

OLIS 607: Professional Paper Seminar CRN# 37066, Spring 2014, 3 Credits

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Office hours: Mondays, 12:30-1:30 & 4-4:45 p.m., and by appointment

Class: Mondays, 2-3:50 p.m., Room 254 Lawrence Hall

Course Overview

This course is the second of two seminars intended to provide support and guidance to OLIS students completing the individual paper requirement. *Goals and learning outcomes* for spring term include:

- Refine information-gathering and writing skills.
- Demonstrate you can effectively communicate concepts and data with the academic and/or professional communities you wish to join.
- Demonstrate an understanding of your topic(s) through rigorous research.
- Complete a document (or documents and other products) to share with OLIS faculty, your peers, and, perhaps, potential employers or graduate programs.

The course is pass/no pass. In-class exercises, discussion and lecture, combined with independent assignments outside of class, will offer opportunities for feedback and development.

Course Structure & Writing Requirements

The seminar is designed informally to meet the diversity of topics and approaches characterizing OLIS final papers and projects. The spring class will support the regular, ongoing work needed for a successful paper. Spring term assignments are described in documents posted to the course Blackboard site. Please review these carefully for objectives and instructions regarding format, content and submission.

Spring assignments will include:

1. Journal entries
2. Process schedule & diagram
3. Draft documents for data and early versions of full report
4. Presentations
5. Final paper(s)

The final professional report due before the end of spring term is expected to be approximately 5,000 words or about 20 pages - not including the abstract, figure labeling, bibliography, tables, figures, and other graphic elements. A final paper within 4,000-6,000 words is acceptable. Alternative formats for papers and products reflecting equivalent rigor, inputs and outputs may be considered on a case-by-case basis.

Grading & Attendance

This spring course is graded Pass/No Pass only. To pass, students must complete assignments. Students may miss up to one session of the class per quarter.

Recommended Readings

Booth, Wayne C., Colomb, Gregory G., Williams, Joseph M., 2008. *The Craft of Research*. Chicago and London, The University of Chicago Press.

Dunlap, Susan, 2007. *Undoing the Silence: Six Tools for Social Change*. Oakland, California, New Village Press.

Creswell, John, 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles, Sage Publications, Inc.

Elbow, Peter, 1998. *Writing with Power: Techniques for Mastering the Writing Process*. New York, Oxford University Press.

Strunk, William, and E. B. White, 2000, 1979. *The Elements of Style*. New York, Macmillan.

Oregon State Bar Bulletin, *Legal Writer* columns:
<http://www.osbar.org/publications/bulletin/archive.html>

Incomplete Policy

Students are expected to behave in a professional manner and to turn in materials at the designated time. In accordance with University of Oregon regulations, an Incomplete will only be granted when “the quality of work is satisfactory but a minor, yet essential, requirement of the course has not been completed for reasons acceptable to the instructor.” In this class, this means Incompletes will only be given for medical or personal emergencies; they will not be given because a student did not complete final assignments on time. Plan accordingly.

Course Workload

As a general rule, the expected workload for a graduate-level class is approximately 4 hours/week per credit hour. This is a 3-credit class meeting for 110 minutes in a single session each week.

Writing Lab

This is a writing-intensive course. If you struggle with writing, please consider using the services of the Writing Lab. The Writing Lab offers free writing assistance to all UO students. Tutors can help writers develop ideas, express themselves clearly, and meet the expectations of academic writing. The Writing Lab is located in 72 PLC. Drop in or make an appointment. For more information:

<http://tlc.uoregon.edu/learningservices/labs/labs.html>

Academic Misconduct

You are expected at all times to do your own work. It also is the student’s obligation to clarify questions about whether an act constitutes academic misconduct. The University Student Conduct Code defines academic misconduct. You may review the code at <http://conduct.uoregon.edu>. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas). Additional information about this common and sometimes unintentional form of academic misconduct is available at <http://library.uoregon.edu/guides/plagiarism/students/index.html>.

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please see me as soon as possible. Please supply a letter from the University Counseling and Testing Center verifying your disability.

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally and academically, regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University bias Response Team also is a resource to assist you. For more information: <http://bias.uoregon.edu/index.html> or phone 541-346-2037.

I support Title IX and have a duty to report relevant information. The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to a supervisor or the Office of Affirmative Action and Equal Opportunity. The University Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students.

Course Schedule

March 31/Week 1: Course overview

Assignment due: None

Bring: Winter term final project proposal paper; Week 1 handout from Blackboard

April 7/Week 2: Envisioning your final report

Assignment due: Project schedule

Bring: Assignment & Week 2 handout from Blackboard

April 14/Week 3: The introduction

Assignment due: Project process diagram

Bring: Assignment & Week 3 handout from Blackboard

April 21/Week 4: Presenting data

Assignments due: Zero draft, in-class student presentations on data

Bring: Assignments & Week 4 handouts from Blackboard

April 28/Week 5: Mid-term check-in appointments (no class meeting)

Assignment due: Journal 1|Action plan

Bring to appointment: One printed copy of journal

May 5/Week 6: Story telling

Assignment due: Data analysis draft

Bring: Assignment & Week 6 handout from Blackboard

May 12/Week 7: Outcomes

Assignment due: Journal 2|Outcomes for final paper

May 19/Week 8: The conclusion

Assignment due: Draft 1.2

Bring: Assignment & Week 8 handout from Blackboard

May 26 Memorial Day Holiday/Week 9: NO CLASS

Instructor available by appointment during week

June 2/Week 10: Write & revise, write & revise

Assignment due: None due in class; final paper due by end of week.

Bring: Your Draft 1.2 and other assignments, as well as your laptop

*****FINAL PAPERS DUE FRIDAY, JUNE 6, 12 NOON*****

June 9 or 10/Week 11--Finals week: Presentations

Oral/visual presentations will occur during the scheduled Final Exam for this course: 3:15-5:15 p.m., Tuesday, 6/10/14, or during regular class time: 2-3:50 p.m., Monday, 6/9/14.

Date and time to be confirmed in coordination with other OLIS classes.