

Independent Study 2024

GROUP PROJECTS (IS 3125)

Nine 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. Misty Steele

TITLE: *Lifelong Learning Towards a Meaningful Productive Life*

DESCRIPTION: This course will focus on critical components to build a foundation towards a meaningful and productive life utilizing a combination of theoretical perspectives within education, psychology, and human health highlighting evidence-based strategies for developing key insights and skillsets necessary to maintain healthy relationships, personal well-being, goal achievement and understanding the basis of self-actualization through motivation and lifelong learning.

1. Apply concepts from personal development, emotional-intelligence, motivation and learning theories.
2. Discover personal and professional values and passions.
3. Contrast current and desired competencies and habits.
4. Reflect on personal and professional, present, and future self.
5. Formulate a comprehensive life plan based on assessments, goals, and interventions.

METHOD OF ACHIEVING PURPOSE: Students will be introduced to theoretical frameworks within the study of human health & well-being (salutogenesis) to aid them in the discovery of finding purpose and values towards leading a meaningful and productive life, theoretical frameworks within the positive psychology pertaining to the assessment and development of intrapersonal and interpersonal emotional intelligence skillsets towards the maintenance of a meaningful and productive life, as well as, theoretical frameworks within education towards the implementation.

SCHEDULE: This course which requires deep personal reflection guided by the course content will be delivered through remote online learning.

Week 1: April 29-May 4	Topic: Purpose, Values, and Passion	Pre-Test/Pre-Plan	submissions
Week 2: May 6-10	Topic: Intrapersonal Success	Skill	Assessments
Week 3: May 13-17	Topic: Interpersonal Success	Skill	Assessments
Week 4: May 20-24	Topic: Lifelong Learning & Motivation	Application	& Reflection
Week 5: May 27-31	Topic: Life Planning	Post-Test/Post-Plan	submissions

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 the following:

1. Participating in sessions covering course materials.
2. Assessment of values, goals, interests, and skillsets within the Emotional Learning System.
3. Completing a Pre/Post-Test Personal Excellence Inventory
4. Developing a Pre/Post Personal Life-Craft Plan
5. Reflective Paper on personal growth and the application of course concepts
6. Submit all required materials to course instructor by assigned dates.

Course: IS -3125-02

Instructor: Dr. Brenda Brown

TITLE: *Cultural Immersion: Germany, Italy, and Switzerland*

DESCRIPTION: Students will explore Germany, Italy, and Switzerland for ten days. The venue includes diverse cities, such as the Munich, Venice, Lucerne with visits to St. Mark's Square, Dachau, Sforza Castle, and much more. There will be an emphasis on the cultural, social, and historical development of these areas, and students will learn skills to become capable, confident international explorers, including how to pack simply and lightly and how to navigate sites using local transportation.

METHOD OF ACHIEVING PURPOSE: Prior to flying to Munich, students will read *The Sun Also Rises*, by Ernst Hemingway, *Three Soldiers*, by John Dos Passos, and *You Can't Go Home Again*, by Thomas Wolfe. These novels will immerse students in the culture of Europe, so, when they arrive there, they are aware of its history, society, and culture. This knowledge will inform their traveling experiences through these countries and will be integrated into their own writing and photographic journal(s). In addition, each student will research and present on one site we will visit. A written bibliography will accompany this twenty-minute oral presentation.

METHOD OF STUDENT EVALUATION: Students will submit their journals by the end of the Independent Study session. Oral presentations will be evaluated as they are completed. Written bibliographies can be submitted via email. Students will attend all pre-departure meetings and participate in discussions.

READING LIST:

1. *The Sun Also Rises*, by Ernst Hemingway
2. *Three Soldiers*, by John Dos Passos
3. *You Can't Go Home Again*, by Thomas Wolfe

Course: IS -3125-03

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

TITLE: *"Curious Minds Revisited"/A Video Documentary of Independent Study 2024*

DESCRIPTION: A video documentary of the projects for Independent Study 2024.

LEARNING OBJECTIVES:

1. Learn how to tell a story in video.
2. Shoot a Canon 4K XA50 video camera and a DJI Mini 3 camera drone.
3. Edit video on Final Cut Pro.
4. Understand how to plan and produce a video package and know various pre-production requirements.

METHOD OF ACHIEVING PURPOSE: "Curious Minds Revisited" will tell the story of the approximately 10 Independent Study projects approved for 2024. The goal of this project is to create a video that tells the story of USAO's Independent Study period, featuring all the 2024 projects. Additionally, depending on enrollment, "Curious Minds Revisited" will also create independent, stand-alone videos of each project.

To this end, the instructors will conduct a workshop the first week (April 29-May 2) in which students will be trained in video storytelling, videography, editing, drone photography, and various other pre-production duties. The instructors will then assign students to serve as segment producers, videographers, editors, and other production personnel as needed for each Independent Study project. While some advance planning will be done prior to the Independent Study period, students will assist with detailed planning and video shooting and editing.

SCHEDULE: *Tentative:* Tuesday, March 12 • Informational Meeting

6 p.m. • Amphitheatre (Davis 224)

Tentative: Monday - Thursday, April 29 - May 2

Video Documentary Workshop

10 a.m. - Noon + 2 - 4 p.m. • Davis 124

Tentative: Monday, May 6-31

Shooting schedule and requirements of student attendance will be determined by schedules of the various Independent Study projects.

METHOD OF STUDENT EVALUATION: Students will be evaluated on the quality of their work as assigned by instructors and described on the syllabus, including work ethic, attention to deadlines, attitude, and attendance.

Course: IS -3125-04

Instructor: Dr. Wade Thompson

TITLE: *Intertextuality Creative Writing Project*

DESCRIPTION: Students will explore the intertextuality of creative writing by using various print, media, and locations as their inspiration. Art, fiction, poetry, movies, and scenic locations—all of these will be incorporated to encourage the individual student's creative process.

LEARNING OBJECTIVES:

1. To be able to identify and create examples of creative writing with the intention of publication.
2. To practice and advance one's preferred writing genre and define and include new forms such as digital, print, and audio to impact their audience.

METHOD OF ACHIEVING PURPOSE: Students will meet twice a week on campus to receive instruction; participate in creative writing criticism of their work; read examples of poetry, short fiction, and creative nonfiction for inspiration; and to learn the general parameters of their craft. Students will also have the opportunity to visit regional locations for the day for further material and will also learn how to use basic audio/visual equipment if they wish to create a visual-audio art compilation. The students project can be multidisciplinary, utilizing video, text, audio, photographs, and sketches for their portfolio.

SCHEDULE: Tuesdays 2-6 PM. Possible venues include the Oklahoma City Zoo, the Wichita Wildlife Refuge, the USAO Habitat, and others.

METHOD OF STUDENT EVALUATION: Class Participation-25%, Writing Assignments-25%, Revision of Assignments-25%, Final Portfolio- 25%

Course: IS -3125-05

Instructor: Dr. Karen Karner

TITLE: *Special Olympics*

DESCRIPTION: The purpose of this project is to enlighten USAO students in the culture of disability through research and reflection culminating in the opportunity to gain hours of experience working directly with children, their caregivers, and families, who have been affected by disabilities. USAO students will assist special education teachers and have opportunities to work with families who have special needs children as they volunteer at the Special Olympics summer games, held in Stillwater, Oklahoma, each May. USAO has a longstanding tradition of participating as volunteers at these games. Students are responsible for any fees incurred for transportation to and from Stillwater, housing in Stillwater, and food/beverages while at the games. Approximate costs are \$100/student if students choose to stay in the dorms furnished for volunteers on the OSU campus.

LEARNING OBJECTIVES: Students completing the Special Olympics Independent Study will:

1. Determine their level of comfort and acceptance of disability as a culture within the community.
2. Report on their gained knowledge of overcoming barriers that may impede the citizen with a disability.
3. Apply learned knowledge working with special athletes at Special Olympics games held in Stillwater each spring.
4. Gather data through interviews of special athletes and stakeholders and through journaling to determine answers to specific questions.
5. Summarize all information learned through the experience for presentation.
6. Reflect on personal growth in acceptance and inclusivity of disability within the community.

METHOD OF ACHIEVING PURPOSE:

1. Attend the orientation session (1st meeting) at 11:00 a.m. on Thursday, April 14, 2024, 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 13, 2024, 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, putting in up to 25 hours of work over the course of the three days, on the OSU campus and within the community of Stillwater. Dates are May 15-17, 2024.
5. While at the games, conduct six interviews (two with teachers/coaches, two with family members, and two with special athletes) asking questions 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 real-time marking of where the student was throughout the day 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 are more than a daily synopsis. They 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 gained through interviews, journals, and time schedules following the guidelines of the DEAL model of reflection for experience learning (Ash, Clayton, & Moses, 2007; Kleinhesselink, K, et.al., 2015).
9. Create 7-10-minute PowerPoint presentation using photos taken during the three days at the games that 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 will 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.
10. Attend a final meeting (3rd meeting) after the conclusion of the Special Olympics on Monday, May 20, 2024, at 1:00 p.m. in Gary Hall, Room 108. All written work is submitted 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.

SCHEDULE:

First organizational meeting – Thursday, April 14, 2024

Second organizational meeting – Monday, May 13, 2024

Attendance at the games – Wednesday, May 15, until Friday, May 17, 2024

Final meeting – Monday, May 20, 2024

Instructor may be reached electronically during the intersession.

Course: IS -3125-06

Instructor: Dr. Jeannette Loutsch

TITLE: *Fermentation Science – Bacteria and Fungi that Alter Food for Preservation and the Table.*

DESCRIPTION: The 5-week study of fermentation will be based around the use of fermentation to preserve food (sauerkraut, kombucha, etc.) and to make things like cheese, yogurt, and cultured butter. There will be discussion on the various types of fermentation (lactic acid or alcohol). The students in the course will be able to taste and take home the items that are made in class. The class is open to all students regardless of major.

LEARNING OBJECTIVES:

1. Explain benefits of fermented foods.
2. Identify the process, products and reactants used by bacteria to perform lactic acid fermentation.
3. Identify the process, products and reactants used by yeast to perform alcohol fermentation.
4. Compare and contrast best management practices associated with food processing procedures.

METHOD OF ACHIEVING PURPOSE: This will be a hands-on class where much of the content will be delivered in the context of what we are preparing in the classroom. The students will read a book (to be selected from several options and dependent on their overall goal) on the process of fermentation. It will include a history of fermentation as well as recipes. They will share information from their book with the class to incorporate scientific speaking and will also participate in a discussion board about fermentation to satisfy the need to write scientifically. The final project will be a class meal to share the products of our labor with those around during that time.

SCHEDULE: The schedule will be dependent on the participants schedules. I envision it as meeting 2 days a week to set up the fermentation “experiments” as this is not a short project and many might not be ready at the end of the 5-week and may require testing and tasting later, during summer, fall and spring. Since the tasting is not a critical component of the overall objective of this class, but more the procedure, this should not impede the grading and completing of the course.

METHOD OF STUDENT EVALUATION: Students will be evaluated on the completion of the fermentation journal, participation in all activities (unless allergic), discussion forum over the book, present for set up and cleanup of the lab following activities, and summary of their selected book.

Course: IS -3125-07

Instructor: Dr. Jason Shaw and Dr. Rachel Jones

TITLE: *Cultural Adventures of the Southwest United States*

DESCRIPTION: The purpose of this Independent Study is to give students a firsthand experience of the culture of the Southwest United States focusing on ancient native culture as well as the natural history of the flora and fauna. Students will learn about ancient native cultures by spending time at Mesa Verde National Park, Ute Mountain tribal park and the Aztec Ruins national monument. They will also learn about the diverse locations these people lived in by visiting many national parks and monuments such as: Petrified Forest national park, Glen canyon national recreation area, Paria canyon and Monument Valley. Many historical and scientific lessons will be learned along the way both in prepared lessons and spontaneous teaching opportunities.

This trip also serves to provide a lower-cost option to the more expensive out-of-country study abroad trips that a lot of our students are unable to afford. This trip will also serve as a domestic option for students who have yet to do much travelling and may be intimidated at the thought of a first trip away from home being across an ocean in a different country. The hope is that a more regional trip, with exposure to other cultures, will inspire students to seek out more of these opportunities in the future and become more comfortable with the thought of travelling abroad.

METHOD OF ACHIEVING PURPOSE: We will achieve our purpose by providing students with a rigorous trip both mentally and physically. This trip will be a fast-paced trip with activities including:

1. Hikes—including slot canyon exploration and native American ruins.
2. Camping
3. Visiting national parks, national monuments, and recreational areas
4. Engaging in nightly conversations about the cultures in which they are exposed, the wildlife, plants, and landscapes in which they are immersed in.

METHOD OF STUDENT EVALUATION:

1. 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 be graded on the completion of the trip and assignments.
2. For each stop along the way, a pair of students will be the “expert”. Prior to the trip, student pairs will be assigned their stops of expertise. They will then prepare a short informational report that will be presented, orally, to the group the morning of the stop/event.
3. Students will keep a travel-journal in which they will be prompted to write entries on their experiences and reflect on the importance of the space.

Course: IS -3125-08

Instructor: Daniel Pool

TITLE: Kaiju Cinema: A Survey of 100 Years of Science Fiction Film

DESCRIPTION: Ishiro Honda once said, "Monsters are tragic beings." Learn why by watching films about the tallest, strongest, and heaviest monsters ever put to celluloid. Giant creatures are a staple of the silver screen and in this course, students will learn why they have captivated audiences for more than a hundred years.

LEARNING OBJECTIVES: By the end of the course, students will be able to use media literacy skills to analyze characters, plot, and subtext within films. Students will be able to identify the influence of culture and history in a film's creation.

METHOD OF ACHIEVING PURPOSE: Students will be viewing films in class and discussing them along with the historical and cultural influences surrounding the production. Students will write reflection essays each week over the films viewed in class as well as one film of their choice they watch on their own.

SCHEDULE: Monday nights at 6:00 (can be any night but preference for MTW).

METHOD OF STUDENT EVALUATION: Two weekly movie reflection essays of a page or less about the key themes of the course. For a total of ten short reflection essays submitted through Canvas. By the end of the class, each student will submit a research project over at least one film of their choice along with their commentary about the film's cultural and historical influences. This can be submitted as an essay, podcast, video essay, or other self-directed research project with professor's approval.

COURSE: IS -3125-09

INSTRUCTOR: Nicholas Boyde

TITLE: 3d Printing Theory and Practice

DESCRIPTION: 3d printers are becoming increasingly more common for industrial and household applications. Students will have the opportunity to use different styles of 3d printers to create their own prints (models, miniatures, or other designs) while learning about the various applications that are possible with the technology. The course will discuss the monetization systems associated with 3d printing and explain how aspects of business, art, and social media contribute to success.

LEARNING OBJECTIVES:

By the end of the course students will:

1. Prepare 3d models to print using Chitubox, Prusa, and/or Cura software
2. Demonstrate appropriate safety protocol for handling and disposing of waste associated with resin and filament printers
3. Construct a model that requires multiple pieces to be printed and assembled

METHOD OF ACHIEVING PURPOSE:

To achieve the learning objectives

1. Instructor will demonstrate the various software and explain how these are used. The students will have access to a computer with all software pre-loaded, so they have the opportunity to use them on their own. Students will be expected to print multiple success models during the independent study.
2. Instructor will demonstrate the appropriate protocol and discuss how to properly handle and treat the materials. Students will be supervised as they handle materials to ensure there are no safety hazards.
3. Students will be required to print a piece that requires two or more components to be combined. Students may have to sand, glue, and gap-fill the materials to ensure stability and good appearance.

SCHEDULE:

The course should be labeled as ‘By Arrangement’ due to variable print times of the instruments. I intend to have the class available for the full five-week term to allow for flexibility in scheduling. I will have all students meet in the first week for dedicated lecture time to explain the background and how the technology is used. Then students will have independence to print and prepare their models during the remainder of the term.

METHOD OF STUDENT EVALUATION:

1. Students will be required to write a reflection on what they learned through the course and how they choose and prepared their model for printing.
2. Students will be evaluated on the quality of their combined model. The models should be printed without major defects and there should be sufficient effort to combine the components in a neat and clean fashion.

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