

Honors 3200: Writing in a Research University Course Syllabus
Ecology & Legacy Edition
(Upper Division Communication/Writing Designation)
Fall 2017

Instructor: Andy Hoffmann, Ph.D.
Office Hours: Before and after Class--
Phone: 801-870-5440
Email: a.hoffmann@utah.edu, ahoffmann@sisna.com

Course Description

The object of this course is for students to gain an understanding of what it takes to become contributing writers and thinkers both inside and outside the academic community. While the Ecology and Legacy class has slightly different objectives than a normal 3200 section, we will be honing the same skills. In fact, the signature assignment in the course, the Contribution Paper--the essay that will be included in the Ecology and Legacy collection--asks that you show your understanding of the contribution process by practicing it. As a student recently said to me, "This is a tall order," and so it is. Even so, students will be expected to explore present positions of a specific disciplinary community and 1) refute the given conclusions, 2) renew an older position that might lend fresh perspective in a contemporary context, or 3) innovate by adding new material that might lead to novel ways of understanding a concept or question. Add to this that we'll be addressing the thematics of both ecology and legacy.

In this course we will approach writing from two particular stances. The first is designed to facilitate your thinking and writing as members of specific disciplinary communities (i.e, biology, history, psychology, etc.). The second approach we'll call creative. Working with subject matter of our choice, we will we create a New Media document that might appeal to the general educated community as well as professionals in a given field of study. We will use creative process exercises to help open us to new possibilities of discourse.

By the end of the course, the students will . . .

- understand a broad range of interconnecting issues and concepts that pertain to advanced academic research
- use the work of others to develop their own critical thinking about issues and problems
- engage in an extensive written research project that attempts to contribute to contemporary knowledge
- advance positions using various rhetorical devices in an effort to connect to a specific audience
- gain a deepened understanding of issues by constructing a digital media project geared toward educating classmates on a research project
- participate as team members in the evaluation and drafting of classmates' work

- present material orally in a Socratic setting
- explore reduction, dialectical thinking, integral analysis, and systems thinking as tools of interpretation and innovation
- value personal experience as a guide for learning

Texts

Required:

Argentinian Literature texts

Course Policies and Procedures

Assignments and Grades

Several assignments work toward achieving a better understanding of university and disciplinary practices. Please note that the assignments may change according to our needs throughout the term. The total number of points for assignments is 100.

(I will grade your major assignment, The Contribution Paper, using the Inquiry and Analysis Value Rubric and Creative Thinking Value Rubric as outlined by The Association of American Colleges and Universities.)

Rhetorical/Structural Analysis in your Discipline (10 points)

The purpose of this assignment is to examine the rhetoric of an essay whose structure you'd like to imitate. What kind of organization is used? What language is employed? Methods of analysis? What serves as evidence? In other words, how do scholars in your area of study make convincing arguments? To answer this question, you will:

- conduct a library search for information regarding your field
- write the paper that clearly analyzes the rhetoric used to persuade a given audience (4 pages)

Contribution Paper Topic Proposal (5 points)

The topic proposal is a one page, double-spaced description of the major topic you'd like to explore for the Contribution Paper due later in the semester. What's your interest in the topic? Is there a real possibility to contribute? What kind of reading do you need to complete before writing the final paper? Please make sure to point out your intended audience.

Systems Thinking Analysis Exercise (5 points)

This exercise asks you to look at your Contribution topic through a systems thinking lens. (1-2 pages)

Contribution Paper Literature Review (10 points)

In academic research, it's important to find texts that offer key insights from which you rehearse or build upon as you move into your own ideas. Literature reviews help researchers limit the scope of their inquiry, just as they convey the importance of studying a topic to readers. The purpose of this assignment is for you to develop the underlying theory you will use to determine the direction of your Contribution paper (see below). (4-5 pages)

Contribution paper (25 points)

This assignment asks you to take on authority by conducting your own research (be it in the humanities, social sciences, or sciences, etc.), constructing a position and sharing it with others. What are some of the issues or problems that you have identified about writing in a research university of your discipline that you would like to pursue? (15-18 pages)

New Media Documentary (10 points)

A finely-crafted digital project on subject matter of your choice. This may be researched, though not necessarily so. Three to five minute presentation downloaded onto a group blog.

Contemplative Exercise (5 points)

All other exercises & class participation (20 points)

Two Major Oral Presentations (15 points total)

- 1) Dangerous Idea presentation. To receive full credit for this exercise, you must be in attendance for your classmates' presentations. (10 points)
- 2) Ways to Know presentation (5 points)

Letter Grade Values

100-95 A
94-91 A-
90-88 B+
87-84 B
83-80 B-
79-77 C+
76-74 C
73-70 C-
69-67 D+
66-64 D
63-60 D-
59-00 E

Class participation and attendance is mandatory. You are allowed two unexcused absences. On every subsequent absence your grade will be lowered by a half point (A to A-, B+ to B, etc.).

Please note that all assignments are to be handed in on time. Late papers are very hard on me, and it's not fair that some students turn their work in on time while others don't.

Students are encouraged to bring personal computers to class, which are to be used for note taking or other course related purposes. Computers, cell phones, tablets and other electronic media may not be used for surfing the web, emailing or other non-course related matters.

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact me at the beginning of the quarter to discuss any necessary accommodations.

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Plagiarism is using the work of someone else and calling it your own. In this class we will learn to paraphrase, or in the case where you do use someone else's work directly, how to cite it. Plagiarism is illegal. If you are caught plagiarizing, you may fail the course and university action may be taken.