

**Research Seminar, LL 300**

Fall, 2009, Loop Campus, Tuesdays, 6:00-9:00 pm.

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**Course Description:** The **Research Seminar** is one of the most significant sets of competences in the area of **Lifelong Learning** because of its pedagogical focus on **developing the originality of each learner's mind and voice**. Its central feature is a relentless focus on **systematic methods of inquiry**. Its key questions and competence-based method repeatedly require students to simultaneously engage the analytic and intuitive minds, thus preparing the way for inquiry without the usual boundaries. **Thus the course is designed to prepare students to engage in formal inquiry. Students will be required to create a RESEARCH PROPOSAL**, responding to a purpose, problem, and question of THEIR CHOICE, which is of great interest to them. The chief course **deliverable** is a *research proposal grounded in a systematic understanding of the research question*. This proposal is as much a review and assessment of relevant knowledge as it is a methodological design for new knowledge.

Successful completion of the research proposal results in a passing grade for the advanced-competence pair **L8 and L9**, and positions each student to begin conceptualizing the Advanced Project (F11 and F12) in collaboration 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, to be written by student at the completion of the Seminar)**

For these competences, students develop a formal *research proposal* but do not actually carry out the data collection analysis. This research proposal may bring forth ideas, hypotheses and bibliographical resources for the F11 and F12 competences, and the Advanced Project. It is the discretion of the Academic Committee (SNL student, Faculty Mentor, Professional Advisor) to determine whether these disclosed ideas and resources are acceptable or appropriate for the Advanced Project.

**Required Text for the Course:**

Paul D. Leedy and Jeanne Ellis Ormrod.(2005). *Practical Research: Planning and Design*.

Upper Saddle River, New Jersey: Pearson Prentice Hall, (9th edition).

**Recommended Readings:**

1. Galvan, Jose L. (2006). *Writing literature reviews*. Glendale, CA: Pyrczak Publishing.
2. American Psychological Association, (2001). *Publication Manual of the American Psychological Association*. Washington, D.C.

### Course Requirements:

1. In this course you will be asked to attend **all** classes, **participate actively** in class discussions, study diligently **all** required material, **participate in all class presentations**, **do all your homework in time** in accordance with the **four components** that will be spelled out in this syllabus and in lectures, and hand in every **assignment**, well written and well organized. All assignments will total up to **the final course deliverable, your Research Proposal**.

**2. Component One: Identify a story, event or background experience; state your area of interest; give reasons for this interest and passion; state its importance to you and to your selected audience; design a workable question/problem; and document eight annotated scholarly citations.**

**First step**, reflecting on your life experience, write a story or an event or a background situation on which your research proposal will be based. Here is a good example. **One previous student in this course witnessed a lady being harassed for breastfeeding her baby in public place. She herself was expecting a baby. This story/experience inspired her to come up with this research question: What are the benefits of breastfeeding for the mother and her baby?**

**Second step: Without consulting any reference material, describe this general area of interest. Basing yourself on the story/experience above, what is your passion and interest now?** (about half a page or so).

**Third step:** Identify the reasons or the rationale which inspire you and invite you to study this area in a scientific way, that is, through proper research. Why do you want to make this inquiry? (half a page to a page).

**Fourth step:** articulate the audience who will benefit from your inquiry. (about half a page).

**Fifth step:** Now identify the **MAIN QUESTION** which is the main problem that will guide your inquiry henceforth. For the example given above, the student concerned designed this Main Question: **What are the benefits of breastfeeding for the mother and her baby?** It is imperative that you have a workable question or problem so that the scholarly sources in your next step will be those that help to answer this crucial question.

**Sixth and final step: Now, identify eight scholarly sources for your annotated bibliography. These are scholarly sources that help to answer your main question.** On the second day of class, Tuesday, Sep. 22nd, 2009, we will visit the Loop Campus Library Instruction Room 10028, 10<sup>th</sup> floor, DePaul Center, and there a Librarian, Heather Jagman, will guide the class in finding various scholarly sources for the research proposal which will be the expected outcome of this seminar. Each student should attend this class and all classes. **If you come to class with a tentative main question/problem the Librarian will get you started on how to find sources that attempt to answer that question.** Then provide a properly cited bibliographical citation for each of the eight sources followed by an annotation that addresses the following questions:

- 1 What is the **central question or problem in this source?**
- 2 What are the key concepts/themes and the key assumptions?
- 3 What is the conclusion and what evidence is provided to support it?
4. How does this work help to answer the main question which you have chosen to investigate? What is the contribution of this source to your inquiry? You should not waste your time on sources that do not enhance the general direction of your topic.

**Please Note: Throughout this Seminar, use only the APA citation style (of the American Psychological Association).**

**With all the above work done, *conclude the work on this component by stating three or four possible research questions for the investigation of your research. Then choose ONE of those questions to stand as the center-point of your proposed inquiry. Come to the first session in the Library with a tentative research question/problem based on a real personal experience, story, event or background. THIS PERSONAL STORY WILL INSPIRE YOU AS YOU FIND A WORKABLE QUESTION AND AS YOU WORK TO PRODUCE THIS PROPOSAL.* Component One is due on Tuesday, Sep. 29.**

**Component Two:** This component focuses on four aspects: **an additional eight or more annotated scholarly sources; a review of the literature essay; the formation of a workable hypothesis; and a restating of the main question/problem and the sub-questions/problems**

**a) Bibliographic annotations:** For each of these additional scholarly sources, please provide a properly cited reference (APA ). In each annotation, briefly and concisely address the following questions:

- What is the central question or problem in this source?
- What are the key concepts/themes? What are the key assumptions?
- What is the conclusion and what evidence is given to support it?
- How does this work help to answer the main question which you have chosen to investigate? What is the contribution of this source to your inquiry? You should not waste your time on sources that do not enhance the general direction of your topic.

**b) Review of the Literature Essay:** Using your annotated source as your chief resource, discuss the state of knowledge in the area of the research question. The main voice to be heard here is the sources, not so much your own. What are the authors saying? **What are the main themes emerging from these sources in regard to your research question/problem? Is there a minority but strong theme or themes?**

**Your essay should have a minimum of 1500 words.**

These questions will guide your essay:

- a. What are some of the most intriguing and generative questions posed by the sources that you are reading?
- b. What are the most common themes and concepts?

- c. Identify some dominant perspective or themes and one or two which appear to be substantive but clearly in the minority.
- d. Identify the most, and least, common methods of research. How do the authors assess their own research methods?
- e. How does this literature help to answer the main question of your inquiry?

**c) Hypothesis and Revised Research Question:**

You have so far developed a fairly solid sense of the scholarly dialogue in this area. Now posit at least **one hypothesis**. This is indeed a seasoned “answer” to the research question. You will use this hypothesis to help you make choices in the methods and data collection during Component Three. The essay and hypothesis may lead you to revise the initial question.

- a. State your hypothesis.
- b. Re-state or state the main research question/problem
- c. Re-state or state the sub-questions/problems. **Due Tue. Oct. 13th, 2009.**

**Component Three:** This component requires students to understand the nature of **qualitative methods, quantitative methods, and mixed methods**, and to **design a research plan** focused on one of them. In developing evidence for this component, students should refer to **class lectures, class discussion, and the assigned readings**.

**A Select a QL design, a QN design, or a mixed methods design for your research project. Use the following as guiding questions:**

- 1. What kind of data are you seeking? Why?
- 2. Where can you locate them?
- 3. Specify at least one QL design and/or one QN design which will assist you in gathering data. Show why you have selected this kind of design.

**Finally, choose, and justify, one of the three methods of gathering the data that you will need for this research project.** Which one will best address your research question and hypothesis? The select the designs that you will use for this inquiry, giving **detailed reasons for the choice of each design**.

**B. Comprehensive definition of terms used in your Central Problem or Central Question, and in your Hypothesis.**

**C. Delimitation: what are the limits of your research project? Indicate here the limits of the project, for example, a specific geographical area, a specific section of the population, a specific time limit, a specific perspective. This helps you so that you do not get caught up in unmanageable material, or unrealistic goals. In short, set the limits of your research project.**

**D. What are the assumptions of this project?** See our text: pp. 5, 56-57, etc.

**Due: Tue. Oct. 27th, 2009.**

**Component Four:** This fourth component for the Research Seminar focuses on awareness of ethical questions and issues in the mind of the student researcher. Lectures, readings and class discussions will provide additional context for the component as

students connect their proposed methods to potential ethical dilemmas and their resolution.

**Using all the information gathered in support of the component, write a minimum of three pages addressing some possible ethical dilemmas or questions that may arise as a result of applying your proposed methods. Suggest ways to resolve them.**

**Due: Tue. Nov. 10th, 2009.**

**The final proposal that you will submit should consist of:**

- a) a **title page**, as will be shown in class,
- b) A “Table of Contents” page
- c) An “Introduction” for the entire project
- d) Revised Components One to Four (or Chapters One to Four).
- e) Each Component or Chapter should have an “Introduction” which states what it is all about.
- f) An **Annotated Bibliography**, containing **all the sources** covered in Components One and Two. This final submission **should not** have annotations in Components One and Two. **These annotations will be 16 or more.**

**Due last day of class which is Tue. Nov. 24th, 2009.**

#### **Workload and Attendance:**

This course requires hard work. One should spend at least 3 hours a day completing course requirements. Attendance in class is **mandatory**. Absences will result in missed educational experience that cannot be recaptured simply by reading another student’s notes and may require you to repeat the course later. **Any absence without a substantiating official document will result in a loss of 10 points, and a failure of the course in the case of a second absence. Please make full use of the opportunity to meet one-to-one with the professor as will be planned during the quarter.**

Please note that failure to complete the course requirements within the quarter will **not** automatically result in the opportunity to receive an “I” grade. An “Incomplete” must be requested in writing prior to the final class and will be granted in the instances when unusual personal circumstances have interfered with the completion of the required assignments. A formal request will involve completion and signing of a form specifying the deadline and academic requirements for receiving a “Pass” grade. Failure to meet these criteria with the agreed time will result in a grade change to “F”.

#### **Assessment and Grading:**

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 course of life. Thus:

<b>Class attendance and active participation:</b>	<b>10%</b>
<b>Class presentations:</b>	<b>10%</b>
<b>Component One:</b>	<b>20%</b>
<b>Component Two:</b>	<b>20%</b>
<b>Component Three:</b>	<b>20%</b>
<b>Component Four:</b>	<b>20%</b>

**Grading Standards:**

This is a PASS/FAIL course.

- A Accomplished the stated objectives of the course in an EXCELLENT manner
- B Accomplished the stated objectives of the course in a VERY GOOD manner
- C Accomplished the stated objectives of the course in a SATISFACTORY manner
- D Accomplished the stated objectives of the course in a POOR manner
- F Did NOT accomplish the stated objectives of the course
- IN Given only when there has been a written agreement between student and instructor

**PLEASE NOTE:** Each written assignment will receive one of the following grades: *High Pass; Pass; Low Pass; Provisional Fail; and Fail*. If your grade is below “Pass”, you have the option to re-write the assignment so as to score no higher than a pass. This must be done within one week from the date your assignment is returned to you. In the final grading, however, all papers will earn either a Pass or a Fail.

Your papers should be well **organized, systematic, and well written. Properly acknowledge other peoples’ ideas and sources.** Your paper will be assessed according to **adherence to regulations in each component, clarity and precision. Please remember to be consistent in your use of the APA or MLA citation methods.**

**All your papers should be double-spaced, not more than 12 font size, stapled together, and pages numbered. Include a cover page, bearing your name, course title, an appropriate title for the paper (be creative), date of submission, telephone number, and email address. (guidelines to be given in class).**

**Academic Integrity Policy:** This class will be conducted in accordance with the University’s guidelines on academic integrity (<http://studentaffairs.depaul.edu/handbook/code16.html>). Keep in mind that **plagiarism is unethical behavior** and will result in appropriate penalties if disclosed, possibly including dismissal from the University. Plagiarism is the direct copying of any sources, such as written and verbal material, computer files, audio disks, video programs or music scores, whether published or unpublished, in whole or in part, without the proper acknowledgement that it is someone else’s work. It is also copying of any source, in whole or in part, with only minor changes in working or syntax even if acknowledged. It is furthermore, submitting as one’s own work a report, examination paper, computer paper, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. Plagiarism is also the paraphrasing of another’s work or ideas without proper acknowledgement. Plagiarism will therefore **not be tolerated**. One who is guilty of it risks immediate expulsion from DePaul University. Any plagiarism in this course will result, at least, in the assignment of a failing grade. Please consult the Student Handbook on further details.

**Calendar:** At the beginning of each class you will be given an outline for that session, including information on readings to be done in preparation for the next session.

**SESSION ONE: Tue. Sep. 15, 2009:**

Introduction to one another and to the course. Reviewing the syllabus and preparation for Component One. What is your tentative research question? Identify a personal story/background/story/experience from which your interest and research question emerges. What is your passion, your interest? Try to state your tentative question/problem as clearly as you can and bring this one to class so we can discuss it and assist you as you work on formulating a workable question and begin to prepare a final research proposal.

**SESSION TWO: Tue. Sep. 22, 09:**

**A visit to the Library Instruction Room 10028, 10th Floor, DePaul Center, 6.00 to 9.00 pm** A Reference Librarian, Heather Jagman, will guide the class on how to conduct research for a research proposal. Heather will also suggest to each of the students how to identify scholarly sources for their specific question/problem. **Please come to this session in the Library with a tentative question for your inquiry.**

**Session Three: Tuesday, Sep. 29th, 2009: Component One due.**

**Work on Component Two begins: more annotations, lit essay, hypothesis, central question/problem.**

Brief individual presentations and class feedback.

One-on-one sessions

**Session Four: Tuesday, Oct. 6th, 2009:****More work on Component Two**

Getting into more detail on finding scholarly sources and annotated citations;

Preparation for a review of the literature essay,

What is a hypothesis?

Group discussions/collaborative work/brief individual presentations

One-on-one sessions

**Session Five: Tuesday, Oct. 13th, 2009: Component Two due**

Work on Component Three begins

Qualitative and Quantitative Research Methodologies

Mixed Methods Research

Group collaborative work/brief individual presentations/class feedback

One-on-one sessions

**Session Six: Tuesday, Oct. 20<sup>th</sup>, 2009:**

More work on Component Three: brief presentations and feedback. What research designs and research methods have you identified?

One-on-one sessions

**Session Seven: Tuesday, Oct. 27<sup>th</sup>, 2009: Component Three due**

Work on Component Four begins

**Ethical/Moral Issues/dilemmas/problems emerging from the treatment of your research subjects/participants.**

Protection of People and the Environment

Resolving these concerns in accordance with each selected design

Brief individual presentations

One-on-one sessions

**Session Eight: Tuesday, Nov. 3<sup>rd</sup>, 2009:**

More work on Component four

**Ethical/Moral Issues/Dilemmas/problems arising from the treatment of your research subjects/participants.**

**Session Nine: Tuesday, Nov. 10<sup>th</sup>, 2009: Component Four due**

**Organizing the Final Research Project**

A cover page; a “Table of Contents” page; an “Introduction” for the final work; a revised edition of each Component/Chapter; an “Introduction” for each Component/Chapter; a general “Conclusion”; and an annotated bibliography consisting of all the sixteen sources and any other sources.

**Session Ten: Tuesday, Nov. 17<sup>th</sup>, 2009:**

Come to class if selected to come. The rest please work at home organizing the Final Research Proposal.

**Session Eleven: Tuesday, Nov. 24<sup>th</sup>, 2009: Final Research Proposal is due!**

**Final class: reflecting on the general insights, findings and lessons learned from this seminar; share with class some of the insights from your conclusion of the final research proposal.**

- A little party to conclude our work this quarter and to celebrate the community that has emerged among us.

**Faculty Biography:**

Raymond S. Mosha, Ph.D., born and raised in Tanzania, East Africa, is currently teaching at the School for New Learning at DePaul University. He received his B.A. from Kipalapala Philosophy and Theology College in Tanzania, and thereafter received three M.A. degrees: **Theology; Education (Counseling); and Spirituality** from, respectively: Maryknoll School of Theology, N.Y., Seton Hall University, South Orange, N.J., and Duquesne University, Pittsburgh, Pa. He also received his **Ph.D. in Philosophy** from Duquesne University.

For the past 28 years Prof. Mosha has taught various interdisciplinary undergraduate and graduate courses in Tanzania, Kenya, and in the USA at: Duquesne University, Xavier University in Cincinnati; Loyola University Chicago; and Georgetown University, and currently at DePaul University. He enjoys teaching and ongoing study, reflection and writing in these areas: Spirituality; African Indigenous Knowledge and Wisdom; Great Thinkers; Christian and Non-Christian Spiritual Classics; Counseling and Spiritual Direction; Spirituality, Justice and Peace; Spirituality and Everyday Living; Graduate and undergraduate Research Seminars. In 2000 he published *The Heartbeat of Indigenous Africa*, and now he is working on a forthcoming book: *The Pearls of Kilimanjaro: Chagga Proverbs*. In this book he will articulate over two hundred Chagga Proverbs that treasure the knowledge and wisdom of the Chagga people who live on the slopes of Mount Kilimanjaro in Northern Tanzania. In a book entitled “*Handbook of Blended Shore Education*”, Prof. Mosha has also published a chapter entitled: “**The Spiritual Aspects of an International Adult Education Program**”, published by Springer, N.Y., 2009

He has, several times, taken students to Kenya and Tanzania on Study Abroad/Immersion Courses. In December, 2008, he took seven Loyola University Chicago graduate students for such an Immersion course in Kenya for two weeks.

Prof. Mosha has a strong passion in the issues of Community Building and Social Justice and Peace, so in trying to translate this passion into practice, he serves on the board of Africa Circle of Hope Foundation, (ACOHF), which reaches out to at-risk women and HIV-Aids orphans in Kenya and Tanzania by providing leadership and financial aid for income generating projects, education and entrepreneurial skills in order to reduce poverty and help these at-risk groups to eventually help themselves socially and economically.

This Research Seminar class (which will be his seventh at the SNL) is another opportunity for Prof. Mosha to help sharpen the students’ writing and research skills and also improve his own research skills for the writing of his forthcoming book and other research and writing projects.

BEST OF LUCK IN THIS QUARTER

