

BIS 400 Syllabus

Course Description

BIS 400: Applied Interdisciplinary Studies

CRN

Fall 45099/Spring 16376

Credits

3 credit hours

Prerequisites

BIS 300, BIS 310

Description

Applications of interdisciplinary thought and research. Students will use concepts and methods learned in previous BIS courses to explore issues in their chosen areas of emphasis. May involve individual or group projects combining concentrations. Over the course of the semester, students will develop a proposal for their Capstone Project (BIS 410).

Department

Interdisciplinary Studies

College or School

College of Arts and Sciences

University Mission

As a regional Carnegie Master's I university located in Cleveland, Mississippi, Delta State University serves as an educational and cultural center for the Mississippi Delta, emphasizing service to the Northern Delta counties and its campus centers in Clarksdale and Greenville.

The University offers undergraduate, graduate and continuing education programs of study leading to baccalaureate and master's degrees in the Colleges of Arts and Sciences, Business, Education, and the School of Nursing, as well as a Doctorate in Education. Emphasis is placed on excellence in instruction, followed by service and research, in the creation of a community of scholars. With special attention to small classes, a friendly environment, and a broad liberal arts foundation, the University encourages significant student-faculty interactions. Delta State provides programs and services that promote intellectual, cultural, ethical, physical, and social development. Students from different cultural, socioeconomic, and ethnic backgrounds will develop the ability to respect and evaluate the thoughts of others; to develop, assess, and express their own thoughts effectively; and to use the techniques of research and performance associated with their disciplines.

Course Objectives

Goals

Students taking this course will:

- apply various research methods to issues within or contingent to their areas of concentration
- investigate and evaluate products, theses, research projects in order to understand variety of possibilities for Capstone Project
- demonstrate critical and analytical skills in developing a viable proposal for the Capstone Project, identifying in the process useful sources, resources, and applicable research in the field

Outcomes

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

- articulate and present a workable proposal for their Capstone Project

DSU Grading System

Delta State University makes use of the following 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 by the end of the next full semester. This requirement does not apply to theses, dissertations, and other research or practicum courses, which can award the grade of IP (in progress).

Grading Methodology and Opportunities

The course assignments will receive the following weights:

Assignment	Value
Quizzes	20 percent
Exploratory Readings	20 percent
Capstone Project Proposal - NC	0 percent
Capstone Project Proposal - Graded	30 percent
Capstone Project Proposal Revise and Expanded	30 percent

Assignment Descriptions

Quizzes

Objective: The quizzes are low-stakes means of testing student’s comprehension of certain material.

Audience: Student and instructor.

Main point and purpose: To test whether students have mastered material.

Pattern and procedure: Short quizzes using multiple choice or true and false.

Standards and criteria: Students will be evaluated on whether or not they correctly answer the questions. The only exceptions are the pre- and post-tests. Students receive full points for completing those regardless of answers.

Exploratory Readings

Objective: In these assignments you will answer questions about the chapter to demonstrate that you have read and have a basic understanding about the chapter. It is also an opportunity to pose questions about the chapter by detailing what you didn’t understand about the chapter in the “muddiest point” section.

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: Attach a file with the questions, which are listed below, and their answers in short answer form. Name your file like this: Last Name_ExCh6.doc or .docx

Standards and criteria: Your answers should demonstrate an understanding of the chapter’s content through correct answers. Your answers should also demonstrate an ability to write coherent, grammatically correct sentences in an academic tone. See the rubric below for more criteria.

Your submissions will be measured against the following criteria:

Criteria	Exploratory Reading			Pts
	Ratings			
Question 1 view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts

Exploratory Reading

Criteria	Ratings			Pts
Question 2 view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Question 3 view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Question 4 view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Question 5 view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts

Total Points: 25

Exceeds Expectations: Student answers the question correctly in a full grammatically correct sentence.

Meets Expectations: Student answers the question correctly but not in a full grammatically correct sentence.

Does Not Meet Expectations: Students incorrectly answers question.

Capstone Project Proposal - NC

Objective: Propose an interdisciplinary Capstone Project which outlines a research question/problem, why an interdisciplinary approach is needed and identifies all disciplines which will be used to complete the project. This proposal combines the practical (what will you do?) with the theoretical (what have other said about what you want to do?). The Capstone Proposal clarifies your research question/problem, reviews literature in disciplines on research question/problem, explains a practical application and its execution. The research serves as a foundation to the practical application (for example: those wanting to produce a music CD must explain the theories of music production and how they will address these in the actual production of a CD; those creating a lesson plan for teaching a specific skill must explain the theories and how they will address these in the creation of lesson plan)

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: To organize your thoughts into a complete, coherent project which is aimed at a wide, diverse audience without personal bias, disciplinary bias or disciplinary jargon.

Pattern and procedures: You will write an academic paper. The final copy must be attached as a file (docx or doc format) and contain the following components:

Write a *minimum* of five pages PLUS title page and References Section

- Title
- Introduction
- Body
- Conclusion
- Reference Section/Works Cited

Standards and criteria:

In completing this assignment:

1. demonstrate that you can convince your audience that you have a project in mind that serves a community need and/or solves a problem, 2. demonstrate that you can analyze and use academic research to apply to a unique research question or problem in the form of a Capstone Project. See the rubric for more detailed standards and criteria. You will notice that Steps 7-9 are not listed on the rubric but you are expected to follow and address ALL the steps if necessary.

Your submissions will be measured against the following criteria:

Capstone Project Proposal - NC				
Criteria	Ratings			Pts
Problem or research question defined. view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Interdisciplinary approach justified. view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Relevant disciplines identified view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Problem or research questions analyzed and each insight or theory evaluated in each discipline. view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Resources listed in APA or MLA format. view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Editing: Grammar, mechanics, and	Exceeds	Meets	Does Not Meet	5

Capstone Project Proposal - NC

Criteria	Ratings			Pts
transitions view longer description	Expectations 5 pts	Expectations 4 pts	Expectations 3 pts	pts

Total Points: 30

Problem or research question defined.

Exceeds Expectations - Problem or research question thoroughly defined

Meets Expectations - Problem or research question adequately defined

Does Not Meet Expectations - Problem or research question vaguely defined or no problem or research question defined

Interdisciplinary approach justified.

Exceeds Expectations - Interdisciplinary approach thoroughly justified

Meets Expectations - Interdisciplinary approach adequately justified

Does Not Meet Expectations - Interdisciplinary approach vaguely justified or not justified

Relevant disciplines identified

Exceeds Expectations - All (student's concentrations and at least one other) relevant disciplines identified

Meets Expectations - Concentration disciplines identified

Does Not Meet Expectations - Concentrations/disciplines not identified

Problem or research questions analyzed and each insight or theory evaluated in each discipline.

Exceeds Expectations - Problem or research questions analyzed and each insight or theory evaluated in each discipline clearly in depth and breadth

Meets Expectations - Problem or research questions analyzed and each insight or theory evaluated in each discipline adequately

Does Not Meet Expectations - Problem or research questions analyzed and each insight or theory evaluated in each discipline vaguely or not at all

Resources listed in APA or MLA format.

Exceeds Expectations - APA/MLA citation style used correctly and consistently

Meets Expectations - APA/MLA citation style used mostly correctly and consistently

Does Not Meet Expectations - APA/MLA citation style not used correctly and consistently

Editing: Grammar, mechanics, and transitions

Exceeds Expectations - Proposal is well-edited, free of spelling and grammar errors and reads well (flows, easy to follow)

Meets Expectations - Proposal shows evidence of some editing, is mostly free of spelling and grammar errors and reads fairly well (flows, easy to follow)

Does Not Meet Expectations - Proposal shows little evidence of editing, has many

spelling and grammar errors and does not read well (choppy, grammar mistakes make proposal difficult or confusing to read)

Capstone Project Proposal - Graded

Objective:

Propose an interdisciplinary Capstone Project which outlines a research question/problem, why an interdisciplinary approach is needed and identifies all disciplines which will be used to complete the project. This proposal combines the practical (what will you do?) with the theoretical (what have other said about what you want to do?). The Capstone Proposal clarifies your research question/problem, reviews literature in disciplines on research question/problem, explains a practical application and its execution. The research serves as a foundation to the practical application (for example: those wanting to produce a music CD must explain the theories of music production and how they will address these in the actual production of a CD; those creating a lesson plan for teaching a specific skill must explain the theories and how they will address these in the creation of lesson plan)

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:

To organize your thoughts into a complete, coherent project which is aimed at a wide, diverse audience without personal bias, disciplinary bias or disciplinary jargon.

Pattern and procedures:

You will write an academic paper. The final copy must be attached as a file (docx or doc format) and contain the following components:

Write a *minimum* of five pages PLUS title page and References Section

- Title
- Introduction
- Body
- Conclusion
- Reference Section/Works Cited

Standards and criteria:

In completing this assignment:

1. demonstrate that you can convince your audience that you have a project in mind that serves a community need and/or solves a problem
 2. demonstrate that you can analyze and use academic research to apply to a unique research question or problem in the form of a Capstone Project.
- See the rubric for more detailed standards and criteria. You will notice that Steps 7-9 are not listed on the rubric but you are expected to follow and address ALL the steps if necessary

Your submissions will be measured against the following criteria:

Capstone Project Proposal - Graded

Criteria	Ratings			Pts
Problem or research question defined. view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Interdisciplinary approach justified. view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Relevant disciplines identified view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Problem or research questions analyzed and each insight or theory evaluated in each discipline. view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Resources listed in APA or MLA format. view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Editing: Grammar, mechanics, and transitions view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts

Total Points: 30

Problem or research question defined.

Exceeds Expectations - Problem or research question thoroughly defined

Meets Expectations - Problem or research question adequately defined

Does Not Meet Expectations - Problem or research question vaguely defined or no problem or research question defined

Interdisciplinary approach justified.

Exceeds Expectations - Interdisciplinary approach thoroughly justified

Meets Expectations - Interdisciplinary approach adequately justified

Does Not Meet Expectations - Interdisciplinary approach vaguely justified or not justify

Relevant disciplines identified

Exceeds Expectations - All (student's concentrations and at least one other) relevant disciplines identified

Meets Expectations - Concentration disciplines identified

Does Not Meet Expectations - Concentrations/disciplines not identified

Problem or research questions analyzed and each insight or theory evaluated in each discipline.

Exceeds Expectations - Problem or research questions analyzed and each insight or theory evaluated in each discipline clearly in depth and breadth

Meets Expectations - Problem or research questions analyzed and each insight or theory evaluated in each discipline adequately

Does Not Meet Expectations - Problem or research questions analyzed and each insight or theory evaluated in each discipline vaguely or not at all

Resources listed in APA or MLA format.

Exceeds Expectations - APA/MLA citation style used correctly and consistently

Meets Expectations - APA/MLA citation style used mostly correctly and consistently

Does Not Meet Expectations - APA/MLA citation style not used correctly and consistently

Editing: Grammar, mechanics, and transitions

Exceeds Expectations - Proposal is well-edited, free of spelling and grammar errors and reads well (flows, easy to follow)

Meets Expectations - Proposal shows evidence of some editing, is mostly free of spelling and grammar errors and reads fairly well (flows, easy to follow)

Does Not Meet Expectations - Proposal shows little evidence of editing, has many spelling and grammar errors and does not read well (choppy, grammar mistakes make proposal difficult or confusing to read)

Capstone Project Proposal Revised and Expanded**Objective:**

Revise (based on my feedback and your continued research) and expand on your Capstone Proposal. Continue developing your interdisciplinary Capstone Project which outlines a research question/problem, why an interdisciplinary approach is needed and identifies all disciplines which will be used to complete the project. This project combines the practical (what will you do?) with the theoretical (what have other said about what you want to do?). The Capstone Proposal clarifies your research question/problem, reviews literature in disciplines on research question/problem, explains a practical application and its execution. The research serves as a foundation to the practical application (for example: those wanting to produce a music CD must explain the theories of music production and how they will address these in the actual production of a

CD; those creating a lesson plan for teaching a specific skill must explain the theories and how they will address these in the creation of lesson plan)

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:

To outline the Capstone Project in its entirety to a wide, diverse audience without personal bias, disciplinary bias or disciplinary jargon. To organize your thoughts into a complete, coherent project which is aimed at a wide, diverse audience without personal bias, disciplinary bias or disciplinary jargon.

Pattern and procedures:

You will write an academic paper. The final copy must be attached as a file (docx or doc format) and contain the following components:

Write a *minimum* of ten pages PLUS title page and References Section

- Title
- Introduction
- Body
- Conclusion
- Reference Section/Works Cited

Standards and criteria:

In completing this assignment:

1. demonstrate that you can convince your audience that you have a project in mind that serves a community need and/or solves a problem
2. demonstrate that you can analyze and use academic research to apply to a unique research question or problem in the form of a Capstone Project.

See the rubric for more detailed standards and criteria. You will notice that Steps 7-9 are not listed on the rubric but you are expected to follow and address ALL the steps if necessary.

Your submissions will be measured against the following criteria:

Capstone Project Proposal Revised and Expanded				
Criteria	Ratings			Pts
Problem or research question defined (Step 1 of Repko's IRP)	Exceeds	Meets	Does Not Meet	5 pts

Capstone Project Proposal Revised and Expanded

Criteria	Ratings			Pts
view longer description	Expectations 5 pts	Expectations 4 pts	Expectations 3 pts	
Interdisciplinary approach justified (Step 2 of Repko's IRP) view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Relevant disciplines identified (Step 3 of Repko's IRP) view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Problem or research questions analyzed and each insight or theory evaluated (Step 6 of Repko's IRP) view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Reflected on, tested, and communicated the understanding (Step 10 of Repko's IRP) view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Resources cited view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Editing – grammar, mechanics, transitions view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts
Student has incorporated and/or made necessary changes based on comments made on Capstone Project Proposal view longer description	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Does Not Meet Expectations 3 pts	5 pts

Total Points: 40

Problem or research question defined.

Exceeds Expectations - Problem or research question thoroughly defined

Meets Expectations - Problem or research question adequately defined

Does Not Meet Expectations - Problem or research question vaguely defined or no problem or research question defined

Interdisciplinary approach justified.

Exceeds Expectations - Interdisciplinary approach thoroughly justified

Meets Expectations - Interdisciplinary approach adequately justified

Does Not Meet Expectations - Interdisciplinary approach vaguely justified or not justify

Relevant disciplines identified

Exceeds Expectations - All (student's concentrations and at least one other) relevant disciplines identified

Meets Expectations - Concentration disciplines identified

Does Not Meet Expectations - Concentrations/disciplines not identified

Problem or research questions analyzed and each insight or theory evaluated in each discipline.

Exceeds Expectations - Problem or research questions analyzed and each insight or theory evaluated in each discipline clearly in depth and breadth

Meets Expectations - Problem or research questions analyzed and each insight or theory evaluated in each discipline adequately

Does Not Meet Expectations - Problem or research questions analyzed and each insight or theory evaluated in each discipline vaguely or not at all

Reflected on, tested, and communicated the understanding (Step 10 of Repko's IRP)

Exceeds Expectations - Student has identified which Test, how and why, s/he will use to evaluate entire Capstone Project

Meets Expectations - Student has identified which Test s/he will use to evaluate entire Capstone Project but not how and why

Does Not Meet Expectations - Student does not identify a Test to evaluate entire Capstone Project or how and why

Resources listed in APA or MLA format.

Exceeds Expectations - APA/MLA citation style used correctly and consistently

Meets Expectations - APA/MLA citation style used mostly correctly and consistently

Does Not Meet Expectations - APA/MLA citation style not used correctly and consistently

Editing: Grammar, mechanics, and transitions

Exceeds Expectations - Proposal is well-edited, free of spelling and grammar errors and reads well (flows, easy to follow)

Meets Expectations - Proposal shows evidence of some editing, is mostly free of spelling and grammar errors and reads fairly well (flows, easy to follow)

Does Not Meet Expectations - Proposal shows little evidence of editing, has many spelling and grammar errors and does not read well (choppy, grammar mistakes make proposal difficult or confusing to read)

Student has incorporated and/or made necessary changes based on comments made on Capstone Project Proposal

Exceeds Expectations - Student has incorporated all and/or made all necessary changes based on comments made on Capstone Project Proposal - Graded

Meets Expectations - Student has incorporated most and/or made most necessary changes based on comments made on Capstone Project Proposal - Graded

Does Not Meet Expectations - Student has not incorporated and/or made necessary changes based on comments made on Capstone Project Proposal - Graded

Instructor Policies

No make-up quizzes or extra-credit work if you miss any assignments or your grade is low.

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

Power outages, computer or drive failures, 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.

Canvas Course Management System

It is the student's responsibility to configure his/her computer to fully take advantage of Canvas. For instructions follow the guidelines on the opening page of Canvas. If the student is experiencing difficulties with the course management system, he/she must contact Canvas to resolve the issues. Issues with Canvas are not an excuse to hand in assignments late. The Canvas Helpdesk number is x4444 (on-campus), 662.846.4444 (local) and 1.866.264.1465 (toll free) and the email address is helpdesk@deltastate.edu.

Academic Policies

Students should familiarize themselves with [university policies](#), and particularly those that govern academics and student affairs at Delta State. The policies that are likely to affect students in this course are listed below.

Attendance and Participation

Delta State University maintains standards for class attendance and absence. Students are responsible for adhering to the policy. Students must attend a minimum of 75 percent of all scheduled classes and activities.

Students taking fully online courses or online courses with minimized face-to-face meeting times or residencies will not attend a physical class regularly or at all. However, online students are required to check the course site regularly, participating in the daily work of the course. At a minimum, students should log in twice a week. Students demonstrating little or no activity within the first three weeks of the course may be dropped from the course as a No Show. Additionally, students who do not actively participate in class through discussions/forums and assignments will be "cut out" after three weeks of non-consecutive inactivity or missed activity.

Absences and Excuses

Each student is directly responsible to the individual instructor for absences and for make up work missed. For additional information on absences generally excused by the university, consult the official [policy statement](#) in the university policy manual.

Cheating and Plagiarism

Cheating and plagiarism are not tolerated. If it is established that a violation has occurred, instructors may determine the penalty, and should report the offense to the division/department chair, the student's advisor, the dean, and the Office of Academic Affairs. The usual minimum penalty involves a grade of zero (0) on the test, examination, or paper in question. A second offense by any student will be reviewed for more stringent

action and will usually result in suspension. Any additional offenses will usually result in expulsion from the university.

Graduate students who cheat or plagiarize will receive a grade of zero (0) for the assignment and may receive a grade of "F" in the course. Instructors report the offense to the division/department chair, the student's advisor and/or program coordinator, the Graduate Office and the Office of Academic Affairs. A second offense by any student will result in dismissal from the university. Plagiarism in a Delta State University graduate thesis/dissertation will result in denial or removal of the degree, and the person will be denied admission to or be expelled from subsequent degree programs at Delta State University.

Abuse of Computers and Network Systems

All members of the Delta State University community must use electronic communications in a responsible manner. The university may restrict the use of its computers and network systems for electronic communications, in response to complaints presenting evidence of violations of [other university policies or codes](#), or state or federal laws. Specifically, the university reserves the right to limit access to its networks through university-owned or other computers, and to remove or limit access to material posted on university-owned computers. The university reserves the right to limit access to its networks through university-owned or other computers, and to remove or limit access to material posted on university-owned computers.

Americans with Disabilities Act (ADA)

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University. Contact the ADA Officer in the Counseling Center at the [O.W. Reily Student Health Center](#) for more information or accommodation.

College Identification

All full-time and part-time students enrolled in six or more hours are given a combination identification-activity card, also known as the [Okra Kard](#), bearing their photograph and student identification number. These cards are important because they will identify a student when borrowing books from the library, making purchases in the bookstore, purchasing a parking decal, cashing authorized checks, gaining admittance to food services, meal plan tracking, a pre-paid debit account and all student activities and athletic events. The identification card has a monetary value because it is a prepaid ticket to all athletic events (other than GSC and NCAA tournaments where Delta State is a host site) and many social events.

Students on campus must carry their identification card at all times and produce them when requested by members of the University staff. These cards are not transferable. Students are liable for disciplinary action for misuse of identification-activity cards, for altering them in any way, for loaning them to another person, or for failing to have the card on his or her person when it is requested by a member of the university staff.

Required Texts

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

A copy of the text is available at the Reserve Desk of the Roberts-LaForge Library. Until purchased students can borrow a copy for two-hour blocks.

Recommended Texts

A good dictionary, thesaurus and grammar handbook.

Additional Materials

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

Computing Requirements

To access the online component 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.