

INTS 3100 – INTERDISCIPLINARY STUDIES (3 credits)
SPRING 2012
TR 9-1015am Sec 1 CRN # 23736
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.

You will also read one non-fiction work independently and submit a critical analysis of the interdisciplinary thought exhibited in that work. A list of books to choose from will be available on CANVAS, along with an assignment description for the paper.

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 Email 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 Email 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.

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 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.
- * Produce additional cognitive maps outlining key characteristics of several other disciplines, representing the traditional academic areas of study.
- * 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 and produce annotated bibliographies that reflect the scope and depth of that research.
 - * 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:

Jan 9	Classwork Starts
Jan 11	Last Day to Add Without Signature
Jan 16	Martin Luther King Jr. Day
Jan 17	Drop/Audit Fee Begins (\$10 per class)
Jan 24	\$50 Late Registration/Payment Fee
Jan 30	Graduation Application Deadline
Jan 31	Pell Grant Census
Jan 31	Last Day for Refund
Jan 31	Last Day to drop without receiving a "W" grade
Feb 1	Courses dropped for non-payment
Feb 3	Last Day to ADD Classes
Feb 20	President's Day
Feb 27	Mid-Term Grades Due
Mar 2	Last Day to DROP/AUDIT Classes
Mar 12-16	Spring Break
Mar 19	Summer Registration open to Seniors (90+ earned credits)
Mar 20	Summer Registration open to Juniors (60+ earned credits)
Mar 21	Summer Registration open to Sophomores (30+ earned credits)
Mar 22	Summer Registration open to All Students
Apr 6	Last Day for Complete Withdrawal
Apr 16	Fall Registration open to Seniors (90+ earned credits)
Apr 17	Fall Registration open to Juniors (60+ earned credits)
Apr 18	Fall Registration open to Sophomores (30+ earned credits)
Apr 19	Fall Registration open to All Students
Apr 26	Classwork Ends
Apr 27	Final Exams
Apr 30, May 1-3	Final Exams
May 4	Commencement

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. Attendance and participation will be used to determine if borderline grades (within 1%) can be "bumped up." Late assignments will be accepted at the next class meeting with a one-letter-grade penalty, but will not be accepted for credit after that. 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.

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

Reading Assignments	10%
Follow-Up Assignments	20%
Research Projects	40%
Book Analysis	10%
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.

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.

CLASS SCHEDULE

The following schedule is subject to periodic review. All changes will be discussed in class and noted in CANVAS.

WEEK ONE 1/8-1/14

- Tue** Introduction to Class and Syllabus Review
Thu Department Pre-Test and Course Overview

WEEK TWO 1/15-1/21

- Tue** Read Chapter 1 “Defining Interdisciplinary Studies”
Submit: 1.2, 1.3 (page 30)
Discuss “History of the Disciplines”
Follow-Up: “Defining My Degree, Part 1” 100 word minimum
- Thu** Discuss IDS vocabulary and Metaphors
Submit: Follow-Up Assignment “Defining My Degree, Part 1” (save file)

WEEK THREE 1/22-1/28

- Tue** Read Chapter 4 pgs 105-111 “Phenomena” and pg 126 “Concepts”
Submit: Paragraph – “What is the difference between phenomena and concepts?” 250 word minimum
Discuss: Phenomena and Concepts
Follow-Up: “Lists” of 50 phenomena and 25 concepts for each discipline
- Thu** Submit: Follow-Up Assignment “Lists”
Group Work – expanding lists and using Repko’s charts
Follow-Up: “Comparing my Disciplines” 300 word minimum

WEEK FOUR 1/29-2/4

- Tue** Read Chapter 4 pgs 111-126 “Epistemologies” and “Assumptions”
Submit: Follow-Up Assignment “Comparing My Disciplines”
Discuss: Epistemologies and Assumptions
- Thu** Continue discussion
Group Work – 4.8 (page 142) – submit in class
Follow-Up: 4.7 (page 142) 250 word minimum

WEEK FIVE 2/5-2/11

Tue Read Chapter 4 pgs 126-141 “Theories” and “Methods”
Submit: 4.9 (page 142)
Discuss: theories and methods
Assign: Research Project -- “Discipline Timelines”

Thu Research Day – Instructor in Office for questions

WEEK SIX 2/12-2/18

Tue Research Day – Instructor in Office for questions

Thu Submit “Discipline Timeline” 1
Discuss assignment

WEEK SEVEN 2/19-2/25

Tue Research Day – Instructor in Office for questions

Thu Submit “Discipline Timeline” 2
Follow-Up: “Defining My Degree, Part 2” 200 word minimum
MIDTERM GRADES CALCULATED AND POSTED 2/25

WEEK EIGHT 2/26-3/3

WEEK NINE 3/4-3/10

WEEK TEN 3/11-3/17 SPRING BREAK

WEEK ELEVEN 3/18-3/24

WEEK TWELVE 3/25-3/31

WEEK THIRTEEN 4/1-4/7

WEEK FOURTEEN 4/8-4/14

WEEK FIFTEEN 4/15-4/21

WEEK SIXTEEN 4/22-4/26