

**INTEGRATED STUDIES DEPARTMENT
3100 INTERDISCIPLINARY STUDIES
Spring 2013 Blended CRN# 23736
T 9-1015am**

**Denise Burton
NPlaza 125D
435-879-4291
burtond@dixie.edu**

**Office Hours: M 1-4
T 12-3
W 10-2
F by appointment**

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).

COURSE CONTENT

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.

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.

Students who have taken some upper-division credit in their emphasis areas will be better prepared for this course. Students who are still taking GE credits or have not yet committed to emphasis areas are encouraged to reschedule this class later in their program. Students who are not INTS majors, or who are merely "parked" waiting for a different program to open up would be advised to drop this class.

PROGRAM OBJECTIVES

The Integrated Studies Program offers students the opportunity to:

- Design a Bachelor's Degree that reflects unique educational and professional goals and interests.
- Study the epistemologies, theories, methods, assumptions and perspectives of two distinct academic areas of emphasis.

- Articulate the advantages of using interdisciplinary approaches to complex issues and problems.
- Draw upon the elements of their emphasis areas to provide a more comprehensive understanding of academic and real-world problems.
- Produce an individually designed, research-based artifact or paper that reflects integrative thinking and learning.

PROGRAM OUTCOMES

Upon successful completion of the Integrated Studies program, students will be able to:

- Recognize the distinct perspectives, epistemologies, methods, assumptions, and contributions of the traditional academic disciplines.
- Employ concepts, theories, methods, and knowledge from multiple disciplines to address real-world problems and issues.
- Demonstrate higher-order cognitive abilities, including abstract, dialectical, creative, critical, analytical and holistic thinking.
- Produce written and oral forms of communication that are cogent, organized, articulate and supported by research.
- Conduct research in the professional literature related to various discipline-specific fields and demonstrate competence in analyzing and synthesizing material.
- Integrate concepts, perspectives, theories, and knowledge to produce an original artifact or research project.

COURSE OBJECTIVES

In INTS 3100 students will:

- Discuss the origins and development of the “silos of knowledge” and examine their areas of emphasis in relation to other academic and professional fields.
- Develop an understanding of and facility with appropriate academic vocabulary in the field of Integrated Studies.
- Explore the cognitive characteristics of their 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.

COURSE OUTCOMES

Upon successful completion of INTS 3100, students will be able to:

- Articulate the defining elements of each of their areas of emphasis, and place those disciplines in relation to other academic and professional fields.
- Synthesize classroom discussion and independent research and produce analytical 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.
- Produce artifacts that explore areas of intersection and integration between their two areas of emphasis.
- Engage in group work that applies interdisciplinary theories and techniques to real-world problem-solving.

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 integrity 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 7	Classwork Starts
Jan 10	Last Day to Waitlist
Jan 11	Last Day to Add Without Signature
Jan 14	Drop/Audit Fee Begins (\$10 per class)
Jan 16	Residency Application Deadline
Jan 21	Martin Luther King Jr. Day
Jan 22	\$50 Late Registration/Payment Fee
Jan 29	Pell Grant Census
Jan 29	Last Day for Refund
Jan 29	Last Day to drop without receiving a "W" grade
Jan 30	Courses dropped for non-payment
Feb 1	Last Day to Add/Audit
Feb 1	Associate's degree Graduation Deadline - Spring 2013
Feb 18	President's Day
Feb 25	Mid-Term Grades Due
Mar 1	Last Day to Drop Individual Class
Mar 1	Bachelor's degree Graduation Deadline - Summer 2013
Mar 11-15	Spring Break
Mar 18	Fall 2013 Class schedule available online
Mar 18	Summer Registration open to Seniors (90+ credits)
Mar 19	Summer Registration open to Juniors (60+ credits)
Mar 20	Summer Registration open to Sophomores (30+ credits)
Mar 21	Summer Registration open to all students
Mar 29	Last Day for Complete Withdrawal
Apr 1	Bachelor's degree Graduation Deadline - Fall 2013
Apr 8	Fall Registration open to Seniors (90+ credits)
Apr 9	Fall Registration open to Juniors (60+ credits)
Apr 10	Fall Registration open to Sophomores (30+ credits)
Apr 11	Fall Registration open to all students
Apr 24	Classwork Ends
Apr 25	Reading Day
Apr 26	Final Exams
Apr 29-30, May 1	Final Exams

May 1	Associate's degree Graduation Deadline - Summer 2013
May 2	Final Exams
May 3	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. 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.

If you have to miss class, which is not recommended since we only meet once a week, your first stop for information is the CANVAS course shell. Read all posted documents carefully and look at assignment descriptions. Then, contact a student who has notes and is willing to share them with you. Instructors simply do not have the time to go over classroom information several times each week for individual students. After you have exhausted all other resources, please contact your instructor with pointed, specific questions. Please do not ever ask "What did I miss?" or "Did I miss anything important?" My answer will probably be full of words that I can't use because there are preschool children present. 😊

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. 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 Tuesday mornings 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 night before class begins the next morning.

ASSIGNMENT DESCRIPTIONS

This course is organized into modules, which can be found on the course page in CANVAS. Each week we will have clearly stated goals to meet in class, along with work to be completed outside of the classroom and submitted electronically before 9:00am on Tuesday mornings. Occasionally, assignments will be due earlier in the week to allow for sequential submissions, but those times will be clearly communicated. We will be engaging in group work both inside and outside of class, and a required part of group experiences will be to analyze the work process itself for strengths and weaknesses. This will also give students the opportunity to detail their own contributions to each group project.

Each assignment will be discussed in class and outlined in detail on CANVAS. For the purposes of this syllabus, it is enough to say that some assignments are Pass/Fail, with partial credit given for late submissions, some assignments will be graded by your peers using rubrics designed by the instructor, and some assignments will be graded by the instructor. Every effort will be taken to provide detailed information about expectations on each assignment, and to provide feedback about effective responses and not-as-effective submissions. This course is being run on a “flipped syllabus” model, which means that students earn points by proving competence rather than losing points for failing to meet standards. Students must earn at least 74% of the possible points in order to pass the class.

Writing assignments that are being submitted online will have “Turn it In” enabled in CANVAS, which is a tool that allows students and instructors to have written submissions checked for inappropriate use of sources and quotations. I would encourage you to run your assignments through Turn it In to help hone your skills of paraphrasing and summarizing. The function will let you know if you are relying too heavily on the source when you do your writing. We will also be using ePortfolios as a means of submitting reflective writing (blogs) and interacting with each other and discussing ideas from our course.

Late submissions will be handled according to the weight of the assignment. Pass/Fail assignments will be accepted late for 48 hours for half-credit. Submissions after 48 hours will be read and responded to but not given any points. Late submissions for more valuable assignments will lose 10% of the points earned for each 24 hours they are late. So, an assignment with a 100 point potential that is graded at 87 points, but is submitted 48 hours late (8 x 2) will receive 71 points.

Assignments will include:

- short research assignments with “list” submissions (Pass/Fail)
- short research assignments with written submissions
- question-targeted analytical writing
- responsive, reflective blogging
- group research assignments and presentations
- collaborative information archiving (Pass/Fail)
- vocabulary quizzes (Pass/Fail)
- critical reading and analysis

Grading in the class will be weighted as follows:

Pass/Fail submissions	10%
Analytical Writing	15%
Reflective Writing	10%
Quizzes and Questions	10%
Group Work/Presentations	15%
Research Projects	25%
Final Exam	15%

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.

INTS 3100 -- Spring 2013 -- Semester Schedule

Week One	Jan 8	Review syllabus; CANVAS; ePortfolios; Degree Plan Assign: About Me, Reading Quiz, Modern & Postmodern Research, Creation of ePortfolio
Week Two	Jan 15	Discuss Silos of Knowledge and Spectrum – Disciplines Assign: ePortfolio Reflection; Disciplines 101
Week Three	Jan 22	Discuss Elements of Disciplines Assign: ePortfolio Reflection; Primary Elements
Week Four	Jan 29	Discuss Primary Elements; Submit Degree Plan w/ signature Assign: ePortfolio Reflection; Discipline Timeline Analysis
Week Five	Feb 5	Discuss Perspective Assign: Concept Maps; Group Presentations
Week Six	Feb 12	Classroom Open for Group Work – No Instructor
Week Seven	Feb 19	Group Presentations (end midterm grading); submit Concept Maps Assign: ePortfolio Reflection; Reading “About Questions”; Review Questions
Week Eight	Feb 26	Discuss Asking Questions – IDS vocabulary Assign: Question Design, Analysis and Peer Review; Intersections List
Week Nine	Mar 5	Intersections Activity; Discuss Monologues Assign: ePortfolio Reflection; Monologue 1
Week Ten	Mar 12	SPRING BREAK
Week Eleven	Mar 19	Peer Review Monologue Assign: ePortfolio Reflection; Monologue Revision; Monologue 2
Week Twelve	Mar 26	Discuss Interdisciplinary Research Process Assign: ePortfolio Reflection; Group Research and Presentations
Week Thirteen	Apr 2	Classroom open for group work – Instructor in office
Week Fourteen	Apr 9	Group Presentations Assign: ePortfolio Reflection; Concept Map
Week Fifteen	Apr 16	Peer Review Concept Maps Assign: ePortfolio Reflection; Concept Map Revision
Week Sixteen	Apr 23	Present Concept Maps in small groups Take Home Exam handed out
Final Exam	Apr 30	Take Home Portion submitted; Exam in classroom