

DePaul University – School for New Learning
Winter 2010
Thursday – Loop – 6:00-9:00

LL 300 RESEARCH SEMINAR: ECONOMIC ISSUES

The topic for this Research Seminar is *Economic Issues*, that is, students enrolled in the course must do work related to economic matters. Such relation may be direct or indirect, that is, the seminar is open to a wide variety of topics. All that matters is a topic's grounding in economic matters. During class, discussions of principles and methods of formal inquiry will evolve around economics. This will provide a common ground for class discussions, which will be useful given the current economic times.

Instructor

Dr. Ludovic Comeau Jr: 14 E. Jackson Blvd, Suite 1400, Chicago, IL 60604.
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Instructor's biographical abstract

Dr. Ludovic Comeau Jr. has more than 30 years of teaching experience. He is Associate Professor at the School for New Learning. He holds a Ph.D. in business economics, an MBA in finance and an MA in economics from the University of Illinois at Chicago, a Bachelor in business administration and a Law degree from the State University of Haiti, and an MA in French Literature from the University of Chicago. He has taught various business and economic courses in the U.S. and in Haiti. He was awarded a *Fulbright Scholarship* to complete graduate work in the U.S. in the early 1990s. He received the *Oscar Miller Award for Teaching Excellence* and the *Winifred Geldard Award for Outstanding Commitment to Excellence in Education* while teaching at the University of Illinois at Chicago (UIC). He currently conducts research about the use of innovative teaching techniques in economics. He serves as Academic Director for the School for New Learning at the O'Hare Campus. He is also a francophone writer (he writes in French) whose first novel, *Bâtisseurs du lendemain* (Builders of the morrow), came out in September 2007.

Competences

L-8 Can pose questions and use methods of formal inquiry to answer questions and solve problems.

L-9 Can find an economics-related problem or topic of interest, formulate it into a question, discover its background, and create a research proposal for contributing to the research, based on specific methodology (ies).

Learning experience

As described in the Foundations Resource Book, Research Seminar presents an opportunity to describe, locate, evaluate, and use information. Students do not write a research paper but, instead, a research proposal. The objective is not to produce an educated opinion on a topic, but to find a problem or topic that interests you, formulate it into a question, discover its background (what have experts done on this question), to create your own proposal for adding to (or filling in gaps of) the research and to design a method for answering your research question. Through Research Seminar, you learn what information is, where to find it, how to evaluate sources, libraries, research, etc., and how to design effective means to answer questions. At the end of the course, you will have a thoroughly investigated research proposal that may be linked to your Advanced Project or not.

Course criteria and specifications (Foundations book)

1. Identifies focused and appropriate questions within a specified context.

2. Reviews existing knowledge about the question and determines directions for additional inquiry.
3. Designs methods of gathering/interpreting information to advance knowledge relevant to the question.
4. Constructs a proposed research model.

Students demonstrate this pair of competences by actively pursuing knowledge that will contribute to answers or solutions for questions or problems of interest, directly or indirectly related to the economy. To do so, students must develop a familiarity with the literature in relevant economic fields and assess its contributions to the question. From this, students should identify needs for additional inquiry and create ways of learning more about the specific question.

Required and Recommended texts

REQUIRED: Paul D. Leedy and Jeanne Ellis Ormrod. *Practical Research*, 9th edition, 2010. Pearson: Allyn & Bacon. ISBN: 0-13-715242-6.

The instructor may hand out additional reading material in class, and utilize relevant online resources. You need to own a basic style guide. The instructor recommends at least one of the following:

- APA. *Publication Manual of the American Psychological Association*, 6th edition, 2009. APA, Washington, D.C. ISBN: 1-4338-0561-8, 272 pages.
- Modern Language Association. *MLA Handbook for Writers of Research Papers*, 7th edition, 2009. MLA Press, New York, NY. ISBN: 978-1-6032-9024-1, 292 pages.
- *Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*, 15th edition, 2003. University of Chicago Press, Chicago. ISBN: 0226104036, 984 pages.

Once you've chosen a style, use it consistently for all class works.

Workload and Attendance

The workload is very extensive, from class 1 to 10. In this course, you're expected to take charge of the learning and investigative process, under guidance of the professor. Every student is strongly encouraged to devote 9-12 hours per week to perform reading, research and writing outside of the classroom.

Attendance and class participation are vital. Should you miss a class session, you must inform me ahead of time AND you must contact a classmate ahead of time to coach you as to reviewing the totality of the material covered in the missed session. Otherwise, if a student just fails to show up in a class session, he/she loses 3% of the course's total score of 100. In any case, more than 2 absences result in a grade of F.

Criteria for Assessment and Grading

- Evidence of preparation of each session (**readings are made**) AND active participation in class discussions.
- Evidence of grasp of principles and methods of formal inquiry through participation in class discussions and performance displayed in written works.
- Completion of a first and a final draft of an original research proposal based on format agreed to in class.
- Peer-assessed oral presentation of the research proposal at the end of the quarter.

Grade distribution is as follows:

1-page <u>draft</u> of research statement	5% (due week 3)
Annotated Bibliography, <u>first draft</u>	5% (very briefly annotated) (due week 4)
Literature review, <u>first draft</u>	10% (due week 6)
<u>Detailed outline</u> of Research Proposal	10% (due week 7)
Research proposal, <u>first draft</u>	10% (due week 8)
Research proposal, <u>final draft</u>	50% (due week 10)
Class preparedness and discussions	10% (ALL READINGS DONE, EACH WEEK)
	NB: At the instructor's discretion, based on class participation.

Obtaining a PASS in the course entails achievement of a total final score of at least 75%.

LATE ASSIGNMENT RESULTS IN THE LOSS OF 10% OF THE ASSIGNMENT'S SCORE.

Truly, an "IN" grade is a disastrous outcome in Research Seminar. PLEASE AVOID IT AT ALL COST. Please see on the next page DePaul's policy on incompletes.

Research proposal, final draft (40%)

It must be ORIGINAL and display substantial quality of style, organization, logic, and significant grasp and critical analysis of issues/concepts/theories related to the topic addressed. It has four sections, which are: research statement, literature review, research methodology, and annotated bibliography.

Research statement (10%): In this statement, discuss extensively your chosen research question, as well as its importance and relevance. Size: 3 to 6 typed pages.

Literature review (10%): In 4 to 8 pages, present and discuss the work already done in your field of interest. You should focus on the aspects directly relevant to your research question. Make sure to indicate how your intended inquiry fits in the field.

Statement of research methodology (10%): In 3 to 6 pages, present, explain and justify the research methods that you will utilize to carry out your research project.

Annotated bibliography (10%): Cite and summarize your sources (at least 20). Please note that your references may not include more than 25% of internet sources. Indeed, this limit does not include journal articles that are available on the internet. If you use the latter, make sure to reference them by utilizing one specific bibliographic reference style (APA, MLA or Chicago).

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large.

Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission

of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]

COURSE OUTLINE

Reading: All students must come to any week's class session with all readings listed for that specific week fully performed.

WEEK TOPICS AND ASSIGNMENTS

Week 1
Jan. 7 **The purpose of the course**
Introduction to economics

Assignment: Think of a potential research topic: in Week 2, everyone will be required to share the fruits of his/her reflection with the class (5 minutes each student).

Week 2
Jan. 14 **The economic way of thinking**
The tools of research: library session
Overview of the Research Proposal

We will meet in the library ---room (11028) on the 10th floor of the DePaul Center.

- Brainstorming session, in small groups and with the entire class, about research topics
- Individual oral reports on research topic(s)/statement(s)

Reading: Leedy and Ormrod (L&O), Chapters 1, 2 & 3

(All chapter readings include the Practical Applications.)

Also read *A Sample Research Proposal* in chapter 4 (pages 81-83), and *Characteristics of a Proposal* in chapter 6 (pages 116-117).

(AGAIN, THE READINGS ARE FULLY DUE TODAY. SAME THING EVERY WEEK.)

Week 3
Jan. 21 **The literature review**
The market mechanism I

Reading: Leedy and Ormrod (L&O), Chapters 4, 5 & 6

Assignment: Write a 1-page draft of your (preliminary) research statement (**modeled after pages 58-59: DISSERTATION ANALYSIS 1**), together with eventual questions you wish to discuss in class (to turn in via Blackboard's Digital Dropbox) (**5% of total grade**)

Week 4
Jan. 28 **Research Methodologies: Qualitative**
The market mechanism II

Reading: Leedy and Ormrod (L&O), Chapters 7 & 8

Assignment: Turn in the first draft of your Annotated Bibliography (**modeled after the AB you did in Foundations**): all 20 sources (at least), slightly annotated (**5% of total grade**)

Week 5
Feb. 4 **Research Methodologies: Quantitative**
The market mechanism III

Reading: Leedy and Ormrod (L&O), Chapter 9

Week 6 **Individual meetings with instructor: no-class session**
Feb. 11 **BUT EVERY STUDENT COMES TO SCHOOL TO MEET WITH THE INSTRUCTOR, AND THEN HEAD TOWARD THE LIBRARY OR THE COMPUTER LAB TO WORK.**

Assignment: First draft of the Literature Review (modeled after pages 81-83: DISSERTATION ANALYSIS 2), due in the Dropbox at least 24 hours before your individual meeting (10% of total grade)

Assignment: **REVIEW ALL PRIOR TEXTBOOK READINGS**

Week 7 **Writing the Research Proposal I**
Feb. 18 **Economic Issues I**

Reading: **REVIEW ALL PRIOR TEXTBOOK READINGS**

Assignment: Each student turns in a detailed outline of the research proposal (modeled after page 119: Organizing a Research Proposal) in the Dropbox, AT LEAST 24 HOURS PRIOR to the meeting. (10% of total grade)

Note: In addition to the Research Statement and the Literature Review, this detailed outline MUST also include the Statement of Research Methodology, modeled after pages 129-132 (DISSERT. ANALYSIS 3) and pages 156-159 (DISSERT. ANAL. 4).

There will be no class on February 25 (instructor will travel for a conference). The week's session will be made up for on the 11th week (DePaul's finals week), on March 18. PLEASE USE THE TIME TO UTILIZE MY FEEDBACK TO YOUR DETAILED OUTLINE OF THE RESEARCH PROPOSAL (DUE LAST WEEK) TO FINALIZE YOUR FIRST DRAFT OF THE PROPOSAL.

Week 8 **Writing the Research Proposal II**
March 4 **Economic Issues II**

Reading: **REVIEW ALL PRIOR TEXTBOOK READINGS**

Assignment: First draft of Research Proposal is due via the Dropbox (10% of total grade)

Week 9 **Writing the Research Proposal III**
March 11 **Economic Issues III**
INDIVIDUAL PRESENTATIONS

Week 10 **Economic Issues IV**
March 18 **INDIVIDUAL PRESENTATIONS (if necessary)**

Assignment: **FINAL DRAFT OF RESEARCH PROPOSAL due today (40% of total grade)**

Friendly reminder: **LATE ASSIGNMENT RESULTS IN THE LOSS OF 10% OF THE ASSIGNMENT'S SCORE.**