

**DePaul University School for New Learning  
LL 300 RESEARCH SEMINAR**

**Naperville Campus**

**Fall Quarter**

**Weds 6:30-9:30**

9/9/09 through 11/18 09

**Faculty:** Arieahn Matamonasa, Ph. D. Clinical Psychology

**Office Naperville Campus #235**

**Office Hours:** Wednesdays 9am - 3pm

**Phone** (312) 476-4364

**E-mail-** [amatamo1@depaul.edu](mailto:amatamo1@depaul.edu)

**Competencies:**

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

**L9:** (written be student- this will reflect the specific issue addressed by your research proposal)

**Course Description-** This intense course introduces students to the process of research and systematic inquiry and facilitates the mastery of skills needed to complete Advanced Project (fka Major piece of Work) as well as other projects where an understanding of research is critical. This research seminar is “open theme” in that; each student will choose a research question and topic area that is relevant to him or her. Students will be encouraged to pose questions related to their advanced project and learning style.

**Required Texts:**

Orcher, Lawrence T. Conducting Research Social and Behavioral Science Methods. Pyczak Publishing Glendale CA, ISBN# 1-884585-60-4
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**Required Resources for Citations:**

Gibaldi, J. (1999) MLA Handbook for Writers of research papers. (latest edition) MLA Press. New York

**OR-** students may also use APA- style handbook-5<sup>th</sup> edition

### **Grading, Assessment and Class Attendance Policy-**

Like all Lifelong learning classes (L competencies) the grading is on a PASS/FAIL basis. In order to help students judge the quality of their work, each assignment will receive one of the following grades:

*High Pass*

*Pass*

*Low Pass*

*Provisional Fail*

*Fail*

\*if work is late it cannot receive a grade higher than Low Pass.

Students must arrive at each class promptly and remain for the entire period. Students must turn off all cell phones and pagers. Missing more than 1 class will make it difficult for you to pass this course.

The Research Design Project represents 2/3s of the final course grade. Attendance and class participation represent one-third of the final course grade.

Incompletes: I rarely give incompletes for this course. If you request and “IN” (incomplete) you have until the end of the next quarter to finish the work and you must sign an agreement with the instructor. According to De Paul policy, your grade will be changed to an “F” if your work is not completed by the deadline.

***Plagiarism policy-*** Plagiarism will not be tolerated. Students who use the words and or ideas of others without proper and explicit citation risk expulsion from the University.

### **Learning Goals/Outcomes- L8**

1. Can examine the personal meaningfulness of one’s research questions.
2. Can write clear researchable questions
3. Can identify the relevant audience and purpose for the project.
4. Can produce an analytic review of the relevant literature reflecting mastery of strong writing skills
5. Can formulate researchable hypotheses
6. Can distinguish between quantitative and qualitative methods for inquiry and apply one of them
7. Can identify elements of appreciative and critical thinking in the various sources used in one’s research.
8. Can articulate a systematic design for one’s research project
9. Can justify the selection of research methods exploring one’s research question or hypothesis.
10. Can apply the guidelines for the ethical treatment of human subjects

### **Learning Goals/Outcomes – L9- (pre'99 capstones 9 &10)**

1. Can write a concise and assessable competence statement reflecting the topic of one's research
2. Can select appropriate content that is consistent with the hypothesis or question under investigation
3. Can distinguish between process and content when designing a research method

### **Research/Major Seminar Requirements**

**1. Research seminar is a VERY demanding course. It is recommended that it is the *only* course students take during the quarter.**

**2. The most important component in this course is to approach it as a step-by-step process and to meet all the deadlines in order to stay on task.**

**3. E-mail attachments are for feedback purposes ONLY and HARD COPIES of everything will be required in the final notebook!**

**4. Additional Materials needed:**

- 3 ring binder
- Dividers for each section of the proposal
- A passing grade and copy of the "Research Ethics Quiz" (this assignment will be given in class).

### ***Important University Policies:***

#### **Plagiarism**

*The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!*

#### **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.

### **Format and Structure of the Proposal:**

**A research proposal is more than a research paper. A research paper is a summary-where as a research proposal contains BOTH a summary as well as a design or recommended plan for future research.**

***\* Note: students may elect to research in an area that may be related to their advanced project and help prepare them for doing an advanced project- however students MUST remember that the advanced project is a separate projects and needs approval from both the Faculty Mentor and the Professional Advisor.***

General guidelines:

Acceptable proposals are well written, well organized and logical. They reflect a solid informed and critical comprehension of the topic. The final draft must be free of any errors.

The title page of the final document should be unnumbered and should take the following form:

Research Seminar  
Research Proposal

De Paul University School for New Learning  
A. Matamonasa Ph.D.  
Fall Quarter 2007

Your Name  
Your ID #

Title of the Paper

(Statements)

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

L9- (written by student and faculty)

The rest of the proposal should be numbered in the upper right hand corner. The format MUST be either APA or MLA style!

The Research proposal should be organized into the following Modules:

**MODULE 1 and 2**

1. The Introduction
2. The Literature Review-  
Format A – A narrative review of the literature with citations throughout and a bibliography  
*Or* Format B- An annotated bibliography with a 3-4 page narrative summary of the literature.

**MODULE 3**

3. Proposed Research Methodology

**MODULE 4**

4. Research Ethics
5. Peer Review

The most important element for success in this course is timely completion of each module and assignment. A description of each module and its elements are detailed below:

**MODULE 1 Weeks 1-4**

In this module students will chose a topic of interest and begin to review the scholarly research. This module lays the foundation for the rest of the project. Students will understand the research cycle and how to generate possible researchable questions.

**Module 1 assignments**

1. **Introduction draft-** (you will go back and revise this as you go further in the project)
2. **First 10 scholarly sources-** read and reviewed- if you are choosing format A submit your first draft of the narrative with the cited sources and bibliography- if you are choosing format B- your 10 scholarly sources must be in a well-written annotated bibliography.
3. **5 possible research questions-**

***The Introduction:** The introduction of the proposal should be between 1-3 paragraphs in length. It states what it is you want to know and why the problem is worthy of further research. It assumes the reader knows nothing about the topic and is likely to de indifferent to it. In the introduction the writer attempts to get the reader interested in the topic and the proposed research. (\* The key here is the “so what” question)*

## **MODULE 2 weeks 5-6**

In this module students will be completing the review of the literature and formalizing their research questions and hypotheses.

***The Literature Review-** This section discusses the research that has been done on your topic. A minimum of **15 scholarly** articles must be discussed in the literature review. This section presents the major findings that relate to your topic. It discusses who discovered what and how they did it. It can be organized thematically or chronologically. Ideally it moves from the general to the specific and leads from the general to the cutting edge of research. This section completes the research paper. **Students can chose either format A or format B depending on their preferred style of academic writing.***

### **Module 2 assignments due**

- 1. All 15 required scholarly sources read and reviewed and presented in either format A or B**
- 2. Formal research questions**

## **MODULE 3 weeks 7-8**

In this module students will be gaining and understanding of the differences between research methods and design. The philosophical difference between qualitative and quantitative design will be presented. Students will be taking an on-line quiz on research methods and then applying this information to their own research problems or questions. Ethics and the use or misuse of research will be presented and students will prepare for the research ethics quiz in module 4.

***The Proposed Research Methodology-** This section transforms a research paper into a **research proposal**. Once you have read at least 15 articles and are confident that you understand your topic well, you are ready to propose research yourself. By now you know what is known about your topic and what is not yet known. As you learned about your topic, you took note of what researchers wanted to know and how they went about finding out. You will now raise a question and design a method for gathering the data that will answer it. You will propose techniques of data collection discuss potential problems and describe expected outcomes. **You do not actually carry out the research- however you design it as if you or someone else will.***

### **Module 3 Assignments due end of class**

- Research design and methods for your proposal**

## **MODULE 4 weeks 9-11**

This module presents ethics in research and students understanding and application of these through a quiz. Additionally students will be peer reviewing each others proposals and giving constructive feedback-(similar to what happens with scholarly research that gets published.

*Research involving human participants involves numerous ethical considerations. If you were to carry out this research you would need to have your proposal reviewed by the **Institutional Review Board (IRB)**. Students will need to pass the “Research Ethics Quiz” and include the copy of the passed exam as part of their proposal.*

### **Module 4 assignments**

- 1. Peer Review**
- 2. Research Ethics Quiz**

**All final versions will need to be submitted in the three-ring binder notebook by the  
last night of class on 11/18/2009**