Objectives and Outcomes
This course introduces you to formal, mentored academic research and creative work. Long after you finish this course, my hope is that you will be able to:

1. Work with a research mentor within a chosen discipline
   - Recognize possible faculty choices
   - Engage the mentor throughout the course
2. Know how to find, manage, and process information sources for a selected topic.
   - Find information in libraries and the Internet
   - Use tools to manage information sources
   - Read sources critically for points of interest and unresolved issues
   - Document and record these sources
3. Formulate a research or creative question grounded in current literature, along with a project for investigating this question.
   - Make valid arguments for the question’s value and stakes
   - List concrete steps or actions for investigation
4. Write and present a proposal for investigating a research or creative question.
   - Identify and share relevant background information to a general audience
   - State the motivation for the question (i.e., why bother?) for a general audience
   - State what will be done in the investigation
   - Identify and specify necessary resources
   - Describe expected results

Prerequisites/Prior Background
To distribute/amortize workload, this course is meant to be a “companion” to either a course or current research project, preferably in your major and most definitely in an area of interest.
• Compliance—Did you follow the instructions?
• Completeness—Did you supply all of the requested information or artifacts?
• Punctuality—Did you submit the work on time?
• Polish—How well-executed is the deliverable?

Points are distributed evenly among these criteria. Deliverables have a “due week” and are due on the day of that week’s class; consult the projected schedule for specific dates.

Role of Your Disciplinary Mentor

Early on in this course, you will be asked to engage a disciplinary mentor who shall guide the development of your research idea in terms of its content, subject matter, and disciplinary best practices. Mentorship is an essential characteristic of formal scholarly and creative work.

To document the interactions that you have with your mentor, the deliverables include three (3) research journal entries, roughly once a month, as email messages to me with cc: to your mentor. This will allow me to assess your interactions with your mentor while also keeping him or her in the loop regarding what you are telling me about these interactions. You will be given feedback on how these interactions are proceeding and are expected to heed this feedback as the semester progresses.

These research journal entries are relatively brief so they do not carry a lot of points on their own; however, they will affect your final overall grade if it is determined that interactions are misrepresented in these journal entries or feedback is ignored by the end of the semester.

Your Work in LMU’s Digital Commons

Research & Exhibition has its own Digital Commons page hosted by the Hannon Library, at: http://digitalcommons.lmu.edu/honors-research-and-exhibition/

At the end of the semester, final proposals and presentations will be posted to that site, representing another form of “exhibition” for your work. Because the site is open to the Internet, your disciplinary research mentor will be asked to review and approve the content of your proposal and presentation. This will ensure that others’ work is properly cited and that nothing inappropriate (e.g., confidential, preliminary, proprietary, etc.) goes online.

Workload Expectations

In line with LMU’s Credit Hour Policy, the workload expectation for this course is that for every one (1) hour of classroom instruction (50 scheduled minutes), you will complete at least two (2) hours of out-of-class work each week. This is a 1-unit course with 1 hour of instruction per week, so you are expected to complete $1 \times 2 = 2$ hours of weekly work outside of class.

Attendance

Attendance at all designated meetings is “at your own risk.” If you must miss class, it is your responsibility to notify me about this and keep up with the course. The last day to add or drop a class without a grade of W is August 31. Because this is an Honors core course, it cannot be taken for Credit/No Credit grading.

Academic Honesty

Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit to expulsion. It is never permissible to turn in work that has been copied from another student or copied from a source (including the Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in: http://academics.lmu.edu/honesty

Special Accommodations

Students with special needs who require reasonable modifications or special assistance in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, autism spectrum, learning, physical, or psychiatric) needing academic accommodations should contact DSS (Daum 224, x84216) as early in the semester as possible. All requests and discussions will remain confidential. Please visit http://www.lmu.edu/dss for additional information.

Tentative Nature of the Syllabus

If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted to the course website.
Projected Schedule and Important Dates

Please refer to the course website, [http://dondi.lmu.build/fall2018/hnrs2000](http://dondi.lmu.build/fall2018/hnrs2000), for materials and details pertaining to the topics and deliverables listed below.

Unless otherwise indicated, the deliverable for a given week is due at 11:59:59pm of your Research & Exhibition section’s “class day”—i.e., the day that your section meets. Also unless otherwise indicated, deliverables are to be uploaded to Brightspace under their corresponding assignment slots.

<table>
<thead>
<tr>
<th>Week of...</th>
<th>Topic/Activity</th>
<th>Deliverable/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Introduction to the course</td>
<td>(soft deliverable: start looking for a mentor)</td>
</tr>
<tr>
<td>September 3</td>
<td>(no class for all sections due to Labor Day on September 3)</td>
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<tr>
<td>10</td>
<td>The research process</td>
<td>“Reading party” video; CoR 1–4</td>
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<tr>
<td>17</td>
<td>How to search</td>
<td>Mentor introduction; CoR 5–6</td>
</tr>
<tr>
<td>24</td>
<td>Evaluating sources</td>
<td></td>
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<tr>
<td>October 1</td>
<td>Introduction to annotated bibliographies</td>
<td>“Search party” video; research journal entry for September</td>
</tr>
<tr>
<td>8</td>
<td>Introduction to proposals</td>
<td>CoR 7–8</td>
</tr>
<tr>
<td>15</td>
<td>Proposals continued</td>
<td>Annotated bibliography</td>
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<tr>
<td>22</td>
<td>Initial discussion of topics</td>
<td>Elevator story</td>
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<tr>
<td>29</td>
<td>Introduction to presentations</td>
<td>Proposal draft; Tufte</td>
</tr>
<tr>
<td>November 5</td>
<td>Presentation workshop</td>
<td>Research journal entry for October; presentation rough drafts (voluntary)</td>
</tr>
</tbody>
</table>

**National Collegiate Honors Council, November 7–11, Boston, Massachusetts**

12 Presentation practice | Presentation draft
19 Presentation practice | |

**Thanksgiving break, November 21–23**

26 Presentation practice | Annotated bibliography addendum
December 3 Presentation practice | Research journal entry for November
10 Proposal symposium | Final proposal; final presentation