



**HINCKLEY
INSTITUTE**
AT THE UNIVERSITY OF UTAH

HNKLY 3910: Political Forum Series
Fall 2015
Hinckley Institute of Politics Caucus Room (OSH 255)

Course offered spring and fall semesters for 3 credit hours

INSTRUCTORS:

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MEETING TIMES: See below mandatory meeting dates as well as online forum schedule.

LOCATION: OSH 255

CREDITS: 3

COURSE DESCRIPTION:

The purpose of the Hinckley Institute of Politics Forum Series class is to expose students to important ideas and perspectives from academics, policymakers, diplomats, politicians, public servants, writers, and observers of local, national, and international affairs. This course is not designed around a single theme; rather, students can

decide which forums to attend based on the speakers and topics that are of interest to them, as well as the times that are convenient for their schedules. This writing-intensive course provides students with the opportunity to explore their own political interests through lectures and regular reading of major newspapers and political blogs, as well as regular assignments, writing workshops, and one-on-one writing consultations. This course additionally helps students hone their public speaking skills.

COURSE OBJECTIVES:

At the end of the course, students will be able to:

- Conduct meaningful research.
- Write substantive, well-organized, and cohesive papers.
- Apply correct mechanics in writing.
- Gain a greater understanding of policy and the workings of the Foreign Service.
- Actively engage in political dialogue.
- Deliver a compelling two-minute speech.

REQUIRED TEXTS:

Students are expected to complete daily required reading of the following:

- *The New York Times*, *Washington Post*, OR *Wall Street Journal* (including international section)
- *Deseret News* OR *Salt Lake Tribune*
- *Salt Lake Tribune* “Political Cornflakes” blog (you will all receive a subscription)

In addition, students are expected to read *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* by Lynne Truss, available on Amazon.com and from most major booksellers.

Use the Purdue University Online Writing Laboratory (OWL) as a reference for all your writing needs:
<http://owl.english.purdue.edu/>

TEACHING AND LEARNING METHODS:

Classes will include lectures, group discussions, writing workshops, and forums.

MANDATORY CLASS MEETINGS (Held in OSH 255)

- Forum Series Meeting 1: August 28 (12:00-1:00 PM – lunch served)
- Writing Workshop 1: August 28 (1:00-3:30 PM)
- Writing Workshop 2: September 4 (1:00-4:00 PM)
- Writing Workshop 3: September 11 (1:00-4:00 PM)
- Forum Series Meeting 2: October 30 (12:00-3:00 PM – lunch served)
- Forum Series Meeting 3: November 13 (12:00-3:00 PM – lunch served and speeches for students with last names A-L)

- Forum Series Meeting 4: November 20 (12:00-3:00 PM – lunch served and speeches for students with last names M-Z)

- WRITING WORKSHOPS
 - The three mandatory writing workshops are scheduled for three hours each (1:00-4:00 PM) but the last 60 minutes will be considered office hours. Students can always stay later to ask for help specific to their individual assignments. During the workshops, students will engage in lessons and review quizzes to learn about writing processes, mechanics, citation styles, and more. A tentative schedule is as follows:
 - **Workshop 1:** writer’s bloc, outlining, audience, purpose, rhetoric, succinctness, concreteness/diction, credibility, flow, revision
 - **Workshop 2:** complete sentences, capitalization, numerals, misplaced modifiers, dangling participles, subjunctive, confused words, apostrophes, commas, semi-colons, colons, hyphens, en-dashes, em-dashes
 - **Workshop 3:** plagiarism, APA and AP styles, Noodletools, review, and open discussion

- ATTENDANCE OF 12 HINCKLEY FORUMS
 - **Attendance and Participation:** You must attend the four mandatory course meetings, three writing workshops, and at least 12 forums. Beyond the 12 required forums, you will receive 10 points of extra credit per forum at a max of 75 extra credit points. **You must sign in** at the front desk of the Hinckley Institute Administrative Office, OSH 253, *before* the forum begins and attend the entire forum to receive credit and be able to write a paper about the forum. Students arriving more than 15 minutes late to a forum will not receive credit for attending. For a list of Hinckley Forums, visit www.hinckley.utah.edu/calendar. The Hinckley Institute posts forum schedules on a monthly basis, and each month’s schedule is typically posted in the final week of the preceding month.

- DETAILED OUTLINE EXERCISE
 - Your first assignment will be to submit a detailed outline on one of the attended forums. You will need to first identify the three crucial concepts:
 - In one sentence, what was the overarching message of this forum?
 - In one sentence, what is your thesis (i.e., your argument for or against the forum’s message at large, or a portion of it)? You might consider the following guiding questions: Is there another side to the issue that was not presented? Are the speakers’ arguments consistent with current events? Was significant bias present? Was one speaker’s argument more effective than the others? ****Your thesis should focus on the speaker(s)’ content rather than presentation style.**
 - What are three points that support your thesis? What other evidence could you use to support or refute the speakers’ argument?

- After you have nailed down these core elements, you can generate a detailed structure broken into introduction, body (summary and analysis), and conclusion sections. A detailed outline template is available on Canvas.
- FULL PAPERS ON FIVE OF THE ATTENDED FORUMS
 - For five of the 12 forums attended, write a **three page, double-spaced paper** in which you briefly summarize the forum, the speaker’s background, bias, and message, as well as provide a strong and insightful **analysis** of the content. On the title page, students should also rate the quality of the forum out of 5 stars. Papers must be uploaded to Canvas no later than **one week after the forum** (at 11:59 PM). After one week, 5 points will be automatically deducted **per day**, and **papers will NOT be accepted one week past the due date**. Emailed or hard-copy paper submissions will NOT be accepted unless specified by the instructor.
- PAPER REWRITES
 - Within one week of your submission, you will receive your first grade along with extensive detailed comments from the instructors and TAs. We read your papers thoroughly to provide you with critical feedback to help you improve your writing. As such, we expect you to review our feedback and use it to further develop your writing.
 - Thus, **students scoring less than 90 points (on a scale of 100) on a paper are required to edit and resubmit** within one week of the first grades being posted on Canvas. Edited and resubmitted papers will be regraded and can **earn up to 10 additional points**. Papers that are not edited and resubmitted by the student within one week of the posted grade will **automatically be docked 10 points**.
 - Although students scoring above 90 points are not required to rewrite their papers, they are more than welcome to do so.
- EDITING EXERCISE
 - Mid way through the semester, you will apply your newly honed skills to edit a paper brimming with the most common student errors. Remember to focus on grammar, argument, succinctness, flow, and – of course – the all-important introduction (thesis and supporting points, specifically). You will be graded on how many issues you successfully edit. Feel free to reference grammar materials or workshop notes for help but do not depend on editing software. It is nowhere near intelligent enough.
- SPEECH
 - **Public Speaking:** Each student will deliver a two-minute speech on a topic of his or her choice during one of the final class meetings depending on the first letter of their last name (A-L during third class meeting and M-Z during fourth class meeting). Students will also be required to submit a one-page announcement for the speech including a one-paragraph synopsis. A cash prize will be awarded to the three strongest speeches.

EVALUATION METHODS AND CRITERIA:

Your paper responses must include the following items:

Outline: The strongest writers are the most organized writers. Your **first assignment will consist solely of a detailed outline** to demonstrate your ability to organize your thoughts. **For papers 1-5 you**

will be required to include a simple outline in addition to your three-page paper for full points. *Prior* to starting your paper, you should jot down responses to the below questions. Your answers will serve as the paper's guiding structure.

- In one sentence, what was the overarching message of this forum?
- In one sentence, what is your thesis (i.e., your argument for or against the forum's message at large, or a portion of it)? You might consider the following guiding questions: Is there another side to the issue that was not presented? Are the speakers' arguments consistent with current events? Was significant bias present? Was one speaker's argument more effective than the others? ****Your thesis should focus on the speaker(s)' content rather than presentation style.**
- What are three points that support your thesis? What other evidence could you use to support or refute the speakers' argument?

Title Page: To obtain all possible points, please include these criteria: 1) your name, 2) paper date, 3) name of the speaker(s), 4) official forum title, 5) date of the forum, and 6) your rating of the forum.

- Students should rate the quality of the forum (based on the topic and presentation) out of 5 stars. Students can simply write "4 stars" or "★★★★" in their heading below the forum title and speaker information.

Introduction: The introduction is the most important section of the paper and is heavily weighted in the paper's grade. It should contain each of the following sections for full points:

- An opening sentence that incorporates a current event to demonstrate why this forum is relevant.
- One sentence that lists the names and titles of speakers.
- One sentence that provides a short summary of the overall message of the forum.
- One sentence that establishes your thesis (i.e., your argument for or against the forum's message at large, or a portion of it).
- One sentence listing your three points supporting your thesis.
- A final "so what" sentence establishing why your thesis/this paper is important.

Body: For full points, the body of your paper should contain the following sections:

- **SUMMARY:** three paragraphs summarizing the forum's overarching message. This is a short paper, so make sure your summary highlights the most important aspects of the forum. It shouldn't be a play-by-play account of every detail.
- **ANALYSIS:** Three paragraphs developing each of the three points in support of your thesis (listed in introduction). Think critically about the speakers, what they said, and how they said it. ****Note:** Points will be deducted from both the summary and analysis if the paper is shorter/longer than 3 pages (not including the title page or reference page); part of this writing exercise is being able to express what is needed succinctly.

External Sources: For full points you must use and cite at least two external news sources from the *New York Times*, *Washington Post*, *Wall Street Journal*, *Deseret News*, *Salt Lake Tribune*, or other reputable news sources. **Use APA style citations.**

- Familiarize yourself with both the Purdue Online Writing Lab for APA style mastery. (<http://owl.english.purdue.edu/owl/>) and <http://www.noodletools.com/>

****Note:** To enable stronger analysis, do not wait until the end of your paper to bring in outside sources. Weave sources in throughout the paper so that you are examining the issue and how it was presented in a larger context.

Conclusion: The conclusion is critical for finalizing your paper and providing further implications/applications for the issue presented in the forum.

Assignment Deadlines

All assignments must be uploaded to Canvas **one week to the day** following the day the forum was attended. After one week, 5 points will be automatically deducted per day. No late papers will be accepted one week after the deadline. No emailed or hard copy submissions will be accepted.

Once the first submission of a paper has received a grade on Canvas, students have seven days to edit and resubmit the assignment for a higher grade. Resubmitted papers can earn up to 10 additional points for thorough edits. Graded submissions that are not edited and resubmitted by students will automatically lose 10 points.

Students must turn in the detailed outline and first three forum papers by the Friday before fall break (October 9, 11:59 PM) or else they will receive “0” grades for each not turned in on time. Forum responses that would have been due over the break will be due two weeks after the forum instead of one week (e.g., if a paper would have been due March 14 it would then be due March 21–BUT these papers will not count towards the first four paper deadline).

Papers will not be accepted after December 4, 2015 at 11:59 PM.

Grading

Attendance and Participation	250 pts	120 pts for four class meetings (30 pts each) 90 pts for five writing workshops (30 pts each) 40 pts for the speech and synopsis
Assignments	750 pts	100 pts for 6 assignments +150 pts editing exercise
Total	1000 pts	

Extra Credit Policy

- 10 extra credit points will be awarded for each additional forum attended, exceeding the 12 forums required.
- STUDENTS CANNOT ACCUMULATE MORE THAN 75 EXTRA CREDIT POINTS.

Paper Grading Criteria

	Points Received	Points Possible
Outline and Title Page		5
Introduction & Conclusion		25
Summary		20
Analysis		20
Grammar		20
Outside Sources/APA		10
Total		100

University Grading Scale

A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	<59%

Notes

Your official university email address and the course Canvas page will be used for important course-related communication. To avoid missing official information, check your university email and Canvas often.

This syllabus is not a binding legal contract. It may be modified by the Hinckley Institute at any time. Upon modification, the HIP will make every reasonable effort to notify students.

The Hinckley Institute may elect to use a plagiarism detection service, in which case students will be required to submit research papers to such a service as instructed. In past semesters, students have had problems using direct sentences, phrases, and paragraphs from other sources – such as websites – without attribution. This has been especially common in introductions when providing the speakers’ biographical information but has also occurred when students neglected to cite outside sources throughout the body of the paper. The Hinckley Institute of Politics takes plagiarism very seriously, and depending on the situation, it can result in failing paper grades or failure in the class and can have very negative impacts on future academic/career opportunities. According to the University of Utah [Student Code](#): “Plagiarism means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression... or submitting the same work in more than one course without prior permission of both faculty members.” To avoid plagiarizing, ALWAYS CITE or paraphrase! You can visit www.plagiarism.org for more guidelines.

STUDENT RESPONSIBILITY AND RIGHTS:

Students are expected to participate in assigned readings and class discussions. You are responsible to clarify assignments, readings, and announcements regarding the course. If class is missed, it is the student's responsibility to contact fellow class members or the instructor in a timely manner to obtain information covered in class. The course will maintain an atmosphere of intellectual integrity and academic honesty. The University Code is available at <http://www.saff.utah.edu/code.html>.

FACULTY RESPONSIBILITY:

Ellesse will conduct writing conferences and office hours by appointment. Papers will be graded approximately 1-2 weeks following submission. Any extra material will be posted on Canvas.

ADD/DROP POLICY:

A withdrawal is accomplished with a withdrawal form picked up by the student Registrar's Office. This form must be signed by the instructor and verified by the Division Director. The completed form is returned to the Registrar's Office, 250 Student Services Building. PLEASE KEEP YOUR RECEIPTS.

Please check dates for drop dates at www.utah.edu/academic calendar.

WELLNESS STATEMENT

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

(www.hr.utah.edu/oeo/ada/guide/faculty/)