BIS 310: Interdisciplinary Research and Applications

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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 you can complete assignments until you purchase your copy or it arrives.

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
Critical analysis of quantitative and qualitative information. Emphasis will be placed on understanding and using methods of qualitative and quantitative analysis, including issues such as understanding variability in data and making decisions in the face of uncertainty. Multiple methods of presenting findings of such research to support an argument are also explored.

SPECIFIC LEARNING OUTCOMES
Upon completion of this course, you will be able to:
- practice both methods of research specific to disciplines and methods used across various disciplines; will investigate methods specific to your disciplinary choices
- demonstrate critical and analytical skills by producing reasoned and articulate written, visual, and oral arguments based on researched evidence
- develop individual and practical skills for research in your areas of concentration
- identify the pros and cons of individual disciplines and their methods
- formulate a research question/problem
- map a research question/problem
- complete an initial literature search
- craft a proposal to solve a research question/problem

EVALUATION AND GRADING

Assignments	Percentage of Grade
Quizzes, VoiceThread assignments; Q&A assignment, Exploratory Readings, Peer Reviews, etc.	20%
Discussion Posts and Responses	20%
Class Project	50% total broken down into 10% increments for the various elements – complex problem, brainstorm, initial literature search, research map and proposal
Individual Initial Capstone Project Proposal	10%

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 full, grammatically correct sentence.	You've answered the question incorrectly and/or 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 VoiceThread introduction model.	You did not create a complex VoiceThread introduction based on my VoiceThread introduction model.

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	Usually uses time well throughout the	Tends to procrastinate, but always gets	Rarely gets things done by the deadlines

	project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	things done by the deadline. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	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 and you ramble a bit.	Your post is not thoughtful, off topic, or unclear, and it is either too long or too short.
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.

Class Project

Audience: classmates and instructor
Main Point and Purpose: for students to learn the initial steps of the Interdisciplinary Research Process (IRP) so that they can more confidently develop, craft and complete their Capstone Project.
Pattern and Procedure: through VoiceThread and Google Docs, students will collaborate on the steps and complete a proposal.

Complex Problem

Audience: classmates and instructor
Main Point and Purpose: to discuss and decided on a complex problem to work through as a class.
Pattern and Procedure: through VoiceThread, students will discuss a series of complex problems presented to them and decide on one
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 and you ramble a bit.	Your post is not thoughtful, off topic, or unclear, and it is either too long or too short.

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.

Brainstorming

Audience: classmates and instructor
Main Point and Purpose: to develop strategies on approaching the complex problem.
Pattern and Procedure: through VoiceThread, students will discuss how to approach the complex problem.
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 and you ramble a bit.	Your post is not thoughtful, off topic, or unclear, and it is either too long or too short.
Responses to Classmates	You've left feedback that is constructive and thoughtful. Your	You've left feedback that is mostly constructive and thoughtful.	Your feedback is not constructive or thoughtful.

	responses add to the discussion.		
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.

Initial Literature Search

Audience: The audience is very broad - peers, community, instructor, academic community, prospective employers and/or professional schools.

Main Point and Purpose: The Initial Literature Search is designed to help you determine not only your research question/problem but also its scope, and identifies literature and other materials that have dealt with the research question/problem that you are interested in.

Pattern and Procedures: Based on the complex problem the class has decided on, search academic literature **regardless** of discipline. Start with keywords/subject in the Database Ebscohost available through the Roberts-LaForge webpage. Please consult the Roberts-LaForge Library staff (even if you are off campus). The Reference Librarians are there to help you.

Standards and Criteria:

Criteria	3	2	1
Breadth of search	You have searched very widely and have included a variety of relevant disciplines. You have entered fully into the spirit of the initial literature search	You have searched widely and have included most relevant disciplines. You have only somewhat entered into the spirit of the initial literature search	You have barely searched and confined search to your search to your concentrations or less than two disciplines. You have not entered into the spirit of the

			initial literature search
Academic Sources	You have also included many academic books in addition to many academic journals.	You have included some academic books in addition to academic journals.	You have only included academic journals, no academic books. There are non-academic sources.
Quantity of material	You have identified three or more sources for EACH relevant discipline.	You have identified two sources for EACH relevant discipline.	You have identified fewer than two sources for EACH discipline.
Reason for inclusion	You have explained how and why EACH source is appropriate and useful for the problem or question you are seeking to solve.	You have explained how and why most sources are appropriate and useful for the problem or question you are seeking to solve.	You have not explained how and why the sources are appropriate and useful for the problem or question you are seeking to solve.
Sources have been documented using a citation method (APA, MLA, etc.)	You have used a citation style consistently and without errors	You have used a citation style mostly consistently but with some errors.	You have not used a citation style consistently or at all.

Research Map

Audience: The audience is very broad - peers, community, instructor, academic community, prospective employers and/or professional schools.
Main Point and Purpose: To visualize and organize the research problem or question.
Pattern and Procedures: Create a research map. You can use an element of Google Docs or a mind mapping software like Coggle (https://coggle.it/), Bubbl (https://bubbl.us/), MindMup (https://www.mindmup.com/) or Edraw (https://www.edrawsoft.com/freemind.php). Refer to pages 149-150 of the text for the key components of a Research Map. Upload the map into our Class Project VoiceThread.
Standards and Criteria:

Criteria	3	2	1
Key components of a research map	You have included all key components and added more.	You have included all key components.	You have only included a few key components.
Organization	You have laid out the map well so that it is easy to read and follow.	You have laid out the map so that it is most easy to read and follow.	You have not laid out the map well and it is not easy to read or follow.

Colors, Patterns, Images	Your choice of colors, patterns, and images enhances the readability.	Your choice of colors, patterns, and images support readability.	Your choice of colors, patterns, and images distract from readability.
Editing: Grammar, mechanics, and spelling	You have edited the map very well and there are no errors.	You have edited the map but there are some errors.	You have not edited the map and there are many errors.

Proposal

Audience: The audience is very broad - peers, community, instructor, academic community, prospective employers and/or professional schools. Keep in mind that the audience is not an expert in the disciplines used in Capstone Project.

Main point and purpose: Based on the research and relevant disciplines, you explain how you will solve the complex problem.

Pattern and procedures: In a minimum of 250 words identify your research question/problem, justify an interdisciplinary approach and identify ALL relevant disciplines (not just your concentrations). The final copy must be uploaded to VoiceThread and contain the following components: a minimum of 250 words, a title page, and a reference section.

Standards and Criteria:

	3	2	1
Problem or research question defined and is complex	Your research question/problem is very complex and requires insights from more than 3 disciplines	Your research question/problem is complex	Your research question/problem is not complex
Interdisciplinary approach justified	The interdisciplinary approach is clearly justified and explained with concrete examples	The interdisciplinary approach is justified	The interdisciplinary approach is only somewhat or not justified
Relevant disciplines identified	ALL relevant disciplines are identified (you draw from a wide variety of disciplines, subdisciplines and interdisciplines in addition to your concentrations)	Most relevant disciplines are identified (you draw from a variety of disciplines, subdisciplines and interdisciplines in addition to your concentrations)	Some relevant disciplines are identified (you draw only from your concentrations) or no relevant disciplines have been identified
Practical element	You plan to have a doable, refreshing and unique practical element that	You plan to have a practical element that includes most relevant disciplines	Your practical element is vague, only includes some relevant disciplines

	integrates a wide variety of disciplines and extends beyond your concentrations		or you fail to detail a practical element
Resources listed in APA or MLA format	APA/MLA citation style used is correctly and consistently used without any errors	APA/MLA citation style used mostly correctly and consistently but with errors	APA/MLA citation style not used correctly, consistently or at all
Editing: Grammar, mechanics, and transitions	The paper is free of grammatical or typographical errors and is well-edited	There are some grammatical or typographical errors	There are many major grammatical errors or typos which make it difficult to follow the paper's argument

Individual Initial Capstone Project Proposal

Audience: The audience is very broad - peers, community, instructor, academic community, prospective employers and/or professional schools. Keep in mind that the audience is not an expert in the disciplines used in Capstone Project.

Main point and purpose: You propose a complex problem to work into a Capstone Project. You can build upon our class project or propose something new and unrelated.

Pattern and procedures: In a minimum of 250 words identify your research question/problem, justify an interdisciplinary approach and identify ALL relevant disciplines (not just your concentrations). The final copy must be uploaded and contain the following components: a minimum of 250 words, a title page, and a reference section.

Standards and Criteria:

	3	2	1
Problem or research question defined and is complex	Your research question/problem is very complex and requires insights from more than 3 disciplines	Your research question/problem is complex	Your research question/problem is not complex
Interdisciplinary approach justified	The interdisciplinary approach is clearly justified and explained with concrete examples	The interdisciplinary approach is justified	The interdisciplinary approach is only somewhat or not justified
Relevant disciplines identified	ALL relevant disciplines are identified (you draw from a wide variety of disciplines, subdisciplines and	Most relevant disciplines are identified (you draw from a variety of disciplines, subdisciplines and	Some relevant disciplines are identified (you draw only from your concentrations) or no relevant

	interdisciplines in addition to your concentrations)	interdisciplines in addition to your concentrations)	disciplines have been identified
Practical element	You plan to have a doable, refreshing and unique practical element that integrates a wide variety of disciplines and extends beyond your concentrations	You plan to have a practical element that includes most relevant disciplines	Your practical element is vague, only includes some relevant disciplines or you fail to detail a practical element
Resources listed in APA or MLA format	APA/MLA citation style used is correctly and consistently used without any errors	APA/MLA citation style used mostly correctly and consistently but with errors	APA/MLA citation style not used correctly, consistently or at all
Editing: Grammar, mechanics, and transitions	The paper is free of grammatical or typographical errors and is well-edited	There are some grammatical or typographical errors	There are many major grammatical errors or typos which make it difficult to follow the paper's argument

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. 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.

<u>ACADEMIC HONESTY POLICY</u>
<u>POLICY STATEMENT</u>

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

DEFINITIONS

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

<u>Plagiarism</u> – 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

EXAM TIME	December 4 MON	December 5 TUES	December 6 WED	December 7 THUR
8 am	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
12 noon	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
3 pm	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
6 pm	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

Week	Dates	Readings, assignments, quizzes, etc.
1	August 21-25	Course Orientation, Syllabus, Introduction assignments; OKRA quiz; read Chapter 6 of text, Ex Reading Chapter 6
2	August 28-September 1	Discussion 1 Post and Response; 6.1; intro to class project

3	September 4-8	Discussion 2 Post and Response; class project complex problems; 6.2; VoiceThread Introduction Commenting
4	September 11-15	Discussion 3 Post and Response; class project complex problems; Peer Review; 6.3; Ex Reading Chapter 7;
5	September 18-22	Discussion 4 Post and Response; Doodle poll; VoiceThread Introduction Creation; 7.1
6	September 25-29	Discussion 5 Post and Response; Doodle poll result/Brainstorm; Chapter 6 quiz; 7.2
7	October 2-6	Discussion 6 Post and Response; 7.3; class project brainstorm; Ex Reading Chapter 8; Peer Review;
8	October 9-13	Discussion 7 Post and Response; 8.1; class project initial lit search; Chapter 7 quiz
9	October 16-20	Discussion 8 Post and Response; 8.2; class project initial lit search; Peer Review
10	October 23-27	Discussion 9 Post and Response; 8.3; class project map; review of BIS 300 quiz; Ex Reading Chapter 9
11	October 30-November 3	Discussion 10 Post and Response; 9.1; class project map; Peer Review
12	November 6-10	Discussion 11 Post and Response; 9.2, class project proposal; Chapter 8 quiz
13	November 13-17	Discussion 12 Post and Response; 9.3; class project proposal; Peer Review
Thanksgiving Holidays	November-20-24	
14	November 27-December 1	Discussion 13 Post and Response; Chapter 9 quiz, class project wrap up
Exam	December 4-8	Initial Individual Capstone Project Proposal; course evaluation counts as quiz grade