

HYBRID SYLLABUS
Research in the Disciplines: Science and Politics
Spring 2018

Instructor: Debbie Borie-Holtz, Ph.D

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Class Meetings: Tuesday, 3:20 to 4:40pm, Beck 250

Office Hours: Tuesday, 12:30 to 2:30pm, Civic Building, Room 256, 33 Livingston Ave.

Course Description:

In this course, students will have the opportunity to build skills in critical reading and thinking, scholarly research, and analytic writing within the discipline of **Science and Politics**. Science and politics together may seem as fruitless as trying to mix oil and water. Yet, the emergence of scientific discoveries including technological and engineering advancements, public health achievements in the 21st century, improved environmental awareness and new medical techniques demands that our political debate can no longer be driven by ideology alone. Our challenge is to learn how to use social science methods and research that emphasizes science within politically infused discourses more often shaped by social media than by valid data. Students will learn how to advocate for science in a way that persuades politicians and informs public policy debates.

Course Objectives:

Research in the Disciplines will help students develop writing skills by researching a scholarly subject of interest to them. The assignments in the course are designed to mirror the complex components involved in conducting thorough and comprehensive research including the development of a viable topic and research proposal, the writing of three drafts that undergo substantial peer review and revision, and the completion of a formal 10-12 page final research paper. Students will begin the semester by writing an Analytical Essay on two or more case studies through the lens of two theoretical frames. Thereafter, they will devote themselves to independently researching a topic. Students are required to write five literature reviews of scholarly sources as part of the scaffolding process that builds to the final paper. They also will create and deliver a multi-media oral presentation of their research findings. My goal is for students to leave the course with a useful study of their academic and professional interests, skills in critical reading and thinking, the ability to do meaningful revision work on a long-term project, and experience articulating their ideas and findings in both written and verbal form.

Specifically, students will meet the following goals:

- Communicate complex ideas effectively, in standard written English, to a general audience.
- Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision.
- Communicate effectively in modes appropriate to a discipline or area of inquiry.
- Evaluate and critically assess sources and use the conventions of attribution and citation

- correctly.
 - Analyze and synthesize information and ideas from multiple sources to generate new insights.
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Reading Materials:

Analytic Essay readings to be assigned in class

Kirszner and Mandell, *The Pocket Wadsworth Handbook* or Ramies and Miller-Cochran, *Keys for Writers*

Sources discovered by student during the research process (minimum 10)

Course Requirements:

- Analytic Essay
- Research Proposal (Pass/Non Pass)
- Five Literature Reviews
- Oral Presentation
- Participation (includes submitting drafts, completing peer reviews, taking an active role in class discussion and activities, and completing miscellaneous assignments; specific participation credit to be assigned over the course of the semester)
- Research Project
- All rough and final drafts must be typed, with pages numbered and stapled
- Keep all rough and final drafts in a Google folder, which will have a departmental reviewed twice during the semester
- Please visit our Sakai Course Site often. It can be found at sakai.rutgers.edu >> [Sp17 Science and Politics](#)

Grading:

Grading Scale	
93-100	A
89-92	B+
81-88	B
77-80	C+
70-76	C
69 and below	F

Note that this scale is a compressed version of the typical undergraduate scale to account for the fact that the Writing Program does not give a grade of D. All rubrics will be made available to you so you understand the assessment criteria clearly.

Components of the Final Grade	
Research Proposal	Pass/Non-Pass
Analytic Essay	10%
Literature Reviews	20%
Oral Presentation	10%
Participation	10%
Research Project	50%

- You risk losing a letter grade for each class meeting that an assignment is late.
- If you are too many assignments behind to catch up, as determined by me, you automatically fail the course.
- You **must submit all rough drafts of the final research paper to pass the class** (there should be substantial revision between drafts) as well as all other assignments.
- You must earn a passing grade on your final research project to pass the class.
- **All Grades are subject to Departmental Review**

Expectations

- Attendance at all classes, participation in all online threaded discussions, and completion of all online tasks is expected. After four absences, which include missing in-person classes and missing online discussions and work, you *risk failing the course*. The hybrid nature of this course requires strong organization and time management skills – you are responsible for knowing what your online work is and for getting it done on time.
- Completion of online work counts as attendance for those sessions held virtually. If you do not participate online during a week, this is counted as having one absence.
- Punctuality is important. Lateness of twenty minutes or more counts as half an absence. After missing forty minutes of class you will be marked absent. Contributing to online discussions after they have ended or submitting online work after the deadline will count as an ABSENCE, not a late.
- If you transfer into a section of 201 late, you have one excused absence only. If, for example, you miss the first three classes of the semester, only one will be excused and you will have two absences.
- Respectful and professional language is required of all online communications, threaded discussions, and at in-person classes. Please do not use your cell phone during in-person class meetings.
- Students must wait 20 minutes from the start of class before leaving if an instructor does not arrive. In the event of any delays or changes to the schedule, a Sakai email will be sent to students 3 hours prior to the start of class. If an unexpected delay results just prior to the start of class, a text notification will be sent to those students who have provided text contact information.

- If any questions or concerns arise, please come see me during office hours or please make an appointment. If you desire a more immediate response, please send me an email or text. If you plan to come to my on-campus office hours, please try to let me know in advance so that I can try to coordinate any student requests that I have received for the week.
- You must review and abide by the University's Policy on Academic Integrity. This can be found online at: <http://academicintegrity.rutgers.edu>.
- Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 that mandate that reasonable accommodations be provided for qualified students with disabilities. If you have a disability and may require some type of instructional and/or examination accommodation, please register with the Office of Disability Services for Students, which is dedicated to providing services and administering exams with accommodations for students with disabilities. **The Office of Disability Services for Students can be contacted by calling 848.445.6800 and is located on the Livingston campus at the following address: 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854.** <https://ods.rutgers.edu>

Finding Support @ Rutgers

Rutgers Health Services

- <http://health.rutgers.edu>
- Medical <http://rhsmedical.rutgers.edu>
- Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS) <http://rhscaps.rutgers.edu>
- Pharmacy <http://rhspharmacy.rutgers.edu>
- Health Outreach, Promotion & Education (H.O.P.E.) <http://rhshope.rutgers.edu>

Academic Deans and the Office of Academic Services

- <http://sasundergrad.rutgers.edu>
- <https://sebs.rutgers.edu/academics/>
- <http://www.business.rutgers.edu/>
- <http://www.masongross.rutgers.edu/content/undergraduate-academic-advisors>
- http://pharmacy.rutgers.edu/content/academic_services
- <http://soe.rutgers.edu/oas/advising>

Dean of Students

- <http://deanofstudents.rutgers.edu>
- <https://undergraduate.rutgers.edu/for-students/student-resources/campus-deans>

Writing Centers

- <http://wp.rutgers.edu/tutoring/writingcenters>

Office of Violence Prevention & Victim Assistance

- <http://vpva.rutgers.edu>

Center for Social Justice & LGBTQ Communities

- <http://socialjustice.rutgers.edu/>

Public Safety

- RUPD <http://publicsafety.rutgers.edu/rupd/>
- Department of Transportation Services <http://rudots.rutgers.edu/>