

[Print Copy of Syllabus](#)

### **Course Number**

BIS 301

### **Course Title**

Foundations of Interdisciplinary Studies

### **Faculty**

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### **Catalog Description**

This course introduces interdisciplinary studies core knowledge, skills, and integration in academic and applied settings.

This section is a flipped section of BIS 301. Which means that students will be required to complete similar assignments to online students, but will have the benefit of personalized mentoring and face to face explanations and assistance.

### **Learning Outcomes**

At the completion of this course, students will be able to:

#### **IDS core knowledge:**

Understand and explain the following terms: academic disciplines / disciplinary, crossdisciplinary, multidisciplinary, interdisciplinary, and transdisciplinary. Gain awareness of the history, background, and context of interdisciplinary studies.

#### **Concentration area / knowledge of disciplines:**

Identify and present key characteristics of specific disciplines. Examine, apply, or compare key insights, concepts or theories from each discipline to illustrate the disciplinary perspective.

#### **Integration / synthesis:**

Draw connections between multiple disciplines, including your own specific areas of study. Provide evidence of integrative thinking. Apply at least one model/framework of integration.

#### **Interdisciplinarity in applied settings:**

Understand how disciplinarity and interdisciplinarity function outside the university. Understand organizational trends as related to notions of interdisciplinarity.

#### **Personal / career development:**

Assess individual strengths and opportunities for improvement with respect to future success in increasingly interdisciplinary workplaces and social settings.

**Textbook:**

Augsburg, T. (2016). Becoming interdisciplinary: An introduction to interdisciplinary studies (3rd ed.). Dubuque, IA: Kendall/Hunt Pub.

Etext available for \$57.54 at <https://he.kendallhunt.com/product/becoming-interdisciplinary-introduction-interdisciplinary-studies>

**Course Topics & Schedule**

Mod	Objective	Date	Topic	Read	View	Assignment Due
1	Gain awareness of the history, background and context of interdisciplinary studies and the BIS program.	8/18	Course Introduction	Augsburg Ch1		Familiarize yourself with the course and complete exercise 1.1 (pages 6)
		8/23	Introduction to Interdisciplinary Studies	Augsburg Ch2, Off Beat Majors Help CEO's Think Outside the box.	PP1	
		8/25	Team Formation & Meeting	Repko What is IDS Repko Role of Disciplines	PP2	Familiarize yourself with team project
		8/30	Rethinking College & Advisor Visit, Intro to Plan of Study		Advisor PP	Worksheet 1
2	Draw connections between multiple disciplines, including students own specific areas of study. Understand how the concepts of disciplinary and interdisciplinary function inside and outside of the university.	9/1	History of IDS, Metaphors & Understanding Disciplines	Augsburg Ch 3 & 5		
		9/6	Why IDS Class Debate	Augsburg Ch 7		Prepare for debate by doing readings

		9/8	Understanding Cross-Functional Teams	The World of Cross Functional Teams  Cross Functional Teams: Working with allies, enemies and other strangers		Plan of Study Due
		9/13	Team Challenge		PP3 PP4	Team: Food for thought worksheet 1- due at the end of class
3	Be able to identify and present key characteristics of specific disciplines. Draw connections between multiple disciplines including students own specific areas of study. Understand and explain the following terms; academic disciplines/ disciplinary, cross disciplinary, multidisciplinary, interdisciplinary and transdisciplinary.	9/15	Types of Disciplinarity	Augsburg Ch 4	PP5	
		9/20	Understanding MAPS & Plagiarism Unit	Read MAPS Resources Augsburg Ch 9		
		9/22	MAPS Lab 1- Library Day! <b>Meet in Hayden Library</b> <b>Meet in Room C-41</b>	Plagiarism Unit		Complete Plagiarism Unit Online & take Quiz

		9/27	Teamwork			MAPS 1 Due Team: Complete "Food for thought" worksheet 2 - due by the end of class. Peer Participation
4	Provide evidence of integrative thinking, Apply at least one model/ framework of integration. Examine, apply, or compare key insights, concepts or theories from each discipline to illustrate the disciplinary perspective.	9/29	Integrative Thinking: Newell's Seven Steps	Augsburg Ex 7 .5, pages 113-117  A Theory of Interdisciplinary Studies(option al)	PP6	
		10/4	Integrative Thinking: Klein	Klein- The Integrative Core	PP7	
		10/6	Predicting Future Trends/ MAPS 2 Lab			
		10/13	Teamwork: Develop your Strategic Plan			MAPS 2 Due Team: Draft Executive Summary
5	Provide evidence of integrative thinking, apply at least one model/ framework of integration.	10/18	Repko's Integrative Process & Quiz Review	Repko Ch 5 Augsburg Ch 10	PP8	
		10/20	Quiz			
		10/25	Work styles & MAPS 3 Lab			
		10/27	Teamwork			MAPS 3 Due Team: Familiarize yourself with the

						10 slide presentation, develop a budget and create a timeline.
6	Assess individual strengths and opportunities for improvement with respect to future success in increasingly interdisciplinary workplaces and social settings. Begin to prepare for a career in an interdisciplinary world.	11/1	Career Services	Augsburg Chapter 6 Visit ASU Career Services Online and Complete Assessments as Needed  100 Best Jobs, Jobs in 2020 and Web Materials on careers from US News. Six Ways the World of Work is Changing		
		11/3	Personal Mission and Vision Statements	Mission and Vision Reading Augsburg Ch 8		
		11/8	BIS 401 Nick, 401 Coordinator Talk	BIS 401 Information	PP401	
		11/10	Teamwork			Mission and Vision Worksheet Due Team: Create Draft for final presentation
7	Understand organizational and global trends as related to notions	11/15	Intercultural Teams & Globalization , BIS 302, BIS 402	Globalization Readings		

	of interdisciplinary					
		11/17	Teamwork Day			Team: Put your final touches on your presentation
		11/22	Team Presentations			Team Presentations
		11/28	Team Presentations			Team Presentations
		12/1	Team Presentations & Wrap up			Peer Participation Reflection Papers Due All Work Due

### Assignment & Points:

#### Module 1

Class Participation and Discussion, 30 points  
BIS Intro Worksheet, 50 points

#### Module 2

Class Participation and Discussion, 30 points  
Plan of Study, 50 points

#### Module 3

Class Participation and Discussion, 30 points  
MAPS Part 1, 65 points  
Plagiarism Quiz, 60 points  
Peer Participation Evaluation 1, 60 points

#### Module 4

Class Participation and Discussion, 30 points  
MAPS Part 2, 65 points

#### Module 5

Class Participation and Discussion, 30 points  
MAPS Part 3, 70 points  
Interdisciplinary Concepts Quiz, 100 points

#### Module 6

Class Participation and Discussion, 30 points  
Mission and Vision Exercise and Worksheet, 60 points

## Module 7

Class Participation and Discussion, 30 points

Final Interdisciplinary Team Reflection Paper, 50 points

Peer Participation Evaluation 2, 60 points

Final Interdisciplinary Team Project, 100 points

## Grading

Grade	Percentage	Points Range
A	90 – 100%	1000 – 900
B	80 – 89%	890 – 800
C	70 – 79%	790 – 700
D	60 – 69%	690 – 600
E/F	Below 60%	590 and below

### Grading Procedure:

Grades are not rounded. If you receive over a 1000 points an A+ will be rewarded.

### Abbreviated Assignment Descriptions: (Detailed grading rubrics for each assignment will be posted in modules)

**Class Participation and Discussion:** (30 points each module, 7.5 points per class meeting or a total of 210 points for the semester). Each class period there will be discussions and other interactive activities that corresponds to the topic addressed in the module. Students are expected to attend class and contribute original ideas to the discussion or activities.

**BIS Intro Worksheet:** (50 points) This worksheet addresses basic questions about the nature of college and the BIS program and is designed to get you thinking about your degree.

**Plan of Study:** (50 Points) You are to write an academic action plan that maps out the remainder of your undergraduate academic career at ASU. The intent of this assignment is for you to clarify where you are going as a student and what you hope to get out of your degree

Steps:

1. Review your DARS for accuracy and see your advisor to fix any problems.
2. List out the most important courses that you have taken briefly discuss each of these courses.
3. Put together a semester-by-semester plan that states what courses you will take and when your degree will be completed.
4. Briefly discuss why you have chosen these courses, how they fit with your career goals and what you hope to gain from these courses.

**Plagiarism Quiz:** (60 points) You will be required to read over the material presented to you in a plagiarism unit. When you have completed reading the unit you will need to take a quiz.

**MAPS Assignment:** (Maps1 65 , Maps2 65 points, Maps3 70 points, total 200 points) The

Maps assignments guide you through an investigation of two disciplines (generally your two concentration areas – although Organizational Studies students may pick Organizational Studies and one other discipline of interest) by providing you with an opportunity to investigate key characteristics of these disciplines. The Maps assignments help you to explore the epistemologies of each of your disciplines and lay the foundation for integrative thinking. By investigating key ideas, concepts, theories, research methods, and methodologies of your disciplines, you're gaining a holistic understanding of your disciplines.

**Interdisciplinary Concepts Quiz:** (100 points) You will be required to define the following terms: academic disciplines / disciplinary, cross-disciplinary, multidisciplinary, interdisciplinary, and transdisciplinary, demonstrate a basic awareness of the history and background of Interdisciplinary Studies, apply one model for integration to a specific problem that will be provided, and draw connections between disciplines. A study guide is posted in the assigned module.

**Final Interdisciplinary Team Project:** (100 points) **inal Interdisciplinary Team Project:** (100 points) The purpose of this assignment is to learn how to be an effective interdisciplinary team player and to gain a better understanding of how interdisciplinary/ cross-functional teams work. You will work with your team to creative an idea for the Changemaker Challenge: <https://eoss.asu.edu/changemaker-challenge>. Changemaker Challenge teams must be cross-functional in nature. The team will be responsible for creating a two-page executive summary and a 10 slide PowerPoint presentation which adheres to the Changemaker Challenge rules.

**Weekly Team Assignments:** Each week you will be assigned a task to complete with your team and post to your Group Doc Sharing page. Although there are no points assigned each week, the final project is worth 100 points and there are two peer reviews each worth 60 points. If a member of your team is not participating please let the instructor know as soon as possible.

**Peer Evaluation:** (60 points each, total 120 points) You will be asked to fill out a peer evaluation where you grade your teammates on their participation in the final interdisciplinary group assignment. You will also be asked to evaluate your own involvement and assess the team process.

**Mission and Vision Exercise and Worksheet:** (60 points) As part of your focus on your integrated self and future career you are to write a mission and vision statement. This statement should be reflective of your goals and values and should serve as a tool for you to use when making career decisions.

**Interdisciplinary Team Reflection Paper:** (50 points) As part of the project each team member will write a one to two page reflection paper on the experience. Some possible questions to reflect upon in your paper include:

- What did you learn about your strengths and weaknesses as an individual leader and as an individual follower during this exercise?
- What insights did you gain about interdisciplinary teams through doing this exercise?
- When did your group enter the performing stage? How was the group's behavior in this stage different from its behavior in other stages of the group's development?
- Did your group perform effectively as an interdisciplinary team? Support your answer.

## Important Policies:

### Conduct

An environment of acceptance is to be maintained at all times in this class. From time to time sensitive issues may arise regarding: race, class, nationality, gender, religion & sexual orientation, students are expected to respect the confidentiality of any shared information. This course is conducted according to the ASU Code of Conduct.

### Late Assignment Policy

Late assignments will be penalized 10% for each class meeting that they are late. Only with medical or legal documentation will the late penalty be waved.

### Redo Policy

Students will be allowed to redo assignments only when they receive a grade of 69% (D) or lower or upon special request.

### Participation Policy

Participation is an integral part of this course and therefore no more than 4 unexcused absences are allowed. If a student has more than 4 unexcused absences the instructor reserves the right to drop the student from the course. The student's participation will be assessed taking into account: attendance, participation in class activities, and participation in class discussions. Essential for participation is preparation. It is expected that each student has completed all readings and assignments for each class. Excused absences will be provided only with proper documentation (Dr.'s note or other legal or official papers, obituary etc...)

### Rules of Academic Integrity

The Rules of Academic Integrity is the university community's standard of honesty and is endorsed by all members of the ASU & BIS academic community. It is an essential element of the University's academic credibility. All work in this course must follow ASU & BIS Rules of Academic Integrity. Plagiarism in any form will not be tolerated and could result in course failure and possible suspension.

### Americans with Disabilities Act

In accordance with section 504 of the federal rehabilitation act of 1973 and Americans with Disabilities Act of 1990, ASU endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal education programs and activities. Proof of disability from a competent authority will be required as well as information regarding specific limitations for which accommodation is requested. Should you need special accommodations, please contact me after class or during office hours.

### Religious Observances

Students will be excused from class for religious observances, however they are required to inform the professor in advance.