Course Description: Research Seminar is an introductory course in research design. The course advances the development and application of critical thinking skills while exploring methods of formal inquiry as preparation for academic and lifelong research. Research Seminar is taught under a general theme selected by the instructor or alternatively as an open topic format. A research proposal is the primary document produced and assessed in Research Seminar.

This section of Research Seminar will be taught in the Open Topic format. Students will select a specific issue/problem issues corresponding to their interests, and develop a formal research proposal. In consultation with their Academic Committee, students may use this Research Seminar to begin to explore aspects of their Advanced Project.
Competencies Offered and Learning Outcomes:

L8: Can pose questions and use methods of formal inquiry to answer questions and solve problems.

L9: Written by student

EXAMPLES:

L9 Can produce a thorough and critically developed research plan to investigate a hypothesis concerning a social, political, legal, historical, or economic issue.

L9 Can produce a thorough and critically developed research plan to investigate a hypothesis concerning a scientific issue.

L9 Can produce a thorough and critically developed research plan to investigate a hypothesis concerning an arts, humanities, or leisure issue.

OUTCOMES
1. Identifies focused and appropriate questions within a specified context.
2. Reviews existing knowledge about the question and determines directions for additional inquiry.
3. Designs methods of gathering and interpreting information to advance knowledge relevant to the question.
4. Constructs a proposed research model.

Learning Strategies and Resources: Through group discussions, readings, lectures, and independent investigation, students will be introduced to formal methods of inquiry. Students will apply this learning to develop a research question, undertake a comprehensive search for information, critically evaluate the previous work of others, and propose an original plan (i.e., grant proposal) for researching the question. Along with learning about research design and analysis, students will also be introduced to the chief research issues in a variety of disciplines and explore how innovation is fundamental to research.

Note: Research Seminar is a very time intensive course for students, particularly in the first seven weeks. In order to do very well in Research Seminar, students should be prepared to set aside 10 hours for outside-of-class research and writing per week.

Required Textbook:

1) Writing Successful Science Proposals by Andrew J. Friedland, Carol L. Folt
   Paperback: 224 pages
   Publisher: Yale University Press; 2 edition (June 9, 2009)

2) The Myths of Innovation (Hardcover) by Scott Berkun
   Paperback: 248 pages
   Publisher: O'Reilly Media (August 30, 2010)

You may order your books from a discounter or http://depaul-loop.bncollege.com
3) Additional Readings, Handouts, and or Online Resources will be provided on the course’s Website.

LEARNING DELIVERABLES AND ASSESSMENT: 
*Research Seminar* is offered for Pass/Fail or for a Grade. You must request the grade option formally in writing to the instructor by the second session of the course or you will be assessed according to the Pass/Fail criteria. Once an option is chosen it is not reversible. To receive a ‘Pass’ grade, you must meet the standards of the ‘C-’ grade described herein.

For all competencies: 1) **Attendance and participation in discussions and learning exercises** 2) **Presentation of your initial research question**, 3) **Development of your original research proposal**, and 4) **Oral presentation of your research proposal**. In addition, your work must demonstrate an understanding and application of concepts of formal inquiry and adhere to the proposal format specified by the instructor. Finally, you must be prepared for and actively participate in class discussions and learning activities.

**EVALUATION METHODS:**
The proportionality of assignments for assessment and grading purposes is as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Written Deliverables</th>
<th>Weighting/Points</th>
<th>Checklist</th>
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<tbody>
<tr>
<td>Attendance and participation in discussions and learning exercises</td>
<td>(15%/15)</td>
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<tr>
<td>Library Assignments</td>
<td>Workshops/Consultation/Article search</td>
<td>(5%/5)</td>
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<tr>
<td>Presentation of your initial research question</td>
<td>(5%/5)</td>
<td></td>
<td></td>
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<tr>
<td>Development of your original research proposal</td>
<td>Hypothesis/Research question</td>
<td>(5%/5)</td>
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<tr>
<td></td>
<td>Initial Scholarly References (4 or more)</td>
<td>(5%/5)</td>
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<td></td>
<td>Initial Outline (Project description Section)</td>
<td>(5%/5)</td>
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<tr>
<td></td>
<td>1st Draft (through Methods section)</td>
<td>(10%/10)</td>
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<td></td>
<td>Peer Review of drafts (online or onsite exchange)</td>
<td>(5%/5)</td>
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<td></td>
<td>Turnitin© Online Review/Self-Assessment</td>
<td>(5%/5)</td>
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<tr>
<td></td>
<td>Final Draft</td>
<td>(35%/35)</td>
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</tr>
<tr>
<td>Oral presentation of your research proposal</td>
<td>(5%/5)</td>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
<th>Verbal Descriptor</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
<td>Very Good</td>
</tr>
<tr>
<td>B+ to B-</td>
<td>89-80%</td>
<td>Good</td>
</tr>
<tr>
<td>C+ to C-</td>
<td>79-70%</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
<td>Weak (unacceptable)</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>Unacceptable</td>
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</table>

**Grade Narrative:**

**A=** denotes work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea. This includes: use and integration of high quality peer reviewed sources, development of an original research question situated in the reviewed scholarly research, development of a methodology to achieve the research question, clear statement of need for research, and concise explanatory presentation of the proposed research to an audience. (A- reflects that one or more of these elements were not excellent)

**B=** denotes work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas. (B+ reflects that one or more of these elements were excellent, or for B-, that some elements were not of good quality)

**C=** denotes work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete. (C+ reflects that one or more of these elements were of good or very good quality, or for C-, that some elements were not of the minimum expectation)

**D=** denotes work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

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**COURSE POLICIES**

**CLASSROOM ENVIRONMENT**

College is a distinctive time to exchange ideas with fellow students and instructors. It is natural that individuals may disagree from time-to-time about topics/issues raised in a course. The instructor seeks to promote a vigorous exchange of ideas but requires that students do this in a respectful manner. For the courtesy of your fellow classmates, please turn-off your cell phone and do not eat food in the classroom. If you bring a computer or handheld device to the class it should be used for class work alone and not for social networking while the class is taking place. A break will be provided at approximately the midpoint of each session.

**INSTRUCTOR’S ATTENDANCE POLICY**
Attendance is mandatory and essential for success in Research Seminar. Two or more sessions missed will result in a "fail" grade for Research Seminar, not an "incomplete". The instructor should be notified of the circumstances for all absences prior to the class session. Class materials for sessions missed can be obtained on the D2L website for the course.

**INCOMPLETE GRADE POLICY FOR THIS COURSE**

Students are expected to finish the assignments of their courses in a timely manner. It is at the full discretion of the instructor whether a student shall be granted an incomplete grade in this class with the possibility of extended time for completion of class assignments. In order for a student to have an incomplete grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). Generally, at least 75% of the coursework must be complete at the 10th session to receive consideration for an incomplete grade. As most students encounter pressures from work, elevated professional demands will not be grounds for an incomplete grade. Students will need to initiate and file an SNL Incomplete grade contract before the end of the ninth session to potentially receive an incomplete grade including the date for completion of all class assignments. Students must also submit the signed copy to the Grades Coordinator for inclusion in their master file. Note: the awarding of the Incomplete grade option is at the discretion of the Instructor.

**ELECTRONIC SUBMISSIONS POLICY**

Submissions should be sent in the Word format to D2L or the instructor’s e-mail address as requested. The final draft of your research proposal must be turned in as both a hard copy in class and an electronic copy.

**COLLEGE AND UNIVERSITY POLICIES**

This course includes and adheres to the college and university policies described in the links below:
- [Academic Integrity Policy](#) (UGRAD)
- [Academic Integrity Policy](#) (GRAD)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)
- [APA citation format](#) (GRAD)

**ESSENTIAL POLICIES FOR RESEARCH SEMINAR**

**Academic Integrity Standards**

This course abides by DePaul University’s Academic Integrity policy. In particular students should avoid cheating and plagiarism as defined below.

1. **Cheating.** Cheating is any action that violates university norms or instructor guidelines for the preparation and submission of assignments. This includes, but is not limited to: unauthorized access to examination materials prior to the examination itself; use or possession of unauthorized materials during the examination or quiz; having someone take an examination in one’s place; copying from another student; unauthorized assistance to another student; or acceptance of such assistance.

2. **Plagiarism.** Plagiarism occurs when one uses words, ideas, or work products attributed to an identifiable source, without attributing the work to the source from which it was obtained, in a
situation where there is a legitimate expectation of original authorship in order to obtain benefit, credit, or gain. Plagiarism includes but is not limited to the following:

1. The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
2. Copying of any source in whole or part without proper acknowledgement. 
   1. This includes using others’ work and;
   2. The reuse or repurposing of any previously submitted version of one’s own work-product or data into a “new” product without requesting permission from the current instructor (also known as “self-plagiarism”).

Protection of Human Subjects in Research

Demonstrating competence sometimes involves human interactions, including interviewing and or observing people outside of the course, discussing those interactions with class members and reporting on the interactions in written format(s). As such, these interactions qualify as human subjects research and are subject to University and Federal guidelines. Research which takes place in the context of this course is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The data collected is exclusively for the purpose of class discussion and may not be used for any other purpose, whether during the course or at any time afterwards. If there is any possibility that the data could be used in further research or for publication, then students must obtain approval from the Local Review Board before beginning.
2. Students assess the risk of harm to the individual, whether physical, mental or social, and ensure that no harm does or could result from interviews, observations, discussion and/or reports.
3. The privacy and confidentiality of those interviewed, observed, or discussed in the course are protected. Unless the student receives written permission from an individual to use the individual’s name, all names should be changed or eliminated, ensuring that identity cannot be determined from the data provided.

Written permission can be secured only through an Informed Consent document, which your instructor will help you develop, if appropriate. For more information see: http://research.depaul.edu/

Additional Course Resources

University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office
COURSE SESSION SCHEDULE

Session 1  INTRODUCTION TO RESEARCH DESIGN AND ANALYSIS & RESEARCH ISSUES
Course requirements and expectations
What is a research proposal?
Innovation as a part of research
Formulating a research question and focusing your topic
Research Seminar in support of Advanced Project Proposals

Session 2  FINDING AND CRITICALLY EVALUATING INFORMATION/EVIDENCE REQUIRED FOR YOUR RESEARCH
The Library/Library Workshop Exercise (online)
Taking notes as you proceed through your research
Research Issues.
Group Exercise: Developing a Research Question

Session 3  WRITING YOUR RESEARCH PROPOSAL
Formats for Proposals
How to incorporate evidence/avoiding plagiarism/documenting your sources
Verification/Handling Ideas
Reference Formats (APA, MLA etc.)
Group Exercise: Incorporating Evidence with Respect to a Hypothesis

Session 4  PRESENTATION OF YOUR RESEARCH QUESTION
Your general issue
Previous scholarly research around this question
Your research question/hypothesis
Next Steps

Session 5  QUANTITATIVE RESEARCH/SAMPLING
Statistics, Populations, Samples and Probability
Exercise: Quantitative Research Considerations for Your Proposal

Session 6  RESEARCH METHODOLOGIES/RESEARCH ETHICS/SMALL GROUP DISCUSSIONS OF PROPOSAL DRAFTS
Types of Research Methodologies
Research Ethics/Human Subjects Research and Training
Group Exercise: Ethics in Research
Proposal Draft discussions

Session 7  PEER REVIEW OF ‘FULL DRAFT’ PROPOSALS, PREPARING FOR YOUR PRESENTATION, AND OVERVIEW OF THE TURNITIN© PROCESS
Additional Research Design and Analysis Issues
Peer Review of Proposals (Bring 2 hardcopies of your proposal)

Session 8  SMALL GROUP OR INDIVIDUAL RESEARCH CONSULTATIONS
(Times TBD): Working towards the Final Draft.

Sessions 9  STUDENT PRESENTATIONS AND/OR INDIVIDUAL CONSULTATIONS TBD

Session 10  COURSE SUMMARY/STUDENT PRESENTATIONS OF RESEARCH PROPOSALS
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td>DUE:</td>
<td>Assignment 1: Review the following websites or similar ones and develop a list of 2 research issues in Science-Technology, 2 in Business, and 2 in the Social Sciences. State these in the form of a research question.</td>
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<tr>
<td></td>
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<td><a href="http://www.businessweek.com/">http://www.businessweek.com/</a></td>
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<td></td>
<td>Assignment 2: Read Chapters 1-5 (Chapters refer to Friedland and Folt) Read Chapters 1-2 in Berkun</td>
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<td>Assignment 3: After a basic literature review, select and submit a statement regarding your general topic area (e.g., child psychology) or a more specific focus if you have determined one.</td>
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<td>3.</td>
<td>DUE:</td>
<td>Assignment 4: Review the Website example on proposal structure: <a href="http://www.studygs.net/proposal.htm">http://www.studygs.net/proposal.htm</a></td>
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<td>Assignment 5: Conduct thorough searches for timely and scholarly articles on your research question. Be prepared to discuss your strategies/results with the class.</td>
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<td>Assignment 6: Read Chapters 6-8 Read Chapters 3-4 in Berkun (Optional) View the Video on Innovation: <a href="http://www.youtube.com/watch?v=m6gaj6huCp0">http://www.youtube.com/watch?v=m6gaj6huCp0</a></td>
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<td>4.</td>
<td>DUE:</td>
<td>Assignment 7: Read Chapters 9-12 Read Chapters 5-7 in Berkun</td>
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<td>Assignment 8: Prepare a 3 minute presentation of your research question (See Research Question Presentation Handout for details) Also, turn in a ½ page description of your question.</td>
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<td>Assignment 9: Turn in a Copy of the Initial Scholarly References for your Proposal. This should be done in an annotated bibliography format with the references cited consistently in an APA or MLA style (Minimum of 4 annotations). For help see: <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a> <a href="http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography">http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography</a></td>
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<tr>
<td>5.</td>
<td>DUE:</td>
<td>Assignment 10: Complete the remaining chapters in the textbook (F &amp; F).</td>
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<td>Assignment 12:</td>
<td>Read the “Introduction to Statistics” section of the Hyperstat website at <a href="http://davidmlane.com/hyperstat/">http://davidmlane.com/hyperstat/</a> Read Chapters 8-10 in Berkun</td>
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| 6. | **DUE:** Assignment 13: Turn in a Copy of the First Draft of Your Proposal through at least the Project Description portion of your proposal. Include an improved and updated Reference List (No Annotations this time) |

| 7. | **DUE:** Assignment 14: Bring a 2 hardcopies of your best proposal draft for your instructor and peer reviewer. This draft will be used to fill out the proposal review form. |

| 8. | **DUE:** Assignment 15: Forward the Writing Center an electronic copy of the First or Second Draft of your proposal through at least the ‘Expected Significance’ section.  
Assignment 16: Forward an electronic version of your proposal draft to Turnitin© for citation/plagiarism analysis after you have addressed feedback from the Writing Center. The submitted version should include all sections through Methods section and should include all of your references. Revise accordingly. This Turnitin© review should be completed well before session 8 to permit revision.  
Assignment 17: Bring questions for consideration at the small group consultations |

| 9. | **DUE:** Assignment 18: Having completed Assignments 15 and 16 and having revised accordingly, forward the instructor an electronic copy of your latest proposal draft proposal for all required sections.  
Assignment 19: Prepare for the oral presentation of your research including developing the required handout. |

| 10. | **DUE:** Assignment 19 (repeat): Prepare for the oral presentation of your research including developing the required handout.  
Assignment 20: Turn in a Copy of the Final Draft of Your Proposal (Absolute date in Testing week to be determined).  
Assignment 21: Complete a Final Self-assessment for Research Seminar |
About the Instructor

Kevin F. Downing, Professor – DePaul University

Dr. Downing is a Professor at DePaul University’s college for adult learners, the School for New Learning. His research interests include the investigation of Miocene fossil mammals, Evaluating Ocean Acidification Events (OAE) From Fossil Coral Skeletons, and online science learning practices. He is the author of numerous publications in geology, paleontology and science education and is the co-author of the book, Online Science Learning: Best Practices and Technologies. Dr. Downing received B.S. degrees in Astronomy and Geology (University of Illinois-Champaign), an M.S.T. in Geology (University of Florida-Gainesville), and Ph.D. in Geosciences/Evolutionary Biology and Ecology (University of Arizona, Tucson).