HNRS 2000
RESEARCH & EXHIBITION
http://dondi.lmu.build/spring2022/hnrs2000

Spring 2022— University Hall 4442
M 11:30am–12:30pm, 1 semester hour

John David N. Dionisio, Ph.D.
dondi@lmu.edu

Office Hours M 2:30–3:30pm, TR 4:30–6pm, W 3–6pm,
or by appointment *(don't hesitate to ask!)*

Doolan 102
(310) 338-5782

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 concurrent course or 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:

Deliverable	Points
Mentor introduction	20 points
"Party videos"	80 (20×4)
Annotated bibliography	100
Elevator story	20
Research journal entries	60 (20×3)
Proposal draft	60
Presentation draft	60
Annotated bibliography addendum	20
Final proposal	100
Final presentation	100
Total	620 points

Percentages ≥ 90% get an A– or better; ≥ 80% get a B– or better; ≥ 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 feedback is the purview of your research mentor (more on them later; see below). Process-related grading criteria are as follows:

- *Compliance*—Instructions are followed precisely
- *Completeness*—All requested information is supplied/submitted/provided
- *Punctuality*—Work is submitted on time
- *Polish*—The deliverable is well-executed (technically and mechanically correct; proofread well)

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 unless otherwise indicated. 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 the *LMU Credit Hour Policy*, the workload expectation for this one-credit-hour course is a minimum of $1 \times 3 = 3$ hours of work by an average student per week, including the time that we spend together in the classroom.

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 <u>January 14, 2022</u>. Because this is an Honors core course, it cannot be taken for Credit/No Credit grading.

Academic Honesty

Loyola Marymount University is a community dedicated to academic excellence, student-centered education, and the Jesuit and Marymount traditions. As such, the University expects all members of its community to act with honesty and integrity at all times, especially in their academic work. Academic honesty requires that all members of the LMU community act with integrity, respect their own intellectual and creative work as well as that of others, acknowledge sources consistently and completely, act honestly during exams and on assignments, and report results accurately. As an LMU Lion, by the Lion's Code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship.

Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from any source (including the Internet) without properly acknowledging/citing the source. It is never permissible to work on an assignment, exam, quiz, or any project with another person unless your instructor has indicated so in the written instructions/guidelines. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the "Academic Honesty Policy" found at:

https://academics.lmu.edu/honesty

Special Accommodations

The Disability Support Services (DSS) Office offers resources to enable students with ADD/ADHD; physical, learning, and psychiatric disabilities; and those on the autism spectrum to achieve maximum independence while pursuing their educational goals. Staff specialists interact with all areas of the University to eliminate physical and attitudinal barriers. Students must provide documentation for their disability from an appropriate licensed professional. Services are offered to students who have established disabilities under state and federal laws. DSS personnel also advise students, faculty, and staff regarding disability issues. Students who need reasonable modifications, special assistance, academic accommodations or housing accommodations should direct their request to the DSS Office as soon as possible. All discussions will remain confidential. The DSS Office is located on the 2nd floor of Daum Hall and may be reached by email at *dsslmu@lmu.edu* or phone at (310) 338-4216. Please visit *http://www.lmu.edu/dss* for additional information.

Tentative Nature of the Syllabus

This syllabus and its contents are subject to revision; students are responsible for any changes or modifications announced or distributed in class, emailed to students' LMU Lion accounts, or posted on LMU's course management system.

Projected Schedule and Important Dates

Please refer to the course website, *http://dondi.lmu.build/spring2022/hnrs2000*, for materials and details pertaining to the topics and deliverables listed below. Please remember that this is subject to change.

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
January	9	Introduction to the course	(soft deliverable: start looking for a mentor)
	16	*(no class due to Martin Luther King, Jr., Day on January 17)*	
	23	The research process	Study party video 1; *CoR* 1–4
	30	Evaluating sources; RADAR case studies	Study party video 2; *CoR* 5–6; RADAR-related materials
February	6	Introduction to research-oriented annotated bibliographies	Mentor introduction
	13	Introduction to proposals	Study party video 3; *CoR* 7–8 & 16; proposal case studies
	20	Aspects of proposals: budget, timeline, human subjects, IRB	Annotated bibliography; research journal entry for January–February
		Spring break, February 28–March 4	
March	6	Initial discussion of topics	Elevator story (3/6)
	13	Introduction to presentations	Study party video 4; *Tufte* & *CoR* 15
	20	Proposal and presentation wrap-up	Proposal draft
	27	Presentation workshop	Early-bird presentation drafts (3/27, voluntary); research journal entry for March
April	3	Presentation practice	Presentation draft (4/3)
	10	Presentation practice	(revise and refine proposal and presentation)
	17	Presentation practice	Annotated bibliography addendum
	24	Presentation practice	(revise and refine proposal and presentation)
May	1	Proposal symposium (tentatively based on final exam slot): 5/2 11am–1pm	Final proposal and presentation (5/1); research journal entry for April

You can view my class calendar and office hour schedule in any iCalendar-savvy client. Its subscription link can be found on the course web site (it's too long to provide in writing).