



## **CIEE Global Institute – Paris**

<b>Course name:</b>	Directed Independent Research
<b>Course number:</b>	(GI) INDR 4901 PAFR
<b>Programs offering course:</b>	Paris Open Campus (All Academic Tracks)
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	100 hours (plus Faculty Advisor Meetings 15 hours)
<b>Term:</b>	Spring 2019

### **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**

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.
- 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 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**

Students will be assessed according to the following criteria:

- |                              |      |
|------------------------------|------|
| 1. Faculty Advisor Meetings: | 20%  |
| 2. Research Paper:           | 40%  |
| 3. Annotated Bibliography:   | 10%  |
| 4. Final Presentation:       | 20%  |
| 5. Research Field 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, 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>	Research Proposal and Annotated Bibliography CITI (Collaborative Institutional Training Initiative) Components Weekly Critical Question
<b>Week 2</b>	Research Milestones Field Notes Weekly Critical Question



<b>Week 3</b>	Methodology and Literature Field Notes Weekly Critical Question
<b>Week 4</b>	Research Status Weekly Critical Question
<b>Week 5</b>	Findings
<b>Week 6</b>	Final Presentation Submit Final Paper

### **Course Materials**

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.

### **Academic Integrity**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own.*

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*



The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.