LL 300 Research Seminar
Summer 2017
(Open Topic)

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Campus/Time: Tuesday, 5:45 pm – 9:00 pm, 14 E. Jackson, Room 406 (Loop Campus)

Course Description: The primary focus of this course is to develop and refine research and writing skills. Students will be asked to produce a research proposal that is grounded in an identifiable and stimulating topic, supported by a thorough literature review, appropriate methodology, and an approach to answering a specific question. Students can address any number of topics that can be developed using these research instruments. Readings and class discussion will help to guide students through this process. At the same time, students are asked to develop an appreciation for research and an understanding of the primary concepts and theories that govern research methodology.

Competencies:
L-8: Can pose a question and use methods of formal inquiry to answer questions and solve problems.
L-9: (Written by the student with assistance from the instructor.)


Outcomes: At the completion of this course students should be able to:

- Develop an understanding of research and its methodologies
- Identify elements of appreciative and critical thinking in the various sources
- Write a clear researchable question and hypothesis
- Produce an analytic review of the relevant literature
- Examine and discuss the personal meaningfulness of one’s research question
- Articulate a systematic design for one’s research project
- Identify the relevant audience and purpose for the research project
- Justify the selection of research methodology employed to explore one’s research question
- Distinguish between quantitative and qualitative information and methods for inquiry
- Apply guidelines for the ethical treatment of human subjects where appropriate

Course Requirements:
1. Active participation in class discussions that reflects an understanding of the week’s readings.
2. Completion of all assigned readings and related questions.
3. Completion of all components of the research proposal (including the topic, question & hypothesis, definition of terms, annotated bibliography, literature review, justification for study, and research proposal)

Grading and Evaluation: Research Seminar is a pass/fail course (you have the option of requesting a letter grade). If you cannot complete the course in the 10-week time frame, you may request an incomplete by session eight (8/7/14). Approval is based on submission of the following materials: research question, definition of terms, justification of interest, and literature review draft. Students who fail to attend classes or submit assignments will receive a failing grade.

Grade Distribution:
Research question/hypothesis            (15%)
Personal justification for research     (10%)
Literature review                       (25%)
Research proposal/annotated bibliography (30%)
Class participation/homework           (20%)

Workload and Attendance:
Research Seminar requires much from the student. One should anticipate spending roughly 9 to 12 hours per week completing course requirements. In this course, the student is expected to assume charge of his or her learning, which includes the investigative process. Attendance in class is mandatory and thus students who miss more than one course can be granted a failing grade. (I must be informed of any absences 24 hours in advance. Students are expected to access the D2L site for course notes and/or obtain them from classmates.) Students are expected to read each of the assigned readings and to reflect such knowledge in their comments offered in class. The reading materials, along with class lectures, are essential to understanding how to complete each component of the course. Failure to read and communicate ideas and concepts expressed in the Leedy and Ormrod text (and additional readings) can reduce one’s grade by 20%.

Academic Integrity:  
Please review DePaul’s Academic Integrity policy, available online at http://studentaffairs.depaul.edu/handbook/code16.html. The site discusses in full the range of actions that constitute violations of the university’s academic integrity policy. Please note that plagiarism represents a serious abuse and is defined as follows: 1) the direct copying of other’s words whether they be words culled from books, articles, magazines, computer files, websites, video programs, among other sources, 2) copying the words of others with only slight modifications with or without acknowledging the source, 3) submission as one’s own an essay, research paper, report, exam or any other assignment that has been prepared by someone else, 4) paraphrasing one’s work without proper acknowledgement. Academic integrity violations will be submitted to the appropriate university office.

Incomplete Grades: Incomplete grades are awarded to students who encounter major and unexpected difficulty and who have completed at a minimum 60% of the work required of the course. In concrete terms, students should have submitted all assignments up through the literature review draft. Students must request an incomplete by Session 8 (8/7/14).
Required Components and Time Frame:

2. Hypothesis & Research Question - 3rd week – 6/27
3. Definition of Terms - 5th week – 7/11
4. Reasons for Pursuing Topic - 5th week – 7/11
5. Grier and Kumanyika Questions - 5th week – 7/11
6. Annotated Bibliography (5 sources) - 7th week – 7/25
7. Submit first five pages of Literature Review (Draft) - 7th week – 7/25
8. Annotated Bibliography (5 sources) - 8th week – 8/1
10. Complete Literature Review - 10th week – 8/15

Each component will be thoroughly discussed in class. Brief descriptions can be found below.

Research Paper/Topic – Pursue a problem that interest you! But remember, your research proposal is framed around a question and therefore your topic/area of interest/problem must be connected to a ‘researchable’ question. The Research Seminar question can be related to your Advanced Project. However, the questions (and thus the final products) are never identical. The RS topic is typically a theoretical one, grounded in a ‘relationship’ that can be studied or evaluated; the question that drives the advanced project is a practical one and your job is to answer it. So, the two can be related but are not identical.

Question & Hypothesis – The research question is a ‘relational’ one (this will be discussed in class). Both are described in chapters 1 & 2 of the text. The hypothesis is essentially what you posit to be the relationship between the variables that form the essential part of the research question.

Definition of Terms - There are terms that are embedded in the research question that must be carefully defined and delimited. Students are asked to produce thorough definitions. In some cases, the ‘terms’ are words that must be defined (i.e. through the use of a dictionary). In all cases, the ‘term’ must be fully explained. You must also provide the reader a sense of how one defines this term in the context of this study (operational definitions…think parameters… described in the text!).

3
Annotated Bibliography (10 sources) – Students are required to produce a summary/evaluation of at least 10 sources that are directly related to the student’s question. The sources should be listed in alphabetical order and followed by a paragraph that summarizes the major issues/questions addressed by the author as well as their relevance to your research topic. These sources should reflect broad inquiry methods and include books, articles, websites (limited to 2), interviews (limited to 1), and even site visits (with emphasis on books and articles). The first portion of the annotated bibliography should be submitted by week six (July 31st) and the second set by week 8 (August 7th) via email. The full bibliography should be again re-submitted as part of the final research proposal.

Review of Literature (8 pages) – Drawn from a range of sources, the review of literature is a central component of your research seminar portfolio and summarizes and analyzes the issues, positions, and evidence that impact your research question. In other words, you are explaining here what scholars have to say about your research question and the relationship of the variables that make up your question. Thus the sources must directly relate to your research question/hypothesis. The literature review, a minimum of 8 pages, can be organized into sub-topics (referred to as sub-problems) or by individual sources and is discussed in chapter 3 of the text.

Research Proposal (4-5 pages) – All of the work completed in Research Seminar, that which is described above, prepares one to design one’s own research proposal! So after completing the literature review wherein you have become familiar with a body of relevant literature that addresses your particular question, students are asked to design a 4 to 5 page research study. In the course of doing so, you will demonstrate that you not only understand but can use many of the research principles and concepts reviewed in the course.

Reading Assignments by Week:

**Session 1 – Tuesday, June 13th**
Introductions and Discussion of Course Requirements

**Homework for 6/20:** Read chapter 1 in Leedy and Ormrod, pp. 36-39 in The Craft of Research (distributed in class), select a research topic, and respond in writing to homework questions (HQ#2) found on the D2L site for the course.

**Session 2 – Tuesday, June 20th**
What is Research?
Discussion of the Research Question and its Hypothesis
Writing Guidelines
Deductive Logic and Inductive Reasoning
Submit research topic and homework

**Homework for 6/27:** Chapter 2 in Leedy and Ormrod (omit pp. 40-42 on ‘variables’ and pp. 45-50), pp. 39-45 in The Craft of Research (distributed in class), and formulate a research question and its hypothesis.
Session 3 – Tuesday, June 27th
Research Questions and Hypotheses
Delimiting and Defining Terms
Submit research question and hypothesis
**Library Tutorial** - REQUIRED (begins at 5:45 pm)
**Homework for 7/4**: Read chapter 3 in Leedy and Ormrod and a literature review (to be distributed in class). Please submit answers to HQ#4 on the D2L site. View video on the literature review.

Session 4 – NO CLASS (JULY 4TH) DROPBOX SUBMISSION REQUIRED
Research Hypothesis and Question
Discussion of the Literature Review Elements and Guidelines, Research Topics, and Term Definitions
What’s an Annotated Bibliography?
Submit homework questions.
**Homework for 7/11**: Complete ‘definition of terms,’ and ‘reasons for pursuing your topic’ (a minimum of 2 pages) and read Sonya Grier and Shiriki Kumanyika’s “The Context of Choice: Health Implications of Targeted Food and Beverage Marketing to African Americans,” *American Journal of Public Health*, Sept. 2008, Vol. 98, No. 9 and respond to questions on the D2L site (HQ#5).

Session 5 – Tuesday, July 11th
The Literature Review – the bulk of your proposal
Submit “reasons for pursuing your topic,’ your ‘definition of terms,’ and responses to the Grier and Kumanyika article.
**Homework for 7/18**: Read pp. 74-109 in chapter 4 of Leedy and Ormrod and respond to HQ#6 homework questions.

Session 6 – Tuesday, July 18th (Thursday Class + Individual Meetings)
Incorporating Primary and Secondary Sources
Quantitative and Qualitative Approaches
Internal and External Validity
How to Organize the Literature Review: by topic or by author?
Submit response to homework question
**Homework for 7/31**: Complete literature review draft (at least 5 pages), submit first set of annotated bibliographies, and read Leedy and Ormrod, chapter 6, pages 139-154.

Session 7 – Tuesday, July 25th (NO CLASS)
The 5 Qualitative Research Methodologies: Ethnography, Ground Theory Study, Phenomenological Study, Content Analysis and Case Study
The Essential Elements of the Research Proposal
Session 8 – Tuesday, August 1st
Homework for 8/8: Read pp. 170-178 in chapter 8 of Leedy and Ormrod (Historical Research), view “Basics of Designing a Survey” (http://www.youtube.com/watch?v=36s6wBSJW8U), and prepare a draft of your research proposal (that includes 5 possible survey questions).

Session 9 – Tuesday, August 8th
The Elements of Historical Research
Finalizing the Research Proposal
Compose L-12 Competence Statement
The Relationship between the RS paper and the Advanced Project
Homework for 8/15: Read pps. 184-191 in chapter 8 of Leedy and Ormrod and submit completed literature review and Research Seminar Portfolio.

Session 10 – Tuesday, August 15th
Descriptive Research: Correlational Research, Observation Studies and Survey Research
Use of Interviews and Questionnaires
Individual RS Presentations
Refining Our Understanding of Research
Submit Research Proposal Portfolio!
Future Questions

Addendum
See additional information pertaining to the grade designations for undergraduate grades at http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/grades.aspx

See Pass/Fail Grading Options at http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/grades-pass-fail.aspx

This course includes and adheres to the college and university policies described in the links below:
Academic Integrity Policy: http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/academic-integrity.aspx
Incomplete Policy: http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/grades-incomplete-and-research-expiration-policy.aspx
Course Withdrawal Timelines and Grade/Fee Consequences: https://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year-2015-2016.aspx
Accommodations Based on the Impact of a Disability: http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-resources/Pages/center-for-students-with-disabilities.aspx
Course Resources
University Center for Writing-based Learning: http://condor.depaul.edu/writing/
SNL Writing Guide: http://snl.depaul.edu/student-resources/writing/Pages/default.aspx
Dean of Students Office: http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/university-resources/Pages/dean-of-students-office.aspx