

Course Syllabus

[Jump to Today](#)

 [Edit](#)

ENG6813.0W61:

Interdisciplinary Teaching Pedagogy and Practice

Texts & Technology, College of Arts and Humanities

3 Credit Hours

Instructor Information

- Instructor: Dr. Sara Raffel
- Virtual Office Hours: Tuesday and Thursday 2-4 p.m. or by appointment
- Phone: 407-823-5596 (messages only)
- Digital Contact: sara.raffel@ucf.edu or Webcourses@UCF messaging

Course Information

- Term: Spring 2021
- Course Number & Section: ENG6813.0W61
- Course Name: Interdisciplinary Teaching Pedagogy and Practice
- Credit Hours: 3 Credit Hours
- Course Modality: Online (W)

Enrollment Requirements

Department consent required.

Course Description

ENG 6813 CAH 3(3,0)

Interdisciplinary Teaching: PR: Graduate standing or C.I. Theory and practice of designing interdisciplinary courses and curricula for the humanities. Includes strategies, theories, and best practices. Even Spring.

In this course, students will explore definitions of interdisciplinarity, consider a range of approaches for teaching interdisciplinary humanities courses, and develop curricular materials for an interdisciplinary humanities course. The emphasis for the major project will be on creating a syllabus and well-structured assignments for an interdisciplinary course of your choice, with the approval of the instructor.

The course has two overarching goals:

1. Imagine the future of pedagogy in the humanities and understand how a scholarship of teaching and learning can inform ongoing inquiry into the impact of innovation.
2. Develop a framework for evaluating and designing pedagogies, syllabi, and assignments for the learning and knowledge contexts that are relevant to your interests.

Course Materials and Resources

Required texts:

- L. Dee Fink (2013). *Creating significant learning experiences: An integrated approach to designing college courses*.
- Julie Thompson Klein (2015) *Interdisciplining Digital Humanities: Boundary Work in an Emerging Field*
- Paulo Freire, *Pedagogy of the Oppressed*

Shorter readings (position, papers, articles, etc.):

- Association for Integrative Studies, & Institute in Integrative Studies. (1996). Guide to Interdisciplinary Syllabus Preparation. *The Journal of General Education*, 45(2), 170-173.
- Julie T. Klein: "Typologies of Interdisciplinarity: The Boundary Work of Definition"
- Jan Meyer and Ray Land, "Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the disciplines"
- Brown, V. S., Toussaint, M., & Lewis, D. (2018). Students' Perceptions of Quality across Four Course Development Models. *Online Learning*, 22(2), 173–195.
- Tabitha Grier-Reed and Anne Williams-Wengerd (2018). Integrating Universal Design, Culturally Sustaining Practices, and Constructivism to Advance Inclusive Pedagogy in the Undergraduate Classroom. *Educ. Sci.* 8(4), 167; <https://doi.org/10.3390/educsci8040167>

Student Learning Outcomes

- Learn about the different varieties of multidisciplinary, interdisciplinarity, and transdisciplinarity, and the role of disciplinarity in teaching.
- Develop practical and conceptual frameworks for understanding how people learn effectively in varied environments, including formal, informal, fully online, and mixed-mode learning.
- Reflect on your experiences, attitudes, values, and expertise as interdisciplinary educators and practitioners while synthesizing ideas and information from course readings and discussions.
- Propose and develop a well-theorized syllabus and accompanying course materials for an interdisciplinary course.
- Develop strategies for developing structured assignments within an interdisciplinary context.

Course Activities

Assignments

- Course Concept Wiki for a New Pedagogy in the Humanities: this will serve as a class resource on class pedagogical practice - 10%
- Course discussion postings: we will discuss course readings throughout the semester - 10%
- Course concept proposal: you will lay out a vision for an interdisciplinary course concept and possible assignment sequence - 10%
- Proposed bibliography: along with your course concept proposal, you will develop an annotated bibliography of teaching practice and theory readings that are appropriate for the course you will be designing - 20%
- Critical pedagogical practice portfolios: based on the course concept proposal, you will develop the following documents in support of your new course - 50%
 - Intellectual framework statement
 - Schedule of major activities and concept map linking them
 - One major assignment description
 - Full course syllabus for a teaching mode of your choice (F2F, WWW, or mixed-mode)
 - Teaching mode modification statement about how you might modify activities if teaching in a different mode

You should anticipate logging onto the course at least twice per week to read information and complete assignments and discussions. Important course information will be provided throughout the course via the Announcements feature of Webcourses, so I recommend you turn on notifications to receive these either via email or push notification. If you're accessing the course via computer (the recommended mode of access), you can find notification settings by clicking the "Account" button in the upper left corner of the screen and then clicking "Notifications" in the screen that pops up.

Activity Submissions

You should submit major assignments--including the midterm, peer review, and final project--as Microsoft Word documents (.docx) or Adobe PDF (.pdf files). If you're accessing the course by computer (the recommended mode of access), submit assignments by clicking the "Submit" button in the upper right corner of that assignment's page.

You can find formatting guidelines for a particular assignment on that assignment's page.

Attendance/Participation

Your active participation is essential for this course. You must participate in all of the class discussions.

Follow typical email protocols for polite and professional postings. Although you will frequently disagree with the opinions of others, you must always respond in a considerate and professional manner. Proper online course behavior is expected at all times.

Proper course conduct also entails creating a positive learning experience for all students, regardless of sex, race, religion, sexual orientation, social class, or any other feature of personal identification;

therefore, I will not tolerate sexist, racist, prejudicial, homophobic, or other derogatory remarks.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Grading Procedures

Letter Grade	Points
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76% Please note: a grade of "C" is considering passing for English majors.
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%

F	59% and below
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Consult the latest Undergraduate or Graduate [catalog](http://catalog.ucf.edu/) (<http://catalog.ucf.edu/>) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Grades for all assignments will be made available to you in the Grades area of the course after each assignment is graded. I generally grade assignments within a week of the due date. Final course grades are provided by the university about a week after the end of the semester. However, you should be able to determine your course grade at any point in the semester based on the information provided above.

Once the semester is over all course grades are final. I do not round grades up or down.

Course Schedule

Please see the [Course Schedule](#) page for a detailed list of assignments, readings, and due dates.

Syllabus Amendment

This syllabus may be amended or modified in any way upon notice; most such changes will affect the Course Calendar, so be sure that you know if any due dates change. I will use the Announcements feature in Webcourses to notify you of any changes, so I suggest you update your Webcourses “Settings” to send you either email or push (if you have the mobile app installed) notifications of course announcements.

Questions/Concerns

If you have any questions or concerns about the syllabus or any other matter for the course, please don't hesitate to email me either using the messages feature in Webcourses or using my UCF email address. I respond to all email promptly during business hours (9:00 a.m.-5:00 p.m. ET Monday-Friday), but that means within 24 hours. Also, I may not respond to email on the weekends (from 5:00 p.m. ET on Fridays through to 9:00 a.m. ET on Mondays).

Late or Missed Assignments

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed. I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, this does not mean that I will not hold you accountable, especially in terms of class attendance, participation, and contributions. Therefore, I ask that you inform me in writing

(email or Canvas) of any missed or late assignments or periods where you may not be able to keep up with the class.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

Policy Statements

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc/\)](http://osc.sdes.ucf.edu/process/roc/). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](https://academicintegrity.org/) [\(https://academicintegrity.org/\)](https://academicintegrity.org/).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](http://wpacouncil.org/node/9) [.\(http://wpacouncil.org/node/9\)](http://wpacouncil.org/node/9)”.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) [.\(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [.\(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade).

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu) [.\(http://sas.sdes.ucf.edu\)](http://sas.sdes.ucf.edu) (Ferrell Commons 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> [.\(https://my.ucf.edu\)](https://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail

address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.




In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.



Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Course Summary:

Date	Details	Due
Fri Jan 15, 2021	 Introductory Post https://webcourses.ucf.edu/courses/1371337/assignments/6986683	due by 11:59pm
Fri Jan 22, 2021	 Course Wiki Topics Planning Discussion https://webcourses.ucf.edu/courses/1371337/assignments/6990599	due by 11:59pm
Mon Jan 25, 2021	 Wiki Planning Discussion https://webcourses.ucf.edu/calendar?event_id=2238162&include_contexts=course_1371337	1pm to 2pm

Date	Details	Due
Fri Jan 29, 2021	 Discussion 1 (https://webcourses.ucf.edu/courses/1371337/assignments/6993405)	due by 11:59pm
Fri Feb 5, 2021	 Course Wiki Contribution Reflection (https://webcourses.ucf.edu/courses/1371337/assignments/6990118)	due by 11:59pm
Wed Feb 10, 2021	 Zoom Tea Time (https://webcourses.ucf.edu/calendar?event_id=2176099&include_contexts=course_1371337)	2pm to 3pm
Fri Feb 19, 2021	 Discussion 2 (https://webcourses.ucf.edu/courses/1371337/assignments/6994376)	due by 11:59pm
Wed Mar 3, 2021	 Zoom Tea Time (https://webcourses.ucf.edu/calendar?event_id=2176132&include_contexts=course_1371337)	2pm to 3pm
Fri Mar 5, 2021	 Discussion 3 (https://webcourses.ucf.edu/courses/1371337/assignments/6994378)	due by 11:59pm
Fri Mar 12, 2021	 Course Concept Proposal and Bibliography (https://webcourses.ucf.edu/courses/1371337/assignments/6994495)	due by 11:59pm
Fri Mar 19, 2021	 Draft Intellectual Framework Statement (https://webcourses.ucf.edu/courses/1371337/assignments/6994497)	due by 11:59pm
Fri Mar 26, 2021	 Draft Course Concept Map (https://webcourses.ucf.edu/courses/1371337/assignments/6994500)	due by 11:59pm
Wed Mar 31, 2021	 Zoom Lunch Break (https://webcourses.ucf.edu/calendar?event_id=2176168&include_contexts=course_1371337)	12pm to 1pm
Fri Apr 2, 2021	 Draft Syllabus and Major Assignment Description (https://webcourses.ucf.edu/courses/1371337/assignments/6994502)	due by 11:59pm
Wed Apr 7, 2021	 Discussion 4 - Peer Review of Portfolio and Assignments (https://webcourses.ucf.edu/courses/1371337/assignments/6994379)	due by 11:59pm

Date	Details	Due
Wed Apr 21, 2021	 Zoom Lunch Break (https://webcourses.ucf.edu/calendar?event_id=2176199&include_contexts=course_1371337)	12pm to 1pm
Wed Apr 28, 2021	 Final Teaching Portfolio and Assignments with Teaching Statement (https://webcourses.ucf.edu/courses/1371337/assignments/6994550)	due by 11:59pm