

Oakland University
Winter 2018

HS 4930 – SECTION # 15307 - Field Experience in Integrative Studies (4 credits)

Meetings/Location: Partial ONLINE (January 3 – April 25) Macomb University Center, Building UC2, Room 214

Three required in-class sessions (Thursday's: January 4, February 15, March 15, and April 12 at 5:30-8:50pm)

Instructor: Lindsay Zeig, M.A., LPC, NCC

Office: Macomb University Center (MUC) / 160 North Foundation Hall

Office Phone: 248-370-3229

Office Hours: By appointment only.

Monday: 8-4

Wednesday: 2-6

Friday: 8-2

E-Mail lmolive2@oakland.edu Please note, I will respond within 48 hours.

Completion of this course will meet the General Education requirements in the Capstone Experience Area. Completion of this course will meet the General Education requirements in the Writing Intensive in the Major Area for Bachelor of Integrative Studies Majors (those with an already approved plan of study). Students admitted to the BIS program in fall 2011 or after must complete HS 4930 (and all other plan of study courses) with a grade of 2.0 or better.

Course Prerequisites/corequisites: Senior standing. Complete WRT 160 (formerly known as RHT 160) with a grade of 2.0 or better.

Student Learning Outcomes:

Students will demonstrate the ability to:

- Formulate an interdisciplinary lexicon in order to be able to effectively communicate, orally and in writing, the relevance of an integrative theoretical/methodological approach
- Recognize the operating logics of academic disciplines as it relates to integration within the context of their individualized plan of study (i.e. how disciplines with their plan integrate with one another)
- Formulate a coherent narrative of their academic history as it relates to future career plans.

- Develop meaningful connections between their educational history and goals, applying integrative theory to complex problems/issues
- Use an appropriate variety of methods of inquiry and recognize ethical considerations that arise from integrative problems.
- Write formal papers using APA style formatting

Required Text: Repko, A. F., Szostak, R. (2017). *Interdisciplinary Research: Process and Theory (Third Edition)*. Thousand Oaks, CA: Sage. (ISBN-13: 978-1506330488)

Late Assignments: You must be prepared to make presentations and submit papers on the assigned due dates. The grading policy is designed to honor the commitment of students who are conscientious, engaged, and hard working. As such, all assignments are expected on the due date. **Therefore, late work will not be accepted.**

Technology

Having access to Moodle is your responsibility, so have backup plans in case you have problems with your primary computer/connection. You can request help with Moodle from e-Learning and Instructional Support. I will not accept excuses about technology problems as valid, unless the entire university network or Moodle is offline.

Course Assignments

In this course, you will be responsible for completing all assigned work on time. All of these assignments are designed to help you in this and the coming phases of your life and work, learning and applying the tools integrative study provides. Please note that assignment explanation files may refer to 'bringing in a hard copy' of assignments (for peer review) – this will not be required in any way for this online course. Alternate electronic submission arrangements will be made for each assignment.

All written assignments will be evaluated for their format, organization, style, grammar and punctuation, as well as content. All written assignments should follow APA (American Psychological Association) style (6th edition). A useful website for citation styles is <http://owl.english.purdue.edu/owl/resource/560/1>

Title pages are required only for phase 1-3 papers of the integrative research project/papers. Please format all assignments in proper APA format with 12 point font, 1 inch margins, and double spaced.

Electronic Submission Policy: It is the student's responsibility to check and double check their uploaded assignment to ensure that it is correct. Whatever is submitted by the deadline is what will be graded.

Class Participation

Your regular participation in classroom discussions each week is vital to the success of this class and also to the ongoing development of your skills as a communicator and scholar. In this course specifically, good classroom participation means demonstrating meaningful connections based on the course readings as applicable to the various issues and assignments. I will be looking for and counting on your careful and consistent incorporation of the Repko chapters. You may receive up to 30 points for participation.

Grade Determination:

Class Participation	30pts
Research Topic Prep Paper	20 pts
Elevator Speech	15 pts
Literature Review Outline & Annotated Bibliography	25pts
Field Experience	65pts total
<i>(Field Experience Analysis paper 50 points)</i>	
<i>(Placement form, Log & Supervisor Evaluation 15 points)</i>	
Career Portfolio	60pts
Research Paper	185pts
<i>(Research Paper Phase 1)</i>	<i>45pts (total)</i>
<i>(Research Paper Phase 2)</i>	<i>95pts (total)</i>
<i>(Research Paper Phase 3)</i>	<i>45pts (total)</i>

Course Total - 400pts

(90-100%) 3.6-4.0 — A	(70-80%) 2.0-2.9 — C
(80-90%) 3.0-3.5 — B	(60-70%) 1.0-1.9 — D
(0-59%) 0.0 — no credit	

Grade perception:

These are the ways I view particular grades:

- ✓ When I assign a “D,” I intend to communicate that the minimum standards for the assignment have been met, and also that significant deficiencies exist.
- ✓ When I assign a “C,” I intend to communicate that the basic expectations of the assignment have been met; this is not a “bad” grade, nor a “punitive” grade, and it is one that I frequently assign. It’s a grade that, theoretically, most work should receive. You have simply done what I have asked of you on any given assignment.
- ✓ When I assign a “B,” I intend to communicate that the quality of work is distinctly above that which the assignment required. A grade of “B” does not indicate a deficiency—it means “above average,” that is, “more than sufficient, even for a major in the discipline.” You have done a bit more than asked on any given assignment.

- ✓ I assign an “A” to work that I consider innovative, creative, intellectually rigorous, and demanding. “A” work typically integrates your reading and almost always goes well beyond (but still includes) the basic requirements of the assignment.

Academic Conduct Policy: Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration, access, or modifying of computer programs is considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed. Any academic misconduct will be reported to the Dean of Students and you will receive a 0.0 in the course. See catalog under Academic Policies and Procedures.

Plagiarism: Most applicable to this course is the issue of plagiarism. I encourage you to visit the University Writing Center for assistance in constructing your papers. Realize that the Writing Center is not a place that “fixes” papers to ensure higher grades, but functions as a resource for consultation to develop the writing process. My concern for you is that you develop scholarly and ethical writing practices.

Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible. If there are concerns about assignments, the student and Instructor should meet in person.

University Cancellations: Because we are an online course, in the event that classes are canceled by the university due to snow, severe weather, or other factors, students should assume that the assignments remain due on the assigned day. Any changes to that policy will be posted to Moodle.

Writing Standard:

Students are expected to write in a manner that is appropriate for a senior level undergraduate student utilizing APA methodology. The OU Writing Center is available for consultations. Please schedule these appointments with the course due dates in mind as the due dates are not flexible.

Time Schedule and Topical Outline

The class schedule below indicates dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make changes or adjustments to this schedule based on university cancellations, power outages affecting the university, need for schedule adaptation, etc. Check Moodle for the most current information regarding assignments and due dates. *** Please also refer to the important dates list at the end of this schedule for university add/drop dates, etc.

Typically, assignments are due on Monday and feedback to other students is due on Friday. You will be graded on the quality and quantity of feedback offered to your classmates as it will be part of your class participation.

Please note that as a rule, the weeks begin on Monday and conclude on Sunday. If there is a short week (Thanksgiving, etc.), the week begins or ends as noted in the syllabus schedule below. Please watch these dates carefully. Any changes to the syllabus schedule will be noted in Moodle.

SCHEDULE

Week 1 – January 3- 7 (*short week since classes begin Wednesday, January 3*)

Mandatory in-class meeting on January 4 at 5:30pm in UC2, Room 214 (MUC)

Welcome – Course Overview

Reading

- None due

Assignments/Activities

- Field experience assignment explanation/grade rubric and video
- Integrative Research Project Proposal assignment explanation/grade rubric and video

What's due:

- Post an introduction by January 5 at 8am (forum) and be sure to greet a few other folks through the week too!
- **Optional Activity:** – Schedule a resume building or resume review appointment with career services <http://www.oakland.edu/?id=1864&sid=68> (Review the “Resume Guidelines” article in “General Course tools and be sure to thoroughly create and or update your resume before attending that appointment.)

Week 2 – January 8-14

The Importance of Integration

Reading

- Repko Chapter 1

Assignments/Activities

- Research Proposal assignment explanation/grade rubric and video (review)

What's due:

- Complete the plagiarism tutorial and upload a copy to the moodle assignment space no later than January 8 by 8am (go to <http://library.oakland.edu/tutorials/plagiarism/>)
- **Optional Activity** – (highly recommended) Schedule a personal research consultation with a Kresge Library librarian at:
http://library.oakland.edu/information/departments/instruction/forms/RC_request.php

Week 3 –January 15-21

(Please note that the add/drop deadline to get 100% tuition refund is January 17)

Integrating Insights and Producing an Interdisciplinary Understanding

Reading

- Repko Chapter 2

Assignments/Activities

- APA PP presentation

What's due:

- Research Topic Prep Paper (see the Moodle “assignment” space on Moodle) due by January 16 at 8am (***) post both as an “assignment” and to the workshop)
- Research Topic Prep Paper feedback to others (minimum 2 through the Moodle peer feedback workshop) due by January 19 at 8am (workshop)
- Field Placement selection and Form due by January 19 at 8am (assignment)

Week 4 – January 22-28

(If you're graduating at the end of Winter 2018 – this semester – you must file a degree application by Friday, January 26 at 5pm.)

Interdisciplinary Foundations

Reading

- Repko Chapters 3

Assignments/Activities

- No new assignments or activities this week

What's due:

- Nothing – work on proposal
- Optional Activity – Schedule an appointment with the Writing Center to review your Research Proposal.

Week 5 – January 29 - February 4

Disciplinarity

Readings

- Repko Chapter 4

Assignments/Activities

- Research Paper Literature Review assignment explanation

What's due:

What's due:

- Research Proposal draft due January 29 by 8am (peer feedback workshop)
- Research Proposal feedback due by Feb. 3 at 8am (peer feedback workshop)

- Optional Activity - Schedule a personal research consultation with a Kresge Library librarian at (link on next page):
http://library.oakland.edu/information/departments/instruction/forms/RC_request.php

Week 6 – February 5-11

Research Process Part 1

Reading

- Repko Chapter 5

Assignments/Activities

What's due:

- Research Proposal (final) due January 29 by 8am (assignment)

Week 7 – February 12 – February 18

Mandatory In-Class Meeting on February 15 at 5:30pm in UC2, Room 212 (MUC)

Research Process Part 2

Reading

- Repko Chapters 6 & 7

Assignments/Activities

- Literature Review outline and annotated bibliography due by February 12 at 8am (assignment)

Week 8 –February 19-25

WINTER BREAK – UNIVERSITY CLOSED

Week 9 - February 26 - March 4

Disciplinary Adequacy and Analysis

Reading

- Repko Chapters 8 & 9

Assignments/Activities

- In Class Group Work and Assignment Review

What's due:

- Literature Review draft due by February 26 at 8am (peer feedback workshop)
- Literature Review draft feedback (see Moodle) due by March 2 at 8am (workshop)
- Optional activity: Schedule a session with the OU Writing Center to review your Literature Review
<http://www.oakland.edu/?id=9801&sid=235>

Week 10 - March 5 - 11

Conflicts and Common Ground – Strategies for Integration

Reading

- Repko Chapter 10

Assignments/Activities

- No new assignments or activities this week

What's due:

- Final Literature Review due by March 5 at 8am (assignment)

Week 11 – March 12-18

Required in class meeting on March 15, 2018 at 5:30pm

(Last day to withdraw from Winter 2018 courses is March 14. You will receive a “W” grade and no refund.)

Becoming a Researcher

Reading

- Repko Chapter 11

Assignments/Activities

- Finalize Career Portfolio

What's due:

- Elevator Speech in class

Week 12 – March 19-25

Integrative Pros and Cons

Reading

- Five arguments against interdisciplinary studies (PDF on Moodle)

Assignments/Activities

- Finalize Career Portfolio

What's due:

- E-Portfolio final version due by March 19 at 8am (post link through assignment)

Week 13 – March 26-April 1

Reading

- Repko chapter 12 & 13

Assignments/Activities

- Conclusion/Solution (Phase Three) Draft and Peer Feedback

What's due:

- Phase Three (Integrative conclusion) paper draft due by March 26 at 8am (workshop)
- Phase Three (Integrative conclusion) peer feedback due by March 30 at 8am (workshop)

Week 14 – April 2-8

Field Experience Analysis

Reading – none this week

Assignments/Activities

- No activities this week

What's due:

- Field experience analysis paper, hour logs, and supervisor evaluation (20 hours) due by April 2 at 8am.

Week 15 – April 9-15

Thursday, April 12 - Required in class meeting at 5:30pm in UC2, Room 212 (MUC)

Integration in Action

Readings

- None for this week

Assignments/Activities

- In class presentations

What's due:

- Final research paper due (incorporating all components) by April 9 at 8am (assignment).
- Final Research Project Presentation due in class on April 12 at 5:30pm
- Participation Assignment due by April 14 at 5pm