

**Syllabus for CODE 120**

Research Team I – Face to Face

Fall 2022

[Time]

[Location]

## About the Instructor

Name: xxx

Phone: xxx

Email: xxx

Office Number: xx

Office Hours: xxx

## Welcome

Community-Oriented Digital Engagement Scholars (CODES) is a pathway for motivated students in all fields and majors to use their general education credits to work alongside community organizations to study and address the world’s most pressing problems. CODES students meet each semester in research-team courses facilitated by their mentoring professor and a community organization to address major social problems in our region. Teams analyze, visualize, and share their work with the broader public using skills central to the digital humanities, including data mining, mapping, storytelling, networking, and cultural analytics.

This is the first research team course in which you will work alongside me, XX your community partner, and the other students to understand [problem the research team covers], the topic you chose during CODES orientation. This first research team course is designed to help you learn about the community in which we’ll be working and to orient you to life as a college student and to CODES more specifically. This is a preliminary syllabus; we will work to choose content, additional objectives, and activities together and then I will distribute a revised version.

You are welcome to visit CODES Director Dr. Jessica DeSpain to discuss life goals, CODES participation, or just to say hello!

Dr. Jessica DeSpain

Peck Hall 2210

jdespai@siue.edu

Office Hours: TBA

## **Co-Requisites and Pre-Requisites**

Students must be enrolled in CODE121: Communicating Locally and Globally during the same semester they are enrolled in CODE120: Research Team I. There are no pre-requisites for the course.

## **Catalog Description**

Introduces pathway; students learn study skills, practice variable writing modes, develop a schedule of readings and activities, and meet their community partners.

## **Course Goals**

* Learn time management skills, intellectual curiosity, self-evaluation, and study habits
* Practice collaborative skills and work as a team to complete a digital project that addresses a communication need identified by our community partner
* Learn about our problem in the context of [the community partner,] [municipality,] nationally, and internationally
* Explore our problem using a transdisciplinary model that considers where appropriate content central to several disciplines including, but not limited to diverse fields such as history, literature, anthropology, biology, and sociology
* Write multimodal digital compositions designed to reach three different audiences
* Present your work publicly twice during the semester for you classmates and later for a broader audience of community members

## **Course Materials**

After developing a course of study, all required materials will be available on the course Blackboard site. Blackboard is the web-based course management system used at SIUe. This is your primary source of information regarding the course. Through Blackboard, you may access the course syllabus and schedule, class slides in PDF format, homework assignments, your grades, links to online resources, announcements, and other materials relevant to the course. Access the Blackboard site by going to <http://bb.siue.edu/>. Your Blackboard login is your email username and your Blackboard password is your email password. Additional Blackboard resources include:

Blackboard Student Orientation Site: <http://www.siue.edu/its/bb/index.shtml>

Blackboard Help Line: 618-650-5500

## **Course Activities/Assessments**

## **Source Analyses (7 throughout the semester)**

Once a week, we will engage in team discussions about a source, which may include articles, literary texts, maps, documentaries, podcasts, or objects. In preparation of each of these discussions, you will complete a source analysis sheet to provide information about the source’s context, content, and your analysis of it.

## **Multimodal Compositions (3 throughout the semester)**

Our research team will have its own WordPress blog where we maintain and share a record of our research with multiple audiences. You will write three entries throughout the semester adding to our work to define and understand the problem our research team is exploring. Your entries may include images, video, external links, or data. They will each be framed toward a different audience. The sould fall between 800-1,000 words.

**Composition #1: Defining our Wicked Problem, Audience=Classmates**

In our Necessary Knowledge Document, we have started to map out several aspects of our problem. According to our textbook, wicked problems have six characteristics (see p. 68). Explain how our problem fits within these six characteristics. How do you think we our research team should define the problem?

**Composition #2: Current State Analysis, Audience=Community Partner**

In Chapter 3 of our book (p. 119-174), we learn how to analyze the current state of a problem, including its direct and indirect drivers, causal chains, and the stakeholders involved in and impacted by the problem. Write your own current state analysis that either 1) Defines the system and classifies its drivers, 2) conducts a causal chain analysis, or 3) conducts a stakeholder analysis. (Your responsibility for 1, 2, or 3 will be assigned in class). Write your composition with our community stakeholder as our audience. We will discuss them as a class during their next visit.

**Composition #3: Communicating the Problem, Audience=stakeholder**

Now that we have defined and analyzed the current state of the problem, we have to be able to communicate various aspects of the problem, its drivers, and its impacts. Choose one stakeholder included in our current state analysis map. Write a compelling explanation of the problem that explains its complexity in clear, direct terms with your particular stakeholder in mind.

## **Collaborative Digital Problem Mapping**

Throughout the semester, we have been working together to map, analyze, and understand our problem. We have saved images of our concept maps on our website, and we have watched them evolve throughout the semester. For your final collaborative project, we will come to a consensus on our definition of the problem, its direct and indirect drivers, and its key stakeholders. We will create a collaborative multimodal project drawing on the semester’s concept maps, readings, research, and our own writings to collectively explained what we have learned about the problem both locally and globally. In the next research team course, you will start to collect more data about your problem by listening to stakeholders and learning more about the region. Your project, should also convey those next steps. What else do you need to learn? Who do you need to learn it from? How will you learn it? Each of you will:

* Contribute 1,000 to 1,500 words about our findings
* Integrate research and readings from class into your work
* Contribute to the design/appearance of the project, including visualizations of the problem using what we have learned about how wicked problems operate from our readings.

## **Letter of Intent and ePortfolio**

In this course we use [contract grading](https://iris.siue.edu/codes/instructors/curriculum-resources/contract-grading/) coupled with an ePortfolio of artifacts of your work to give you more ownership over your learning, and to focus more on the process of learning rather than a finished product. You will use a template I provide to write your learning contract, a document in which you will describe what you want to learn this semester and how you will organize your time to learn it. Though the learning contract has categories of assessment; you’ll decide how you’ll weight your work. You’ll decide where you want to concentrate your greatest effort, and what you want to improve upon. I won’t be assigning you numbers or letters, but rather will be giving you written feedback both in and outside of class about your work. You will submit a [learning portfolio](https://iris.siue.edu/codes/portfolio-template-for-class-grading/) at midterm and semester’s end in which you will demonstrate and reflect upon your learning. We will meet to discuss your progress and renegotiate the contract as necessary. I will give you a letter grade at midterm and assign a final letter grade at semester’s end based on how well your portfolio demonstrates the learning goals we’ve decided upon in your contract. Guidelines for the CODES ePortfolio are available on the [Resources](https://iris.siue.edu/codes/students/eportfolios/) website.

# Course and University Policies

## **Becoming an Effective Collaborator**

As your research team instructor, we are in this together for the long haul! The eight of you will take a course with me each semester for the next two years. You should see your research team as its own community where we share ideas, provide feedback, and support one another through these first two years of college. We are going to learn more about how to collaborate effectively this semester, but you should also depend on one another as you acclimate to life at the University.

The CODES pathway uses Slack for communications within each team but also with your full cohort of 24 students. Use it to talk to one another and to message me privately about our work or about your other experiences on campus. I’ll be available in Slack Monday through Friday between the hours of 9 and 5.

## Academic Integrity/Plagiarism

Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](http://www.siue.edu/policies/1i6.shtml). Students are responsible for complying with University policies about academic honesty as stated in the [University’s Student Academic Conduct Code](http://www.siue.edu/policies/3c2.shtml).

## Late or Missed Assignments and Activities

I will not penalize students for late work, but to stay on schedule, receive prompt feedback, and be successful in class, it is important to meet our agreed upon deadlines. Research teams use a flipped classroom model. This means you will have readings, videos, and activities to complete outside of class that will prepare you for collaborative, activity-based in-class work. If you do not complete the work outside of class, these research team meetings will be less successful. For example, if we have a project proposal or draft due, and you miss the deadline, I may not be able to get you timely feedback to improve your work, resulting in a lower final grade.

## Use of Devices in and Out of Class

One goal of CODES is to help students form a digital identity and understand their role in a society that takes place through face-to-face and digital interactions. Good digital citizens know how to devote their attention to the right people, things, and tasks at the right times. When you are in class and your classmates or your instructors require your attention, you should be focusing on them with phones off and laptops closed. If you are doing collaborative work that requires technology, then you should have computers or phones out. You should be savvy (and respectful enough) to know the difference. This means no headphones or earbuds in class, no videogames in class, etc., etc. Also, show empathy and care to other members of our CODES community in all digital environments by not making fun of, bullying, or disrespecting students or faculty on messaging platforms or social media.

## Attendance and Participation

Research team courses depend on the active attendance and participation of every student. If you are missing class or are not keeping up with assignments, you will be jeopardizing not just your own grade, but the work of your team mates, and the quality of the project we have committed to complete for our community organization. Attendance and participation are a vital part of your work, and will be considered as a factor in evaluations of your ePortfolio at midterm and the course’s end. Students who miss more than five classes are in danger of failing the course.

## Number of Preparation Hours

As with any undergraduate course you will take, the calculation to determine the amount of time you need to spend on a course to be successful is to spend two hours outside of class for every hour in class. Class will be in session for two and a half hours per week, which means students should expect to spend at least five hours per week outside of class on readings, studying, assignments, journals and the research paper.

## Diversity and Inclusion

This pathway deliberately seeks to be on the cutting-edge of diversity efforts at the university, hence the racial demographics of CODES exceed the standards of most other classes and programs on campus. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. In addition to fully supporting the University's [diversity statement](https://www.siue.edu/about/mission-goals-plans/diversity.shtml), we plan to participate in regular conversations throughout the semester to consider additional barriers and opportunities associated with the evolving nature of diversity, equity, and inclusion initiatives both on campus and more broadly.

## Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

## Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

* [Lovejoy Library Resources](http://www.siue.edu/lovejoylibrary/)
* [Tutoring Resource Center](https://www.siue.edu/lss/tutoring-resource-center/)
* [The Writing Center](http://www.siue.edu/lss/writing/index.shtml)
* [Academic Advising](http://www.siue.edu/advising/)
* [Financial Aid](https://www.siue.edu/financialaid/)
* [Campus Events](http://www.siue.edu/events/)
* [Counseling Services](https://www.siue.edu/counseling/)

## Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siue.edu](http://cougarcare.siue.edu/) or by calling 618-650-2842.

# CODES Partners

CODES is a partnership between several University programs and Centers; members of these University groups will make frequent appearances in and provides support for your CODES courses.

## The IRIS Center

The IRIS Center at SIUE is an interdisciplinary facility designed to support scholarship and teaching that applies digital content as a primary methodology. IRIS Center staff offer instructional sessions on a variety of tools and software, and students can visit the center for support in designing digital projects. The IRIS Center is particularly invested in opportunities for students to learn by doing; our students have complete fieldwork abroad, work with rare books, and serve as mentors for digital humanities clubs at secondary schools. In IRIS, students learn skills applicable to future careers like writing for the web, web development, and data visualization. Visit <https://iris.siue.edu> to learn more about the IRIS Center.

## SIUE Successful Communities Collaborative

SIUE Successful Communities Collaborative (SSCC) is a cross-disciplinary program that supports yearlong partnerships between Illinois communities and SIUE to advance local resiliency and sustainability based on community-identified environmental, social and economic issues and needs. SSCC's mission is to connect Illinois communities with SIUE students and faculty. The SSCC team is eager to support you and your cohort. Visit <https://www.siue.edu/successful-communities/index.shtml> to learn more about SSCC and the resources it has available to support your work.

## The SIUE Truth, Racial Healing and Transformation Campus Center

The SIUE Truth, Racial Healing and Transformation Campus Center (TRHT) seeks to dismantle a hierarchy of human value by connecting community agencies already engaged in anti-racism work, establishing new relationships between those community agencies and SIUE, and preparing students to work alongside community members as agents of social change. As equal partners with all stakeholders, we establish authentic, trusting relationships for the upbuilding of sustainable communities where people of all backgrounds can thrive. Visit <https://www.siue.edu/provost/trht/index.shtml> to learn more about TRHT, its goals, programs, and initiatives.

# Course Schedule

***Note for Research Team Faculty***

Information about syllabus creation activities can be found on the [CODES Resources site](https://iris.siue.edu/codes/instructors/building-a-research-team-syllabus/).

CODES is an innovative approach to integrating transdisciplinary problem-solving into the general education classroom. CODES Research Team syllabi are developed collaboratively with students choosing content related to their community partner’s problem and assignments agreed upon as a class.

CODES Research Teams Collaborative Syllabus content must:

* Study the team’s problem using a transdisciplinary approach drawn from a variety of fields, including history, literature, anthropology, biology, and sociology, and computer science
* Engage the histories of race and culture that have defined the St. Louis region and develop approaches and content that take ongoing struggles for equity and diversity seriously
* Be driven by student curiosity with guiding support from faculty
* Help students negotiate the civic responsibilities they bear toward others in their local communities as well as online

The curriculum is intentionally organic, transforming each year based on student interest and community need. For example, a team tasked with addressing food sustainability would read essays from Wendell Berry’s *Bringing it to the Table* and bell hooks’s *Belonging* alongside William Cronon’s environmental history of the nineteenth-century United States *Nature’s Metropolis* and Ruth Ozeki’s novel *All Over Creation*. In their writing and research courses, students could study land-use maps while conducting ethnographic research and collecting oral histories. During their scientific methods course, they could conduct experiments regarding the environmental effects of urban development. Their research teams would bring the skills and content of the humanities to bear on their sociological and scientific research. Students would learn how to interpret and write personal narrative and understand how individual stories can work collectively to illuminate diverse perspectives on a problem. As a final project, the team could work with Illinois Extension Service to create an interactive visualization of the encroachment of housing on farmland complete with digital stories about the cultural, environmental, and socioeconomic impacts. Students would use multimodal writing interpret the problem’s multiple facets.

In this course, assignment types might include reading assessments like a blog, a journal, or reflections. The course’s outcome will include a presentation on the research team’s progress with the community partner in attendance, and a multimodal, digital writing project. CODE120 is designed to work alongside CODE121: Communicating Locally and Globally to introduce students to life on campus, strong study habits, and the skills of research, writing, and public speaking. In CODE120, students should learn about their problem in a global context in their course content. Examples of research team content can be found on the [CODES website](https://iris.siue.edu/pathway/research-team-examples/).

**Schedule of Activities**

| **Week** | **Learning Activities** | **Assignments** | **Due Dates** |
| --- | --- | --- | --- |
| **Week 1**Date | -Discussion of CODES and course goals-How do you want to spend your time in college?-Add information to shared Google Doc “Necessary Knowledge” | Read:-“[Theory and Place in Environmental Non-Fiction](https://www.assayjournal.com/jennifer-case-place-studies-theory-and-practice-in-environmental-nonfiction.html),” *Assay: a Journal of Non-Fiction Studies*, Bb -Excerpt of Edward Soja’s *Spatial Justice*, Bb-Source Analysis #1 |  |
| Date | -Syllabus writing activity -Discussion of reading and source analyses | Read:*-Sustainable World*, Chapter 2, “Wicked Problems and their Resolution,” 63-114 |  |
| **Week 2**Date | -Discuss Ch. 2-Visit from community partner (practice notetaking methods)-Continue syllabus writing | -Reflection on community partner visit and revisions to “Necessary Knowledge” doc |  |
| Date | -Visit to Lovejoy Library-Students work in pairs on research area to find proposed readings | -Multimodal Composition #1, due on ePortfolio and course site |  |
| **Week 3**Date | -Workshopping activity to read, discuss, and synthesize composition #1-Students finalize materials for syllabus drawing on materials found in their research and proposed by professor-Address learning contract questions | -Share draft of learning contract 48 hours prior to assigned meeting time |  |
| Date | No Class—meetings to discuss learning contracts | Read:-*Sustainable World**Ch. 3, “Current Stage Analysis,” p. 119-181*-Source Analysis #2 |  |
| **Week 4**Date | -Reading Discussion with mapping of problem on Google Jam Board |  |  |
| Date | Reflection on first weeks of college; share resources, study habits, etc. | Read/watch/explore:-[insert]-Source Analysis #3 |  |
| **Week 5**Date | Read/Watch xx and discuss |  |  |
| Date | Community tour |  |  |
| **Week 6**Date | Community interview via Zoom | -Multimodal Composition #2 |  |
| Date | -Workshop/Discuss Compositions | Read/watch/explore:-[insert]-Source Analysis #4 |  |
| **Week 7**Date | Reading Discussion | -Revisions of Multimodal Composition #2-Presentations |  |
| Date | -Community Partner Visit-Presentation of Compositions |  |  |
| **Week 8**Date | -Discuss outcomes of community visit; revisit Google JamBoard | -Share midterm portfolio 48 hours prior to assigned meeting time |  |
| Date | No Class-Meeting to Discuss Midterm ePortfolios | Read/watch/explore:-[insert]-Source Analysis #4 |  |
| **Week 9**Date | -Class discussion-Discuss Multimodal Composition #3; problem statements for audiences |  |  |
| Date | -Discuss and plan for knowledge needed to complete final project-Complete research in class | -First Draft of Multimodal Composition #3 |  |
| **Week 10**Date | -Workshop drafts in class; talk about audience, format, design | Final Draft of Multimodal Composition #3 |  |
| Date | -Revisit JamBoard; what have we learned through distillation?-What else do we need to know? | Explore: -Individually assigned example DH projects-Source Analysis #5 |  |
| **Week 11**Date | -Learn about the digital humanities and tour DH projects-Discuss format and organization for final collaborative project |  |  |
| Date | -Develop a chart with tasks, responsibilities, and deadlines-Discuss collaborative workload and group responsibilities | -Source Analysis #6 on student-selected research |  |
| **Week 12**Date | -Sharing of student research | -work toward individual project goals |  |
| Date | Work on project content and design in class | -work toward individual project goals |  |
| **Week 13**Date | Work on project content and design in class | -Draft documents due |  |
| Date | Workshop progress and meet individually with me | -work toward individual project goals |  |
| **Week 14** | NO CLASS-THANKSGIVING | -work toward individual project goals |  |
| **Week 15**Date | Finalize project | -Draft Documents Due |  |
| Date | Finalize Project | -Share draft of learning contract 48 hours prior to assigned meeting time |  |
| **Week 16**Date | Practice for Presentations at IRIS Showcase  |  |  |
| Date | Reflection and planning for Research Team II |  |  |

**The Learning Contract and Portfolio**

**What is a Learning Contract?**

A learning contract is a document in which you will describe what you want to learn this semester and how you will organize your time to learn it. The goal of a learning contract is to give you ownership over your learning and to help you focus more on the process rather than an end product. You get to decide what grade you want. If you want to put in the effort for an A, you can do so, if you’ve already decided that a B is your goal, you can plan to achieve it. I won’t be assigning you numbers or letters, but rather I will be giving you written feedback in and outside of class about your work. You’ll decide where you want to concentrate your greatest effort, and what you, specifically, want to improve upon. **Regardless of your goals, you are expected to complete your class assignments and attend class.**

**The Portfolio Demonstrating your Learning**

At midterm, you will create the first draft of a portfolio with artifacts that demonstrate how you’ve been meeting the goals you describe in your contract (approximately two artifacts per section of the contract). You will also submit a reflection about your progress and what you’d still like to complete. We will meet at midterm to discuss your progress and renegotiate the contract as necessary. I will give you an approximate letter grade at midterm and assign a final letter grade at semester’s end based on how well your final portfolio demonstrates your progress toward your learning goals.

I’ve chosen seven categories related to course outcomes that form the basis for the learning contract. Your portfolio should include:

* A copy of your learning contract.
* A one-page reflection that explains how each of the artifacts in your portfolio demonstrates your growth. Your reflection should indicate how you still need to improve to meet your goals and whether you need to adjust your contract to realistically complete the course.
* One to two objects in each category along with one to two sentences explaining how they serve as evidence as your progress toward your goals.

**Writing the Contract**

Note: A Learning Contract Template is available on Blackboard for you to fill out.

1. Look over the syllabus paying particular attention to the course objectives and schedule of activities. Examine the sample learning contract below and use the template.
2. Decide on a grade that is practical and achievable (you shouldn’t just choose an A because you think that is what I want to hear).
3. Choose a percentage of effort for each category.
4. Write goals for each category.
5. In the next column indicate what you will do to meet your goals.
6. In the third column indicate what artifacts you may include to demonstrate your learning
7. In the final column indicate what I should be looking for as evidence in the artifacts.
8. Find as many ways as possible to adapt your responses to your own interests. Give yourself clear and challenging criteria for success (timelines, quality of work, etc.)

**The Contract Process**

You will revisit and rework your contract after our meeting the week XX if necessary and again at midterm once you’ve delved more into the material. We will meet to discuss the contract you’ve designed for yourself. If I don’t think your contract reflects a level of effort that merits the grade you’ve chosen, I may ask you to revise. If I think you’ve concentrated too much effort in one category, I may ask you to recalculate.

**Due Dates at Beginning of Semester**

* XX: Initial contract due via Blackboard assignment tab by 11:59 pm
* XX: Discussion with XX via a ten-minute meeting
* XX: Negotiated changes resubmitted by 11:59 pm via Blackboard assignment tab

**Due Dates at Midterm**

* XX: submit portfolio via WordPress by 11:59 pm
* XX: Discussion with XX

**Final Due Dates**

* XX: final portfolio submissions to WordPress by 11:59 pm

**Learning Contract Sample**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Contracted For \_\_x\_\_ A \_\_\_\_ B \_\_\_\_ C

|  |  |  |  |
| --- | --- | --- | --- |
| **What concepts are you going to learn, or skills are you going to develop?** | **How will you learn the content/ develop the skill?** | **What evidence will you add to the portfolio to demonstrate your learning?** | **How will you and I assess the evidence of your learning/skills?** |
| **Content (30%)*** Learn about the history of redlining in Alton and research its present impacts.
* Read about redlining in other cities to compare
* Consider individual stories in relationship to history, literature, art, and statistics
 | * Complete all readings, attend all classes, and take detailed notes
* Engage during collaborative research activities by seeking answers to questions
* Write blog posts to explore topic from multiple perspectives
 | * Snapshots of class notes
* Snapshots of notes on reading
* Documentation of questions I ask
* Selections from blog writing
* Extra research into uses of agency by Alton’s Black residents
 | * Class notes indicate I actively engage in learning
* Blog writing demonstrates my consideration of multiple perspectives
* Final project includes stories of residents corresponding with research from several fields
 |
| **Composition (10%)*** Improve ability to develop claims
* Experiment with writing style
* Learn how to integrate writing with other media
* Practice writing in new genres
 | * Look for examples in scholarly essays
* Try new diction and sentence structure
* Put sound, video, and images into presentations and projects
 | * Annotations of essays
* Examples of in-class writings with experiments highlighted
* Discussion in reflection of changes in work
* Contributions to final project
 | * Claims improve in writing
* Writing is experimental
* Integrates other media tied to writing
* Final project writing shows improvement
 |
| **Research (20%)*** Learn to differentiate my voice from evidence
* Treat research as an adventure
 | * Revise drafts focusing on paragraph structure
* Develop an annotated bib
 | * Rough drafts
* Research documents
* Presentations
* Contributions to final project
 | * Improvement through rough drafts
* A comprehensive body of research carefully analyzed
 |
| **Invention (10%)*** Learn new methods of engaging in research
 | * Use blogs to experiment with research methods
* Practice DH skills in final project
 | * Final project
* Blogs
* Research documents
 | * Quality of final project shows innovative uses of transdisciplinary research
 |
| **Collaboration (5%)*** Learn how to relinquish control over projects
* Successfully complete work aligned with project’s goals
 | * Help delegate
* Take responsibility over my role
* Help others
 | * Reports from group work
* Peer reviews
* Presentations
 | * Peer reviews indicate I learned how to collaborate effectively
* In Presentations, each portion of work complements the others
 |
| **Participation (5%)*** Use in-class work to engage in becoming a better reader
 | * Practice inventive synthesis of readings and ideas
* Experiment with making broad connections using multiple texts
 | * Class discussions
* Reflections
* blogging
 | * Contributions to discussion demonstrate inventive reading
* Examples from in-class discussions demonstrate an ability to bring together multiple readings and ideas
 |