



LL 300 Research Seminar Summer Quarter 2009

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Akilah Martin is a visiting assistant professor at SNL and earned her Ph.D. in Agricultural and Biological Engineering from Purdue University. Her teaching and research interests include enhancing soil and water quality through education and promotion of its awareness locally, nationally, and globally.

Class Meeting Room and Time: Wednesdays 6-9pm Loop Campus DePaul Center Room (TBD)

Course Description:

Research Seminar is designed to offer students the opportunity to create and define a research topic of their choice. In doing so, the students conduct the research process through establishing a research question, hypothesis, literature review, proposed methodology, justification, and expected outcomes. Students will use available resources to ensure that this process is carried out effectively. In completing this course, students fulfill the competence of systematic academic inquiry. Successful completion of the research proposal results in a passing grade for the advanced-competence pair L8 & L9, and positions each student to begin conceptualizing the Advanced Project (F11 & F12) in concert with the Academic Committee.

L8: Can pose questions and use methods of formal inquiry to answer questions and solve problems.

L9: (Student-written competence statement reflecting content of the research proposal.)

Learning Experience and Evidence for Competence:

Students will be learning to use a variety of standard inquiry techniques in pursuit of these competences, and providing written evidence.

Required Text:

Practical Research

Paul D. Leedy and Jeanne Ellis Ormrod

Prentice Hall 8th Edition

You can order the text through DePaul (<https://depaul.edu/bookstore>), or via another internet book service (e.g., Amazon). Either way, you'll have to pay for shipping.

If you do not already own a copy of a **basic style guide**, you should purchase one at this time. SNL students should choose either (1)MLA or (2)APA citation style and master its intricacies.

Recommended Text (available at the library):

Publication Manual of the American Psychological Association. 2001.
Fifth Edition.

Washington, D.C.: APA.

ISBN: 1-55798-791-2

(26.95)

Gibaldi, Joseph. 2003.

MLA Handbook for Writers of Research Papers.

Sixth Edition.

New York: MLA Press.

ISBN: 0-87352-986-3

(17.00)

Grading, Assessment, and Class Attendance:

The Research Seminar is part of the Lifelong Learning Area, and all L-competences are graded on a Pass-Fail scale. They represent skills which develop over the life course.

Research Question/Hypothesis	(10%)
Personal Justification for Research	(10%)
Literature Review	(10%)
Annotated Bibliography	(20%)
Research Proposal	(30%)
Class Participation/Homework	(20%)

Tentative Class Schedule

I reserve the right to change and/or add ASSIGNMENTS/TOPICS (for enrichment)!

NOTE: All Reading Assignments MUST be accompanied by a written summary of what you learned and/or questions/concerns/comments.

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Homework Due</u>
	Introduction	Pages 1-43	Research Paper Topic and Complete pages 40-41
	Research Questions, Hypothesis and Library Tour	Written Summary of Library Tour	Hypothesis & Research Question L-9 Written Competence Statement
	Focusing Your Research	Pages 43-63	
	Review of Literature	Pages 64-84	Annotated Bibliography (4sources)
	Research Approaches	Pages 179-216	Proposed Methods
	Writing the Research Proposal	Pages 115-132	Annotated Bibliography/Expected Outcomes (4 sources)
	Individual Meetings	Individual Meetings	Individual Meetings 1st Draft of Proposal
	Elements of a Proposal	Pages 282-301	Annotated Bibliography (4 sources)
	Ethics in Research	Pages 161-177	Ethics Essay, Annotated Bibliography (4 sources)
	Reaction/Response IRB Training/Human Subjects Research		IRB Training, Final Research Proposal (Minimum of 12 pages)
TBA			Course Evaluation/ Reactions

The above assignments and readings will aid in revealing that YOU:

**Can examine the personal meaningfulness of one's research questions.*

**Can write clear, researchable questions.*

- *Can identify the relevant audience and purpose of the seminar project.*
- *Can produce an analytic review of the relevant literature reflecting mastery of strong writing skills.*
- *Can state researchable questions and hypotheses.*
- *Can distinguish between quantitative and qualitative methods for inquiry and apply one of them.*
- *Can identify the elements of appreciative and critical thinking in various sources used in one's research.*
- *Can articulate a systematic design for one's research project.*
- *Can justify the selection of research methods for exploring one's research questions and hypotheses.*
- *Can apply the guidelines for ethical treatment of human subjects.*
- *Can write a concise and assessable competence statement reflecting the topic of one's proposed research.*
- *Can select appropriate content consistent with the hypothesis or question under investigation.*
- *Can distinguish between process and content when designing a research method.*

Each written assignment will receive one of the following grades:

Pass

Low Pass

Provisional Fail

Fail

Late written assignment cannot receive a grade higher than "Low Pass."

Note: Students must arrive at each class promptly and remain for the entire period. Please disable all cell phones, text-messaging devices, and beepers, and provide a written excuse for any class meeting you miss. *Missing two (2) class meetings will make it difficult to pass the course. SNL policy allows the grade of "F" to be submitted for any student missing three (3) or more class meetings.*

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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

FYI: "Please be aware that any written work submitted in this course may be verified using *Turn-It-In* technology in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact."

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.