

Fall 2006

Honors 110 - Introduction to Research

Section 005 T R 12:00 - 1:15 PM Room: ENT 173

Course-wide lectures will be held on selected Fridays from 10:30 - 11:20 in ENT 178.

Instructor: Prof. Rose Cherubin

Office: Robinson B462

Office hours: TR 3:00 - 4:00 PM; R 10:00 - 11:00 AM; additional times available by appointment

Office phone: 3-1332

Email: rcherubi@gmu.edu

Graduate Teaching Assistant: Mr. John Woolsey

Office: Enterprise 306

Office hours: T 1:30 - 3:00 PM; R 2:00 - 4:00 PM (Thursday hours by appointment only). Mr. Woolsey's office hours begin on September 5.

Email: jwoolsey@gmu.edu

Honors Program web page: <http://honors.gmu.edu>

To reach the Honors 110 page, click on "Courses," then "Fall 2006," then "100." Material specific to our section will be linked under Section 005. Material that is for all sections of the course will be linked under Section 301 (which is not a separate section but merely a shorthand way of referring to the combined sections of HNRS 110).

HNRS 110 Section 005 Page on Prof. Cherubin's web site:

<http://www.gmu.edu/courses/phil/ancient/hnrs110f06main.htm>

On this page you will find another copy of the syllabus and the assignment instructions, as well as useful links.

Prof. Cherubin's main web site: <http://www.gmu.edu/courses/phil/ancient/index.htm>

To reach the HNRS 110 page from here, scroll down to "Material for Introductory Courses."

Description

Honors 110 offers an introduction to the methods, materials, and practices of research at the college level. It is built on the idea that research is a process. The readings and assignments are designed to lead you through this process by giving you instruction and practice in the various stages of researching, drafting, and revising a research essay. HNRS 110 partially fulfills the 6-hour composition requirement for GMU students; you must receive a grade of at least "C" (2.0) in HNRS 110 to fulfill this requirement.

Course Objectives

HNRS 110 aims to introduce and to familiarize students with the processes and products of research at the university level. To this end, it will help you to learn the methods, materials, and practices of research and writing appropriate to academic discourse in the humanities and social sciences (and also to some extent in the natural sciences). The Research Log assignment will teach you how to locate and to employ a variety of resources, and Endnote bibliographic software will help you organize and manage your research. Some readings will familiarize you with how researchers in different fields demonstrate causal and other kinds of relationships, and with how demonstrations of cause are different from demonstrations of other kinds of correlation. Other

assignments will give you practice in using the GMU Libraries' and other collections' resources, evaluating sources, constructing an argument, supporting your claims with evidence, giving you experience in the written and oral presentation of your research findings, and documenting your research with appropriate conventions of academic style. The course will also feature discussion of some ethical issues associated with research and writing, such as plagiarism.

Requirements

A. Attendance and Contact. We expect you to attend class regularly, to complete all reading assignments before the class for which they are listed, to bring assigned readings to class with you, and to be prepared to participate in class discussions, in-class assignments, and peer editing workshops. In-class assignments may not be made up without a doctor's excuse in writing. You will lose points off your participation grade for missing peer-editing workshops.

In addition to our regular Tuesday and Thursday meetings, you will be required to attend five Friday lecture sessions and to sign in with Mr. Woolsey at each one. You will also be required to go on a field trip to the National Museum of the American Indian in Washington, D.C. You will need to be available on some Fridays for conferences with Prof. Cherubin and/or Mr. Woolsey. In addition to major writing assignments (research log, analytical papers, and the major components of the research project), I will assign some short writing assignments that will help you focus on required readings and develop your research and writing skills.

We expect you to keep a copy (either on disk or hard copy) of all writing assignments you turn in. Writing assignments are due at the beginning of the class for which they are assigned. Late papers will be penalized with lowered grades unless you submit appropriate documentation of illness or certain other impediments - see **Policy on Late Assignments** below. You may submit an assignment as an email attachment to prove that you completed it by the deadline, but you are still responsible for giving us a hard copy to grade within 24 hours of the deadline. Papers turned in outside of class should be delivered to my mailbox in the main Philosophy Department office, Robinson B465 (open MWF 8:30-4:30, TR 9:00-4:30). All assignments should be typed, double-spaced, in a 10-, 11-, or 12-point font with 1-inch margins.

All students will need to have access to the Internet and to email for this course. **All official communications from George Mason University will be sent to your GMU email account, so you should activate it as soon as possible.** You're welcome to set up automatic forwarding to an alternative email account if you have one (log-in to your account via the <https://mail.gmu.edu> interface and follow the directions under "Options/Settings.")

B. Special situations: If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office. By 'disability' I mean a learning disability, physical disability, or other condition that requires that you receive modified assignments, note-takers, extended exam time, etc. Please get the proper documentation from the Disability Resource Center to me as soon as possible, so that we can set up appropriate arrangements. Then please take a moment (before or after class, in office hours, etc.) to show me (Prof. Cherubin) the documentation and to make sure I understand exactly what you will need. *Do not wait until just before an assignment due date to do this; if you wait too long, there may not be time to set up the arrangements you need.*

C. Plagiarism and Cheating. Plagiarism or cheating of any kind constitutes a violation of the GMU Honor Code. You are responsible for knowing, understanding, and obeying the University Honor Code and the Honor Code Statement for this course. Visit this link for details about the

Honor Code: <http://www.gmu.edu/catalog/apolicies> . See the **Honor Code Statement** below for further clarification, and visit <http://www.gmu.edu/courses/phil/ancient/plagiarism.htm> for some concrete examples that show the differences between plagiarism and appropriate citation of sources. A very nicely detailed discussion appears at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

D. Weighting of Required Work:

10% of your grade: Museum Analysis (due Sept. 21)

15%: Research Log (due in sections at various times; see **Schedule and The Honors 110 Research Project** below))

10%: Research Proposal (due Oct. 5)

5%: Preliminary Argument Draft (Due Oct. 26)

20%: Complete Draft of Research Project (due Nov. 7)

20%: Revised Draft of Research Project (due Dec. 7)

5%: Oral Report (due during last 2 weeks of class)

15%: Other assignments and class participation

Assignment instructions for Museum Analysis and the Research Log can be found at <http://honors.gmu.edu>, under HNRS 110:301; or at <http://www.gmu.edu/courses/phil/ancient/hnrs110f06main.htm>

E. Grading of assignments.

A+ = 4.0; A = 4.0; A- = 3.67. "A" grades are assigned for demonstration of superior understanding of all concepts, for thoroughness and sophistication in interpretation and style, and for mastery of standard grammatical form and documentation conventions. (By ' "A" grades' I mean grades in the "A" range, viz., A+, A, and A- .)

B+ = 3.33; B = 3.0; B- = 2.67. "B" grades indicate above-average mastery of the material, clear, thoughtful analysis, and correct written presentation.

C+ = 2.33; C = 2.0; C- = 1.67. "C+" and "C" grades are assigned for work that demonstrates an adequate mastery of the material and competent written presentation. **Students must receive a grade of "C" (2.0) or higher to get credit for HNRS 110.**

D = 1.00. A "D" grade is assigned for less than satisfactory mastery of factual material and poorly presented written work.

F = 0. Unacceptable as college-level work, demonstrating inadequate levels of understanding and written proficiency.

For some response papers and in-class exercises you will receive grades of check plus (excellent, exceeds expectations for the assignment), check (good, meets expectations for honors work), check minus (needs improvement, inadequate in terms of length and/or depth of analysis), or 0 (did not hand in assignment, or handed in something that does not address the assignment).

I grade assignments on the quality of the final product. If your final course average falls very much between these numbers, I will use factors such as effort, improvement, and the quality and quantity of your participation in the class to determine whether I round up or down to determine your final course grade.

For a full listing of the University's policy for converting letter grades into numerical grades to compute your GPA (grade-point average), see the University Catalog online at <http://www.gmu.edu/catalog/apolicies/#Anchor42> .

F. Required Software: Endnote 7, available free to download at

<http://library.gmu.edu/endnote/downloads.htm> or on CD for a nominal cost at the JC Computer

Store. The Library web site offers Endnote 9 as well as Endnote 7, but **please download and use Endnote 7**. The reason is that the school's computers (in the Libraries, the Computer Center, etc.) use Endnote 7, and there are problems with converting some files between Endnote 7 and Endnote 9.

G. Required Textbooks. These should be available at the GMU Bookstore.

1. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 2nd ed. Chicago: University of Chicago Press, 2003. (Abbreviated CR below in this syllabus)
2. Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Revised by John Grossman and Alice Bennett. Chicago: University of Chicago Press, 1996.

H. Online Readings. This list includes both required and optional readings; see **Schedule** below for reading assignments.¹ Depending on availability and time, I will also make available (and conceivably assign) a small number of further readings on such topics as critical thinking, evidence, and theories of knowledge.

On E-Reserve on library website under Rosemary Jann, HNRS 110:001 (password: intro):

Bazerman, Charles. *The Informed Writer: Using Sources in the Disciplines*. 5th ed. Boston: Houghton Mifflin, 1995. Sections we will read will include:

"The Reader's Active Role," pages 22-27; "Developing Responses to Reading [Sample Essays by Smith and Komisar]," 127-31; "Recognizing the Many Voices in a Text," 162-77; "Writing Using Reading. Disagreements: Joining the Issue," 266-81.

Columbo, Bonnie Lisle and Sandra Milano. *Frame Work: Culture, Storytelling, and College Writing*. Chap. 14: "Reframing: Talking Back to Official Stories," pages 372-378. Boston: Bedford Books, 1997.

Kohl, Herbert. "The Story of Rosa Parks and the Montgomery Bus Boycott Revisited." Pages 30-47 in *Should We Burn Babar?: Essays on Children's Literature and the Power of Stories*. New York: New Press, 1995.

Available online through library databases:

Cronon, William. "A Place for Stories: Nature, History, Narrative." *Journal of American History* 78, no.4 (1992): 1347-76. (JSTOR).

Costello, Jane, et al. "Relationships between Poverty and Psychopathology: A Natural Experiment." *JAMA* 290.15 (15 Oct. 2003): 2023-29. Journals@Ovid Full Text

Flynn, Johnny P. and Gary Laderman. "Purgatory and the Powerful Dead: A Case Study of Native American Repatriation." *Religion and American Culture* 4, no.1(1994):51-75. JSTOR

Gonzalez, Sandy. "Intermarriage and Assimilation: The Beginning or the End?" *Wicazo Sa Review* 8, no. (1992): 48-52. (JSTOR)

Jenkins, Tiffany. "The Museum of Political Correctness," *The Independent* [London], 25 January 2005. (LexisNexis).

Kennicott, Philip. "A Particular Kind of Truth: As the Culture Wars Rage, A Rare Victory over the Routes of Knowledge." *Washington Post*, September 19, 2004: R02.(LexisNexis).

¹ How to access these materials on E-Reserve: Go to <http://library.gmu.edu>. Click on "E-Reserves." Then click "search electronic reserves." From the pull-down menu that appears, select HNRS 110 as the course and Prof. R. Jann as the instructor. (The E-Reserve materials mentioned above are the same for all sections so only one instructor name appears.) The password is "intro" (no quotation marks).

- Koss, Mary, et al. "Adverse Childhood Exposures and Alcohol Dependence among Seven Native American Tribes." *American Journal of Preventive Medicine* 25, no.3 (2003): 238-44. (ScienceDirect)
- McFarland, Ron. "'Another Kind of Violence': Sherman Alexie's Poems" *American Indian Quarterly* 21, no.2 (1997): 251-64. JSTOR.
- Sontag, Deborah. "Who Was Responsible for Elizabeth Shin?" *New York Times Magazine*, April 28, 2002: 57+ (Proquest).
- Thompson, Bob. "Where Myth and Museums Meet," *Washington Post*, September 19, 2004:B1+ (LexisNexis)
- Tompkins, Jane. "Indians." *Critical Inquiry* 13 (1986): 101-119. (JSTOR).
- Yellow Bird, Michael. "What We Want to be Called: Ethnic People's Perspectives on Racial and Ethnic Identity Labels." *American Indian Quarterly* 23, no.2 (1999): 1-21. (JSTOR)
- Gehring, Verna. "Phonies, Fakes, and Frauds-and the Social Harms They Cause." *Philosophy and Public Policy Quarterly* 23, no.1-2 (Winter/Spring 2003). Online at this site:
<http://www.puaf.umd.edu/IPPP/quarterly.html> .
- Rimer, Sara. "Finding that Today's Students are Bright, Eager and Willing to Cheat." *New York Times*, July 2, 2003. (LexisNexis).
- Schulte, Brigid. "Cheatin', Writin' & 'Rithmetic: How to Succeed in School without Really Trying." *Washington Post*, September 15, 2002. (LexisNexis).
- Montecino, Virginia. "Creating an Effective PowerPoint Presentation."
<http://mason.gmu.edu/~montecin/powerpoint.html>
- Stratten, Scott. "Giving Effective PowerPoint Presentations."
<http://sbinfocanada.about.com/cs/management/qt/powerptpres.htm>
- Tufte, Ed. "PowerPoint is Evil." *Wired* Sept. 2003.
<http://www.wired.com/wired/archive/11.09/ppt2.htm>
- Henderson, John R. "ICYouSee: T is for Thinking"
<http://www.ithaca.edu/library/training/think.html>
- Seigenthaler, John. "A False Wikipedia 'Biography'." *USA Today*, November 29, 2005.
http://www.usatoday.com/news/opinion/editorials/2005-11-29-wikipedia-edit_x.htm

I. Photocopy (required reading).

Aristotle, *Metaphysics* A1-2. Translated by H.G. Apostle. Distributed in class on August 29.

J. Policy on Late Assignments: Work that is handed in late with a documented legitimate excuse will be accepted without penalty. Examples of documented legitimate excuses include a doctor's note or emergency room receipt if the absence was due to illness; a receipt from a mechanic for emergency car repairs on the day of class; an official document (such as a syllabus) from one of your other courses proving that you had a required field trip for that class on the day our class meets; an official document from your workplace proving that your job sent you out of town on the day our class meets; an official document from an athletic team proving that you had a competition on the day our class meets; etc.

Other work that is handed in late, without a documented legitimate excuse, will lose two grade increments per week that it is late. For example, an assignment that would have received a B+ if handed in on time will receive a B- if handed in one week late. (An assignment that is handed in one to five days late will lose one grade increment.) The maximum penalty is two full letter grades: assignments handed in three or more weeks late will lose two letter grades.

K. Policy on assignments that are not submitted at all: Any required assignment that you do

not submit by the time that the last assignment is due will receive a grade of F, **unless** you have requested a grade of IN (see **L.** below).

L. Policy concerning grades of IN (incomplete): Grades of IN will be given **only** in either of the following situations:

(1) If you request a grade of IN *in writing* at least 24 hours before the last assignment is due, OR

(2) If a sudden emergency arises less than 24 hours before the assignment is due AND you can provide *documentation* of this emergency (as described in the section on late assignments, above) and a *written request* for a grade of IN.

If you do not make a *written request* for a grade of IN and cannot provide *documentation* of emergency, you will receive a grade of F for each assignment that is missing.

Schedule

(Dates associated with reading assignments are dates when the assignments are due - for example, having CR pages 1-55 assigned for Sept. 5 means that you are to read these pages by the Sept. 5 class.)

Week 1

Tuesday August 29: Introduction

Thursday August 31: For class today, read Aristotle, *Metaphysics* A1 (just chapter 1, unless you want to read more...). Consult <http://www.gmu.edu/courses/phil/ancient/meta12a.htm> as to the meanings of the original Greek words - some aspects of the translation may be slightly misleading.

Due in class: 1-2 page response paper answering the following questions: According to Aristotle, how if at all does “art” differ from “experience”? Is “art” the ultimate or most comprehensive kind of knowledge that Aristotle thinks we can seek, or does he think we can seek something further? If so, what is that and how does it differ from “art”; and if not, why not? What seems to be Aristotle’s point or goal in writing this - to what does he seem to want to draw our attention?

Friday September 1: Lecture: Andrew Lee, “Introduction to Library Resources” (ENT 178)

Welcome Week party 11:30-1:30, Honors Office, ENT 302

Week 2

Tuesday September 5: Read CR 1-55 to get ready to come up with a preliminary research topic. Read also Bazerman, “The Reader’s Active Role” (but don’t write in your library books!), Columbo and Milano, “Reframing:...,” and Kohl, “The Story of Rosa Parks and the Montgomery Bus Boycott.” Come to class prepared to compare and contrast the “official” or predominant version of Mrs. Parks’ story (the version Kohl criticizes) to Kohl’s revision of that story. What does it mean to call a story “official”? What pattern of explanation is imposed on the events, and Mrs. Parks’ life, in the predominant version? What are the implications or effects of this (as Kohl sees it, and as you see it)? What pattern does Kohl impose? What are its implications? Where can we find the information to evaluate both accounts?

Sign up for a conference (to be held between Sept. 5 and Sept. 12, inclusive) to discuss your ideas for a topic. Come prepared with a list of questions you want to ask about your subject(s). We will give you help in shaping your project at the conference.

Thursday September 7: Read Cronon, “A Place for Stories” pages 1347-1357.

Due in class: 1-2 page summary (in your own words) of what you think are the main points for which Cronon wishes to argue, in this first part of his essay.

Friday September 8: Andrew Lee, “Introduction to Endnote” (ENT 178)

Week 3

Tuesday September 12: Read the rest of Cronon's "A Place for Stories." Discussion: According to Cronon, what motives explain the "shape" of the story of the Dust Bowl as it was told by the New Deal Planners? How does he show this? What central dilemma or problem does Cronon address at the end of the essay? What is Cronon's overall point or theme in this essay? Why does Cronon think stories and narratives are important, and what does he think this implies for people engaged in research? What other kinds of accounts are there besides narratives?

Due in class: Print out the Museum Assignment from the HNRS 110 web site (or Prof. Cherubin's web site) and bring it to class so we can go over it.

Reminder: Sept. 12 is the last day to add classes, and the last day to drop classes with no tuition penalty.

Thursday September 14: Read: Tompkins, "Indians"; Thompson, "Where Myth and Museums Meet"; Jenkins, "The Museum of Political Correctness"; and Kennicott, "A Particular Kind of Truth."

Due in class: 1-2 page response: Briefly summarize Tompkins' argument, and compare and contrast it to the positions taken by Thompson, Jenkins, and Kennicott.

Friday September 15: Field trip to Museum of the American Indian, Washington, DC (or Saturday Sept. 16 if you cannot make it on Friday)

Week 4

Tuesday September 19: Read *CR* pages 56-89.

Workshop on Preliminary Research Statements - *bring three copies of your Preliminary Research Statement(s)*. Sign up for a conference to be held today, Thursday, or Friday.

Thursday September 21: *Museum Analysis due*. **Today our section will meet in the Johnson Center Library Instruction Room** for a lecture by Andrew Lee on GMU's Library databases (what they are, which ones we have at GMU, what they can do, how to use them, etc.) The JC Library Instruction Room is on the upper floor of the JC Library. To get there, enter the JC Library and go up the stairs that are behind the librarians' desk. When you emerge from the stairs you'll see that there are windows (facing outdoors) to your left and a librarians' office to your right. Go straight ahead and you'll see to your right a sign for the Library Instruction Room.

Friday September 22: Conferences

Week 5

Tuesday September 26: Using sources: types of sources, basic criteria for reliability; disciplinary conventions in professional and scholarly sources, and what those conventions do.

Read: articles by Seigenthaler; Koss et al., Gonzalez, and Yellow Bird; if you wish, look also at articles by Costello et al., Flynn and Laderman, and/or McFarland.

Due in class: Parts 1 and 2 of Research Log

Thursday September 28: Using sources continued; joining the conversation. Read: Bazerman, 162-177 and 266-281.

Friday September 29: HNRS Student Panel on Work Time Management, and the HNRS 110 Research Paper; Prof. D. Moloney on National Scholarship Opportunities (ENT 178)

Reminder: Sept. 29 is the last day to drop classes with no tuition liability. Sept. 30 through Oct. 27 is Elective Withdrawal Period.

Week 6

Tuesday October 3: Discussion: annotating sources.

Bring to class three sources important to your research, representing three different

types or genres of source materials. (Obviously, you cannot bring books from the Fenwick Reference Section, so if you wish to bring that kind of source, bring a photocopy of the relevant pages, plus any identifying material about the author and about the way the source was compiled that appears in the source. Similarly, for online sources, bring a printout.)

Due in class: Parts 3 and 4 of Research Log

Thursday October 5: Plagiarism. Read: CR 90-106 and 285-288; Ithaca College web site evaluation page at <http://www.ithaca.edu/library/training/think.html> ; articles by Gehring, Rimer, and Schulte; take a look also at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Discussions: evaluating web sites; plagiarism. The students in the Schulte article blame parents and teachers for plagiarism. How do you respond to this? Why, if at all, is plagiarism wrong, anyway? Does it really undermine the community of scholars, or any other community?

Research Proposal due: See **The Honors 110 Research Project** below for details.

Remember that the proposal is a commitment by you to your topic; you may not change topic after this point without written permission from Prof. Cherubin.

Friday October 6: No lecture scheduled; available for conferences

Week 7

Tuesday October 10: Monday classes meet on Tuesday; our section does not meet today

Thursday October 12: Arguments and claims. Read: CR 111-137

Due in class: Part 5 of Research Log

Friday October 13: Prof. R. Cherubin on Effective Argumentation (ENT 178)

Week 8

Tuesday October 17: Arguments, reasons, evidence, and warrants. Rhetorical appeals in argument. Read: CR 138-181; Plato excerpt to be announced

Thursday October 19: *Part 6 of Research Log due*

Friday October 20: Optional Library of Congress field trip

Week 9

Tuesday October 24: Organizing a comparative analysis. Read and bring to class: Essays on euthanasia in Bazerman, pages 127-131 and 277-281 (an essay comparing the ones on 127-131).

Thursday October 26: Preliminary Argument Draft Workshop

Due in class: Three copies of Preliminary Argument Draft. Sign up for conferences on preliminary argument draft.

Friday October 27: No lecture scheduled; available for conferences

Week 10

Tuesday October 31: More on organizational patterns and strategies. Read: CR 183-204, plus sample HNRS 110 student papers (these will be available on the HNRS 110 web site, under section 301).

Thursday November 2: Using sources correctly. Read: CR 205-207, Turabian Chapter 5 plus sections 5 and 16 of Chapter 8.

Friday November 3: No lecture scheduled

Week 11

Tuesday November 7: Workshop on First Drafts

Due in class: Complete Draft of Research Paper Due (at least 10 pages) - bring 3 copies.

Thursday November 9: Improving Argumentative Coherence: read CR 208-221. *Bring a copy of your complete draft to class.* Sign up for conferences on complete drafts.

Friday November 10: No lecture scheduled; available for conferences

Week 12**Tuesday November 14:** Conferences on complete drafts**Thursday November 16:** Effective Introductions and Conclusions; Style. Read *CR* 222-240 and 263-282.**Friday November 17:** Lecture on Effective Oral Presentations (ENT 178)**Week 13****Tuesday November 21:** Preparation of Oral Presentations. Read: essays by Montecino, Stratten, and Tufte (listed above).**Thursday and Friday November 23-24:** Thanksgiving Recess; have a happy and safe break**Week 14****Tuesday November 28:** *Oral Presentations***Thursday November 30:** *Oral Presentations***Week 15****Tuesday December 5:** *Oral Presentations***Thursday December 7:** *Oral Presentations**Final Draft of Research Paper due, accompanied by a 2-page reflection on what you learned from the research process and by a copy of your Endnote library for this project on a CD*

The HONORS 110 RESEARCH PROJECT

The **main product** of your semester's work will be a researched essay of at least 12 pages on a subject of your own design, accompanied by a bibliography of at least 12 sources, no more than 3 of which may be web pages. You must cite at least 6 of your sources in the body of your paper.

In the course of the semester, you will work through the process of finding a topic, shaping a research problem, locating supporting evidence, and presenting a scholarly argument. Research takes time, so make sure that you work steadily on your project, which is broken up into separate assignments to keep you moving forward on schedule. We are ready to assist you at all stages, as is the reference staff in the library. The Honors Program liaison reference librarian is Andrew Lee, yli7@gmu.edu.

Often high school research papers are summaries of familiar issues or reports on information about a topic. In your HNRS 110 research paper, by contrast, instead of describing a topic area and summarizing information, you will have to **make, support, and defend specific claims about your topic**. You will also need to **demonstrate your understanding of previous research** on your topic. That is, you will need to demonstrate your understanding not only of what that previous research says, but of why it says what it says. You will thus need to show what assumptions shape your sources' interpretations and how they relate to the claims made by other sources; and whether and how your sources support their claims with arguments and evidence. You will also need to articulate a specific position of your own with respect to your topic, making clear how your own ideas contribute to the scholarly debate about your subject. Your goal is to make your reader understand the issues involved in your topic, what is at stake in different arguments concerning it, and why/how your reader should be interested in these issues.

The research project comprises the following assignments:

Required conferences on preliminary topics: by September 12, you will be required to meet with us to discuss your ideas for a topic. Come prepared with a list of questions you want to ask about your subject(s). We will give you help in shaping your project at the conference.

Preliminary Research statement: in class on Sept. 19, you will bring 3 copies of a one page document that does the following: 1) identify your topic and why it interests you; 2) complete the 3-part research formula on p. 56 of *The Craft of Research* for your topic; 3) list additional questions or issues that you think may be important for your topic; 4) evaluate your target audience, using the checklist on CR pp. 22-23. If you are considering more than one topic, provide the same information for each topic. You'll exchange 2 copies with your peer review group and turn in one to us. We'll also ask you to have a conference with us (by Sept. 22) on your research statement. (This counts toward your participation grade.)

Research Proposal: 2-3 pages, plus preliminary bibliography/reference list. Due in class October 5. Your proposal should offer an expanded discussion of what *The Craft of Research* (chap. 4) calls your research problem. It should answer the following questions: 1) What is your research topic? 2) What question(s) do you want to ask about this topic? 3) How or why are the answers to the questions significant? Or, how or why is it important to seek answers to these questions? 4) What are the main controversies that concern your topic? 5) Who is your audience and what effect do you want to have on them?

Your proposal should then provide a tentative outline of the major questions and sub-questions that you think you will need to explore during the course of your project. It should also lay out a research plan: a description of how much research you have already completed and how you plan to conduct the rest of your research. Your proposal must be accompanied by a bibliography/reference list of at least 6 (real!) sources, no more than 2 of which may be web pages. The bibliography/reference list should follow correct Chicago A or B citation form and be produced using Endnote. 10% of your course grade.

Research Log: The log is designed to lead you through the process of locating sources and using Endnote to create the bibliography you will need for your project. John Woolsey will have regular office hours and appointment times in order to assist you with the worksheet. You will need to show him that you have completed parts 1 and 2 of the log by Sept. 26, parts 3 and 4 by Oct. 3, part 5 by Oct. 12, and part 6 by Oct. 19. You will have the opportunity to correct mistakes on the worksheet to improve your final grade; any corrections are due by Oct. 19. If you make significant changes in your topic during the course of the semester, you must complete a new research log and get it approved by us. 15% of your course grade.

Preliminary Argument Draft: 3-4 pages, due in workshop on Oct. 26. This is a trial run of your argument, a section of it that illustrates the kinds of claims, argumentation, and evidence that you will be using. There are various ways you could do this: for instance, choose 2-3 sources on your topic and compare and contrast their positions on a single issue in some detail; present in detail one major source and explain its position on several issues central to your larger paper; identify a key controversy and summarize the positions on either side. Your objective here is to begin to formulate your argument and to get practice in synthesizing sources effectively. 5% of your course grade.

Complete Draft of research project: On Nov. 7, a complete draft of your argument is due. It should be at least 10 pages long, cite evidence from at least 6 sources, and be accompanied by a works cited list of at least 10 sources (no more than 3 of which may be web pages), produced in correct Chicago A or B form by Endnote. At least 5 of your sources must be annotated. This draft will be graded according to how effectively it accomplishes the following:

- Makes clear the complete shape of the argument you are presenting about your issue.
- Presents multiple perspectives on your issue.
- Organizes arguments and information to guide and persuade your reader through reasoning.
- Synthesizes information and integrates supporting evidence into your own argument.

Bring 3 copies, 2 to exchange with your peer review group and one for us. This complete draft is worth 20% of your course grade.

Exercise on revising your argument: on Nov. 9, you will bring one copy of your complete draft back to class. In class you'll outline the structure of your draft and identify places where transitions and argument need to be strengthened.

Oral Presentations: during one of our last four regular class meetings, you will make a 10 minute oral presentation to the class on your project. Oral presentations must be accompanied by a written outline of your major points (or a Power Point presentation on disk). 5% of your course grade.

Revised Draft (final version this semester) of research project: due in class on Dec. 7. At least 12 pages, plus a bibliography divided into works cited and works consulted. You must include a total of at least 12 sources, no more than 3 of which may be web pages. You must refer directly to at least 6 different sources in the body of your essay. This draft will be graded on

- The scope and effectiveness of your revision of the preceding draft
- The overall insight and complexity of your argument
- The overall effectiveness of your handling of style, rhetoric, and evidence
- The correctness of grammar, spelling, and punctuation

Your revised draft must be accompanied by a 2-page reflection on what you learned from the research process and a copy of your Endnote library for this project on CD. 20% of your course grade.

Honor Code Statement

This course is conducted in accordance with the **GMU Honor Code**, as outlined in the University Catalog. The **GMU Honor Code** is as follows:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this honor code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*

See also the online version of the most recent catalog; the University Honor Code policy is outlined at <http://www.gmu.edu/catalog/apolicies/#Anchor12> in the 2005-6 catalog; it is on pages 30-31 in the 2006-7 catalog (currently available only in .pdf form, at <http://www.gmu.edu/catalog/catalog0607.pdf>, and in paper copy).

Each student is to do his or her own work; collaboration on required written assignments (exams, papers, etc.) is not permitted.

All answers on exams and papers must be in the student's own words. Quotations from the class texts or from other sources may be used, of course, provided that all quotations are properly attributed (you **must** cite the author's name, the publication data, and the page number or URL if any).

Further clarification: Earlier versions of the University Catalog provided good general accounts of what is meant by 'plagiarism' and 'cheating' here, and **I will continue to use these for purposes of this course, as clarified below:**

Earlier versions of the University Catalog included under the heading 'Plagiarism' two kinds of thing. First is "[p]resenting as one's own the words, the work, or the opinions

of someone else without proper acknowledgment.”² This means that if you quote from any source without giving proper credit to that source, what you have done counts as plagiarism, and will not be permitted. By ‘source,’ I mean printed material, electronic material (information from internet sites, e-mail, etc.), films, videotapes, audiotapes, radio, television, human beings other than yourself, or any other presenter of verbal information. By ‘proper credit’ I mean clear identification of the source of each quotation you have used, including the title of the source, the name of the author (where available), the URL if the source is a web site, the journal title if the source is a journal article, the date of publication (or of download from a web site), and the publisher if the source is a book. If you have any question as to whether what you are doing constitutes quotation from a source, or if you are unsure about how to quote a source or how to give proper credit, please see your instructor.

The second kind of plagiarism outlined in the Catalog was “[b]orrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.” This means that if you take a passage from something you have read, and change a few of the words - without changing the meaning - and then claim that these ideas are yours (or simply fail to mention whose they are), that is also plagiarism, and is not permitted. There is nothing wrong with quoting (briefly) from sources; just acknowledge when you do it. If a source you find says exactly what you yourself think, show why you think it is correct. As long as you explain this in your own words, there is no problem. If you have any questions about what counts as “borrowing the sequence of ideas...,” please see your instructor, and I will be glad to help.

Both kinds of plagiarism are forbidden at GMU.

Examples of plagiarism and examples of proper (non-plagiarizing) citation are provided at <http://www.gmu.edu/courses/phil/ancient/plagiarism.htm> .

According to the earlier catalogs whose descriptions this class will follow, **“cheating encompasses the following: (1) The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.**

(2) The above may be accomplished by any means whatsoever, including, but not limited to, the following: fraud, duress, deception, theft, trick, talking, signs, gestures, copying from another student, and the unauthorized use of study aids, memoranda, books, data or other information.

(3) Attempted Cheating.”

All such cheating and attempted cheating are forbidden at GMU. Since required assignments for this course specify that students are not to collaborate, any collaboration between students in the writing of required assignments will be considered to be a case of giving and receiving of “unauthorized and unfair advantage in academic work over other students.”

Again, if you have any questions about whether something you intend to do on a paper or exam is acceptable, please speak to your instructor before the assignment is due. I will be glad to help you -- really.

Penalties/Responses to Plagiarism and Cheating:

A. On assignments other than the final exam or final assignment. If there is evidence that

²This and all quotations in this Honor Code Statement are taken from the 2003-2004 GMU Catalog, p. 29.

a student has collaborated with others, or evidence that a student has presented others' words or sequences of ideas as his or her own, that student's paper or exam will be invalidated, and the student will be required to do the paper or exam again in a satisfactory manner in order to receive credit. (In the case of mid-semester exams, the student may be given alternate exam questions.) No credit will be given until the work is re-submitted satisfactorily.

B. On the final exam or final assignment. If there is evidence that a student has collaborated with others or has presented others' words or sequences of ideas as his or her own, the case will be reported to the Honor Committee. No credit will be given unless the case is resolved with a finding of "Not Guilty."

Note. By 'evidence' I mean something in writing that clearly shows proof of plagiarism or illegitimate collaboration. For example, if two students submit identically-worded answers; if two students hand in assignments written in the same handwriting when they have previously had different handwritings (if you are injured and suddenly cannot write, let me know of this before making arrangements for another student to "help you"!); if a student submits a paper which I find to consist substantially of material copied from a book or web site without attribution and I can get hold of a copy of the book or can download pages from the web site -- all of these are cases where I would say that there is evidence of an Honor Code violation. If there is any question in my mind, I will speak to the student(s) involved before making the determination as to whether to take action.