

**INTS 4391-001: INTERDISCIPLINARY CAPSTONE
FALL 2010**

Instructor: Professor Michan Andrew Connor

Time and Place of Meetings: M/W 2:00-3:20 PM, University Hall 121

CONTACT INFORMATION

Phone	817-272-3130	FAX	817-272-3156
Office	University Hall Room 520	email	michan@uta.edu
Office Hours	Mondays/Wednesdays 3:30-5:00 PM and by appointment	Web Page	Course content on WebCT and Library Electronic Reserve

Mission of the INTS Program

Interdisciplinary studies is a recognized and growing set of ideas, practices devoted to the premise that important problems must be addressed using multiple sets of intellectual tools. The faculty is dedicated to developing the field through excellence in teaching, research and scholarship.

This mission statement is based on an emergent understanding of interdisciplinarity as “*the hallmark of contemporary knowledge production and professional life.*”¹

Student Learning Outcomes

Students will develop and demonstrate the ability to

- Engage intellectually with a complex problem
- Judge the relevance of disciplines, interdisciplines, or applied fields to understanding a complex problem
- Clearly express the relevance of scholarly findings to their research problem
- Read and understand scholarly work in relevant disciplinary fields
- Assess the relationships among disciplinary insights relevant to the problem (the extent to which they conflict with or complement each other, conflicts within and between disciplines)
- Use scholarly ideas properly (with proper citation and without plagiarizing)
- Participate in constructive peer review of fellow students' work
- Communicate effectively in speaking, writing, and using technology
- Produce a cognitive advancement (in the form of a new understanding, plan, model, method, metaphor, policy, or technique) and communicate that finding in an appropriate form (this form may be a research paper, educational media, policy statement, artwork, or other form determined by mutual agreement of the professor and the student)

Textbook and Other Course Materials Requirements

The following publications are essential to successful performance in this course.

- Repko, A. (2008). *Interdisciplinary Research: Process and Theory*. Thousand Oaks, CA: SAGE Publications.

¹ Veronica Boix Mansilla and Elizabeth Dawes Duraisingh, “Targeted Assessment of Students' Interdisciplinary Work: An Empirically Grounded Framework Proposed,” *The Journal of Higher Education* 78, no. 2 (2007): 215.

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- Booth, W., Colomb, G. & Williams, J. (2008). *The Craft of Research (3d ed)*. Chicago: University of Chicago Press.
- Newell, W. H. (2010) *Research manual for interdisciplinary senior projects*. (unpublished material).
<http://www.units.muohio.edu/aisorg/Resources/ResearchManual.pdf>
- A Guide to APA style:
 - APA Style online: apastyle.org (includes topic searches and tutorials)
 - Purdue University Online Writing Lab:
<http://owl.english.purdue.edu/owl/section/2/10/>

Librarian to Contact

Interdisciplinary Studies Reference Librarian: Jody Bailey (jbailey@uta.edu) (primary librarian to contact)

Urban and Public Affairs Reference Librarian: Mitch Stepanovich (stepanovich@uta.edu) (may consult for research questions related to urban and metropolitan issues)

Description Of Course Content

Students will produce original knowledge through the application of interdisciplinary research to an individual problem of an academic or applied nature. Research will be *purpose-oriented*, in that the research will be organized by a perceived need for academic or practical knowledge.

The written products of this course will consist of two parts: **Part 1**, which all students will complete, will be an individual document that defines and states a research problem, presents a motive for seeking understanding of the problem, offers an evidence-based summary of the development, status, or background of the problem. This summary will include factual data drawn from relevant sources, a critical evaluation of scholarly findings from multiple academic disciplines, that identifies the strengths, weaknesses and relevance of those findings, and that proposes a common ground of ideas to reconcile conflicts between different disciplinary insights. **Part 2** will consist of a demonstration of the applied value of new interdisciplinary knowledge in the form of a research paper, multimedia project, policy proposal, method, or other demonstration of the practical application of the integrated understanding of the problem presented in Part 1.

Active Learning

Students learn best when they take an active part in the education process. This course will be organized around some of the principles of the inquiry method, which stresses the motivation to learn and the identification by students of problems that are important to solve over the delivery of “content” by the professor. Students (individually and collectively) will be engaged with deciding what is important to know and why it is important (problem definition), how to begin developing that knowledge (research), and how different forms of knowledge are relevant to understanding or resolving a research problem (analysis and evaluation).

Active Learning Measures in 4391:

- Students will identify a research problem of personal interest and apply a unique set of perspectives and scholarly insights to investigate it and proposing a better understanding of it.
- Inquiry Methods will take precedence over lecturing; students can expect to be called on in class
- Students will be expected to come to class prepared participate in class discussions

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- Students will be expected to participate in peer-review activities and offer constructive feedback on their fellow students' work.
- Students will be encouraged to attend the professor's or teaching assistant's office hours to discuss their projects

A note on classroom behavior: An environment of distraction compromises learning for all students. Those not intending to engage in active learning are responsible for not interfering with the learning of others. To that end,

- **Cell phones will be absolutely banned.**
 - Class will not proceed if cell phones are in use or out in plain sight.
 - Cell phones are not note taking devices.
- **I reserve the right to demand that laptops be closed at any time in furtherance of the objectives of active learning and discussion**
 - Laptops are note-taking devices, but may also be distraction devices.
 - I will ban laptops outright if I observe or hear of improper laptop use in class (Facebook, videos, online poker, making LOLcats, IM, etc.)
 - Students should be prepared to take notes on paper in this case.
- **Reading books for other classes, newspapers, or other non-related reading materials will be banned**
- **I will pause class until disruptive behaviors cease. Repeated violations will be referred to Student Conduct.**

Course Requirements

For students who entered the INTS program prior to the 2006 catalog, successful completion of INTS 4301 with a grade of "C" or better is urged. For those entering the program under the current catalog (2006), a grade of "C" in INTS 4301 is required to enroll in INTS 4391.

Successful performance in this course assumes that the student has mastered the following:

- The ability to write at the college level as evidenced by achieving grades of "C" or better on written assignments completed in INTS 4301 — students should strive to communicate ideas clearly in writing. Refer to "The Plain Style" in <http://nutsandbolts.washcoll.edu/>
- A basic understanding the definition of interdisciplinary studies and how it relates to and differs from disciplinarity.
- Awareness of the benefits of interdisciplinary learning, thinking, and producing new knowledge
- Knowledge of the origin of interdisciplinary studies, the idea of interdisciplinarity, and its role in the academy
- Working knowledge of nature of and intellectual practices of major disciplines, the concept of disciplinary perspective, and the defining elements of disciplines
- An introductory knowledge of the interdisciplinary research process
- A familiarity with APA style in all written work
- Knowledge of how to comply with academic honesty regulations, cite sources, and avoid plagiarism

Assignment, Examination, and Due Date Policy

Submission Procedure for Written Work

Absent specific instructions to the contrary, written assignments must be submitted through the submission feature on WebCT.

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- Computers must be configured properly to use WebCT features
 - students using home or personal computers are responsible for visiting <http://www.uta.edu/webct/configuration.htm> to verify that they are using a computer with sufficient performance and properly configured software to use WebCT.
- It is the student's responsibility for checking WebCT to ensure that assignments are submitted and uploaded properly at the time they are submitted (not at the end of the semester).
- Work **MUST** be submitted as a Microsoft Word document (.doc or .docx file extension).
 - Assignment files created in other programs (Works or Open Office) may not open properly in Word.
 - Students, not the professor, are responsible for ensuring that they submit work that can be opened in Word.
 - Unopenable assignments will not be accepted.
 - **Microsoft makes temporary licenses for Office available for free for 60 days; You may consider this option for the end of the semester to avoid lines at university computer labs.**
- All assignments should be submitted with filenames that follow the form provided by the instructor and should include the student's WebCT identification (3 letters, 4 digits, eg. abc1234) in the filename to prevent lost files.
- I will not accept "computer crash" as an excuse for late work.
 - It is the student's responsibility to keep a saved copy of all work (ideally backed up on another medium) in the event that an assignment must be resubmitted.
 - **Flash drives are inexpensive and are an absolutely essential tool for students to make sure that their work is not lost.**
 - I suggest getting two flash drives and saving your files on each in case one fails.
- All essay assignments must be typed in 12 point font and conform to standard margins and APA style.

NOTE: The Instructor reserves the right to modify assignments during the course.

Late Work Policy

This course moves sequentially through each phase of the research, evaluation, and writing process; work cannot be completed late without compromising the learning process and the quality of the student's capstone project. For that reason, I will uniformly enforce the following policy concerning late work:

- All due dates on the syllabus are firm and are defined TO THE MINUTE on WebCT.
 - The due time represents the first minute at which an assignment is late.
 - I will not make distinctions about what margin of lateness is acceptable--one minute late is still late.
 - Students must be aware of the time required to submit their assignments on WebCT and plan accordingly.
- **Written Assignments have a due time of 12:00 AM. This is "zero hour" of the due date. It follows 11:59 PM of the day before. If the due date is Monday at 12:00 AM, work should be submitted on or before 11:59 PM on Sunday.**
- **Grades for the final capstone paper will be reduced by 5% for each day after the deadline. After one week from the due date, assignments will not be accepted at all**
- **Exceptions will be made only when students present documentation of an unforeseeable, significant, and unavoidable situation that prevented their completion of the assignment.**

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- Examples of such documentation include but are not limited to police reports documenting a major traffic accident or victimization by crime, jury duty, or records of hospitalization or medical treatment for serious illness or injury to yourself or an immediate family member.
- This evidence must be presented as promptly as possible after the missed assignment.

Grading Policy

The student's grade for the course will be earned through demonstrating mastery of the interdisciplinary research process and related academic skills and practices through the production of an individual capstone project.

The instructor does not “give” students grades. Rather, the instructor evaluates a student's work in accordance with defined standards in order to determine what grade has been fairly earned. For the capstone project, grading criteria and rubrics will follow the model proposed by Boix Mansilla, Duraising, and Wolfe.² Grading rubrics will be made available for each peer review assignment and will be posted in electronic form on WebCT. Students should consider the rubrics as guidelines for the expectations of the assignment and be aware that their grade will depend on fulfilling the criteria set forward in the rubric—even the most insightful work will not receive full credit if it misses the rubric criteria.

The student's grade for the course will be based on the following:

Activity (* denotes assignments that will be submitted outside WebCT; specific directions on syllabus); All due date times are 12:00 AM of that date unless otherwise indicated	Due Date	Points
Completed Capstone Research Project (See grading rubrics and instructions for specific evaluation criteria)	December 9, 2010	75
Peer Review Activities	See Syllabus	15
Meeting deadlines for submission of drafts of capstone components (These drafts will be used for peer review and instructor feedback, but not graded. However, deadlines must be met in order to ensure that students follow the process and remain on track to completion)	See Syllabus	10
	Total	100

Extra Credit: The only form of extra credit that can be earned in this course is to volunteer your paper for in-class workshoping at times designated on the syllabus. Student(s) who volunteer for in-class critique of their work will earn one bonus point on their course grade. Maximum one point for the semester. Volunteers will be solicited in advance and chosen randomly in the case of multiple volunteers for a class session. If no one volunteers for a class session I will choose a student or students at random without extra credit given.

The following scale will be applied to both individual assignments and to the course grade as a whole:

² Boix Mansilla and Duraising, “Targeted Assessment of Students' Interdisciplinary Work”; Veronica Boix Mansilla, Elizabeth Dawes Duraising, and Christopher R. Wolfe, “Targeted Assessment Rubric: An Empirically Grounded Rubric for Interdisciplinary Writing,” *The Journal of Higher Education* 80, no. 3 (2009): 334-353.

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A= 90-100 points. An “A” reflects consistent excellence in the course, generally the work of a diligent student who takes responsibility for their own learning and success.

B=80-89 points. A “B” reflects consistently above average work.

C=70-79 points. A “C” reflects them minimum sufficiency in the main objectives of the course.

D=60-69 points. A “D” reflects the fact that a student has not demonstrated interdisciplinary understanding of a problem or has not given the instructor a sufficient basis for judgment because of missed work.

F=<60 points. A failing grade will typically reflect missed assignments, academic honesty violations, and/or a lack of student engagement with the course; as with all other grades, an F is not given but earned.

Deadlines for the Course

The following deadlines will be established for turning in portions of the capstone paper in progress. You must meet these deadlines or lose credit for the “meeting deadlines” element of the course.

Note: Professor reserves right to modify deadlines as appropriate; students will be notified of any changes that are made.

Submit Problem Statement to Professor	September 13	1
Submit Introduction/Background to group for first peer review	September 20	1
Submit Ratings Sheet for first round of peer review	October 4	1
Submit Introduction, Background, Disciplinary Insights, Common Ground to Professor for comment	October 25	2
Submit Introduction, Background, Insights, Integration to group for second peer review	November 15	1
Submit Ratings Sheet for second round of peer review	November 29	1
Submit final capstone project to instructor	December 8	3
	Total	10

Attendance Policy

Attendance at class meetings is vital to student success and attendance at every session is the default expectation for the course. If assignments, concepts, or policies are discussed in class, the instructor will not be responsible for repeating them to students who are absent without a valid excuse. It is strongly suggested that any student who believes that she/he cannot faithfully come to class and turn in assignments on time drop the course and enroll in it at a future date when they can make such a commitment.

At specified times in the course, the syllabus provides for independent work in the library or field so that students may devote time to peer review activity, research, analysis, or writing.

Family vacations, weddings, and many religious observances are considered both voluntary and planned absences; students who foresee these absences should advise the instructor of them in

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advance and plan to avoid any other absences. If students have an extended absence for any reason, thoughtful consideration should be given to dropping the course.

Important: Public health officials in many North Texas communities are concerned about the H1N1 virus ("swine flu"). Information about UTA's policies regarding H1N1 are available here: <http://www.uta.edu/ucomm/mediarelations/events/h1n1.php>

If you feel sick with flu-like symptoms, you are strongly urged not to attend classes and to see a doctor.

Please notify me by email as soon as possible that this is the reason for your absence. I will make reasonable exceptions to the attendance policy for students who present documentation of medical treatment for flu-like illness.

Absences for Military Service: Per UTA policies, absences for military deployment or mandatory training will be excused without penalty, but students must meet the instructor to agree to a plan to complete course work if significant time will be missed due to deployment. Where possible students should provide documentation listing all relevant facts of deployment, including but not limited to dates, duration, and expected ability to attend to course work while deployed.

Drop Policy

The last day to drop with a grade of "W" is , Friday, November 5, 2010, as noted on the university's academic calendar. Students must complete a Drop Form from the INTS Office. Provide all relevant student information on the form and submit it to the instructor for signature if required. Be certain to retain a copy of this form (the yellow copy) for your records as it will be the only proof that you have in fact dropped the course.

Incomplete Policy

Incomplete grades ("I") are given only under rare circumstances and only when unusual, unavoidable, and serious circumstances prevent a student from completing course work on time. To qualify for an incomplete, a student must meet the following requirements: (1) have satisfactorily completed at least half of all required work, (2) must document extreme need (though this does not guarantee an incomplete), (3) and must notify the instructor in writing the reason for being unable to continue to attend class and complete the remaining course requirements. Examples of extreme need include car accidents, family crisis, loss of job, and health problems. These must be documented.

Students should be advised that the instructor does not look favorably on granting an incomplete to students based on difficulties that have emerged before the drop deadline. Students who are having difficulties that threaten their ability to complete the course before the drop deadline (November 5, 2010) should consult with the instructor to determine the appropriate course of action.

If the student is granted an incomplete, s/he is required to make up ALL missed work prior to the end of the next long semester. Completion includes coming to class in a subsequent semester if necessary, and participating in ALL missed class activities. Absenteeism from class will negatively affect the student's grade. The Instructor will specify in the contract the work that must be completed. Additionally, the student must sign an agreement with the instructor that specifies the work that is to be completed.

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Grade Grievance Policy

Students are always welcome to discuss with the instructor the grade earned and ways that the student might have earned a better grade. In cases where the student disagrees with the judgment made by the instructor, UTA procedures require that the student initiate discussion with the instructor about the grade and the nature of the disagreement.

In the event that personal discussion does not resolve the student's concerns about a grade, the student may contest his/her grade with the instructor in accordance with UTA policies. The student must follow the procedure specified in the "Student Grievance Procedure Related to Grades" in the university's online catalogue at <http://www.uta.edu/catalog/general/academicreg>.

NOTE: The Instructor reserves the right to modify assignments and assessment rubrics during the course. All modifications will be posted on WebCT.

Academic Dishonesty

Academic dishonesty is antithetical to the mission of a university, undermines the integrity of the program and the university, and devalues degrees earned through honest work. In its drive for higher national standing, UTA is making the defense of academic honesty a top priority.

Students should refamiliarize themselves with UTA academic honesty policies:

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

In this course, certain forms of academic dishonesty may be most relevant. I will enforce penalties for these actions according to UTA policies without exception.

Form of Dishonesty	Description	Penalty
Plagiarism (Most Severe)	Pass off material from an internet source as one's own work; purchase, accept, or take paper from another person or entity; turn in another student's work	Failure of course; Automatic referral to student conduct
Plagiarism (Severe)	Cut and paste or retype text from web source into assignment verbatim (word for word) without citation or quotation	Automatic zero on assignment; Automatic referral to student conduct
Plagiarism (Serious) (excessively close paraphrase without quotation)	Reproduce substantively the language (words, phrasing, sentence structure) from original source without quotation, even with citation	Possible zero on assignment (reduced grade is certain); Possible referral to student conduct for repeat offenses; Meeting with professor required within one week of notification or

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		zero will be given and referral will be made to student conduct
“Recycling” Assignment (severe)	Submit your own work from another course for credit in 4301	Automatic zero for assignment, possible failure of course, referral to student conduct; Meeting with professor required within one week of notification or referral will be made to student conduct
The instructor is entitled and obligated to deal with forms of academic dishonesty not listed here according to UTA guidelines. This is not an exhaustive list of possible offenses.		

I reserve the right to use all appropriate methods to ensure that standards of academic honesty are upheld. This may include the use of antiplagiarism software to scan papers for Internet plagiarism, Googling phrases from student assignments, and the use of an electronic archive of past INTS papers to detect “recycled” work.

Plagiarism Web Sites with Examples:

Indiana University Writing Tutorial Services

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Purdue University Online Writing Lab (OWL)

<http://owl.english.purdue.edu/owl/resource/589/1/>

Avoiding Plagiarism (UC-Davis)

<http://sja.ucdavis.edu/files/plagiarism.pdf>

University of Texas Libraries: Quoting and Paraphrasing

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/avoid.html>

Note on Topics:

Continuing to investigate a problem in several courses through one’s undergraduate career is a rewarding and valuable experience, and is encouraged. However, work may only be submitted for credit in one course. The requirement to do new work means that students must identify new sources, expand on their analysis of a prior topic, and break new ground of understanding or else choose a new topic for study in this course. **Work that substantially repeats work already handed in for another course—EVEN IF IT IS YOUR OWN WORK-- will result in a grade of zero for the assignment as a minimum penalty.**

WARNING: The following topics are among those that have been written about by INTS students with a frequency that exceeds random probability and papers that deal with them will be examined with intense scrutiny to ensure that they are not plagiarized:

- Why Arlington does not have a mass transit system (particularly mixed with a long discussion of Arlington’s history)
- The nursing shortage
- Aging baby boomers

WARNING: Assignments in this class will require students to follow a particular format, address particular points, and pay attention to the particular role of disciplinary knowledge in evaluating a

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research problem. There is no “research paper” assigned in this course. Therefore, submissions of work that are obviously taken from complete research papers or resemble standard essays in form will be regarded with extreme suspicion.

WARNING: IF YOU CAN FIND IT ON THE WEB, I CAN FIND IT ON THE WEB.

WARNING: Ignorance of these procedures and rules is no excuse. I will provide a comprehensive review of plagiarism in class during the first week; beyond that it is your responsibility to learn, know, and abide by the rules. If you commit plagiarism because another instructor or advisor has told you that your work is acceptable, you are still responsible for the consequences.

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

E-Culture Policy

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington.

Students are responsible for checking their UTA email regularly, and the instructor will not be responsible for missed messages sent to UTA email accounts.

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Office Hours

All students are strongly urged to make use of the professor's office hours to discuss concerns about the course. As a general rule, students who make use of office hours are more successful than those who do not. Though the instructor will not use the office hours to review material presented in class if the student has missed that class session, students may seek clarification of issues raised in class, or discuss assignments, scheduling, or their progress in the course along with other general academic matters. The instructor reserves the right to institute a time slot schedule for office hours if demand is high, and will make reasonable efforts to make and keep appointments to meet students outside of regularly scheduled office hours.

COURSE CALENDAR—Fall 2010

NOTE ON READINGS: ALL READINGS SHOULD BE COMPLETED BY THE FIRST
CLASS MEETING OF THE WEEK UNDER WHICH THEY ARE LISTED.
NOTE ON TOPICS: AFTER THE FIRST WEEK, TOPICS ARE ARRANGED BY WEEK TO
ALLOW FOR FLEXIBILITY AND COVERAGE

WEEK 1: August 30/September 1

Monday August 30:

Introductory session

- Distribution and review of syllabus
- Overview of course expectations, assignments, and procedures
- Introduction to WebCT system

Wednesday September 30:

- What is plagiarism?
- How do you avoid it?
- How can you get caught at it?
- Why do I bother enforcing this rule?
- What is the purpose of citation?

Assignments:

- Make sure UTA email is active
- Login to WebCT
- Visit WebCT configuration site on home computer if used; confirm proper pop-up blocker, browser, and software configuration for home computer use. It is the student's individual responsibility to ensure that WebCT will function on a home or non-campus computer.
<http://www.uta.edu/webct/configuration.htm>

WEEK 2: September 6/8

- Topics:
 - The Big Picture: Cognitive Advancement and Interdisciplinary Knowledge
 - Bloom's Taxonomy: Integrative and Creative work as higher order knowledge
 - Performance view of understanding
- Read:

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- Boix Mansilla, V., & Duraisingh, E. D. (2007). Targeted assessment of students' interdisciplinary work: An empirically grounded framework proposed. *The Journal of Higher Education*, 78(2), 215-237. doi:[10.1353/jhe.2007.0008](https://doi.org/10.1353/jhe.2007.0008)
- Boix Mansilla, V.. (2005). Assessing student work at disciplinary crossroads. *Change*, 37(1), 14-21.
 - Both items on library electronic reserve
- Assignments:
 - **DEADLINE:** Problem Statement and list of relevant disciplines due on WebCT by **12:00 AM Monday September 13.**
 - This will be reviewed by instructor to assign groups for peer review.
 - Meeting this deadline counts for 1/10 points for the “meeting deadlines” element.

WEEK 3: September 13/15

- Topics:
 - Nuts and bolts
 - How does Peer Review work:
 - “Hot Seat” student problem statements
 - Students whose papers are workshopped in class will receive one bonus point on their course grade. Volunteers will be accepted, but you may only volunteer once during the semester.
 - Is your research problem clear, focused, and researchable? How do you tell?
 - The “So What?” question
 - Are the roles of scholar and reader clear? How will your project make a difference?
- Read:
 - *Craft of Research* Part I Prologue, Chapters 1 (Thinking in Print), 2 (Connecting With Your Reader); Part IV Prologue, Chapters 12 (Planning), 13 (Drafting)
 - **IF YOU ARE UNSURE of your research problem (4301 should have helped you clarify this) then review Newell’s Research Manual (.pdf link on syllabus), sections dealing with focusing, pp. 1-10.**
- Assignments:
 - **DEADLINE:** Submit materials for first round of peer review by 12:00 AM Monday September 20:
 - This should include an introduction in progress of your research project. Instructions will be posted on WebCT.
 - Email your drafts as an attachment to your group members **and to me** on WebCT email with the subject line “Draft for Peer Review 1”
 - Meeting this deadline will count for 1/10 points for the “meeting deadlines” component.

WEEK 4: September 20/22

- Topics:
 - Assignment of student groups for Peer Review posted to WebCT by Monday, September 20
 - Establishing relevancy
 - Using popular sources to demonstrate relevancy
- Read:
 - *Craft of Research* Chapters 5 and 6 on sources, Chapter 17 on Revising
- Assignments:

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- **TARGET:** Complete peer review of group members' papers by Monday, September 27
 - Use Comment feature of Microsoft Word to mark up their draft or type your comments on a separate document; send via email attachment in WebCT email to each of your group members.
 - Please do your fellow students the courtesy of verifying that you have received their comments and that any email attachments are readable. Do this promptly so that everyone can use their comments in a timely way.
 - If you cannot meet this target date, your group members may downgrade your contributions on their review sheets. If you are late, you still must send your group members comments or you will not receive any credit for participating in peer review.

WEEK 5: September 27/29

- Topics:
 - Building disciplinary adequacy
 - Keeping the problem at the center of your analysis
- Read:
 - Repko, Chapters 8, 9
 - Newell *Research manual*, pp. 21-34
- Assignments:
 - **DEADLINE:** Submit your ratings of your group members' feedback (how helpful were their comments on your work) on the feedback form through the WebCT assignment page "Peer Review Ratings 1" by 12:00 AM Monday, October 4
 - Meeting this deadline counts for 1/10 points under "meeting deadlines"

WEEK 6: October 4/6

- Topics:
 - Promoting a conversation between different perspectives
- Read:
 - *Craft of Research* Part III Prologue, Chapter 7, 8, 9

WEEK 7: October 11/13

- Topics:
 - The Idea of Common Ground
 - Wednesday 10/13: Hot seat/workshop a volunteer paper common ground construction
- Read:
 - Repko, Chapters 10/11

WEEK 8: October 18/20 NO CLASS MEETINGS—Work Independently; Professor available for individual consultation Monday, October 18

- Assignments:
 - **DEADLINE:** Submit draft of introduction, background, disciplinary insights, common ground to Professor for comment by 12:00 AM, Monday, October 25 (Submit through WebCT)

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- **Meeting This deadline is worth 2/10 points for the “meeting deadlines” component of the course.**
- If you do not submit by the deadline you are not guaranteed feedback on this section—the train is leaving the station.

WEEK 9: October 25/27

- Topics:
 - Strategies for creating Common Ground
 - Warrants, Arguments, and Disciplinary Perspective: Recognizing and explaining disciplinary variation in warrants
- Read:
 - *Craft of Research* Chapter 11: Warrants

WEEK 10: November 1/3: FRIDAY NOVEMBER 5 DROP DEADLINE

- Topics:
 - Applying Integrative Techniques
 - The purpose of integration is understanding
 - Hot Seat November 3; volunteers taken in class on Monday November 1
- Read:
 - Repko, Chapter 12

WEEK 11: November 8/10

- Topics:
 - Producing Meaningful Integration
 - Hot Seat November 10; volunteers taken in class November 8
- Read:
 - *Craft of Research* Chapters 14 (Revising), 15 (Presenting Evidence Visually), 16 (Introductions/Conclusions)
- Assignments:
 - **DEADLINE:** Submit papers in progress (as much as you have completed to date) to your group for last round of peer review by 12:00 AM, Monday November 15.
 - Should have an introduction, background, summary and analysis of relevant disciplinary insights, and preliminary integration/proposal for application (how this new knowledge can be applied or used)
 - Meeting this deadline is worth 1/10 points for the meeting deadlines component.

Week 12: November 15/17: No Meeting Wednesday November 17: Professor will hold individual advising sessions in office by signup.

- Topics:
 - Individual consultations
- Assignments:
 - **TARGET:** Complete peer review of group members' papers by Monday, November 22
 - Use Comment feature of Microsoft Word to mark up their draft or type your comments on a separate document; send via email attachment to each of your group members. Please do your fellow students the courtesy of verifying that you have received their comments and that any email attachments are

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readable. Do this promptly so that you can make use of their comments in a timely way.

- Return the comments by attachment on WebCT email.
- If you cannot meet this target date, your group members may downgrade your contributions on their review sheets. If you are late, you still must send your group members comments or you will not receive any credit for participating in peer review.

Week 13: November 22/24: NO MEETING WEDNESDAY, NOVEMBER 24: WORK INDEPENDENTLY

- Topics:
 - Using turnitin.com to detect plagiarism: Availability of this resource to generate a report in advance of submitting your work.
 - **STUDENT COURSE EVALUATIONS ADMINISTERED IN CLASS MONDAY, NOVEMBER 22**
- Assignments:
 - **DEADLINE:** Submit Peer Review feedback sheet on WebCT by 12:00 AM, Monday, November 29
 - **Meeting this deadline will count for 1/10 points of the “meeting deadlines” component of the course.**

Week 14: November 29/December 1: No Meeting Wednesday December 1— Will hold individual consultations at office by signup.

- Topics:
 - Fine-tuning your argument
 - Individual consultations

Week 15: December 6/8 (Last Week of Classes)— Will hold individual consultations at office by signup.

- Assignments:
 - **DEADLINE:** Final Capstone Papers Due 12:00 AM Thursday, December 9 (Turn in ON OR BEFORE 11:59 PM Wednesday December 8).
 - Submit through WebCT. Students with nontraditional integrative components (films, materials, performances, etc.) should make arrangements to present this work to the professor during this week.
 - **Meeting** this deadline counts for 3/10 points of the “meeting deadlines” component of the course.

Post-Semester: No meetings during finals week

- Grades Posted December 21
- Fall Commencement for School of Urban and Public Affairs is Sunday, December 19 at 7:00 PM—CONGRATULATIONS TO DECEMBER GRADUATES!