

## INFORMATION / RESEARCH / ANALYSIS

### *Honors 3500*

Spring 2016  
Day/Time: TR 11:00-12:15 pm  
Location: C-131A



Prof. Ellen E. Bell  
Office hours:  
Tuesdays, 2-5pm and by appointment

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### **COURSE DESCRIPTION**

*(From the Catalog)* Application-based introduction to information resources, with attention to issues of access and evaluation. Emphasis on learning how to conduct efficient and effective information searches and acquiring knowledge of basic research protocols. Includes independent research/discussions with research mentor leading to a provisional research proposal for Honors Thesis or Capstone Project. 3 Units. Satisfies G.E. area E1. (Spring of junior year.)

*(From the Professor)* HONS 3500 is designed to support Honors students as you begin the Capstone project you'll complete in your senior year. The course focuses on exploring a topic that interests you in the context of different disciplines and research methods. There is a strong emphasis on developing flexibility and curiosity as you formulate research questions and on deepening your knowledge by reading further "into" your selected topic through a detailed literature review. During the first weeks of the semester, you will develop solid research skills, learn to milk the resources available through the University Library for all they are worth, explore ethical practices and research protocols (including IRB and IACUC review), and design a research project. Later in the semester you will complete a pilot study, draft a preliminary research report, and present your initial findings in a poster session at the Honors Capstone Conference. You will learn to give (and take) peer feedback by working with a research partner, in disciplinary cohorts, and with the class as a whole. You will also interview a faculty member to learn more about his or her research. By the end of the semester you will have made significant progress on your Capstone project, giving you the skills you'll need to complete it and other research projects during your senior year and beyond.

**GENERAL EDUCATION LEARNING GOALS AND OUTCOMES**

Goal 1: Develop the intellectual skills and competencies necessary to participate effectively in society and the world.

Students attaining the first learning goal will be able to:

1. Demonstrate effective oral communication.
2. Demonstrate effective written communication.
3. Demonstrate the ability to think critically and creatively.
4. Apply quantitative reasoning concepts and skills to solve problems.
5. Find, understand, examine critically, and use information from various sources.
6. Comprehend and use appropriate technological resources effectively.

Goal 2: Develop broad knowledge of biological and physical sciences, humanities and creative arts, and social sciences.

Students attaining the second learning goal will be able to:

1. Explain and apply basic scientific methods.
2. Demonstrate an understanding of the living and non-living physical world.
3. Recognize the structures and institutions that frame human interactions.
4. Express appreciation of cultural, intellectual, and artistic ideas and works.
5. Demonstrate effective creative expression and understanding through artistic means.
6. Identify life-skills and behaviors needed to flourish as a mature person.

Goal 3: Develop abilities to integrate knowledge, make informed ethical decisions, and accept civic responsibility.

Students attaining the third learning goal will be able to:

1. Integrate and combine knowledge and abilities developed in several fields to analyze and critically evaluate specific problems, issues, or topics.
2. Illustrate the ability to self-reflect and assess relevant ethical values.
3. Identify and analyze problems within local, regional, national, and/or global contexts.
4. Demonstrate enhanced awareness of multicultural, community, and/or technological perspectives.

**COURSE-SPECIFIC LEARNING OUTCOMES**

1. Demonstrate flexibility and curiosity in the formulation of research questions
2. Demonstrate a deeper understanding of a research topic through a detailed literature review
3. Display solid research skills, including the ability to access University Library resources effectively
4. Display a familiarity with ethical practices and research protocols (including IRB and IACUC review) by designing an ethically sound research project
5. Demonstrate the ability to design a research project, complete a pilot study, and analyze, interpret, and disseminate the results
6. Exhibit facility in giving and receiving peer review.
7. Exhibit the self-discipline required to evaluate and revise work with a thoughtful, ruthless attention to clarity and correctness.

**General Education:** E1

**Prerequisites:** Junior standing, good standing in the Honors program, or consent of the professor.

**REQUIRED TEXTBOOK**

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams

2008 *The Craft of Research*. 3<sup>rd</sup> Edition. University of Chicago Press, Chicago.

ISBN-13: 9780226065663

Also available for Kindle, Nook, iPad, and other e-readers and as a **free ebook** through the CSU Stanislaus library.

**EVALUATION CRITERIA:**

Students will be graded based on their scores on the following required assignments:

- 40% Weekly Assignments (Reading and Writing) and In-Class Activities
- 20% Research Proposal
- 20% Research Poster
- 20% Research Report

The +/- system **WILL** be used for this course. On a 100 point scale, final letter grades will be assigned as follows: A (93+), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (70-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9); F (0-59.9). Please note that a grade of C- (70%) or higher is required for credit to be granted for those enrolled under the Credit / No Credit option.

**COURSE REQUIREMENTS**

- 1.) **Readings:** The *tentative* schedule of class topics and assignments (reading and writing) is outlined at the end of the syllabus. Additional assignments may be posted on Blackboard and/or announced in class—look for them!
- 2.) **Weekly Assignments (Reading and Writing) and In-Class Activities:** In addition to the three writing assignments listed on the tentative schedule (proposal, poster, report—draft and final versions), you will complete brief weekly assignments made in class and posted on Blackboard. They are designed to help you stay on top of the work that will be required to complete the three major assignments and to build strong research skills.
- 3.) **Research Proposal:** (Draft 1 due Feb 25, Draft 2 due March 10) This is a written representation of your intellectual journey and a road-map of the steps you'll take to test your hypotheses, address your research questions, and analyze, interpret, and share your findings. It will present your research topic and question, review the related literature to place your question in context, outline the methods you'll use to explore the topic and address the question, explain how you will analyze and interpret the results, and conclude with a properly formatted "Works Cited" or "References" list. Successful proposals (A & B grades) will state the research question clearly and succinctly; present sufficient background information to contextualize the question; make original, well-supported, and persuasive arguments about the importance and feasibility of the project; and include a clear, well-organized, and feasible research methodology. Successful papers will also be at least 5 typed, double-spaced pages in length (not including title page, Works Cited, or References lists), well-written, free of grammatical and spelling errors, and cite sources properly. All proposals will be graded for argument, organizational structure, mechanical correctness, and accuracy and relevance of citations.

4.) **Research Poster:** (Draft 1 due Apr. 19, Draft 2 due Apr. 21, final version due Apr. 28) You will create a poster for presentation in class and at the Honors Capstone Conference (**Friday May 6, 12-5pm** in the Faculty Development Center). The poster is modeled on those presented at professional research conferences and will summarize your findings to date. Poster guidelines will be provided in class and on Blackboard.

5.) **Research Report:** (Draft 1 due Apr. 5, Draft 2 due May 5, Final version due May 19) You will write a research report that summarizes the work you have completed during the semester and your findings to date. This report will include the results from your pilot study, a thorough literature review, a summary of the methods you used to address your research question, a discussion of the analyses you completed, and your interpretations of the data and their significance. It will also include a properly formatted Works Cited or References list and appropriate in-text citations. You will draw on this document as you revise and expand your project during your senior year.

### **ADDITIONAL POLICIES**

**Academic Honesty and Plagiarism**—All work submitted must be your own, and all sources on which you draw to produce that work must be properly credited. Absolutely no infractions of the academic honesty policy (<http://www.csustan.edu/JudicialAffairs>) will be tolerated. In **addition** to any administrative disciplinary actions, any student caught plagiarizing, cheating, or otherwise violating the academic honesty policy will be given an F for the assignment and, at the discretion of the professors, may ***fail the entire course***.

**Students with Disabilities**—if you have a disability that requires classroom or test accommodations, please see me as soon as possible after class or during office hours. If you haven't done so already, you should contact the Disability Resource Center (MSR-210, Tel. 209-667-3159, TTY 209-667-3044), which is responsible for coordinating accommodations and services for students with disabilities. All information and documentation of disability is strictly confidential.

**Office Hours**—Office hours are set aside for you—please take advantage of them! If you have any questions about the course material, assignments, your research project, etc. please stop by my office during office hours to talk (Classroom Bldg. 237B). Outside of office hours, the best way to reach me is by email ([eebell@csustan.edu](mailto:eebell@csustan.edu)). If you can't make it to office hours, we can schedule another time to meet or to talk on the phone if that's more convenient.

**TENTATIVE SCHEDULE: CLASS TOPICS, READING, AND WRITING ASSIGNMENTS**

## Week 1

Thursday, Jan 28 Welcome and introduction to the course—what is research?

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## Week 2

Tuesday, Feb 2 Researchers, readers, and topics

Reading assignment: Booth et al. 2008: Ch. 1-3 (pp. 3-50); Library Tutorial Sections 1.1 & 1.2

Writing assignment: Topic Brainstorming Assignment 1

Thursday, Feb 4 Research questions, problems, and sources

Reading assignment: Booth et al. 2008: Ch. 4-6 (pp. 51-101); Library Tutorial Sections 2.1 & 2.2

Writing assignment: Topic Brainstorming Assignment 2

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## Week 3

Tuesday, Feb 9 Library Session I

Reading assignment: Read the articles you've found

Writing assignment: Write a brief (1-2 paragraph) summary of each article and include full bibliographic information (2 minimum)

Thursday, Feb 11 Library Session II

Reading assignment: Read the articles you've found

Writing assignment: Write a brief (1-2 paragraph) summary of each article and include full bibliographic information (2 minimum)

(Tutorials to support your work are posted on Blackboard—Library Tutorial Sections 3, 4, & 5)

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## Week 4

Tuesday, Feb 16 Research methods and data collection

Reading assignment: Robson 2007: Ch. 4-5 (pp. 70-111); continue finding and reading sources

Writing assignment: Continue taking notes/summarizing sources—including bibliographic info (spot-checks are possible—bring your work to class!)

Thursday, Feb 18 Research ethics and IRB approval

Reading assignment: Booth et al. 2008: 273-276; IRB website

Writing assignment: Research methods outline

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## Week 5

Tuesday, Feb 23 Research partner speed meeting session

Reading assignment: Continue finding and reading sources

Writing assignment: Continue taking notes/summarizing sources—including bibliographic info (spot-checks are possible—bring your work to class!)

Thursday, Feb 25      Research partner workshop  
 Reading assignment: Structuring a research proposal websites (links on Blackboard)  
 Writing assignment: **Research Proposal Draft 1 Due**

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## Week 6

Tuesday, Mar 1      Progress Conferences—see schedule  
 Reading assignment: Continue finding and reading sources  
 Writing assignment: Continue taking notes/summarizing sources—including bibliographic info  
 Revise Research Proposal in light of workshop and conference feedback

Thursday, Mar 3      Progress Conferences—see schedule  
 Reading assignment: Continue finding and reading sources  
 Writing assignment: Continue taking notes/summarizing sources—including bibliographic info  
 Revise Research Proposal in light of workshop and conference feedback

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## Week 7

Tuesday, Mar 8      Structuring an Argument: Claims, Reasons, and Evidence  
 Reading assignment: Booth et al. 2008: Ch. 7-9 (pp. 105-138)  
 Continue finding and reading sources  
 Writing assignment: Continue taking notes/summarizing sources—including bibliographic info  
 Revise Research Proposal in light of workshop and conference feedback  
 (spot-checks are possible—bring your work to class!)

Thursday, Mar 10      Structuring an Argument: Acknowledgements, Responses, and Warrants  
 Reading assignment: Booth et al. 2008: Ch. 10-11 (pp. 139-170)  
 Writing assignment: **Research Proposal Draft 2 (including pilot study) due**

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## Week 8

Tuesday, Mar 15      Reporting your Research: Planning and Drafting  
 Reading assignment: Booth et al. 2008: Ch. 12-13 (pp. 173-202)  
 Writing assignment: Conduct pilot study (spot-checks are possible—bring your work to class!)

Thursday, Mar 17      Reporting your Research: Communicating Evidence Visually  
 Reading assignment: Booth et al. 2008: Ch. 15 (pp. 213-231)  
 Writing assignment: Conduct pilot study (spot-checks are possible—bring your work to class!)  
 Outline your research report—what will it include?

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## Week 9

Tuesday, Mar 22      Research partner meetings  
 Reading assignment: Continue finding and reading sources  
 Writing assignment: Continue working on pilot study—begin analysis as possible  
 (spot-checks are possible—bring your work to class!)

Thursday, Mar 24      Research partner swap meetings  
 Reading assignment: Continue finding and reading sources  
 Writing assignment: Continue working on pilot study—begin analysis as possible  
 (spot-checks are possible—bring your work to class!)  
 Final Day to Submit Faculty Interview Report

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Mar 29 & 31      **\*\*\*Spring Break—No Class Meetings\*\*\***

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Week 10

Tuesday, Apr 5      Reporting your Research: Revising for Organization and Style  
 Reading assignment: Booth et al. 2008: Ch. 14 & 17 (pp. 203-212; 249-269)  
 Writing assignment: **Research Report Draft 1 Due**

Thursday, Apr 7      Reporting your Research: Introductions and Conclusions  
 Reading assignment: Booth et al. 2008: Ch. 16 (pp. 232-248)  
 Writing assignment: Begin revising your research report—edit for organization and style  
 (spot-checks are possible—bring your work to class!)

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Week 11

Tuesday, Apr 12      Research Posters: The Good, the Bad, and the Ugly  
 Reading assignment: Research poster webpage links on Blackboard  
 Writing assignment: Work on your poster

Thursday, Apr 14      Research Posters: Mechanics and Specific Goals  
 Reading assignment: Research posters in your discipline—find at least 2 examples  
 Writing assignment: Work on your poster

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Week 12

Tuesday, Apr 19      Research partner poster review  
 Writing assignment: **Poster Draft 1 Due**

Thursday, Apr 21      Group poster review—Session 1 (see schedule)  
 Writing assignment: **Poster Draft 2 Due**

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Week 13

Tuesday, Apr 26      Group poster review—Session 2 (see schedule)  
 Writing assignment: Revise poster based on group poster review comments

Thursday, Apr 28      Citing sources properly  
 Reading assignment: Citation links of Blackboard  
 Writing assignment: **Final Poster Due**

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## Week 14

- Tuesday, May 3      Plagiarism: The Ultimate Academic Crime  
Film: *Shattered Glass*  
Reading assignment: plagiarism and scientific misconduct links on Blackboard  
Writing assignment: position paper on plagiarism and academic honesty (1 page)
- Thursday, May 5      Discussion of *Shattered Glass* and research ethics/misconduct  
Writing assignment: **Research Report Draft 2 Due**
- Friday, May 6      **Poster Presentation at the Honors Capstone Conference**  
(12-5pm, FDC)
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## Week 15

- Tuesday, May 10      Wrap-up Conferences—see schedule  
Reading assignment: Read additional sources as needed; expand analysis and interpretations  
Writing assignment: Revise Research Report
- Thursday, May 12      Wrap-up Conferences—see schedule  
Reading assignment: Read additional sources as needed; expand analysis and interpretations  
Writing assignment: Revise Research Report
- Tuesday, May 17      What happens next?  
Writing assignment: Summer research contract
- Thursday, May 19      Research Report due by 11:00am (University Final Exam Time)**
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Have a Great Summer!