

SPRING 2009

Instructor: Professor Michan Andrew Connor

Teaching Assistant: Rejina Manandhar : rejinamanandhar@uta.edu

Time and Place of Meetings:

(001) T-Th 2:00-3:20 PM UH 11/(002) T-Th 3:30-4:50 PM UH 11/(005) M-W 2:30-3:50 PM UH 11

CONTACT INFORMATION

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Office Hours	M 11-1, T 12-1 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, and organizations. The interdisciplinary studies program (INTS) at the University of Texas at Arlington enables students to build rigorous and coherent personalized degree plans guided by professional advisors. The INTS curriculum immerses students in current movements in interdisciplinary thinking, learning, and problem-solving. The faculty is dedicated to developing the field through excellence in teaching, research, scholarship, and professional affiliation.

This mission statement is based on our understanding of interdisciplinary studies as a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline and draws on disciplinary perspectives and integrates their insights to produce a more comprehensive understanding or cognitive advancement (Repko, 2008, p. 12).

Measurable Student Learning Outcomes for Course

Students will demonstrate the ability to

- Engage intellectually with the overarching course problem (How can the DFW area be a more livable, sustainable, and equitable place) and extend their personal experiences into intellectual analysis and academic research
- identify and explain the STEPS of the interdisciplinary research process
- analyze a complex or “ill-structured” problem
- identify the defining elements of disciplines relevant to the problem
- assess the relationships among disciplinary insights relevant to the problem (i.e., the extent to which they conflict with or complement each other)
- integrate insights into the problem
- develop an interdisciplinary understanding of a problem and propose a more comprehensive solution to it.
- apply APA style in written assignments
- communicate effectively in speaking, writing, and using technology
- apply the interdisciplinary research process by producing an integrated interdisciplinary explanation or solution to a complex problem introduced in the course

Textbook and Other Course Materials Requirements

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

- Repko, A. (2008). *Interdisciplinary Research: Process and theory*. Thousand Oaks, CA: SAGE Publications.
 - This text should be brought with the student to each class meeting
- Hayden, D. (2004). *A Field Guide to Sprawl*. New York: W.W. Norton.
- Perrin, R. (2007). *Pocket Guide to APA Style*. Boston: Houghton Mifflin Company.
- Additional readings TBD on the UTA Library's electronic reserve

Librarian to Contact

Interdisciplinary Studies Reference Librarian: Jody Bailey (jbailey@uta.edu)

Urban and Public Affairs Reference Librarian: Mitch Stepanovich (stepanovich@uta.edu)

Description Of Course Content

This course examines interdisciplinary theory, the concept of disciplinary perspective and the defining elements of a discipline (phenomena, data, assumptions, epistemology, theories, and methods), and explains how these inform the interdisciplinary research process. This process is applied to a broad topic--the DFW area as a livable, sustainable, and equitable place—as students will identify and research particular subsidiary problems appropriate to the scale and timing of an undergraduate course. An active learning approach is used. The last part of the course involves students applying the interdisciplinary research model to propose interdisciplinary solutions or understandings of some aspect of the central course problem. The written products of this course will be a series of short assignments and exercises that prepare students to identify, assess, and integrate disciplinary insights on the course problem and express that learning in written form, as well as a series of web-based quizzes that will assess student comprehension of the steps of the research process.

Course Requirements

For students who entered the INTS program under catalogues prior to the 2006 catalog, successful completion of INTS 2301 with a grade of “C” or better is urged. For those entering the program under the current catalog (2006), a grade of “C” is required to enroll in INTS 4301.

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 2301
- A basic understanding the definition of interdisciplinary studies and how it differs from disciplinarity, multidisciplinary and transdisciplinarity.
- The benefits of interdisciplinary learning, thinking, and producing new knowledge

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- The origin of interdisciplinary studies, the idea of interdisciplinarity, and its role in the Academy
- An introductory knowledge of the disciplines, the concept of disciplinary perspective, the defining elements of disciplines, and why these are of interest to interdisciplinarians
- An introductory knowledge of interdisciplinary theory and key concepts
- An introductory knowledge of the interdisciplinary research process
- A familiarity with APA style in all written work

Description Of Major Assignments, Examinations, And Due Dates

Submission Procedure

WebCT quizzes are “open book”; students may use their textbooks, notes or supplemental information provided while they answer questions. However, it is strongly urged that students carefully read and consider the assigned readings in advance. Many questions will ask not simply for a recall of information but for the application of principles or concepts discussed in the text. Hunting for “the answer” in the text when the student has not read it in advance will not lead to success. Only one attempt at each quiz will be allowed.

All written assignments, unless otherwise noted, must be submitted to me through the submission feature on WebCT. Familiarize yourself with the steps of submitting work through WebCT so that files are properly submitted. Work should be submitted as a Microsoft Word document (.doc or .docx file extension). Note that you must use Word to properly format your work in APA style, so .txt or other word processor formats are not appropriate for submission as the formatting will be lost. All Assignments must be typed in 12 point font and conform to standard margins and APA style. All assignments should be submitted with filenames that follow the form provided by the instructor and should include the student’s last name in the filename to prevent lost files. It is the student’s responsibility to check WebCT to verify that assignments have been submitted. It is the student’s responsibility to save a copy of all work (ideally backed up on another medium) in the event that an assignment must be resubmitted.

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

Late Work Policy

I will rigorously enforce the following policy concerning late work:

- **All due dates are firm.**
- **Assignments may be turned in up to one week after the due date at an automatic reduction of 20% of the final score.**
- **After one week from the due date, assignments will not be accepted at all (if the due date is Friday, February 13 at 5:00 PM, then assignments will not be accepted after 5:00 PM on Friday, February 20).**

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Exceptions will be made only when students present documentation of an unforeseeable, significant, and unavoidable situation that prevented their completion of the assignment. 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. This evidence must be presented as promptly as possible after the missed assignment. If you know in advance of a due date that you will be unable to turn an assignment in, please advise me of this ahead of time. Though policies regarding the acceptable reasons for late work will apply, it will help me to work with you to ensure that you stay on track to complete the course.

Policy Concerning Early Submission:

It is possible to submit work early through WebCT. Students should be advised that work submitted early will be graded under the same standards and the same schedule as work that is submitted on time. Students are advised to use the full time allowed to each assignment and to take advantage of in-class discussion of principles and concepts related to the assignments. Submission of work early does not excuse class absences.

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.

Grading Policy

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

Activity (* denotes assignments that will be submitted by other means than WebCT; specific directions on syllabus)	Due Date	Points
Entrance Survey (WebCT Quizzes)	January 30	1.5 points
WebCT Quizzes: Steps of the Research Process (8 quizzes at 4 points each); "Open Book" style quizzes, but reading and thoughtful consideration of material in advance is essential to success	Due periodically, refer to syllabus	32 Points
Library Quiz on Plagiarism *	February 6	4 points
Research Problem Statement	February 20	5 points
WebCT Quiz on APA	February 27	4 points
WebCT Quiz on Sources	March 6	4 points
Library Session (in regular classroom during regular class time) absence must be made up by individual consultation with reference librarian *	February 16/17	5 points

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Structural Knowledge of Problem Statement	March 13	10 points
APA Reference Page	March 27	5 Points
Data Management Table	April 24	20 points
Integration of Insights Assignment	May 8	5 points
Attendance* (measured by random spot-checks through semester)	ongoing	3 points
Exit Survey	May 8	1.5 points
	Total	100 points

The student's grade for the course will be based on the student's work toward learning the interdisciplinary research process—learning academic practices, developing research skills, and applying the process to propose interdisciplinary explanations for or solutions to the course problem. Grading rubrics will be made available for each assignment and will be posted in electronic form on the WebCT page for each assignment. 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.

Bonus points may be offered throughout the semester at the instructor's discretion in the form of quizzes, short written assignments, or in-class exercises.

Grading Scale

A= 90-100 points

B=80-89 points

C=70-79 points

D=60-69 points

F=<60 points (A failing grade will typically reflect missed assignments and lack of student engagement with the course; as with all other grades, an F is not given but earned)

Attendance Policy

Attendance at class meetings is vital to student success and attendance at every session is the default expectation for the course. This is not a self-paced course, independent study course, online course, or a correspondence course that permits you to do the required work on a schedule of your choosing. Nor is the instructor a personal tutor who will meet with you regularly to communicate information that has already been communicated to the class. 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.

I will measure attendance throughout the semester through periodic "spot-check" assignments that will be handed in by individual students in class. A number of these spot-checks will be conducted randomly but frequently throughout the semester and the student's credit for attendance will correspond to the percentage of spot-checks they complete.

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Students may miss one spot-check without penalty, but additional absences will only be excused when students present documentary proof that the absence was unavoidable. As with the policy for late work, examples of acceptable documentation include but are not limited to police reports documenting a major traffic accident or victimization by crime, military deployment orders, or records of hospitalization or medical treatment for serious illness or injury. This evidence must be presented as promptly as possible after the missed assignment. Family vacations, weddings, and many religious observances are considered both voluntary and planned absences; students who foresee these absences should plan to avoid any other absences.

Drop Policy

NOTE: BEFORE DROPPING ANY COURSE, YOU MUST MEET WITH YOUR ADVISOR TO DISCUSS HOW THIS DECISION MAY IMPACT GRADUATION.

The last day to drop with a grade of “W” is April 3, 2009, as noted on the university’s academic calendar. I cannot do this for you. You must take the initiative and complete a Drop Form that you can obtain from the INTS Office. Provide all relevant “student information” on the form and submit it to the instructor for signature. 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.

Please note that approximately 30% of the course credit will be earned before the drop deadline. It will be possible to make up for a slow start in the course with later assignments, but students should consider the implications of their decision to stay in or drop the course.

Incomplete Policy

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 will 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 (April 3, 2009) should consult with the instructor to determine the appropriate course of action.

Students should keep in mind that an incomplete is not a “get out of normal class requirements card.” 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. This “completing” 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

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student must sign an agreement with the instructor that specifies the work that is to be completed.

Active Learning

Students learn best when they take an active part in the education process. Students often expect the professor to tell them “The Truth;” a “Truth” that they write down and regurgitate on pre-arranged test days. In this course we hope to break that paradigm. While it is true that there will be a certain element of “truth and regurgitation” in INTS 4301—if only because it is a methods course in which students participate in a common process—the underlying concept here is for students to be active participants in the learning process.

Active Learning Measures in 4301:

- A vigorous attendance policy will be enforced
- Students will be encouraged to attend the professor’s office hours to discuss their projects
- Students will be expected to come to class prepared to listen to lectures and to participate in class discussions
- Students will keep current on assigned readings and their careful reading and study of class texts will be evaluated through quizzes
- Students will, in accordance with the intellectual spirit of interdisciplinary research, identify a research problem of personal interest and apply a unique set of perspectives and scholarly insights to investigating it and proposing a solution.

Make-Up Exam Policy

There are no major exams for this course.

Grade Grievance Policy

The instructor does not “give” students grades. Rather, the instructor interprets a student’s work in order to assign the grade that has been earned.

Students are always welcome to discuss with the instructor the grade earned and ways that the student might have earned a better grade. If the assignment was graded by a graduate teaching assistant, then the student should first discuss the grade with the GTA, and approach the professor if the reasons for the assigned grade remain unclear. The instructor supervises the grading practices of the course and will be inclined to support grades given by assistants; the burden of proof will be on the student to demonstrate why an assignment grade should be raised in accordance with standards set forth in grading rubrics.

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In the event that this discussion does not address the student's concerns, the student may contest his/her grade with the instructor in accordance with UTA policies. In the event that the student wishes to contest his/her grade, 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

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "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)

Plagiarism Web Sites with Examples:

- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry)
<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- Avoiding Plagiarism (UC-Davis)
<http://sja.ucdavis.edu/files/plagiarism.pdf>
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services)
<http://www.indiana.edu/~wts/pamphlets.shtml>

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

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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.

Office Hours

All students are strongly urged to make use of the instructor's office hours to discuss concerns about the course. Advice or guidance on assignments should be pursued with the Teaching Assistant first, then with the Professor.

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—Spring 2009

Sections 001 and 002 / 005 indicated

WEEK 1: January 20, 22/January 21

Monday, January 19: MLK Holiday (No Class)

Tuesday, January 20/Wednesday, January 21:

Introductory session

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

Thursday, January 22: No Class

Assignments:

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- Make sure UTA email is active
- Login to WebCT
- Take Entrance Survey (WebCT)

WEEK 2: January 27, 29/26, 28

- **Read:**
 - Hayden, *A Field Guide to Sprawl* (read introduction and survey the photographs and explanatory essays)
- **Topics:**
 - Personal experiences as a springboard to interdisciplinary inquiry
 - Thinking about the Metroplex as a subject of research
 - The Interdisciplinary's Toolbox
- **Assignments:**
 - Complete Entrance Survey (WebCT) by 5:00 PM Friday, January 30 (No Late Completion Allowed)

WEEK 3: February 3, 5/2, 4

CENSUS DATE: WEDNESDAY, FEBRUARY 4

- **Read:**
 - Repko Chapter 6, pp. 137-151 (Step 1 of Interdisciplinary Research Process)
- **Topics:**
 - The Interdisciplinary Research Process
 - Steps of the Process
 - Linear Process or Feedback Loop? The relationship of the steps of the process
 - More perspectives on metropolitan area problems
- **Assignments:**
 - Library Quiz on Plagiarism* **Due by 5:00 Friday, February 6**
 - Complete tutorial online at <http://library.uta.edu/tutorials/Plagiarism/>
 - Enter instructor's email (michan@uta.edu) at end of tutorial to email result

WEEK 4: February 10, 12/9, 11

- **Read:**
 - Repko Chapter 6, pp. 151-159 (Step 2 of Interdisciplinary Research Process)
 - Review Illustrated Examples in Hayden *Field Guide to Sprawl*
- **Topics:**
 - Disciplinary Perspective-Taking:
 - What is a disciplinary perspective?
 - Understanding general perspectives to assess disciplinary relevancy
- **Assignments:**
 - WebCT Quiz Steps 1 and 2 (Complete by Friday, 2/13 at 5:00 PM)

WEEK 5: February 17, 19/16, 18

- **Monday, February 16 and Tuesday, February 17 are Library Day:**
 - **Presentation by reference librarian on subject and database resources in class**
 - **Attendance at this session is 5% of course grade**

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- **Those unable to attend FOR A COMPELLING REASON may schedule an alternate appointment with the reference librarian to learn about electronic resources and receive credit for Library Day when the librarian confirms their attendance at that appointment.**
- **Read:**
 - Repko Chapter 7, pp. 160-175
 - Review Results of Initial literature search
 - Review APA manual sections on capitalization/punctuation
- **Topics:**
 - Identifying potentially relevant disciplines
 - Thinking from different points of view
 - Library Skills: Finding Disciplinary Resources
- **Assignments:**
 - WebCT Quiz Step 3 (Complete by Friday, February 20 at 5:00 PM)
 - **Research Problem Statement** due on WebCT by Friday, February 20 at 5:00 PM.

WEEK 6: February 24, 26/23, 25

- **Read:**
 - Repko Chapter 7, pp. 175-188
 - Review APA manual sections on citations and reference pages
- **Topics**
 - Beginning a Literature Search
 - Testing initial assumptions about relevant disciplines
- **Assignments:**
 - WebCT Quiz Step 4 (Complete by Friday, February 27 at 5:00 PM)
 - WebCT Quiz on APA Style Due by Friday, February 27 at 5:00 PM)
 - Quiz is “open book” but reading and review in advance is strongly advised.
 - Read Perrin sections on citations, punctuation and capitalization, and reference page format before quiz
 - Review Library handout as quick guide to APA

WEEK 7: March 3, 5/ 2, 4

- **Read:**
 - Repko Chapter 8
 - Read further in resources discovered in literature search
- **Topics**
 - Evaluating Sources: Scholarly vs. Popular, Peer Review, General Credibility and Situational Validity
 - Developing structural knowledge of a research problem
 - Mapping a Problem and Understanding its Component Parts
- **Assignments**
 - WebCT Quiz: Evaluating Sources
 - Complete by Friday, March 6 at 5:00 PM
 - Carefully read .pdf on WebCT before attempting quiz

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- WebCT Quiz Step 5 (Due Friday, March 6 at 5:00 PM)

WEEK 8: March 10, 12/9, 11

- **Read:**
 - Repko Chapter 8 (cont'd)
- **Topics:**
 - Presenting a Summary of a Problem in writing
 - Identifying the most relevant disciplinary and structural elements of the problem
- **Assignments**
 - **Structural Knowledge of Problem Statement** due Friday, March 13 at 5:00 PM (turn in through WebCT)
 - Follow Rubric and Instructions on WebCT

WEEK 9: March 16-20 SPRING BREAK

WEEK 10: March 24, 26/23, 25

- **Read:**
 - Repko Chapter 9
- **Topics:**
 - Evaluating Disciplinary Insights
 - Insights is a synonym for Ideas
 - Reading Strategically
 - Identifying concepts, theories, and ideas
- **Assignments:**
 - WebCT Quiz Step 6 (Due Friday, March 27 a 5:00 PM)
 - APA Reference Page due Friday, March 27 at 5:00 PM (turn in through WebCT)
 - Format according to APA guidelines in Perrin

WEEK 11: March 31, April 2/ March 30, April 1; FRIDAY, APRIL 3, LAST DAY TO DROP A CLASS

- **Read:**
 - Repko Chapter 9 (cont'd)
- **Topics:**
 - Identifying disciplinary insights
 - Strengths and weaknesses of an insight to understanding a problem
- **Assignments:**
 - Turn in Data Management Table entry for one article*
 - To be handed in in hard copy form on Wednesday/Thursday in class
 - Follow instructions on WebCT

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WEEK 12: April 7, 9/6, 8

- **Read:**
 - Repko Chapter 10, pp. 247-270
- **Topics:**
 - Conflicts in Insights
 - Potential sources of conflict
 - Working toward common ground between insights
- **Assignments**
 - WebCT Quiz Step 7 (Due Friday, April 10 at 5:00 PM)

WEEK 13: April 14, 16/ 13, 15

- **Read:**
 - Repko Chapter 11, pp. 271-293
- **Topics**
 - Creating Common Ground Between Insights
 - Techniques of integrating insights
 - Demystifying the integration process
 - The right technique for integrating depends on the problem and the insights/ideas related to it
- **Assignments**
 - WebCT Quiz Step 8 (Due Friday, April 17 at 5:00 PM)

WEEK 14: April 21, 23/ 20, 22

- **Read:**
 - Repko Chapter 12
- **Topics**
 - Review of the components of disciplinary insights
 - Examples of integrative research
- **Assignments**
 - Completed Data Management Table due Friday, April 24 at 5:00 pm
 - Submit through WebCT
 - Include the first article that was turned in previously
 - Follow instructions on WebCT

WEEK 15: April 28, 30/27, 29

- **Read:** Repko Chapter 12 (Cont'd)
- **Topics**
 - Review of basis of common ground
 - Student Evaluations April 29/30
- **Assignments**
 - WebCT Quiz Steps 9-10 (Due Friday, May 1 at 5:00 PM)

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WEEK 16: May 5, 7/4, 6 FRIDAY LAST DAY OF CLASSES

- **Read:**
- **Topics:**
 - Expressing an integrative understanding
- **Assignments:**
 - Exit Survey (Complete on WebCT by Friday, May 8 at 5:00 PM)

WEEK 17: MAY 11, 13, FINAL EXAM WEEK (There is no final in INTS 4301)

- Integration of Insights due Monday, May 11 at 5:00 pm (Turn in through WebCT)
 - This deadline is absolute; no late submissions accepted