



## **CIEE in Dakar Senegal**

<b>Course name:</b>	Directed Independent Research
<b>Course number:</b>	INDR 4901 SGSM
<b>Programs offering course:</b>	Language and Culture Development Studies
<b>Language of instruction:</b>	French
<b>U.S. semester credits:</b>	3 Semester hours
<b>Contact hours:</b>	100 hours (plus faculty advisor meetings 20 hours)
<b>Term:</b>	Fall 2019

### **Course Description**

Directed Independent Research is for qualified students who have demonstrated academic rigor and curiosity towards a particular research topic. Independent research topics will be approved by the CIEE Academic Coordinator and the home institution advisor, and must reflect a topic that is relevant to the location of studies. To be accepted into this course, students must submit a structured proposal with topic of exploration, significance of research topic as it relates to the local culture, methodology, a literature review, and a schedule of research milestones. Upon research completion, students will present their findings to a panel of academics.

### **Learning Objectives**

At the end of the seminar the student will be able to:

- Conduct ethical research.
- Analyze primary and secondary source materials.
- Extrapolate relevant content.
- Make contributions to current research and 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**

None



### **Methods of Instruction**

Students will meet with faculty advisors frequently, the total of these meetings comprising approximately 20 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, depending on the topic of research and the availability of a local establishment to accommodate such learning.

### **Assessment and Final Grade**

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

### **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, a methodology and suggestions for future research. Exact scope and scale of the paper will be agreed to by student and faculty mentor.

#### **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.

#### **Research Field 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.



### **Weekly Schedule**

<b>Week 1</b>	Submit Research Proposal
<b>Week 2</b>	Take CITI (Collaborative Institutional Training Initiative)
<b>Week 3</b>	Submit Annotated Bibliography
<b>Week 4</b>	Discuss research methodology and note-taking techniques
<b>Week 5</b>	Weekly critical questions
<b>Week 6</b>	Discuss field notes and research status
<b>Week 7</b>	Weekly critical questions
<b>Week 8</b>	Discuss field notes and research status
<b>Week 9</b>	Weekly critical questions
<b>Week 10</b>	Discuss field notes
<b>Week 11</b>	Discuss findings
<b>Week 12</b>	Discuss academic presentation techniques
<b>Week 13</b>	Final Presentation
<b>Week 14</b>	Submit Final Paper

### **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; faculty mentor will amend and approve. Readings will further develop throughout the term.