

INTEGRATED STUDIES DEPARTMENT
3100 INTERDISCIPLINARY STUDIES
Spring 2013
M/W 1:00-2:15pm

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Office Hours: M / W 10am-Noon; 2:30-4:00pm
R 2:30-4:00pm

Canvas message tool

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.

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.

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. Your work will almost always be submitted electronically. There will be a late submission window for assignments of 48 hours, but late submissions will be marked down a full letter grade. Assignments that are more than 48 hours late will not receive any credit but will still be read and responded to. If you experience a medical or family emergency, and you can produce proper documentation, alternate assignments may be offered. Group projects cannot be submitted late and cannot be made up, even in emergency situations.

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.

ASSIGNMENT DESCRIPTIONS

Each assignment will be discussed in class and outlined in detail on CANVAS. 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.

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 paraphrasing and summarizing skills. The function will let you know if you are relying too heavily on the source when you do your writing.

Grading in the class will be weighted as follows:

Research Projects	40%
Analytical Writing	15%
Group Work/Presentations	15%
Quizzes and Questions	5%
Degree & Career Planning	5%
Attendance	5%
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.

CLASS SCHEDULE

Spring 2013

INTS 3100-02: Introduction to Interdisciplinary Studies

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

Note: Most assignments will be electronically submitted through Canvas. If you are unfamiliar with this system, please seek technological help early to avoid submission problems.

WEEK ONE

Mon 1/7 Course Overview and Syllabus Review
Department Pre-Test

Assignments:

- *Take Syllabus Quiz*
- *“About Me” Exercise*

Wed 1/9 Discussion: Defining Interdisciplinary Studies
Group Work & Discussion: Necessary Skills for Interdisciplinarity

Assignments:

- *Research Modernism & Postmodernism*
- *Create E-Portfolio & Send Link to Instructor*
- *E-Portfolio Progress Check*

WEEK TWO

Mon 1/14 Discussion: “Modern & Postmodern Definitions of Truth”

Assignments:

- *My Epistemology Exercise*

Wed 1/16 Discussion: “Knowledge Silos” & Epistemological Spectrum

Assignments:

- *Disciplines 101*
- *Disciplinary Perspective Readings*
- *E-Portfolio Progress Check*

WEEK THREE

Mon 1/21 Martin Luther King Day – No Class Meeting Today

Assignments:

- *See assignments for 1/16*

Wed 1/23 Discussion: Elements of Disciplinary Perspective

Assignments:

- *Elements of Perspective Assignment*

WEEK FOUR

Mon 1/28 Discussion: Development of the Disciplines
Introduce “Collaboration Tool” in Canvas
Assignments:

- *Discipline Timelines: Collaborative Timeline #1*

Wed 1/30 **Meet in HCC 234**
Discussion: Discipline Development
Group Work: Collaborative Timeline #1
Assignments:

- *Continue working on Collaborative Timeline #1*

WEEK FIVE

Mon 2/4 **Meet in HCC 234**
Topic: Discipline Development
Group Work: Collaborative Timeline #1
Assignments:

- *Continue working on Collaborative Timeline #1*

Wed 2/6 **Meet in HCC 234**
Topic: Discipline Development
Assignments:

- *Complete Collaborative Timeline #1 by Midnight tonight.*
- *Discipline Timelines: Collaborative Timeline #2*
- *Take Vocabulary Quiz before Testing Center closes on 2/13*

WEEK SIX

Mon 2/11 **Meet in HCC 234**
Discussion: Your INTS Degree & Career Planning
Assignments:

- *Complete Collaborative Timeline #2 by Midnight tonight*
- *Take Vocabulary Quiz before Testing Center closes on 2/13*
- *Degree Plan & Career Path Exploration*
- *E-Portfolio Progress Check: Degree Planning*

Wed 2/13 **Back in NPZ 113B**
Discussion: Your INTS Degree & Career Planning
Assignments:

- *Take Vocabulary Quiz before Testing Center closes tonight*
- *Continue Working on Degree Plan & Career Path Exploration*
 - *E-Portfolio Progress Check: Degree Plan & Career Path*
 - *Bring paper copy of completed degree plan to next class*
 - *Submit Career Path Exploration exercise in Canvas*

WEEK SEVEN

Mon 2/18 Presidents' Day – No Class Meeting
Assignments:

- *See assignments from 2/13*

Wed 2/20 Presentation: Career & Placement Center
Assignments:

- *Mid-Term (Due in Canvas before 11:59pm on Sunday, March 3)*

WEEK EIGHT

Mon 2/25 Introduction to the Interdisciplinary Research Process (IRP)
Assignments:

- *Asking Essential Questions Readings*
- *E-Portfolio Progress Check: Essential Questions Readings*
- *Continue Working on Mid-Term (Due in Canvas before 11:59pm on Sun, 11/3)*

Wed 2/27 Topic: IRP Step 1 - Question Development
Class Discussion: Viability of a Research Question
Assignments:

- *Question Evaluation Exercise*
- *Intersections List (Bring to class on Monday.)*
- *Continue Working on Mid-Term (Due in Canvas before 11:59pm on Sun, 11/3)*

WEEK NINE

Mon 3/4 Topic: Expand Intersections List
Group Work: Intersections Activity
Assignments:

- *Three Research Questions*
- *Question Self-Assessments*

Wed 3/6 Topic: IRP Step 2 – Justifying an Interdisciplinary Approach
Group Work: Peer Evaluation of Research Questions
Assignments:

- *Revision of Three Research Questions*
- *Submission of One Research Question for Monologue 1*

WEEK TEN

Mon 3/11 – Fri 3/15 Spring Break – No Classes

WEEK ELEVEN

Mon 3/18 Topic: IRP Step 4 – Identifying Relevant Disciplines & The Literature Search
Topic: Intro to the Research Monologues; Examples; & Using the Grading Rubric
Activity: The Research Log
Assignments:

- *Monologue 1*
- *E-Portfolio Progress Check: Monologue 1 Progress*

Wed 3/20 No Class Meeting – I will be in the library for optional research assistance.
Assignments:

- *Complete Monologue 1 & bring paper copy to next class meeting*

WEEK TWELVE

Mon 3/25 Group Work: Peer Review of Monologue 1
Assignment:

- *Submit Final Monologue 1 Revision before next class*
- *Bring question for Monologue 2 to next class*

Wed 3/27 Topic: IRP Step 3 – Identifying Relevant Disciplines
Discussion: Mapping the Problem
Assignment:

- *Maps for Monologue 2 (Bring paper copies to next class.)*

WEEK THIRTEEN

Mon 4/1 Topic: IRP Step 3 – Identifying Relevant Disciplines
Group Work: Peer Review of Maps
Assignments:

- *Monologue 2*

Wed 4/3 No Class Meeting – I will be in the library for optional research assistance.
Assignment:

- *Submit Monologue 2 before next class*

WEEK FOURTEEN

Mon 4/8 Topic: IRP Step 6 - Analyzing Sources for Perspective & Insights
Assignment:

- *Source Analysis Exercise*

Wed 4/10 Discussion: Source Analysis
Topic: Integration & Interdisciplinary Work
Assignment:

- *Group Monologue 3*
- *E-Portfolio Progress Check: Group Monologue 3 Research*

WEEK FIFTEEN

Mon 4/15

Location TBA

Group Work: R&D for Group Monologue 3

Assignment:

- *Continue Working on Group Monologue 3*
- *E-Portfolio Progress Check: Group Monologue 3 Organization*

Wed 4/17

Meet with Group for Organization & Practice

Assignment:

- *Continue Working on Group Monologue 3*
- *E-Portfolio Progress Check: Group Monologue 3 Outline*

WEEK SIXTEEN

Mon 4/22

Monologue 3 Group Presentations

Wed 4/24

Monologue 3 Group Presentations

FINAL EXAM
Friday, April 26
Noon-2:00pm

Date/Time Due	Assignment	Submission No
1/9 (W)/12:59pm	1. Syllabus Quiz 2. About Me Exercise	Canvas
1/14 (M)/12:59pm	1. Create E-Portfolio & send link to instructor 2. E-Portfolio Progress Check: Modernism & Postmodernism Research	Canvas
1/16 (W)/12:59pm	My Epistemology Exercise	Canvas
1/23 (W)/12:59pm	1. Disciplines 101 2. E-Portfolio Progress Check: Disciplinary Perspective Readings	Canvas
1/28 (M)/12:59pm	Elements of Perspective Assignment	Canvas
2/6 (W)/Midnight	Discipline Collaborative Timeline #1	Canvas Collaborative (links to GoogleD
2/11 (M)/Midnight	Discipline Collaborative Timeline #2	Canvas Collaborative (links to GoogleD
2/13 (W)/Before class	E-Portfolio Progress Check: Degree Planning	Canvas
2/13 (W)/Before Testing Ctr Closes	Vocabulary Quiz	Online @ Testin
2/20 (W)/Before Class	E-Portfolio Progress Check: Career Path Exploration	Canvas
2/20 (W)/Before Class	1. Degree Plan 2. Career Path Exploration Exercise	On paper, in cla In Canvas
2/27 (W)/ Before Class	E-Portfolio Progress Check: Essential Questions Readings	Canvas
3/3 (Su)/Before 11:59pm	Mid-Term Exam	Canvas
3/4 (M)/ Before Class	1. Question Evaluation Exercise 2. Intersections List	Canvas On Paper, In Cla
3/6 (W)/ Before Class	1. Three Research Questions 2. Self -Evaluation of Questions	Canvas Canvas
3/8 (F)/ Midnight	1. Revision of Three Research Questions 2. Submission of Monologue 1 Research Question	Canvas Canvas
3/20 (W)/ Before Class	E-Portfolio Progress Check: Monologue 1 Progress	Canvas
3/25 (M)/Before class	Monologue 1	On paper, in cla
3/27 (W)/ Before Class	1. Monologue 1 Revision 2. Monologue 2 Question	Canvas On paper, in cla
4/1 (M)/ Before Class	Monologue 2 Maps	On paper, in cla
4/8 (M)/ Before Class	Monologue 2	Canvas
4/10 (W)/ Before Class	Source Analysis Exercise	Canvas
4/12 (F)/5:00pm	E-Portfolio Progress Check: Group Monologue 3 Research	Canvas
4/17 (W)/ Before Class	E-Portfolio Progress Check: Group Monologue 3 Organization	Canvas
4/19 (F)/5:00pm	E-Portfolio Progress Check: Group Monologue 3 Outline	Canvas
4/22(M) or 4/24(W)	Group Presentations & Peer Reviews	In Class
4/27 Friday/Noon-2pm	Final Exam	In Class.....Be on

INTS 3100-02 Spring 2013 Assignment Schedule Sorted by Due Date

Rev. 2/20/13