

**University of Oklahoma  
College of Liberal Studies  
Interdisciplinary Inquiry  
LSTD 3503 803  
August 21, 28, September 4, 11, 18, 25, October 2, 9, 2007  
Tuesday 5:30 – 9:30  
Oklahoma City Community College  
Room 3K3 (Main Bldg)**

**Instructor**

Dr. Amelia Adams  
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**Course Description & Objectives**

This course prepares students to engage in scholarly research and study by providing students with a framework for understanding the nature of academic scholarship as practiced within specific disciplines and within an interdisciplinary context. In this regard, the course serves as the foundation for subsequent learning experiences within the Liberal Studies Administrative Leadership program. It also introduces students to some fundamental concepts and skills required of effective leaders.

By the end of this course, students should

- Understand the concept of scholarly inquiry;
- Understand how paradigms and paradigm shifts affect the path of scholarly inquiry;
- Understand the study habits required to succeed in the Bachelor's of Liberal Studies degree program;
- Have the ability to engage in appropriate college-level writing formats;
- Have the ability to engage in appropriate college-level public-speaking formats;
- Have the ability to locate and critically evaluate both appropriate scholarly and general use reference materials;
- Have the ability to work independently and to work collaboratively within small-group settings.

**Required Texts**

Kuhn, Thomas S. (1962). *The Structure of Scientific Revolutions*. (3<sup>rd</sup> edition). Chicago, IL: University of Chicago Press. ISBN: 0-226-45808-3

Behrens, Lawrence and Leonard J. Rosen (2005). *Writing and Reading Across the Curriculum*. (9<sup>th</sup> edition). New York: Pearson/Longman. ISBN: 0-321-29100-X.

Make sure you have these specific editions of each text.

Additional reading materials will be provided by the instructor as either internet links or printed copies on or just before the first day of class.

### Units of Study

Date	Topic	Writing	Speaking	Group
Aug 14		Pre-Class Narrative		
Aug 21 <b>(First Class)</b>	Introduction		Individual	
Aug 28	The Nature of Scholarly Inquiry			Topic
Sep 4	Thomas Kuhn & Scholarly Paradigms	Summary Paper	Practice	
Sep 11	Scholarly Paradigms in the Natural Sciences		Assigned Articles	Bibliography
Sep 18	Scholarly Paradigms in the Social Sciences	Critique Paper	Assigned Articles	
Sep 25	Scholarly Paradigms in the Humanities		Assigned Articles	Annotated Bibliography
Oct 2	Scholarly Paradigms within Interdisciplinary Studies	Synthesis Paper	Assigned Articles	
Oct 9 <b>(Last Class)</b>	Conclusion		Group Presentations	
Oct 16		Final Exam – Analysis Paper		

### Course Requirements

#### Writing Assignments

There are five writing assignments due throughout this course. The first assignment is due no later than August 14, which is one week before the class actually begins. Instructions for this pre-class assignment are described later in the syllabus. Instructions for the four remaining assignments will be provided on the first day of class.

#### Speaking Assignments

There are three speaking assignments due throughout this course. The first presentation is due on the first day of class. Instructions for this assignment are described later in the syllabus. Instructions for the two remaining assignments will be provided on the first day of class.

### **Group Project**

Each student will be assigned to a group, and each group will prepare a presentation over a research topic of their choice. Specific assignments related to this final presentation are due throughout the course. Specific instructions for the group project will be provided on the first day of class.

### **Evaluation**

#### **In-Class Assessments**

At the end of each class session we will have a short “10 minute” quiz. These quizzes will cover material presented in the current session, in any previous class sessions, and in the reading material. Each quiz will range in value from 5 to 20 points; with a 100 point total for all 8 quizzes. The purpose of these assignments is to a) remind you of the important facts, and b) measure your ability to retain these facts.

#### **Attendance & Participation**

Each class session will include a lecture and discussion session, as well as a variety of in-class activities. The goal of these discussions and activities is a) to ensure that you fully understand the material – both its scholarly relevance and practical application; and b) to consider how others interpret this material and whether or not these interpretations have implications for your interpretation of the material. These discussions are also an opportunity for you to associate current material with topics we have previously studied and with your personal experience. Your experience, knowledge and interpretations of the material covered in this course are a valuable part of the overall learning experience each of us will gain from this course.

It is expected that each of you will attend and contribute to the class activities and discussions. Productive contributions are thoughtful or probing; they synthesize material or inform others of relevant facts and ideas; they demonstrate your intellectual growth in the subject matter. Unproductive contributions are those that are unrelated to the conversation topic, monopolize the conversation, or disparage the contributions of others. There are many areas in which you will disagree with your classmates or the instructor. Disagreement is welcome, as long as we remember to respect these differences in opinion during our discussions.

### **Grading & Due Dates**

<b>Writing</b>			
Pre-Class Narrative	15 pts		No later than Aug 14
Summary Paper	20 pts		Sep 4
Critique Paper	25 pts		Sep 18
Synthesis Paper	40 pts		Oct 2
Analysis Exam Paper	100 pts		No later than Oct 16
		200 pts	

<b>Speaking</b>		
Individual Presentation	10 pts	Aug 21
Practice Presentation	Y/N	Sep 4
Article Presentation	50 pts	Varies
		60 pts

<b>Group Project</b>		
Topic Selected	5 pts	Aug 28
Bibliography	10 pts	Sep 11
Annotated Bib	25 pts	Sep 25
Presentation	100 pts	Oct 9
		140 pts

<b>Evaluation</b>		
In-Class Assessments	100 pts	weekly
Attendance	Y/N	Weekly
Participation	Y/N	weekly
		100 pts

Total Course Points		500 pts
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A	450 – 500 pts
B	400-449 pts
C	350 – 399 pts
D	300 -349 pts
F	Less than 300 pts

### **Pre-Class Preparation**

You will need to complete the following four tasks prior to the first day of class:

1. Narrative Paper: Prepare a brief essay addressing the question “Am I a Scholar?” This is primarily a narrative essay designed to 1) demonstrate your current writing ability and decision-making skills, and 2) describe your academic and professional interests. The instructor will use this information to help you emphasize your areas of academic strength, improve your areas of academic weakness, and develop a comprehensive learning plan that focuses on your specific educational goals. You will need to address four specific topics in this essay. Some guidelines to jumpstart your thinking in these four areas is provided below.

- a. Who you are. Provide some general information about yourself. DO NOT include a day-by-day life history. DO include those things you would share with an instructor or classmate whom you are meeting for the first time.
- b. Your scholarly interests. Do you prefer the natural sciences, the social sciences, or the humanities? Is there something in particular you would like to study in this course or in this degree program? Some of you may know exactly what you want to study; some of you may have some general ideas; some of you may have a wide variety of interests; some of you may have no idea at all. Each of these are acceptable starting points.
- c. Why this degree program. Provide some general information explaining why you have chosen to pursue an OU BLS degree.
- d. Your goals. In this section, you might describe your personal, professional, or educational goals. How do you expect this course and this degree program to help you achieve these goals?

This assignment has no pre-set page length. You will need to use your best judgment regarding this decision. There are only two formatting requirements:

- a. DO NOT include a cover page,
- b. DO include your name on every page of the paper.

This paper is due **NO LATER** than **AUGUST 14**, which is one week before the first day of class. You may submit this paper to the drop-box on our class website (see instructions below), or e-mail it to me at [amadams@ou.edu](mailto:amadams@ou.edu).

2. On the first day of class, each of you will deliver a 1-3 minute oral presentation. The purpose of this assignment is to demonstrate your current public speaking ability and to share information about yourself with the class. In this presentation, you will need to address the same four topics covered in your pre-class narrative essay. You will have **NO MORE** than 3 minutes for this presentation. Make sure you a) stay within the time limit, and b) cover all four topics.
3. Read Thomas Kuhn's *The Structure of Scientific Revolutions*.
4. Read Part I (Chapters 1 through 7) of *Writing and Reading Across the Curriculum*.

### **Plagiarism & Academic Integrity**

Plagiarism refers to the utilization of someone else's ideas or thoughts as if they were your own. Since we rely on the ideas and words of others as we develop our own ideas and words, it is especially important that we give credit to the sources for our ideas and words. When we fail or forget to give this credit, we are committing plagiarism – a serious offense against our academic integrity that could lead to a failing grade or even expulsion.

#### Academic Misconduct

Any act which improperly affects the evaluation of a student's academic performance or achievement, including but not limited to the following:

- (a) Cheating: the use of unauthorized materials, methods, or information in any academic exercise, including improper collaboration;
- (b) Plagiarism: the representation of the words or ideas of another as one's own, including:
  - (1) direct quotation without both attribution and indication that the material is being directly quoted, e.g. quotation marks;
  - (2) paraphrase without attribution;
  - (3) paraphrase with or without attribution where the wording of the original remains substantially intact and is represented as the author's own;
  - (4) expression in one's own words, but without attribution, of ideas, arguments, lines of reasoning, facts, processes, or other products of the intellect where such material is learned from the work of another and is not part of the general fund of common academic knowledge;
- (c) Fabrication: the falsification or invention of any information or citation in an academic exercise;
- (d) Fraud: the falsification, forgery, or misrepresentation of academic work, including the resubmission of work performed for one class for credit in another class without the informed permission of the second instructor; or the falsification, forgery or misrepresentation of other academic records or documents, including admissions materials and transcripts; or the communication of false or misleading statements to obtain academic advantage or to avoid academic penalty;
- (e) Destruction, misappropriation or unauthorized possession of University property or the property of another;
- (f) Bribery or intimidation;
- (g) Assisting others in any act proscribed by this Code; or
- (h) Attempting to engage in such acts.

The University of Oklahoma has prepared the "OU's Guide to Academic Integrity" that further explores issues of academic integrity. This information is available on the web at <http://www.ou.edu/provost/integrity/>. Please take the time to thoroughly review this website. If you have any questions about plagiarism or academic misconduct, I will be glad to answer them.

**Disability Issues:** Any student in this course who has a disability that may prevent her or him from fully demonstrating his or her academic abilities should contact Frank Rodriquez (405-325-1061) as soon as possible to discuss the accommodations necessary to ensure full participation and to facilitate your educational opportunities. For further information on disability issues please refer to the following link: <http://www.dsa.ou.edu/ods/index.html>

### Class Web-Site

Information about the course, including on-line versions of the syllabus and any class handouts, are available on our class web-site (D2L). You may also use this web-site to submit electronic copies of your assignments, and to engage in on-line discussions with your classmates and the instructor.

To access the web-site

1. On the internet, go to learn.ou.edu
2. You will see a list of all the courses in which you are currently enrolled. Select LSTD 3503
3. You may do a variety of things on the web-site.

### *Drop Box*

1. Dropping Off a File (Submitting Your Assignment)
  - a. Enter the D2L Web-site for this course.
  - b. Find the Drop Box tool at the top of the course page and click on it.
  - c. Choose the appropriate Drop Box folder, click on it.
  - d. Put in the number of files you will upload (usually one). Click *Next*.
  - e. Locate the file on your computer and click *Open*.
  - f. Type in a short description or comment about the file. (optional)
  - g. Select the file and click *Upload*.
  - h. Be patient as your file uploads.
  - i. After the upload is complete, the *File Upload* dialogue box should appear.
2. Did my file get through?
  - a. Go to the Drop Box tool.
  - b. Click on the History button.
  - c. All of the files that have been uploaded will be listed.

### *Discussion Boards*

We will have a variety of discussion boards (and possibly chat rooms) available for use throughout the class. Some of these have been activated prior to the start of the class; others will activate after the class begins. Through these discussion boards and chat rooms you will be available to share your ideas outside of the classroom.

### *Grades*

You may view your grades on the class D2L web-site.

## **About the Instructor**

I completed my undergraduate studies at Smith College in 1987, receiving a Master of Arts in Anthropology from the University of Oklahoma in 1993, and a PhD in Organizational Leadership from the University of Oklahoma in December 2005. From October 1998 through July 2007, I served as the Assistant Dean of the Graduate College at the University of Oklahoma. During this time, I occasionally taught courses in Anthropology, Management, and Liberal Studies. In August 2007, I will join the OU College of Liberal Studies as one of its first two permanent faculty appointments. I am particularly interested in the interactive experience of leaders and followers; leadership and the decision-making process; and the development of effective, ethical leaders.

