

LL 300 RESEARCH SEMINAR

DePaul University
School for New Learning
Spring Quarter, 2007

Naperville Campus
Tuesdays (4/3/07 – 6/12/07)
6:30-9:30 p.m.

Instructor: Carrie Shearer, MS
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COURSE DESCRIPTION:

This course allows the student to develop competence in the process of systematic, academic inquiry. The Research Seminar course requirements are set out in a series of learning modules focusing on key aspects of inquiry. Students create a research proposal responding to a purpose, problem, and question each chooses to target. 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.)

For these competences, students develop a formal research proposal (but do not actually carry out the data collection or analysis). Sometimes this research proposal furnishes ideas, hypotheses, and/or bibliographic resources for the F11 & F12 competence pair ("Advanced Project"). Whether these elements of a future project are deemed acceptable or appropriate for the Advanced Project is entirely under the discretion of the Academic Committee (SNL student, Faculty Mentor, Professional Advisor). The Research Seminar faculty is not a part of this committee and therefore unable to review or assess any elements for the F11 & F12 proposal.

COURSE DESIGN

The course design is comprised of four sequential modules. Together, the modules make up the "Research Design Project." This is the chief course deliverable. Each module is linked to a cluster of criteria for assessment in the L8 & L9 competence pair. These criteria form the basis of the instructor's determination that competence has been achieved. Module instructions will be distributed during class meetings, but a brief outline of the modules is set forth below:

Module One:

Overview of the General Subject Area; Purpose Statement; Six (6) Preliminary, Annotated Scholarly Citations; Five (5) Possible Research Questions; Draft L9 Competence Statement.

Module Two:

Complete List (15-20) Annotated Scholarly Citations; Review of the Literature Essay; and Statement of Hypotheses.

Module Three:

Description of Merits and Drawbacks of (1) Quantitative Methods and (2) Qualitative Methods in General; Description of Merits and Drawbacks of QN and QL Methods as Applied to One's Research Question; Combined Methods/Alternative Methods; Statement of Proposed Methods.

Module Four:

Ethical Issues and Decision-Making; Protection of Human Subjects; Alternate Hypotheses; Implications and Next Steps.

These modules have been designed to address the criteria for assessment of competences L8 & L9:

- *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.

REQUIRED TEXT: There is one required text:

Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications. 0-7619-2442-6.

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

RECOMMENDED TEXTS:

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 or (3)Chicago or (4) Turabian citation style and master its intricacies.

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)

Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers. 2003. Chicago: University of Chicago Press. ISBN: 0226104036 (44.98)

Turabian, Kate. L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th edition. Chicago: University of Chicago Press. 1996.

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 in the form of four (4) progressive learning modules. The elements of the modules are drawn from the L8 & L9 competence specifications (as listed on page 2).

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 that develop over the life of the course.

Each written assignment will receive one of the following grades:

High Pass

Pass

Low Pass

Provisional Fail

Fail.

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

Students must arrive at each class promptly and remain for the entire period. Please disable all cell phones 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.

I rarely grant the "IN" grade. However, there are times when it is appropriate. In those instances, the student and I sign a contract with a specified date for all outstanding course requirements. If that deadline is met, the grade changes to "Pass." If not, it changes immediately to "Fail."

Together, the modules represent two-thirds of your final grade. Attendance, preparation, and participation represent the final one-third.

Plagiarism will not be tolerated. Students who use the words and/or ideas of others without giving proper credit (whether intentional or not) risk immediate expulsion from DePaul University. Any plagiarism in the Research Seminar will result, at least, in the assignment of a failing grade. We will discuss this issue in more detail in class together. Please consult the Student Handbook for further details.

CLASS SCHEDULE:

<u>Date</u>	<u>Learning Focus</u>	<u>Homework Due</u>
4/3/07	<i>Introduction & Overview</i>	-----
4/10/07	<i>Module One preparation</i>	Read Creswell, pp. 54-62, pp. 73-81
4/17/07	<i>Module One preparation</i>	Read Creswell, pp. 87-97 & 105-116. *Bring (3) Questions/Comments (as above).
4/24/07	<i>Module Two preparation</i>	Module One Due
5/1/07	<i>History of Reason</i>	Read Creswell text pp. 29-44 *Bring 3 Questions/Comments (as above).
5/8/07	<i>History of Reason</i>	Read Creswell text pp. 13-23. *Bring 3 Questions/Comments (as above).
5/15/07	<i>Module Three preparation</i>	Module Two Due
5/22/07	Module Three (preparation)	Read Creswell text pp.105-116 & 153-205. Bring 3 questions/comments (as above).
5/29/07	Module Four (preparation)	Read Creswell text Ethics and Research pp. 62-67. Human Subjects Protection Bring 3QC (as above).
6/5/07	Study Week	No Class Meeting Module Three Due By 8:00 p.m. (email preferred)
5/12/0706	Assessment, Summary	Module Four Due

All Requested Revisions Due

NOTE: Above schedule subject to change.