

LL 300 RESEARCH SEMINAR
“HEALTH, LEISURE AND THE QUALITY OF LIFE”
Winter, 2006

Faculty: Peggy St John
School for New Learning
O’Hare Campus
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Class location: Allstate, North Plaza, Building B, Minnesota Room
Note: This section is open ONLY to Allstate employees
Class dates: Monday evenings, 5:15 pm – 8:15 pm 1/9, 1/16, 1/23, 1/30, 2/6,
2/13, 2/20, 2/27, 3/6, 3/13, 3/20

Quarter hours: 6

Competencies:

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

L-9 Written by student with assistance from instructor

Course Description:

Research Seminar is a learning experience designed to broaden and intensify research skills. In this course you will learn how to identify a researchable question, review literature relevant to it and design a study to answer the question using appropriate methods. This section of Research Seminar will be linked to the general topic of “Leisure, Health and Well-being. Early class sessions will be used to identify research questions based on curiosity, personal needs and/or social and cultural events and topics.

Learning Experience:

Class time will generally be spent learning the tools of research: asking and refining questions; identifying and evaluating relevant literature; planning original research; collecting data and anticipating implementation and analysis. The structure of the class will include large and small group discussions, some lecture and an element of in-progress research discussion work with regular feedback from and collaboration with fellow students and instructor. In addition, all students will meet individually with the instructor at least once to review their research project. Because the emphasis of the course is on applying skills of research, students should expect to spend a great deal of time out of class working on assignments. The primary assignments include:

- 1) First and second drafts of all components of the final research proposal. These components are:
 - a) A **research question** and a problem **statement** in which you discuss why your research question is important to study. In this statement, you will extensively discuss your chosen research question, as well as its importance and relevance (2-4 typed pages).
 - b) a **literature review** in which you thoroughly discuss the work that has already been done which addresses aspects of your research question. In this section, present and discuss the work already done in your field of interest. You should focus on the aspects directly relevant to your research question (8-10 typed pages).
 - c) a description and explanation of the **research methods** you will use to address your question. In this section explain and justify the research methods that you will utilize to carry out your research project (3-6+ typed pages).

Read chapter 3 Craft of Research
Handout from instructor -
Generate 2 or 3 possible research topics/questions
from the article

Class 2 – 1/16
Brainstorming interest topics, research questions,
evaluating different sources
Thesis groups

Assignments:

Read chapter 4, Craft of Research
Handout from instructor
Identify a research question for your proposal;
Email instructor by Friday, 1/20

Class 3 – 1/23
Discuss research questions and problem statements
Small group brainstorming and large group discussion

Assignments:

Read Chapter 5, Craft of Research
Finalize the research question (if not already complete) and work on
First draft of problem statement

Class 4 – 1/30
Librarian Presentation
Discuss Literature Review
Peer Review of Problem Statement (be sure to bring a hard copy of your PS
to class)

DUE: Final Research Question (if not previously submitted and approved by
instructor) and *first draft* of problem statement

Class 5 – 2/6
NO CLASS – INDIVIDUAL RESEARCH

Assignments:

Work on final draft of Problem Statement/ first draft of Literature Review
Read chapters 7 and 9, Craft of Research
DUE: First set of five (5) annotations – submit via email or leave in my
O’Hare campus mailbox no later than 5 p.m. on 2/6

Class 6 – 2/13
Literature Review – revisited
Peer Review – bring a hard copy of Lit. Review to class
Research Methodology
Selecting the “right” methods for your question

Assignments:

Read Chapter 15, Craft of Research
Revise and finalize Literature Review
Read research methodology handout and prepare your “expert”
Presentation for class

DUE: Final draft of problem statement

Class 7 – 2/20
“Expert” presentations on research methods

Assignments:

Read chapters 12 and 13, Craft of Research

DUE: Final draft of literature review, second set of five (5) annotations

Class 8 – 2/27

VERY TENTATIVE – NO CLASS – Individual Meetings with instructor

Assignments:

Write the first draft of the research methods section

Begin to finalize the complete annotated bibliography

Class 9 – 3/6

Research Proposal Checklist

Human Subjects Website

Critiquing the entire “Research Proposal”: Peer Review and Feedback

Course evaluations

Assignments:

Read chapter 14, Craft of Research

DUE: First draft of research methods

(Next week, bring to class your entire proposal in as complete a form as you are able to make it)

Class 10 – 3/13

Student Presentations: 5-10 minutes (research question, Literature review, research methods); what did you learn and what would you do differently?

Peer review and feedback

Class 11 – 3/20

Celebration!

DUE: Final draft – Research Proposal

ASSIGNMENT: HAVE A RELAXING AND ENJOYABLE SPRING BREAK....YOU EARNED IT!!