Course Title:
Introduction to Graduate Interdisciplinary Studies

Course Number:
LSTD 5003-491

Course Description:
Introduction to Interdisciplinary Studies is designed to help develop skills to increase critical thinking and academic writing as well as introduce basic research tools necessary for graduate study. As a graduate student, students will be expected to be more independent in scholarship as well as to complete work that is higher in quality and shows more originality than an undergraduate.

Course Dates:
January 2 – April 30, 2015
Last day to enroll or drop without penalty: December 4, 2014

Site Director:
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

Professor Contact Information:
Course Professor: Dr. Charla Long-Landry
Mailing Address: 2701 E Imhoff Road, C216B
Norman, OK 73071
Telephone Number: 405-615-8431
E-mail Address: charla.long-landry@att.net
Virtual Office Hours: Mon and Wed 4:00 – 5:00 p.m.
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at www.oklahoma.bkstr.com is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fleg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Required Text
3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.
Optional Text

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

OU E-Mail:
All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

Course Objectives:
Students will:
- Gain an orientation to graduate study and to the University of Oklahoma
- Develop necessary skills for success in graduate school
- Develop ability in critical thinking and evaluation
- Interact with and learn from other students
- Learn to profit from faculty feedback and guidance
- Increase self-understanding
- Develop personal educational goals

Course Navigation:
This course has three primary components (Course Website, D2L Website, Course Syllabus)
- The course website: LSTD 5003 Introduction to Graduate Interdisciplinary Studies
  http://www.ou.edu/cls/online/LSTD5003/
- The D2L website: http://learn.ou.edu
- The course syllabus: Some assignments are amended or in separate orders from the above website. Please follow this syllabus for assignments and due dates!

Course Outline:

Unit 1:
1. Readings
   a. Online articles – The History of Universities, OU’s Public Affairs Website, and Traditions.
   b. Online links – Chapters Two and Ten in Gardner’s Self Renewal: The Individual and the Innovative Society
2. Research: Conduct research on a potential topic for the Course Spanning Project
3. Discussion Boards: Respond to Unit 1 Topics

Unit 2:
1. Readings
   a. Online articles – “A Student’s Guide to Academic Integrity” and “Nine Things you Should Already Know about Plagiarism” on the OU Provost’s Site
2. Research: Identify 6-11 articles/books to use as references for Course Spanning Project
3. Discussion Boards: Respond to Unit 2 Topics
Unit 3:

1. Readings
   a. Online articles – Buckley & Cheung and Halpern
   b. Peer Review Selected Paper
2. Research: Identify 11-18 articles/books to use as references for Course Spanning Project
3. Discussion Boards: Respond to Unit 3 Topics

Unit 4:

Discussion Boards: Respond to Unit 4 Topics

Writing Expectations:

When writing an academic/research paper it is important to understand the paper should not be written conversationally or using creative writing skills. It is very easy to fall into the trap of the "I", "We", "Us", etc. when writing and to write as we talk, but this is seldom good practice in graduate school. Also a "paper" or other inanimate object cannot do things a live person does. Therefore, "This paper will report" is incorrect. Instead say, "Researchers report..." or something similar.

Also it is always important to remember your audience before you begin writing. Although I realize I am an audience of one, papers written in graduate school should be written as if you would present the paper at a graduate conference or other event. On rare instances is your audience going to be highly knowledgeable about the topic presented, thus the papers must be written clearly and concisely.

Organize your papers. Use your outline and provide headings and subheadings as a way to organize your thoughts. This will ensure you are sticking with the topics presented and not blending topics or ideas.

Be sure you review APA formatting and cite all of your references. When you are using information from another source, you must cite your references in the paper as well as the reference list. This is not an option. This ensures the individual who provided the idea receives the credit in which he/she deserves as their original ideas.

Read through your papers and identify any grammatical and spelling errors prior to submission. It is important to have someone else read your work to ensure the sentence structure and the spelling is correct prior to submission. Also, avoid using unnecessary "that" in the paper. If the sentence makes sense without the word, remove it! In other words, “Researchers believe that he is the most important president in history.” Instead the sentence should say, “Researchers believe he is the most important president in history.”

Assignments, Grading, and Due Dates:

All assignments should be double-spaced, 12-point font using Arial. All papers should be cited following APA style. All assignments should be placed in the appropriate dropbox. If the dropbox is not working, please email me a copy as soon as possible to receive credit. Discussion boards are identified by topic and week as well.

Unit 1

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<thead>
<tr>
<th>Assignments</th>
<th>Title</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>One</td>
<td>Research Question + References</td>
<td>10</td>
<td>01/11/2015</td>
</tr>
<tr>
<td>Two</td>
<td>Personal Reflections</td>
<td>10</td>
<td>01/18/2015</td>
</tr>
<tr>
<td>Three</td>
<td>History of Universities</td>
<td>25</td>
<td>01/25/2015</td>
</tr>
<tr>
<td>Four</td>
<td>Discussion Boards</td>
<td>8</td>
<td>Every Week</td>
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1. Research Question and References - Pick a research question of interest and provide a one-page double spaced (250-300 word) document regarding the reason you chose the question. Also, cite 5 references you plan to use for this paper.

2. Personal Reflections - As one begins a new major life experience, it is worthwhile to consider goals and expectations in connection with this new endeavor. Read Gardner’s chapters and write
a three to five page (750-1500 words) paper on your personal goals for the future. How does the concept of self-renewal and your decision to enroll in the master’s program at OU relate to your goals? Include specific references to the ideas presented by Gardner and how they relate to your goals. What do you expect to accomplish from pursuing your master’s program at OU?

3. **History of Universities** – This assignment is designed to give you some sense of the history and context of graduate education in general and specifically at the University of Oklahoma. Read the Encarta encyclopedia article on *The History of Universities*. Next, visit OU’s Public Affairs page as well as the Traditions page. Read all of the content provided there. Write a three to four page paper (750 to 1200 words) in which you trace the roots of American higher education to its European influences (3 pages). Then comment on what you found most interesting and most surprising about OU (1 page).

4. **Discussion Boards** - Each week you will need to provide a comment regarding the topics listed as well as comment on one other student’s posts. This means, each week you should have at least 2 comments total. Comments on the discussion boards should be substantive and provide feedback, suggestions, or alternate points of view to fellow classmates. Comments such as “good idea”, “that is cool” or “interesting topic/idea” are not acceptable.

**Unit 2**

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<tr>
<td>One</td>
<td>Plagiarism Assignment</td>
<td>25</td>
<td>02/08/2015</td>
</tr>
<tr>
<td>Two</td>
<td>Bibliography and Outline</td>
<td>30</td>
<td>02/15/2015</td>
</tr>
<tr>
<td>Three</td>
<td>Book Report</td>
<td>50</td>
<td>02/22/2015</td>
</tr>
<tr>
<td>Four</td>
<td>Discussion Boards</td>
<td>8</td>
<td>Every Week</td>
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1. **Plagiarism** - Read “A Student’s Guide to Academic Integrity” and “Nine Things you Should Already Know about Plagiarism”. Write a 3-4 page paper (750 to 1200 words) about what you have learned. It is imperative as you continue through your academic career you avoid plagiarism. Plagiarism can be unintentional and intentional, but without a full understanding of the problem, many students find themselves in academic trouble. CLS has had students plagiarize on their comprehensive exam as well as final papers, claiming they did not understand the concept of plagiarism. Even though the majority of students never have difficulty with this concept, I would like to include the assignment as an education tool to ensure that my students understand the complications involved in plagiarizing other people’s work. It is imperative academic integrity is maintained. If you publish your own works in the future, you want to receive ample credit for the piece when others incorporate it into their works. Thus, it is important to understand how to properly cite works in current papers.

2. **Bibliography and Outline** - Please prepare a reference list for your final paper. The online resources through D2L gives you some good information on preparing this list. Please do not use journal articles that are more than 5 years old, unless they are considered foundational pieces in the field of study. At this point, you should have at least 6-11 for your final paper. Please prepare following APA formatting guidelines. Also, turn in an outline for your paper. I expect you to understand and present the various arguments outlined in the literature. Your outline may not include all of the subcategories, but an outline is essential to provide a structure for good papers/presentations.

3. **Book Report** – Write a 4-6 page paper (1000-1800 words). In the paper, please provide a full information about the book including title, author, publisher, date of publication, number of pages and cost. Provide some biographical information about the author. Some information of this sort is included on the cover of the book. An Internet search using any of the major search engines will yield a little more additional information, however, the author of Being Logical has maintained a low profile throughout his career. He currently teaches at Our Lady of Guadalupe Seminary in Lincoln, Nebraska. Given the limited information available on him, a brief biographical description will be quite acceptable for the present assignment. Discuss the background of the book. Why did the author decide to write this book? Information about this can be found in the preface and introduction to the book. Much useful information of this sort can
also be found in other reviews of the book that can be located on the Internet or in libraries. Do not copy from these reviews for your paper. Your review should be your own creation. Briefly summarize the main points that the author presents in the book. Evaluate and critique the author’s points. Here you may agree or disagree with the author. Either is fine as long as you clearly present your reasons. Briefly react to the book. Did you like it? What did you learn from the book? How did the concepts in the book contribute to your education and personal development?

4. **Discussion Boards** - Each week you will need to provide a comment regarding the topics listed as well as comment on one other student’s posts. This means, each week you should have at least 2 comments total. Comments on the discussion boards should be substantive and provide feedback, suggestions, or alternate points of view to fellow classmates. Comments such as “good idea”, “that is cool” or “interesting topic/idea” are not acceptable.

### Unit 3

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<th>Title</th>
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<tbody>
<tr>
<td>One</td>
<td>First Draft of Research Paper</td>
<td>50</td>
<td>03/08/2015</td>
</tr>
<tr>
<td>Two</td>
<td>Feedback on Another Student Paper</td>
<td>30</td>
<td>03/29/2015</td>
</tr>
<tr>
<td>Three</td>
<td>Discussion Boards</td>
<td>8</td>
<td>Every Week</td>
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1. **First Draft of Research Paper** - Write a first draft over the research topic as a ten to fifteen page paper (2500 to 4500 words). Note this is a first draft, not a rough draft; it should be as good as you can make it on your first effort of your research paper. Every significant point in the paper should have a reference to an appropriate source and the references should be in proper APA style. For the most part your paper should be based on the list of references submitted with your proposal in Unit 2; however, you may add or delete references from the list submitted in Unit 2 as long as they are of equal quality to the ones previously approved. If you make extensive revisions of your reference list, contact your professor for approval before you proceed. The paper should include a title at the top of the first page and a list of references at the end. You should have subheadings in the paper to help organize the points you are presenting. Direct quotes are rarely used in scientific research writing. Unless you have explicit permission for more from your professor, you may use a maximum of two direct quotes. You may not change the topic of your paper without permission from your professor. If you wish to change topics, you will have to go back to Assignment Two of Unit 2 and submit a new proposal with sources. Your score for this paper will be based on your ability to write an academic research paper using APA reference style. You should post a link to the paper in the Student Feedback/Assignments section of the Discussion Boards.

2. **Feedback on Another Student Paper** – Each student will be assigned a student grader. The student grader is responsible for providing feedback using Track Changes on the rough draft as well as completing the Rough Draft Grading Rubric.

3. **Discussion Boards** - Each week you will need to provide a comment regarding the topics listed as well as comment on one other student’s posts. This means, each week you should have at least 2 comments total. Comments on the discussion boards should be substantive and provide feedback, suggestions, or alternate points of view to fellow classmates. Comments such as “good idea”, “that is cool” or “interesting topic/idea” are not acceptable.

### Unit 4

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<th>Title</th>
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<tbody>
<tr>
<td>One</td>
<td>Final Research Paper</td>
<td>100</td>
<td>04/27/2015</td>
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<tr>
<td>Two</td>
<td>Discussion Boards</td>
<td>6</td>
<td>First 3 weeks of Unit 4</td>
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1. **Final Research Paper** – Revise and resubmit a ten to fifteen page final research paper (2500 to 4500 words). **Not following directions or ignoring comments/suggestions may be reflected in your final paper grade.** The Final Paper Grading Rubric will be used to evaluate your final paper.
2. **Discussion Boards** - Each week you will need to provide a comment regarding the topics listed as well as comment on one other student’s posts. This means, each week you should have at least 2 comments total. Comments on the discussion boards should be substantive and provide feedback, suggestions, or alternate points of view to fellow classmates. Comments such as “good idea”, “that is cool” or “interesting topic/idea” are not acceptable.

**Extra Credit**

I am creating an opportunity for you each to earn 20 points extra credit in this course. **Extra credit is due by 3/10/2015.** In order to receive the credit you must complete the following:

- Complete the IRB application documents as part of a classroom-based research project and place it in the dropbox under extra credit.
- Complete the CITI training using the link on the IRB website. You can access the IRB documentation paperwork on the IRB website under the link “Student Classroom Research”. Do not use the electronic IRIS system for classroom projects. IRB website: [http://irb.ou.edu/ClassroomResearch.asp](http://irb.ou.edu/ClassroomResearch.asp)
- Conduct your research following the same ethical manner that applies to “regular” research – i.e., informed consent required, minimal risk, obtaining approval from the supporting site or organization, etc. Samples of informed consent templates that have been used for other classroom projects are available on the IRB website.

Also note, for all classroom activities, whether research-related or not, please remember to inform anyone you are working with on these projects in the community or on campus that they are “classroom-based research projects” and cannot be used for formal presentations or publications.

I will review all IRB documents for completeness and accuracy and award your points based on completion. Please place all documents in the dropbox labeled IRB Extra Credit.

**Grading:**

This is a letter-graded course: A, B, C, D, or F. A = 324-360; B = 288-323; C = 252-322; D = 216-251; and F = below 216

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Policy for Late Work:**

Please contact the professor regarding his/her policy for late work.

**Attendance Policy:**

In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone before the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required. This includes responding to other students in the discussion board.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed.

**Incomplete Grade Policy:**

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: [http://webapps.ou.edu/it/](http://webapps.ou.edu/it/) or contacting them by telephone at: (405) 325-HELP (4357).
Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the Advanced Programs Online Learning Information webpage and click on the applicable semester link under “Online Course Evaluation” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Charla Long-Landry

Education:
- Doctor of Philosophy, Educational Psychology, Oklahoma State University, Stillwater, OK 2006
- Master of Human Relations, Human Relations, University of Oklahoma, Tulsa, OK 1997
- Bachelor of Arts, Sociology, Oklahoma State University, Stillwater, OK 1995

Current Positions:
- Adjunct Faculty Member, College of Liberal Studies, University of Oklahoma, Norman, OK 2007 – Present
- Organizational Assessment and Research Analyst/Educational Psychologist, United States Postal Service, Washington, DC 2006 - Present

Frequently Taught Advanced Programs Courses:
LSTD 5003: Introduction to Graduate Interdisciplinary Studies

Major Areas of Teaching and Research Interest
- Social Problems
- Child and Adolescent Development
- Human Learning
- Psychology
- Sociology
- Social Psychology
- Child Development
- Adolescent Development
- Self-efficacy
- Motivation
- Individual Learning and Impact on Scaffolding Techniques
- Systems Thinking and Education
- Impact of Sociology and Psychology on Education
- Strategic Thinking and Planning
- Adult Learning Principles
- Research, Evaluation, and Measurement
- Instructional Design

Representative Publications and Presentations

Posters

Papers

Representative Honors and Awards Received

• “Superior Teaching Award” , University of Oklahoma, College of Liberal Students, 2012
• Vice President Award, Launching Function Skills Development courses, Completion of Deaf/Hard of Hearing Data Collection Project, and the eIDP Pilot Project, United States Postal Service, 2009.
• Certificate of Appreciation for Development of Supervisor, Managerial, And Executive Competency Model, United States Postal Service, 2007.
• Certificate of Appreciation for New Drivers Safety Instructor Training, 2006.
• Graduate Student Scholarship, Oklahoma State University, School of Applied Health and Educational Psychology, 2006
• Best Poster Presentation in Education, Oklahoma State University, Graduate Research Symposium, 2004
• Graduate Student Scholarship, the International Society for the Scientific Study of Subjectivity, 2004

Major Professional Affiliations

• Member, Partnerships for Aging (PROA)
• Member, American Education Research Association (AERA)
• Member, International Society for the Scientific Study of Subjectivity (ISSSS)
• Member, Rocky Mountain Educational Association (RMERA)
• Member, Task Force (USPS)
• Former Researcher, Project CREATE
• Former Member, Graduate and Professional Student Association (GPSA)
• Former Inaugural President, Educational Psychology Student Society (EPS2)