

ARCADIA ABROAD

Course Title:	Independent Research
Course Code:	Determined by Center, 300-level
Subject:	Available subjects vary depending on faculty staffing
Credits:	3
Semester/Term:	Fall/Spring Semester
Course Description:	<p>As an independent study student, you will be the primary author of your learning outcomes. This tutorial style course will pair you with a primary instructor (sometimes the Resident Director of the Center; sometimes a local faculty member; sometimes a faculty member from another Arcadia Abroad Center; always someone qualified to oversee undergraduate research in your discipline) who will give you advice about pursuing your study and will assess your learning for a grade at the end. In some instances, you will meet with the instructor alongside other students pursuing independent studies.</p> <p>The INR course encourages you to engage in non-traditional research such as interviews, archival research, innovative exploration and engagement (eg. data analytics, public records, etc.), and more. You will also be required to present your independent work in a professional presentation at the end of the term.</p> <p>The format and goals of the course are well-suited to working towards a capstone project, or to expanding your exploration of a particular area of study. At its conclusion, you'll have a piece of work you could be proud to share with future potential graduate schools or employers. You'll also have a great story to tell about independent learning in an environment far from home.</p> <p>This syllabus may vary a bit from ones that you would typically see throughout your studies. As always, stay in contact with your academic advisor to assure that your credit will transfer.</p> <p>If there are particular requirements from your campus, please let your program manager know as soon as possible so that we can let you know if those requirements are feasible in this context. (We can usually accommodate those requests.)</p>
Course Requirements:	Required Text <p>Drawing from peer-reviewed journal articles, books, and (less frequently) trade journals/popular press, students will co-construct bibliographies with faculty to build the foundation for their independent research projects. Students are also encouraged to explore non-traditional methods of research as part of their projects, potentially including interviews, experiential/applied learning, or archive research.</p>

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	<p>Additional Readings and Resources</p> <p>All students enrolled in INR will develop an independent list of additional readings and methods of research.</p>												
	<p>Assignments</p> <table border="1"><thead><tr><th>Course Requirements</th><th>Percentages</th></tr></thead><tbody><tr><td>Proposal</td><td>10 %</td></tr><tr><td>Final Project</td><td>75 %</td></tr><tr><td>Final Presentation</td><td>15%</td></tr><tr><td></td><td></td></tr><tr><td>Total</td><td>100%</td></tr></tbody></table>	Course Requirements	Percentages	Proposal	10 %	Final Project	75 %	Final Presentation	15%			Total	100%
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	<p>Proposal:</p> <p>Following orientation and some time to settle in, you must submit your complete research project proposal. You will have started this proposal, in most cases, during pre-departure in consultation with staff/faculty on site. (For example, for independent studies in London, it is important to begin plans and negotiate terms long before arrival in country.) The proposal should include 4 sections - an introduction, a literature review, an intended methodology, and a conclusion.</p>												
	<p>The feedback should serve as the guide toward successful completion of the project (described in greater detail below).</p>												
	<p>Approximate length: 8 – 14 pages (2,000-3,500 words)</p>												
	<p>Presentation & Response to Questions:</p> <p>You will describe your independent research project in a presentation, including 10 minutes of polished, prepared remarks and 10 minutes of questions and answers with an audience.</p>												
	<p>Feedback from the presentation should be taken into consideration as you undertake the final revisions of your project.</p>												
	<p>Approximate length: 15-20 minutes</p>												
	<p>Final Project:</p> <p>You will submit a project representing all of your work for the course throughout the term. Unless otherwise directed by your instructor, your project will take the form of a significant research paper in the style of the top peer-reviewed journal of your discipline.</p>												

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	<p>The paper should include 6 sections:</p> <ul style="list-style-type: none"> - a revised version of the introduction from your proposal - a revised version of the literature review from your proposal - a past-tense account of your methodology - findings and results of your study - conclusion <p>Approximate length for written project: 22 – 35 pages (5,500-8,750 words).</p> <p>Alternative creative projects should be discussed with your supervisor and explained in your Proposal.</p>										
Learning Outcomes and/or Expected Student Competencies and Assessment Measures:	<p>On completion of the course, students should be able to:</p> <table border="1"> <thead> <tr> <th style="background-color: #cccccc;">Learning Outcomes</th><th style="background-color: #cccccc;">Course Requirement that will be used to assess the student's achievement of this outcome</th></tr> </thead> <tbody> <tr> <td>Design a research project based on learning opportunities identified in a new environment</td><td>Proposal</td></tr> <tr> <td>Clearly and cogently describe a learning experience in a polished presentation.</td><td>Presentation & Response to Questions</td></tr> <tr> <td>Articulately respond to questions about the field of study.</td><td>Presentation & Response to Questions</td></tr> <tr> <td>Apply research methodology to questions of interest – successfully applying an intellectual context and a larger critical discourse to an aspect of their new environment.</td><td>Final Project</td></tr> </tbody> </table> <p>Additional learning outcomes should be co-constructed with the instructor, bearing in mind any learning outcomes applicable from your home campus.</p>	Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome	Design a research project based on learning opportunities identified in a new environment	Proposal	Clearly and cogently describe a learning experience in a polished presentation.	Presentation & Response to Questions	Articulately respond to questions about the field of study.	Presentation & Response to Questions	Apply research methodology to questions of interest – successfully applying an intellectual context and a larger critical discourse to an aspect of their new environment.	Final Project
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Course Outline:	<p>Each INR project is a bit different. Discuss timeline with Faculty Supervisor/Advisor to explore adaptations to the weekly schedule in Week 1. Below is a general, recommended schedule for the INR project:</p> <table border="1" data-bbox="463 430 1465 1379"> <thead> <tr> <th data-bbox="463 430 698 481">Session</th><th data-bbox="698 430 1465 481">Topic</th></tr> </thead> <tbody> <tr> <td data-bbox="463 481 698 553"><i>Session 1 - Early in the Term</i></td><td data-bbox="698 481 1465 553">Developing the proposal, and getting to know one another.</td></tr> <tr> <td data-bbox="463 553 698 671"><i>Session 2 - Following Proposal</i></td><td data-bbox="698 553 1465 671"> Proposal is due 10 days before this session. Feedback for the proposal, navigating the research process, overcoming challenges. </td></tr> <tr> <td data-bbox="463 671 698 882"><i>Session 3 - Halfway to three quarters of the way through the term</i></td><td data-bbox="698 671 1465 882"> First draft of the final paper is due 10 days before this session. Feedback for the first draft. Recommendations for next steps. Questions and answers. </td></tr> <tr> <td data-bbox="463 882 698 1104"><i>Session 4 - Optional, depending on progress shown on the first draft</i></td><td data-bbox="698 882 1465 1104"> <i>Optional, at instructor's discretion</i> Continued guidance and feedback from instructor. </td></tr> <tr> <td data-bbox="463 1104 698 1262"><i>Session 5 - 7-10 days before the final project is due</i></td><td data-bbox="698 1104 1465 1262"> Presentation for an audience of the instructor and at least one other person (sometimes for large groups to include peers and other faculty) Also a chance to ask final questions </td></tr> <tr> <td data-bbox="463 1262 698 1379"><i>Session 6 - Last week of the term</i></td><td data-bbox="698 1262 1465 1379">Project Due!</td></tr> </tbody> </table>	Session	Topic	<i>Session 1 - Early in the Term</i>	Developing the proposal, and getting to know one another.	<i>Session 2 - Following Proposal</i>	Proposal is due 10 days before this session. Feedback for the proposal, navigating the research process, overcoming challenges.	<i>Session 3 - Halfway to three quarters of the way through the term</i>	First draft of the final paper is due 10 days before this session. Feedback for the first draft. Recommendations for next steps. Questions and answers.	<i>Session 4 - Optional, depending on progress shown on the first draft</i>	<i>Optional, at instructor's discretion</i> Continued guidance and feedback from instructor.	<i>Session 5 - 7-10 days before the final project is due</i>	Presentation for an audience of the instructor and at least one other person (sometimes for large groups to include peers and other faculty) Also a chance to ask final questions	<i>Session 6 - Last week of the term</i>	Project Due!
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Other Policies:	<p>Expectations Professional behavior is expected of all students. This includes preparation for meetings with faculty/advisor, on-time attendance, and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p>														

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	<p>Course Policies</p> <p>For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through postings in the learning management system. This syllabus is subject to change, and any changes will be communicated to you via email or the learning management system.</p> <p>Plagiarism</p> <p>Representation of another's work or ideas (including those generated by AI) as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p>Late or Missed Assignments</p> <p>Will not be accepted for grading.</p> <p>Students with Disabilities</p> <p>Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before the start of term so that appropriate arrangements can be made.</p> <p>Incident Reporting and Compliance with Sexual Harassment and Misconduct Policies</p> <p>Arcadia University is committed to supporting students abroad who are affected by any incident which impacts their safety or well-being, including but not limited to: reports of possible crime, behavioral issues, discrimination or harassment, sexual misconduct, hospitalization, other health concerns, or issues prompting early program departure ("Incidents"). This may include assisting affected individuals with accessing the criminal justice system or internal processes, as available. Arcadia generally defers to the wishes of the individual affected, but Arcadia does comply with the University's Sexual Harassment and Misconduct Policy and any relevant laws for all programs that operate under its auspices, and there may be circumstances where an individual's autonomy may be limited. Information about Arcadia's policies and procedures, including the Policy Prohibiting Sexual Harassment and Sexual Misconduct, can be found in the Student Handbook.</p>
Prerequisites:	Vary based on discipline and location. At least a sophomore standing.
Country and Program Connection:	Independent Study offers a unique opportunity for students abroad to make the most of their time as learners in their host community. Many independent study projects, particularly those in the social sciences, afford students an opportunity for

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	<p>integration into the community through authentic relationships, often built across lines of difference and offering learning outcomes beyond students' initial scope of study.</p> <p>Projects requiring IRB approval are allowed only if approval has been given by your home institution and the project can be supported by an in-country faculty member. Please send confirmation of IRB approval on homeschool letterhead with IRB Officer signature to the Dean of Academic Enterprise (crenshaws@arcadia.edu) before your arrival in country.</p>