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ENST 201.01: Environmental Information Resources

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Environmental Information Resources: ENST 201

Fall 2016

Room: NAC 014 and Library 283

T/TH 9:30-10:50 AM

Emily Withnall
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Jeannette Rankin Hall, Room 104

Barry Brown
Office Hours: Fri 3:10-4pm, and by appointment

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Mansfield Library 327, x6811

Course Description and Purpose

The primary purpose of ENST 201 is to give students skills for finding, evaluating, and using existing information to increase understanding of a particular environmental issue and to gain depth of insight into related controversies. During the semester, each student will research a topic using a variety of sources (including, but not limited to academic journals, government documents, national magazines, newspapers, and internet sources), evaluate sources critically, synthesize information, write a literature review on the topic, and give a formal presentation. The course will focus on critical thinking in topic analysis and in effectively dealing with information overload.

Learning Outcomes

This semester in Environmental Information Resources, we will:

- Recognize the need for information;
- Formulate a research topic and translate it into a research question;
- Recognize accurate and authoritative information;
- Recognize the differing roles of books, periodicals, electronic sources, etc., in the information-seeking process;
- Identify information on a given topic, using a variety of resources, both internal and external;
- Evaluate whether research meets requirements of a classroom assignment;
- Physically locate resources in a library;
- Arrange and document research appropriately;
- Learn to write a literature review;
- Develop summary and synthesis skills;
- Learn how to identify and write for a specific audience;
- Develop critical thinking skills; and
- Develop and hone written and oral communication skills.

Required Texts

Booth, WC, GG Colomb, and JM Williams. *The Craft of Research, 2nd Ed.* Chicago: University of Chicago Press, 2003.

Additional readings, film, and audio will be selected by instructors.

Moodle

Weekly readings, assignments, and handouts will be posted on a regular basis. Always check for updates.

Technical Support:

Having trouble with Moodle? Unable to post or log in? Can't submit assignments?

Avoid waiting until the last minute to contact [UM Online Tech support](#) or me. If you are experiencing technical difficulties and need immediate assistance, here are important resources:

Email: umonline-help@umontana.edu
Phone: 406.243.4999 or 866.225.1641 (toll-free)
Web: [UM Online Technical Support](#)

Note: Firefox is the preferred internet browser for Moodle. For more information go to UMontana.

Attendance

Regular attendance and participation in the class is expected. Combined, attendance and participation make up 20% of the grade in this course. **Three** absences will result in a loss of points in your final grade. **Four** absences will result in one grade reduction. **Five** absences will result in a failing course grade. **Note:** If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still **must** speak with the instructor).

Disability Student Services

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification. <http://life.umt.edu/dss>.

Expectations for student conduct

In a seminar-style class such as this one, please maintain a friendly, open, and professional demeanor while in class. To nurture your rapport with others in the class, remember to:

- maintain a collegial and a professional demeanor throughout the semester (please do not serve as a distraction to others and their learning)
- come to class on time, participate actively, and pay attention
- refrain from using laptops and tablets for anything other than note-taking and class-related activities (when using laptops & other electronic devices for academic purposes, you *must* follow all UM policies governing the use of electronic devices)
- refrain from eating in class (non-alcoholic drinks in closed containers are okay – if you spill them, though, please clean them up)
- avoid side conversations during class
- avoid texting or using cell phones or other devices in class (I will mark you absent for doing so)
- avoid sleeping in class (I will mark you absent for doing so)
- treat your fellow students and the instructor with respect.

UM's [Student Code of Conduct](#) governs student behavior on and beyond campus. Please see especially the section VI on General Conduct.

Plagiarism Warning: Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See Student Conduct Code section of the catalog.) Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources.

Assignments

Brown's assignments (LSA) are to be emailed to him by 9:00 am on the due date (Tuesdays). Withnall's assignments are due in hard copy at the beginning of class on the due date (Tuesdays). Assignments are due in class on or before the date listed in the syllabus. Unless you have made a prior agreement with one of the instructors, we will take off one grade level (A becomes A-) for each class day an assignment is late.

Readings

All readings should be completed before class.

The UM Writing Center

Located in Lommasson 271, the Writing Center is a great resource for all writers. Visit their website for helpful hand-outs on writing effective thesis statements or introductions, and to schedule one-on-one appointments with writing tutors throughout the semester: www.umt.edu/writingcenter.

Grading

Grades will be assigned on a standard grading scale, 100 points total. The weight of each assignment is reflected in the amount of points assigned to each.

Attendance (10 points)	10
Participation (10 points)	10
Research proposal (6 points)	6
Literature Review Matrix (10 points)	10
Brown: LSA #1-4 (6 points each)	24
First Draft of Paper (15 points)	15
Presentation (10 points)	10
Final Draft of Paper (15 points)	10
Total Points:	100

***Note: All of Brown's classes will be held in Mansfield Library Room 283**

Assignments and Class Schedule

Class Day/Session		Readings/Assignments
8/30	Withnall: Course overview, student expectations and questions, introductions, defining topic and question	
9/1	Withnall: Planning literature research: audience, scope, evaluating sources	Booth, Chapters 1-3
9/6	Withnall: Critical thinking, research, and synthesis	Booth, Chapters 4,5
9/8	Withnall: literature review examples and library tour	Booth, Chapter 6
9/13	Brown: Search Statements and Electronic Indexes	
9/15	Brown: Search Statements and Electronic Indexes	
9/20	Withnall: questions and claims (LSA I due)	Booth Chapters 7,8
9/22	Withnall: reason, evidence, and examining objections	Booth Chapters 9,10
9/27	Withnall: Literature reviews and matrixes (Research Proposal due)	Reading TBA
9/29	Withnall: Literature reviews and matrixes	Reading TBA
10/4	Brown: Reference Management, Newspapers, and Library Catalogs	
10/6	Brown: Reference Management, Newspapers, and Library Catalogs	
10/11	Withnall: Planning first draft, outlining (LSA II due)	Booth Chapters 12,13
10/13	Withnall: Introduction writing workshop	Booth Chapter 14
10/18	Brown: Citation Indexes and Ejournal Packages	
10/20	Brown: Citation Indexes and Ejournal Packages	
10/25	Brown: Web Information and Search Engines (LSA III due)	
10/27	Brown: Web Information and Search Engines	

11/1	Withnall: attributing sources (Literature Review Matrix due)	Turabian handout
11/3	Withnall: writing—organization and structure	Reading TBA
11/8	Withnall: writing—re-visiting synthesis and counterclaims (LSA IV due)	Reading TBA
11/10	Withnall: writing the conclusion	Reading TBA
11/15	Withnall: Writing Center workshop on peer review	
11/17	Withnall: writing workshop (first rough draft due in class but not to instructor)	
11/22	Withnall: Presenting research, and rewriting (first draft of paper due)	
11/24	No Class. Thanksgiving Holiday.	
11/29	Withnall: Incorporating feedback and learning from other approaches	
12/1	Presentations (with peer review)	
12/6	Presentations (with peer review)	
12/8	Presentations (with peer review)	
12/13	Finals week: Final paper due by 5 pm	