

INTS 3100 – INTERDISCIPLINARY STUDIES (3 credits)

FALL 2012

Section 50 – Blended

Mon 515-630

NPLAZA 113B

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CATALOG DESCRIPTION

Required of all Integrated Studies majors. Includes methods, practices, and theories of integrated, interdisciplinary study through collaboration on problem-solving projects in which they apply integrative approaches to common themes, ideas, issues, and events in various disciplines while exploring conceptual basis of each of their two emphasis area disciplines. Prerequisite: ENGL 1010 (Grade C or higher).

REQUIRED TEXTBOOK & OTHER RESOURCES

Repko, Allen F. *Interdisciplinary Research: Process and Theory*. 2nd ed. SAGE Publications: Los Angeles, 2012.

This course will be managed through CANVAS, which is accessible on the Dixie State homepage and uses the same log-in information that Blackboard Vista used. We will use the CANVAS Message tool for communication in this class. This tool is easy to use and gives you access to me and to each other in a secure environment that doesn't risk your emails to a spam filter or typo in the address box. Ask for a demonstration of how to use the Message tool if you have questions. Please check in on CANVAS often for announcements and content. You can also personalize your CANVAS account and have the system notify your phone or mobile device when there are additions, announcements, grades or other information posted that you need to know.

When you need to contact me, please allow 48 hours to pass before you panic and assume I didn't get your message. In turn, I will commit to checking my CANVAS messages every day and responding as quickly as I can.

COURSE CONTENT

INTS 3100 introduces students to the methods, practices and philosophy of integrated, interdisciplinary study. Students are challenged to examine each of their two disciplines and learn to recognize the distinct perspectives, epistemologies, methods, assumptions,

and contributions of their individual disciplines, then to use that understanding to pursue effective integration and interdisciplinary work. Students also learn to recognize the distinct characteristics and advantages of traditional academic disciplines in order to utilize those strengths in interdisciplinary work. Students conduct research in professional literature related to discipline-specific fields and synthesize that research into written work. Students collaborate on problem-solving projects in which they apply integrative approaches to common themes and issues. Students read and discuss academic and professional literature, employing critical thinking skills and a more integrated approach to learning than commonly found in traditional academic disciplines. Students use independent and group research to complete assignments that illuminate the characteristics of individual disciplines and projects that focus on ideas generated at the intersections of integration. Students produce an extensive archive of research and resources that they will continue to add to through their study in both core and emphasis area courses.

COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

- * Demonstrate knowledge of the definitions of “integration” and “interdisciplinary.”
- * Understand and use appropriate academic vocabulary in the field of Integrated Studies.
- * Define and give examples of interdisciplinary thinking and research.
- * Demonstrate knowledge of the cognitive characteristics of his/her disciplinary fields, including the perspectives, epistemologies, methods, assumptions and contributions.
- * Demonstrate knowledge of the characteristics of additional disciplines that can be exploited to produce successful interdisciplinary work.
- * Engage in discussion with peers and others about meta-cognitive issues related to college and the Integrated Studies program.
- * Conduct research in appropriate professional literature related to various discipline-specific fields.
- * Analyze and synthesize research material and produce upper-division level academic writing.
- * Recognize the disciplines that may be successfully employed to explore issues and topics in a variety of interdisciplinary areas and address problems that face a modern society.

COURSE OUTCOMES/MEASUREMENTS

To demonstrate meeting outlined Course Objectives, students will:

- * Complete an exam that focuses on vocabulary and definitions of core integrated studies terms and the concepts, key terms and observational categories of many traditional academic disciplines.
- * Produce in-depth cognitive maps for each of their two areas of emphasis.

- * Synthesize classroom discussion and independent research and produce analytical written work that examines the nature of interdisciplinary work and its relationship to work conducted in more traditional academic disciplines.
- * Conduct independent and group research into areas of interdisciplinary work that hold special interest to them.
- * Engage in group work that applies interdisciplinary theories and techniques to real-world problem-solving.
- * Produce artifacts that explore areas of intersection and integration between their two areas of emphasis.

PROGRAM OBJECTIVES

INTS 3100 is an important building block in the core coursework of the Integrated Studies program. Students will increase their understanding and improve their practice of interdisciplinary scholarship by mastering the material presented in this course. Upon successful completion of the Integrated Studies program, students will:

- Understand the nature and process of interdisciplinary integration.
- Appreciate the unique advantages of integrative research and learning.
- Recognize how interdisciplinary-based research provides important knowledge and insight into complex problems and issues.
- Understand the nature of disciplinary research and scholarship.
- Identify the distinct theories, epistemologies, methods, concepts, and assumptions of two academic disciplines.
- Conduct scholarly research and writing in two academic disciplines.
- Demonstrate integrative understanding of a topic, problem, or phenomenon from two disciplinary perspectives.

CAMPUS POLICIES

As a public institution of higher learning, we have all kinds of rules and regulations we (students, faculty and staff) must adhere to. Those policies and procedures are outlined in official documents that can be accessed here:

<http://dixie.edu/reg/syllabus/#finals>

In links accessed from that page, you will find information regarding important dates on campus for the semester, the final exam schedule, Writing Center and Disability Resource Center information, and policies and procedures regarding academic honesty and student/faculty conduct. Should there be any question about campus policies and procedures, I will assume you have read the information available online in full.

It cannot be emphasized enough that if you feel you are in need of assistance from the Disability Resource Center you should seek them out immediately upon starting the semester. The sooner I am aware of the need for accommodation, the easier it is to make those accommodations. The help that the DRC offers is free and completely confidential.

IMPORTANT DATES ON CAMPUS:

Aug 20	Classwork Starts
Aug 23	Last Day to Waitlist
Aug 24	Last Day to Add Without Signature
Aug 27	Drop/Audit Fee Begins (\$10 per class)
Sep 3	Labor Day
Sep 4	\$50 Late Registration/Payment Fee
Sep 10	Pell Grant Census
Sep 10	Last Day for Refund
Sep 10	Last Day to drop without receiving a "W" grade
Sep 11	Courses dropped for non-payment
Sep 14	Last Day to Add/Audit
Oct 1	Graduation Application Deadline for Fall 2012
Oct 10	Mid-Term Grades Due
Oct 11-12	Semester Break
Oct 15	Last Day to Drop Individual Class
Oct 22	Spring and Summer 2013 class schedules available online
Nov 1	Graduation Application Deadline for Spring 2013
Nov 9	Last Day for Complete Withdrawal
Nov 12	Spring Registration open to Seniors (90+ credits)
Nov 13	Career Day (no classes before 4:00 p.m.)
Nov 13	Spring Registration open to Juniors (60+ credits)
Nov 14	Spring Registration open to Sophomores (30+ credits)
Nov 15	Spring Registration Open to All Students
Nov 21-23	Thanksgiving Break
Dec 7	Classwork Ends
Dec 10-14	Final Exams

CLASSROOM POLICIES

Because this class is oriented around class discussion and activities, it is vital that each student be committed to attendance and participation, and attendance will be noted. Because this is a "blended" class, your work will almost always be submitted electronically. There will be a late submission window for assignments of at least 48 hours, but late submissions will be marked down a full letter grade. Excessively late submissions (more than 96 hours) may not receive any credit but will still be read and responded to. Group projects cannot be submitted late and cannot be made up, even in emergency situations. If you experience a medical or family emergency, proper documentation will be required, and alternate assignments will be issued on an individual basis.

As this is a discussion and experience based class, I am anticipating and expecting our class time to sometimes include lively discussion, which may mean that your classmates introduce ideas and opinions that you do not agree with. While your opinion is always valid, please be aware that being rude, dismissive, or abusive while expressing that

opinion will not only make you look foolish, but will result in your removal from our class.

CLASSROOM EXPECTATIONS

I expect each student enrolled this course to come to class prepared, alert, and on time. I also expect you to bring your textbook with you every day. Sleeping in the classroom, even during video presentations, is detrimental to your reputation with the instructors. In addition, cell phone use in the classroom, even on silent mode, is inappropriate. Computers are not forbidden, but all too often they function as a distraction rather than a learning tool, so please be cautious in your dependence upon them. Food and drink are allowed if you can partake without distracting other students or drawing attention to yourself.

Students who repeatedly fail to engage with the class or become disruptive will be asked to leave the classroom. Please be considerate of the instructors and your fellow students. In return, you can expect me to be prepared, engaged and on time, to return assignments in a timely fashion with helpful feedback when appropriate, and to manage the classroom in a manner that allows learning to take place.

Blended classes require students to be self-motivating and self-governing. Attending class on Monday evenings and using the tools and resources offered in the CANVAS section will ensure you have all the information you need, but you will each have to commit yourself to doing the work largely on your own. I recommend scheduling study time as if you were scheduling class time. Build a schedule that works for your life and stick to it. I also recommend beginning each week's work as early in the week as possible to be prepared for unexpected situations and for the many assignments that require more effort than can be marshaled on Monday afternoon before class begins.

DON'T PROCRASTINATE!!

GRADE SCALE AND CORRESPONDING GPA

A	94.0 and above	4	C	74.0 – 76.9	2
A-	90.0 – 93.9	3.7	C-	70.0 – 73.9	1.7
B+	87.0 – 89.9	3.3	D+	67.0 – 69.9	1.3
B	84.0 – 86.9	3	D	64.0 – 66.9	1
B-	80.0 – 83.9	2.7	D-	60.0 – 63.9	.7
C+	77.0 – 79.9	2.3	F	59.9 and below	0

Your grades will always be available to you in CANVAS, and midterm grades will be posted when required by the college. The CANVAS gradebook feature has a great function that lets you ask “what if?” about your current and future grades at any time during the semester.

ASSIGNMENT BREAKDOWN

Quizzes and Discussions	10%
Reading Assignments	15%
Writing Assignments	20%
Research Assignments	35%
Final Exam	20%

ASSIGNMENT DESCRIPTIONS

We will spend time in class discussing each assignment, so your best source of information is our classroom. Should you miss class, you should contact **a classmate** and check CANVAS to ensure that you have the most accurate information about assignments and due dates. Material that can be archived on CANVAS will be posted as quickly as possible, and we will regularly post Announcements and other pertinent information on the Home Page. Most assignments will be submitted on paper in the classroom.

WARNING: The assignments labeled “Reading Assignments” generally consist of a reading assignment and a written response. Since our time for “discussion” of these reading assignments is limited, you will have to respond in writing.

While this is not a writing class, upper-division course work requires a certain standard of analytical thinking and communication, which can happen effectively through the written word. Consequently, there will be several writing assignments and you cannot earn a good grade on a written assignment unless it demonstrates good writing. Students should also familiarize themselves with the research documentation style that is used in their disciplinary areas, since some assignments will require formal documentation. Writing assignments generally have word-count requirements noted in the syllabus; these assignments should have a word count typed at the bottom of the page.

COURSE SCHEDULE

This course is organized into weekly MODULES, which are all accessible through CANVAS. It would be extremely redundant to attach a detailed schedule here since this is a blended course and you will be working your way through the modules, but let me give you some general information and dates:

1. We will move through the course together in weekly modules. While you can often do each week’s work quickly if you choose, this course does not allow for getting ahead of the class. Each module will begin on Monday evening when we come to class, and close late Monday afternoon the following week. You also need to avoid falling behind in the class, since each week’s module builds on the work of the previous week.
2. Because there is a holiday on Monday, September 3, the Week Two Module that begins on Monday, August 27 will be open for two calendar weeks.

3. If you get behind, come to class on Monday night or my office hours and talk to me. Don't let more than one week pass without making contact or you will sink under the weight of the work.

MODULE	DATES	TOPIC
Week One	Aug 20 - Aug 27	Introduction/Syllabus
Week Two	Aug 27 - Sep 10	Interdisciplinary Studies
**Labor Day Holiday	**September 3	NO CLASS
Week Three	Sep 10 - Sep 17	Phenomena and Concepts
Week Four	Sep 17 – Sep 24	Epistemologies, Assumptions, and Methods
Week Five	Sep 24 – Oct 1	Thinkers, Practitioners and Theories
Week Six	Oct 1 – Oct 8	Disciplinary Timelines
Week Seven	Oct 8 – Oct 15	Disciplinary Perspectives
Week Eight	Oct 15 – Oct 22	Asking Questions
Week Nine	Oct 22 – Oct 29	Questions and Intersections
Week Ten	Oct 29 – Nov 5	Intersections and Monologues
Week Eleven	Nov 5 – Nov 12	Quick Lit Reviews
Week Twelve	Nov 12 – Nov 19	Analyzing for Perspective
Week Thirteen	Nov 19 – Nov 26	Research Maps
Week Fourteen	Nov 26 – Dec 3	Topic Analysis
Week Fifteen	Dec 3 – Dec 10	Take-Home Final Exam Submitted 12/10 5:00pm