

# HNRS 2000

## RESEARCH & EXHIBITION

<http://dondi.lmu.build/fall2019/hnrs2000>

Fall 2019—Rains R3W; 1 semester hour  
M 9:20–10:10am (01), 12:40–1:30pm (02); T 4:30–5:20pm (03)  
Office Hours: TR 11:15am–12pm, WR 4:15–6:30pm, or by appointment

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### 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.

### Materials and Texts

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. Fitzgerald. *The Craft of Research*, 4th Edition, University of Chicago Press, 2016. (“CoR”)

Edward Tufte. *The Cognitive Style of PowerPoint: Pitching Out Corrupts Within*, 2nd Edition, Graphics Press, 2006. (“Tufte”)

### Course Work and Grading

Your final grade will be based on the percentage of the points you get for the following deliverables against the total number of possible points:

“Reading party” video	20 points
Mentor introduction	20
“Search party” video	20
Annotated bibliography	100
Elevator story	20
Research journal entries	60 (20×3)
Proposal draft	60
Presentation draft	60
Bibliography addendum	20
Final proposal	100
Final presentation	100
<b>Total</b>	<b>580 points</b>

Percentages  $\geq 90\%$  get an A– or better;  $\geq 80\%$  get a B– or better;  $\geq 70\%$  get a C– or better. I may nudge grades upward based on qualitative considerations such as degree of difficulty, effort, class participation, time constraints, and overall attitude throughout the course.

This course is about a general *process* whose content is highly individualized, with disciplines in which I do not have expertise. Thus, grading focuses on your ability to follow this process and meet its requirements; deeper content assessment is the purview of your research mentor. Process-related grading criteria are as follows:

- *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 at 11:59:59.999pm on the Wednesday of that week; 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 them 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 sessions is expected, but not absolutely required. 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 30. 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 any source (including the Internet) without properly acknowledging that 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>

### Americans with Disabilities Act

Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office (DSS). Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact DSS (Daum 224, x4535) as early in the semester as possible. All 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/fall2019/bnrs2000>, for materials and details pertaining to the topics and deliverables listed below.

Unless otherwise indicated, the deliverable for a given week is due at 11:59:59.999pm on the Wednesday of that week. Also unless otherwise indicated, deliverables are to be uploaded to Brightspace under their corresponding assignment slots.

Week of...	What We'll Do	What to Submit/How to Prepare
August 25	Introduction to the course	(soft deliverable: start looking for a mentor)
<i>September 1</i>	<i>(no class for all sections due to Labor Day on September 2)</i>	
8	The research process	“Reading party” video; <i>CoR</i> 1–4
15	How to search	Mentor introduction; <i>CoR</i> 5–6
22	Evaluating sources	
29	Introduction to research-oriented annotated bibliographies	“Search party” video; research journal entry for September
October 6	Introduction to proposals	<i>CoR</i> 7–8
13	Proposals, continued	Annotated bibliography
20	Initial discussion of topics	Elevator story
27	Introduction to presentations	Proposal draft; <i>Tufte</i>
November 3	Presentation workshop	Research journal entry for October; presentation rough drafts (voluntary)
<i>National Collegiate Honors Council, November 6–9, New Orleans, Louisiana</i>		
10	Presentation practice	Presentation draft
17	Presentation practice	Annotated bibliography addendum
24	Presentation practice	
<i>Thanksgiving break, November 27–29</i>		
December 1	Presentation practice	Research journal entry for November
8	Proposal symposium: 12/10 4:30–6:30pm (03), 12/11 9am–1pm (01, 02)	Final proposal and presentation (12/8)