

	Course Information
Course	BIS 3320 The Nature of Intellectual Inquiry
Class date/time	MW 10:00am-11:15am
Classroom Location	HH 2.706

	Professor's Contact Information
Name	Dr. Hudson
Email	jennifer.hudson@utdallas.edu
Office	HH 2.812
Office Hours	All meetings must be scheduled 24 hours in advance via the sign-up sheet posted on eLearning. Pursuant to Section 30.06, Penal Code (trespass by holder of license to carry a concealed handgun), a person licensed under Subchapter H, Chapter 411, Government Code (concealed handgun law), may not enter this property with a concealed handgun.

Course Description:

This course is concerned with the systematic study of science and the academic experience. Science is part of the search for knowledge and each approach to science contributes to the totality of knowledge. BIS 3320 will assist students in understanding the pervasive influence of science in our culture and will increase the student's breadth of intellectual inquiry. The class is designed to assist students in understanding the importance of clear communication, documentation, and the use of detailed information to support arguments. The format of the class will consist of lectures, class discussions, peer reviews/conferences, and writing exercises.

BIS 3320 Course Objectives: Students will be able to locate primary sources and evaluate the usefulness of each source based on the criteria discussed in class. Students will be able to paraphrase the findings of studies concisely and properly document sources. Students will be able to develop a thesis statement and write a paper that discusses the scientific studies that support their claim. Students will be able to describe the differences between philosophical ideas and scientific facts and/or theories.

Required Textbooks:

Jostein Gaarder, *Sophie's World* (2007 edition)

David Snowden, *Aging with Grace: What the Nun Study Teaches Us About Leading Longer, Healthier and More Meaningful Lives* (2002 edition)

Readings marked with an * are available on eLearning.

Recommended Textbook:

American Psychological Association, *Publication Manual of the American Psychological Association* (2010 edition) (Book copy available via course reserve at UTD Library)

Assignment Descriptions:

Paper 1 Proposal & Annotated Bibliography	10%
Paper 1 Final Draft (Rough Draft = 5%)	25%
Paper 2 Proposal & Annotated Bibliography	10%
Paper 2 Final Draft (Rough Draft = 5%)	25%
Peer Reviews/Conferences	20%
Quizzes, Response Papers, & Participation	10%
Total	100%

Quizzes

The syllabus quiz covers course policies and procedures; the plagiarism quiz covers university policies about scholastic dishonesty. Reference the syllabus and the following tutorials:

<https://www.utdallas.edu/library/plagiarism/index.html>

<http://www.utdallas.edu/deanofstudents/dishonesty/>

Due Date: The syllabus and plagiarism quizzes are due on eLearning by 5:00pm on Wednesday, September 6.

General Essay Format Guidelines

Follow this format for all of your rough drafts and final copies:

1. Essays must be typed, double-spaced, on one side of the paper, and with standard margins.
2. Essays should use 12-point Times New Roman or a comparable font.
3. Pages must be numbered with a student's full name and page number in the upper right-hand corner in the document header.
4. Students must submit all major assignments on eLearning (including rough drafts) before class-time. Students must bring two hard copies of their rough draft to class for the first day of peer reviews and conferences. Late work is not accepted.

Paper Proposals

This is an important moment in the research process. How well students have crafted their research questions will significantly influence the success of their research paper. Write a brief (1-2 page) proposal outlining the chosen research paper topics. In writing these plans, consider the following questions:

1. What is your tentative thesis/claim (overall argument or position)?
2. What are additional questions that most interest you and might help you develop your claim?
3. What might be some additional ideas that back up/support your claim (reasons)?
4. What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project (warrants)?
5. What personal experiences may have shaped the way you feel?
6. What kinds of sources will you use? Why are these particular materials significant?

The proposals must contain the following items: a description of your chosen topic; explanation as to why your subject matter is significant (i.e. Does it fill a "gap" in scholarship? Does it provide a different perspective on a well-researched topic?); and a proposed thesis or question that you hope to answer with your research. The more preliminary research you do prior to writing your prospectus, the better informed your proposal will be.

Due Dates: The first paper proposal is due on eLearning by 10:00am on Wednesday, September 27. The second paper proposal is due on eLearning by 10:00am on Wednesday, November 1.

Annotated Bibliographies

An annotated bibliography includes a summary and analysis of sources. For this assignment, choose a minimum of five scholarly sources that you expect to use for your research papers. Underneath each source, write 3-5 sentences explaining and analyzing the source. Do not simply

summarize the source; analyze its importance for your proposed topic and argument. When writing your annotations, consider the following questions:

1. Who wrote the source? Is the author credible?
2. Why did you choose this source?
3. What makes this source particularly significant for your chosen topic?

Your annotations must be written in complete sentences that are free of grammatical and mechanical errors.

A research paper requires academic, credible sources. All sources for the annotated bibliographies and research papers must come from class and/or the UTD library holdings. Websites, blogs, Wikipedia and other online sources are unacceptable and cannot be used. Non-scholarly sources will result in significant grade deductions. Students should ask the professor beforehand if they are unsure about the credibility of particular sources

Due Dates: The first annotated bibliography is due on eLearning by 10:00am on Wednesday, September 27. The second annotated bibliography is due on eLearning by 10:00am on Wednesday, November 1.

Course Policies

Grading Policy/Late Work: Late work is not accepted. All assignments must be submitted on time and meet the stipulated requirements in order to complete this course successfully. Meeting course requirements and properly citing sources are the students' responsibility. Grades are non-negotiable; they are assigned according to the assignment's merit – not according to students' demands/requests. The professor encourages students to schedule a meeting with the professor well in advance of the deadlines if they have any questions or concerns about assignments.

Extra Credit:

Extra credit will only be allowed in the following instances:

- 1) Optional meeting with the professor
 - Students will receive a “free” 100 quiz grade if they meet with the professor by appointment during office hours to discuss one of their written assignments. Students must sign-up for a meeting 24 hours in advance on the sign-up sheet posted on eLearning. Each meeting held after the initial meeting will not count as a quiz grade.
- 2) Art Response Papers
 - Students will have an option to write a short response paper (1-2 pages) after each of the following presentations: “Baroque, Rococo, Neoclassicism, and Romanticism” and “Dada, Surrealism, and Hyperrealism.” Students must relate the aforementioned movements to their philosophical/historical contexts using course readings and the corresponding art presentation. Proper citations must be used. The “Baroque, Rococo, Neoclassicism, and Romanticism” response paper is due on eLearning by 10:00am on Monday, September 18. The “Dada, Surrealism, and Hyperrealism” response paper is due on eLearning by 10:00am on Monday, October 30.
- 3) Participation in the class food drive for the UTD Comet Cupboard
 - Students can bring food/personal care item donations to Comet Cupboard (MC 1.604 or SSB 2.400). Do not bring donations to class or office hours. Students who prefer can donate online at <http://oue.utdallas.edu/cupboard> Students who donate must bring an official receipt of their food/monetary donation to the professor by the last class.

4) Attendance at the Dallas Museum of Art (DMA) field trip

- The tentative field trip will take place on Saturday, October 7. More information will be provided in class.

The art response papers will be applied as extra response paper grades. Participation in the food drive and/or field trip will be applied either as an extra participation grade or will erase one absence/tardy. Extra credit will not count towards or in place of an assignment grade. Extra credit will not substitute grades for assignments, exams, quizzes, or non-submissions. If students do not submit an assignment, the appropriate consequences will be applied and extra credit will not help in that regard. The extra credit opportunities will not apply towards absences accrued for electronic device usage and/or sleeping.

Electronic Devices: Turn off all cell phones, pagers, laptops, tablets, and other electronic devices (including fidget spinners) before entering the classroom. Do not use such devices while in the classroom. Students using such devices in the classroom will be marked absent and dismissed. Taping and/or recording of lectures (video and/or audio) is expressly forbidden. If a student has an accommodation need, bring the official UTD accommodation forms to the professor during the first week of class. It is suggested that students find another course if they are unable to adhere to this policy.

Attendance: Consistent attendance is critical to students' success in this course. Attendance will be taken each day. If students sleep, engage in non-class-related activities, or interfere with a classmate's ability to learn, students will be counted absent for that day. Be on time – class starts promptly. Persistent tardiness to class is disrespectful to both the professor and classmates. Every three tardies will result in one absence. Students will be considered absent if they arrive 15 or more minutes late to class. Leaving early will count as an absence.

According to UTD policy, each student is allowed two absences, no questions asked. Each additional absence or tardy will result in the reduction of a student's final grade by a half-letter grade. Students are responsible for their attendance. The professor does not differentiate between excused and unexcused absences. Students who miss eight or more classes (for any reason – including accumulated tardies and/or electronic device usage) will automatically fail the course – no exceptions.

Absences: Should students miss a class, it is their responsibility to obtain notes from a classmate. Do not ask the professor what you missed; look at the syllabus. Class notes and presentations will not be made available to students. Missed assignments (including quizzes and papers) will not be made up.

Professionalism: Part of professionalism entails managing available information so that you can fulfill your responsibilities successfully. Check the syllabus and the eLearning course page before emailing your professor to see if the information you are asking has already been addressed and answered. Late and incomplete work compromises professional reputations. It is therefore important that students submit all assignments on time to pass the course.

Participation: Students' success in this course is a function of their level of engagement. The quality of students' remarks is more important than the quantity. Use an analysis of the readings, prior research, eLearning materials, and/or study when responding orally in class, and be prepared to back up any points made. The professor expects student interactions to be thoughtful, respectful, and appropriate. During class discussion, substantive and respectful disagreement with someone else's ideas, based on a careful consideration of the evidence under discussion, is appropriate.

Condescending or critical remarks/behavior which belittle/demean others and/or disrupt classroom instruction are not appropriate and will not be tolerated.

Pop Quizzes: If it is apparent that students have not done the reading and are not prepared for class, then pop quizzes will be given and they will count towards the final grade.

Email Correspondence: According to UTD policy, all correspondence associated with this class, as with the rest of UTD classes, must be conducted through official UTD email accounts. Any emails sent from a non-UTD email address will not receive a response. All emails sent after 5:00pm on Fridays will not be answered until the following Monday. Grades cannot be discussed via email as that is a violation of FERPA.

Plagiarism: All homework, quizzes, essays, and exams must be completed on an individual basis. Students are not to collaborate with other students or discuss assignments with other students prior to submission. Collaboration, collusion, and plagiarism are acts of academic dishonesty. Students are expected to maintain a high level of responsibility and academic honesty. It is critically important that students produce original written work and document all sources accurately. Plagiarism from the Web, from papers for other classes, or from any other source is unacceptable and will be dealt with under UTD's policy on plagiarism (see the catalogue for more details). UTD treats (and punishes) unintended plagiarism to the same extent as intended plagiarism. Students suspected of plagiarism or any other act of scholastic dishonesty are subject to disciplinary proceedings. The *minimum* response to plagiarism or other scholastic dishonesty in this course will be a zero on the exam or assignment.

UTD Policies: Refer to <http://provost.utdallas.edu/> for University policies.

Fall 2017 Calendar

Mon. Aug. 21	Course Introduction Course syllabus & class expectations Discussion of the basics of writing and discourse: organization, development, style, thesis, etc. **Diagnostic Essay**
Wed. Aug. 23	Logic and Logical Fallacies Readings: "Induction, Deduction, and Logical Fallacies"*; "Toulmin Model of Argument"*
Mon. Aug. 28	Baroque Philosophy Readings: Gaarder, "Baroque," "Descartes," "Locke," and "Hume" In-Class Exercise: Responding to Content
Wed. Aug. 30	The Enlightenment Readings: Gaarder, "Enlightenment" and "Kant" In-Class Exercise: Assembling an Argument
Mon. Sept. 4	NO CLASS – LABOR DAY
Wed. Sept. 6	Romanticism Readings: Gaarder, "Romanticism," "Hegel," and "Kierkegaard"; "A Modest Proposal"* In-Class Exercise: Brainstorm argument **SYLLABUS QUIZ DUE ON ELEARNING BY 5PM** **PLAGIARISM QUIZ DUE ON ELEARNING BY 5PM**

Mon. Sept. 11	Baroque, Rococo, Neoclassicism, and Romanticism
Wed. Sept. 13	Baroque, Rococo, Neoclassicism, and Romanticism (continued) **COME TO CLASS 9/18 WITH PROPOSED TOPIC FOR PAPER #1**
Mon. Sept. 18	Documenting Sources – Library Workshop **MEET IN UTD LIBRARY LOBBY** Readings: “Popular vs. Scholarly Sources”*; “Primary vs. Secondary vs. Popular Sources”* **OPTIONAL RESPONSE PAPER DUE ON ELEARNING BEFORE CLASS**
Wed. Sept. 20	Proposals and Annotated Bibliographies In-Class Exercises: Sample proposals and annotated bibliographies; Brainstorm a proposal/annotated bibliography **BRING A HARD COPY OF ONE SOURCE FOR PAPER #1 TO CLASS**
Mon. Sept. 25	Formulating an Argument Readings: “Planning Your Argument”*; “Planning a First Draft”* In-Class Exercises: Brainstorm outline
Wed. Sept. 27	Case Studies: Clark Doll Tests and Government Tests Film: Watch <i>CIA Covert Experiments</i> online (https://utdallas.kanopystreaming.com/video/cia-covert-experiments); be prepared to discuss in class **PAPER 1 PROPOSAL & ANNOTATED BIBLIOGRAPHY DUE ON ELEARNING BEFORE CLASS**
Mon. Oct. 2	Case Studies: The Milgram Experiment In-Class Clips: <i>The Milgram Experiment</i>
Wed. Oct. 4	Case Studies: The Stanford Prison Experiment In-Class Clips: <i>The Stanford Prison Experiment</i>
Mon. Oct. 9	Peer Reviews/Conferences – Paper 1 **PAPER 1 ROUGH DRAFT DUE ON ELEARNING BEFORE CLASS AND BRING TWO HARD COPIES TO CLASS**
Wed. Oct. 11	Peer Reviews/Conferences – Paper 1 (continued)
Mon. Oct. 16	Understanding and Writing Effective Arguments: The Science of Persuasion Readings: “An Inexorable Emergence”*; “Six Features of Academic Writing”* **PAPER 1 FINAL DRAFT DUE ON ELEARNING BEFORE CLASS**
Wed. Oct. 18	Understanding and Writing Effective Arguments: Propaganda Readings: “How to Analyze Propaganda”*; “Propaganda Analysis: To What Ends?”*
Mon. Oct. 23	Marxism and Existentialism Readings: Gaarder, “Marx,” “Freud,” and “Our Own Time”
Wed. Oct. 25	Dada, Surrealism, and Hyperrealism

Mon. Oct. 30	Case Studies: The Nun Study Readings: Snowden, Prologue, Chapters 1-6 In-Class Exercise: Brainstorm argument **OPTIONAL RESPONSE PAPER DUE ON ELEARNING BEFORE CLASS**
Wed. Nov. 1	Case Studies: The Nun Study (continued) Readings: Snowden, Chapters 7-12 In-Class Exercise: Brainstorm outline **PAPER 2 PROPOSAL AND ANNOTATED BIBLIOGRAPHY DUE ON LEARNING BEFORE CLASS**
Mon. Nov. 6	Writing Workshop – Paper 2
Wed. Nov. 8	NO CLASS – PROFESSOR AT INTERNATIONAL CONFERENCE
Mon. Nov. 13	Introductions & Conclusions; Iris Murdoch Readings: “Writing Your Final Introduction and Conclusion” In-Class Exercises: Counterarguments and revisions In-Class Film Clips: <i>Iris</i>
Wed. Nov. 15	Iris Murdoch (continued) In Class Film Clips: <i>Iris</i>
Nov. 20-Nov. 24	NO CLASSES – THANKSGIVING BREAK
Mon. Nov. 27	Revisions Readings: “Guide to Re-Writing”*; “Revising Drafts”*; “Revising Sentences” In-Class Exercises: Edit Ruthlessly and The Importance of Grammar/Mechanics **BRING HARD COPY OF WORKING DRAFT OF PAPER #2 TO CLASS**
Wed. Nov. 29	Peer Reviews/Conferences – Paper 2 **PAPER 2 ROUGH DRAFT DUE ON ELEARNING BEFORE CLASS AND BRING TWO HARD COPIES TO CLASS**
Mon. Dec. 4	Peer Reviews/Conferences – Paper 2 (continued)
Wed. Dec. 6	Course Wrap-Up **PAPER 2 FINAL DRAFT DUE ON ELEARNING BEFORE CLASS**

Course descriptions and timelines are subject to change at the professor’s discretion.