

**SCHOOL FOR NEW LEARNING
COURSE SYLLABUS**

RESEARCH SEMINAR

Fall 2009

Faculty: Betta LoSardo
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Location: Oak Forest Campus

Time: Tuesday evenings 6:30 – 9:30
 N.B.: Class attendance is mandatory.

Dates: 15 September – 17 November 2009

Credit Hours: 4

Theme: Australia

Competences Offered:

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

L-9: Can research, evaluate, classify, and present academic research materials related to aspects of Australia.

Areas of inquiry appropriate to this course include but are not limited to:

Human Community: Social, psychological, educational, economic, historical, or political inquiries.

Scientific World: Scientific, environmental, health, or technological inquiries.

Arts and Ideas: Artistic, literary, religious, or philosophical inquiries.

Course Description:

The Research Seminar is a course of one quarter's duration, which is designed to familiarize students with some of the purposes and methods of formal research. Topics discussed include subject definition, the nature of evidence, differentiating information sources, examining potential outcomes of research, and communicating learning experiences.

As community members, as workers, as enlightened consumers, we need to evaluate research and make decisions based on its efficacy. Furthermore, in order to complete the BA degree through the School for New Learning, students must design and execute independent research projects. In this course, students will examine forms of academic and other types of inquiry; will employ a variety of resources to discover and formulate questions of interest; and will design and evaluate techniques for achieving research goals.

The Research Seminar is focused around a broad topic, which can be approached from diverse domains. The topic for this section is Australia. Each participant will identify a research question within this broad topic.

Expected Outcomes:

Upon completion of this course, learners will have:

- a general awareness of the types and scopes of various research methodologies;
- an ability to evaluate some types of research;
- an ability to articulate how contemporary human experience might be related to or influenced by research questions and methods; and
- a greater appreciation for the issues and problems related to the study of Australia.

Learning Strategies:

In this course, students will select and pursue individual fields of investigation from various topics related to the study of Australia. While Australian issues are the focus of students' personal inquiries, class meetings are designed to address questions regarding the meaning and scope of research in general.

Each student will be exposed to discussions in small and large group settings, to homework assignments, to group exercises, to reading assignments, and to a significant amount of outside research.

Learning Tools:

Required:

Lester, James D and James D. Lester, Jr. Writing Research Papers: A Complete Guide. 13th edition. Addison Wesley Educational Publishers, New York, 2008.

This text will be used as a guide for understanding methods of research, for achieving research design skills, and for reviewing many issues related to research paper writing. It is available in DePaul's bookstore, or can be purchased on line through Amazon.com or bn.com. Both Amazon and Barnes and Noble have used copies of this book listed on their websites.

Citation Format:

In this course, students will choose one method of documenting their work. Students will choose one of the following styles:

- MLA, The Modern Language Association style for projects in the arts and humanities
- APA, The American Psychological Association style for projects in the social sciences and sciences.

While there are other styles available, these two will be covered in class. Please bring questions about when and how to use these documentation techniques to the attention of the teacher. While the technical use of these methods of citation is explained in our text, the reasons for using a citation or guidelines for developing a bibliography are not. These issues will be discussed in class. While documentation style can add or detract from the effectiveness of your writing, the issues surrounding when and why are of greater consequence. For further information on MLA or APA styles, consult the course text.

Evaluation Techniques and Criteria:

Each student will be evaluated on active participation in the following activities:

- A. Class discussions in small and large groups;
- B. Completion of assigned readings and participation in group presentations on readings;
- C. An oral presentation of research skill development;

Completion of a research **proposal**, which includes the following, dimensions: (A fuller discussion of the entire proposal will be handed out in class and can be found on Blackboard)

A **Topic Statement** describing the question to be researched. This section will include a

clearly stated question and related hypotheses, a definition of terms, and a statement of interest and of current knowledge; (maximum 5 pages)

An **Annotated Bibliography** citing all sources used in the proposal; (no fewer than 30 sources)

A **Review of Literature** in which you tell your reader about the state of the research material on your topic. The Review of Literature explains what the big questions are, and what research work has already been done around the topic you have chosen. Knowing this, you can suggest, in your Research Methodology, a research project to address some aspect of your question which has not already been thoroughly researched. Organize your Review of Literature around three or four questions or issues which are prominent in the works you consider. Divide your Review of Literature into sections based on these three or four areas; (maximum 20 pages, no fewer than 20 sources)

A proposed **Research Methodology** which describes how the investigation might proceed were it to be realized; (maximum 3 pages)

A brief statement of **Revised Perspective** which delineates your initial presumptions as well as adjusted thinking on the topic; (maximum 1 page)

An **Abstract**, or synopsis of the proposal to be used in final oral presentations. Summarize your work in one paragraph. Use this abstract to guide you through your oral report.

Tentative Class Agenda:

This is a tentative list of in class activities and homework assignments. Actual progress and expectations may differ from this list.

Session 1 - Tuesday 15 September

- Introductions:
- Syllabus Review
- What Purposes Does Research Serve?
- Chapter Presentation Sign Up
- Topic Overview
- Choosing a Research Question
- Writing the Topic Statement

HOMEWORK

Read for next session: Lester, Chapters 1 through 5

Complete Topic Statement

**FINAL RESEARCH QUESTION AND TOPIC STATEMENT
DUE BY FRIDAY 18 SEPTEMBER 2009. PLEASE EMAIL YOUR MATERIALS
TO blosardo@depaul.edu.**

Session 2 - Tuesday 22 September
Library Presentation
Topic Statement Revisited
Finding Relevant Sources

HOMEWORK

Reread for next session: Lester, Chapters 1 through 5
Prepare your writing space
Begin gathering sources through library research
Submit first ten sources as indicated below

**PRELIMINARY LIST (10) OF SOURCES DUE BY FRIDAY 25 SEPTEMBER 2009. PLEASE EMAIL
YOUR MATERIALS TO blosardo@depaul.edu.**

Session 3 – Tuesday 29 September
Chapter Presentation Group One
Action Research Exercise
Choosing a Documentation Style
Introduction to Citation
Assessing Sources

HOMEWORK

Read for next session Lester, Chapters 6 through 9
Continue gathering sources through library research

Session 4 - Tuesday 6 October
Research recap
Update on Progress and Problems
Academic Integrity
History of Citations
What is a Review of Literature?
The Annotated Bibliography

Chapter Presentation Group Two

HOMEWORK

Read for next session Lester,

Chapters 10 through 13, plus Chapter 18 and Appendix B

Continue gathering sources through library research

Session 5 - Tuesday 13 October

No Class, Independent meetings

Continue gathering sources through library research

Complete Annotated Bibliography with 30 sources and submit as designated below

**ANNOTATED BIBLIOGRAPHY WITH 30 SOURCES DUE NO LATER THAN FRIDAY 16 OCTOBER
2009**

Session 6 - Tuesday 20 October

Chapter Presentation Group Three

Research Writing Essentials

What is Research Writing For?

A Short History of the English Language

Producing the Review of Literature (Bring copies of your Annotated Bibliography to class)

HOMEWORK

Session 7 – Tuesday 27 October

What is a Research Methodology?

Guidelines for Research

Qualitative vs. Quantitative Research

What is a Revised Perspective?

What is an Abstract?

Types of Writing

HOMEWORK

Produce your First Draft of the Review of Literature

**FIRST DRAFT of Review of Literature DUE NO LATER THAN FRIDAY 30 OCTOBER 2009.
PLEASE EMAIL MATERIALS TO blosardo@depaul.edu**

Session 8 Tuesday 3 November

Independent Meetings to Review First Draft of Review of Literature

Sessions 9 Tuesday 10 November

Writing week. NO CLASS. Check email for suggested revisions to your Second Draft.
Independent meetings as necessary

HOMEWORK

Produce your Final of the Review of Literature
Include Abstract, Proposed Methodology, Revised Perspective

**SECOND DRAFTS (include methodology) DUE NO LATER THAN FRIDAY 13 NOVEMBER 2009.
PLEASE EMAIL MATERIALS TO blosardo@depaul.edu**

Session 10 – Tuesday, 17 November

Introduction to Externship and Advanced Project
Student Presentations (10 minute maximum)
Peer Review

**FINAL VERSION DUE NO LATER THAN TUESDAY 17 November 2009. PLEASE EMAIL, OR DROP
MATERIALS AT THE OAKFOREST CAMPUS attn: Betta LoSardo.**

**If you submit a paper copy rather than an emailed version, your materials will be left at the
Oak Forest front desk for pick up.**

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:

- PLS 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>]

