

## School for New Learning

### LL 300 Research Seminar Winter Quarter, 2005 O'Hare Campus

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Saturdays, 9-12 (1/8, 1/15,  
2/5, 2/19, 3/13) and online

#### Competences

- L8 Can pose questions and use methods of formal inquiry to answer questions and solve problems.
- L9 Can plan and use research as a method of continuous learning in relevant fields and settings.

#### Course Description

Research Seminar is designed to help you develop research skills to support your academic work at SNL and beyond. In this course, you will learn how to identify and articulate a sound research question, review literature relevant to it, and plan further research. This section of research seminar is not linked to a specific topic so you can select a topic that is meaningful to you. Some students plan to focus on a question that will support their work in Advanced Project. Plan to consult with your faculty mentor if that focus is of interest to you to ensure that the projects are complementary and do not duplicate each other. Or, you might choose a topic related to a current learning need at work; or a topic about which you would like to learn more.

#### Learning Experience

This is a hybrid course, permitting us to focus class time on group discussion and interaction and to use Blackboard to gather and exchange information. Because the emphasis of the course is on applying skills of research, student should expect to spend a great deal out of class working on assignments. The primary assignments include:

|                                  |          |
|----------------------------------|----------|
| Research question worksheet:     | Due 4/10 |
| Literature Review                | Due 5/3  |
| Revised question and rationale   | Due 5/10 |
| Proposal for additional research | Due 6/1  |
| Presentation to class            | Due 6/7  |

Text:

Practical Research. Leedy and Ormrod. Merrill Prentice-Hall, 7<sup>th</sup> edition.  
ISBN 0-13960-3603

Additional readings and links will be distributed in class and online

Assessment Criteria:

|    |   |     |
|----|---|-----|
| 1. | Research Question Worksheet                                   | 20% |
| 2. | Literature Review   | 20% |
| 3. | Revised Question and Rationale                                | 20% |
| 4. | Proposal for additional research (design and data collection) | 20% |
| 5. | Presentation  | 20% |

***Ground Rules***

Attendance: The nature of the course depends on participation of group members, so attendance is central to learning of individuals as well as the group. Several in-class exercises will contribute to evidence of competence and must be completed. Students who miss these exercises will need to make them up in some way. If you know you will need to miss class due to *unavoidable* travel or commitments, make arrangements in advance to make up the work you will miss. If you miss class due to an emergency, contact me as soon as possible. While missing any class time might make it difficult for you to earn the grade you wish, missing more than one class session may lead to a significant grade reduction.

Academic Seriousness: It is expected that students will demonstrate their academic maturity by: honoring the Academic Integrity policy, participating actively in class activities, interacting respectfully but honestly with group members, preparing for each class session, seeking connections between course content and other experiences, and assuming responsibility for their own learning.

Incompletes: Students may request a grade of “Incomplete” if a significant change in circumstance prevents their timely completion of class sessions and/or assignments. The Incomplete Contract must include terms for resolving the Incomplete and must be submitted by the student and signed by the instructor. Failure to submit outstanding work by the specified deadline will result in a grade change from IN to F. Students who do not submit work by the end of the quarter and who have not requested an IN, will be awarded an appropriate letter grade and not an Incomplete.

### Class Schedule

Dates listed below indicate class meetings and due dates for assignments. Class meeting dates are listed in **bold**. All assignments to be submitted should be submitted to the Digital Dropbox on Blackboard.

| Date        | Topic   |
|-------------|---|
| <b>3/29</b> | Introductions to the course and each other<br>Sources of research topics<br>Deriving questions from sample problems<br>Using Blackboard |
| 4/3         | Submit "Area of Research Interest"<br>Post research interest on Discussion Conference.  |
| <b>4/5</b>  | Library Presentation<br>Critiquing research questions<br>Documenting Sources  |
| 4/10        | Submit Research Question Worksheet<br>Analysis of article – guidelines will be posted on Blackboard                                     |
| 4/18        | Read sample lit reviews posted on Blackboard (Course Materials)   |
| <b>4/19</b> | Critique of lit reviews<br>Lit reviews vs. research papers or ILPs  |
| 4/26        | Submit Annotated Bibliography (10 sources)  |
| 5/3         | Submit Literature Review  |
| 5/8         | Complete Maricopa Workshop  |
| <b>5/10</b> | Matching research questions and research methods  |
| 5/17        | Submit Draft Research Design  |
| <b>5/24</b> | Data collection and administration  |
| 5/30        | Submit draft data collection tool   |
| <b>6/7</b>  | Presentation of study (format provided in class)<br>Submit Research Proposal  |