

INTEGRATED STUDIES DEPARTMENT
INTS 3900: Interdisciplinary Topics: FOOD (3 credits)
Spring 2013
CRN# 26204
TR 1030-1145am NPlaza 113B

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Office Hours: M 1-4
T 12-3
W 10-2
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CATALOG DESCRIPTION

For all interested students. Presents a topic, problem, or theme from multiple disciplinary perspectives. Students experience the advantages and necessity of bringing the knowledge, concepts, theories, and methods of distinct disciplines to bear on understanding complex issues and ideas. Repeatable for credit as topics vary. Prerequisite: ENGL 1010 (Grade C or higher).

REQUIRED TEXTBOOK:

Rubin, Lawrence C., Ed. *Food For Thought: Essays on Eating and Culture*. McFarland & Co.: North Carolina, 2008.

COURSE CONTENT

This course will be managed through CANVAS, which is accessible on the Dixie State homepage.

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.

We will also be using the ePortfolio feature contained within CANVAS to build blogs related to the course content. You will be required to keep those blogs "public" so that other students in our class can read and comment on them.

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 3900 will probably be one of the most challenging classes you take here at Dixie State, and will require you to read extensively, conduct research independently, present your findings to your classmates on a regular basis, and think reflectively on the work we've done in class and represent that thought in writing.

Success in INTS 3900 will come more readily to those students who diligently read the assigned material, 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.

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 3900 students will:

- Explore varying disciplinary perspectives on a topic of general and wide interest.
- Conduct independent and group research into interdisciplinary topics.
- Practice public presentation of ideas and insights.
- Reflect on the advantages of an interdisciplinary approach to understanding complex issues and problems in the real world.
- Synthesize material from multiple disciplinary perspectives into a more integrated, holistic understanding of complex ideas.

COURSE OUTCOMES:

Upon successful completion of INTS 3900, students will be able to:

- Demonstrate sufficient understanding of the course subject.
- Recognize and articulate 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.
- Compose critical analyses of complex issues that draw on the insights, knowledge, and perspectives of more than one discipline for illumination.
- Synthesize and present research to the academic community in oral and written formats.

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. You will work in groups frequently, and be responsible for presentations in class on several occasions, so it is important that you commit to the course and the work. 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.

There is no policy for dealing with late work in this class. Students who experience documented emergencies will work out arrangements individually with the instructor, and students who miss class must arrange with other students to get notes. Students who habitually miss class will discover that their blog scores will be compromised. Blogs will be checked randomly, so students should plan on writing regularly. Students who skip class when other students are presenting will find that their "halo" scores will be severely compromised. And they will lose points on the next exam. Come to class and don't make me be your babysitter.

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

Our first task this semester will be to choose the reading/lecture/discussion material that we will be covering together in class. The material will be chosen from the purchased textbook, from an assortment of articles and videos listed on CANVAS, and from student suggestions. We will choose the material the second day of class. On the days that we discuss these subjects (8 of them in the semester), students will be responsible for posting a reflective entry to their blogs that demonstrates synthetic thinking and engagement with the ideas that are discussed in class and highlighted by the assignment. Students will also be required to read and respond to others' blogs periodically during the semester.

We will engage in Group Projects twice this semester; one large and one small. Groups will be assigned broad topics, then be allowed to choose their own sub-topics according to interest and viability. Group work will always be presented to the class, but creativity in presentation is

encouraged. When presenting, groups must have an informative handout for the class, and great care should be taken to avoid reading PowerPoint presentations. Groups will be graded on thoroughness, creativity, and conceptual strength. Rubrics will be available when assignments are made. Students will be expected to attend class even when they are not presenting, and blog entries will be required after each presentation day.

Students will also design a solo project that will be presented to the class and submitted to the instructor at the end of the semester. Students will be expected to design a research-based project that reflects some aspect of the topic that dwells in an integrated place occupied by the student's two areas of emphasis. Students will submit a topic and plan for approval before committing to the project. Again, creativity in presentation is encouraged, with the understanding that whatever is presented must be presented in a disciplinary-appropriate way. The submission, for the instructor's eyes only, will be graded separately from the presentation.

Students will take a Midterm and a Final Exam that will draw upon the vocabulary, ideas, and multiple disciplinary perspectives that are discussed during class, explored in blogs, and experienced during research projects. Students will be allowed to bring some notes in to the exams, but will do the writing in the classroom during the scheduled exam time.

GRADING AND POINT VALUE

Students will be graded on their participation, engagement with the ideas and presentations, reflective and synthetic thinking as demonstrated by blog entries, strength of research and presentations, and ability to integrate multiple disciplinary perspectives into their work. Rubrics will be provided with each assignment that will help guide student planning and explain the desired outcomes. Philosophically, grading will be handled in a "flipped" manner, with students trying to earn points rather than the instructor trying to take away points. Standards are high, but the potential reward is also high, and students have a great deal of freedom in designing and presenting their work. If writing is a weakness, write less and talk more; if talking is a weakness, design a presentation that relies on video creation, etc.

Assignments and exams will be weighted as follows:

Blog Entries and Responses	15%
Group Presentations	20%
Solo Presentation	15%
Solo Research Submission	15%
Midterm Exam	15%
Final Exam	20%

INTS 3100 -- Spring 2013 -- Semester Schedule

Week One	Jan 8 Jan 10	Review syllabus and discuss "flipping" and blogging Vote on articles/topics to read – Blog Rubric
Week Two	Jan 15 Jan 17	Article #1 Discussion – blog links due to instructor Article #2 Discussion – Assign Group Project #1 (disciplines)
Week Three	Jan 22 Jan 24	Article #3 Discussion – Group #1 Rubric Time for Group Work
Week Four	Jan 29 Jan 31	Article #4 Discussion Time for Group Work
Week Five	Feb 5 Feb 7	Group Presentations Group Presentations – Assign Group Project #2 (meals? courses?)
Week Six	Feb 12 Feb 14	NO INSTRUCTOR – Group Work NO INSTRUCTOR – Group Work
Week Seven	Feb 19 Feb 21	Article #5 Discussion – Group #2 Rubric – Discuss Midterm Exam Midterm Exam and Blog Check
Week Eight	Feb 26 Feb 28	Group Presentations – Midterms returned/grades posted Group Presentations
Week Nine	Mar 5 Mar 7	Group Presentations Group Presentations – Discuss Solo Projects
Week Ten	Mar 12 Mar 14	SPRING BREAK SPRING BREAK
Week Eleven	Mar 19 Mar 21	Article #6 Discussion -- Solo Rubric Solo Appointments
Week Twelve	Mar 26 Mar 28	Article #7 Discussion Solo Appointments
Week Thirteen	Apr 2 Apr 4	Article #8 Discussion Solo Presentations
Week Fourteen	Apr 9 Apr 11	Solo Presentations Solo Presentations
Week Fifteen	Apr 16 Apr 18	Solo Presentations Solo Presentations
Week Sixteen	Apr 23	Solo Presentations – Discuss Final Exam