



CIEE Shanghai, China

Course name:	Independent Research Project (in Chinese)
Course number:	INDR 3003 SACS
Programs offering course:	Shanghai Business, Language and Culture, Shanghai China in a Global Context
Language of instruction:	English
U.S. Semester Credits:	3 semester/4.5 quarter hours
Contact Hours:	45
Term:	Spring 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 CIEE Resident Director and home institution and must reflect a topic that is relevant to Shanghai or China. To be accepted into this course, students must submit a structured proposal with topic of exploration, significance of research topic as it relates to Shanghai/China, 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
- 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

At least two semesters of college-level Chinese language study, or heritage learners with consent of the instructor.

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 and Annotated Bibliography	30%
3.	Mid-term Progress Report	10%



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| 4. | Final Presentation | 20% |
| 5. | Research Field Notes | 20% |

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. The word limit for this paper must be between 3000 and 6000 words, but the exact scope and scale will be agreed to by student and faculty mentor.

Annotated Bibliography

The annotated bibliography must be between 750 and 1600 words.

Mid-term Progress Report

Students will present their progress to one or more faculty representatives in an 8-minute presentation, excluding time for questions. The presentation should include progress toward meeting previously-set milestones, challenges faced so far, and any adjustments that have been made to the original plan. Faculty will provide feedback on both the content of the report as well as the format of the report in order to help prepare the student for the final presentation.

Final Presentation

Students will present their findings in a presentation of 15 minutes, excluding questions. 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.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused 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, unexcused 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 Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Weekly Schedule

Week 1

1. Research Proposal with Annotated Bibliography
2. Establish research milestones to be achieved throughout the independent study

Week 2

1. Track progress toward reaching milestones
2. Field notes
3. Weekly critical question

Week 3

1. Establish research methodology
2. Field notes
3. Weekly critical question

Week 4

1. Research update with advisor
2. Field notes
3. Weekly critical question

Week 5

1. Field notes
2. Weekly critical question

Week 6

1. Mid-term Progress report
2. Adjust research methodology according to advisor feedback

Week 7

1. Field notes
2. Weekly Critical question

Week 8

1. Field notes
2. Weekly Critical question

Week 9

1. Research update with advisor
2. Field notes



- Week 10**
 - 3. Begin first draft of final paper
- Week 11**
 - 1. Go over first draft of final paper with advisor
 - 2. Edit paper and prepare for final presentation
- Week 12**
 - 1. Turn in Final paper
 - 2. Prepare for final presentation
- Week 12**
 - 1. Final Presentation

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