

## **INTS 3100 – INTERDISCIPLINARY STUDIES (3 credits)**

**SPRING 2011**

**Section 1 MWF 10-1050 CRN #**

**Section 2 MWF 11-1150 CRN #**

**NPLAZA 113B**

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Office Hours: MTW 12:00-1:00 and by appointment

Prerequisite: English 1010 with a grade of C or better

Textbook: Augsberg, Tanya. *Becoming Interdisciplinary*. 2<sup>nd</sup> ed. Dubuque: Kendall/Hunt, 2006.

Four copies of the textbook are available at the Library Reserve Desk, and I want to make you aware that we will no longer be using this textbook after this semester, so “sell-back” opportunities might be limited here on our campus.

Students will also be responsible for choosing and acquiring (buying or borrowing from a library) one other non-fiction book for a reading and analysis project due at the end of the semester. The book will be chosen from a list of approved titles, or can be suggested by students and approved by faculty.

You will also need reliable and regular internet access and the ability to work with Blackboard Vista. If you are unfamiliar or uncomfortable with Blackboard Vista, this would be the ideal time to get it figured out. We will also use concept-mapping shareware that you will need to be able to download to your own computer. I am currently trying to get the Smith Computer Center to install the CMap software on the computers there, but until that happens, you will be responsible for ensuring your own access.

### **COURSE DESCRIPTION**

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 academic disciplines. Students use independent and group research to produce cognitive maps that illuminate the characteristics of individual disciplines and concept maps 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:

1. Demonstrate knowledge of the definitions of “integration” and “interdisciplinary.”
2. Understand and use appropriate academic vocabulary in the field of Integrated Studies.
3. Define and give examples of interdisciplinary thinking and research.
4. Demonstrate knowledge of the cognitive characteristics of his/her disciplinary fields, including the perspectives, epistemologies, methods, assumptions and contributions.
5. Demonstrate knowledge of the characteristics of additional disciplines that can be exploited to produce successful interdisciplinary work.
6. Engage in discussion with peers and others about meta-cognitive issues related to college and the Integrated Studies program.
7. Conduct research in appropriate professional literature related to various discipline-specific fields.
8. Analyze and synthesize research material and produce upper-division level academic writing.
9. 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:

1. Take 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.
2. Locate, read and write a review of a major work that demonstrates interdisciplinary thinking or research.
3. Produce in-depth cognitive maps for each of their two areas of emphasis.
4. Produce additional cognitive maps outlining major characteristics of several other disciplines, representing the traditional academic areas of study.
5. 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.
6. Conduct independent and group research into areas of interdisciplinary work that hold special interest to them and produce annotated bibliographies that reflect the scope and depth of that research.
7. Engage in group work that applies interdisciplinary theories and techniques to real-world problem-solving.
8. Produce concepts maps that explore areas of intersection and integration between their two areas of emphasis.
9. Begin to build a research and resource archive that will reflect work done in this course, and be further added to in other core and emphasis area courses.

## **CLASSROOM POLICIES**

Because this class is oriented around group and class activities, it is vital that each student be committed to attendance and participation, and attendance will be taken at every meeting. Attendance records will be used to determine if borderline grades (within 1%) can be “bumped up.” Most assignments will be submitted electronically, and will have both “on-time” submission dates and “late”

submission dates. After the late period has ended, there will be no submission.

School-sponsored absences must be planned for in advance, and work should be submitted early whenever possible. On days that your classmates are presenting and you are not, you are expected to attend and be a good audience. The final exam will be given in our classroom at the date and time determined by the college final exam schedule. By college policy, the final exam cannot be shifted, moved, made up, compromised on, canceled, or in any way changed for any but the most pressing of emergencies, so tell your sister she can't get married until after finals and your grandmother that you can't come home early for the family reunion..

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 Blackboard Vista and make everyone's campus experience more uniform, we will use the Blackboard Email tool for communication in this class. This tool is easy to use and gives you access to us 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 Email tool if you have questions. We will also use Blackboard Vista for Course Content delivery and Weblinks when appropriate. Please check in on Blackboard often for announcements and content.

### **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:**

Jan 10	Classwork Starts
Jan 12	Last Day to Add Without Signature
Jan 17	Martin Luther King Jr. Day
Jan 18	Drop/Audit Fee Begins (\$10 per class)
Jan 25	\$50 Late Registration/Payment Fee
Jan 31	Graduation Application Deadline

Feb 1	Pell Grant Census
Feb 1	Last Day for Refund
Feb 1	Last Day to drop without receiving a "W" grade
Feb 2	Courses dropped for non-payment
Feb 4	Last Day to ADD Classes
Feb 21	President's Day
Feb 28	Mid-Term Grades Due
Mar 4	Last Day to DROP/AUDIT Classes
Mar 14-18	Spring Break
Mar 21	Summer Registration open to Seniors (90+ credits)
Mar 22	Summer Registration open to Juniors (60+ credits)
Mar 23	Summer Registration open to Sophomores (30+ credits)
Mar 24	Summer Registration open to all students
Apr 1	Last Day for Complete Withdrawal
Apr 11	Fall Registration open to Seniors (90+ credits)
Apr 12	Fall Registration open to Juniors (60+ credits)
Apr 13	Fall Registration open to Sophomores (30+ credits)
Apr 14	Fall Registration open to all students
Apr 28	Classwork Ends
Apr 29	Final Exams
May 2-5	Final Exams
May 6	Commencement

### **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

Grades will be tracked in Blackboard Vista, and you can calculate your grade at any time by dividing the total points earned by the total points possible and applying the result to the table above.

### **ASSIGNMENT BREAKDOWN**

Book Analysis	10%
Article Analyses (3)	10%
Cognitive Maps (2)	20%
Monologues (3)	10%
Annotated Bib	15%
Concept Map	15%
Miscellaneous	10%

### **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 to ensure that you have the most

accurate information about assignments and due dates. Material that can be archived on Blackboard Vista will be posted as quickly as possible, and I will regularly post Announcements and other pertinent information on the LMS.

You will want to choose a non-fiction book early in the semester to read for the Book Analysis Project. A list of approved titles will be available on the Course Content Page of Blackboard Vista, and you are free to turn in the titles of other books for approval or suggestions for your classmates. Please submit those titles in a BV Email.

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. Handbooks for documentation styles can be easily obtained online and from most bookstores.

## **CLASS SCHEDULE**

**The Class Schedule will change during the first few weeks of the semester, so check back on BV frequently.**

<b>Mon</b>	<b>Jan 10</b>	Syllabus Review and Class Introduction
<b>Wed</b>	<b>Jan 12</b>	Student Introductions
<b>Fri</b>	<b>Jan 14</b>	Department Pre-Test
<b>Mon</b>	<b>Jan 17</b>	<b>NO CLASS – HOLIDAY</b>
<b>Wed</b>	<b>Jan 19</b>	Read Chapter 1 – History of Nearly Nothing Lecture – research assignment
<b>Fri</b>	<b>Jan 21</b>	Research Results Discussion – prize awarded for best research
<b>Mon</b>	<b>Jan 24</b>	Read Chapter 2 – Class Discussion and Analysis
<b>Wed</b>	<b>Jan 26</b>	Read Chapter 3 – research assignment
<b>Fri</b>	<b>Jan 28</b>	Submit and Discuss research
<b>Mon</b>	<b>Jan 31</b>	Read Chapter 6 pp 75-102
<b>Wed</b>	<b>Feb 2</b>	Read “Problem-Based” article and review pp 98-102; research assignment
<b>Fri</b>	<b>Feb 4</b>	No Class – Research Day
<b>Mon</b>	<b>Feb 7</b>	Discuss Cognitive Maps; research assignment; groups organized
<b>Wed</b>	<b>Feb 9</b>	Build Sample Cognitive Map in class
<b>Fri</b>	<b>Feb 11</b>	Check-in on research; Article Analysis #1 Due on Blackboard Vista
<b>Mon</b>	<b>Feb 14</b>	Check-in on research project
<b>Wed</b>	<b>Feb 16</b>	Cognitive Map #1 Due; Map #2 groups organized
<b>Fri</b>	<b>Feb 18</b>	Check-in on research
<b>Mon</b>	<b>Feb 21</b>	<b>NO CLASS – HOLIDAY</b>
<b>Wed</b>	<b>Feb 23</b>	Check-in on research
<b>Fri</b>	<b>Feb 25</b>	Cognitive Map #2 Due – Midterm Grades posted after grading