

Oakland University  
School of Health Sciences  
HS 402 – Field Experience in Integrative Studies (4 credits)

**Instructor:** Scott L. Crabill  
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Class Time: Varies

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**Course Description:** This course is designed to integrate previous academic coursework into a coherent understanding of how the educational experience serves to enhance individual and community well being.

**Completion of this course with a 2.0 or better will meet the General Education requirements in the Capstone Experience Area.**

**Completion of this course will meet the General Education requirements in the Writing Intensive in the Major Area for Bachelor of Integrative Studies Majors.**

**Course Prerequisites/corequisites:** Senior standing. Complete RHT 160 with a grade of 2.0 or better.

**General Education Learning Outcomes:**

Students will demonstrate:

1. Capstone Experience
  - appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise
  - the ability to integrate the knowledge learned in general education and its relevance to the student's life and career
2. Writing
  - knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose
  - effective rhetorical strategies appropriate to the topic, audience, context, and purpose

**General Education Cross-Cutting Capacities:**

1. Effective Communication - The ability to communicate effectively is met through the use of oral presentations and writing assignments. Communicating information in a meaningful way is a fundamental skill necessary to success in academe and society.
2. Social Awareness - Enhances students' understanding of society and their effectiveness as citizens. This course provides students with the ability to understand issues of social

importance, examine the ways in which these issues are handled within our society and enable students to act as effective citizens.

### **Course Content and Objectives:**

The capstone course is designed to integrate knowledge gained through the general education requirement and your individual major. We will explore knowledge integration, specifically how the knowledge fields you have encountered through your education relate to individual and community well being, as well as broader social contexts. In this course we will examine the foundations and perspectives of several disciplines. This course will improve your ability to read closely, write and think critically, communicate clearly, research effectively and work collaboratively.

You will be working independently, in small groups, and in the full class setting. Together, we can make these assignments and exercises meaningful, rich, and interesting. You will complete the course with a better understanding of your place as a student, a scholar, and a citizen.

### **Student Learning Outcomes**

Students will demonstrate the ability to:

- Cope with a complex problem
- Identify the defining elements of disciplines relevant to the problem
- Assess the relationships among disciplines relevant to the problem
- Integrate insights into the problem
- understand a problem that is more comprehensive than is possible using a single subject approach
- Apply APA writing style
- Function as a member of a collaborative learning experience
- to write formal papers
- to communicate effectively in speaking and writing

**Texts:** Interdisciplinarity: History, Theory & Practice, Julie Thompson Klein, Wayne State University Press (ISBN: 0-8143-2088-0)

Seven Complex Lessons in Education for the Future, Edgar Morin, available as a PDF for free from UNESCO, who commissioned the work, at:  
[unesdoc.unesco.org/images/0011/001177/117740eo.pdf](http://unesdoc.unesco.org/images/0011/001177/117740eo.pdf)

### **Course Procedures:**

Class meets weekly throughout the semester. The course requires reading assignments, written chapter response papers, an electronic portfolio, group projects, class participation, presentations, and mid-term and final essays.

There is a Moodle component to this class and it is designed to make your work more accessible

to me. We will use Moodle as a means of managing assignments and keeping you informed of feedback and points for your assignments. All written assignments must be completed and submitted through Moodle. If you experience technical difficulties, I will accept hard copies in class on the day assignments are due. Through Moodle you will be able to keep track of your grades and attendance, hence you will know where you stand in the class through out the semester and at the end of the semester you will be able to calculate your final grade.

**Expectations of Students:** Your presence is expected in every class. Any class missed will result in the deduction of your final grade by 20 points. This can be partially recovered by doing both of the following: give advance notice of your absence and submit a one page type-written paper on the assigned subject. (This paper will only be accepted on the day of your return). Points will be deducted from your overall point total; the deduction breaks down as follows:

Unexcused - Missed class didn't call or write paper – deduct 20pts from the total points earned.

Called- Missed class called but didn't write paper – deduct 15pts from the total points earned.

Wrote- Missed class didn't call but wrote paper – deduct 10pts from the total points earned.

Excused-Missed class called and wrote paper – deduct 5pts from total points earned.

If you miss two classes, you will need to make an appointment with me to discuss continuing this course. Three is the maximum number of absences allowable to receive credit for the course.

Late arrivals: If you will be late for class, your consideration of the class in progress is expected. Therefore, upon your arrival slip a note under the door announcing your arrival and be patient as I find an opportune time for you to enter. Upon entry it is expected that you will be prepared to give an impromptu speech on a subject chosen by the instructor or class members.

Early departures: In the event that you leave class early, you will need to notify the instructor before class begins and wait for a minimally disruptive time to leave. Those leaving early will be expected to give an impromptu speech in the following class.

***Chronic tardiness will affect your final grade. I do not deduct points for the first two times you are tardy, however if you are late a third time I deduct two points for each tardy and every subsequent tardy.***

1 tardy – 0pts deducted	4 tardy – 8pts deducted	7 tardy – 14pts deducted
2 tardy – 0pts deducted	5 tardy – 10pts deducted	8 tardy – 16pts deducted
3 tardy – 6pts deducted	6 tardy – 12pts deducted	9 tardy – 18pts deducted and so on...

**Academic Conduct Policy:** Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration, access, or modifying of computer programs is considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. Any academic misconduct will be reported to the Dean of Students and you will receive a 0.0 in the course. See catalog under Academic Policies and Procedures.

**Plagiarism:** Most applicable to this course is the issue of plagiarism. I encourage you to visit the University Writing Center for assistance in constructing your papers. Realize that the

Writing Center is not a place that “fixes” papers to ensure higher grades, but functions as a resource for consultation to develop the writing process. My concern for you is that you develop scholarly and ethical writing practices. To assist you in this learning process I’ve listed some resources to assist in your understanding of plagiarism and ways of avoiding unacceptable writing practices.

- Kresge Library's Student Plagiarism Tutorial  
<http://library.oakland.edu/tutorials/studentwriting.htm>
- Oakland University Writing Center  
<http://www2.oakland.edu/writingcenter/>
- Kresge Library’s Online Tutorials  
<http://library.oakland.edu/tutorials/index.htm>

**Add/Drops:** The University add/drop policy will be explicitly followed. It is the student’s responsibility to be aware of the University deadline dates for dropping the course.

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

### **Grade Determination:**

Class Participation	12% - 120pts
Chapter Responses	18% - 180pts
Group Project	20% - 200pts
Portfolio	10% - 100pts
Mid-term Analysis	15% - 150pts
Final Analysis and Presentation	25% - 250pts
(90-100%) 3.6-4.0 — A	(70-80%) 2.0-2.9 — C
(80-90%) 3.0-3.5 — B	(60-70%) 1.0-1.9 — D
(0-59%) 0.0 — no credit	

### **Class Participation**

Your participation in classroom discussions is vital to the success of this class, it is also essential that you identify and develop your skills as a communicator. In order to do this it is in your best interest to be attentive, alert, and respectful. There are several barriers to effective communication, such as allowing something from outside the class instruction to become more important, rudeness, sleeping, studying for another class, absences, and arrogance. Your grade for participation will be based upon my observation of your appropriate and active contribution to the class, as the course develops you should begin to understand the subtle nuances of being a “good” participant. I will be using chapter response papers as a means of stimulating class discussion. On each day of class I will ask the class to discuss the reading, and from this point students will lead the discussion. If no one volunteers to initiate discussion, I will begin calling on students individually.

### **Chapter Assignments**

In order to facilitate class discussions you will be asked to complete a variety of written assignments outside of class. These assignments will closely pertain to the reading from the book and are designed to facilitate classroom discussion and to appraise your understanding of the material read. Over the course of the semester you will be asked to complete approximately 12 assignments (250 words) on a variety of topics. These assignments are due on the days indicated by the instructor; this information will be available through Moodle. All written assignments must be submitted through Moodle, ***I do not accept papers after the original due date, nor will I accept e-mail versions.*** It is your responsibility to find out if I assigned a paper on a day you are absent, this information will be available through Moodle. If this fails, feel free to contact the instructor for this information.

### **Group Project**

During the first weeks of class you will be assigned to a small group based upon your academic interests and experiences. Once assigned to this group you will be responsible for developing a community service project that will benefit the surrounding community. The purpose of this service learning project is to assist you in understanding the connection between your education and the greater good of the community. Consideration of and respect for each other make day-to-day interchange viable, less obvious are the multitude of things people do for others. These are the social acts we do, that we don't "have to do," to serve other people. The vitality of a community depends on the social act of "giving something back." Our sense of community exerts an influence on us, and we, in turn, purposefully or not, contribute to or detract from what community is for others.

To qualify as a service learning project, your group must volunteer at an agreed upon not-for-profit community based organization. In addition, your group must determine what it will provide to the organization. What your group offers the organization will be determined largely by the talents of the group you are in. Your approach to this project should move beyond the idea of "doing your time" for the project. This is a considerable portion of your grade and should reflect the depth of knowledge and expertise of the group members. Your grade for this project is determined by your ability to work with your peers, evaluation of your experience, and presentation of the final product of the volunteer experience. The instructor will provide a list of organizations, at the request of the group, however your group is responsible for identifying the organization that would be best served by your group's background. Grades will be determined individually and provided through the group evaluation form completed by each member of the group (see form attached).

### **Midterm Analysis Paper (1000 words)**

This is an integrative paper, which means you must carefully consider a research topic that lends itself to an integrative approach. To do this you will have to draw upon your previous coursework and your original BIS rationale or individual major. You will need to consider the issues that are pertinent to the group project you have been assigned. For example, your group can choose a service project that serves battered women. There are a multitude of issues that can be identified within this experience (i.e. domestic violence, power/dominance in relationships, substance abuse). However you go about choosing an issue it must have depth that can be

explored from a scholarly perspective of at least two disciplines you have encountered as an undergraduate. Therefore you must include a preliminary reference section of three sources that contribute to your thinking about the issue or problem. This paper serves as a first draft of your final research paper, therefore pay close attention to my comments.

### **Final Analysis Paper and Presentation**

For this paper you will need to write at least 2000 words of text (about 8 pages). Within the text you need to clearly state the issue/problem you identified within the Midterm Analysis and reflect your understanding of the issue/problem within a scholarly context. You will need to draw upon theories and methodologies you encountered through previous coursework within your analysis of the issue/problem. While your mid-term analysis required only three academic sources, I expect a minimum of six academic sources. You will be expected to give a brief presentation of your analysis to the class.

The final grade for your paper will be determined through the following criteria:

**40pts** – Inclusion of feedback from first draft

**60pts** - To what extent did you demonstrate the ability to draw upon disciplinary insights gained from your educational coursework

**80pts** – To what extent were you able to demonstrate an understanding of the identified disciplines as they relate to your identified problem/question/issue.

**30pts** - To what extent did you demonstrate the ability to integrate knowledge gained through your education to broader social contexts?

**30pts** - How well-written and presented was the paper in terms of clarity, sentence structure, word choice, grammar and APA conventions.

Total 250 pts.

### **Electronic Portfolio**

Your electronic portfolio is the centerpiece of your education to the extent that it is an ongoing collection of your achievements. It should contain your resume and a one page summary of your career goals, resume (Bachelor of Integrative Studies students only), and other artifacts relevant to your academic accomplishments.

- All written assignments will be evaluated for their format, organization, style, grammar and punctuation, as well as content.
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## **Time Schedule and Topical Outline**

The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make changes or adjustments to this schedule.

Week 1	Class - Introduction - Rationale for the capstone course, expectations, and discussion of course assignments
Week 2	Morin – Chapter 1- Detecting Error and Illusion Morin – Chapter 2 – Principles of Pertinent Knowledge  Selection of Groups for small group project
Week 3	Morin – Chapter 6- Understanding Each Other Morin – Chapter 7 – Ethics for the Human Genre
Week 4	Klein – Chapter 1- The Evolution of Interdisciplinarity  Turn in Initial Portfolio
Week 5	Klein – Chapter 2- The Interdisciplinary Archipelago
Week 6	Klein – Chapter 3- The Interdisciplinary Lexicon
Week 7	Klein – Chapter 4- The Rhetoric of Interdisciplinarity  Midterm Analysis Due
Week 8	Klein – Chapter 5- Borrowing
Week 9	Klein – Chapter 6- The Critique of Limitation
Week 10	Klein – Chapter 7- The Disciplinary Paradox
Week 11	Klein – Chapter 8- IDR: Problem Focused Research
Week 12	Klein – Chapter 9- Interdisciplinary Care
Week 13	Klein – Chapter 10- IDS: Interdisciplinary Education
Week 14	Group Presentations  Final analysis paper due to instructor
Week 15	Final Analysis Presentations/Final Portfolio Due

## Group Evaluation Form

Your Name

### Group Members

- 1.
- 2.
- 3.
- 4.
- 5.

### Evaluation of Each member:

Name: (Give grade and detailed evaluation of group member)

Name: (Give grade and detailed evaluation of group member)

Name: (Give grade and detailed evaluation of group member)

Name: (Give grade and detailed evaluation of group member)

### Evaluation of Self

(Give grade and detailed evaluation)

Overall evaluation of the group:

What would you have done differently?

Who did the most in this group?

Who did the least in this group?

Who did you most prefer working with in this group?

Who did you least prefer working with in this group?

(All evaluations are confidential)