Field Experience in Integrative Studies

(HS 4930)

**Oakland University, Integrative Studies**

**Fall 2019 (CRN # 44829) 4 credits**

**In-class meeting dates (Monday’s: September 9, September 30, November 11 and December 2)**

**Course Information**

**ONLINE**

**Course description**: In this course you will write an interdisciplinary research paper that analyzes a real-world, complex, social issue. You will gain insight from two different disciplines in order to fully understand the problem and understand differing academic insights. Additionally, you will participate in a 20 hour field research project (service-learning) volunteering for a non-profit organization that is related to your research topic. This experience provides hands-on learning, the opportunity to see things through your own eyes, and be a part of the solution. This helps your research project come to life, and gain more knowledge and personal insight to add value to your research. Additionally, we will focus on career development by creating an electronic career portfolio to showcase your work, and prepare a 60-second elevator speech to learn to articulate your degree.

**Location: ONLINE**

**General Education requirement:** This class will fulfill the Capstone and Writing Intensive in General Education requirement for BIS majors and education majors (with approval). A grade of a ‘C’ or higher is required for all BIS plan of study courses.

**Course format**: This is an online course and you will be responsible for completing all work assigned in the Moodle site within this current semester. The course requires reading assignments, written response papers, an electronic portfolio, a service learning project, class discussions, and a research project completed in three phases over the course of the semester. Please plan to log in to moodle at least 3-5 times per week (preferably every day). I will log in every day. You should plan to spend approximately 12-16 hours per week on this course between assignments, required readings, time at your service learning site, and discussion forums/peer feedback workshops.

**Instructor Information**

**Lindsay Zeig, LPC, NCC**

**Office Location**: 137 Dodge Hall and Building UC2, suite 103 (Macomb University Center)

**My student hours** (office hours):

Monday’s 9am-4pm (MUC Office)

Wednesday’s 2pm-5pm (MUC Office)

Thursday’s 8am-1pm (137 DH)

**You can reach me** at [248-370-3229] or at [lmolive2@oakland.edu](mailto:lmolive2@oakland.edu).

**Textbooks and Materials**

Textbook: An Introduction to Interdisciplinary Research: Theory and practice

Rutting, L., Post, G., De Roo, M., Blad, S., & De Greef, L. (2016). *An Introduction to Interdisciplinary Research: Theory and Practice* (Menken S. & Keestra M., Eds.). Amsterdam: Amsterdam University Press.

**Learning Outcomes**

As a result of this course, students will be able 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 via the elevator speech.
* Develop meaningful connections between their educational history and goals, applying integrative theory to complex problems/issues via the career portfolio.
* Use an appropriate variety of methods of inquiry and recognize ethical considerations that arise from integrative problems via research and service learning projects.
* Write formal papers using APA style formatting.

**Using Moodle and Other Technologies**

**Technology Back-up Plan**

* In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel another location that has working internet.
* Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

**Technology Help**

* For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
* For access to technology and in-person assistance, call or visit the [Student Technology Center](https://www.oakland.edu/stc/) (Link to Student Technology Center: https://www.oakland.edu/stc/).
* For general technology assistance, consult the [OU Help Desk](https://www.oakland.edu/helpdesk/) (Link to Help Desk: https://www.oakland.edu/helpdesk/).

**Respect Rules of** [**Netiquette**](http://youtu.be/DwdqQjCfWSc)

* + Respect your peers and their privacy.
  + Use constructive criticism.
  + Refrain from engaging in inflammatory comments.

**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.

**Assignments**

**Written Assignments**

I'll be looking for high quality writing, research, and conceptualization of textbook concepts.In this course, you will be responsible for completing all assigned work on time. Late work will not be accepted. All of these assignments are designed to help you in the coming phases of your life and work by learning and applying the tools integrative studies provides. I will provide feedback and a grade within 7 days of submission in moodle.

*All written assignments will be evaluated for their format, organization, style, grammar and punctuation, as well as content. All research assignmnts should follow APA (American Psychological Association) style (6th edition).*

#### **Discussion forums** Discussion forum postings should be posted by Tuesday each week and reply to other students throughout the week. Please reply to anyone who responds to your initial post and respond to two other student each week. Participation is an important component of this course and takes the place of a regular class meeting.  These posts should be about 150-300 words.

#### **Peer feedback Workshops:** Here you will post a copy of your draft and review two other students paper to provide feedback. There is a peer feedback form posted in moodle for guide your feedback.

##### **Rubric for discussion forums and peer feedback workshops:**

Posted on-time with substantive content and length.

Establishes a sense of community through initial post & replies to others showing an understanding of activity.

Responded to two peers and replies to initial post.

Content is formatted in professional writing fashion (i.e. no shorthand or text messaging abbreviations)

#### **Reading Assignments** Each week read the textbook chapter or article assigned and apply this knowledge to your assignments.

**Participation Expectations**

Your regular participation in classroom discussions (via moodle discussions and workshops) 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. Please plan to log in to moodle at least 3-5 times per week (preferably every day). I will log in every day.

**Grading**

* ***A range*** –Comprehensive, thorough coverage of all objectives, required content, critical and higher level thinking, original and creative, sound use of English skills, both written and oral
* ***B range*** –Competent, mastery of basic content and concept, adequate use of English
* ***C range*** –Slightly below average work, has met minimum requirements but with difficulty
* ***D range*** –Has not met requirements of assignment/course, has significant difficulties in many areas
* ***F***  – Has not completed requirements; has not officially withdrawn from course before drop date

**Grade Determination:**

Research Topic Prep Paper 20 pts

Elevator Speech 15 pts

Lit Review Outline & Annotated bibliography 25pts

Career Portfolio 40pts

Research Paper Phase 1 (Proposal) 45pts

Research Paper Phase 2 (Literature Review) 95pts

Research Paper Phase 3 (Conclusion) 45pts

Field Experience Project Total 65pts total

Class Participation 20pts

(Discussion forums & workshops) 30 pts

**Oakland University Grading Scale**

Course Total - 400pts

A 93-100%              368-400 points

A- 90-92%          358-367 points

B+       88-89%                 350-357 points

B         83-87%          330-349 points

B-       80-82%                 318-329points

C+      78-79%          310-317 points

C        73-77%                 291-309 points

C-       70-72%          278-290 points

D+      68-69%                 270-277 points

D       63-67%          251-269 points

**Classroom and University Policies**

**Classroom Behavior**

1. [***Academic conduct policy***](https://www.oakland.edu/deanofstudents/policies/)***.*** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
   1. **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else’s paper, helping someone else copy work, substituting another’s work as one’s own, theft of exam copies, falsifying data or submitting data not based on the student’s own work on assignments or lab reports, or other forms of misconduct on exams.
   2. **Plagiarizing the work of others.** Plagiarism is using someone else’s work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else’s thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person’s work, the ideas are still the other person’s, and failure to give credit constitutes misrepresentation of the student’s actual work and plagiarism of another’s ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one’s own work is plagiarism.
   3. **Falsifying records** or providing misinformation regarding one’s credentials.
   4. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one’s own.

For more information, review OU’s [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: https://www.oakland.edu/deanofstudents/policies/)

1. ***Behavioral Code of Conduct****.* Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes
   1. **Integrity.** See academic conduct policy points above.
   2. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
   3. **Respect.** Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: https://www.oakland.edu/policies/health-and-safety/625/)
   4. **Responsibility**. Policies regarding alcohol, drugs, and other substances

See the[**Student Code of Conduct**](https://www.oakland.edu/deanofstudents/student-code-of-conduct/)for details. (Link to Student Code of Conduct: https://www.oakland.edu/deanofstudents/student-code-of-conduct/)

**Accommodation and Special Considerations**

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](https://www.oakland.edu/dss/) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](https://www.oakland.edu/dss/study-aids/) webpage of Disability Support Services website. (Link to Disability Support Services website: https://www.oakland.edu/dss/)

**Excused Absence Policy**

This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and make arrangements with the professor in advance. For responsibilities and procedures see [Academic Policies and Procedures](https://www.oakland.edu/provost/policies-and-procedures/). (Link to Academic Policies and Procedures: https://www.oakland.edu/provost/policies-and-procedures/)

**Religious Observances**

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements.  See The [OU Diversity Calendar](https://www.oakland.edu/diversity/calendar/) for more information. (Link to calendar: https://www.oakland.edu/diversity/calendar/)

**Preferred Name and Pronoun**

If you do not identify with the name that is listed with the registrar's office, please notify me so that I may appropriately amend my records. In addition, if you prefer to go by a different pronoun, please inform me. For more information including a preferred first name on university records please review [OU’s Preferred Name Policy](https://www.oakland.edu/policies/information-technology/840/) (URL: oakland.edu/uts/common-good-core-resources/name-services/)

**Sexual Misconduct**

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus’ Title IX Coordinator (Chad Martinez, [chadmartinez@oakland.edu](mailto:chadmartinez@oakland.edu) or 248-370-3496). You can report such incidents to the Dean of Students Office directly. Students who wish to speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274. The [Dean of Students website](https://www.oakland.edu/deanofstudents/sexual-assault-and-violence-initiative/students/) provides more information on your options and support services. (oakland.edu/deanofstudents/sexual-assault-and-violence-initiative/students/)

**Add/Drops**

As a student, university policy officially gives you the responsibility to add and drop courses. Put in your calendar [deadline dates for dropping courses](https://www.oakland.edu/registrar/registration/dropornot/) (even if you think it won’t be necessary), and consult the [Drop or Not Guide](https://www.oakland.edu/registrar/registration/dropornot/) to make a well-informed decision before dropping a course. (https://www.oakland.edu/registrar/registration/dropornot/)

**Faculty Feedback: OU Early Alert System**

As a student in this class, you may receive “[Faculty Feedback](https://www.oakland.edu/advising/faculty-feedback/)” in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A “Faculty Feedback” e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success. (Link to Faculty Feedback for students: https://www.oakland.edu/advising/faculty-feedback/)

**Emergency Preparedness**

In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. These simple steps are a good place to start:

* OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupolice.com.
* Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
* If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
* Review protocol for evacuation, lockdown, and other emergencies via the classroom’s red books (hanging on the wall) and oupolice.com/emergencies.
* Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

**Violence/Active Shooter**: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims.  Consider your options: [Run, Hide, or Fight](https://oupolice.com/em/activeshooter/).

Course Schedule

**Week 1, September 3-September 8 - Introduction to Interdisciplinary research**

Read: Chapter 1 and 2

Discussion Forum: Introduction (Post early and throughout the week)

Assignments:

1.) Complete syllabus quiz

2.) Plagiarism tutorial

Due Date: September 8

**Week 2, September 9-15 - Research Topic Development**

**Meet in class on September 9 at 5:30**

Read: Chapter 3 and 4

Discussion Forum: Research Topic Development

Post by Tuesday and reply throughout the week

Assignment: Research topic Prep Paper Draft

**Due Date: September 15**

**Week 3, September 16 to September 22 - Interdisciplinary Studies and Connection to Service Learning**

Read: Chapter 5

Discussion Forum: The Impact of Service Learning

Post by Tuesday and reply throughout the week

Assignment: Submit service learning site selection form

**Due Date: Sunday, September 22**

**Week 4, September 23 to September 29 - Writing a Proposal**

Read: Chapter 7

Interview skills Lecture (PowerPoint)

Discussion Forum: Motivation and drive (Football Story)

Post by Tuesday and reply throughout the week

**Week 5, September 30 to October 7- Writing a Proposal**

**Meet in Class on September 30 at 5:30**

Read: Chapter 8

Assignment: Research proposal (Phase one) draft – post to workshop forum

**Due Date: Sunday, October 7**

**Week 6, October 7 to October 13 - Writing a Proposal**

Read: Chapter 9

Peer Feedback Workshop: Write feedback to two other students this week (by Friday).

Assignment: Research Proposal (Phase One) Final

**Due Date: Sunday**, **October 13 at midnight**

**Week 7, October 14 to October 20 - Career Development**

Read: chapter 6

Assignment: Electronic Career Portfolio

**Due Date: Sunday, October 20**

**Week 8, October 21 to October 27 - Research Structure**

Read: chapters 9

Watch Annotated bibliography and outline video

Assignment: Annotated bibliography and Outline

**Due Date: Sunday, October 27 at midnight**

**Week 9, October 28 to November 3 - Interdisciplinarian**

Read: chapter 10 and 11

Discussion Forum: What do you want to me when you grow up? (Post by Tuesday and reply throughout the week)

\*Work on literature review

**Week 10, November 4 to November 10 - Scholarly research**

Watch: Literature Review Lecture and video

Assignment: Assignment: literature review (Phase two) DRAFT (peer feedback workshop)

**Due Date: Sunday, November 10**

**Week 11, November 11 to November 17 - Literature Review**

**Meet in class on November 11 at 5:30**

Peer feedback workshop: Write feedback to two other students this week (by Friday).

Assignment: Literature Review Final

**Due Date: Sunday, November 17**

**Week 12, November 18 to November 24 - Solution-Based Thinking**

Read: Common Ground Lecture

Assignment: Conclusion/solution (Phase three) FINAL

**Due Date: Sunday, November 24**

**Week 13, November 25 to December 1 – Making Connections**

Happy Thanksgiving!

Discussion Forum (Connection and Gratitude) (Post by Tuesday and reply throughout the week)

**Week 14, December 2 to December 8 - Solving problems in the Community**

**In class meeting on December 2 at 5:30pm**

Assignments:

Elevator Speech

**Due Date: IN CLASS**

Service learning materials (reflection paper and supervisor evaluation)

**Due Date: Friday, December 6 at 8am**