable up to 6 credits).

Grading

So as to provide optimal circumstances for students to engage in the discovery process, this course is graded Pass (P) or No Pass (NP). In order to receive a Pass, students must satisfactorily complete all required assignments including class participation and peer response.

Class meetings & responsibilities

The goal of our class meetings is to provide each of you with support and inspiration as you go through the discovery process. Working with students studying other disciplines will facilitate your consideration of different audiences and different formats for presentation, help you identify and locate a broader range of resources to support your work, and understand the broader implications of your investigation. In addition to what
you will learn from your classmates’ responses to your work, you will learn a lot by considering and responding to their work. You should come to every class meeting prepared to share your own work and to contribute to the development of your classmates’ work as well.

**Written Assignments**

Written assignments will generally be due posted to Blackboard on Sunday evenings by 11:59 p.m. In a class that requires as much motivation and independence as this one requires, it will be crucial to your success to keep up with the work. In addition, our seminar format means that we rely heavily on one another’s consistent participation. If you find yourself in a situation that will make either keeping up with the work or getting to class difficult, please let us know ahead of time.

**Major Assignments**

**Weekly Deliverables**

Many weeks, we will ask that you give us a “deliverable” that demonstrates your progress on the project. For those writing bibliographic essays or research proposals, many of your deliverables will be Source Analysis Worksheets, but for students in the middle of empirical research or creative projects, you may work with us to determine the kind of deliverable that best fits your research or creative project.

**Reflections**

At times, we may ask you to write reflectively about your research process and project. These reflections are opportunities to assess the progress you have made and to determine what paths offer the most rewarding opportunities moving forward. By taking time to deliberately reflect on the research process, you will hopefully be able to develop an understanding of research that will extend beyond the particularities of your project and be applicable to other scholarly, civic, private, or professional endeavors.

**Final Deliverable**

Just as different research projects have varying trajectories, the final deliverable that makes the most sense in HNRS 411 is highly particular. We will work with you individually to develop a final deliverable that is appropriate to your project. This section discusses some of the options.

**Bibliographic essay or integrative literature review.** Some students conducting research in HNRS 410 will be working on developing a bibliographic essay. The generic definition of a bibliographic essay is an essay that identifies and evaluates the core literature of a field of study. It usually describes the sources that have been published in the field over a given period of time. It may also compare, contrast, and evaluate those sources in relation to one another other. The question this kind of bibliographic essay
answers is generally very broad, such as: What research was published in the field of XXXX in the period between XXX and XXX?

While this kind of question (above) provides an appropriate starting place for some research projects in HNRS 410, by the time you have analyzed several sources and taken the time to reflect on them you should have at least the first draft of a narrower analytical question or focus. When your thesis is a focused research, your project should be focused enough to afford you the opportunity to illuminate new or neglected perspectives in your answer, an answer you can demonstrate the validity of in the time and with the resources you have access to in the process of writing your thesis. There are comparable ways to define the scope for more creative theses.

**Proposal for primary empirical or archival research.** Other HNRS 410 research projects may culminate in a research proposal. In many cases, the kinds of secondary research you will conduct in order to refine a research question, suggest an appropriate research method, and identify conceptual or theoretical frameworks relevant to this research will be very similar to that needed to complete a bibliographic essay. The main differences may be how you organize your sources. Since research proposals tend to have relatively formulaic organizational principles, you may organize your discussion of the sources in relation to the sections you know you need to write. So, for instance, your secondary research might focus on discussing and assessing the different methods used to answer related questions in the past, comparing and contrasting various conceptual or theoretical frameworks that inform this type of research, and/or identifying gaps or tensions in the substantive knowledge of the topic that your proposed primary research may fill.

**Research paper, poster, and/or presentation.** Many students are aiming to complete a research paper, poster, and/or presentation in HNRS 411.

**Finished creative project.** Many students will have an exhibition, performance, reading, or publication of their creative project to share at the end of the semester.

**Other Possibilities.** Some students might be working towards different kinds of deliverables, ranging from creative works to introductions to theses already in progress. We ask that you discuss the anticipated trajectory of your research so that we can help you move towards the goal that makes the most sense for you.

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**After HNRS 411**

The expectation is that 411 can provide the final course in which you develop a finished product or deliverable, but in many cases, you may continue working on this in the future. We would like to hear your plans concerning this.
Many students choose to take HNRS 411 again in combination with a departmental thesis course or OSCAR project.

To learn more about Students as Scholars, visit oscar.gmu.edu.

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**Honor Code and Academic Honesty**

Plagiarism of any kind constitutes a violation of the GMU Honor Code. For the details, go to http://oai.gmu.edu/the-mason-honor-code-2/.

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**Disability Accommodations**

Reasonable accommodations are available for students who have a documented disability. Please contact Disability Services if you require accommodations: Office of Disability Services. Phone: 703.993.2474

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**Assignment schedule**

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<thead>
<tr>
<th>Individual meetings:</th>
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<tbody>
<tr>
<td>● With Dean Burr and/or Mr. Stafford: Students will have at least three individual meetings with Dean Burr and/or Mr. Stafford, as specified on the calendar below</td>
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<tr>
<td>● Most students should have specific plans to meet with mentors, theses advisors, or subject matter experts during the course of the semester. If you do not know who to meet with at the beginning of the semester, this is fine – but we’ll want to figure it out soon.</td>
</tr>
<tr>
<td>● Students may be asked to meet with subject matter librarians, a research consultant in data services, or other research specialists.</td>
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**Week 1. 21 Jan - 27 Jan**

- Introductions

**Week 2. 28 Jan - 3 Jan**

Due Sunday 28 Jan.

- Please prepare a 2-5 minute presentation in which you: Quickly summarize your project; discuss how your project fits into your discipline and/or disciplines and/or how it fits into a discipline that you are interested in; discuss how your project is at tension with your discipline, different from your disciplinary norms or training, or calls on you to make connections that go beyond your particular disciplinary or professional training; discuss what you have learned by developing this project in
conversation with a group of colleagues from other disciplines: what is the value of a multidisciplinary seminar for your work?

Week 3. 4 Feb - 10 Feb

Due Sunday 4 Feb.
- Please submit the most up-to-date versions of the materials supporting your project so far. This should include any work you've done since you last were in HNRS 410, but if you haven't done any work since the, please upload the most recent version of your final deliverable and any other materials that help establish a "baseline" for where are starting from. We ask that you carefully re-read these materials before you meet with us this week.

NO CLASS: INDIVIDUAL APPOINTMENTS THIS WEEK.
- Register using this sign-up sheet: https://docs.google.com/document/d/1zGCqhc-lwyPw_ST_pBARN0kEJpjXmX4sW3Hz81Px9I/edit?usp=sharing

Week 4. 11 Feb - 17 Feb

Due Sunday 17 Feb.
- **Pre-project reflection essay.** Based on the conversation we had together in our meetings, provide a “vision” statement for the project you are going to undertake. Describe in as much detail as you can manage with your current understanding of the project what you would like to achieve. Discuss the challenges that you anticipate facing. Finally, characterize what kinds of deliverables will be useful for you to create for each of the next four weeks between now and our next individual meeting.

- **Weekly deliverable**

Week 5. 18 Feb - 24 Feb

Due Sunday 18 Feb.
- **Weekly deliverable**

Week 6. 25 Feb - 3 March

Due Sunday 25 Feb.
- **Weekly deliverable**
### Week 7. 4 March - 10 March

Due Sunday 4 March
- Weekly deliverable

NO CLASS: INDIVIDUAL APPOINTMENTS THIS WEEK.
- Register using this sign-up sheet: [https://docs.google.com/document/d/1AzCTuVpGuLgsdgSgh-ytUwl3HRcVy1ByEJWLMCPJVN0/edit?usp=sharing](https://docs.google.com/document/d/1AzCTuVpGuLgsdgSgh-ytUwl3HRcVy1ByEJWLMCPJVN0/edit?usp=sharing)

### Week 8. 11 March - 17 March

NO CLASS: SPRING BREAK

### Week 9. 18 March - 24 March

Due Sunday 18 March
- Prospectus or Outline. Based on the meeting you had with us before Spring Break, write a paragraph in which you describe in detail the final deliverable you anticipate producing this semester and how that relates to any longer-term goals you have for the project. After this paragraph, provide some kind of outline of this deliverable, for instance by specifying subquestion you are going answer, parts of the creative project you want to complete, sections of a paper you want to write. The, go through the outline, providing a timeline of which parts of the final deliverable you will produce each week between now and our next individual meeting. In many cases, you will be revisiting the plans provided at the beginning of the semester, to assess your progress towards these goals.
- Reflection and Redirection essay. Re-read your first reflection essay. How does your prospectus differ from what you thought you would do before, if at all? How has the research or creative process deepened your understanding of where you are headed?

### Week 10. 25 March - 31 March

Due Sunday 25 March
- Peer Review of peer’s prospectus or outline.
- Final Deliverable Part 1

### Week 11. 1 April - 7 April

Due Sunday 1 April
- Final Deliverable Part 2
**Week 12. 8 April - 14 April**

Due Sunday 8 April
- **Final Deliverable Part 3**

NO CLASS: INDIVIDUAL APPOINTMENTS THIS WEEK
- Register using this sign-up sheet: [https://docs.google.com/document/d/1a50FcvMSh5IVcMgyeWI0WELX_Ca5zyRDP1oVPebfWok/edit?usp=sharing](https://docs.google.com/document/d/1a50FcvMSh5IVcMgyeWI0WELX_Ca5zyRDP1oVPebfWok/edit?usp=sharing)

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**Week 13. 15 April - 21 April**

Due Sunday 8 April
- **Reflection and redirection.** Re-read your previous reflections. Discuss the feedback that you received in individual appointments last week, how you are progressing towards your goals, and what challenges you continue to have.
- **Assembled final deliverable first draft.**

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**Week 14. 22 April - 28 April**

Due by class time
- **Peer responses to final deliverables**

**Tuesday, 24 April, 2p-4p in JC/George’s: Spring Research Exhibition**
- We would like as many of you as possible to attend the Spring Research Exhibition. Ideally, some of you will present your research at this event, but even if this is not the case, please come and participate in the Honors College learning community.

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**Week 15. 29 April - 5 May**

Just keep working on your final deliverables.

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**Week 16. 6 May**

Due Sunday 6 May
- Submit your final deliverable.