The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Introduction to Graduate Interdisciplinary Studies

Course Number:
LSTD 5003-490

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:
September 1-December 31, 2012
Last day to enroll or drop without penalty: August 3, 2012

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: charlal@cox.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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).

Required Text

Optional Text
Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

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

Online Learning Resource Center:
The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to http://casweb.ou.edu/olr/ or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

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; and,
- Develop personal educational goals.

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:
1. Discussion Boards: Respond to Unit 4 Topics
Assignments, Grading, and Due Dates:

All assignments should be double-spaced, 12-point font using either Times New Roman or Arial. All papers should be cited following APA style. All assignments should be placed in the appropriate dropbox. 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>08/31/2012</td>
</tr>
<tr>
<td>Two</td>
<td>Personal Reflections</td>
<td>10</td>
<td>09/07/2012</td>
</tr>
<tr>
<td>Three</td>
<td>History of Universities</td>
<td>25</td>
<td>09/14/2012</td>
</tr>
<tr>
<td>Four</td>
<td>Discussion Boards</td>
<td>8</td>
<td>Every Week</td>
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1. **Research Question + 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 (1200-1500 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 (900 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>
<th>Assignment</th>
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<th>Points</th>
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<tbody>
<tr>
<td>One</td>
<td>Plagiarism Assignment</td>
<td>25</td>
<td>09/21/2012</td>
</tr>
<tr>
<td>Two</td>
<td>Bibliography and Outline</td>
<td>30</td>
<td>09/28/2012</td>
</tr>
<tr>
<td>Three</td>
<td>Book Report</td>
<td>50</td>
<td>10/12/2012</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 (900 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 a brief 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** - Give 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>
<th>Points</th>
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<tbody>
<tr>
<td>One</td>
<td>First Draft of Research Paper</td>
<td>50</td>
<td>11/02/2012</td>
</tr>
<tr>
<td>Two</td>
<td>Feedback on Another Student Paper</td>
<td>30</td>
<td>11/09/2012</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, ten to fifteen page paper (3000 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 sub-headings 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>Assignment</th>
<th>Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>One</td>
<td>Final Research Paper</td>
<td>100</td>
<td>12/07/2012</td>
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<tr>
<td>Two</td>
<td>Discussion Boards</td>
<td>6</td>
<td>First 3 weeks of U4</td>
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1. **Final Research Paper** – Revise and resubmit a ten to fifteen page final research paper (3000 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.

**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 Distance Learning webpage](#) and click on the applicable semester link under “Course Evaluations” 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.

**Important information you should know about online courses:**

- To sign on to Desire2Learn (D2L), log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.

- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at [http://casweb.ou.edu/olr/public/students/orientation.htm](http://casweb.ou.edu/olr/public/students/orientation.htm)

- If the course is using a course website, you will find a link for the website on the first page of this syllabus. Please click on this link to start your course.

- Course Materials are available at Follett/AP Bookstore. On this syllabus you will find a link to the Follett Bookstore.

- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. You can drop a course after the add/drop date through the first day of class with a penalty. There will be a 25% penalty if you drop 16-29 days before the start of class, 50% penalty if you drop between 15 days before and the start of the class, or 100% penalty if you drop on the first day of class or later.

- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
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.

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright

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 3343: Challenges in a Changing World
- LSTD 5003: Introduction to Graduate Studies
- LSTD 5123: Strategic Planning and Evaluation in Interpersonal Human and Health Services

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

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 CREATES
• Former Member, Graduate and Professional Student Association (GPSA)
• Former Inaugural President, Educational Psychology Student Society (EPS2)