Honors 3200: Writing in a Research University Course Syllabus  
(Upper Division Communication/Writing Designation)  
Spring 2018

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Course Description
The object of this course is for students to gain an understanding of what it takes to become contributing writers and thinkers both inside and outside the academic community. In fact, the signature assignment in the course, the Contribution Paper, asks that you show your understanding of the contribution process by practicing it. As a student recently said to me, “This is a tall order,” and so it is. Even so, students will be expected to explore present positions of a specific disciplinary community and 1) refute the given conclusions, 2) renew an older position that might lend fresh perspective in a contemporary context, or 3) innovate by adding new material that might lead to novel ways of understanding a concept or question. I’ll add here that, as an instructor, I will do everything I can to help and/or support students embarking on an Honors Thesis, a project that falls in line with the practice of contribution.

In this course we will approach writing from two particular stances. The first is designed to facilitate your thinking and writing as members of specific disciplinary communities (i.e, biology, history, psychology, etc.). The second approach we’ll call creative. Working with subject matter that rises from the contemplative exercises at the heart of this class, we will we create a New Media document that might appeal to the general educated community as well as professionals in a given field of study. We will also consider forms of analysis and reflection in an effort to help open us to new possibilities of discourse.

By the end of the course, the students will . . .

- understand a broad range of interconnecting issues and concepts that pertain to advanced academic research  
- use the work of others to develop their own critical thinking about issues and problems  
- engage in an extensive written research project that attempts to contribute to contemporary knowledge  
- advance positions using various rhetorical devices in an effort to connect to a specific audience  
- gain a deepened understanding of issues by constructing a digital media project geared toward educating classmates on a topic of your choice  
- participate as team members in the evaluation and drafting of classmates’ work  
- present material orally in a Socratic setting
• explore reduction, dialectical thinking, integral analysis, and systems thinking as tools of interpretation and innovation
• read texts focused on fleshing out ideas and concepts
• value personal experience as a guide for learning

Texts

Required:
  * Mindfulness for Beginners, Jon Kabat-Zinn
  * The Structure of Scientific Revolutions, Thomas Kuhn
  * Silent Spring, Rachel Carson

Course Policies and Procedures

Assignments and Grades
Several assignments work toward achieving a better understanding of university and disciplinary practices. Please note that the assignments may change according to our needs throughout the term. Each assignment will be assessed by points. Your final grade will reflect the percentage of points earned.

(I will grade your major assignment, The Contribution Paper, using the Inquiry and Analysis Value Rubric and Creative Thinking Value Rubric as outlined by The Association of American Colleges and Universities.)

Group Rhetorical/Structural Analysis in your Discipline (5 points)
The purpose of this assignment is to examine the rhetoric of your discipline. What kinds of writing are done in your field? What kind of organization is used? What language is employed? Methods of analysis? What serves as evidence? In other words, how do scholars in your area of study make convincing arguments? To answer this question, you will:
  • conduct a library search for an Honors Thesis in your field and one that is outside your field
  • create a group oral presentation that compares the theses
  • each participate write a one page summary of findings

Integral Essay (10 points)
The integral essay shows your ability to think across university disciplines and make connections between fields that often go unrecognized. By using systems thinking as a theoretical frame, you will proceed to create a discussion of your choice between subjects. The purpose of this exercise is to make clear that no subject matter exists within a bubble, and to recognize that big picture thinking avails us to fresh questions while at the same time opening us to varied perspectives.
Contribution Paper Topic Proposal (5 points)
The topic proposal is a one page, double-spaced description of the major topic you’d like to explore for the Contribution Paper due later in the semester. What’s your interest in the topic? Is there a real possibility to contribute? What kind of reading do you need to complete before writing the final paper? Please make sure to point out your intended audience.

Contribution Paper Literature Review (15 points)
In academic research, it’s important to find texts that offer key insights from which you rehearse or build upon as you move into your own ideas. Literature reviews help researchers limit the scope of their inquiry, just as they convey the importance of studying a topic to readers. The purpose of this assignment is for you to develop the underlying theory you will use to determine the direction of your Contribution paper (see below). (4-5 pages)

Contribution paper (25 points)
This assignment asks you to take on authority by conducting your own research (be it in the humanities, social sciences, or sciences, etc.), constructing a position and sharing it with others. What are some of the issues or problems that you have identified about writing in a research university of your discipline that you would like to pursue? Points will be deducted for missing rough draft workshop. (15-18 pages)

New Media Documentary (15 points)
A finely-crafted digital project that offers insight on a topic we’ve discussed in class. This presentation should include research and understood as a tool to educate others.

All other exercises & class participation (10 points)

Two Major Oral Presentations
1) Dangerous Idea presentation. To receive full credit for this exercise, you must be in attendance for your classmates’ presentations. (10 points)
2) Ways to Know presentation (5 points)

Letter Grade Percentages
100-95 A
94-91 A-
90-88 B+
87-84 B
83-80 B-
79-77 C+
76-74 C
73-70 C-
69-67 D+
66-64 D
63-60 D-
Class participation and attendance is mandatory. You are allowed two unexcused absences. On every subsequent absence your grade will be lowered by a half point (A to A-, B+ to B, etc.).

Please note that all assignments are to be handed in on time. Late papers are very hard on me, and it’s not fair that some students turn their work in on time while others don’t.

Students are encouraged to bring personal computers to class, which are to be used for note taking or other course related purposes. Computers, cell phones, tablets and other electronic media may not be used for surfing the web, emailing or other non-course related matters.

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact me at the beginning of the quarter to discuss any necessary accommodations.

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Plagiarism is using the work of someone else and calling it your own. In this class we will learn to paraphrase, or in the case where you do use someone else’s work directly, how to cite it. Plagiarism is illegal. If you are caught plagiarizing, you may fail the course and university action may be taken.

**Daily Class Schedule**

(may be changed as warranted; readings will be assigned throughout the semester according to class needs and wants)

**Week 1 (Jan. 9, 11)**
- Introductions
- Reading: *Mindfulness*, 1-16; Orwell (see Canvas)
- Begin Contribution research—Topic Proposal

**Week 2 (Jan. 16, 18)**
- Systems
- Integral Essay Introduction
- Reading: *Mindfulness*, 17-28; Kuhn, iiv-66
**Week 3** (Jan. 23, 25)
Due: Contribution paper topic proposal
Library--Rhetoric groups, Integral research
Reading: *Mindfulness*, 29-45; Kuhn, 66-136

**Week 4** (Jan. 30, Feb. 1)
Due: Integral Essay
Rhetoric/Systems
Reading: *Mindfulness*, 46-59; Kuhn 136-210

**Week 5** (Feb. 6, 8)
Rhetorical Analysis group presentations
Reading: *Mindfulness*, 60-77; Robinson (see Canvas)
Contribution Literature Review Intro
Theoretical framing/structures

**Week 6** (Feb. 13, 15)
Rhetorical Analysis group presentations
Reading: *Mindfulness*, 79-93; Malcolm X, Ch. 1-7
Systems/Dialectic

**Week 7** (Feb. 20, 22)
Due: Contribution Literature Review
Reading: *Mindfulness*, 94-112; Malcolm X, Ch. 8-16
Library, room 1140, Honors Librarian

**Week 8** (Feb. 27, Mar. 1)
Introduce Dangerous Idea Presentations
Read: Malcolm X, Ch. 17-Epilogue

**Week 9** (Mar. 6, 8)
Individual Conferences
Read: Rachel Carson, Ch. 1-7

**Week 10** (Mar. 13, 15)
Introduce Dangerous Idea Presentation
Introduce New Media Project
Read: Rachel Carson, Ch. 8-13, finish *Mindfulness*
Due: Contribution rough draft

**Week 11** (Mar. 20, 22)
Spring Break
Finish Carson

**Week 12** (Mar. 27, 29)
Dangerous Idea Presentations

**Week 13** (Apr. 3, 5)
Dangerous Idea Presentations

**Week 14** (Apr. 10, 12)
Due: Contribution Paper
Creative Work/New Media
**Week 15 (Apr. 17, 19)**

New Media/Creative Work

**Week 16 (Apr. 24)**

Ways of Knowing Presentations
Due: New Media Projects