

* The best way to reach me is via e-mail (I only respond to e-mails sent from your authorized UNLV e-mail account). Please allow 48 hours for a response.

COURSE DESCRIPTION

This course is designed for students to apply interdisciplinary studies as a mode of inquiry and to conduct preliminary research for their capstone projects to be completed in IDS 495. Students will learn to broaden and deepen their understanding of a well-defined research topic by analyzing the problem and evaluating relevant disciplinary insights into it. The course is split into two parts: 1) Inquiry as Conversation and 2) Inquiry as Research. In Part I (Week 1-8), we will build a list of secondary source readings that address your research question. Students will read the sources critically and systematically in search of conflicting insights between their different areas of study. Upon completion of their selected readings, students will write a literature review to show they can participate in academic conversations. We will also be engaging in collective discussions about your topic in order to help you frame it as a problem worth studying. In Part II (Week 9-16), students will conduct preliminary research to establish a foundation for their capstone projects. Together, we will develop a research proposal to guide in the collection and evaluation of sources, explore the process of doing research, and talk about how your research topic fits in with the existing body of literature you examined in the first half of the course.

COURSE GOALS

The lectures, readings, and assignments are intended to cultivate the growth and development the interdisciplinary research process. The main goal is for students to evaluate disciplinary insights, identify conflicts between disciplinary insights, and to partake in interdisciplinary investigations in order to make their work legible and understandable to a wider audience. The course pushes students to consciously reflect on what it means to actually do interdisciplinary research – and why it matters for helping to address the world's most pressing problems.

COURSE LEARNING OUTCOMES

In line with the University's Undergraduate Learning Outcomes (UULO's), upon successful completion of this course students will be able to:

- Contribute to critical conversations about interdisciplinary theory and practice
- Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed
- Transfer knowledge and skills gained from general and specialized studies to new settings and problems, specifically in the design of the IDS Capstone project
- Identify conflicting disciplinary insights on their research topic
- Build on a substantial, interdisciplinary, original work using sound evidence
- Communicate research interests clearly in writing and orally to broader audience outside of their respective fields.

- Demonstrate awareness of one's own place in and effect on the world

REQUIRED TEXTS

Gerald Graff, Cathy Birkenstein, and Russel Durst, *They Say/I Say: The Moves That Matter in Academic Writing with Readings* (New York: W.W. Norton & Company, 2015)

*will be made available on WebCampus (listed on Course Schedule with *)

ASSIGNMENTS AND GRADING

Participation/Discussion (15%)

Critical Source Reviews (20%)

Critical Literature Review/State of the Field (20%)

Revised Research Proposal (10%)

Faculty Meeting Report (10%)

Preliminary Research Paper (25%)

Participation/Discussion (15%)

Learning is a social endeavor – and attendance and participation is a key component of learning. I expect each of you to be active agents in your own education. In other words, attendance is mandatory. Every absence will result in a negative effect on your grade. That being said, participation does not mean simply showing up. Active participation includes doing the reading *before* class, listening actively, and engaging fellow students while maintaining respect for one another.

Critical Source Reviews (20%)

DUE DATES: Tuesdays (Week 3 – Week 8) in class

From Week 3 to Week 8 students will write a total of **six** "critical source reviews" (one each week), which is an analysis of an academic article/book that details the author's main argument and claims, key concepts, and methods and approaches used. Learning how to read critically and analytically is important for any scholar, but particularly important for interdisciplinary studies scholars who have to draw on the knowledge and insights from various disciplines. The goal for this assignment, then, is to push you to continue being receptive to the disciplinary insights of your areas of study and disciplines. Also, this assignment serves as a "warm up" for the critical literature review essay. Each source review (approx. **250-300 words**) will require you to systematically and critically evaluate a secondary source of your choice, and must include three paragraphs: context, summary, and analysis or critical opinion of the source. Hence, this is NOT a book report. I will provide more specific details and hand out a guideline during class in Week 2.

Critical Literature Review/State of the Field (20%)

DUE DATE: Tuesday, 3/15/2016 in class

For one of the major assignments in this course, you must write a **4-5 page (double-spaced)** "critical literature review" (also referred to in this class as a "state of the field" essay) that evaluates, analyzes, and discusses the relevant, most cutting edge published research on your research topic. A critical literature review does more than simply provide a summary of relevant secondary sources. It requires you to both summarize – (report the important information in the source) *and* synthesize (reorganize the information so that it sheds light on your topic). The literature review must demonstrate three skills: 1) your ability to search for relevant sources and information, 2) ability to choose key and reliable published works, and 3) your capacity to identify and compare/contrast main arguments and research methods. You need to write a literature review to show that you know what experts in your areas of study have already said about your topic, what is missing from the debate, and most importantly, how your original research project contributes to the conversation.

Revised Research Proposal (10%)

DUE DATE: Thursday, 3/31/2016 in class

Students are required to revise their research proposals. This proposal (also known as the "Project Plan") must be **4-5 pages** (double-spaced) and also include a **list of primary sources (5-6 primary sources)** that clearly outlines their research agenda for the successful completion of their "capstone project." A proposal informs your audience about the nature and scope of the project you will be undertaking.

Faculty Meeting Report (10%)

DUE DATE: Tuesday, 4/19/2016 in class

This assignment requires that students have a face-to-face conversation about their research proposal with a UNLV professor from one of their areas of study. You must submit a **1-page** (double-spaced) summary of the discussion, including the feedback the professor provided regarding the research proposal. Please try to schedule the meeting at the faculty member's convenience (e.g. during office hours). The goal is to have students build working relationships with UNLV faculty who can potentially serve as a faculty advisor and for the student to receive invaluable suggestions from experts in their fields.

Preliminary Research Paper (25%)

DUE DATE: Monday, 5/9/2016 via WebCampus

For the final assignment, students will write and submit an **8-10 page** (double-spaced) preliminary research paper. As a *preliminary* paper for the IDS 495 capstone project, students are required to 1) apply the various methodologies laid out in their proposal to collect sources and evaluate them critically, and 2) develop a working thesis based on these sources. The preliminary research paper should help students work out any problems with finding sources, using sources to make claims, organization, and writing. Most importantly, it forces students to hone in on answering a specific set of research questions and thus narrow down the scope of their projects. The goal is to demonstrate your ability to conceptualize, conduct, and write scholarly research. This constitutes the final examination.

***Assignments are not optional. Students must complete ALL assignments to receive a grade and thus credit for the course. Failure to do so will result in a grade of "incomplete."**

***All papers must be double-spaced, 12pt font size, Times New Roman font, and 1" margins all around. Failure to format your paper to meet these guidelines will result in deduction of points for the assignment (see handout).**

LATE ASSIGNMENT SUBMISSION POLICY

If you submit an assignment after the deadline, I will deduct **half a letter grade** for each day it is late. For instance, if you turn in a 100-point assignment three days after the deadline I will automatically deduct 15 points before I start grading. Also, I will not provide edits, comments, or give any other feedback on late papers. I do not accept any assignments after 7 days.

LAPTOP POLICY

I am enforcing a strict ban on laptop usage in the classroom. You may not use laptops in class under any circumstances (unless you have a documented medical reason). If you happen to bring a laptop with you to campus, it must remain closed and turned off for the duration of the class period. You will therefore need to take notes using paper and pen/pencil.

CELL PHONE POLICY

Please turn off your cell phone when entering the classroom. Do not put it on vibrate, turn it off. Anyone receiving, sending, or reading text messages during class will lose points for participation. I might even put you on blast and ask you to read your text to the class.

DISABILITY STUDENT SERVICES

If you have a documented disability that may require assistance, you will need to contact the Learning Enhancement Services for coordination in your academic accommodations. The Disability Resource Center (DRC) is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: <http://drc.unlv.edu/>.

STUDENT ADVISING

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

In addition, one-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling (702) 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

ACADEMIC HONESTY

Students should be aware of University policy regarding academic misconduct. Failure to cite sources in papers, copying the work of other students, and submission of papers completed for other courses are considered to be cheating by your instructor. If in doubt - ask! Plagiarism is a breach of the UNLV student code of conduct. The penalty for academic misconduct is possible 1) failure of the assignment, 2) failure of the course, 3) expulsion from the University. See the *Student Academic Misconduct Policy* for more information:

<http://studentconduct.unlv.edu/misconduct/policy.html>.

*Syllabus is subject to change

COURSE SCHEDULE, READING ASSIGNMENTS, & DEADLINES

PART I: INQUIRY AS CONVERSATION

Week 1. Introduction to Interdisciplinary Inquiry

- 1/19 Introduction and Course Goals; What is "Interdisciplinary Inquiry?"
1/21 From Topics to Questions

Week 2. "They Say": Entering Academic Conversations

- 1/26 Demystifying Academic Conversations
1/28 Entering Academic Conversations; Critical Source Reviews

Readings:

Gerald Graff et al., *They Say/I Say*, 1-29 (Introduction and Chapter 1)
Michaela Cullington, "Does Texting Affect Writing," in *They Say/I Say*, 361-372
Marion Nestle, "The Supermarket: Prime Real Estate," in *They Say/I Say*, 496-505

Week 3. Reading Like a Scholar & the Art of Summarizing

- 2/2 Analyzing and Engaging Academic Writing [**SOURCE REVIEW #1 DUE**]
2/4 The Art of Summarizing & Quoting

Readings:

Graff et al., *They Say/I Say*, 30-51 (Chapter 2 & Chapter 3)
Read selected academic source #1

Week 4. "I Say": Distinguishing What You Say from What "They Say"

- 2/9 Distinguishing What You Say from What "They Say" [**SOURCE REVIEW #2 DUE**]
2/11 "So What?": Saying Why It Matters

Readings:

Graff et al., *They Say/I Say*, 55-77 (Chapter 4 & Chapter 5)
Read selected academic source #2

Week 5. Stating the Research Problem

- 2/16 Research Problem Discussion [**SOURCE REVIEW #3 DUE**]
2/18 Research Problem Discussion

Readings:

Graff et al., *They Say/I Say*, 78-101 (Chapter 6 & Chapter 7)
Read selected academic source #3

Week 6. Stating the Research Problem (cont'd)

- 2/23 Research Problem Discussion [**SOURCE REVIEW #4 DUE**]
2/25 Research Problem Discussion

Readings:

Read selected academic source #4

Week 7. Stating the Research Problem (cont'd)

- 3/1 Research Problem Discussion [**SOURCE REVIEW #5 DUE**]
- 3/3 Research Problem Discussion

Readings:

Read selected academic source #5

Week 8. The Art of Synthesizing

- 3/8 The Art of Synthesizing: Critical Literature Review [**SOURCE REVIEW #6 DUE**]
- 3/10 Assessing the "State of the Field"

Readings:

Read selected academic source #6

*Becky Nicolaides and Andrew Weise, *The Suburb Reader*, 1-10

PART II: INQUIRY AS RESEARCH

Week 9. The Revised Research Proposal

- 3/15 The Revised Research Proposal [**CRITICAL LITERATURE REVIEW DUE**]
- 3/17 Sources, Methods, and Methodology

Week 10. SPRING BREAK

- 3/22 NO CLASS
- 3/24 NO CLASS

Week 11. Evaluating Research Proposals

- 3/29 Evaluating Research Proposals
- 3/31 Peer-Review Revised Research Proposals [**REVISED RESEARCH PROPOSAL DUE**]

Readings:

*Sample Undergraduate Research Proposals

Week 12. NO CLASS: Individual Meetings and Independent Research (cont'd)

- 4/5 20-minute Scheduled Meeting with Dr. Padoongpatt
- 4/7 20-minute Scheduled Meeting with Dr. Padoongpatt

Week 13. NO CLASS: Individual Meetings and Independent Research (cont'd)

- 4/12 20-minute Scheduled Meeting with Dr. Padoongpatt
- 4/14 20-minute Scheduled Meeting with Dr. Padoongpatt

Week 14. Writing Preliminary Research and Making Claims

- 4/19 The Preliminary Research Paper [**FACULTY MEETING REPORT DUE**]
- 4/21 Planning, Drafting, and Writing

Week 15. NO CLASS: Dr. Padoongpatt Away for Conference

4/26 NO CLASS (Keep Writing!)

4/28 NO CLASS (Keep Writing!)

Week 16. Building on Preliminary Research

5/3 Research Limitations and New Questions

5/5 Building on Preliminary Research in IDS 495: Interdisciplinary Capstone

Finals Week

5/9 **PRELIMINARY RESEARCH PAPER DUE by 5pm via WebCampus**

Instructors are required to include the academic policies listed below in the syllabi for their courses, perhaps under a section entitled University Policies. This document is posted on the [University Policies](https://www.unlv.edu/about/policies/current-policies) webpage, <https://www.unlv.edu/about/policies/current-policies>, in the Executive Vice President and Provost section, under Academic Year Memos. Please address any questions to Javier A. Rodríguez, Vice Provost for Academic Programs, javier.rodriguez@unlv.edu.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](http://www.unlv.edu/provost/copyright) is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for

implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](http://guides.library.unlv.edu/appointments/librarian) website: <http://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](http://ask.library.unlv.edu/) questions via chat and text message at: <http://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=6&navoid=531) webpage, <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied

Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.