

Environmental Information Resources: ENST 201 Spring 2018

Room: LA 243 (McDonough) and Library 283 (Brown)
T/TH 12:30-1:50 PM

Peter McDonough
Office Hours:

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T/Th 10:00 – 11:30 am, and by appointment
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Barry Brown
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Fri 3:10 – 4:00 pm, and by appointment
Mansfield Library 327, x6811

Course Description and Purpose

The primary purpose of ENST 201 is to give students skills for finding, evaluating, and using existing information to increase understanding of a particular environmental issue and to gain depth of insight into related controversies. During the semester, each student will research a topic using a variety of sources (including, but not limited to, academic journals, government documents, national magazines, newspapers, and internet sources), evaluate sources critically, synthesize information, write a literature review on the topic, and give a formal presentation. The course will focus on critical thinking in topic analysis, academic writing and peer review, and effectively dealing with information overload.

Learning Outcomes

This semester in Environmental Information Resources, we will:

- Recognize the need for information;
- Formulate a research topic and translate it into a research question;
- Recognize accurate and authoritative information;
- Recognize the differing roles of books, periodicals, electronic sources, etc., in the information-seeking process;
- Identify information on a given topic using a variety of resources, both internal and external;
- Evaluate whether research meets requirements of a classroom assignment;
- Physically locate resources in a library;
- Arrange and document research appropriately;
- Learn to write a literature review;
- Develop summary, analysis, and synthesis skills;
- Learn how to identify and write for a specific audience;
- Develop critical thinking skills; and
- Develop and hone written and oral communication skills.

Required Texts

Booth, WC, GG Colomb, and JM Williams. *The Craft of Research, 3rd Ed.* Chicago: University of Chicago Press, 2008.

Additional readings, film, and audio will be selected by instructors.

Moodle

Weekly readings, assignments, and handouts will be posted to Moodle. We will inform you any time we upload something on short notice, but always check for updates and email if you're not sure or can't find a given resource.

Technical Support:

Having trouble with Moodle? Unable to post or log in? Can't submit assignments?

Avoid waiting until the last minute to contact [UM Online Tech support](#) or me. If you are experiencing technical difficulties and need immediate assistance, here are important resources:

Email: umonline-help@umontana.edu
Phone: 406.243.4999 or 866.225.1641 (toll-free)
Web: [UM Online Technical Support](#)

[Note: Firefox is the preferred internet browser for Moodle. For more information go to UMontana.](#)

Attendance

Regular attendance and participation in the class is expected. Unexcused absences count against your participation grade. **Four** absences will result in one grade reduction; **Five** absences will result in a failing course grade. **Note:** If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still **must** speak with the instructor.

Disability Student Services

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification. <http://life.umt.edu/dss>.

Expectations for student conduct

In a seminar-style class such as this one, please maintain a friendly, open, and professional demeanor while in class. To nurture your rapport with others in the class, remember to:

- Maintain a collegial and a professional demeanor throughout the semester (please do not serve as a distraction to others and their learning)
- Come to class on time, participate actively, and pay attention
- Refrain from using laptops, phones, and tablets for anything other than note-taking and class-related activities (when using laptops & other electronic devices for academic purposes, you *must* follow all UM policies governing the use of electronic devices)
- Refrain from eating in class (non-alcoholic drinks in closed containers are okay – if you spill them, though, please clean them up) unless you have brought food for the whole class.
- Avoid side conversations during class
- Avoid sleeping in class (I will mark you absent for doing so)
- Treat your fellow students and the instructor with respect.

UM's [Student Code of Conduct](#) governs student behavior on and beyond campus. Please see especially the section VI on General Conduct.

Plagiarism Warning

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See Student Conduct Code section of the catalog.) Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources.

Assignments

Brown's assignments (LSA) are to be emailed to him by 9:00 am on the due date (Tuesdays). McDonough's assignments are due in hard copy at the beginning of class on the due date. Unless you have made a prior agreement with one of the instructors, we will downgrade as appropriate.

Readings

All readings should be completed before class.

The UM Writing Center

Located in Lommasson 271, the Writing Center is a great resource for all writers, from first-year students to tenured professors. Visit their website for helpful handouts on writing effective thesis statements or introductions, and to schedule one-on-one appointments with writing tutors throughout the semester: www.umt.edu/writingcenter.

UPWA Writing Assessment

This course requires an electronic submission (via Moodle) of an assignment stripped of your personal information to be used for educational research and assessment of the university's writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following Writing Learning Outcomes:

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. The Rubric for scoring papers is on Moodle, under UPWA.

**You are responsible for removing personal information and submitting your final paper to UPWA at the end of the semester.*

Grading

Grades will be assigned on a standard grading scale, 100 points total. The weight of each assignment is reflected in the amount of points assigned to each. A passing grade in the class is contingent on a passing grade for the final paper and presentation, including complete First and Second Drafts turned in on time.

• Attendance and Participation (8 points)	8
• Article Reviews #1-10 (3 points each)	30
• Research proposal (3 points)	3
• Brown: LSA #1-4 (6 points each)	24
• First Draft of Paper (10 points)	10
• Second Draft of paper (10 points)	10
• Presentation (10 points)	10
• Final Draft of Paper (5 points)	5

Total Points: 100

****Note: All of Brown's classes will be held in Mansfield Library Room 283***

Assignments and Class Schedule

Date	Instructor	Topic	Due	Reading/ Assignment
1/23	McDonough	Introduction, Course overview, Student expectations. Intro to Research/ers	-	AR1 (Wright <i>et. al.</i>)
1/25	McDonough, Hansen	Writing Center Workshop: Analysis vs. Summary	AR1	Booth ch. 1-3 AR2
1/30	McDonough	Planning literature research: audience, scope, sources	AR2	Booth 4, 5 AR3
2/1	McDonough	Literature review examples and library tour	AR3	Booth 6 AR4
2/6	Brown	Search Statements and Electronic Indexes	-	-
2/8	Brown	Search Statements and Electronic Indexes	-	LSA I
2/13	Brown	Reference Management, Newspapers, and Library Catalogs	LSA I	-
2/15	Brown	Reference Management, Newspapers, and Library Catalogs	-	LSA II
2/20	McDonough	Questions and claims	LSA II AR4	Booth 7, 8 AR5
2/22	McDonough	Reason, evidence, and examining objections	AR5	Booth 9, 10 AR6 Research Proposal
2/27	McDonough	Synthesis	Research Proposal AR6	AR7
3/1	McDonough	Planning first draft, outlining	AR7	AR8
3/6	Brown	Citation Indexes and Ejournal Packages	-	-
3/8	Brown	Citation Indexes and Ejournal Packages	-	LSA III
3/13	Brown	Web Information and Search Engines	LSA III	-

3/15	Brown	Web Information and Search Engines	-	LSA IV
3/20	McDonough, McCaffrey	Writing Center Workshop: Lit Review Matrix and Reverse Outlines	LSA IV AR8	Booth 12, 13 AR9
3/22	McDonough	Introduction writing workshop	AR9	Booth 14 AR10
3/27	-	No Class. Spring Break.	-	-
3/29	-	No Class. Spring Break.	-	-
4/3	McDonough	Attributing sources	AR10	-
4/5	McDonough	Writing—organization and structure	-	(First Draft, due Tuesday)
4/10	McDonough, Webster	Writing Center dress rehearsal: Peer Review	First Draft (hard copy and on Moodle)	Peer review team's papers
4/12	McDonough	Writing the conclusion	-	(Peer review)
4/17	McDonough	Writing—re-visiting synthesis and counterclaims	Peer review comments	Second Draft , with Reverse Outline
4/19	McDonough	Writing workshop; incorporating feedback	-	(Presentation, Second Draft)
4/24	McDonough, Lewis	Writing Center Workshop: Public Speaking	-	(Presentation, Second Draft)
4/26	McDonough	Presentations	-	(Second Draft)
5/1	McDonough	Presentations	Second Draft and Reverse Outline (hard copy and on Moodle)	-
5/3	McDonough	Presentations	-	Final Draft and peer review reflection
5/11		Final Draft due by 5:00 pm (We will NOT meet at this time)	Final Draft with peer review reflection	