

Cornish College of the Arts
Humanities and Sciences Department

Course: HS 381 01 LE
Semester: Spring 2018
Time: M+W 4.30p-5.50p
Location: LUI 204-C
Instructor: Terry Schenold
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Website: courses.bloddedbythought.org/res/



"In reading, a lonely quiet concert is given to our minds; all our mental faculties will be present in this symphonic exaltation."

-Stéphane Mallarmé

"Aspiring to lead others, they have never given themselves the fair chance of being first led by others into something better than they can start for themselves ... New knowledge, when to any purpose, must come by contemplation of old knowledge in every matter which concerns thought; mechanical contrivance sometimes, not very often, escapes this rule. All those who are now called discoverers, in every matter ruled by thought, have been those versed in the minds of their predecessors, and learned in what had been before them. There is not one exception."

-Augustus de Morgan, *A Budget of Paradoxes*

COURSE DESCRIPTION

In this course we will develop the critical reading and scholarly writing skills needed for persuasive research-based writing. We will design and complete individual, semester-long, multi-stage research projects from self-generated research questions on self-selected topics. The course will enhance existing writing abilities while developing the following crucial information literacy skills: working with online and library databases; collecting, evaluating, and accurately documenting primary and secondary sources; investigating and synthesizing diverse viewpoints; and presenting research with an awareness of audience, genre, and medium. Students will also consider the value of applying these skills in various settings, academic and otherwise, as artists studying, living, and working in an information society and knowledge-based economy.

LEARNING OBJECTIVES

- 1) Research methods. Develop research methods and grasp the usefulness of research for the cultivation and documentation of new knowledge.
- 2) Reading and sources. Deepen your critical reading practices and appreciation for the quality of various types of sources, the life-cycle of information, and dynamics of source media in the 21st century media ecology.

LEARNING OBJECTIVES (con't.)

- 3) Research writing process. Develop your ability to manage research in the writing process, including navigating and recording your understanding of research, and communicating it effectively to target audiences.
- 4) Research writing conventions. Recognize and understand the purpose of genre conventions, including manuscript and citation formatting, structured inquiry, and the development of argument.
- 5) Rhetorical awareness and writing style. Increase your rhetorical awareness and hone your writing style, exploring your voice, patterns in your writing, and effective mechanics for expression and persuasion for different audiences.
- 6) Peer collaboration and confidence. Develop your skills as a collaborator in research projects, as a critical reader and editor of your colleagues' writing, and gain confidence in your ability to discuss and communicate your knowledge of research.

LEARNING OUTCOMES

Completion of the coursework will facilitate the ability to:

- 1) Identify the strength and usefulness of sources
- 2) Organize and sustain a rigorous, multi-month research project
- 3) Communicate research in multiple genres of writing and media for popular and academic audiences
- 4) Build an argument or critical commentary organized by a focused inquiry and controlling idea
- 5) Engage in productive revision techniques with peers

LEARNING EXPERIENCE

The class will operate as a research “collaboratory,” sessions including a mixture of idea work-shopping, technique lecture/tutorial, group discussion of readings and examples, and directed peer feedback. We will also hold one-on-one writing conferences twice in the semester to facilitate personalized development of projects. The function of the sessions is not only to provide instruction and a chance to discuss research writing methods and experience, but also to build a group dynamic capable of supporting individual research work.

One of the core ideas informing this version of the research writing course is that reading, writing, and thinking are inextricably linked—good writing depends on effortful reading, and the quality of your thinking depends on your “writing” practices (externalization of your thought into mediums that enable reflection, revision, and refinement). Research writing requires all these capacities to be operating together, and it places new demands on our everyday reading practices, challenges commonplace notions of writing as personal expression, and complicates the conditions of our thinking processes. These intellectual challenges are lifelong and not exclusive to research writing, though they are felt acutely there. To these we must add the practical challenges of research: the “always-too-slow” temporality of self-education in the process of developing inquiry and synthesizing understanding, and of course the logistics of research projects under the duress of a semester system—there’s never enough time, and always one more step. We will do our best to meet these challenges, but you should expect periods of confusion and struggle, even if you feel strong in these areas. The practical challenges will be most palpable, and the timing and logistics of drafting, feedback, and revision will require tremendous discipline, even with the pedagogy of guidance we will have in place!

COURSE WEBSITE

Although we have recently adopted Canvas CMS at Cornish I will not be using that system as a the primary hub of information during the semester apart from evaluation (attendance & grade recording). We will be using a Wordpress-based website in order to facilitate collaboration and manage course materials. You will need to have regular access to the Web to succeed in the class, though you do not need any technical skills beyond those used in your everyday computing. We may leverage some of the functionality of the site to facilitate research resource sharing and work-shopping, but this will depend on our actual group, their needs and desires, and the nature of the projects we pursue.

COURSEWORK

The tutorials and readings throughout the semester will provide methods and resources for understanding and executing the two research projects that are the heart of the class. However, *the most important and lasting development that occurs in education is self-development*—especially in the practice of research. Much of the course design is concerned with the creation of the conditions for this aspect of education. Only so much can be achieved from instruction, information and introspection. These research and writing processes should be understood as experiments—as mediums for understanding, designed to provide opportunity for insight and contributing to communal knowledge. *Detailed documents explaining these works will be given in class, but here is a quick overview:*

1. Course Engagement

Being engaged not only entails attending, paying attention in class, and following the material, but also actively contributing to the class discussions. This means sharing insights and questions on lessons or readings in discussion and on the course website.

2. Workshops and Writing Exercises

Scheduled and ad hoc in-class work designed to facilitate learning and practice of key techniques and ideas will constitute a separate subset of course engagement. Together they measure your active participation in the class as a learning community and account for 25% of your final grade. Just as research is not simply about you and what you think in isolation, the learning process is also collaborative and dependent on interaction with the ideas and work of others.

3. Annotated Bibliography

Annotated bibliographies are a crucial tool in the development of your understanding and in the formation of your research projects. This document will be an ongoing assignment throughout the semester, with benchmarks for the amount of sources you annotate on your research topic. Producing this document will be the primary way you process your understanding of your topic in relation to existing knowledge, and the stronger your annotations are the more control you will have of the material in your writing.

4. Academic Audience Paper

The first of two projects based in research, this will be your chance to engage in the rigorous process of knowledge production in the context of academic discourses relevant to your topic, and to demonstrate your understanding to academic/expert audiences looking for new insights and perspectives that advance the field(s) of research related to your topic. This can take the form of a paper: an argumentative research paper, a critical report, or a linear mixed-media research “essay” produced with digital tools like Adobe Spark or Microsoft Sway.

5. Public Audience Project

The second of two projects will be a chance for you to communicate insights from your research to a popular audience looking for research-informed insights into your topic. The form this project can take is very open, including audio or video-centric forms such as podcasts, videos and interactive hypermedia.

6. Research Presentation

At the end of the semester we will develop short “lightning talks” in order to share a key insight or idea from our research to the group. A semi-formal “conference” will be held in the final week which will give you a chance to perform your new knowledge to the group.

DEMONSTRATION OF LEARNING & EVALUATION

Evaluation methods will vary by assignment so more detailed information will be given on specific assignment documents, but the course will follow the Humanities and Sciences grading system summarized below.

A	4.0	C+	2.3	D+	1.3
A-	3.7	C	2.0	D	1.0
B+	3.3	C-	1.7	D-	0.7
B	3.0				
B-	2.7			F	0.0

The final grade in the course reflects the following elements:

◆ Course Engagement	10%	all semester
◆ Writing Workshops & Exercises	15%	all semester
◆ Annotated Bibliography	15%*	all semester
◆ Public Audience Research Project	20%*	week 7 draft & week 10 final
◆ Academic Audience Research Paper	20%*	week 12 draft & week 14 final
◆ Research Presentation	10%*	last week of class

*A floating 10 percentage points can be applied in 5-point units to any of these elements of the coursework. This is to give you a chance to emphasize your best work in evaluation. So, for example, if you are an oral communicator and strong at performing knowledge you might put an extra 5 or 10 points toward Research Presentation; or perhaps you really hit the archive hard and annotated a lot of sources, in which case you might apply the points to your Annotated Bibliography.

Please also consider the following departmental policy on attendance for the course.

Effect of Absences on Final Grade														
Absences	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Max Grade Possible		A/A-		A-	B+	B	B-	C+	C	C-	D+	D	D-	F

After 3 absences the final grade you can earn in the course is reduced with each subsequent unexcused absence. The success of this course depends on many elements, one of which is our ability as a group to create a dependable community of vigorous and searching inquiry built on the accrual of common understandings as well as cognitive diversity. In the case of the former, if you miss class you will become alienated from the common understanding; in the case of the latter, the group cannot benefit from your humanity, your insights, your unique experience and point of view. In this context, showing up to class

takes on a moral quality! If you must miss class because “life happened” contact me ahead of time via email. Please note that it is your responsibility to get caught up by going to the website for lecture slides and consulting your colleagues for notes on discussion.

COURSE SCHEDULE

See the course website: <http://courses.bloodedbythought.org/res/>

DEPARTMENT PRACTICE AND POLICY

Academic Etiquette

- ◆ Arrive on time
- ◆ Cell phones off unless being used for purposes related to the course
- ◆ No headphone use during class time unless approved by instructor
- ◆ No checking e-mail or text messaging
- ◆ No surfing the Web during class unless for purposes related to the course
- ◆ Respectful participation and discussion is expected

Attendance: The learning experience cannot be duplicated outside of class and depends on the participation of all classroom community members. Attendance is required for all Humanities and Sciences courses. In all other Humanities and Sciences courses, students are permitted three absences before having their grade affected. In all courses, these permitted absences include absence due to personal matters or illness, and absences due to departmental commitments, such as rehearsals, performances, or show installation. In all cases, it is the responsibility of the student to alert his or her instructor of a pending absence and to make arrangements to complete all coursework in a timely manner.

Academic Honesty: The College demands a high level of artistic integrity and academic honesty on the part of students. No form of academic dishonesty (for example, cheating and plagiarism) will be tolerated. If an instructor demonstrates to the Department Chair that a student is guilty of academic dishonesty, the student will be assigned a failing grade for the entire course.

All cases of academic dishonesty are reviewed by the Academic Standards Committee. Disciplinary action may be determined by the Academic Standards Committee depending on the circumstances of the particular case. Further disciplinary actions may include warning, probation, suspension, and expulsion.

SUPPORT SERVICES

Student Affairs: Student Affairs is dedicated to enhancing and complementing students’ educational experience through programs, services and opportunities that aid in their personal development. Student Affairs is committed to community building, co-curricular learning, and student support. If you are a student with a documented disability and you need accommodations, please make an appointment with the staff in Student Affairs, located in room 301 at the Main Campus Center. You can call 206-726-5098 to reach them.

Counseling: The mission of the Counseling Offices at Cornish College of the Arts is to assist students with their academic and artistic pursuits by providing supportive counseling, referrals and outreach programs that promote students' mental health and emotional well being. To schedule an appointment, call a Counselor at 206-726-5027 or 206-726-5047. If they are not available, please leave a message on their voicemail and they will return your call as soon as possible. Offices in Main Campus Center.