

## Tomorrow's Leaders

### Reminders on Term Paper

**1. Deadline: 30 November 2021 ( Tuesday ) 23:59 (Turnitin) \*Softcopy only**

- Print a receipt for the Turnitin submission and keep it for yourself
- Please make sure the similarity index is  $\leq 15\%$ .
- Turnitin takes 24 hours for the second round of submission.
- Paraphrase to reduce the similarity %
- **Word limit: 1500-1700** (no more than 1700, exclude the reference list)

### Term paper should include

- Cover page (i.e., topic, student name and ID, class information)
- Body content (i.e., introduction, content and conclusion, add subtitle if necessary)
- Reference list (i.e., APA)

**2. Quick guide on the two sections**

- **Part A:** Students are required to critically discuss ONE leadership quality covered in the lecture at the conceptual level (i.e., the definition and theory/model), in particular, the application of the quality in student's profession and/or employability. (around 750 words)  
*(\*\*\* Not the five concepts related to this chosen leadership quality → D+/D/F)*
- **Part B:** Students are expected to evaluate your own strengths and weaknesses regarding the chosen quality you have discussed in the first part through a deep reflection and discussion on how to improve the qualities in your daily life. (around 750 words)

| Part  | Description of Criteria   |
|---|---|
| <b>Part A (50%)</b><br><br><b>Critically discuss ONE leadership quality covered in the lecture at the conceptual level.</b> | <p><b>1. Choose any ONE leadership quality covered in the lecture (L2 -11)</b></p> <p>E.g., Self-leadership, Morality, Resilience, Spirituality or Team building, etc.<br/><i>(Remarks: not necessary to use the leadership quality you presented in your group presentation)</i></p> <p><b>2. Correctly define the leadership quality covered (2-3 scholars' definition), explore a theory or model that can be used to further explain/elaborate your chose leadership quality, and explain with your own words.</b></p> <ul style="list-style-type: none"><li>○ <b>Definition</b> of the leadership quality <i>(* can make it more critical)</i><br/><i>- explore some books, journals or other academic materials</i></li><li>○ Related <b>theory/model</b> that can be used to further explain/elaborate the chosen leadership quality.<br/><i>(*can be the theory or model reviewed in your presentation, or learned in the lecture, or the new one)</i><br/><i>- Introduce the theory/model, and its components</i><br/><i>- How does it helping your readers to understand your chosen leadership quality better?</i></li></ul> |

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|   |  |
|---|--|
|   | <p># <u>Explain</u> the cited materials with your <i>own words</i> and please <i>show your personal understanding/insights</i> to the chosen leadership quality objectively.</p> <p>3. <b>How does your chosen leadership quality apply in your profession and/or employability?</b></p> <ul style="list-style-type: none"><li>○ The <u>importance</u> of this quality in your major discipline?<br/><i>(* Any literature can be used to support your claims?)</i></li><li>○ How can this quality <u>apply</u> to your profession?</li><li>○ What is “Employability”? Application? (*optional)</li></ul> <p>4. <b>A short and precise semi-conclusion for Part A is required</b></p> <p><i>Reminder:</i></p> <ul style="list-style-type: none"><li>■ <i>Academic discussion (objective/literature support)</i></li><li>■ <i>Third-person approach (avoiding using “I”, “My” in this part, etc)</i></li><li>■ <i>Please don't share your personal experience in this part or link your personal examples to the theory/model</i></li><li>■ <i>Find more literature to support your claims and ideas</i></li></ul> |
| <p><b>Part B (50%)</b></p> <p><b>Evaluate the extent to which they possess this leadership quality.</b></p> | <p>1. <b>Evaluate your own <u>strength(s)</u> and <u>weakness (es)</u> regarding the chosen quality in Part A.</b></p> <p><b>**Elaborate your answer with *<u>relevant and concrete examples or personal experiences</u></b></p> <ul style="list-style-type: none"><li>○ What are your strengths?<br/><i>e.g., my strengths in team building are knowing how to set up a clear goal...</i></li><li>○ What are your weaknesses?<br/><i>e.g., my weakness in social emotional competence is relationship management...</i></li></ul> <div><p><b><u>Observation (former students):</u></b></p><p><i>Option 1: Tell your readers your personal experience(s) first and make a reflection regarding your strengths and weakness afterward.</i></p><p><i>Option 2: Tell your readers your strength(s) and weakness (es) and reflect them with your personal experiences respectively.</i></p><p><i>Option 3: Any ways that you can think of?</i></p></div>   |

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|                                     |  |
|-------------------------------------|--|
|                                     | <p>2. <b>How to improve the quality in your daily life for both your personal and professional development regarding your weakness?</b></p> <ul style="list-style-type: none"><li>- Concrete ways for yourself? Detailed plans?</li><li>- Literature support?</li></ul> <p><i>Reminder:</i></p> <ul style="list-style-type: none"><li>▪ <i>Personal sharing, first-person approach</i></li><li>▪ <i>In-depth reflection</i></li><li>▪ <i>More personal self-disclosure</i></li><li>▪ <i>Link the leadership quality discussed in Part A into your reflection in Part B</i></li><li>▪ <i>Literature support</i></li></ul>   |
| <b>Remarks for Part B:</b>          | <ul style="list-style-type: none"><li>○ Provide clear and in-depth account of personal experience relevant to reflection of the chosen leadership quality.</li><li>○ Show in-depth reflection (e.g., self-disclosure and sharing of feelings, thoughts, insights and personal growth)</li><li>○ Demonstrate in-depth self-understanding (e.g. reflect on one's strengths and weaknesses)</li><li>○ Able to integrate the leadership quality discussed in Part A into the reflection of Part B</li><li>○ Using a variety of personal experiences and appropriate examples to support the topic.</li><li>○ Cited materials should be well integrated in sentences.</li></ul> |
| <b>Overall Quality of the Paper</b> | <ul style="list-style-type: none"><li>● Consistent APA styles</li><li>● Clear expression</li><li>● Logical flow of arguments</li><li>● Absence of typographical errors</li><li>● Paper should be well organized and coherently developed.</li></ul>  |

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**Structure**

How to ensure logical flow of arguments in an academic paragraph?

1. **Present** an **argument** (in the form of a **topic sentence**)
2. **Develop** your argument (in the form of a **citation** and several **elaborating** sentences)
3. **Restate** your argument (in the form of a **concluding** sentence)

In other words, an academic paragraph should have four elements:

|    |   |
|----|---|
| 1. | TOPIC SENTENCE  |
| 2. | CITATION  |
| 3. | ELABORATING SENTENCES<br><i>(e.g. explanation, example, interpretation, evaluation)</i> |
| 4. | CONCLUDING SENTENCE   |

(Cited from “Core Tips” ELC, P.6)

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