IDS 300W: Introduction to Interdisciplinary Theory and Concepts

Old Dominion University
College: Arts & Letters
Department: Interdisciplinary Studies

Instructor Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Sharon M. Martin, Ed.D.</th>
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</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ODU DL Site on CVCC Campus</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Virtual, by appointment</td>
</tr>
<tr>
<td>Email Address(es)</td>
<td><a href="mailto:smmartin@odu.edu">smmartin@odu.edu</a></td>
</tr>
<tr>
<td>Telephone Number(s)</td>
<td>434-386-4694</td>
</tr>
<tr>
<td>Fax Number</td>
<td>434-386-4698</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Contact Policy
I will answer your emails or phone calls within 24 hours.

About The Professor
Teaching and Education Background

Ed.D. Adult Education, University of Georgia

Adjunct Assistant Professor, College of Arts and Letters & Distance Learning Site Director, Old Dominion University (2005-present); Instructional Designer, J. Sargeant Reynolds Community College (2003-2005); Associate Professor and Coordinator of Instructional Technology Design, Central Virginia Community College (1997-2003); Associate Professor of Allied Health Sciences and Graduate Studies, Georgia Regents University (formerly Medical College of Georgia) (1986-1997)

Teaching Philosophy
The teaching and learning process occurs as the result of a partnership between a facilitator and a learner. Learners take responsibility for their own learning in an atmosphere of mutual respect and one that places value on social and cultural diversity and accommodates a variety of learning styles. A learning facilitator strives to create an optimal active learning environment by inspiring, demonstrating by example, and exhibiting a passion for the subject area. A facilitator must remain flexible about discovering the most effective ways of stimulating and sustaining intellectual growth. Students should be encouraged to use skills they have already learned and to perceive the need for new skills. Learning experiences should be tailored in ways that encourage using course material to foster and develop problem solving and critical thinking skills.

I believe that students should be empowered to think for themselves and realize the application of course content to everyday life and everyday surroundings. By incorporating activities that encourage action and reflection, knowledge gained through inquiry is directly relevant to the issues being studied. I prefer to guide students in the direction they should go to reach correct conclusions and answers, without always providing the “right” answers. Such an approach naturally fosters increased communication skills and team collaboration between all those involved in the inquiry process.

By encouraging both independent and group thought, I seek to move students toward becoming self-directed, self-motivated learners. The intellectual development of each student should continue over time, beyond the boundaries of the classroom. I want to help create a desire for lifelong learning that will transcend the goals and objectives of the immediate learning environment.
I use a wide variety of teaching methodologies and technologies to facilitate the teaching/learning process. In a rapidly changing world, students will be exposed to higher learning and work situations that will require them to be able to quickly adapt and function in order to be successful. Participation in a broad range of learning experiences will help to prepare them for future learning settings.

I believe student learning or progress should be assessed by different processes and procedures. I write course goals and objectives to encompass an assortment of learning activities and accommodate different learning styles. Learners are best evaluated on content knowledge by measuring baseline knowledge and then determining content milestones. Ultimately, student outcome is set by a variety of accreditation bodies and, finally, the workplace. I prefer using a combination of self, peer, and facilitator evaluations.

My personal goal is to improve my teaching by continually seeking student feedback, both formative and summative, interacting with peers, attending workshops and seminars, reading professional literature, searching on the Web and experimenting with new methods. By using all these evaluative and informative processes, I am constantly polishing my teaching skills and maturing as a teacher/scholar.

As a learning facilitator, I feel privileged and humbled by the awesome responsibility entrusted to me. I am fully aware of my position as a role model to students and strive constantly to be self-reflective about my attitudes and actions. I realize I am but half of a learning partnership that is a reciprocally educative endeavor, informative and enriching for both teachers and students.

I am appreciative of the roles of scholarship and service and the relationship of these activities to the enhancement of my teaching. Research and writing endeavors help me to stay informed of the most recent factual, theoretical, and philosophical findings and give me the opportunity to advance the knowledge in my chosen subject areas. My students, therefore, reap the benefits of my self-improvement endeavors.

When students successfully exit my classes, I am not so focused on their ability to parrot facts but more interested in their ability to process those facts and utilize the skills instilled and polished as a result of their learning experience. Because my students have been exposed to the latest technological advances through their educational experiences, I would like for them to eagerly embrace the changes brought about by technology and to use the tools of technology to improve their personal and work lives. I want students to be better equipped to conduct research and solve problems in their careers. From their experience of participating in a learning partnership with me, I want them to be able to work more effectively in group and team settings as they realize that teaching/learning is not always an isolated, individual occurrence, but may be successfully accomplished and even enhanced in concert with others.

Student Help Resources
Online Student Orientation
http://www.clt.odu.edu/oso

Blackboard Support Website
http://www.clt.odu.edu/bb

Technical Support Center
http://occs.odu.edu/, occhelp@odu.edu, 757-683-3192 or 757-683-6103

Study Guides Strategies
http://www.studygs.net/

Papers Citation Style: APA
Research and Documentation Online:  http://www.dianahacker.com/resdoc
APA:  http://owl.english.purdue.edu/ow/resdoc/560/01/
Course Readings
Required Materials

Other Materials
See website in Blackboard

Course Description
ODU Catalog Description

<table>
<thead>
<tr>
<th>Course Number</th>
<th>IDS 300W</th>
</tr>
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<tbody>
<tr>
<td>Section Number</td>
<td>TBA</td>
</tr>
<tr>
<td>Pre- or Co-requisites</td>
<td>Prerequisite: ENGL 110C. Corequisites: ENGL 211C or 231C</td>
</tr>
<tr>
<td>Lecture Hours</td>
<td>N/A</td>
</tr>
<tr>
<td>Location</td>
<td>Virtual</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Official Description</td>
<td>An examination of the history, concepts and application of interdisciplinary study. This course includes an analysis of similarities and differences in academic disciplines and the application of interdisciplinary approaches to a specific topic of study. (This is a writing intensive course).</td>
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</table>

Course Goal and Objectives

Course goal: The goal of this course is for learners to develop insight into interdisciplinary perspectives and to understand how to apply the interdisciplinary process through problem solving and critical thinking activities to arrive at acceptable solutions to complex problems.

Course Objectives

At the end of this course, the learner will be able to

1. Define interdisciplinary terms
2. Discuss the importance of the interdisciplinary approach of combining methods and knowledge of several disciplines or fields of study to accomplish a common task or address a problem
3. Read and synthesize an IDS case study and conversation of an academic setting using the IDS process
4. Discuss the overall impact of technology and the effect of interconnectedness on interdisciplinary work
5. Critically analyze historical extractions and important events or projects that resulted from interdisciplinary work
6. Discuss factors such as leadership and common ground that contribute to favorable outcomes in IDS projects
7. Design a successful group project based upon the IDS process

Teaching and Learning Methods

Some content and assignments of this course are delivered completely online through Blackboard. Learners should take a few minutes to navigate through the website. Visit the “Start Here” section first and tour the information given there. Course content and assignments are found under Learning Modules. All written assignments are to be submitted through assignment links in Blackboard. The communication areas such as Discussion Board contain forums for use in the Course. Assignments contain a variety of activities such as discussions, writing assignments, projects, and quizzes. This course is a Writing Intensive Course and the
University requires at least 51% of assignments to be writing activities. As outlined in the course schedule, 60% of the course grade is based upon writing assignments. All web links to outside sites open in new browser windows.

Use Microsoft Word to produce all written documents and submit files in the appropriate Blackboard assignment link in .doc, .docx, .txt. or .rtf format. Use current APA style for all citations and write in third person. Do not use text shorthand.

Feedback
Class Evaluation Form
http://www.clt.odu.edu/bb/tutorials/mid_course_fast_feedback/

Mid-semester Evaluation Form
http://www.clt.odu.edu/bb/tutorials/mid_course_fast_feedback/

Course Final Evaluation
http://www.odu.edu/oduhome/course_eval.shtml

Course Schedule

IDS 300W
Introduction to Interdisciplinary Theory and Concepts
Schedule Spring 2015
Classes start January 10; Classes end April 28

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Due Date</th>
<th>Type of Assignment with Objective</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>What is Interdisciplinary Studies?</td>
<td>Jan 16</td>
<td>Discussion: Get acquainted on CobWebs</td>
<td>5</td>
</tr>
<tr>
<td>The Interdisciplinary Approach</td>
<td>Jan 20</td>
<td>Quiz: Define the terms of Interdisciplinary Studies</td>
<td>5</td>
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<td></td>
<td>Jan 23 – first posting</td>
<td>Discussion: Discuss the importance of the interdisciplinary approach of combining methods and knowledge of several disciplines or fields of study to accomplish a common task or address a problem</td>
<td>10</td>
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<td></td>
<td>Jan 27- second posting</td>
<td>Writing: Read and synthesize an IDS case study and conversation of an academic setting using the IDS process (use The Case of the University Task Force and the Course Management System)</td>
<td>(Total 15)</td>
</tr>
<tr>
<td>Case Study</td>
<td>Feb 3</td>
<td>Writing Assignment #1</td>
<td>5</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Activity</td>
<td>Points</td>
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<tr>
<td>Feb 10</td>
<td>Writing Assignment #2</td>
<td>5</td>
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<tr>
<td>Feb 17</td>
<td>Writing Assignment #3</td>
<td>5</td>
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<tr>
<td></td>
<td><strong>Interconnectedness</strong></td>
<td></td>
<td></td>
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<tr>
<td>Feb 24</td>
<td>First posting</td>
<td></td>
<td></td>
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<tr>
<td>Feb 27</td>
<td>Second posting</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Discussion: Discuss the overall impact of technology and the effect of interconnectedness on interdisciplinary work</td>
<td>10</td>
<td></td>
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<tr>
<td></td>
<td><strong>Historical Study</strong></td>
<td></td>
<td></td>
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<tr>
<td>Mar 3</td>
<td>Writing: Critically analyze historical extractions and important events or projects (see list) that resulted from interdisciplinary work</td>
<td></td>
<td></td>
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<tr>
<td>Mar 17</td>
<td>Notes and outline</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Mar 24</td>
<td>Rough draft, with references</td>
<td>2.5</td>
<td></td>
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<tr>
<td></td>
<td>Final version</td>
<td>10</td>
<td></td>
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<td></td>
<td>(Total 15)</td>
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<td></td>
<td><strong>Leadership and Common Ground</strong></td>
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<td></td>
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<tr>
<td>Apr 1</td>
<td>First posting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 3</td>
<td>Second posting</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Discussion: Discuss factors such as leadership and common ground that contribute to favorable outcomes in IDS projects</td>
<td>10</td>
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<td></td>
<td><strong>Final project: Evaluating Your Curriculum Using an Interdisciplinary Approach</strong></td>
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<tr>
<td>Apr 14</td>
<td>Writing: Design a successful group project based upon the IDS process (critique of your ODU curriculum)</td>
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<tr>
<td>Apr 21</td>
<td>Notes and outline</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Apr 28</td>
<td>Rough draft, with references</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td>Final version of project, peer &amp; self-reviews</td>
<td>10</td>
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<td></td>
<td>(Total 30)</td>
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**Total Points**: 100

Note: this schedule is tentative and may change during the semester.
Last modified: January 6, 2015
Grading Criteria

Final grades will be determined based on the percentage of the total points that you accumulate during the semester. Here is my grading scale:

90%-100%=A, 89%-80%=B, 79%-70%=C, 69%-60%=D, 59%-0%=F.

Student Responsibilities

Time Management
Course participants should not wait until the day before the due date to complete assignments. Online discussions may require several posts during a scheduled time period and all posts cannot be submitted on the last day. All readings should be completed prior to attempting to do writing or discussion assignments.

Plagiarism

Plagiarism is referenced in the Honor Pledge as a violation of the Code of Student Conduct. Students found responsible for plagiarism are subject to disciplinary action. An exact definition of plagiarism is found under Section V.A.2. of the Student Disciplinary Policies and Procedures under the Code of Student Conduct. It reads as follows: “Intentionally or knowingly representing the words or ideas of another as one’s own without properly acknowledging their source. Examples of plagiarism include, but are not limited to, the following: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.” From the Honor Council website, http://orgs.odu.edu/hc/pages/plagiarism.shtml

Assignments that are suspect are subject to submission to SafeAssign in Blackboard.

Course Policies

Netiquette Policy
As a learner in IDS 300W, you will need to follow these guidelines when interacting with others in discussion boards, chats, or emails.

- Be concise, to the point, and understandable in all your communications
- Use subject lines that clearly describe your content and “get to the point” of your communication quickly; try to keep on topic and not ramble about unrelated subjects
- Proofread everything you write before sending or posting
- Watch out for incorrect grammar and unwanted emotion; both can muddle your message or cause misunderstanding
- Do not use text shorthand in your messages
- Be considerate of others
- Do not shout (as shown by using all CAPITALS)!
- Even if you disagree with another person, respond tactfully and objectively state your opinion; if you perceive that someone has “flamed” you, ignore their comments; do not start (or contribute to) flame wars
- Do not correct the grammar or spelling of others
- Use “smileys” or other icons appropriately
- Respect the privacy of others; if someone shares something in a personal email, do not
put it on a discussion board

- Be the same person online as you are in real life: be ethical, follow the rules, treat everyone with respect, follow the ODU Honor Pledge

Share your expertise; others can benefit from your personal knowledge and experiences!

**Tests and Make-ups**

All assignments are to be submitted on the due dates. *Five percent will be deducted from the grade for each day an assignment is late. Assignments submitted later than a week past the due date will not be accepted.* Grades will be posted within a week after the assignment due date. Notes and outline and a rough draft with references are required to be submitted on due dates prior to the due date for the final versions. Final versions of all writings will NOT BE GRADED without prior receipt of notes and outline and a rough draft with references.

**Course Disclaimer**

Every attempt is made to provide a syllabus that is complete and that provides an accurate overview of the course. Circumstances and events, however, may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs, and experiences of the students.

**University Policies**

**Honor Pledge**

“I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member if the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.” By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors. For more information please visit Honor Council website.

**Special Needs**

Old Dominion University is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the university's policy that no qualified person be excluded from participation in any university program or activity, be denied the benefits of any university program or activity, or otherwise be subjected to discrimination with regard to any university program or activity. This policy derives from the university's commitment to non-discrimination for all persons in employment, access to facilities, student programs, activities and services. You may view the policy online: Old Dominion University Policies and Procedures 4500 - Accommodation of Students with Disabilities (pdf). For additional information visit the Office of Educational Accessibility online or at 1525 Webb Center.

Provisions will be made for students with special needs on an individual basis. The student must have been identified, as "special needs" by the university and an appropriate letter(s) must be provided to the course instructor. Provision will be made based upon written guidelines from the university "special needs students" resource office. All students are expected to fulfill all course requirements.

**University Email Policy**

The Old Dominion University e-mail system is the official electronic mail system for distributing course-related Communications, policies, Announcements and other information. In addition, the University e-mail user ID and password are necessary for authentication and access to numerous electronic resources (online courses, faculty Web pages, etc.) For more information about the policy, please visit: Electronic Messaging Policy for Official University Community Policy 3506 (pdf). For more information about student email, please visit http://occs.odu.edu/accounts/studemail/

Withdrawal
A syllabus constitutes an agreement between the student and the course instructor about course requirements. Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. Please review the syllabus and the course requirements as soon as possible. If you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved - or if you anticipate that the class meetings, assignment deadlines or abiding by the course policies will constitute an unacceptable hardship for you - you should drop the class by the drop/add deadline, which is located in the ODU Schedule of Classes. For more information, please visit the Office of the University Registrar.

Student Acknowledgement
“I, _______________ , have completely read the syllabus for IDS 300W and understand and agree to the course requirements.”

Please copy, sign, scan (or photograph), and return this acknowledgement to instructor by email. A cell phone photo of your signed acknowledgement is also acceptable.