



Course Syllabus **NPL 150: Nepali I** (Nepali Language I 50)

Course Information

Credit Hours: 4 credit hours, 60 contact hours

Program Location: Nepal

Faculty of Record: TBD

Email: TBD

Course Description

This course introduces students to the Nepali language and is designed for students with no or minimal previous background in spoken or written Nepali. Students in this course focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares students to effectively communicate in Nepali on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Nepali script (Devanagari script), and examine how culture and language interact in Nepal. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

Course Materials

- Basic Course in Spoken Nepal (Karki/Shrestha)
- Nepali: A Beginner's Primer - Conversation and Grammar (Oja/Oja)
- Supplementary vocabulary & cultural materials

Recommended Reference Works

- Nepali-English & English-Nepali Glossary (Oja/Oja/Turin/Uphoff)

Method of Instruction

This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary in the host country.

Outcomes

Student Learning Outcomes

By the completion of this course, students will be able to:

- Converse effectively in rudimentary/beginning Nepali, showing a sound understanding of the grammatical structure of the language as well as a good working vocabulary.
- Demonstrate listening comprehension in a number of simple circumstances.
- Use the Nepali language to confidently communicate on a range of topics related to everyday situations such (e.g. to order food, ask and give directions, count, bargain for and purchase goods, tell time, discuss family, hobbies, likes and dislikes, book hotel rooms and arrange transportation).
- Read and write simple sentences using the Devanagari script.

Knowledge Outcomes

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of the Nepali language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Nepali and the student's native language.

Skills Outcomes

This course is designed to assist students in acquiring or enhancing the following skills:

- Basic communication skills in the Nepali language.
- Ability to read and write using the Devanagari script.
- Confidence to initiate simple conversations with people in the host country.

Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Assignments	15%	TBD
3	Quizzes	15%	TBD
4	Mid-Course Oral and Written Exam	20%	TBD
5	Final Examination	20%	TBD
6	Final Oral Presentation	10%	TBD

Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Assignments	Homework assignments will be announced in class. Please submit your homework on time to receive full credit and note that all homework assignments should be handed in before the class begins.
3	Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.
4	Mid-Course Oral and Written Exam	The written exam will cover grammar, sentence structure, and vocabulary. The oral exam will be conducted individually with the students and teacher and focus on pronunciation.
5	Final Examination	The written exam will cover grammar, sentence structure, and vocabulary.
6	Final Oral Presentation	You will make a final presentation on a topic of your choice. You should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the faculty. Your presentation should be approximately 5-10 minutes in length.

Grading & Attendance

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Grading Scale

Letter Grade	Corresponding Percentage Points	Numerical Equivalent
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

Attendance and Participation

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class or an activity is disrespectful of both the instructor and fellow students.

Overview of Attendance Policy

In courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused absences. If a student has more than the permitted number of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional unexcused absence.

In other words,

- in a course that meets once a week only one unexcused absence is allowed. After two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- in a course that meets twice a week, only two unexcused absences are allowed. After three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.
- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The Student may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The Student may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

The participation grade will depend on both the quality and the quantity of student’s comments and questions and shall account for a portion of the total course grade.

Summary of Attendance Policy

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.
3. Excused absences are determined by the lead Dragons staff member; in some instances a doctor’s certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.

6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

Accommodations for Disabilities

Students with disabilities should contact Dragons for information and support. Please contact info@wheretherebedragons.com with any requests for accommodation or to discuss additional learning needs you may have.

Statement of Inclusivity

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

Gender Pronoun

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

Other Academic Policies

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies on related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



Course Syllabus **NPL 250: Nepali II** (Nepali Language 250)

Course Information

Credit Hours: 4 credit hours, 60 contact hours

Program Location: Nepal

Faculty of Record: TBD

Email: TBD

Course Description

This course introduces students to more challenging linguistic Nepali language material in order to establish a solid foundation for the use of the language. Students in this course focus on building on past language exposure to improve speaking, listening, reading, and writing skills. Students expand their oral expression abilities by increasing vocabulary, improving understanding of grammar concepts, strengthening pronunciation abilities, focusing on listening comprehension, and building on previously studied Nepali script (Devanagari script). This course introduces new language concepts to allow students to speak about topics pertaining to their daily lives and also focuses on deepening knowledge of Nepali culture and customs. By the end of the semester, students are expected to be able to engage in basic daily conversations, read simple texts, and write for daily needs. In-class activities and course assignments aim to assist students as they develop the ability to appropriately use language and improve proficiency. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

Course Materials

- Basic Course in Spoken Nepal (Karki/Shrestha)
- Nepali: A Beginner's Primer - Conversation and Grammar (Oja/Oja)
- Supplementary vocabulary & cultural materials

Recommended Reference Works

- Nepali-English & English-Nepali Glossary (Oja/Oja/Turin/Uphoff)

Method of Instruction

This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary in the host country.

Outcomes

By the completion of this course, students will be able to:

- Discuss issues related to daily life and present well-organized information about themselves, friends, study, travel, and some aspects of Nepali culture at an intermediate level.
- Understand information conveyed in sentence-length speech on familiar topics.
- Combine and recombine learned materials in personal communication.
- Continue to master the sound system and acquire correct pronunciation skills.
- Write in the Devanagari script at an intermediate level.
- Write essays in Nepali related to topics related to the content of class lessons.

Knowledge Outcomes

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of the Nepali language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Nepali and the student's native language.

Skills Outcomes

This course is designed to assist students in acquiring or enhancing the following skills:

- Confidence to engage in general conversations on a range of topics in Nepali.
- Ability to use more complex grammatical constructions.
- Ability to read newspapers and other short texts with general understanding.

Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Assignments	15%	TBD
3	Quizzes	15%	TBD
4	Mid-Course Oral and Written Exam	20%	TBD
5	Final Examination	20%	TBD
6	Final Oral Presentation	10%	TBD

Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Assignments	Homework assignments will be announced in class. Please submit your homework on time to receive full credit and note that all homework assignments should be handed in before the class begins.
3	Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.
4	Mid-Course Oral and Written Exam	The written exam will cover grammar, sentence structure, and vocabulary. The oral exam will be conducted individually with the students and teacher and focus on pronunciation.
5	Final Examination	The written exam will cover grammar, sentence structure, and vocabulary.
6	Final Oral Presentation	You will make a final presentation on a topic of your choice. You should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the faculty. Your presentation should be approximately 10-15 minutes in length.

Grading & Attendance

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Grading Scale

Letter Grade	Corresponding Percentage Points	Numerical Equivalent
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

Attendance and Participation

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class or an activity is disrespectful of both the instructor and fellow students.

Overview of Attendance Policy

In courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused absences. If a student has more than the permitted number of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional unexcused absence.

In other words,

- in a course that meets once a week only one unexcused absence is allowed. After two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- in a course that meets twice a week, only two unexcused absences are allowed. After three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.
- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The Student may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The Student may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

The participation grade will depend on both the quality and the quantity of student’s comments and questions and shall account for a portion of the total course grade.

Summary of Attendance Policy

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.
3. Excused absences are determined by the lead Dragons staff member; in some instances a doctor’s certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.

6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

Accommodations for Disabilities

Students with disabilities should contact Dragons for information and support. Please contact info@wheretherebedragons.com with any requests for accommodation or to discuss additional learning needs you may have.

Statement of Inclusivity

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

Gender Pronoun

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

Other Academic Policies

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies on related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



Course Syllabus **NPL 350: Nepali III** (Nepali Language 350)

Course Information

Credit Hours: 4 credit hours, 60 contact hours

Program Location: Nepal

Faculty of Record: TBD

Email: TBD

Course Description

This course is designed to develop advanced skills in the Nepali language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop advanced comprehension of and competence in using spoken Nepali in a wide-variety of experiences. Grammatical functions will be reviewed and incorporated as they relate to particular communication needs. A mix of communicative and interactive methods are used to develop advanced proficiency and materials are drawn from a variety of media sources and texts. In addition, students develop their understanding of the relationship between the Nepali language and culture. By the end of the semester, students are expected to be able to express sophisticated and nuanced ideas both orally and in writing. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

Course Materials

- Authentic materials collected and supplied by local teachers.

Recommended Reference Works

- Nepali-English & English-Nepali Glossary (Oja/Oja/Turin/Uphoff)

Method of Instruction

This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary in the host country.

Outcomes

Student Learning Outcomes

By the completion of this course, students will be able to:

- Communicate with accuracy in both formal and informal settings and discuss special fields of competence at an advanced level.
- Understand the concepts and main ideas when listening to a native speaker.
- Read and understand authentic materials such as newspapers and magazines on a variety of subjects, both familiar and unfamiliar.
- Write at an advanced level using the Devanagari script.
- Write lengthy essays using advanced-level vocabulary and sentence structure on both concrete and abstract topics.

Knowledge Outcomes

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of the Nepali language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Nepali and the student's native language.

Skills Outcomes

This course is designed to assist students in acquiring or enhancing the following skills:

- Confidence to engage in most conversations on a wide variety of topics.
- Control of a full range of grammatical structures, particularly those which are most challenging to non-native speakers, and significant vocabulary.
- Accurate and clear pronunciation.

Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Assignments	15%	TBD
3	Quizzes	15%	TBD
4	Mid-Course Oral and Written Exam	20%	TBD
5	Final Examination	20%	TBD
6	Final Oral Presentation	10%	TBD

Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Assignments	Homework assignments will be announced in class. Please submit your homework on time to receive full credit and note that all homework assignments should be handed in before the class begins.
3	Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.
4	Mid-Course Oral and Written Exam	The written exam will cover grammar, sentence structure, and vocabulary. The oral exam will be conducted individually with the students and teacher and focus on pronunciation.
5	Final Examination	The written exam will cover grammar, sentence structure, and vocabulary.
6	Final Oral Presentation	You will make a final presentation on a topic of your choice. You should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the faculty. Your presentation should be approximately 15-20 minutes in length.

Grading & Attendance

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Grading Scale

Letter Grade	Corresponding Percentage Points	Numerical Equivalent
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
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C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

Attendance and Participation

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class or an activity is disrespectful of both the instructor and fellow students.

Overview of Attendance Policy

In courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused absences. If a student has more than the permitted number of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional unexcused absence.

In other words,

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- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The Student may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The Student may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

The participation grade will depend on both the quality and the quantity of student’s comments and questions and shall account for a portion of the total course grade.

Summary of Attendance Policy

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.
3. Excused absences are determined by the lead Dragons staff member; in some instances a doctor’s certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.

6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

Accommodations for Disabilities

Students with disabilities should contact Dragons for information and support. Please contact info@wheretherebedragons.com with any requests for accommodation or to discuss additional learning needs you may have.

Statement of Inclusivity

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

Gender Pronoun

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

Other Academic Policies

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Course Syllabus
ANTH 325 / ISP 325:
**Independent Study Project (ISP): Methods and
Application**
(Anthropology 325 / Independent Study Project 325)

Course Information

Credit Hours: 4 credit hours, 60 contact hours

Program Location: Varies

Faculty of Record: TBD

Email: TBD

Course Description

This course is focused on providing students with a basic understanding of ethnographic research methods and skills, while also giving students the opportunity to develop specialized knowledge in a topic of study. During the first half of the course, a series of thematic seminars focus on research methodologies, the importance of ethics in research, best practices in working in cross-cultural partnerships in the host country, and skills training related to designing a study proposal. Students develop an understanding of how to refine research question(s), determine appropriate research and learning methods, and address ethical issues related to their projects. During the second half of this course, students use the plan outlined in their approved study proposal to carry out an individualized and in-depth study on a subject of their choice using primary sources. With the support of an academic advisor and/or a local mentor, students select a topic which relates to the program's scope, design an approach to study this subject, and conduct an individual project. The chosen topic of independent study may involve either an academic inquiry or the learning of a traditional skill through an apprenticeship.

Course Materials

- **Reader:** Dragons ISP Reader (includes all articles listed in the Required Reading section of the syllabus)
- Additional readings to be determined by student, faculty advisor, and ISP mentor

Method of Instruction

This course is delivered through a series of lectures, readings, class discussions, reflections, presentations, independent research and non-classroom structured activities.

Outcomes

Student Learning Outcomes

By the completion of this course, students will be able to:

- Design a method to investigate a specific topic, including creating an individual learning plan which describes methods of research, timeline, and goals.
- Understand a variety of research methodologies and demonstrate the ability to conduct research using culturally appropriate research methods.
- Analyze and evaluate information/data gathered from primary sources or from a local mentor.
- Identify and recognize ethical issues as they relate to research, and specifically to research in the host country.

Knowledge Outcomes

This course is designed to assist students to acquire and demonstrate knowledge about:

- The process of conducting independent research.
- Their specific topic; the student will demonstrate a strong working knowledge of information related to the topics.
- The challenges and opportunities of conducting research in the host culture specifically, and in carrying-out research in cross-cultural settings generally.

Skills Outcomes

This course is designed to assist students in acquiring or enhancing the following skills:

- Competence in carrying out independent research and investigations of a topic.
- Effective oral presentation skills.
- Greater self-confidence in abilities to interact with and learn about the host culture.
- (If applicable) Confidence using local language when conducting research.

Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	10%	On-Going
2	Response papers, leading discussions, and other assignments	15%	On-Going
3	ISP Journal	10%	On-Going Due by TBD
4	Project Proposal	10%	TBD
5	Project Plan Outline	10%	TBD
6	Final Paper	25%	TBD
7	Oral Presentation	20%	TBD

Description of Evaluation Areas

A total of 21-26 pages of written work are required for this class through a series of written assignments. Note that all work should be presented in Times New Roman font, 12pt size, and double spaced.

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend and be on time to all regularly scheduled classes and activities. Students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading.
2	Assignments & Homework	Completion of all assignments and homework, including response papers, and full participation in leading/facilitating discussions and other class time.
3	ISP Journal	A portion of your participation grade will be assessed based on your regular upkeep of an ISP Journal. This journal should outline the time and activities you have spent on your project, contacts, interviews, and other observations. You should log all hours spent on your project (see sample log below) and include activities such working with a local mentor, participant observations, note transcription, interviews, information analysis, reading supplementary materials, writing, etc.). Your final ISP Journal should be a minimum of 4 pages in length.
4	Project Proposal	After meeting with the faculty member to discuss potential ISP topics, you should then submit a Research Project Proposal. See instructions in the Appendix. The Project Proposal should be at least 1 page in length and should also include the supplemental Independent Study Travel Proposal (if applicable).
5	Project Plan Outline	Following feedback from the faculty member on your Project and Independent Travel Proposal, you should write a Project Plan Outline. See Instructions in the Appendix. The Project Outline should be at least 4 pages in length and should include the supplemental Independent Study Travel Plan (if applicable).
6	Final Paper	<p>The final paper should be 12-17 pages in length and must include a minimum of 10 sources that are properly cited. In-person interviews and other oral sources can be used as additional references. Your research sources, bibliography and citations will factor into your final grade. Please use proper APA or MLA formatting.</p> <p>Your paper will be evaluated based on the following criteria: description of topic and research goals, focus of research project/question, description of why this topic is relevant to your program, outline of the parameters of your study (the scope and any limitations), methodology used to investigate topic (including use of primary sources available in the host country), degree of accuracy, analysis of subject matter, grammar, use of intercultural communication skills and references.</p>
7	Oral Presentation	Depending upon the nature of ISP, presentations should be a minimum of 30 minutes. Presentations should introduce (and will be assessed on delivery of) your ISP topic and research question, objectives, methods used/strategy, overall experience, and learning outcomes. Presentations should model experiential methods, fully engaging your audience and be organized.

Required Readings¹²

- Select readings from “The Basics of Social Research” (4th edition) by Earl Babbie, 2008. Thomson Wadsworth.
- Select readings from “Research Methods in Anthropology: Qualitative and Quantitative Approaches” (6th edition) by Russell H. Bernard. 2017. AltaMira Press,
- Select readings from “Qualitative Research Methods: A Data Collector’s Field Guide” by Natasha Mack, Cynthia Woodsong, Kathleen M. MacQueen, Greg Guest, and Emily Namey. 2005. FHI,
- Rockquemore, Kerry Ann. July 19, 2010. “Writing IS Thinking.” Inside Higher Education, 19 <https://www.insidehighered.com/advice/2010/07/19/writing-thinking>
- Select readings from “Social Research Methods.” By Aidan P. Kelly. 2016. University of London, The London School of Economics and Political Science.
- Hung and Popp. “How to frame a researchable question.” Learning Historical Research. <http://williamcronon.net/researching/questions.htm>
- Telling Secrets, Revealing Lives, Relational Ethics In Research With Intimate Others. Carolyn Ellis, 2007. Qualitative Inquiry, 13:1.
- Select readings from "An Introduction to Qualitative Research". (4th Edition) by Uwe Flick. 2009. Sage Publications.
- Additional readings to be determined by student, faculty, and ISP mentor (if applicable)

¹ Included here are a set of possible readings for this course. Specific readings will be determined by the faculty throughout the course.

² Copyright and Fair Use Statement:

Copyright laws and fair use policies protect the rights of authors. Materials used on Dragons courses such as articles, music, etc. may at times be copyrighted. It is important to note that these materials are provided for private study, scholarship, or research. Materials are sometimes provided in a printed format (one copy per participant) and sometimes electronically. If materials are provided electronically, participants may download one copy of the materials on any single electronic device for non-commercial, personal, or educational purposes only, provided that you do not modify it and use it only for the duration of this course. Beyond these uses, no materials provided may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. Where There Be Dragons and employees of Dragons do not assume any any responsibility for individuals who improperly use copyrighted material.

Detailed Course Schedule

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program.

Week(s) of Program	Topic	Readings	Activities	Assignments & Due Dates
			<ul style="list-style-type: none"> • Introduce ISP syllabus, schedule of course, and expectations • Explore and review potential ISP topics and brainstorm individual interests 	
TBD	Unit 1: Introduction to ISP and Human Inquiry	<ul style="list-style-type: none"> • Chapter 1: What is social research? Kelly, Aidan P. "Social Research Methods". 2016. University of London. [20 pages] • Babbie, Earl. The Basics of Social Research Chapter 1: Human Inquiry and Science. [29 pages] 	<ul style="list-style-type: none"> • Review sections in the Appendix of this syllabus related to choosing an ISP topic • Meet with faculty to discuss possible ISP options and resources available 	<ul style="list-style-type: none"> • Submission of 3-5 individual possible projects/topics/questions with short description, list of potential challenges, and pros/cons of carrying-out these projects in the host country. • Response Paper (2 pages) on the potential benefits and challenges of social research. What can it teach us and where are its limitations? • Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations.
TBD	Unit 2: Introduction to Ethical Research Guidelines	<ul style="list-style-type: none"> • The "Ethics and Independent Study Projects" section of the Dragons Academic Policies (not included in course reader – reference policies directly) • Babbie, Earl. The Basics of Social Research Chapter 3: The Ethics and Politics of Social Research [28 pages] • Flick, Uwe. 2009. "Ch: 4 Ethics of Qualitative Research." An 	<ul style="list-style-type: none"> • Non-graded quiz on Protecting Human Research Participants 	<ul style="list-style-type: none"> • Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations. • Reviewing previous submissions of brainstormed 3-5 topics, re-submit with added thoughts and

Week(s) of Program	Topic	Readings	Activities	Assignments & Due Dates
		<p>Introduction to Qualitative Research. [10 pages]</p> <ul style="list-style-type: none"> • Telling Secrets, Revealing Lives, Relational Ethics In Research With Intimate Others. Carolyn Ellis, 2007. [20 pages] 		<p>consideration of ethics and human research participants.</p> <ul style="list-style-type: none"> • 1.5 page response paper critiquing a student-chosen pre-modern historical human research experiment using modern ethics considerations.
TBD	Unit 3: Designing a Project Proposal	<ul style="list-style-type: none"> • Flick, Uwe. 2009. "Ch: 12 How to Design Qualitative Research: An Overview." An Introduction to Qualitative Research. [20 pages] • Qualitative Research Methods: Module 1 Qualitative Research Methods Overview [15 pages] • Hung and Popp: "How to frame a researchable question" [7 pages] 	<ul style="list-style-type: none"> • Pair or small group sharing of draft Project Proposals to elicit comments and suggestions • Meet with faculty to discuss Project Outline 	<ul style="list-style-type: none"> • Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations. • Maintain ISP Journal • Complete Project Proposal
TBD	Unit 4: Research Methods & Best Practices	<ul style="list-style-type: none"> • Qualitative Research Methods: Module 2 Participant Observation [18 pages] • Qualitative Research Methods: Module 3 In-Depth Interviews [23 pages] • Bernard, Russell. Research Methods in Anthropology, Chapter 13: Field Notes and Database Management. [14 pages] 	<ul style="list-style-type: none"> • Participant Observation Activity • Semi-Structured Interview Activity • Present individual draft Project Plan Outline to solicit group feedback, considerations, and suggestions 	<ul style="list-style-type: none"> • Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations • Meet with faculty to discuss refined ISP proposal and research plan • Submit a Project Plan Outline • Maintain ISP Journal
TBD	Unit 5: Independent Data Gathering / Learning	<ul style="list-style-type: none"> • Rockquemore, "Writing IS Thinking." Inside Higher Education. [2 pages] • Self-identified readings that support research topic 	<ul style="list-style-type: none"> • Self-identified activities as required by individual research projects 	<ul style="list-style-type: none"> • Weekly check-in with faculty member to update on progress. • Maintain ISP Journal
TBD	Unit 6: Independent Data Analysis and Reflection	<ul style="list-style-type: none"> • Self-identified readings that support research topic 	<ul style="list-style-type: none"> • Self-identified activities as required by individual research projects • Meet with faculty to discuss project progression 	<ul style="list-style-type: none"> • Weekly check-in with faculty member to update on progress. • Maintain ISP Journal

Week(s) of Program	Topic	Readings	Activities	Assignments & Due Dates
TBD	Unit 7: ISP Wrap-Up	<ul style="list-style-type: none"> Self-identified readings that support research topic 	<ul style="list-style-type: none"> Self-identified activities as required by individual research projects Meet with faculty to discuss project progression 	<ul style="list-style-type: none"> Complete Final Paper Give Oral Presentation Submit final ISP Journal

Grading & Attendance

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Grading Scale

Letter Grade	Corresponding Percentage Points	Numerical Equivalents
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

Attendance and Participation

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class or an activity is disrespectful of both the instructor and fellow students.

Overview of Attendance Policy

In courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused

absences. If a student has more than the permitted number of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional unexcused absence.

In other words,

- in a course that meets once a week only one unexcused absence is allowed. After two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- in a course that meets twice a week, only two unexcused absences are allowed. After three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.
- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The Student may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The Student may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

The participation grade will depend on both the quality and the quantity of student’s comments and questions and shall account for a portion of the total course grade.

Summary of Attendance Policy

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.
3. Excused absences are determined by the lead Dragons staff member; in some instances a doctor’s certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.
6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

Accommodations for Disabilities

Students with disabilities should contact Dragons for information and support. Please contact info@wheretherebedragons.com with any requests for accommodation or to discuss additional learning needs you may have.

Statement of Inclusivity

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

Gender Pronoun

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

Other Academic Policies

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies on related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



ISP APPENDIX: Additional Resources/Instructions

Types of ISP Topics

As you begin to consider an ISP topic, it may be helpful to consider topics as they might fall into two different categories.

Analytical ISP: Some students choose to complete an analytical ISP on a particular topic that relates to the host country/culture. This type of ISP may focus more on an investigation of a social topic, current-event, or traditional or cultural practice. An analytical ISP tends to focus research on collecting information from observations, interviews, or academic/media resources.

Practical ISP: Many students choose to investigate an ISP in which they can work with a local mentor on a practical topic which may be more hands-on or creative. A Practical ISP should be directly related to the host country/culture and generally involves working with a local expert in order to gain practical understanding and skills related to an ISP. Students who choose to do a Practical ISP may create a final product (such as a work of art or music) and present this during their oral presentation. (Oral Presentations will likely require the student to carry out some research in order to be able to talk knowledgeably about context). That being said, these students also required to complete other written assignments as described in the syllabus.

Choosing a Topic

As you are in the process of selecting an ISP topic, go through the following questions.

- Is this project one that can only be done because I am in the host country? Ideally, your answer will be yes. Your topic should be pertinent to the place and not something you could easily do at home.
- Is this a project that will help me better understand the host country/culture? Ideally, your answer will be yes.
- Will I need a great deal of online or library materials to sufficiently investigate this project? Ideally, the answer will be no as you will have limited access to the internet and library resources.
- Can I describe my topic in one sentence or less? Ideally, your answer will be yes – demonstrating that it is a focused topic.
- Given the amount of time and resources I have to spend on my ISP, can I realistically look at this topic in a meaningful way? Ideally, your answer will be yes.



Project Proposal

Use the below format to write your ISP Project Proposal.

Research Topic

Clearly state your research topic.

Research Question

What is your primary research question?

Goals of Research

What are your goals/reasons for choosing this ISP topic? What do you hope to learn from this project? Is this project connected to any other personal, academic or career interests and what are the corresponding learning objectives? Where will you step outside your comfort zone during this project? How are you going to motivate yourself and take responsibility for your learning?

Back Up

Do you have a second-choice of ISP topic that you would like to pursue?



Project Outline

Use the below format to write your ISP Project Outline.

Research Topic and Goals Statement

Based on any feedback you received, further refine your research topic, question, and goals.

Methodology

What are your proposed methods of research? In other words, how you will collect/analyze information or learn about the topic Explain how you will approach this project? If you are doing a practical ISP, how do you plan to work with a local mentor?

Resources

What are the resources (people, places, books, articles, experiences, interviews, etc.) that you plan on using for this project? What, if any, monetary funds are needed to complete this project (note, some funds may be provided by the program and some may be considered personal expenses)? What requests do you have for support from faculty/instructors? Please also provide a list of supplementary readings will you engage with as part of this ISP.

Timeline

Create a detailed timeline of how you will carry out this project. Include dates, times, resources, interviews, research, reading, practicing or any other methods you think you may be devoting your time to during this project.

Potential Challenges

What barriers could potentially hinder you from accomplishing your ISP goals? What is your plan for overcoming those challenges?

Ethical Issues

Please include an analysis of the ethics related to your project. Please answer the following questions:

- 1) What, if any, human subjects that will be involved with your research?
- 2) What risks will your project involve to the subjects of your study? How you will work to reduce or manage potential risks to participants? What are the benefits?
- 3) Does your project involve any sensitive topics or confidential information that could put any human subjects at risk if disclosed?
- 4) Does your project involve personal from vulnerable populations?
- 5) Will human subjects participate in your project voluntarily, without any coercion or pressure to participate?
- 6) Do you plan to distribute the results of the project outside of the classroom or Dragons?

Note that faculty will review your reflections on ethics, and students may be asked to revise their proposal or the proposal may require review by Naropa University's Institutional Review Board (see Academic Policies for more information related to the IRB Review Process).



ISP Journal Example

This is what an example of how your ISP Journal can be structured. You can add additional rows to each section as needed. You may also alter the format as long as you clearly indicate the amount of time you spend on your ISP and document specific activities.

Time Log

Date	Location of Activity	Hours	Description of Activity	Notes on Success/Challenge of Activity
TOTAL HOURS				

Contact Log

Date	Name of Contact	Contact Details/Location

Interview Log

Date	Name of Interviewee	Contact Details/Location	Notes from Interview

ISP Reflection

Date	Observations/Reflections

