

## **BIS 300: Introduction to Interdisciplinary Studies Fall 45313**

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**Office Hours (and location):** MTWRF 9am-12pm; MTWF 1-3pm; Virtual Office Hour  
Mondays 6-7pm, CST

### **COURSE TEXT**

Repko, Allen F. (2012). *Interdisciplinary Research: Process and Theory, 2nd ed.* Los Angeles: Sage.

ISBN: 978-1-4129-8877-3

A copy of the text is available at the Reserve Desk of the Roberts-LaForge Library so that students can complete assignments until their copy arrives or is purchased.

### **Additional Materials**

You need a web camera and headset to participate fully in the online course.

### **Computing Requirements**

To access the online components of this course you should have--or have regular access to--an Internet-connected, multimedia-class computer that uses an up-to date web browser with [the usual plug-ins and players](#). You need a web camera and headset to participate fully in the online course.

### **COURSE DESCRIPTION**

This course is an introduction to the concepts and methods of interdisciplinary study through critical examination of anticipated workplace and civic trends in the global environment. Using a multicultural focus, we will look at ethics and decision-making in contemporary society. Emphasis is placed on development of critical and analytical thinking skills, as well as written and oral communication. Key ethical questions will be addressed from a variety of perspectives both past and present as a basis for informed decision-making.

### **SPECIFIC LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

- articulate what interdisciplinary studies are and are not
- articulate their traits and skills as an interdisciplinarian
- integrate various disciplines
- identify current ethical challenges in science, education, business, government, and in their various communities;
- develop an awareness of personal values, the diversity of values held by others, and the process of moral/ethical inquiry and decision-making;

- develop critical thinking skills by bringing multiple perspectives to bear on particular ethical dilemmas and issues and by using reflection, logic, evidence, and well-chosen examples to support positions or arguments
- enhance their speaking and writing skills in exploring ethical issues, making decisions, and presenting conclusions to others. Students will also demonstrate effective oral communication skills in a variety of personal and professional situations, both formal and informal, using the appropriate technology;
- gain an appreciation of the diverse perspectives of the disciplines represented in classroom enrollment and /or reading assignments, and of the ways in which they complement and/or contradict one another;
- develop the ability to synthesize the perspectives of the various disciplines represented;
- gain an appreciation of culturally-diverse perspectives by comparing and contrasting beliefs and practices.

## EVALUATION AND GRADING

Quizzes, Exploratory Papers, Peer Reviews	20%
Discussions	20%
Elevator Speech	20%
Traits and Skills Paper	20%
Intellectual Autobiography	20%

## Assignment Descriptions

### Quizzes

Quizzes will be based on course content, readings and the syllabus. Some assignments will be counted in the quiz grades (Exploratory Readings; Q&A Assignment; VoiceThread Introduction Video Commenting; VoiceThread Introduction Creation; and the Peer Reviews)

### Exploratory Readings

**Audience:** Write for yourself as well as the instructor.

**Main point and purpose:** To answer basic questions about the chapter, pinpointing difficulties in reading comprehension before delving deeper into the chapter's contents.

**Pattern and procedures:** Answer the questions in the assignment box in full, grammatically correct sentences.

**Standards and criteria:**

Category	2	0
Question 1	You've answered the question correctly and in a	You've answered the question incorrectly and/or

	full, grammatically correct sentence.	the answer is not in a full sentence.
Question 2	You've answered the question correctly and in a full, grammatically correct sentence.	You've answered the question incorrectly and/or the answer is not in a full sentence.
Question 3	You've answered the question correctly and in a full, grammatically correct sentence.	You've answered the question incorrectly and/or the answer is not in a full sentence.
Question 4	You've answered the question correctly and in a full, grammatically correct sentence.	You've answered the question incorrectly and/or the answer is not in a full sentence.
Question 5	You've answered the question correctly and in a full, grammatically correct sentence.	You've answered the question incorrectly and/or the answer is not in a full sentence.

## VoiceThread Introduction Video Commenting

**Audience:** Your classmates and your instructor.

**Main point and purpose:** To learn how to comment on VoiceThreads.

**Pattern and procedures:** Watch the introduction and comment on at least two of the slides. One comment should be a video comment and one should be an audio comment. You are very welcome to comment on more than two slides and on classmates' comments.

### Standards and criteria:

Criteria	Complete 2	Incomplete 0
You have made a video comment on one of the slide's in my introduction VoiceThread.		
You have made an audio comment on one of the slide's in my introduction VoiceThread.		
Comment quality – the audio and webcam comments were fully audible and visible.		

## Q & A Assignment

**Audience:** Your classmates and your instructor.

**Main point and purpose:** To learn how to use the Q&A section in the course.

**Pattern and procedures:** After reading the syllabus, course orientation and reviewing the technology we'll be using in the course, ask a question about something you want clarification on. Answer a classmate's question. You are very welcome to ask more than one question and answer more than one classmate's questions.

**Standards and criteria:**

Criteria	2	0
You asked a question about the syllabus, course navigation, or technology we are using in this course.	Yes	No
You answered a classmate's question.	Yes	No
You asked a question at least 48 hours before the due date.	Yes	No
You answered a question at least 24 hours before the assignment was due.	Yes	No

## VoiceThread Introduction Creation

**Audience:** The instructor and your classmates.

**Main point and purpose:** To learn how to create a VoiceThread.

**Pattern and procedures:** Using my VoiceThread Introduction as a model, create a VoiceThread to introduce yourself to the class. Make sure you have a mix of video and audio comments, upload some photos and find and upload a video on YouTube that reflects one of your interests.

**Standards and criteria:**

Criteria	Complete 2	Incomplete 0
Your comments are predominantly audio or video	The majority of your comments are either audio or video.	The majority of your comments are text comments.
Slide content is relevant and appropriate	Images, documents, movies or audio files demonstrate consideration.	Images, documents, movies or audio files are of poor quality or not appropriate.
Comment quality	Your comments are audible and visible.	Your comments are not audible or visible.
Mastery of basic VoiceThread features	You created a complex VoiceThread based on my	You did not create a complex VoiceThread introduction based on my

	VoiceThread introduction model.	VoiceThread introduction model.
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## Peer Reviews

**Audience:** Instructor

**Main Point and purpose:** To evaluate your group members' effectiveness as a group member.

**Pattern and procedures:** Download the form. Enter your name and the group member's name and then highlight the appropriate the column for each criterion. Save the form and upload it in the assignment's comment area. Repeat for each group member.

**Standards and criteria:** Completion of the assignment will count as a 10/10 in the quiz category.

Criteria	4	3	2	1
Working with Others	Listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team player.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed. Takes a leadership role.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focus on the task and what needs to be done some of the time. Other group members must sometimes prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never publicly critical of the project or the work of others. Always has a positive attitude about others and the task(s).	Rarely is publicly critical of the project of the work of others. Often has a positive attitude about others and the task(s).	Occasionally is publicly critical of the project or the work other others in the group. Usually has a positive attitude about others and the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about others and the task(s).

Preparedness	Brings needed material to the meetings and is always ready to work.	Almost always brings needed material to the meetings and is ready to work.	Almost always brings needed material to the meetings but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadline. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND the group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

## Discussions

**Audience:** Your classmates and the instructor.

**Main point and purpose:** The discussions are designed to engage your thinking about the readings, course content and related concepts. It is also an opportunity to interact with your classmates.

**Pattern and procedures:** In the appropriate VoiceThread (each discussion will be linked to a specific VoiceThread), post a video (preferred) or audio (accepted) comment. Limit yourself to one minute for your comments and responses. Type or write a script so that you stay on track when you post and respond but also in case you run into technical difficulties and have to redo your post or response. Discussion comments should be courteous, thoughtful, and carefully formulated. WARNING - merely agreeing with a classmate's post is not a response.

**Standards and criteria:**

Criteria	2	1	0
Content Quality	You've clearly and concisely posted a thoughtful analysis of the discussion topic.	You've posted a somewhat thoughtful analysis of the discussion topic but it is somewhat unclear	Your post is not thoughtful, off topic, or unclear, and it is either too long or too short.

		and you ramble a bit.	
Responses to Classmates	You've left feedback that is constructive and thoughtful. Your responses add to the discussion.	You've left feedback that is mostly constructive and thoughtful.	Your feedback is not constructive or thoughtful.
Comment Quantity	You've commented on at least three classmates' posts.	You've commented on at two classmates' posts.	You haven't commented on classmates' posts.
Technology Quality	Your video is well lit and viewers can clearly see your face. Your audio is 100% audible.	Your video is a little unclear. Your audio is not 100% audible.	Your video and/or audio is distorted, missing, unclear or inaudible.
Timeliness	You post a comment at least 24 hours before the comment is due. You respond to your classmates throughout the week.	You post a comment at least 12 hours before the comment is due. You respond to your classmates at least 24 hours before responses are due.	You do not comment until shortly before the posts are due and you do not respond to classmates until shortly before the responses are due. You haven't posted a comment or a response.

## Elevator Speech – What is Interdisciplinary Studies?

**Audience:** The audience for this assignment is broad – you need to define/explain/defend interdisciplinary studies to general audience that includes employers, and/or community members.

**Main point and purpose:** To succinctly define/explain/defend interdisciplinary studies to a broad audience.

**Pattern and procedures:** The idea is that during a three-minute elevator ride your group defines/explains/defends interdisciplinary studies to a stranger. Use the text to help you formulate your definition of interdisciplinary studies, its benefits, etc. Film and post a video in which your group defines/explains/defends interdisciplinary studies to a general audience.

Your video should be a minimum of three minutes, not exceed four minutes, be your group's own work, contain concepts about interdisciplinary studies that Repko mentions, be audible and visible, and not contain inappropriate language.

**Standards and criteria:** Each group member earns the same grade. You will evaluate your group members later.

Criteria	2	1	0
Visual	The video is well lit and all faces are clearly visible	The video is mostly clear and faces are mostly visible	The video is poorly lit and faces cannot be clearly seen
Audio	The audio is 100% audible	Some words cannot be heard	The audio is inaudible
Interdisciplinary Studies Definition	The definition is present, succinct, and complete (all of Repko's key concepts are included)	The definition is mostly complete (some of Repko's key concepts are included)	The definition is missing or incomplete
Video length	The video is a minimum of three minutes	The video is only a few seconds short of three minutes	The video is shorter than two and a half minutes or longer than four minutes

## Traits and Skills Paper

**Audience:** Write for yourself as well as the instructor.

**Main point and purpose:** To demonstrate which traits and skills of an interdisciplinarian you possess.

**Pattern and procedures:** Review the traits and skills that are associated with interdisciplinary education in Chapter 2, pages 58-63. Which do you possess? Give a concrete example to demonstrate how you possess the trait or skill. For example, if you have an appreciation of diversity, how is that evident? Do you travel to foreign places? Do you speak other languages? Do you advocate for a minority group of which you are not a member? Do you cook ethnic foods or like to try different ethnic foods? How does the trait or skill and the example lead to a deeper understanding? Simply stating that you have a trait or skill is not enough. Could you obtain some of the skills that you do not possess? How? While this paper is about you, be objective. Remember to use proper grammar, spelling, citing (yes, you must cite) and formatting techniques. Write a minimum of 500 words. Attach a file with your paper. Name your file like this: Last Name\_Traits and Skills.doc or .docx

### Standards and criteria:

Criteria	3	2	1
Student demonstrates an understanding of the traits s/he possesses.	Student demonstrates a deep understanding of the traits s/he possesses and demonstrates this understanding with	Student gives a concrete example for most trait s/he possesses	Student does not give concrete examples for the traits s/he possesses



	outstanding concrete examples.		
Student demonstrates an understanding of the skills s/he has.	Student demonstrates a deep understanding of the skills s/he possesses and demonstrates this understanding with outstanding, clear, concrete examples.	Student gives a concrete example of how s/he has used each skill s/he possesses.	Student does not give concrete examples for the skills s/he possesses.
Structure and organization – (title, thesis, body, conclusion).	The paper is very well-structured and leads the reader through the paper and the writer's thought processes.	The paper is clear and coherent.	The paper is poorly constructed.
Editing – grammar, mechanics, transitions.	The paper is free of grammatical or typographical errors and is well-edited.	There are no major grammatical or typographical errors.	There are many grammatical and typographical errors that make it difficult to follow the paper's argument.
Citation.	A citation method (APA or MLA, for example) is used correctly and consistently without errors.	A citation method (APA or MLA, for example) is used mostly correctly and consistently but with errors.	A citation method (APA or MLA, for example) is not used correctly, consistently or at all.

## Intellectual Autobiography

**Audience:** Write for yourself and the instructor.

**Main Point and Purpose:** The intellectual autobiography is to help you understand your path as an interdisciplinarian. This is about you as a scholar - what drives you, what interests you, how do you envision your future and how will learning get you there.

**Pattern and Procedures:** Please read the sample intellectual autobiography that is posted below to get an idea of what you are supposed to do. Write a minimum of 750 words plus title page and plus the works cited page.

Additional considerations:

- Avoid including your birth date and details of your childhood unless they have a bearing on your scholarly life. Avoid talking about parents or family unless they have a bearing on your scholarly life.

- Be honest. The purpose of the autobiography is to help you understand your path as an interdisciplinarian. This is about you as a scholar - what drives you, what interests you, how do you envision your future and how will learning get you there; use the traits and skills Repko talks about in Chapter 2.
- Be clear. This paper is about reflection and articulating to others how you are an interdisciplinarian. Use concrete examples to explain your statements.
- Title your intellectual autobiography – try for something catchy that still conveys the overall message of your paper
- You will need a reference page because, at the very least, you will be citing Repko’s book
- Have fun! You still need to respect the rules of grammar and spelling but you can be more creative with this particular paper. But make sure that you cover all the aspects that are assessed in the rubric.

**Standards and Criteria:**

Criteria	2	1	0
Audience is able to determine the purpose of the work via the introduction.	The introduction clearly outlines the entire paper.	The introduction somewhat outlines the paper.	The introduction does not outline the paper.
All major elements that have a bearing on the author's worldview or affinity with interdisciplinary studies are present. These include but are not limited to: place and date of birth; upbringing and early education; academic interests; influential ideas; hobbies, pursuits; worldview (political, social concerns, etc.); interest in particular 'big idea'; traits and skills of an interdisciplinarian already identified	All of the criteria elements are evident, clearly explained and backed up with concrete examples.	Many of the criteria elements are evident, somewhat explained and somewhat backed up with concrete examples.	Few of the criteria elements are evident, explained or backed up.
Structure and organization. Title, thesis, body, conclusion.	The paper is very well-structured and leads the reader through the paper	The paper is clear and coherent.	The paper is poorly constructed.

	and the writer's thought processes.		
Editing. Grammar, mechanics, transitions.	The paper is free of grammatical or typographical errors and is well-edited.	There are no major grammatical or typographical errors.	There are many grammatical and typographical errors that make it difficult to follow the paper's argument.
Citation	A citation method (APA or MLA, for example) is used correctly and consistently without errors.	A citation method (APA or MLA, for example) is used mostly correctly and consistently but with errors.	A citation method (APA or MLA, for example) is not used correctly, consistently or at all.

## Grading System

Letter		Quality Points		Description
A	= 90-100	4	=	Excellent
B	= 80-89	3	=	Good
C	= 70-79	2	=	Satisfactory
D	= 60-69	1	=	Poor
F	= below 60	0	=	Failure

The letter "I" (incomplete) may be awarded when, for reasons beyond a student's control, the course requirements cannot be completed during the enrollment period. "I" grades carry no quality points; the hours are included in calculation of the quality point average. An "I" must be removed within a period of twelve months. This twelve month requirement does not apply to theses, dissertations, and other research or practicum courses, which can award the grade of IP (in progress).

## Attendance and Participation

Regular and punctual attendance at all scheduled online classes and activities is expected of all students and is regarded as integral to course credit. Attendance shall be taken at each online class meeting.

A student will be considered to be in attendance in an online class when the individual 1) participates in online discussion about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance.

The last date of attendance will be the date the student last logged into the course and met one of the four criteria above.

Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and make-up work are established for each class, and are announced in writing at the beginning of the term. Each student is directly responsible to the individual professor for absences and for making up work missed. A student with active participation less than 75% will be dropped and receive a grade of F in the class.

### **Instructor Policies**

No make-up quizzes or extra-credit work if you miss any assignments or your grade is low. Only work missed for excused absences can be made up.

Missed, incomplete, late assignments or those that do not follow the assignment instructions automatically receive a zero.

Power outages, computer or drive failures, lack of access to computers, or assignments not loading, etc. are not excuses to miss or hand in assignments late. The Roberts-LaForge Library has a computer lab and most public libraries have computers available for patrons. If you have problems loading assignments or with Canvas contact the Helpdesk (see below for numbers).

### **TECHNOLOGY ISSUES**

The Office of Information Technology (OIT) provides 24/7 technical support for all campus Canvas users. Students may contact OIT for technical assistance several ways. If you experience technical difficulties or need technical assistance with this course, contact OIT's 24-hour Help Desk via email at [helpdesk@deltastate.edu](mailto:helpdesk@deltastate.edu). Or you may contact them by phone at 662-846-4444 or 866-264-1465 (toll-free). Please include the course name and your 900# when contacting the Help Desk.

Additional information concerning technical assistance can be found by clicking the Help button on the course Home Page.

### **ACADEMIC HONESTY POLICY** **POLICY STATEMENT**

Delta State University expects all students to adhere to the highest moral academic standards.

### **DEFINITIONS**

Cheating – taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work.

Plagiarism – the appropriation of ideas, facts, phrases, or additional materials from any source without giving proper credit or offering appropriate documentation.

## **PROCEDURES and RESPONSIBILITIES**

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document.

**Cheating** – taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to the following:

- taking answers from another student's paper or allowing answers to be taken from one's own paper during an examination or quiz;
- the use of notes or any other aid not specifically allowed or approved by the instructor;
- unauthorized access to an un-administered examination or quiz and dissemination of the same;
- collaboration on take-home examinations unless specifically approved by the instructor;
- receiving editorial assistance on a course assignment beyond that expressly allowed by the instructor;
- collaborating with another person in the preparation of any assignment offered for credit when such collaboration is prohibited by the instructor; and
- submitting the same work for credit in more than one course, regardless of whether or not such submission occurs within the same term. An exception may be granted if the student receives written permission in advance from his/her instructor(s).

**Plagiarism** – the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, artwork, or computer program which is not acknowledged is understood to be the original work of the author, unless the material is considered general knowledge. Students who are unsure whether they have used and documented source material correctly should consult with their instructor prior to submission of the assignment.

## **PENALTIES FOR DISHONESTY**

If it is believed that an academic honesty violation has occurred, the instructor should schedule a conference with the student to present the violation and evidence. If, following the consultation, the faculty member still believes the student has committed an act of academic dishonesty, the faculty member may recommend an appropriate sanction, such

as a grade of zero on the test, examination, or paper in question, retake of a test or examination, extra work, failure in the course, or a combination of these sanctions. The faculty member shall inform the student of the recommended sanction. The faculty member then shall submit a written report of the matter (including Cheating/Plagiarism Document) to the department/division chair, the dean of the school/college in which the course was offered, and, if different, the student's academic dean, and the Provost, with a copy to the student. In the case of a graduate student, the dean of the Graduate Studies shall be given a copy. This notification will remain confidential in compliance with policies protecting student privacy.

Multiple violations will be the purview of the Academic Honesty Committee. This committee may recommend additional and/or combined sanctions, up to and including suspension or dismissal from the university. The Academic Honesty Committee shall report to the Provost/VPAA. If the recommended sanction is dismissal, the provost shall inform the president, and the president shall direct the registrar to inform the student of the recommendation of the dismissal. In each case, copies of the notification of a recommended sanction shall be sent by the registrar to the faculty member, the department/division chair, the dean of the school or college in which the course was offered, and if different, the student's academic dean.

### **STUDENT APPEAL OF RECOMMENDED SANCTION**

The student may appeal the sanction(s) recommended by a faculty member by following the appeal process established in the Academic Grievance Policy already in place, available in the Delta State University Undergraduate and Graduate *Bulletins* (archived on the Academic Affairs web page) and in the Policies Manual (archived at </pages/2457.asp>).

The student may appeal the sanction(s) recommended by the Academic Honesty Committee to the Provost/VPAA.

### **CIVILITY ONLINE/NETIQUETTE:**

#### **Email etiquette**

- Before sending an email about the course, check the Q&A section. You may find the answer there.
- Use the course email for anything to do with the course.
- Make sure you have a subject line – something that gives me an idea what you are contacting me about.
- Use proper grammar and spelling.
- Don't use all caps.
- Include your 900#.
- If you have problems uploading an assignment, contact the Helpdesk (click the Help button in Canvas), not me.

## **Netiquette for Our Online Discussions**

- We will use VoiceThread for our discussions and therefore not type but it is still important to use proper grammar and speak loudly and clearly.
- Before you make a post or response, write a short script to keep you on track that way you can avoid miscommunication. Make sure to justify your opinion with evidence (depending on the discussion topic it may be from the textbook or it could be from another source). Avoid generic statements that have no substance – “I agree with you.”
- Listen to other students’ comments before you add your response so that you don’t repeat what others have said.
- Be respectful in posts and if someone is being insulting, please report them to the me.

## **ADA STATEMENT and REFERENCE TO COUNSELING CENTER FOR DISABILITIES**

Delta State University complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law because of a disability. The University makes provisions to accommodate all disabled persons.

For assistance and to make arrangements for accommodation for disabilities, please contact Dr. Richard Houston, at the Reilly Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

## **IMPORTANT DATES**

August 21	Day and night classes begin; registration continues
August 22	Late registration starts; fees assessed
August 29	Registration closes for fall semester
September 1	Last day a course may be changed from credit/audit
September 4	Labor Day Holiday
September 4, 6:00 p.m.	Classes resume
September 5	Grades of W or F in effect
September 12	Writing Proficiency Examination
October 16	Mid-semester
October 17, 12:00 noon	D and F reports recorded by faculty
November 6	Early spring semester registration begins
November 10	Fall 2017 graduation application deadline
November 20 – November 24	Thanksgiving Holidays (No classes)
November 27, 8:00 a.m	Classes resume

December 1	Last day to withdraw from a course
December 4 – 8	Fall examinations
December 9	Fall commencement
December 11, 12:00 noon	All grades recorded by faculty
December 11, 2017 – January 11, 2018	INTERSESSION

## **FINAL EXAMINATION SCHEDULE**

### **Fall 2017 Exam Week: December 4 – December 7, 2017**

<b>EXAM TIME</b>	<b>December 4 MON</b>	<b>December 5 TUES</b>	<b>December 6 WED</b>	<b>December 7 THUR</b>
<b>8 am</b>	M/W/F 1:00-1:50	T/TR 8:00-9:15	M/W/F 8:00-8:50	T/TR 9:25-10:40
<b>12 noon</b>	M/W/F 9:00-9:50	T/TR 12:15-1:30	M/W/F 2:00-2:50	T/TR 3:05-4:20
<b>3 pm</b>	M/W/F 10:00-10:50	T/TR 10:50-12:05	M/W/F 11:00-11:50	T/TR 1:40-2:55
<b>6 pm</b>	M/W/F 4:00-4:50 & Monday Evening Class	T/TR 4:30-5:45 & Tuesday Evening Class	M/W/F 12:00-12:50 & Wednesday Evening Class	M/W/F 3:00-3:50 & Thursday Evening Class

## **COURSE SCHEDULE**

<b>Week</b>	<b>Dates</b>	<b>Readings, assignments, quizzes, etc.</b>
1	August 21-25	Course Orientation, Syllabus, Introduction assignments; OKRA quiz; read Chapter 1 of text
2	August 28-September 1	Discussion 1 Post and Response; Chapter 1 Exploratory Reading assignment; Q&A Assignment; Chapter 1.1
3	September 4-8	Discussion 2 Post and Response; Chapter 1.2; read



		Chapter 2; Chapter 2 Exploratory Reading assignment; VoiceThread Introduction Commenting assignment
4	September 11-15	Discussion 3 Post and Response; Chapter 2.1; Chapter 1 quiz
5	September 18-22	Discussion 4 Post and Response; Chapter 2.2; VoiceThread Introduction Creation assignment
6	September 25-29	Discussion 5 Post and Response; Chapter 2.3; Traits and Skills Paper quiz;
7	October 2-6	Discussion 6 Post and Response; Chapter 4.1; Chapter 2 quiz; Traits and Skills Paper
8	October 9-13	Discussion 7 Post and Response; Chapter 4.2; Syllabus quiz
9	October 16-20	Discussion 8 Post and Response; Chapter 4.3; Elevator Speech quiz
10	October 23-27	Discussion 9 Post and Response; Chapter 3.1; Chapter 4 quiz;
11	October 30-November 3	Discussion 10 Post and Response; Chapter 3.2; Syllabus quiz 2; Elevator Speech
12	November 6-10	Discussion 11 Post and Response; Chapter 3.3; Peer Reviews
13	November 13-17	Discussion 12 Post and Response; Chapter 5.1; Chapter 3 quiz
Thanksgiving Holidays	November-20-24	
14	November 27-December 1	Discussion 13 Post and Response; Chapter 5.2; Course Evaluation
Exam	December 4-8	Intellectual Autobiography; Chapter 5 quiz