

**INTS 3900-02**

# **WATER**

**Fall 2012**

**CRN # 24503**

**TR 1030-1145am**

**NPLAZA 113B**

Denise Burton

NPlaza 125D

435-879-4291

Email: CANVAS Message tool

Office Hours: M 3-5pm, TR 12-2pm, W 11am-1pm

## **REQUIRED TEXTS:**

Childs, Craig. *The Secret Knowledge of Water*. New York: Little, Brown & Co., 2000.

Maclean, Norman. *A River Runs Through It and Other Stories*. U of Chicago P, 2001.

Pearce, Fred. *When the Rivers Run Dry*. Boston: Beacon Press, 2006.

Solomon, Steven. *Water: The Epic Struggle for Wealth, Power, and Civilization*. New York: HarperCollins, 2010.

Other content (articles, poems, book excerpts, etc.) will be made available in the CANVAS course shell. You will be required to print these pdfs out and bring them to class with you.

You will also need reliable and regular access to a computer and the internet to succeed in this course. Content will be delivered and all quizzes will be taken in CANVAS. If you need help working with CANVAS, come to me as soon as possible, or go to the Smith Computer Center for instruction. I have organized the course into weekly modules, and the instruction schedule is organized into three “parts.”

## **COURSE DESCRIPTION:**

INTS 3900: Water is an interdisciplinary exploration of the element of water. Science, religion, literature, art, philosophy, history, geography, ecology and geopolitics are all influenced and affected by this fascinating commonality. While we can learn to live without many things, we, literally, cannot live without water and humanity has always been bound by our ability to control water. In this course we will explore our relationship to water and the far-reaching impact it has on civilization.

INTS 3900 fills the requirement for a topics class for INTS students, and is open to any student with a sense of adventure and curiosity. You must have completed ENGL 1010 with a grade of C or higher, and you must be willing to commit to several hours of reading each week.

INTS 3900 will probably be one of the most challenging classes you take here at Dixie State, and will require you to learn to read quickly for important content. There are reading assignments every week, and they frequently total more than 100 pages a week. I do not expect you to read every word in these assignments. Let me repeat that: **I do not expect you to read every word in these assignments.** The quizzes and writing assignments allow you to practice quickly skimming the material in many cases, a valuable skill in school and in the real world. Sometimes you will be directed to focus your attention on one particular passage or section of the reading. Read instructions carefully and **DON'T GET BEHIND.**

Success in INTS 3900 will come to those students who diligently read the assigned material weekly, attend class regularly and participate in class discussions. Curiosity and wonder will go a long way towards motivating students to dig a little deeper and search a little more for the hyperlinks and connections that make interdisciplinary scholarship interesting and enjoyable. Don't be afraid to share with the class when an assignment or discussion "reminds" you of something else. It is those connections that help us to further explore our humanity and interactions with the world around us. Those connections are also vital to achieving a level of interdisciplinary scholarship that we expect our students to reach.

#### **COURSE OBJECTIVES:**

Upon successful completion of INTS 3900, students will:

- Appreciate the interdisciplinary nature of knowledge and learning.
- Demonstrate sufficient understanding of the course subject.
- Recognize the unique insights into complex issues that various disciplines can provide.
- Understand the importance of integrating knowledge and perspectives from multiple disciplines in order to illuminate complex subjects and problems.
- Be practiced in synthetic, analytic and complex thinking in engaging with sophisticated concepts, abstract ideas and concrete topics.

#### **PROGRAM OBJECTIVES:**

INTS 3900 is an important building block in the core coursework of the Integrated Studies program. Engaging with a complex, timely topic from a multitude of disciplinary perspectives helps students realize the goals of integrative learning. 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**

Our coursework revolves around the shared experiences of reading assignments, short lectures, video resources, and classroom discussion. **YOU ARE EXPECTED TO BRING THE ASSIGNED READING MATERIAL TO CLASS ON EACH DAY TO FACILITATE OUR DISCUSSIONS.**

While I will only take roll sporadically, your grade will be affected by missing class, if only because your writing assignments will reflect your disconnect from the ideas we are working with. Make friends with someone who you can trust to take good notes when you need to be gone. Since all of our assignments are submitted online, there will be no need to make accommodation for school-sponsored absences.

With that said, sometimes athletes and other student representatives are booked into hotel rooms that do not have internet access. You are responsible for getting your assignments submitted on time, regardless of the arrangements made by the athletic or other departments. If there is any doubt about having access to CANVAS while you are on the road, do the assignments before you leave. Prep checks will not be offered after the submission date and time has passed. 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. Egregious and recurring bad behavior will result in you being dropped from the class, and may result in a loss of tuition money. Play nice!

In keeping with the college's desire to fully utilize CANVAS and make everyone's campus experience more uniform, 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. We will also use CANVAS for Course Content delivery and Weblinks when appropriate. Please check in on CANVAS often for announcements and content. You can also personalize your CANVAS account and have notifications pushed onto your mobile devices.

## CLASSROOM EXPECTATIONS

I expect each student in this course to come to class prepared, alert, and on time. 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 instructor 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.

## 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

## ASSIGNMENT BREAKDOWN

Reading Quizzes	30%
Writing Assignments	30%
Final Exam	40% or 100%

## ASSIGNMENT DESCRIPTIONS

Reading Quizzes are taken online, through the CANVAS tool labeled “Assessments” or through each week’s “Module.” Each quiz is made up of a variety of question types, designed to encourage you to do the assigned reading before coming to class. The reading load for this class is considerable, so quizzes are assigned several times a week, beginning immediately.

There is a reading quiz to take every weekend based on the Solomon book, including the weekend of Fall Break. These quizzes are already available online and you are welcome to get as far ahead in them as you can. The Solomon quizzes (Sunday evening quizzes) will all be open all semester long, and can be submitted as often as you like, with the highest grade being retained. But, I would not recommend getting behind in these quizzes or skipping the reading. The Solomon book will be used for the Final Exam.

EVERY READING ASSIGNMENT HAS A READING QUIZ ASSOCIATED WITH IT. It is easy to do well on the quizzes by keeping up with the reading, but also easy to

fall behind. Quizzes attached to reading assignments other than the Solomon book will close before class on the assigned day and there is no late submission window. If you are going to be out of town when a quiz is due, take it early.

Writing Assignments will be assigned at the end of each of the major sections and **submitted on paper in the classroom**. You can't respond adequately to these questions without attending class, so it will be difficult to "get ahead" in this area. Consequently, there is a "late submission" window open until the next class period for these responses. Responses submitted in the "late submission" period will be marked down one letter grade. After the late submission window has passed, the assignment will be closed.

The Final Exam will be a take home exam, based on the vocabulary that we acquire through the semester and the major themes and ideas that we discuss. Active participation and keeping up with the reading and writing assignments will prepare you for the Final Exam. The Final Exam will be submitted in our classroom, on paper, during the scheduled Final Exam period.

For those of you who are interested in an alternative approach to grading in this class, I am willing to base your grade solely on the Final Exam. **SHOULD YOU CHOOSE THIS OPTION YOU WILL BE TAKING A DIFFERENT, MORE DIFFICULT FINAL EXAM.** Let me make one thing clear, however; I do not see this option as a "free pass" on the daily and weekly reading and writing assignments. You will not be able to do well on the final exam if you don't do the reading and come to class ready to participate in discussions. So, if you choose, you can skip **all** quizzes and writing assignments and not be penalized. What you can't do is skip **some** quizzes and writing assignments. It's all or nothing. I envision this as an option for the engaged and interested student who is willing to do all the reading in preparation for class meetings, but would rather do all the writing in one large exercise at the end of the semester in conjunction with the Final Exam.