

ARCADIA ABROAD

Course Title:	Independent Research - Scotland										
Course Code:	SCOT STIS 370										
Subject:	<i>Available subjects vary depending on our faculty staffing potential</i>										
Credits:	3										
Semester/Term:	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> J-Term <input type="checkbox"/> Summer										
Course Description:	<p>The format and goals of the course are well-suited to students working towards a capstone, or those with a passion to explore a particular area of research. 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>As an independent research 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; always someone qualified to oversee undergraduate research in your discipline) who will give you advice about pursuing your research 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>This syllabus may vary a bit from what you work out for your research. 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:	<p>Required Text</p> <p>There is no required text.</p> <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.</p> <p>Assignments</p> <table border="1"> <thead> <tr> <th>Course Requirements</th><th>Percentages</th></tr> </thead> <tbody> <tr> <td>1. Proposal</td><td>10%</td></tr> <tr> <td>2. Presentation & Response to Questions</td><td>15%</td></tr> <tr> <td>3. Final Project</td><td>75%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </tbody> </table>	Course Requirements	Percentages	1. Proposal	10%	2. Presentation & Response to Questions	15%	3. Final Project	75%	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, pre-departure, in consultation with staff/faculty on site. The proposal should include 4 sections - an introduction, a literature review, an intended methodology, and a conclusion.</p> <p>You will also include your working bibliography with references appropriate to academic research in your discipline.</p> <p>The feedback should serve as the guide toward successful completion of the project (described in greater detail below).</p> <p>Approximate length: 6 – 10 pages (1,500-2,500 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>Final Project:</p> <p>You will submit a project representing all of your work for the course throughout the term. Unless directed otherwise 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> <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 research - conclusion <p>Approximate length: 16 – 26 pages (4,000-6,500 words)</p>				
<p>Learning Outcomes and/or Expected Student Competencies and Assessment Measures:</p>	<p>On completion of the course, students should be able to:</p> <table border="1"> <thead> <tr> <th data-bbox="464 1665 964 1776">Learning Outcomes</th><th data-bbox="964 1665 1464 1776">Course Requirement that will be used to assess the student's achievement of this outcome</th></tr> </thead> <tbody> <tr> <td data-bbox="464 1776 964 1877">Design a research project based on learning opportunities identified in a new environment.</td><td data-bbox="964 1776 1464 1877">Proposal</td></tr> </tbody> </table>	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
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	Clearly and cogently describe a learning experience in a polished presentation.	Presentation & Response to Questions
	Articulate response to questions about a student's chosen field of research.	Presentation & Response to Questions
	Apply research methodology to questions of interest – successfully applying an intellectual context and a larger critical discourse (including bibliographic references appropriate to academic research in the discipline) to an aspect of their new environment.	Final Project
	Additional learning outcomes should be co-constructed with the instructor, bearing in mind any learning outcomes applicable from your home campus.	
Course Outline:		
	Session	Topic
	Session 1 – Early in the Term	Developing the proposal Getting to know one another Building an appropriate bibliography
	Session 2 – Following Proposal	Proposal due 10 days before this session Feedback for the proposal Navigating the research process Overcoming challenges
	Session 3 – Half- / Three-quarters through the term	First draft of the final paper due 10 days before this session Feedback for the first draft Recommendations for next steps Questions and answers
	Session 4 – Optional, depending on progress shown in the first draft	<i>Optional, at instructor's discretion</i> Continued guidance and feedback from instructor
	Session 5 – 7-10 days Before Final Project Due	Presentation for an audience of the instructor and at least one other person (sometimes for large groups to include peers and other faculty) Chance to ask final questions
	Session 6 – Last Week of the Term	Project Due!

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<p>Other Policies:</p>	<p>Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions 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 e-mail.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p>Course Policies For e-mail communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Plagiarism Representation of another's work or ideas 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 Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p> <p>Title IX Statement Arcadia University is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions a faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.</p> <p>Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at https://www.arcadia.edu/university/policies-guidelines/title-ix.</p>
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Prerequisites:	Varies based on discipline and location. At least sophomore standing.
Country and Program Connection:	Independent Research offers a unique opportunity for students abroad to make the most of their time as learners in their host community. Many independent research projects, particularly those in the social sciences, afford students an opportunity for integration into the community through authentic relationships, often built across lines of difference and offering learning outcomes beyond students' initial scope of study.