

Ticket In
Instructions
&
Support Materials

(Throughout this reader, be sure to look behind the assignment description page to see if/what other helpful pages there are relating to the assignment. The readings the assignments may point you to, however, are all arranged in the back of the packet in the “Readings” portion.)

Ticket In

Write a one page (single-spaced, 1" margin, 10-12 point font).

The assignment should be typed and be **completely error free**. ***See writing guidelines.*** Assignments are due at the beginning of class the day it is due. Think critically and creatively about why I ask you to do/read certain things and what you learn/gain from it. Integrate/synthesize across the assigned readings.

Write a 1/2 page on:

- * *Flexibility, Entrepreneurship Vital in 21st Century, Futurists Say.* Wall Street Journal
- * *What Do Employers Want? & What Should You Get Out of College?* New York Times
- * *Offbeat Majors Help CEO's Think Outside the Box.* USA Today
- * *Blurring the Edges,* ISdesigNET

And 1/2 page on:

- * *Importance of Interdisciplinary Thinking* handout
- * *Interdisciplinary Studies: A Matter of Definition*
- * *Untangling the Future & 8 Technologies That Will Change the World* Business 2.0
- * *Carbon Dioxide: A Dome of Our Own,* ASU Research Magazine
- * *Great Problems and Interdisciplinary Solutions,* Interdisciplinary Science Reviews, Vol. 3(1) 1978

Be sure to demonstrate you've read and thought about them all by mentioning them all in your paper. Show that you synthesized and integrated information from these readings.

In other words, don't just "book report" what you read – focus on talking about what insights you gained/learned and what the "take home point" for the readings were for you (ask yourself why I assigned each reading to you). Likewise, it is always good to demonstrate appreciation for different levels or perspectives.

Ticket In

Γ BIS Plan of Study

The assignment should be typed and be **completely error free**. *See writing guidelines*. Assignments are due at the beginning of class the day it is due. Think critically and creatively about why I ask you to do certain things and what you learn/gain from it.

Think through how you will complete the four required BIS courses. Answer the following information (typed on one page):

1. BIS 301: What is this class called? What do you anticipate learning? List the semester you will successfully complete this class.
2. BIS 302: What is this class called? What do you anticipate learning? List the semester you will successfully complete this class.
3. BIS 401: What is this class called? Indicate which semester you're planning on taking this course and **when the application deadline is for that semester**. Also, **list at least TWO sites** where you would consider doing your applied study. (You can list the site by name, such as Motorola, or you can state the type of place, such as a non-profit organization involved with health issues.) See the next page handout...these are available in the BIS office. Do not neglect to go the BIS website and read over the BIS 401 info.
4. BIS 402: What is this class called? When do you plan to take this class? **Explore some offerings for BIS 402 off of the announcements link on the BIS webpage. Which classes interest you most and why?**

You should use the following sources for this assignment:

- 1) the BIS website course descriptions and information you gather there—see the announcements links, etc.
- 2) the ASU bookstore—go see what books are assigned for various sections of the four courses!,
- 3) talk with your friends who may have taken the BIS classes, and
- 4) pay attention to what I said in class about these classes.

Synthesize across these sources, do NOT lift words directly from any source—use your own words.

Your page should look something like this but with all the stuff asked for above filling in the spaces instead of “blah, blah”! ☺

Interdisciplinary Studies Courses

- BIS 301 -- **Foundations of Interdisciplinary Studies** (Fall 2003)
blah blah
- BIS 302 -- **Interdisciplinary Inquiry / Principles** (Spring 2004)
blah blah
- BIS 401 -- **Applied Interdisciplinary Studies** (...)
Blah blah
- BIS 402 -- **Senior Seminar** (...)
Blah blah

Ticket In

Write a one-page paper (single-spaced, 1" margins, 10-12 point font) on the following reading:
Due _____

Nosich's chapter *What is Critical Thinking Within a Field or Discipline?* from *Learning to Think Through: A Guide to Critical Thinking Across the Curriculum*.

Be sure to demonstrate you've read and thought about the whole chapter by mentioning specific points and offering examples. Show that you synthesized and integrated information across the chapter in thinking about your education.

Don't just "book report" what you read – focus on talking about what insights you gained/learned and what the "take home point" for the readings were for you (ask yourself why I assigned each reading to you). Likewise, it is always good to demonstrate appreciation for different levels or perspectives.

The assignment should be typed and be **completely error free. See writing guidelines.** Assignments are due at the beginning of class the day it is due. Think critically and creatively about why I ask you to do certain things and what you learn/gain from it.

Ticket In

TT Discipline Plans of Study

Due _____

Think through how you have/will complete the classes required for each of your concentration areas/disciplines. Look through your DARS, the ASU catalog, the schedule of classes, the bookstore, etc. and think about what you've learned, or hope to learn, through classes. Remember that this assignment ties into what we talked about in class regarding Transfer of Learning which involves forward and backward thinking. It also helps you remember concepts, theories, and insights to use or borrow from in your interdisciplinary thinking/application.

This assignment will be typed on **two pages—one for each of your concentration areas**. Put the name of your concentration area at the top and then bullet point the classes you have taken or plan to take to satisfy your requirements and interests. This should be neatly presented with a bullet point and the Title of the class, followed by the semester and year in parentheses. Then in two to four or five sentences, convey what you learned (or anticipate learning) in the class. Focus on content, skills, insights, etc., that improved you as a person/employee, will help in your understanding or contributing to the world/workplace.

Do NOT put things like "I took it b/c it was required, and I learned nothing." That doesn't reflect well on you.

Do NOT put "I liked the teacher but I can't remember anything more than that." This also doesn't reflect well on you and you probably did learn things if you reflect on it!

Look through your notes, textbooks, course descriptions to jog your memory. While the ASU catalog is a place to start, do not lift words thoughtlessly from there. Take time to convey some reflection and anticipation about your learning at ASU. Use your own words or risk zero points on the assignment.

This is professional writing so do not be too casual. Ultimately you will include something like this in your portfolio, so present yourself and your learning well.

To sum up:

1. With one discipline per page, list the names of classes you have taken as well as those you need/plan to take for each area...also identify when you took/plan to take them.
2. For each class, briefly describe why you chose/are choosing that class in terms of what you learned/hope to learn as well as how it helps you understand your discipline in terms of content, methods, and/or transferable skills.
3. Example/ideas:
Introduction to Psychology (Fall 2002)
I learned about concepts such as... which are useful because.... A skill I take away with me from this class is..... An important insight was... The class generally covers....and specifically I learned.....

Again, by example, the page has the discipline name centered at the top followed by neatly arranged classes.

Psychology Courses

- Introduction to Psychology (Fall 2002)
concepts, topics, skills learned....
- Introduction to Statistics (Spring 2003)
All the wonderful skills learned in this class....
- Research Methods (Summer 2003)
Skills learned, projects worked on, topics studied
- Social Psychology (Fall 2004)
blah, blah
- Industrial Psychology (Fall 2005) & so on

The assignment should be typed and be **completely error free. See writing guidelines.** Assignments are due at the beginning of class the day it is due. Think critically and creatively about why I ask you to do certain things and what you learn/gain from it.

Ticket In

Write a one-page paper on the following reading:

♥\$© Corey's chapter on "Work & Leisure"

Due _____

There is good food for thought in this chapter in helping you find what you want to create for a meaningful life. Your life outside of the school and work arenas can be enhanced by appreciating interdisciplinarity—everything works together. These will help you think about where you've been and where you are going. (This homework relates to your Personal Narrative assignment, as well as your goals, and skills assignments so reflecting well on it should help you on different levels.)

Read it thoughtfully...meaning circling and underlining things that are meaningful to you. Answer the questions right there in the margins, complete the assessments, go so far as to write a sentence or two in response to the questions at the bottom of the Values Checklist. Be sure to do the "Time out for personal reflection" segments, and all other assessments in the chapters. Bring your reader to class as you should be prepared that I may either collect the chapters to check that you actively read them and/or spot check in class that you really engaged in these tasks.

What do I write the one-page paper on?

In your own words, identify the **three most important points for you from the Corey chapter**. Provide examples of how these points are useful to you, based on your own personal, academic, and career goals. Answer these questions as well: How will you think differently as a result of this knowledge? How will you apply what you learned?

The assignment should be typed and be **completely error free**. See writing guidelines. Assignments are due at the beginning of class the day it is due. Think critically and creatively about why I ask you to read/do certain things and what you learn/gain from it.

Ticket In

Write a one-page paper (single-spaced, 1" margins, 10-12 point font) on the following reading:
Due _____

Klein, *Conclusion: The Integrative Core*. Interdisciplinarity: History, Theory, and Practice (Conclusion)

Be sure to demonstrate you've read and thought about the whole chapter by mentioning specific points and offering examples. Show that you synthesized and integrated information across the chapter in thinking about your education, work, life, etc.

Don't just "book report" what you read – focus on talking about what insights you gained/learned and what the "take home point" for the readings were for you (ask yourself why I assigned this reading to you). Likewise, it is always good to demonstrate appreciation for different levels or perspectives.

The assignment should be typed and be **completely error free**. *See writing guidelines*. Assignments are due at the beginning of class the day it is due. Think critically and creatively about why I ask you to do / read certain things and what you learn/gain from it.

Ticket In

Write a one-page paper on the following reading:

♥\$☺ Corey's chapter on "Meaning & Values"

Due _____

Every now and then there is a student who doesn't like something in this chapter, that's okay. You may not agree with everything in the chapter but there is good food for thought there so find what is useful and meaningful to you. These will help you think about where you've been and where you are going. (This homework relates to your Personal Narrative assignment, as well as your goals, and skills assignments so reflecting well on it should help you on different levels.) Keep in mind, also, that each discipline and field of study/application has its own values and meaning.

Read it thoughtfully. Meaning circling and underlining things that are meaningful to you. Answer the questions right there in the margins, complete the assessments, go so far as to write a sentence or two in response to the questions at the bottom of the Values Checklist. Be sure to do the "Time out for personal reflection" segments, and all other assessments in the chapters. Bring your reader to class as you should be prepared that I may either collect the chapters to check that you actively read them and/or spot check in class that you really engaged in these tasks.

What do I write the one-page paper on?

In your own words, identify the **three most important points for you from the Corey chapter**. Provide examples of how these points are useful to you, based on your own personal, academic, and career goals. Answer these questions as well: How will you think differently as a result of this knowledge? How will you apply what you learned?

The assignment should be typed and be **completely error free**. *See writing guidelines*. Assignments are due at the beginning of class the day it is due. Think critically and creatively about why I ask you to read / do certain things and what you learn/gain from it.

Ticket In

Find a Job Description and Write a Resume

Objective: To develop and improve your resume, to practice identifying skills
Due _____

You will *find a job description* (ideally researching things related to that career path), *prepare a resume for that job*, participate in an in-class critique session with Career Services, revise it and include it in your portfolio.

(An exercise such as this supports learning objectives related to assisting you in learning how to research occupations, skill identification, translating skills into the language of employers, developing marketing strategies, resume development, and probably a few others! Always be conscious of how your skills and awareness as an interdisciplinarian can be useful to others.)

You need to:

-- Research a career area of interest, gathering information similar to that outlined in the Career Guide (functions, qualifications, rewards, employment trends, salary, etc.)

-- Identify/locate a job/internship position description providing as much detailed information as possible on skills, functions, duties, responsibilities, qualifications required/desired, etc) Select a job/internship description you truly would have an interest in applying for as your final product (resume) will be that much more powerful and useful. * A job description is more than a brief "help wanted" ad. A job description is more in depth.

You may find job descriptions in many ways including, but not limited to:

- On line job search sites (<<http://career.asu.edu/L/OnlineJobSearch.htm>>
- Employer/company web sites (their job listings)
- City, County and State Job Listings
- Professional Associations often have job/career listings on their web sites
- Independently contact employers
- Access friends and family who work in related areas or work for organizations that would have access to job descriptions

-- Highlight or underline, in the job description, the skills or functions to be performed.

-- Brainstorm accomplishments, experiences, activities, curricular experiences, etc that would illustrate your ability to perform that skill or that you possess that qualification (for instance, formal education).

-- Use the handouts/materials from class/Career Services to **create/develop a ONE-page resume targeted to that particular position.** Strive to assure you are addressing/marketing those qualifications and skills related to that job/internship.

-- **Review your resume.** Check for spelling/typos. Does your resume represent the written response to the interviewing question "What qualifies you to do this job?"

Ticket In

On one page, write two paragraphs that address:

☹☹ Integrating Your Concentration Areas

Due _____

Select TWO possible BIS 401 internship sites or projects.

It doesn't matter whether or not you've contacted them yet or even feel you aren't likely to get in at the site at this point.

Pick two places at which you'd really like to learn. They should be different types of places.

(That is, don't pick two similar financial institutions or two similar schools where you'd write almost the same words for either. The idea here is for you to practice thinking through how you can bring both of your disciplines to bear at two different kinds of places you might possibly intern with.)

Write two good paragraphs—one for each site. Each paragraph should stand alone—as if your reader isn't going to get to see them both at once.

Specifically, name the site and mention your two concentration areas in the first sentence or two of the paragraph. Then, write 5 – 8 sentences showing how working at this site would integrate your two concentration areas. Be sure to mention *specific* skills, tasks, concepts, areas of knowledge, etc. from each concentration area as you relate them to the opportunity at the site.

Again, you are doing TWO paragraphs, one for each of the two sites you've designated.

The assignment should be typed and be **completely error free**. ***See writing guidelines.*** Assignments are due at the beginning of class the day it is due. Think critically and creatively about why I ask you to read / do certain things and what you learn/gain from it.

Ticket In

Application to Topics/Current Events

Due: _____

Preparation: Read the newspaper with an eye for finding an issue, a conflict, or a problem that you find interesting or important. The topic should lend itself to discussion of its interdisciplinarity. Choose an article (note the date, publication, etc. on the article) and read it with different lenses on. That is, read it through the eyes of each of your concentration areas separately. Then read it thinking of what you know about other disciplines. Read it thinking about what you know about interdisciplinarity. And, of course, always read through the lens of the critical thinking skills. Look over the questions below and read it to process the issue and potential complexity, etc.

Using complete thoughts and sentences. Respond to the following prompts succinctly, clearly, and logically. Be prepared to paraphrase in your own words (no reading out loud from this sheet) the situation for your classmates. Also be prepared to lead a brief interchange about it, asking them for their input from their perspectives as disciplinary representatives and budding interdisciplinarians.

You will turn into me this sheet legibly filled out and the copy of the article stapled behind it. There are more prompts on this one so you may have to turn the page over to finish some of them or retype them on a separate page (that's fine with me, of course) and the article stapled behind it.

1. Describe the issue, conflict or problem.
2. What complexities, dilemmas, contradictions, or paradoxes are inherent in the situation?
3. In the writing of this article are there critical thinking gaps? For instance, is it a biased article or presenting opinion as fact? Expand.
4. Consider what disciplines may relate to/be interested in this topic and why. How would they see things similarly or differently?
5. How can coming from an interdisciplinary perspective relate to this situation/topic? What might be useful there? What approaches or skills could be brought to address this?
6. Think of a couple questions to ask your classmates about this topic drawing on the above prompts as well as your own understanding (or lack of understanding) about this issue/situation. Is there a way your classmates can help or expand on this? Is there a point you would like them to see from this brief interchange? If so, what is that point? How will you elicit or communicate that?
7. In what way was this assignment valuable to you? Be specific.

Core
Writing / Presentation Assignments
&

Support Materials

(Look behind the assignment page to find more detailed instructions or examples or worksheets and examples to help you perform better.)

Understanding Your Disciplines
Assignment --

Intra / Cross Discipline

Intra- / Cross-disciplinarity -- Understanding Your Disciplines (concentration areas)

Overview: To complete this assignment you will:

- 1) Complete a Concentration Area report for each of your disciplines
- 2) Deliver a brief speech on ONE key point of interest from one of your disciplines (the less common of your disciplines). (Alternatively, your speech can be on how your disciplines see something interesting differently or a surprising point of intersection between your areas.)

Objective: The goal of this assignment is to learn more about the foundations/basics of your two disciplines--an intradisciplinary look at each. You will critically read/consider how your disciplines organize knowledge and what they consider their domain/important. As each student will participate in hearing what the others learned, you will come away with a better appreciation for the variety within the more popular concentration areas and the unique contribution of the less common concentration area choices...all contributing to your awareness as interdisciplinarians. You will build competence in critical inquiry (reading, thinking, writing) and in oral discourse.

More detailed sheets follow to help you complete the assignment well, but read these sheets as a necessary foundation before moving forward.

THE CONCENTRATION AREA REPORTS

For each discipline you will complete a two-page report with what belongs on each page clearly laid out for you in the following pages.

In order to complete the reports you will need:

- 1) access to a traditional introductory textbook(s) (or the next best thing if you are in a less traditional discipline) for EACH of your disciplines.
- 2) access to the internet. Go to: <http://www.ets.org/hea/index.html> , then click on “Major Field Tests” then scroll down until you see the disciplines they provide tests for. If yours is there, great! Study it. Whether it is there or not, click into several to read the “Test Descriptions” and “Sample Questions.” Look at those at those close to your disciplines—how do they differ or what do they share with yours? Look at those wildly different from your discipline to appreciate a bit about them. Start to get the feel of what a “major,” “discipline,” or “concentration area” is. Start to understand the wealth of information within each and map out what you know and don’t know in your discipline. If your discipline isn’t there still use these as a guide to think about what areas and concepts help organize your discipline (refer back to the Nosich chapter as well).
- 3) access to the internet. You may find some information about your discipline from various professional organizations related to it. Try <http://www.weddles.com/associations/index.cfm> first and then also http://dir.yahoo.com/Business_and_Economy/organizations/professional and <http://www.google.com/Top/Society/Organizations/Professional/> You’ll find organizations whose members work in the fields related to your disciplines. Take note that not all of these will be ACADEMIC organizations so don’t assume that the journals they publish are academic—there is a difference between academic and professional in terms of format, audience, authors of the pieces, etc.

Be creative about what you look at to learn--if your discipline isn’t there in a tidy package it still may be represented under a synonym or parsed across a couple categories. These are just a place to start, you will likely need to use other resources which the ASU library is FULL of so don’t limit yourself.

Read critically, assess what you know and don’t know, what you could stand to learn, and what catches your eye for a potential speech topic.

You will synthesize and integrate from your sources and complete your Concentration Area Report for each area IN YOUR OWN WORDS. Despite the sources you’ve read, you need to communicate in the report in your own words. By all means list your sources but if you directly quote or plagiarize you will receive a zero on the assignment and may fail the class.

THE SPEECH

Prepare a 3 - 4 minute speech about your discipline. You should write a complete script of your speech, then transfer what you need to note cards or an outline. I will collect your script and outline/note cards so don't fail to comply with these instructions or try to "wing it." You should practice your speech for timing and so you feel comfortable with your note cards or outline. Do NOT read from your script or anything else (resist using/reading long quotes).

Obviously, you'll do more research and critical assessment of resources to prepare for this speech gathering more information than you can present in 3 - 4 minutes. That's okay b/c this is NOT a book report style speech on your areas or what you found. The speech represents a TINY segment of interest to you, well-developed and well-delivered.

Choose your key point, find stories, examples, visuals to expand on it. Consider answering a question that may interest people, clarifying a misconception, unearthing a little known fact, educating about a foundational thinker in your field, or a key concept or principle. Capture attention in the opening and conclude in a professional manner. See the other handouts for more speech development/delivery help.

Use language that everyone can understand while at the same time you demonstrate an understanding of your discipline by using its language. (So when you use words that generally only people in your discipline might understand, explain it briefly).

In review: You will turn in a 2-page concentration area report for each area (presented in a way you'd be proud to see it in your portfolio), the associated photocopies, and professionally deliver a speech (turning in your script, notecards/outline, etc.)

See the next page for what your presentation should include. **Be sure you aim to satisfy all those points.** See the following pages for detailed instructions on your concentration area reports and examples of the breadth and depth I'm looking for.

Further Details on The Speech and How to Go About the Speech and Concentration Area Reports*

Read **all of the pages** in this section...
the first few deal with the SPEECH,
the middle pages deal with the AREA REPORTS
& the last pages offer hints, examples of concepts, theories, etc.
Refer back to the overview pages as well as needed.

* Thanks to Kelly Nelson for sharing her Archaeology reports from which I borrowed heavily. Likewise, the concentration area reports/disciplinary maps assignments themselves have been created and crafted over time by too many BIS Faculty to name (including myself) as we each put our own twist on them; adding, deleting, and changing what resonates with us or how we teach our classes as we grow and change.

For your speech....be sure you develop a tight, interesting speech and deliver it well. Follow this checklist to improve your work.

Understanding Your Disciplines (Intra / Cross-Disciplinary)

- _____ Gains attention
- _____ States the discipline(s) and subfield(s)
- _____ Isolates & communicates the key idea
- _____ Isolates points to support idea
- _____ Uses examples
- _____ Cites sources/experts
- _____ Summarizes points/ restates key idea
- _____ Good conclusion (doesn't just fizzle out or say "that's it" or "the end" etc.)
- _____ Applies information to our lives, the workplace, or world
- _____ Uses few note cards/makes eye contact
- _____ Content is coherent, in line with the assignment, and goes beyond the worksheet
- _____ Uses appropriate speech
- _____ Good volume, pausing, and diction
- _____ Professional yet approachable presence, good posture, and appropriate clothes, etc.
- _____ Uses time limit but does not go over

I've put a few helpful handouts to give you things to think about in regard to presentation skills at the end of this section.

For your Concentration Area Reports....what to include on the first page...

Name of Discipline

1. Definition & description of your concentration area

With what does this discipline deal? What's the object of study? Consider what specific factors contributed to the formation of this discipline? What are some of the broad concerns that this discipline addresses? What makes it distinctive from other disciplines? (What makes it similar?)

What are the subdivisions or sub-disciplines within it? What further subdivisions or specializations have been these be broken into? Look at the field from an academic perspective and from the perspective of an applied practitioner, if appropriate or interesting. What kind of questions do experts in this discipline ask?

2. Describe TWO common research methods or techniques used in this concentration area for gathering information; for each, write 2-3 sentences describing what each method entails.

*Remember, research methods are established ways of gathering information or data. A survey is one example of a method. Ethnography, or conducting experiments are other examples. Another way to think of it is this: how do people in your concentration area find answers to questions or problems? **Be specific and use examples.** Briefly consider strengths and weaknesses associated with the method(s) you are describing.*

3. Describe TWO central concepts or models used in your concentration area; explain each one briefly in your own words.

*Hint: textbooks and other sources are full of concepts. Classes you took in your concentration areas no doubt covered many concepts. How clearly defined are these concepts? As you read, notice if different experts define concepts or measure things differently. Review the Nosich chapter if you are unclear on concepts. **Be specific and use examples!***

4. Explain ONE, and no more than two, current theories developed within your concentration area; call it by name and explain it briefly in your own words.

*A theory is a statement that explains or predicts why something happens the way it happens. Sometimes they are if-then sorts of statements. You can also think of a theory as being an explanatory framework that someone hypothesized (and probably tested) to try to make sense of some phenomenon. **Be specific and use examples!***

*** DO NOT lift sentences or passages from books or web sites or any other source and put them in your paper. If you do, you will get a ZERO on this assignment. Speak for yourself; don't let someone else's words represent you. You'll be listing your references on the second page so keep track of them.***

These items belong neatly arranged on one page...an example follows. The remaining items belong a second page.

Partial Sample for Archeology Concentration Area Report page 1 **Archaeology**

Archaeology is the study of the human past. Archaeologists recover and analyze ancient material remains – from temples and pyramids to pottery and human bones—with the goal of reconstructing and understanding the life ways of historic and prehistoric peoples and societies. It is most closely aligned with the discipline of history that also studies the human past. And, as discussed below, it is clearly related to Anthropology.

Subfields

There are two main branches or sub-fields: Historic and Prehistoric (also referred to as Classical and Anthropological, respectively). The Prehistoric (Anthropological) branch typically deals with periods before written history was present. While some would argue that Archaeology is its own discipline, others argue it is a sub-field of Anthropology. Most agree, however, that the pursuit of Archaeological knowledge can be quite interdisciplinary in nature as, depending on one's emphasis, it often requires an understanding of ancient humanities, ceramics, architecture, and/or geology, human evolution and paleontology.

Research Methods & Techniques

Dating – There are various dating techniques to determine the age of objects uncovered at a site. These techniques include radiometric dating, nitrogen dating and thermoluminescence. (Expand on one or more of the dating techniques.) Dating techniques are generally used in conjunction with the research methods of 1) reconnaissance, which deals with the locating of ancient sites, and 2) excavation which deals with the careful digging out of ancient sites and the relics therein. Once items are dated, they are also studied to learn more about the items themselves but also about the context of the items' existence; about the people who used them and their culture.

Decipherment – decoding ancient writing systems. Not all ancient societies developed writing systems so this is not always a source for information. When written evidence is available, specialists called epigraphers compare the scripts to known languages in the same region with the hopes of deciphering the meaning. Written evidence is then used in conjunction with material evidence when building an interpretation about past events.

Concepts

Culture area – This is the idea that cultural traits, features and practices occur in geographically distinct areas such that cultural items are similar with a given culture area and different from those in neighboring culture areas. American archaeologists commonly divide the United States into ten culture areas. (For example...)

Diffusion – the process by which cultural traits and practices spread from one human group to another and thus cross geographical space. This is one way social change can happen. (For example...)

Theory

Continental Drift Theory – This theory states that land masses have shifted horizontally over millions of years, moving apart from each other at the same time they are moving toward some other land masses or into ocean spaces. Comparing and contrasting archaeological sites on different continents.....(finish explanation)

Law of Superposition – This theory assumes that an artifact found lower in the layers of deposits is older than an artifact in a higher layer. In a related vein, the Law of Association says that material remains or artifacts found in the same level or strata are from the same time period.

What to put on page 2 of your Concentration Area Reports...

Name of Discipline

*** TWO Key Books or seminal articles (influential and well known) in the discipline—**

Provide a full citation and a few sentences describing what each is about and why it is important to the discipline. Text books are not considered KEY books or influential.

A full citation means, for example, APA or MLA style with the title, author name, date published, name and volume number of journal (if it is an article), place it was published (if it is a book).

Do NOT use a dictionary or encyclopedia or a textbook (unless it was written by one of the ORIGINAL foundational thinkers in the field—usually, but not always, old or dead.) The type of books here will usually be something that put the field “on the map” and is not usually a popular best-seller kind of book.

*** TWO Key People/ Foundational and Influential Thinkers in the discipline**

Provide each person’s name, birth year and death year (if dead), and a few sentences about their noteworthy contributions to the discipline (*why are they foundational or influential*). This means that they generated new knowledge, new ideas, something notable.

This is someone who put the field “on the map” or really changed the thinking or direction of the field after it was already on the map. This isn’t typically someone who is one of your current professors or a popular author. Dig deeper than “Tony Robbins” for instance!

Whoever you do choose, make a clear explanation of what they contributed, how they changed things, what they added. For instance, if you do choose someone contemporary like Bill Gates, for example, don’t tell me how much money he made or how much money he has given away, or where he grew up or the history of his life. Focus on what is noteworthy to the DISCIPLINE not to People Magazine.

*** Academic Journal for the discipline**

Photocopy the cover and table of contents page for one issue of an academic journal that deals with your discipline.

Notice the nature of the journal and its intended audience. Journals can be found in the periodicals section of the library. A few disciplines have on-line journals.

Do NOT choose magazines for everyday audiences just b/c they have the word “journal” or the name of the discipline in the title. For instance, the *Wall Street Journal* or the *Business Journal* are NEWSPAPERS, not academic journals. Likewise, *Business Weekly* is a popular press magazine, as is *Fast Company*, etc. Articles in these sorts of publications are written by reporters, not professors or experts in the field. Choose articles from journals that are peer-reviewed.

Do NOT choose magazines that are sent to people simply because they pay dues to a professional association or organization. These may be written by people in the field but they are usually articles of current general interest to professionals and are not describing a research study’s details or trying to explain in depth a research program, theory, or model. These are probably accepted by an editor directly and are not reviewed by many peers before acceptance.

*** Professional Association for, or associated with, the discipline**

Print out the home page (make sure the web address is obvious) for at least one association for the field. You can find these on the Internet. Professional associations have conferences, members and usually newsletters or member magazines. These are NOT chambers of commerce or networking groups.

*** List in citation format ALL of the references (print or web) you used for your report**

You don’t have to repeat the two you listed in point under key articles on this page.

*** Remember, DO NOT copy sentences or passages from books or web sites or any other sources!***

Symposium / Panel Project
Assignment*

Be sure to read all the pages in this section to improve your understanding of this assignment and improve your grade.

* Dear Student, like other assignments in class, this may seem like a lot. Know that I've done this assignment (with same and different words and with variations on the reading and writing requirements) in both Psychology classes and in Communication classes and the students report enjoying it and learning a lot. Believe it or not, some of the very same group title words work just as well in those disciplinary classes (but my thanks to Brian McCormack for the idea of adding globalization and efficiency).

Symposium / Panel Project

Objective: This project is designed for you to look at a single issue from the perspective of both of your specific disciplines and together with your group members provide a multi / interdisciplinary look at the issue. Along the way you will build critical inquiry skills by interpreting and evaluating research from your disciplines as it bears on the issue. Further, the project is designed to give you experience in a variety of communication skills including active reading, writing, interacting in groups, listening, speaking, teaching, learning, and following explicit directions.

Success requires initiative and the use of the skills we've discussed this semester.

You'll participate in one of up to 5 groups (depending on how many people are enrolled at the time) on one of the following topics:

Diversity Identity Empowerment Efficiency Globalization

Once the groups are selected and members have met, the group is to accomplish the following:

1. Each group member is to carefully read a scholarly journal article on (or related to) the topic from each of their disciplines. Then write a paper detailing the perspective of each discipline and how they relate, contradict or compliment each other in regard to the topic. (In the event group members have the same discipline, different articles must be used (unless prior permission is secured). Details on how to choose your article and write the paper follow.
2. At an appropriate point in the semester, the group members should meet to decide upon which concepts or skills found from the outside relevant readings should be learned by the rest of the class.
3. During the presentation period, each group will be given an hour devoted to teaching the rest of the class about its interest area. I am asking you to use a symposium format resulting in each group member presenting a FOCUSED five minute speech on one narrow aspect of the interest area. After all speeches have been given, the group will be asked to provide a scenario related to the topic and then involve the audience in a brief Q & A. The questions and answers must be followed by an exercise, game or other activity that will help the audience learn more about the topic, or related principle or skill.
4. On the day of your group's presentation, each group member must submit their paper and other materials (see details). **The papers are an individual effort, not a group effort.** The paper details follow the overview. The author, title, publication, date, etc. should be listed at the top of the page in bibliographical format along with the name of the student in small font.
5. Each participants credit will be approximately 1/2 determined by individual work and 1/2 determined by group work from:
 - Five minute individual speech which teaches a single specific concept or skill in a clear, interesting, and memorable way. Be prepared to turn in your speech script, outline, notecards, etc.
 - Background Research Paper (and supporting materials).
 - Group's ability to demonstrate / depict a scenario and then effectively involve the audience in on the activity once the reports are completed and communicate a sense of "program," organization and cohesiveness throughout the activity.
 - Group's effectiveness in providing an agenda of activities to the instructor one class meeting prior to the presentation.

Expanded details follow on the next pages....

ASSIGNMENT DETAILS FOR SYMPOSIUM / PANEL PROJECT....

The project involves four activities:

1. THE BACKGROUND RESEARCH – you will complete a paper.
 - *Write a 3-4 page (1.5 spaced throughout, 1" margins, 10-12 font) paper.*
 - *The paper should consider how each of your disciplines interacts with your topic (depending on your discipline and topic this may be how they define it, research it, model it, what concepts they focus on in regard to it, how they apply it, etc.).*
 - *The paper should spend at least 1 page discussing the overlap, differences, complimentarity of your areas in regard to the topic. Remember to synthesize and integrate...don't just report or repeat what you said earlier in the paper.*

More detailed instructions for your papers and how to do the research follow this overview of the project description (approximately 4 pages from now). The object is to demonstrate that you have read carefully, understood well, and clearly set forth your understanding. Imagine that you are the author of the article, and that you have been asked to “boil it down” to the length of a brief newspaper column for publication.

I recommend that you read the article, prepare an outline of key ideas, write a draft, and then rewrite a shorter version to be typed and submitted. Naturally, since I have asked you to prepare a brief document you will only have space to include the most significant points, stated as clearly, directly, and succinctly as possible.

At the top of the paper provide the bibliographic information (in small print, don't try to use it as a space-filler—you need all the space you can get!).

These papers are due the day your group is scheduled to present. But they should actually have been written, at least in draft form, well before then.

Proceed to the next page for more details....

2. THE INDIVIDUAL SPEECH --

- *Five to ten minutes (depending on group size) talking to the class in a professional but conversational manner.*

I recognize that while some people are comfortable in front of an audience, most of us can find the experience quite frightening. The purpose of this activity is to give us an opportunity to learn from you, not to frighten you. We've practiced, and will continue to practice this in our class and our whole life!

The procedures are as follows. After having read the articles carefully, select one specific point or principle from the article summaries or integration which you believe could be meaningful to your audience. Confer with your group members so that there is no overlap and each person is speaking about a different point or principle.

Once you've selected the point you want to get across to the audience, prepare five minutes of communication in which you develop that point, and only that point in a clear, organized, interesting, and memorable way.

As the class members listen to you talk about your "point," it will be easier for them to follow and remember your ideas, if you will:

- _____ Gain the attention of the class with questions, a story, etc.
- _____ States the disciplines related, sites sources/experts
- _____ Emphasize a single point from your background research that you want to teach the class.
- _____ Isolate a couple of ideas (between two and five) which help develop that point.
- _____ Develop and discuss each idea separately, using information, examples, or stories from the book to make the ideas clear.
- _____ Restate the key ideas.
- _____ Restate the single point you wanted to teach.
- _____ Remind us of how we can use this information in our lives, the workplace, or the community.
- _____ Use only three or four note cards when talking to us; write your presentation word for word to practice timing and to turn in, but then transfer to note cards for a more natural presentation — do NOT read your speech.
- _____ Look at us, when talking to us.

Keep in mind that we are here to learn from you not to judge you, and I'm sure everyone will have a good experience.

Proceed to the next page for more details....

3. THE AGENDA

THE AGENDA

At least one class meeting prior to the date on which your group is scheduled to do the presentation, the group must submit a typed agenda. Include a listing of the topics which will be covered that day, the speaking order of each presenter and a timetable reflecting how the class meeting will be used. The following sample format may be helpful.

SAMPLE FORMAT

BIS 301 Foundations of Interdisciplinary Studies
INTEREST GROUP
DATE _____

AGENDA

<i>TIME</i>	<i>SUBJECT</i>	<i>PERSON RESPONSIBLE</i>
<i>5:40 - 5:45</i>	<i>* INTRODUCTION.....</i>	<i>Student Name</i>
<i>5:45 - 5:50</i>	<i>* TOPIC.....</i>	<i>Student Name</i>
<i>5:50 - 5:55</i>	<i>* TOPIC.....</i>	<i>Student Name</i>
<i>“ “</i>	<i>* TOPIC.....</i>	<i>Student Name</i>
<i>“ “</i>	<i>* TOPIC.....</i>	<i>Student Name</i>
<i>and so on...</i>	<i>SUMMARY.....</i>	<i>Student Name</i>
	<i>Q & A</i>	
	<i>GROUP SCENARIO</i>	
	<i>* CLASS ACTIVITY <u>INVOLVING CLASS</u></i>	
	<i>.....</i>	<i>Student Names</i>
	<i>* CONCLUDING REMARKS.....</i>	<i>Student Name</i>

Proceed to the next page for more details....

4. THE GROUP & CLASS ACTIVITY

“Group” will be expressed in two ways:

- 1) The group presenting will enact some scenario relating to the topic (application of the topic, problem, and/or different angles, etc.).
- 2) The group will facilitate the rest of the class (a larger group) in an activity, read on...

Following the individual presentations, the group should involve the entire audience in some type of creative and instructional activity. While a question and answer session might - in theory- satisfy this responsibility, it won't be enough alone. Leave a few minutes if for this if you like but be prepared to facilitate it as sometimes your peers won't ask questions! That said, each group should be imaginative in planning the additional experiential exercise.

Role playing, physical illustrations, games, drills, exercises, or quizzes should not be left out as possibilities for involving the audience. Some of you may find you're outside readings or textbooks suggest some exercises.

Include as many of your group members in the activity as is possible and appropriate regardless of what activity you use.

How is credit determined?

Approximately half of your credit for this project is a result of your individual work (summary papers, your presentation). The other half of your credit for this project is a result of your group work (coordination and quality of presentation, agenda, group activity, class). Please be willing to go “the extra mile” to make this a positive experience for everyone in your group and for the class.

Use the evaluation form from this reader (following these project description/details) the day of your presentation. Be sure to have addressed all of the points on it to maximize your credit.

Proceed to the next page for more details....

Documentation of Background Preparation for your Panel Presentation – Current Research

- 1) **Find a scholarly article** from each of your TWO areas of concentration that deals with the topic of your presentation. This needs to come from a peer-reviewed, scholarly journal FROM YOUR DISCIPLINE like they have at the library...not any old online source. There are e-versions of many scholarly journals now but be observant about what you are doing/reading.
- 2) **Photocopy** the entire table of contents, the editorial policy, and the editorial board of the scholarly journal (preferably a more recent issue), and the article itself including the reference section.

Again, aim for a scholarly publication/journal, not from a professional magazine of an association within the field and not from a popular magazine. Review the handouts on how to tell the difference. A tip: the content of scholarly articles usually (ideally) talk about research on the subject, where they collected data maybe ran statistics, discuss theory or concepts they tested. Shy away from “how to” articles or articles that simply offer an editorial opinion on the topic. Also, “accountability” is a big deal with scholarly articles...they are reviewed by many other PhDs and are written for an audience of other people deep in the field.

If you choose a professional magazine article you will need to explain why you did and demonstrate that you sought and read scholarly articles but choose them for what reason. A popular magazine article will not be accepted because they are for a general audience and will not help you better understand your discipline at the level we are looking for.

- 3) **Assemble** these materials into a set clearly labeling which area of concentration it represents.
- 4) In regard to the article you chose on your topic: be sure to choose an article that you understand—even if that means reading it a couple times or choosing a different article. You need to be able to absorb the information and communicate in your own words after reading it. Read the articles (one for each discipline). Study the reference section for the article.
- 5) In your own words, without quoting directly, **write a 3-4 page paper** (1.5 spaced, 1” margin, 11-12 font) summary of the article. (If you do not use your own words you will get no credit on the assignment at the least and may fail the class if you plagiarized.)

*** **As you write**, briefly address the following items in your paper regarding both of your discipline articles: What is the main argument, including the conclusion(s), drawn? What evidence is provided by the author(s)? What research methodology is used? What authors and arguments are they borrowing from or arguing against? What interests you about this article?

*** **Spend at least 1 page of your paper synthesizing and integrating across your disciplines...**consider how your two areas are similar in how they view the issue, how they are different in how they view or apply the topic, and how the perspectives can be integrated to view the issue. Consider how your disciplines concepts, theories, etc. may relate.

- 6) Examine the reference / citation style that is used in the journals you have chosen. Choose one of the citation styles to use in your paper for any in text citations. Cite the articles you are summarizing when appropriate but do not use footnotes or things that take up too much space as remember: the **full** bibliographic cite for the two articles you used should appear in small print at the top of your paper.
- 7) Use the knowledge from your summaries and your integration paper to develop your piece of the panel and assist you in working with your team in understanding the issue providing integration at the end.

* Thanks to Barbara Lindquist who shared a version of one of her writing assignments that this piece is based on.

BIS 301 Symposium/Panel Project
Evaluation Form

Date _____ Group _____ Name _____

1. Background Preparation (written carefully, thoughtfully, demonstrating understanding?)

- _____ 3-4 page paper (1.5 spaced throughout) with full bibliographic sites in small print at top)
- _____ Required photocopies for each discipline from a scholarly journal
- _____ Speech materials
- _____ Activity materials

2. Presentation (both individual piece & overall group informative, interesting, on target?)

- | | | | |
|-------|--|-------|--|
| _____ | Gains attention | _____ | Good conclusion (doesn't fizzle out, etc.) |
| _____ | States the topic, refers to discipline sub-field | _____ | Applies information to our lives, the (and workplace, or world) |
| _____ | Isolates & communicates the key idea | _____ | Uses few note cards/makes eye contact |
| _____ | Isolates points to support idea beyond | _____ | Content is coherent, on target, goes the summaries |
| _____ | Uses examples | _____ | Uses appropriate speech, volume, and diction |
| _____ | Summarizes points/ restates key idea well | _____ | Keeps to agenda time frame, uses time |
| _____ | Cites sources/experts | _____ | Professional yet conversational style, good posture, and appropriate clothes, etc. |

3. Agenda (organized, informative, and reflects format of presentation provided in class?)

- | | | | |
|-------|---------------------------|-------|-------------------------------|
| _____ | Subjects listed | _____ | Neatly prepared, well-written |
| _____ | Person responsible listed | _____ | Submitted in timely manner |
| _____ | Time line apparent | | |

4. Group activity (involving the group members in a related scenario)

- _____ Demonstrates understanding of the topic from various perspectives or levels
- _____ Application to problem or opportunity

5. Group activity for the class (involves the audience & members of the group)

- _____ Majority of group members are involved throughout activity
- _____ Involves entire audience
- _____ Sense of groupness is present
- _____ Teaching and learning is apparent
- _____ Communicates prior thought and creativity on the part of all members

Interdisciplinary
Group
Project / Presentation
Assignment

Interdisciplinary Group Research Project / Presentation

Prepare a group presentation (20 minutes - no more than four people per group) around the topic of interdisciplinary synthesis / integration. This opportunity will allow you to demonstrate your knowledge of how two (or more) disciplines can be integrated to produce new knowledge.

There are several ways to approach this assignment:

- You could select a specific topic or issue and discuss how it can be addressed using an interdisciplinary approach (between two disciplines, or across other disciplines).
- You could analyze and discuss a specific case or situation in which an interdisciplinary approach was used (or should have been used).
- You could analyze and discuss an *interdisciplinary field* (like educational psychology).

Be sure to comment intelligently on complementary (or incompatible) perceptions, views, and dominant paradigms between the disciplines under consideration. Discuss the ways in which each of the disciplines under consideration informs the other. Discuss current integration efforts (and or success / failure stories) between the disciplines, and suggests a future path for successful integration. Finally, be sure to draw on reputable sources to bring credibility to your argument.

In developing your presentation, also consider how each of the disciplines under consideration differ with respect to the following:

- Specific point of view, or frame of reference, with respect to the situation / problem / opportunity / ideal outcome
- Assumptions, implicit as well as explicit
- Nature / definition of the problem(s) to be solved, and why it's important
- Approaches to problem solving / methodologies
- How might an integrative effort between these disciplines result in greater insight than either discipline could achieve on its own?

Finally, make your presentation interactive and entertaining. You are encouraged to “think outside the box” and come up with innovative presentation formats. Involve the audience in your presentation. Most of all have fun with it!

Whatever you do, you cannot do a panel / symposium format. No simply standing and delivering a speech...and no PowerPoint.

Your task is to demonstrate interdisciplinarity in action. Some of the endless possibilities that have occurred in other classes include: simulating a current or historical event, simulating a predicament or challenge faced in a particular organizational setting (maybe pull from your panel experience), take up a current even in a town hall meeting, or other setting, enacting the roles of a diverse group of leaders, experts, or ordinary citizens dealing with a situation, defining the issues and/or sorting through and synthesizing solutions. Done well, a game show or talk show may work (but watch it doesn't come off too much like a panel). These are a few ideas...be creative! You worked hard this semester and while this will be work too it can also be a lot of fun.

What you turn in: When you come to class, each group member should provide me with the research they did for their part in the presentation and any notes, handouts, scripts, etc. that the group will use internally or distribute to class.

*Thank you to Dave Thomas for sharing his ideas that this assignment is based on.

Personal Narrative

Assignment

There are brief excerpts from other people's lives in here, checklists, etc. to help you think through this assignment...be sure to read them all.

Personal Narrative: Past, Present, & Future

LENGTH: three 1.5 spaced pages with 1" margins, 10-12 font, use a cover page for your name, etc.

All parts of the assignment draw on the Corey chapters in the reader (on Meaning and Value, Work and Leisure) so review that material first to make this easier and more meaningful.

Part One: Past to Present – approximately 1.5 pages

Reflect on what you've learned thus far in life...(in the family, at work, in school, this class)...this section is more personal history to where you are now. Capture the essence of how you came to be where you are today.

Some ideas on how to approach or what to include are:

Was your path direct (you've always known) or indirect (it took some exploring, figuring out)?

Was there an important role model or two?

Did you have some sort of "conversion event" that affected your passage to now?

Has your identity or life roles affected your trip?

Were you the member of a group—or excluded from a group—for some reason that affected you positively or negatively?

What thinking or emotional IQ skills have you used well or not well that may have influenced your path?

*** End this section with summarizing some wisdom or truth you have learned thus far and where you are now in your life.

Part Two: Present to Future – approximately 1.5 pages

Transition by connecting how you came to be in your present life personally, academically and/or work-wise, then project to what you want to do in life (family, work, community). Try to include specific details—as if you are writing some goals. This part is more personal present and hopes, dreams, and plans for the future but connect to concrete decisions you need to make and specific actions you need to take (including finishing school).

(As an exercise to help you prepare to write take a separate sheet of paper and project in detail where you'd like to be in 5 years, 10 years, 20 years....how do you spend your day? where? who do you work with? Live with? Go so far as to reflect on what would you want your obituary to say. Who and what did you create in this life? What legacy is left behind? Who do you want to be a role model for, if anyone, and how? You don't have to tell me all these things in your paper, but if you think through some of these details, it may help you write a meaningful personal narrative.)

Portfolio
Assignment

The following page details what needs to be in your portfolio....the following paragraph will help you think about and prepare the information under the “skills” tab.

! Γ Skills Identification and Demonstration

Select 4 skills that you have identified in yourself through the activities in this class and looking over your work, school, community, and life experience. Think both creatively and analytically as you look broadly at yourself and your life because skills can be “hiding” in places you don’t suspect. Remember to consider skills from your disciplinary backgrounds as well as interdisciplinary skills and traits. (Also, ideally, you’d be focusing on transferable skills, but you choose the skills that work best for you.) And complete the skills checklists provided later in this packet (you will not include the checklists in the portfolio but they will help you think).

For each skill or set of skills you identify, put that label at the top of the page and then in 4 to 5 sentences explain how you mastered the skills, give examples and situations you’ve used it/them in, and convey how it is transferable/useful in different situations.

For your portfolio, locate examples of work, or artifacts, to further demonstrate your having these skills (a different artifact for each skill). **See the handouts on portfolios in your reader for ideas on what an “artifact” might be.** They can come from places you’ve worked or volunteered as well as school classes or extracurricular activities.

Be sure to write a brief label/description explaining the artifact and put it down lower on the page where you talked about the skill. In other words, the words you write about yourself in terms of the skill set you identified will be at the top of the “left hand page” (imagine looking at a book open in front of you) followed by the artifact label / description down lower on that page which helps the reader understand what the artifact facing them on the “right hand page” is.

There are handouts from Career Services in this section that explain much about portfolios and provide a list of a wide variety of things that may serve you as “artifacts” to demonstrate possession of your skills.

Portfolio Assignment

OBJECTIVE: To compile and present the work you've done in the BIS program, school, and life and showcase your career goals and skills.

MUST USE: a 3-ring binder, with plastic page protectors & tabbed dividers that stick out past the page protectors. (Do NOT number the pages included in your portfolio as it will change as you go through your BIS program and life.) This is a presentation piece so remove any names, dates, assignment numbers, etc. from pages created for the portfolio –except for the resume and title page of course! Make it as if you did it to show yourself off, not for a class assignment. Imagine someone is looking at this and you want to make it attractive and easy for them to understand what you have displayed (assume it could stand alone without you there to explain it) and it flows nicely in terms of arrangement.

REQUIRED ITEMS TO INCLUDE:

You will be including both career-related and academic items in this order:

Career Items

- portfolio cover page – saying simply “Portfolio of (your name)” Not “BIS 301” etc.
- (table of contents) -- optional
- 2 clean copies of resume (tucked together in one page protector sleeve)

Under a tab called “skills”

- Identify 4 skills you have and describe them – offering concrete examples, evidence in the sentences that follow the skill (see some more tips on the previous page). Lower on the page provide a brief written description labeling and explaining the artifact and how it demonstrates the skill--so that the artifact makes sense.
- 4 skills artifacts. Alternate description / label pages with supporting artifacts

Academic Items

Under a tab for each discipline (so TWO separate tabs titled for each of your discipline) put

- a clean, corrected “presentation” version of concentration area reports for that discipline
- a clean, updated Discipline Plan of Study (the itemizing of classes & skills i.e. “Psychology Coursework”
- artifact from relevant concentration areas that show your abilities, skill, knowledge (ex: paper, presentation, report, exam, project) – provide a written description or label for each skill or ability so the artifact makes sense

Under another tab called “Interdisciplinary Studies” put:

- BIS Plan of Study – the one labeled “Interdisciplinary Studies” and update it with what you now know you learned from this class and anything new you now know about 302, 401, and 402.
- *An artifact from demonstrating interdisciplinary thinking.*
- Transcript (unofficial okay for now, but ultimately you'll want an official one still sealed in its envelope available for employers who want to verify your degree. You may ultimately also choose to have an official transcript unsealed for easy viewing--depending on how you like your grades!)
- Current, accurate DARS report

Additional Items

Feel free to include additional tabs and items from class, school, work, or life in general if you wish to. There may be something we/you did that is meaningful to you in some way and adds to the “picture” of who you are. If you add items, though, be sure that there is a cover sheet, label, or something that indicates what it demonstrates/why it is there.

The portfolio is a professional object. That means that it should be neat, organized and good-looking. It should be something that you would feel comfortable, even proud, to show to someone at a job interview. Your portfolio will be graded both on content and appearance.

Keep in mind also that this portfolio represents you. Consider making it distinctive in some tasteful way that shows something about yourself.

Interdisciplinary Exploration

Due: _____

Preparation: Get on the Internet and spend some time searching on Interdisciplinary, Interdisciplinary Studies, Interdisciplinary Programs, and Interdisciplinary _____ plugging in words / phrases like: research, projects, programs, college or university, graduate, etc.

Try using a number of different search engines and spend at least an hour following interesting links and printing out interesting tidbits. Don't go with the first thing you find and don't limit yourself to college education programs. Explore. Go so far as to see if you find evidence of your two disciplines in what you run across or look for.

Based on your web surfing, respond to the following prompts in writing and staple the most interesting article/web content/homepage you found to this sheet. Be prepared to discuss and share the following information with your fellow students:

1. Describe the most interesting website you visited (and provide address).
2. Based on your exploration of different types of interdisciplinary studies programs, what similarities and differences stand out to you?
3. What other kinds of things did you run across that interested you during your searches?
4. In what way was this assignment valuable to you? Be specific.

Informational Interview

To complete this assignment you must find a professional working person who has a job that interests you (not a family member—use this opportunity to expand your personal network) and then interview them to find out what skills are required to do their job. You may use your own “leads” to find someone to interview or use Career Services' Career Information Network.

Upon completion of the interview you will write a paper describing: (1) who you interviewed and why you chose that person; (2) what you learned from the interview; and, (3) critically assess how your emphasis areas would position you for that job. Be sure to keep your eyes open for how these jobs or workplaces are interdisciplinary or could benefit from interdisciplinary thinking or practice.

Specifically, the paper should be 3-4 double-spaced typed pages and should include the following sections:

- Explanation of Selection Process and Choice(s) Made
- Background and Biography of Interviewee
- Preparation for Interview
- Discussion/Analysis/Interpretation of Questions and Answers
- What I Learned from the Interview
- What I Would Have Done Differently Had I Known, Etc.

You also need to include the following as attachments to your paper: a copy of the interview questions, a business card from the professional you interviewed, and a copy of the thank you note (& stamped envelop) that you will send upon completion of the interview (all must be typed).

Summarize by stating what you got out of this exercise, and what you will do differently (or how you will think differently) as a result of this exercise.

Helpful handouts on this are provided in this reader.