CIEE Global Institute - Madrid

Course name: Directed Independent Research
Course number: (GI) INDR 4901 MASP
Programs offering course: Open Campus
Open Campus Track: All Academic Tracks
Language of instruction: English
U.S. semester credits: 3
Contact hours: 100 (plus faculty advisor meetings 15 hours)
Term: Spring 2020

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 Resident Director and home institution and must reflect a topic that is relevant to Madrid or Spain. To be accepted into this course, students must submit a structured proposal with topic of exploration, significance of research topic as it relates to Madrid / Spain, 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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Advisor Meetings</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Research Field Notes</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.

Annotated Bibliography
Students should demonstrate the use of scholar sources, showing a variety of authors and the consultation of the most recent publications on the subject. Sources should be relevant to the research and cited properly.

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**

**Week One:** Research Proposal and Annotated Bibliography  
CITI (Collaborative Institutional Training Initiative)  
Components

**Week Two:** Research Milestones  
Field Notes  
Weekly Critical Question

**Week Three:** Methodology and Literature  
Field Notes  
Weekly Critical Question

**Week Four:** Research Status  
Weekly Critical Question

**Week Five:** Findings

**Week Six:** Final Presentation  
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 be investigated; faculty mentor will amend and approve. Readings will further develop throughout the term.