UNIV 2190: Foundations of Interdisciplinary University Studies (3)
Fall XXXX, Section XXX

Instructor: TBD
Class Time: TBD
Office Location: TBD
Office Phone: XXX-XXXX
Office Hours: By appointment
Email: XXXX@auburn.edu

Credit: 3 semester hours (lecture)

Prerequisites

This course is open to students who have either completed or are concurrently enrolled in ENGL 1120.

Required Materials


2. UNIV 2190 Course reading packet

Course Description

UNIV 2190 is a course designed to provide students seeking an Interdisciplinary Degree with an introduction to (1) the major approaches and applications of interdisciplinary studies in contemporary society, and (2) an examination of disciplinary and interdisciplinary thinking. The course will (3) introduce concepts and methods of interdisciplinary study by examining 21st-century workplace and civic trends. It will (4) give students the necessary tools to begin integrating their areas of study, and (5) teach students how to match career objectives to educational goals via development of an individualized plan of study.

As students work to achieve the course goals, they will be expected to build relationships with the campus academic community, use appropriate technology, communicate effectively, identify and analyze problems, and gain an appreciation for multiple perspectives.

Course Objectives

1. Demonstrate familiarity with the principles of interdisciplinary work.

2. Gain a closer sense of identity/connection with the Auburn academic community and be able to explain how different disciplines would approach a particular problem and how these perspectives could be combined into an interdisciplinary, problem-oriented approach.

3. Develop proficiency in the design and evaluation of curricular concentration proposals, including one’s own and those of one’s peers.

4. Be able to summarize the skills needed for particular career choices and show how specific coursework can improve those skills.
Course Content

This course consists of lectures, readings, case studies, in-class discussions, individual conferences, an in-class presentation, and a course project.

Assignments

1. An Academic Goal Statement/IDSC Statement of Purpose
2. A researched paper on careers, with attention to types of tasks performed by people in this field and the skills they need to perform them well. The paper will address what areas of the job responsibility would benefit from an interdisciplinary approach.
3. Prospectus (e.g. plan of study) Proposal Draft #1
4. Prospectus Proposal Draft #2
5. Prospectus Final Draft
6. In-class oral presentation on Final Prospectus
7. 4 short commentaries on degree plans of fellow students
8. Short quizzes
9. Mid-term
10. Final Exam

Sample Course Schedule

Week 1: Introduction to Interdisciplinary Studies
Week 2: Historical Approaches to Interdisciplinary Studies, Case Study 1
Week 3: Critical Thinking and Interdisciplinary Degrees, Case Study 2, Assignment 1 due
Week 4: Skills and Careers, part 1
Week 5: Career Paths and Interdisciplinary Degrees
Week 6: Assignment 2 due, in-class discussion of careers papers
Week 7: Skills and careers, part 2, Mid-term Exam
Week 8: Prospectus Draft #1 Due, Case Study 3
Week 9: Assessment and Interdisciplinary Degrees, 2 short commentaries due
Week 10: Service Learning and Internships, Case Study 4
Week 11: Writing a Successful Prospectus
Week 12: Prospectus Draft #2 Due
Week 13: Individual Faculty Advising Session, 2 short commentaries due
Week 14: In-class presentations of Final Prospectus
Week 15: Final Prospectus Due

Final Exam: Date to be determined

Grading Policy

Main criteria for evaluation include content and completion of the assignments, performance on the short quizzes and exams and class participation.

60 points Academic Goal Statement/Statement of Purpose
150 points Careers papers
60 points Class participation
60 points Quizzes
120 points  Short commentaries (30 points each)
200 points  Prospectus
100 points  In-class oral presentation on Final Prospectus
100 points  Mid-term exam
150 points  Final exam

Grading Scale

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900 or more</td>
<td>A</td>
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<tr>
<td>800-899 points</td>
<td>B</td>
</tr>
<tr>
<td>700-799 points</td>
<td>C</td>
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<tr>
<td>600-699 points</td>
<td>D</td>
</tr>
<tr>
<td>Less than 600</td>
<td>F</td>
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Goal Statement

The goal statement is a short (200 to 250 word) statement of your purpose in pursuing Interdisciplinary Studies. It will include possible career goals and it will identify possible concentrations that would be beneficial for the goal or goals. It will be graded equally on content and style and grammar.

Careers Paper

The careers paper will be approximately 1000 to 1200 words. In this paper, students will identify a career of possible interest to them. The student will interview (by phone, in-person or via email) people holding a job in that career field to learn more about the type of work involved. The student will also research project demand for employees in that career field, qualifications needed for these careers and how specific academic areas could help students develop these skills.

Prospectus

Development of an individualized degree program is a central component of this course. The prospectus project will include a written explanation of why the student has chosen the specific course work and what he/she hopes to learn from following the plan. Grading will be based to a large part on how well the student has developed and written a justification for the proposed degree plan.

Commentaries

Each student will be assigned to write short (e.g. 250 word) commentaries on the degree plans of four of their classmates. Two commentaries will be provided following the first draft and two more following the second draft. The second two commentaries will not be for the same students as the first two commentaries. These comments will offer an assessment of the current status of the plan and suggestions for improvements. They will be shared with the student whose Prospectus is being critiqued.

Participation
Along with completing the assigned readings, students will be expected to participate actively in class discussions regarding the session topics. Participation should spring from one’s growing knowledge of the subject and inherent interest in the course material, not necessarily from the desire for a higher grade. Participation will be evaluated based upon (1) attentiveness, (2) contribution to class discussions, and (3) providing insightful input to topics presented.

Attendance and active participation are essential for success in this course. Absences or tardiness will affect one’s progress and may interrupt the learning of classmates. Half the participation grade will be based on timely attendance. The other half will involve how well students respond to questions over the readings. To ensure fair opportunities for all students to answer questions, a randomly ordered list of student names will be used to call on students for replies.

**Quizzes**

A series of short (3 or 4 question) quizzes will be given over the case studies and other assigned readings, either at announced or unannounced intervals.

**Mid-Term and Final Exams**

The mid-term and final will cover material presented in class and assigned for reading outside of class. The exams will test student understanding of the principles and applications of interdisciplinary approaches. Exams will consist of short answer questions (e.g. fill-in-the-blank, multiple choice, True or False) as well as essay questions.

**Course Policies**

**Communication**

E-Mail is the official communication medium of Auburn University. Throughout the semester students will periodically receive e-mails regarding class. Students are responsible for the information contained in those e-mails.

**Due Dates and Assignments**

Late assignments are not accepted. If a student has a University approved excuse, the assignment will be due at the next class meeting. All homework assignments must be typed, double-spaced, 1” margins.

A student must be present in class to turn an assignment in. Unless authorized, assignments are not accepted if submitted to a third party, via e-mail or under the instructor’s door.

All readings must be completed before the assigned class date.

**Excused Absences:** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision.
When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Unless there is a prior arrangement, all missed assignments must be handed in the first class period following the student’s return from the excused absence.

**Academic Honesty:** The instructor will follow the guidelines in the Tiger Cub in dealing with academic honesty cases, which means turning in all suspected cases of academic dishonesty to the Academic Honesty Committee. Please read the Student Academic Honesty Code and the Tiger Cub for information on what actions are considered violations of the code. If you have a question about whether a specific action could be considered a violation of academic honesty in this class, please ask your instructor before completing the assignment.

**Accommodations for Students with Disabilities:** Students who need accommodations are asked to arrange a confidential meeting during the first week of class, or as soon as possible thereafter. This meeting may be set up by phone, email, or in person during office hours. Students should bring a copy of the Accommodation Memo and Instructor Verification form. Students who require accommodations but do not have these documents are encouraged to contact the office of the Program for Auburn Students with Disabilities, 1244 Haley Center (334-844-2096). The instructor will work to accommodate special needs in a manner consistent with the recommendations of this office to ensure that all course requirements are met appropriately.

**Course Withdrawal**

Students have between the 1st and the 15th day of courses to drop a course with no penalty. During this time, the course is taken off of the schedule and transcript with no grade assignment. Courses dropped between the 15th day of classes and mid-term results in a grade assignment of W on the transcript; however there is no grade penalty.