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:  
T/Th 10:00 – 11:30 am, and by appointment  
Jeannette Rankin Hall (JRH) M9

Barry Brown  
Office Hours:  
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

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 UMOnline.*

**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](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](http://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

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructor</th>
<th>Topic</th>
<th>Due</th>
<th>Reading/Assignment</th>
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</thead>
<tbody>
<tr>
<td>1/23</td>
<td>McDonough</td>
<td>Introduction, Course overview, Student expectations. Intro to Research/ers</td>
<td>-</td>
<td>AR1 (Wright et. al.)</td>
</tr>
<tr>
<td>1/25</td>
<td>McDonough, Hansen</td>
<td><strong>Writing Center Workshop:</strong> Analysis vs. Summary</td>
<td>AR1</td>
<td>Booth ch. 1-3 AR2</td>
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<tr>
<td>1/30</td>
<td>McDonough</td>
<td>Planning literature research: audience, scope, sources</td>
<td>AR2</td>
<td>Booth 4, 5 AR3</td>
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<tr>
<td>2/1</td>
<td>McDonough</td>
<td>Literature review examples and library tour</td>
<td>AR3</td>
<td>Booth 6 AR4</td>
</tr>
<tr>
<td>2/6</td>
<td>Brown</td>
<td>Search Statements and Electronic Indexes</td>
<td>-</td>
<td>-</td>
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<tr>
<td>2/8</td>
<td>Brown</td>
<td>Search Statements and Electronic Indexes</td>
<td>-</td>
<td>LSA I</td>
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<tr>
<td>2/13</td>
<td>Brown</td>
<td>Reference Management, Newspapers, and Library Catalogs</td>
<td>LSA I</td>
<td>-</td>
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<tr>
<td>2/15</td>
<td>Brown</td>
<td>Reference Management, Newspapers, and Library Catalogs</td>
<td>-</td>
<td>LSA II</td>
</tr>
<tr>
<td>2/20</td>
<td>McDonough</td>
<td>Questions and claims</td>
<td>LSA II AR4</td>
<td>Booth 7, 8 AR5</td>
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<tr>
<td>2/22</td>
<td>McDonough</td>
<td>Reason, evidence, and examining objections</td>
<td>AR5</td>
<td>Booth 9, 10 AR6 Research Proposal</td>
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<tr>
<td>2/27</td>
<td>McDonough</td>
<td>Synthesis</td>
<td>Research Proposal AR6</td>
<td>AR7</td>
</tr>
<tr>
<td>3/1</td>
<td>McDonough</td>
<td>Planning first draft, outlining</td>
<td>AR7</td>
<td>AR8</td>
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<tr>
<td>3/6</td>
<td>Brown</td>
<td>Citation Indexes and Ejournal Packages</td>
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<td>-</td>
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<tr>
<td>3/8</td>
<td>Brown</td>
<td>Citation Indexes and Ejournal Packages</td>
<td>-</td>
<td>LSA III</td>
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<tr>
<td>3/13</td>
<td>Brown</td>
<td>Web Information and Search Engines</td>
<td>LSA III</td>
<td>-</td>
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<tr>
<td>Date</td>
<td>Instructor</td>
<td>Topic</td>
<td>Location</td>
<td>Notes</td>
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<tr>
<td>3/15</td>
<td>Brown</td>
<td>Web Information and Search Engines</td>
<td>-</td>
<td>LSA IV</td>
</tr>
<tr>
<td>3/20</td>
<td>McDonough, McCaffrey</td>
<td><strong>Writing Center Workshop:</strong> Lit Review Matrix and Reverse Outlines</td>
<td>LSA IV AR8</td>
<td>Booth 12, 13 AR9</td>
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<tr>
<td>3/22</td>
<td>McDonough</td>
<td>Introduction writing workshop</td>
<td>AR9</td>
<td>Booth 14 AR10</td>
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<td>3/27</td>
<td>-</td>
<td>No Class. Spring Break.</td>
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<tr>
<td>3/29</td>
<td>-</td>
<td>No Class. Spring Break.</td>
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<td>-</td>
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<tr>
<td>4/3</td>
<td>McDonough</td>
<td>Attributing sources</td>
<td>AR10</td>
<td>-</td>
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<tr>
<td>4/5</td>
<td>McDonough</td>
<td>Writing—organization and structure</td>
<td>-</td>
<td>(First Draft, due Tuesday)</td>
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<tr>
<td>4/10</td>
<td>McDonough, Webster</td>
<td><strong>Writing Center dress rehearsal:</strong> Peer Review</td>
<td>First Draft (hard copy and on Moodle)</td>
<td>Peer review team’s papers</td>
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<td>4/12</td>
<td>McDonough</td>
<td>Writing the conclusion</td>
<td>-</td>
<td>(Peer review)</td>
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<tr>
<td>4/17</td>
<td>McDonough</td>
<td>Writing—re-visiting synthesis and counterclaims</td>
<td>Peer review comments</td>
<td>Second Draft, with Reverse Outline</td>
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<tr>
<td>4/19</td>
<td>McDonough</td>
<td>Writing workshop; incorporating feedback</td>
<td>-</td>
<td>(Presentation, Second Draft)</td>
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<tr>
<td>4/24</td>
<td>McDonough, Lewis</td>
<td><strong>Writing Center Workshop:</strong> Public Speaking</td>
<td>-</td>
<td>(Presentation, Second Draft)</td>
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<tr>
<td>4/26</td>
<td>McDonough</td>
<td>Presentations</td>
<td>-</td>
<td>(Second Draft)</td>
</tr>
<tr>
<td>5/1</td>
<td>McDonough</td>
<td>Presentations</td>
<td><strong>Second Draft</strong> and Reverse Outline (hard copy and on Moodle)</td>
<td>-</td>
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<tr>
<td>5/3</td>
<td>McDonough</td>
<td>Presentations</td>
<td>-</td>
<td>Final Draft and peer review reflection</td>
</tr>
<tr>
<td>5/11</td>
<td></td>
<td>Final Draft due by 5:00 pm (We will NOT meet at this time)</td>
<td><strong>Final Draft</strong> with peer review reflection</td>
<td>-</td>
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