

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School College of Integrative Sciences and Arts Department/School Leadership and Integrative Studies
 Prefix: IDS Number: 302 Title: Integration Skills: Topic: Integrative Thinking Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, each topic requires an individual submission, separate from other topics.

Requested designation: Literacy and Critical Enquiry (L)

Mandatory Review:

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucic@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Kelly Nelson E-mail Kelly.nelson@asu.edu Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 12-14-20

Chair/Director (Signature): 

Course Prefix	Number	Title	General Studies Designation
IDS	302	Integrative Skills: Integrative Thinking	Literacy and Critical Inquiry [L]

Criteria	How course meets spirit	Detailed evidence & location
C-1	<p>This course emphasizes critical inquiry and communicative competence by basing 80% of the overall grade on substantial writing assignments that require interpretation, analysis and evaluation.</p> <p>All work is done individually; there are no group projects.</p>	<p>The overall grading scheme for this class is detailed on page 2 of the Syllabus.</p> <p>The Midterm (40%) and Final (40%) papers combine to account for 80% of the overall grade.</p>
C-2	<p>The Midterm and Final papers both involve critical inquiry, requiring students to gather, interpret, analyze and evaluate various models for integrative thinking.</p> <p>Both of these assignments actively engage with existing, outside models and do not ask for personal opinion or reflection.</p>	<p>See assignment details for these two papers on pages 3-6 of the Syllabus.</p> <p>Midterm Draft and Paper: (6-9 pages) For this assignment, students gather academic sources and critically examine five different models for integrative thinking.</p> <p>Final Draft and Paper: (8-11 pages) For this assignment, students interpret one model of integrative thinking and critically evaluate the insights, perspectives, and components relevant to an integrative process.</p>
C-3	<p>This course features two substantial writing assignments, which combine for 80% of the overall grade. Both assignments involve in-depth engagement with academic sources to analyze, synthesize, and evaluate existing models of Integrative Thinking.</p>	<p>The list of required assignments appears on page 2 of the Syllabus.</p> <p>Assignment details for these two papers appear on pages 3-6 of the Syllabus.</p>

C-4	For both the Midterm and Final Papers, I require a Draft two weeks before the final version is due. I offer individualized feedback to each student on their drafts within 72 hours after the due date. Thus, students have at least ten days to revise and complete their final papers after they have received written feedback, including praise for what they are doing well and concrete suggestions on areas for improvement.	The sequencing of assignments can be seen on page 2 of the Syllabus . The assignments inform students that they will be receiving individualized feedback on their draft to assist them in completing the final version of their papers.
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IDS 302: Integration Skills—Integrative Thinking

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* ABRIDGED SYLLABUS *

This abridged syllabus focuses on the assignments and their correspondence with the General Studies Literacy and Critical Inquiry (“L”) criteria. All required ASU & CISA policies appear on the online version of the syllabus along with class policies, grading scale, and specific due dates.

Course Description:

This skill-based course is designed to help students build their integration skills. This section of IDS 302 focuses on integrative thinking, including divergent thinking (generating alternatives) and synthesis (combining disparate elements). **C-2** Throughout the course, we will examine, interpret, evaluate and synthesize various models of integrative thinking.

Learning Outcomes for all IDS 302 Courses:

- Demonstrate the ability to apply at least one integrative process
- Critically examine the integrative skill or process practiced
- Evaluate the significance of the various insights, perspectives, and components relevant to an integrative process

Course Specific Learning Outcomes:

- **C-2** Analyze multiple models of integrative thinking
- **C-2** Examine themes that emerge from multiple models of integrative thinking
- **C-2** Evaluate the degree or level of integration resulting from the use of an integrative process

Learning Materials: (all available through class website)

de Bono, Edward (2016). *Six Thinking Hats*. NY: Little, Brown & Company.

Karakas, Fahri & Mustafa Kavas (2008). Creative brainstorming and integrative thinking: skills for twenty-first century managers. *Development and Learning in Organizations*.

Kurzweil, Ray (2014). *Get ready for hybrid thinking*. TED Talk.

Martin, Roger L. (2009). *The Opposable Mind: How Successful Leaders Win Through Integrative Thinking*. Cambridge MA: Harvard Business Review Press.

Miller, Blair et al. (2011). *Creativity Unbound: An Introduction to Creative Process*. Chicago: FourSight.

Morris, Dave (2012). *The way of improvisation*. TED Talk.

Repko, Allen (2011). *Interdisciplinary Research: Process and Theory*. CA: SAGE Publications.

Sill, DJ (1996). Integrative thinking, synthesis, and creativity in interdisciplinary studies. *Journal of General Education*.

Assignments:

Midterm Paper Draft: 100 points (10%)

Midterm Paper: 300 points (30%)

Final Paper Draft: 100 points (10%)

Final Paper: 300 points (30%)

Discussion Board Posts: 200 points (20%)

TOTAL: 1,000 Points

C-1: At least 50% of the grade in the course should depend upon writing assignments. 80% of the grade in this course is based on substantial writing assignments that require analysis, interpretation and evaluation.

C-3: The syllabus should include a minimum of two substantial writing or speaking tasks. This course includes two substantial papers: a Midterm Paper, including a Draft, and a Final Paper, also including a Draft. Together, these two papers account for 80% of the overall grade. See Assignments section for details on both papers.

Course Outline: this class is always taught as a 7.5-week, online course

	TOPIC	READ/VIEW	ASSIGNMENTS
Module 1	Introduction to Integrative Thinking	Kurzweil de Bono	Discussion Board #1 First Draft
Module 2	Two Models of Integrative Thinking	Martin Sill	Discussion Board #2
Module 3	4P's Model of Creativity	Miller et al.	Midterm Paper
Module 4	Integrative Thinking in Academic Contexts	Repko	Discussion Board #3
Module 5	Integrative Thinking in Organizational Contexts	Karakas & Kavas	First Draft
Module 6	Applying Integrative Thinking	Morris	Discussion Board #4
Module 7	Integrative Skills		Final Paper

C-4: These substantial writing or speaking assignments should be arranged so that students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

For both the Midterm and Final Papers, I require a Draft two weeks before the final version is due. I offer individualized feedback to each student on their drafts within 72 hours after the due date. Thus, students have at least ten days to revise and complete their final version after they have received written feedback, including praise for what they are doing well and concrete suggestions on areas for improvement.

ASSIGNMENTS

First Draft: Annotated Bibliography

100 points (10%) – Due Module 1

2-3 pages

Learning Objectives

1. **C-2** Gather five academic articles on the topic of Integrative Thinking.
2. **C-2** Interpret the approaches to Integrative Thinking presented in five academic articles.

For this assignment, you'll be gathering and interpreting the academic sources that you'll be using as the foundation for your Midterm Paper.

Process

Step 1: Using Google Scholar, **C-2** gather FIVE scholarly articles on the topic of Integrative Thinking. These articles can come from any field, any country, and any time period.

Step 2: For EACH of the five articles, write one to two paragraphs including the following:

- a) Full citation for the article
- b) Academic background and/or affiliation of the author/s
- c) **C-2** Evaluate the research method used
- d) **C-2** Examine each approach to integrative thinking

C-4 You will receive individualized feedback on your draft within three days after the due date so you can use my comments to help you write your Midterm Paper.

C-2: *The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.*

For this First Draft, students will be gathering the research they'll be fully examining in their Midterm papers. Here in this draft, they'll be completing an initial evaluation of the evidence.

C-4: *These substantial writing or speaking assignments should be arranged so that students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.*

Students will receive individualized feedback on their First Draft within 72 hours after the due date. Thus, students will have at least ten days to further develop and write their Midterm Paper after they have received specific, written feedback from me.

Assignments (continued)

Midterm Paper: Synthesis of Five Articles

300 points (30%) – Due Module 3

4-6 pages

Learning Objectives:

1. **C-2** Critically examine five models of Integrative Thinking.
2. **C-2** Formulate and evaluate two larger themes that emerge from these five approaches to Integrative Thinking.

For this assignment, you'll be interpreting and evaluating the larger strands of thought in the five academic articles you identified in your First Draft.

Process

Step 1: **C-4** Review your first draft and my feedback to you. Revisit and reread the five academic articles you're working with for this paper.

Step 2: Write a paper including the following elements:

- a) Introduction
- b) Theme #1: Name and **C-2** critically evaluate the first theme. Then discuss, in detail, how three or more of these authors relate to this theme.
- c) Theme #2: Name and **C-2** critically evaluate the second theme you identified. Then discuss, in detail, how three or more of these authors dovetail with this theme.
- d) Conclusion

C-2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

For this paper, students will be examining models and approaches to Integrative Thinking presented by five different thinkers. This critical examination will lead to formulating and evaluating significant themes that appear within these models.

C-3: The syllabus should include a minimum of two substantial writing or speaking tasks.

This is the first of two substantial writing assignments in this class.

The First Draft and the Midterm Paper combine to equal 40% of the overall grade in the class. Total pages written: 6-9.

Assignments (continued)

First Draft: Preparing for Integrative Thinking

100 points (10%) – Due Module 5

2-3 pages

Learning Objectives

1. **C-2** Interpret the different stages within an integrative thinking process.
2. Identify an academic or occupational context where you will be applying integrative thinking.

For this assignment, you'll be working with either Repko's and Karakas & Kavas' models for Integrative Thinking, your choice. First, you'll **C-2** interpret, in your own words, the distinctive stages within the model you've chosen. Second, you'll identify and evaluate either an academic or work place context where you'll be applying this process. This draft is preparing you for your Final Paper and **C-4** you'll receive specific feedback that will guide you as you're writing your paper.

C-2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

For this First Draft, students will be interpreting the salient features of one of the integrative thinking models featured in our readings.

C-4: These substantial writing or speaking assignments should be arranged so that students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

Students will receive individualized feedback on their First Draft within 72 hours after the due date. Thus, students will have at least ten days to prepare their Final Paper after they have received written feedback from me.

Assignments (continued)

Final Paper: Evaluation of Integrative Thinking Process

300 points (30%) – Due Module 7

6-8 pages

Learning Objectives

1. Apply an integrative thinking process.
2. **C-2** Evaluate the significance of the various insights, perspectives, and components relevant to an integrative process.

For this final paper, you'll be applying either Repko's or Karakas & Kavas' model for Integrative Thinking. If you choose Repko's model, you'll be using the integrative model in an academic context. If you choose the Karakas & Kavas model, you'll be applying the integrative model in an organizational context. **C-4** Be sure to review my individualized feedback to you on your draft for specific suggestions on how to be successful on this final paper.

Include the following sections in your paper:

- a) Introduction (1 page): identify which model you're using and briefly present its salient features.
- b) Application (4-5 pages): apply this model to a specific college class or a specific work place assignment. Include all of the stages of the model.
- c) Evaluation (1-2 pages): **C-2** Critically examine the integrative process you engaged with and its outcome.

C-2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

In this assignment, students are replicating an integrative process in either an academic or organizational context. While the students will be applying a model, the act of doing this centers around Synthesis, combining and composing their own integrative product. Further, students will also engage in evaluating the model as to the significance of the components involved and insights generated by a particular integrative process.

C-3: The syllabus should include a minimum of two substantial writing or speaking tasks.

This is the second of two substantial writing assignments in this class.

The First Draft and the Final Paper combine to equal 40% of the overall grade in the class.

Total pages written: 8-11.