CIEE London, England

Course title: Directed Independent Research
Course code: (GI) INDR 4901 LNEN
Programs offering course: London Open Campus Block
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring Block III 2021

Course Description

CIEE supports qualified students who wish to pursue an academically rigorous independent research project while abroad. In order to enroll, students must submit a research proposal including a clearly defined research topic, explanation of research plans, description of preparation in the planned area of study, list of resources, tentative outline of a final paper, and suggested schedule of progress. Students complete a total of 100-120 hours of research and meet regularly with an advisor to complete an academically rigorous, ethically sound, and culturally appropriate research project and final research paper. Approval for participation in Directed Independent Research must be obtained from CIEE and the student's home institution prior to arrival on the program.

Learning Objectives

By completing this course, students will:

- Conduct ethical research
- Analyze primary and secondary source materials
- Extrapolate relevant content
- Make contributions to current research
- Exchange ideas with professionals in prospective fields
- Develop a scholarly research paper with a defensible argument, supported by evidence and accurate citations.
- Suggest additional research to be conducted in prospective fields

Course Prerequisites

Students must complete the CITI's Student Researcher Course, a 1 - 2 hour online training related to a number of topics, including human subject protections, research ethics and international research considerations. Go to: https://www.citiprogram.org, to register, select with CIEE as an Organizational Affiliation, and complete the course. You will need to submit the Course Completion Report to CIEE before beginning your research.

Methods of Instruction

Students will meet with faculty advisors frequently a total of 15 hours. This will ensure academic integrity and direction throughout the research process. Additionally, students will conduct approximately 100 independent research hours. Students may choose to do field research through service learning.

Assessment and Final Grade

| 1. Faculty Advisor Meetings | 20% |
| 2. Research Paper | 40% |
| 3. Annotated Bibliography | 10% |
| 4. Final Presentation | 20% |
| 5. Field Research Notes | 10% |
| TOTAL | 100% |

Course Requirements
Faculty Advisor Meetings

During the meetings, students receive feedback and advisement on their projects. Students will collaborate with faculty to schedule appropriate meeting times. To structure projects, a research schedule with project milestones will be outlined at the first meeting.

Research Paper

Students will conclude the term with a research paper that evidences their proposed project. In addition the paper will include a literature review, an explanation of the methodology and suggestions for future research. Exact scope and scale of the paper will be agreed to by student and faculty mentor.

Annotated Bibliography

Final Presentation

Students will present their findings in a presentation. Each presentation will address the main question or impetus for the project, milestones and final results. A panel of academics will provide feedback.

Field Research Notes

To better organize, each student will keep a well-documented journal of their notes and findings. This will be submitted to faculty advisors and will be graded on organization and progress of research.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:
N.B. Course schedule is subject to change due to study tours, excursions, and local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**
Class: 1.0  Research Proposal and Annotated Bibliography
- CITI (Collaborative Institutional Training Initiative)
- Components
- Weekly Critical Question

**Week 2**
Class: 2.0  Research Milestones
- Field Notes
- Weekly Critical Question

**Week 3**
Class: 3.0  Methodology and Literature
- Field Notes
- Weekly Critical Question

**Week 4**
Class: 4.0  Research Status
- Weekly Critical Question

**Week 5**
Class: 5.0  Findings

**Week 6**
Class: 6.0  Final Presentation
- Submit Final Paper

**Course Materials**

**Readings**
Materials will be determined in conversation between student and faculty member. During the first week, the student will propose an initial list of materials to investigate; the faculty mentor will amend and approve. Readings
will further develop throughout the term.