

University of Oklahoma
College of Liberal Studies
Interdisciplinary Inquiry
LSTD 3503 Section 811
January 15, 22, 29 February 5, 12, 19, 26 March 4, 2007
Tuesday
5:30 – 7:30 p.m.
Rose State College
Tom Steed Center – Room 203

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COURSE DESCRIPTION/PURPOSE: This course serves as the primary orientation for all undergraduate programs in the College of Liberal Studies. The students will be introduced to the concept of interdisciplinary inquiry, which is the foundation of the Bachelor of Liberal Studies degree.

In a rapidly changing world, interdisciplinary education is essential to meet the personal needs of an individual as well as the needs of society. Individuals literally face constant erosion or obsolescence of their technical or professional education. Moreover, on a broader level, individuals also seek unspecialized knowledge that helps lead them to solutions of central problems that relate to their personal growth and to the preservation and enhancement of the free society.

Interdisciplinary education and specialized professional or technical education complement each other as they serve the unified, integrated individual. Interdisciplinary education gives meaning, provides motivation and purpose, and lends a critical perspective that enables the specialist to adapt his competence to a changing world. Specialization and interdisciplinary education make up two ends of an educational continuum. Because it serves broad objectives and purposes, interdisciplinary education tends to be more adaptable. Interdisciplinary education assists the individual in understanding and solving personal problems, helps preserve and enhance a free society, and integrates isolated bodies of factual information into some sense of unity, thus facilitating decision-making and problem solving. The incredible volume of sources created by the explosion of knowledge demand that the individual select, synthesize, generalize, evaluate, and apply diverse and fragmented learning. Putting all these pieces together is the work of interdisciplinary education, for interdisciplinary education regards knowledge as a unified whole.

OBJECTIVES-

Learning objectives for this seminar include the following:

- Understand the concept of interdisciplinary inquiry
- Understand the distinctions between the three academic disciplines of natural sciences, social sciences, and humanities
- Comprehend and be able to discuss the concepts of “paradigms” and “paradigm shifts”
- Develop/enhance critical thinking skills which you can apply to real world situations.
- Understand the scholarship and study habits necessary to be successful in the BA in Liberal Studies program

- Be familiar with college level writing expectations
- Understand the concept of following style guidelines when writing
- Know how to conduct Internet research using general public search engines as well as Library search engines
- Understand the administrative and operational aspects of your program
- Know who to contact and how to get help with BA in Liberal Studies questions and problems
- Be equipped with information on how to achieve success as a BA in Liberal Studies student

TEXTS:

Kuhn, Thomas S. (1962). *The Structure of Scientific Revolutions (any edition)*. University of Chicago Press: Chicago. ISBN-10: 0226458083, ISBN-13: 978-0226458083.

Behrens, Laurence and Rosen, Leonard F. *Writing and Reading Across the Curriculum* 10th edition. 2007. ISBN-10: 0321486439, ISBN-13: 978-0321486431.

PRE-READING /WRITING ASSIGNMENTS:

Read *The Structure of Scientific Revolutions*. Write a one to two paragraph answer to each of the following nine questions. Your answers should reflect Thomas Kuhn's definitions in the book. Do not give dictionary, encyclopedia, or Internet definitions. Those will differ from the definitions given by Kuhn. Your answers should be complete and include at least one example along with each definition. You may put down the word for word definition in the book, but put it in quotes and cite the page number. That shouldn't be all of your answer though; remember, you are asked to give an example of each. In your example, use your own words based on the definitions. Examples can be from within the book or an outside example.

1. What is Normal Science?
2. What is an Anomaly?
3. What is Crisis?
4. What does Kuhn mean by puzzle-solving?
5. How does Kuhn define Paradigms?
6. How does Kuhn define Paradigm Shifts?
7. What does Kuhn mean by the term Scientific Revolutions?

INSTRUCTIONAL METHODS: This course is taught in a blended Learning environment, a combination of technology-based materials and face-to-face sessions used together to deliver the instruction.

The format of this course will be diverse and experiential. It includes in-class lectures, online work, group discussions/ exercises, research, oral presentations, small group interaction and role-playing. Attendance and reading of the texts and additional handouts are expected and

required. Office/conference hours with the instructors will be by appointment and 30 minutes before or after class.

Grading Criteria:

- Unit One Definitions – 100 Points
- Unit One Library Tutorial Quiz – 40 Points
- Unit One Internet Research – 100 Points
- Unit Two Internet Research – 100 Points
- Unit Two Writing Assignment – 100 Points
- Unit Three Internet Research – 100 Points
- Unit Three Writing Assignment – 100 Points
- Unit Four Final Paper – 200 Points

Grading Scale

- 756 – 840 Points – A
- 672 – 755 Points – B
- 588 – 671 Points – C
- 504 – 587 Points – D
- 0 – 503 Points – F

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.

Penalties are listed in the Academic Code. For further information on academic misconduct please refer to the following link: <http://www.ou.edu/provost/integrity/>

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 Rodriguez (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>

ABOUT THE INSTRUCTOR:

C Haley M.Ed.
A.k.a. Touché the Running Turtle



C Haley-Seikel is the FAA Contract Direct for the College of Continuing Education's Federal Aviation Administration Air Traffic Control (FAA/ATC) Department. She and her staff augment and assist the FAA in their efforts to train Air Traffic Controllers. Located at the Mike Monroney Aeronautical Center in Oklahoma City, the FAA/ATC Department is an integral part of the nation's air traffic controller training program. In addition to the training, C and her staff assist the FAA in their efforts to revise and developed training materials in both conventional and at-distant instructional formats.

C received her Bachelor of Liberal Studies degree with a concentration in Administrative Leadership in 1998 and graduated with Distinction. She also has a Masters in Educational Psychology -- Instructional Design tract. She is the proud mother of 2 wonderful children, 1 in-law child, 2 stepchildren and has been blessed with 5 grandchildren – three girls and two boys. In her spare time, she can be found on the back roads running with her husband and her dog Hershey.