

Independent Study 2023

GROUP PROJECTS (IS 3125)

Ten projects will be offered.
Registration can be completed through MyUSAO.

INDIVIDUAL PROJECTS (IS 3115)

Individual projects will require approval from:

1. Faculty member who will supervise the project.
2. Division Chair.

To enroll in an **Individual Project**, bring **completed** Independent Study Application (last page of this brochure) to the Registrar's Office, Troutt Hall, room 204.

Course: IS -3125-01

Instructor: Dr. Linda McElroy

TITLE: *Making an Impact: Choose your Own Adventure with Community Service Activities*

DESCRIPTION: A worthwhile objective for USAO students is to “Make an Impact” beyond your required coursework. The “Making an Impact” Independent Study allows you to choose ONE of the options listed below, or to combine more than one of the options.

Independent study projects are designed to “emphasize innovative educational approaches and individual creative learning”, and to “provide opportunities for intensive service learning activities.” You will be given specific guidelines and expectations for the option you select. However, YOU will be required to use your own creativity to plan and/or implement community service activities appropriate for your choice.

1. Preparing for Community Service in the Future: Making an Impact in your own field of expertise. You will be responsible for planning and preparing for Community Service beyond your USAO experiences. Dream big, and prepare for implementing your ideas in the real world in the future. Your preparation may include reading professional-level books in your field and/or in conjunction with Interdisciplinary Studies (IDS) courses, beyond the texts you will already read for your regular courses. You may consult with your advisor or IDS faculty for ideas, but selections must be your choices and must be approved by the Independent Study instructor (at least five professional-level books). OR...you might complete creative projects that you can implement in Community Service activities in the future (at least ten projects). OR...you might combine the readings and the creative projects to meet the criteria for five credit hours of course work, approved by the independent study instructor. You will meet with the instructor once a week during the five-week term, either in-person, virtually, or by phone.
2. Supporting a nationwide Community Service project...Relay for Life. You will plan your own activities and implement them in support of the Grady County/Caddo County Relay for Life committee and Relay for Life events. You will research the American Cancer Society’s Relay for Life efforts, meet once a week with the instructor (and possibly other students) during the five-week Independent Study term, either in-person, virtually, or by phone. We will plan and complete activities, and provide service to the event committee in preparing and completing the Grady County Relay for Life event. Structure of the Relay for Life events may be modified, depending on the events planned by the Grady County/Caddo County Committee. You may be asked to provide help with virtual as well as in-person events. We can tailor the project to fit our goals with the circumstances. If circumstances do not allow us to implement this option, you will be able to move to option 1.
3. Community Service in a New Setting... This project will support you if you join a community service experience that will introduce you to a new setting. It could be in Oklahoma, a different state, or an international experience. You need to join a project that is sponsored by a reliable group that can assure your safety and the validity of your experiences. For example, USAO’s Baptist Collegiate Ministry offers community service experiences. This summer, they will be making a trip to Macedonia! You will

research the community or culture you will be visiting and submit information to the course instructor before you travel, participate in extended Community Service activities at the destination, keep a travel journal and photo journal of your experiences, and write a summary paper when you return to USAO. The experience must be approved by the course instructor. If circumstances do not allow us to implement this option, you will be able to move to option 1.

4. Paraprofessionals in the Public Schools...This project will allow you to work in the role of an unpaid paraprofessional (teacher assistant) in a school setting full time during the five-week Independent Study term. You will work with the course instructor to arrange placement and a supervisor at the school site. You will be required to complete a background check with assistance of the course instructor. You must contact the independent study instructor by April 7 (or earlier) to allow for arrangements to be completed. If circumstances do not allow us to implement this option, you will be able to move to option 1.

METHOD OF ACHIEVING PURPOSE: You need to meet with the instructor by Mon., April 10 for detailed instructions and expectations. You must complete ALL of the approved components of your project. You must submit a final summary report at the end of the project as specified for your project.

METHOD OF STUDENT EVALUATION: A grade of “Pass” will be based upon the satisfactory completion of ALL of the components of the project and submission of all required paperwork to course instructor by the specified date for your project.

Course: IS -3125-02

Instructor: Dr. Yunjae Hwang

TITLE: *Learning Korean Language and Culture through TV Dramas*

DESCRIPTION: This project is designed to elevate Korean language proficiency and to increase students' awareness about Korean culture through Korean TV dramas. Adapting interactive dramas and elaborate online instructional designs, including frequent discussion, this project will assist and motivate students to obtain Korean language and valuable cultural awareness.

METHOD OF ACHIEVING PURPOSE: During the project, we will have zoom meetings as once a week. Dr. Hwang will lecture week topic related Korean language via zoom. Also, Dr. Hwang will introduce useful videos to learn Korean for independent learning. In addition, students are expected to watch the assigned episodes of Korean TV drama recommended by Dr. Hwang before coming to meeting. Some cultural and linguistic topics embedded in each episode of the TV drama will be introduced and discussed in meeting.

Week 1: Korean letters (Consonants and Vowels), Writing system, & Sound patterns

Week 2: Korean letters (Consonants and Vowels), Writing system, & Sound patterns

Week 3: Word structure & Sentence structure (Korean Grammar)

Week 4: Daily life topics (greetings, location, time, number, activities)

Week 5: Daily life topics (activities, weekend plan)

METHOD OF STUDENT EVALUATION:

1. Journal about Korean culture including analyze and interpret culturally salient features that appear in Korean dramas and cross-cultural insights by comparing to Korean and students' own heritage culture.
2. Participation and discussion
3. Korean words writing samples

Course: IS -3125-03

Instructor: Dr. Matt Reynolds

TITLE: *Dungeons and Dragons*

DESCRIPTION: Learn to play Dungeons and Dragons 5th edition. Students will work cooperatively and communicate with teammates creatively in conflict resolution exercises in a safe and controlled fantasy environment.

METHOD OF ACHIEVING PURPOSE: Dungeons and Dragons isn't just a simulated fighting game, but one where individuals can increase their social-emotional learning and self-determination capabilities. No more than twelve students will join the class and they will be divided into two groups of six. Two to three class sessions will happen a week for several hours each, in which Dr. Reynolds will direct the group (DM) while students negotiate decisions together. After each session students will journal, blog, or vlog about their experiences and share with Dr. Reynolds. Various questions (see below) will be provided to students to help them in their journaling experiences.

1. What did you like best about the session and why?
2. What didn't you like about the session and why?
3. What kind of story arc are you creating for your character?
4. What plans do you have for your character or party for the next session?
5. Have you been able to take the actions you wanted during the sessions? Why or why not?
6. What things have worked when collaborating with your group?
7. What things haven't worked when collaborating with your group?
8. Do you feel empowered when playing a fantasy character? Why or why not?
9. Have you learned anything about yourself while playing?
10. What have you learned about working in a group to solve problems?
11. My D&D Experience Paper
 - a. Were you able to create the story arc you wanted for your character?

During the last week, students will turn in a summary paper of their experiences playing Dungeons and Dragons.

METHOD OF STUDENT EVALUATION:

1. Journal about their experiences
2. Reflecting over their choices during the sessions
3. Writing their summary paper

Course: IS -3125-04

Instructor: Dr. Kevin Crow

TITLE: *Revolt of the Masses*

DESCRIPTION: This Independent Study Project will examine the phenomenon of Mass Culture, its impact on shaping the modern world, and the challenges it presents both to Western Civilization and traditional cultures around the world.

METHOD OF ACHIEVING PURPOSE: Students will read *Revolt of the Masses*, watch a film that parodies the topics addressed in the *Revolt of the Masses* and examine the impact of mass culture on human societies. In addition, students will discuss lessons they have learned concerning the impact of mass culture on human societies based on their readings, the film that they have watched for the course, and personal observations that they have made during their lifetimes.

Students will meet every Tuesday during the five-week Independent Study summer session from 10:00 AM – 11:30 AM. In addition, students will meet one evening (time will be arranged during the first meeting) during the Independent Study to view a film focusing on the impact of mass culture on modern society. Students must attend each of these meetings. The first meeting will be held on Tuesday, May 2.

Week 1: Introduction

Week 2: Reading Assignment pages 11-60

- Written Assignment: According to José Ortega y Gasset, what are the two fundamental (psychological) traits that characterized the mass man of his day?

Week 3: Reading Assignment pages 61-114

- Written Assignment: According to José Ortega y Gasset, what is the great danger that people face the more Civilization advances?

Week 4: Reading Assignment pages 115-190

- Written Assignment: According to José Ortega y Gasset, “rule” never rests on force. What then is it based on?

Week 5: *Ideocracy*

METHOD OF STUDENT EVALUATION: Evaluation will be based on the quality of written assignments and the level of student contribution to class discussions.

Course: IS -3125-05

Instructor: Dr. Jeannette Loutsch

TITLE: *Science, Arts and Beer of Scotland and Ireland*

DESCRIPTION: Trip to Edinburgh, Scotland and Dublin, Ireland to explore the science and arts of these countries and to explore the unique foods and beverages of this area. This is a deep immersion in the history of these areas through daily trips to some of the most well-known museums. The museums of Edinburgh, while defined as science museums will also include many artistic objects as well. The Surgeon's Hall has some very iconic paintings of Sir Charles Bell, a doctor who painted his patients' wounds. In Ireland we will also explore some communities and the famed cliffs. A list of the adventures is as follows:

- Edinburgh Castle
- Surgeon's Hall Museums
- National Museum of Scotland
- Scottish Storytelling Center
- National Museum
- Science Gallery
- Irish Museum of Modern Art
- Cliffs of Moher & Burren Full Day Excursion
- Howth Harbour & Cliffs
- 2 Food Tours

METHOD OF ACHIEVING PURPOSE: This trip is being offered through Oklahoma Study Abroad and is based on their itinerary. We will be using local guides to help us really get the true immersion experience. They developed this itinerary with me to help make the trip of interest to all students. Students have already started signing up and paying for the trip. The trip will be May 15th through the 25th.

METHOD OF STUDENT EVALUATION: All students will develop a project prior to the trip. This project will be a way to evaluate them on an individual basis. The instructor will advise the student to make sure that it includes the appropriate rigor. The project will be worked on during the trip and the final product will be turned in prior to the end of the semester. Also, prior to the trip we will have group meetings to prepare the students for the experience. This will include how to pack, how to travel abroad, and what to expect once we are there.

Other: Should Covid-19 restrictions impact our planned independent study offering, the trip will be postponed.

Course: IS -3125-06

Instructor: Dr. J.C. Casey and David Duncan

TITLE: *Shooting a Movie: "An Open Case"*

DESCRIPTION: The purpose of *Shooting a Movie: "An Open Case"* is to teach students the elements of movie-making through working in significant and sometimes multiple positions required to produce an original movie.

METHOD OF ACHIEVING PURPOSE: Based on data gathered during Spring 2023's COMM 2903/4903 (Movie Pre-Production), the instructors will assign roles and positions as needed for the production of *"An Open Case."*

Tentative Specifics

- The movie will be shot April 24-May 26, primarily on the USAO campus, although some scenes will be off-campus as needed.
- Producers will create and work from *daily call sheets*, which will be emailed to all production staff by 8 a.m. *each morning*.
- Shooting hours will *tentatively* be from 10 a.m. - 4 p.m. Monday-Thursday with a break for lunch.

METHOD OF STUDENT EVALUATION: Because movie production is of necessity a fluid team endeavor, those involved in the endeavor must be willing to be flexible. While the overall shooting schedule is set on a 20-hour work week, everyone will not be required to be present every day. That will depend on your role/position/assignment. Instructors will maintain a record of who is present (or absent) for each job assigned for each day. At the end of each day, the instructors will note each student's attention to deadlines and length of work day, work ethic, attitude, quality of performance, as well as general attitude as a team player. This will be the basis for student evaluations.

Course: IS -3125-07

Instructor: Dr. James Finck and Dr. Jason Shaw

TITLE: *Buffalo River Expedition*

DESCRIPTION: The purpose of this Independent Study is to give students a firsthand experience of what it was like to travel in the 19th Century, especially the mountain men who used the river ways for transportation. It also allows students to challenge themselves physically and mentally for what can be a difficult week, and to learn something about who they are. The major event is a weeklong canoe trip down the Buffalo River in Arkansas. Many historical and scientific lessons will be learned along the way both in prepared lessons and spontaneous teaching opportunities. Students will have to carry all their gear and prepare their own food along the way. They will sleep outside every night in shelters they bring or prepare. It will not be nearly as difficult as the early mountain men, we will have backpacking stoves, but when possible will have to build fires and cook over an open flame. Students will keep a journal of their trip.

METHOD OF ACHIEVING PURPOSE: Students will spend the first week in the field for practical instruction at the habitat area or Wichita Mountains where they will learn and practice techniques necessary to the class. Some of the lessons taught will be fire building, shelter construction, tent setup, first aid, knot tying, water purification, and proper food preparation. During this week we will determine if the students are prepared for the trip and guarantee they have the proper supplies.

METHOD OF STUDENT EVALUATION: Students will be evaluated on a Pass/Fail basis. The class is open to all students, but they must prove physically fit enough to handle the rigors of the trip. Students will have to complete a hike and pass a swimming test before we leave. Students will be graded on the completion of the trip and for their poster presentation. Each student is expected to keep notes along the way to make a poster of some aspect of the trip. In the past students have done studies of the flora or fauna. Others on the wildlife. Others have done research into the area or the history of the river. This is a very interdisciplinary project and can go in many different ways.

Course: IS -3125-08

Instructor: Dr. Misty Steele

TITLE: *Emotional Fitness Bootcamp: Developing Emotional Intelligence*

DESCRIPTION: Emotional Intelligence plays a vital role in personal and profession performance, satisfaction, and success. Enhancing emotional intelligence fosters the development of skills that promote the maintenance of healthy relationships. Emotional Intelligence (EI) is comprised of four domains: self-awareness, self-management, social awareness, and relationship management. Nested within each domain are learnable EI skillsets that provide the ability to appropriately respond to the world around us. These concepts include achievement, influence, conflict management, inspirational leadership, empathy, positive outlook, and self-control. Like many skills, these skills require practice and personal engagement with processes. It takes awareness, understanding, and practice for a clear path to personal change. Emotional Intelligence supports the ability to cooperate, collaborate, and communicate which are essential to developing happiness and success. This course is designed to encourage student autonomy and flexibility by meeting individual needs, career goals and personal/professional strengths.

Course Objectives: After participating in this course, students will be able to:

- Describe the major concepts of emotional development.
- Formulate a personal/professional approach to promoting the nature and process of the emotional mind.
- Apply knowledge of self in the consideration of practical problems.
- Practice and monitor key skills for personal success.
- Practice and monitor the skills associated with self-management and motivation.

METHOD OF ACHIEVING PURPOSE: Students will meet have two in-depth class workshop sessions and then two self-assessment and independent research days:

Monday (May 1, 2023) 10:00 am – 3:00 pm (lunch break from 12:00-1:00)

Tuesday (May 2, 2023) * Self-Assessment, Self-Discovery, Independent Research day #1

Wednesday (May 3, 2023) 10:00 am – 3:00 pm (lunch break from 12:00-1:00)

Thursday (May 4, 2023) * Self-Assessment, Self-Discovery, Independent Research day #2

The course will focus each workshop on a four major emotional intelligence concepts and skillsets:

Workshop #1: Exploring the emotional system; developing an emotionally healthy mind; Interpersonal Skills (Assertion, Anger and Anxiety Management); **Leadership Skills** (Social Awareness, Empathy, Decision Making, & Positive Influence)

Workshop #2: Self-Management Skills (Drive, Self-Ethics, & Positive Change); **Intrapersonal Skills** (Self-Esteem, Stress Management); **Self-Renewal and Personal Excellence** (Belief, Guidance, Power, Balance, & Support Systems); **Life-long Emotional Learning**

Between and after course meetings, students will utilize the Emotional Learning System to monitor and record their progress on understanding and utilizing each week's concepts. This will involve self-assessments, practice, reflection, improvement planning, and application.

METHOD OF STUDENT EVALUATION: Grades will be assigned on a Pass/Fail basis. A grade of “Pass” will be earned upon the student’s satisfactory performance of ALL of the following:

1. Participating in course meetings and discussions concerning the concepts.
2. Documenting the completion of the Emotional Learning System for each skillset.
3. Completing a Pre/Post-Test Personal Excellence Inventory
4. Developing a Pre/Post-test Personal Improvement Plan
5. Reflection Paper on personal growth and the most beneficial concepts they learned through the course.
6. Submit all required materials to course instructor by assigned dates.

Course: IS -3125-09

Instructor: Dr. Karen Karner

TITLE: *Special Olympics I*

DESCRIPTION: The purpose of this project is to provide USAO students the opportunity to gain hours of experience working directly with children, their caregivers and families, who have been affected by disabilities. USAO students will also have occasions to assist special education teachers and have opportunities to work with families who have special needs children. This is a repeatable course for up to 10 upper division credit hours, and as such those who are enrolling for the second time will see some differences in requirements.

METHOD OF ACHIEVING PURPOSE: Each student will engage in assignments and activities listed under IV to meet requirements of the project. Each student will participate in each day of the three-day Special Olympics Summer Games held on the campus of Oklahoma State University and within the community of Stillwater May 17-19, 2023. Each student will interview coaches, family members, and special athletes. In addition, each student will be expected to provide assistance to the coaches and staff in a wide variety of capacities. Students will report to duty at the beginning of Special Olympics on Wednesday and will stay through the close of activities on Friday. Each student will keep a journal and time log detailing the events of each day. Students must pay room and board expenses of approximately \$100 if they choose to stay overnight. Students must attend three meetings at USAO in addition to the Special Olympic Summer Games. Failure to attend all required meetings or assigned summer games will result in a Fail grade for the course.

METHOD OF STUDENT EVALUATION: To successfully pass this course, each student must:
(Note: Dates below are subject to change depending on the timing of the Games as determined by Oklahoma Special Olympics. Dates provided are an estimate based on previous years' dates.)

1. Attend the orientation session (1st meeting) at 11:00 a.m. on Thursday, April 13, 2023, in Gary Hall 108, during which two pre-event surveys will be completed on students' knowledge, skills, and attitudes toward Special Olympics and disability in general. Surveys and discussion that occurs at this meeting will follow the DEAL model of reflection for experience learning (Ash, Clayton, & Moses, 2007; Kleinhesselink, K, et.al., 2015);
2. Write a 1200-1400-word essay before the games, based on personal research from a) books relaying the first-hand experiences of special athletes, b) documentaries/movies on special athletes and disability, and/or c) interviews with special athletes and their families. The purpose of this assignment is to gain knowledge of the Special Olympics and the culture of disability in our communities. Students will discuss their work on this

project at the second meeting before the games. A list of books, movies, and documentaries will be presented at the first meeting;

3. Attend the organizational meeting (2nd meeting) on Monday, May 15, 2023, before Special Olympics, in Gary Hall 108. Students will receive needed information for the trip and present their personal research;
4. Attend and participate in the Special Olympics state games, for three days, on the OSU campus and within the community of Stillwater. Estimated dates are May 17-19, 2023;
5. While at the games, conduct six interviews (two with teachers/coaches, two with family members, and two with special athletes). Questions asked should be of substance. This is the opportunity for students to get to know athletes, families, and coaches, and ask them about their involvement. A list of springboard questions will be provided;
6. Complete a time schedule verifying participation in Special Olympics' assigned duties. This should be a real-time marking of where the student was throughout the day that notes place, event, and duty at the time;
7. Keep a journal recording reflections on participation in the Special Olympics. These are daily entries of what students did throughout each day. This is a time for students to note their actions, reactions, and observations of the athletes and the games that they want to remember. Journals should be more than a daily synopsis. They should include what students explored and discovered concerning the games, the stakeholders, and themselves;
8. Complete a 750-1000-word, typed essay summarizing the experience and personal reflections following the guidelines of the DEAL model of reflection for experience learning (Ash, Clayton, & Moses, 2007; Kleinhesselink, K, et.al., 2015); and
9. Attend a final meeting (3rd meeting) after the conclusion of the Special Olympics on Monday, May 22, 2023, at 1:00 p.m. in Gary Hall, Room 108. All written work MUST be turned in at this meeting (including typed interviews, a copy of the journal, time schedule, and one-page summary). Students will share their experiences with the group. PowerPoint presentations will be presented. Students will complete two post-event surveys duplicating the pre-event surveys, and instructors will compare results with the pre-event survey results.

Course: IS -3125-10

Instructor: Dr. Karen Karner

TITLE: *Special Olympics II*

DESCRIPTION: The purpose of this project is to provide USAO students the opportunity to gain hours of experience working directly with children, their caregivers and families, who have been affected by disabilities. USAO students will also have occasions to assist special education teachers and have opportunities to work with families who have special needs children. Special Olympics II is for students who previously enrolled and successfully completed all requirements for Special Olympics I. This is a repeatable course for up to 10 upper division credit hours, and as such those who are enrolling for the second time will see some differences in requirements.

METHOD OF ACHIEVING PURPOSE: Each student will engage in assignments and activities listed under IV to meet requirements of the project. Each student will participate in each day of the three-day Special Olympics Summer Games held on the campus of Oklahoma State University and within the community of Stillwater May 17-19, 2023. Each student will interview coaches, family members, and special athletes. In addition, each student will be expected to provide assistance to the coaches and staff in a wide variety of capacities. Students will report to duty at the beginning of Special Olympics on Wednesday and will stay through the close of activities on Friday. Each student will keep a journal and time log detailing the events of each day. Students must pay room and board expenses of approximately \$100 if they choose to stay overnight. Students must attend three meetings at USAO in addition to the Special Olympic Summer Games. Failure to attend all required meetings or assigned summer games will result in a Fail grade for the course.

METHOD OF STUDENT EVALUATION: To successfully pass this course, each student must:

1. Attend the orientation session (1st meeting) at 11:00 a.m. on Thursday, April 13, 2023, in Gary Hall 108, during which two pre-event surveys will be completed on students' knowledge, skills, and attitudes toward Special Olympics and disability in general. Surveys and discussion that occurs at this meeting will follow the DEAL model of reflection for experience learning (Ash, Clayton, & Moses, 2007; Kleinhesselink, K, et.al., 2015);
2. Attend the organizational meeting (2nd meeting) on Monday, May 15, 2023, before Special Olympics, in Gary Hall 108. Students will receive needed information for the trip and present their personal research;
3. Attend and participate in the Special Olympics state games, for three days, on the OSU campus and within the community of Stillwater. Estimated dates are May 17-19, 2023;
4. While at the games, conduct six interviews (two with teachers/coaches, two with family members, and two with special athletes). Questions asked should be of substance. This is the opportunity for students to get to know athletes, families, and coaches, and ask them about their involvement. A list of springboard questions will be provided;

5. Complete a time schedule verifying participation in Special Olympics' assigned duties. This should be a real-time marking of where the student was throughout the day that notes place, event, and duty at the time;
6. Keep a journal recording reflections on participation in the Special Olympics. These are daily entries of what students did throughout each day. This is a time for students to note their actions, reactions, and observations of the athletes and the games that they want to remember. Journals should be more than a daily synopsis. They should include what students explored and discovered concerning the games, the stakeholders, and themselves;
7. Complete a 750-1000-word, typed essay summarizing the experience and personal reflections following the guidelines of the DEAL model of reflection for experience learning (Ash, Clayton, & Moses, 2007; Kleinhesselink, K, et.al., 2015).
8. Create 7-10-minute PowerPoint presentation using photos taken during the three-day could be used as a marketing tool to promote the Special Olympics Independent Study project. More than a summary of the student's experience, this presentation should include information on the state games held here in Oklahoma, speak to reflections as an attendee, convey how the student will use knowledge and skills learned in the future, and be inviting to other USAO students who may consider this project in future enrollment; and
9. Attend a final meeting (3rd meeting) after the conclusion of the Special Olympics on Monday, May 22, 2023, at 1:00 p.m. in Gary Hall, Room 108. All written work MUST be turned in at this meeting (including typed interviews, a copy of the journal, time schedule, and one-page summary). Students will share their experiences with the group. PowerPoint presentations will be presented. Students will complete two post-event surveys duplicating the pre-event surveys, and instructors will compare results with the pre-event survey results.

Independent Study Application for Individual Projects 3115

NAME _____

ID# _____ Major _____

Title of Project _____

A. Description of Project (Purpose)

B. Method of Achieving Purpose

C. Methods to be used by students in evaluating success of project

Signed: _____
Faculty member who will supervise the Independent Study project

Signed: _____
Division Chair Date