

Course Code & No. - Section: INTD 250
Course Title (Credits): Principles of Interdisciplinary Studies (3)
Term & Year: Spring 2020
Course Ref. No. (CRN): 10209

Instructor: Katie Zanto
Phone(s): X 7529
Email: kzanto@sierranevada.edu
Office: Prim Library rm. 205
Office Hours: T, W, TH by appointment or drop in. Office hours posted
Class Meeting Time: T/TH 9:00- 10:45
Location: PL 214

Prerequisites: Declared Major in INTD, Sophomore/ Junior on INTD track
Course Fee: None

Course Description: This course introduces students to concepts and applications of interdisciplinary studies. Through self-exploration, research, and discussion, it will challenge students to see beyond the traditional compartmentalization of ideas and theory. Students will examine contemporary issues through the lens of multiple disciplines in order to create the groundwork for the development of their Interdisciplinary Studies majors. In other words, this class is all about you, and you get what you put in. EXPLORE and DEVELOP your CURIOSITY, your interest and your passion.

Student Outcomes: Students will be able to:

- Identify and articulate their intellectual influences and commitments. (*Assignments:* Intellectual Autobiography; Service Brainstorm, Portfolio Reflection)
- Explain the specifics of disciplines in terms of concepts, methods, resources, academic skills and influential thinkers. (*Assignments:* Disciplinary Presentations; Word Symposium, Interview Project, Disciplinary Reflections)
- Approach complex problems and concepts from multiple disciplinary perspectives and to begin to integrate perspectives into interdisciplinary solutions. (*Assignments:* In class work, Word Symposium; Independent Research project)

Methods of Assessing Student Outcomes: Written assignments, interviews, class discussion and participation, research projects, presentations, group projects, self-reflection, portfolio, quizzes and exams.

Instructional Strategies: Class will involve a range of instructional strategies including, lecture, guest visits, seminar discussion, group projects, field trips, and student presentations. As the course progresses, students will be more and more responsible for their own learning and application to individual interdisciplinary study plans.

Required Texts and Materials:

- 3 ring portfolio binder with dividers
- Class handouts.
- Lap-top computer
- Recommended- The Little Brown Compact Handbook

Attendance: Students are expected to attend every class and to show respect to peers and instructor by arriving on time for class. This seminar style class is largely based on attendance, discussion and workshop participation and student presentations. Directions and in class workshops are difficult or impossible to make up. **If a student misses a class due to illness or other, the work due on that day as well as the material presented are the student's responsibility.** It is the student's responsibility to meet with the instructor (ideally ahead of class) to **discuss the missed material.** A large part of the grading system will be based on attendance and participation, so if a student misses several classes and material, his/her grade will drop. In the 12-week semester, a student can miss one class due to personal reasons. At two absences, the

participation grade cannot be higher than a B. At three absences, the participation grade drops to a C and, at 4, to a D. This is a large percentage of the total grade. Do not miss class!

Grading Policy:

Grades are based on the accumulation of points during the semester in approximately the following way.

- 200 points attendance and participation including in class activities, discussions, assignments, reflections and project process
- 100 points Project 1: Intellectual autobiography and revision
- 100 points Project 2: Discipline report, presentation, and revision
- 100 points Project 3: Word symposium- Word Project materials and reflection
- 100 points Project 4: Interview project and all materials
- 50 points: In class Service learning brainstorm
- 200 points Project 5: Research materials & presentation
- 100 points: Final E-portfolio and final writing
- 50 points: Participation in (TWO) final week symposiums and presentations

Assignments:

This class is shaped around five key assignments and activities that students document and refine in their portfolio. They range from personal writing, to researching a discipline, to a visual representation project, to an interview assignment, to an interdisciplinary research project and, finally, to a portfolio and reflection. Some of these assignments are unusual; they are meant to push you outside of your comfort limits. *Please take the opportunity to take risks through these assignments.*

Explore your curiosity and build your resources. Put effort into understanding the concepts and skills required and you may be surprised by which assignments inspire you the most. I will be available outside of class time during office hours to meet with you. Guest students may present their work throughout the semester.

** If you have not missed more than 1 class for the entire semester, you may write a petition letter to the faculty member to request the dropping of one grade (of the 100 points or fewer assignments). You will qualify if you have been present and active in all class discussions and have put significant effort into other assignments. This option is meant to reward hardworking students who have taken a chance or a risk in attempting their assignments all semester and who may have had one assignment that could bring the grade down.

Do not be afraid of trying new things!

Prim Library Resources:

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your research in your fields and for your projects. In particular, the interdisciplinary research paper will require extensive use of EBSCO and incorporation of multiple peer reviewed papers.

Prim Library Resources include, but are not limited to:

1. Films
2. Reference materials (for use inside Prim Library):
3. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): **EBSCO**
Make sure to select "ALL DATABASES"
4. Hardcopy periodicals: Prim Library has current subscriptions for many journals. Please check for journals in your discipline and content areas.
5. Books (can be checked out): a search the Prim Library Catalog using key words related to your content needs
6. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

LOGIN information for SNC Prim Library Electronic Databases:

When you need to access SNC's licensed database content from off campus, you will need the following information:

- Students:** Use your first initial and your last name as the username and your 9 digit student ID number as the password.

If you have questions or problems, please contact the library at library@sierranevada.edu.

QUESTIONS? 775-881-7511 Library – library@sierranevada.edu

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore, faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail).

However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

The College Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The College Core Themes:

Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

Tentative Course Schedule: Note: This schedule provides a general plan for this course. Alterations may be necessary and students will be informed when changes in assignments are made. Students are responsible for the material covered and announcements made during all classes.

Date	Class Plan	Assignment Due
1/21 Tuesday	Introductions Define Interdisciplinary- Introduce Intellectual Autobiography Discuss upcoming interview project Discuss binder (with all feedback) Look at Canvas and resources E-portfolio workshop	-
1/23 Thursday	Six-word memoire Examples of Intellectual Autobiography Go over the assignment Canvas and E-portfolio work	Read Mary Catherine Bateson and other readings posted on Canvas Due: 1) Complete set up of E-portfolio 2) Post Draft- timeline of intellectual history. Bring computer to class
1/28 Tuesday	Intellectual Autobiography roundtable Disciplines- Guest visit- Rosie Hackett- Director of Outdoor Adventure Leadership Workshop Discipline Introduce assignment: research groups in the Disciplines	Due: Intellectual Autobiography -double spaced, 12 pt. font Turn it in on Canvas and bring to class
1/30 Thursday	Guest visit -Andy Rost Chair of Science Department Go over theories, concepts, and vocabulary Meet in groups Work on Discipline Report and add in initial sources	Research history of your discipline and professional field. Find root level connections to other disciplines
2/4 Tuesday	Guest visit: Chris Lanier – Digital Arts Workshop articles Library Resources in specific disciplines. Find a journal/ periodicals and a text related to one or both of your disciplines.	Read peer reviewed- Academic Article in your chosen discipline Come with notes on questions, theory, method, vocabulary etc. See Canvas for articles
2/6 Thursday	Workshop Discipline Report and plan short presentations	Draft Discipline Report: Draft of at least 5 sections!

2/11 Tuesday	Short discipline presentations Go over resources and guidelines for Interview Assignment Interview techniques and outreach strategies Identify leads, brainstorm questions	Due: Student Discipline Reports on canvas and on paper in class (100pts)
2/13 Thursday	What is Integrative Learning/ Thinking Eric Berlow, Biomimicry example Find and present Interdisciplinary Example (article, video) Reminder upcoming interview opportunity: Set up for <u>Spring BREAK</u> or <u>Week 8</u> <u>E- Portfolio Workshop</u>	Due: Canvas post Interview Plan for Week 8 (3.4 - 3.) Work on revisions to IA and Discipline Report
2/18 Tuesday	Interdisciplinary/ Integrative Introduce Word Symposium Project- Research the word in your two Disciplines Past Student Examples	Due: Revised Intellectual Autobiography AND Revised Student Discipline Report <u>Post in Canvas and to your E-portfolio</u>
2/20 Thursday	Past Student Examples Word Symposium workshop Identify the theme and the metaphor	Explore and Research your word in your disciplines Word Symposium Project
2/25 Tuesday	Past Student Examples Develop the Theme ARC presentation: "Literacy" Word Symposium workshop	Research your word in your disciplines Word Symposium Project Research Prepare- Minimum of 2 sources for two disciplines
2/27 Thursday	One-on- one meetings related to Word project or Interview	Create your project! Due: works cited- minimum 3 sources for each discipline.
3/3 Tuesday	Word Symposium Presentations Gallery Walk and Presentation	Due: Final Word project
3/5 Thursday	Review Interview guidelines and Assignment Midterm Check in	Turn in abstract, works cited, student feedback, reflection and all material from the presentation (100 pts) Scan and post on E-Portfolio Confirm Interview Conduct Interview

		Transcribe and Reflect
3/9-3/13	Spring BREAK!!!	Confirm Interview Conduct Interview Transcribe and Reflect
3/17 Tuesday	Service Presentation and Service Brainstorm Project Daryl Teittinen Guest Visit	Confirm Interview Conduct Interview Transcribe and Reflect
3/19 Thursday	Complete Service Brainstorm (50pts) --Introduce Research Project- The opportunity to explore issues and topics that matter	Conduct Interview Transcribe and Reflect Service Brainstorm on Canvas end of class
3/24 Tuesday	Interview Project Presentation Introduce Research Project Guidelines	Due: Interview Project (mini presentation and all materials) (100 pts) Post on Canvas and in E-portfolio
3/26 Thursday	Student Research Example, Databases review Narrowing the topic Sign up for presentations Complete Research Proposal in Class (30pts) Create Research Plan/ Task list	Canvas: Draft Research Proposal
3/31 Tuesday	<i>Gabby Dodd Guest Visit</i> Research Workshop Introduce Research Grid and fill in background research and sources	Research – minimum of 3 strong sources Background: history, context , definitions, organizations etc.
4/2 Thursday	<i>Student example and Research Grid</i> <i>How to make the project INTD with academic sources and/or theory.</i> Research Workshop and Conferences	Due Canvas: Draft Research Grid with Background info and Sources completed (20pts)
4/7 Tuesday	Presentations: (4) and peer feedback Portfolio Requirements and End of Course	Due Canvas: Research Grid with Interdisciplinary Sections and Analysis Research Presentations (Power Point and Script) (50 pts)
4/9 Thursday	Presentations (5) and peer feedback	Research Presentations (Power Point and Script) (100pts)

12 4/14 Tuesday	Presentations (4) and peer feedback Review portfolio requirements	Due Canvas: Final Research Power Point Presentation and Script (include revisions to show best work)
4/16 Thursday	Final class- Write intro / reflection on work completed in INTD 250 for portfolio	Post all final work into E-Portfolio Reread all work in Portfolio. Make any necessary changes/ edits! (100pts)
4/20-4/24	NO CLASS INTD and school-wide Departmental Presentations	Attend 2 presentations (1 INTD and 1 choice)! 50 participation points! Mon 4/20- 1:30-4:30 Psychology Fair 6:00-9:00 Business Plan Comp Tues 4/21 1:30-4:30 INTD Senior Projects 6:00-8:30 SBRM Master Plan Comp Wed 4/22 4:00-7:00 Science Symposium Thur 4/23 5:00-7:00 BFA Gallery Reception 5:00-7:00 Teacher Education Pres Frid 4/24 4:00-6:00 SNC Student Symposium

Ideas for Interdisciplinary Research Projects:

You can start brainstorming early in the semester. Each topic must be studied through two or more disciplinary lenses. **This requires both a “narrowing” and a “broadening” of your research topics.**

Here are few example ones from past students:

Student topic examples:

- *A study of the obesity problem in the United States (specifically youth) using research in the fields of Psychology, Sociology and Outdoor Adventure Education.*
 - *A Sociological, Psychological and Ecological Study of Ecovillages*
 - *An analysis of sustainable construction issues using research from the fields of Business / ENTP, Architecture and Green Building Technology.*
 - *Using Business, Education and Sustainable Agriculture to research and address Central Valley Water Shortage issues.*
 - *An analysis of Geo-engineering (climate engineering) using Law and Policy, Environmental Studies, Sociology, and Education*
 - *A study of growing rates of autism and the need for effective educational environments for autistic children using research in the fields of Sociology, Psychology, Music theory and Education.*
 - *An analysis of the strengths and weaknesses of Special Education Inclusion Programs using research in the fields of Psychology and Education.*
 - *A study of homelessness through the lens of psychological and sociological research*
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