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Fall 9-1-2018

### ENST 201.01: Environmental Information Resources

Peter McDonough

*University of Montana, Missoula*, [peter.mcdonough@umontana.edu](mailto:peter.mcdonough@umontana.edu)

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## Environmental Information Resources: ENST 201 Fall 2018

**Room:** NAC 014 (McDonough) and Library 283 (Brown)

**Time:** T/TH 9:30 – 10:50 AM

Peter McDonough

Office Hours:

[peter.mcdonough@umontana.edu](mailto:peter.mcdonough@umontana.edu)

M/W/F 11:00 am – 1:00 pm, and by appointment  
Jeannette Rankin Hall (JRH) M9

Barry Brown

Office Hours:

[barry.brown@umontana.edu](mailto:barry.brown@umontana.edu)

Fri 3:10 – 4:00 pm, and by appointment  
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. This is fundamentally a *writing* course. 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 literature reviews, and give a formal presentation. The course will focus on critical thinking in topic analysis, academic writing and peer review, and 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, analysis, 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.

### Readings

All required reading will be selected by instructors. Materials are available on Moodle and will be emailed if needed. There is no required textbook.

## Moodle

Weekly readings, assignments, and handouts will be posted to Moodle. We will inform you any time we upload something on short notice, but always check for updates and email if you're not sure or can't find a given resource.

## Technical Support

If you are experiencing technical difficulties and need immediate assistance, here are important resources:

Email: [umonline-help@umontana.edu](mailto: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.**

## Attendance

Regular attendance and participation in the class is expected. Unexcused absences count against your participation grade. **Four** absences will result in one grade reduction; **Five** absences will result in 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 15 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, phones, 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) unless you have brought food for the whole class.
- Avoid side conversations during class
- 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). McDonough's assignments (ARs) are due in hard copy at the beginning of class on the due date. Mini Synthesis Marathons and Lit Reviews are due to Moodle as well as in hard copy. Unless you have made a prior agreement about late work with one of the instructors, we will downgrade as appropriate.

## Article Reviews (ARs)

You will write "Article Reviews" on research articles over the course of this class. These Reviews are grouped into three trios, with each trio focusing on a particular set of skills necessary for the larger Lit Reviews. Tasks that take some effort early on should become muscle memory in later ARs.

## Mini Synthesis Marathons

Twice during the semester you will work in pairs to create "quick and dirty" lit reviews. Over two days you will find and read several sources relevant to your research question (given), decide how each source deals with common themes, create a synthesis of those sources' discussion, and finally frame it in a literature review. We will workshop the final product with staff from the Writing Center and in a peer review. Full instructions are on Moodle.

## Literature Reviews

The culmination of this semester will be two larger literature reviews. Each has a theme – *population* and *waste* – within which you are free to research sources, formulate a question, choose relevant themes, and create a synthesis. You are to do these outside of class, but we will have a peer review process and workshop for each with the Writing Center. You can find the full instructions on Moodle, and we will discuss them in class.

## The UM Writing Center

Located in Lommasson 271, the Writing Center is a great resource for all writers, from first-year students to tenured professors. Visit their website for helpful handouts on writing effective thesis statements or introductions, and to schedule one-on-one appointments with writing tutors throughout the semester: [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter).

## UPWA Writing Assessment

This course requires an electronic submission (via Moodle) of an assignment stripped of your personal information to be used for educational research and assessment of the university's writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following Writing Learning Outcomes:

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts

- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (style conventions like APA or MLA)
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. The Rubric for scoring papers is on Moodle, under UPWA.

*\*You are responsible for removing personal information and submitting your final paper to UPWA at the end of the semester.*

## Grading

Grades will be assigned on a standard grading scale, 100 points total.

**\*\*A passing grade in the class is contingent on a passing grade for the final paper and presentation, including complete First and Second Drafts turned in on time.**

• Article Reviews #1-9 (3 points each)	27
• Brown: LSA #1-4 (5 points each)	20
• Mini Synthesis x2 (9 points each)	18
○ Draft (4)	
○ Peer Reviews (2)	
○ Revision (3)	
• First Lit Review	12
○ Draft (6)	
○ Peer Reviews (3)	
○ Revision (3)	
• Second Lit Review	18
○ First Draft (6)	
○ Peer Reviews (3)	
○ Revision (3)	
○ Second Draft (6)	
• Presentation	5

*Total Points: 100*

## Assignments and Class Schedule

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

Date	Instructor	Topic	Due
8/28	McDonough	Class introduction	-
8/30	McDonough	Summary	AR1
9/4	McDonough	Synthesis	AR2
9/6	McDonough	Literature Reviews in a nutshell; Library Tour	AR3
9/11	Brown (Library)	Search Statements; Multidisciplinary Fulltext Databases & Popular vs Scholarly Sources	
9/13	Brown (Library)	Search Statements; Multidisciplinary Fulltext Databases & Popular vs Scholarly Sources	
9/18	McDonough	Mini Synthesis Marathon #1	LSA I
9/20	McDonough	Mini Synthesis Marathon #1 <i>Read and review peer papers for Tuesday</i>	AR4 (Post Mini Synthesis to Moodle by end of day)
9/25	McDonough	<b>WC Sidecar</b> o Mini Synthesis Marathon #1	Mini Synthesis #1 hard copy MS #1 Peer Reviews
9/27	McDonough	Claims and Evidence	Sidecar Revision (submit to Moodle 9/28)
10/2	Brown (Library)	Journal Indexes; Citation Management & Citation Indexes	AR5
10/4	Brown (Library)	Journal Indexes; Citation Management & Citation Indexes	AR6
10/9	McDonough	Mini Synthesis Marathon #2	LSA II
10/11	McDonough	Mini Synthesis Marathon #2 <i>Read and review peer papers for Tuesday</i>	AR7 (Post Mini Synthesis to Moodle by end of day)
10/16	McDonough	<b>WC Sidecar</b> o Mini Synthesis Marathon #2	Mini Synthesis #2 hard copy MS #2 Peer Reviews

10/18	McDonough	Literature Review – the works	Sidecar Revision (submit to Moodle 10/19)
10/23	Brown (Library)	Library Catalogs; Book Catalogs & Newspaper Indexes	AR8
10/25	Brown (Library)	Library Catalogs; Book Catalogs & Newspaper Indexes	AR9
10/30	Brown (Library)	Web Search Engines & Evaluating Web Sources	LSA III
11/1	Brown (Library)	Web Search Engines & Evaluating Web Sources	
11/6	-	<i>Election Day – Go Vote!</i>	LSA IV
11/8	McDonough	Writing the Introduction	Lit Review #1 (submit to Moodle)
11/13	McDonough	<b>WC Sidecar</b> o Lit Review #1	Lit Review #1 hard copy Lit Review #1 Peer Reviews
11/15	McDonough	Public Speaking	Sidecar Revision (submit to Moodle 11/14)
11/20	McDonough	Presentations	
11/22	-	<i>Thanksgiving – Go Away!</i>	
11/27	McDonough	Writing the Conclusion	
11/29	McDonough	Attributing Sources	Lit Review #2, First Draft (submit to Moodle 11/21)
12/4	McDonough	<b>WC Sidecar</b> – Lit Review #2 (first draft)	Lit Review #2 hard copy Lit Review #2 Peer Reviews
12/6	McDonough	Presentations	Sidecar Revision (submit to Moodle 11/30)
12/12	McDonough	Presentations (10:10 am – 12:10 pm)	Lit Review #2, Second Draft (submit to Moodle)