Course LL300: Research Seminar, Fall 2016

Instructor: Dr. Kenya Grooms, kgrooms@depaul.edu, 312-362-6691

Course Dates: Mondays, 9/12/16-11/21/16 5:45pm – 9:00pm

Course Location: Loop, Daily Room 1502

Course Description

Research Seminar introduces you to the process of formal inquiry and helps you develop the skills you need to read and evaluate the research of others. It introduces you to the development of structured questions to guide your inquiry; to bibliographic research to set your inquiry in the context of the work of other scholars, to research design and the selection of research methods, and takes you through the development of a research proposal. This course does not fully address data collection or analysis skills, although you will learn how to prepare yourself to work with a statistician or other data analyst.

The final project for this course is an implementation-ready research proposal employing at least one research method. Each assignment in the course contributes to your final proposal, but because research projects grow and change in development, you should expect to revise what you submit for individual assignments before each becomes part of your final proposal. You can see, then, why you must complete assignments on time. There is a lot of individual and group communication in this course so you cannot afford to fall behind!

This is an open-topic Research Seminar, so you may develop a research question about a topic of your choice, including, perhaps, one appropriate for your Advanced Project. However, while you may work on a related topic, this course does not offer credit toward Advanced Project competences (F11/12), nor should you expect the instructor to help you develop a question that is suitable for your Advanced Project. When you are ready to discuss your Advanced Project, please consult your Faculty Mentor and your Professional Advisor. Under no circumstances can you delay finalizing your research question for this course in order to accommodate Advanced Project considerations. Nor can you assume that the work you do in this class can be used for Advanced Project.

As you review the literature you need to recognize what is known, and, more importantly, what is not known about your topic. You need to know where the latest information on your topic is located; who the leading voices are in the field; and what questions the ongoing discussions address.
During this course, you will apply the skills and insights you learn by developing an implementation-ready research proposal. This includes:

- Choosing your own personal area of interest
- Brainstorming and then writing researchable questions
- Placing your inquiry in the context of what is already known through bibliographic research
- Choosing the most appropriate way of proceeding with your research
- Using accepted research methods and ethical standards
- Writing your research proposal

Note: The workload for this course absolutely cannot be completed in less than a full quarter. You cannot pass the course without turning in your assignments in a timely manner, revising them based on instructor feedback, and participating in the discussion forums.

If you do not understand an assignment or a requirement, please ask questions in the course discussion board. Your instructor will be checking the discussion board frequently and will usually respond within 24 hours during the week, 48 hours over the weekend, unless you are advised otherwise. This course is also labor-intensive for the instructor so respect your instructor’s time and work load.

Learning Outcomes, Competencies, and/or Objectives

After completing this course, you should be able to:

For the L8 Competence Choose:

- a research area of interest and narrow it to a manageable study topic
- Identify significant variables related to your inquiry and formulate them into focused, researchable question(s) or hypotheses
- Write research questions that contain two variables or other dimensions appropriate to the research topic
- Examine the personal meaning of your research questions
- Identify and describe at least one personal connection to the research topic
- Identify the relevant audience and purpose for the Research Seminar proposal
- Search out and analyze the relevant literature in terms of the key concepts and assumptions to put your inquiry into the context of what is already known
- Conduct a review of the literature, including key points, patterns, theories, and voices published in your area of inquiry, indicating awareness of the differences between scholarly and popular sources
- Note elements of appreciative and critical thinking in the various sources in your research
- Distinguish at least 3 key differences between quantitative and qualitative methods for inquiry and apply at least one of them
- Discuss the selection of research methods for exploring your research question or hypothesis
- Discuss and apply the guidelines for the ethical treatment of human subjects
- Discuss directions that your research could take if the results were as expected
- Discuss directions that your research could take if the results were not as expected
- Conclude the course with a research report consisting of four chapters, including an annotated bibliography of about 20 to 25 sources

For the L9 Competence
• Write a concise and assessable competence statement reflecting the topic of your research
• Select appropriate content that is consistent with the hypothesis or question you choose to investigate
• Distinguish between processes and content when designing a research method
• Incorporate appropriate ethical considerations, including an informed consent document, in your methodology

Learning Resources

Required Reading:


Library Resources

Required Readings on e-reserve

There is a set of articles on e-reserve for Research Seminar. These are examples of research reports, annotated bibliographies and literature reviews. They are examples of the form, language, and format of the work that you will be expected to do.


Recommended reading (not required):
A writing style manual can help you with the correct form for citing your sources and compiling the list of references. For this course, we use the APA writing style manual.
  http://www.library.depaul.edu/Find/resourceList.aspx?s=52
• A research journal, writing log, notebook, or 5x7 note cards to keep track of the articles you read, using the guidelines in Galvan Ch. 4.
• www.purdue.ed/owl

Web Resources

The Leedy/Ormrod book has an extensive, free website at
http://www.prenhall.com/leedy

DePaul University online resources are at
http://www.lib.depaul.edu/research.htm

http://www.lib.depaul.edu/distancestudents.htm
http://condor.depaul.edu/~irb/

"The Research Methods Knowledge Base is a comprehensive web-based textbook that addresses all of the topics in a typical introductory undergraduate or graduate course in social research methods."

Additional Resources
Critically Analyzing Research Sources
http://www.library.cornell.edu/okuref/research/skill26.htm

Citing Sources in APA style
http://www.ccc.commnet.edu/apa/index.htm

Developing a Statement of the Problem
http://edweb.sdsu.edu/Courses/ED690DR/Class02/02.html#Selecting

Qualitative research
http://don.ratcliff.net/qual/
http://kerlins.net/bobbi/research/qualresearch/
http://edweb.sdsu.edu/Courses/ED690DR/Class01/ResearchTypes.html

Survey research
http://www.isworld.org/surveyinstruments/tutor.htm
http://www.isworld.org/surveyinstruments/survrefs.htm

Experimental design
http://www.tele.sunyit.edu/expdes.HTM

Sources of Bias in Research
http://www.ascd.org/pdf/rb_bias1.pdf

Ethics Resources
The Belmont Report
http://ohsr.od.nih.gov/guidelines/belmont.html
Basic HHS Policy for Protection of Human Research Subjects (2005 revision)
http://ohsr.od.nih.gov/guidelines/45cfr46.html

The Nuremberg Code
http://ohsr.od.nih.gov/guidelines/nuremberg.html

World Medical Association Declaration of Helsinki
http://ohsr.od.nih.gov/guidelines/helsinki.html

The NIH Grey Booklet

"Unethical Research" Sites
http://www.clarion.edu/academic/adeptt/bpcluster/unethical.htm
http://www.circare.org/info6.htm
http://www.rivertowns.net/news1999/pchrival/week21/frontpage(np=LOCAB02.HTM

Kerlinger’s Research Myths
http://pareonline.net/getvn.asp?v=5&n=4

Learning Deliverables
In this course, you will be developing an implementation-ready research proposal. Your final proposal is due on the last day of Week 10. The implementation-ready research proposal will consist of the following headings, to be used as an outline for your paper.

Chapter 1: Introduction
• Introduction to your study (including Relevance statement)
• Purpose of and audience for the study
• Research question(s) or hypotheses
• Limitations of the study
• Definition and terms

Chapter 2: Review of the Literature

Chapter 3: Research Methodology
• Description of research design/plan
• Description of research/data collection methods
• Justification of choice of research/data collection method(s)
• Addressing any ethical issues in your research
• Addressing sources of bias

Chapter 4: Results and Discussion
• What you expect to find and why you expect those results
• What it would mean if your expected results do not occur and what your next steps would be

References (in proper APA reference format)

Appendices
• Informed Consent document
• Data Collection Instrument(s)
• Annotated Bibliography
**Assessment of Student Learning**

The instructor will comment on all work that is submitted. All assignments are considered *drafts* until the final proposal is submitted. This gives you ample opportunity to revise and improve your work, but you must allow your instructor ample time to make comments. If you are posting to each of the discussion forums in accordance with the instructions and commenting helpfully on the remarks of at least one other student you are earning the discussion points. **This is a pass/fail course.** If you have any doubt that you are passing and that your work is acceptable, check with your instructor.

**Grading Policies and Practices**

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussions by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

**Assessment of Written Work**

- You are to write in Standard English, using complete sentences that are grammatically correct and spell-checked.
- If you have concerns about your ability to manage the mechanics of the English language, it is permissible to have your work reviewed before you turn it in. You can submit your assignments to the Writing Center ([http://condor.depaul.edu/writing/](http://condor.depaul.edu/writing/)), but be aware that the Writing Center tutors will not edit your work for you. They will give you suggestions and pointers about the improvement of your writing. See additional notes below.
- You are to adopt a scholarly tone in your writing, as if you were writing for publication in a scholarly journal, NOT a popular magazine, or correspondence with your friends.
- You are to communicate your ideas clearly and coherently. (See Leedy & Ormrod pp. 119-129, Galvan, Chapter 11).
- For written work with in-text citations and references, correct APA style is the only acceptable format.
- Instructors use the services of [www.Turnitin.com](http://www.Turnitin.com) to check final proposals for text that has been copied and pasted from electronic sources, without appropriate citation or reference. This is plagiarism (see the "Academic Integrity" section) and can lead to penalties up to, and including expulsion from the university.
- Your work is to be complete. We suggest that you store your work on your hard drive, or some other storage while you are composing it so work will not be lost because of technical difficulties in uploading documents. If documents are submitted in the Dropbox, you MUST be able to produce the document in question if it does not arrive.
- Store a backup of your work on removable media — cloud storage, removable memory devices and/or external hard-drives. It is almost impossible to reconstruct your quarter's work if your hard drive crashes, your machine becomes infested with viruses, or your
laptop is stolen in the last 2-3 weeks of the course. Be prepared!

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are free. Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit http://condor.depaul.edu/writing/.

**Grading Criteria & Scale**

Research Seminar is designed as Pass/Fail. To pass the course, you must earn at least 75 of the 101 points available. It is graded using the grade scale:

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<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>A</td>
<td>95 to 100</td>
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<tr>
<td>A-</td>
<td>91 to 94</td>
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<tr>
<td>B+</td>
<td>88 to 90</td>
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<tr>
<td>B</td>
<td>85 to 87</td>
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<tr>
<td>B-</td>
<td>81 to 84</td>
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<tr>
<td>C+</td>
<td>77 to 80</td>
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<tr>
<td>C</td>
<td>73 to 76</td>
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<tr>
<td>C-</td>
<td>69 to 72</td>
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<tr>
<td>D+</td>
<td>65 to 68</td>
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<td>D</td>
<td>61 to 64</td>
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<td>F</td>
<td>60 or below</td>
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University policy notes that you must inform your instructor in writing within the first 2 weeks of the course if you want to be assessed via letter grade. The final date to notify the instructor is 9/25/16 at 11:59pm, the notification should be in writing.

**Drafts**

Experienced researchers know that a research proposal is final, only when it is submitted to a representative of its intended audience, in this case, your instructor. You will notice the frequent use of the term *draft* in this course. The use of that term means that you write up your best thinking at that time, using the information that you then have. You will also use appropriate scholarly language, and your spelling and grammar checkers. *Draft* does not mean *sloppy*! You can revise your questions and any other part of your work as often as you like, prior to submitting it in Week 10, but your initial drafts must be submitted when indicated.
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<tr>
<th>Week, Module # and Title</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>Week 1, Module 1: Thinking Like A Researcher Onground</td>
<td>1. Read Leedy, P. D., &amp; Ormrod, J. E. <em>Practical research: Planning and design</em> Chapter 1: The Nature and Tools of Research 2. Galvan, J. L. <em>Writing literature reviews: A guide for students of the social and behavioral sciences</em> Chapter 1: Writing reviews of academic literature: An overview Chapter 2: Considerations in writing reviews for specific purposes (you will be writing a literature review as if for a research article)</td>
<td>1.1 Introductions Discussion 1.2 Thinking Like a Researcher Discussion</td>
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<td>Week 2, Module 2: Asking and Refining Structured Research Questions: Beginning the Process Onground</td>
<td>1. Read Leedy, P. D., &amp; Ormrod, J. E. <em>Practical research: Planning and design</em> Chapter 2: The problem: The heart of the research process Chapter 3: Review of the related literature. 2. Galvan, J. L. <em>Writing literature reviews: A guide for students of the social and behavioral sciences</em> Chapter 3: Selecting a topic and identifying literature for review; Chapter 4: General guidelines for analyzing literature; Chapter 5: Analyzing quantitative research literature; Chapter 6: Analyzing qualitative research literature; Chapter 7: Building tables to summarize literature.</td>
<td>2.1 Area of Research Interest 2.2 Referencing and Annotating a Journal Article 2.3 Developing Research Statements and Questions Discussion Scholarly Sources Bibliography Q &amp; A</td>
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<td>Week 3, Module 3: Annotated Bibliographic Entries Online</td>
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<td>3.1 How to Find Articles 3.2 First Annotated Source 3.3 How to Find, Reference and Annotate Sources</td>
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<td>Week 4, Module 4: Creating Your Annotated Bibliography</td>
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<td>4.1 Annotated Bibliography 4.2 Reflection - Personal Relevance Statement 4.3 Refinement of Research Questions (Discussion Form)</td>
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<td>Week 5, Module 5: Writing a Literature Review</td>
<td>1. Read Leedy, P. D., &amp; Ormrod, J. E. <em>Practical research: Planning and design</em> Chapter 3: Review of the Related Literature 2. Read Galvin, J. L. <em>Writing literature reviews: A guide for students of the social and behavioral sciences</em>, Chapters. 8, 9, 10, 11 and examples, pp. 123-153</td>
<td>5.1 Galvan Chapter 8 Exercises 5.2 Research Methods Workshop 5.3 Draft Literature Review 5.4 Finalize your Research Questions 5.5 Support, Questions, Tips â€“ Drafting the Literature Review (Discussion Forum, Spans Modules 5 &amp; 6)</td>
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<td>Week 6, Module 6: Completing the Literature Review - Beginning Work on Informed Consent and Ethics</td>
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<td>Continue working on 5.2 Research Methods Workshop (Due end of Week 6) &amp; 5.3 Draft Literature Review Begin work on 7.1 CITI Research Ethics Training, 7.2 Ethical Considerations in Research, and 7.3 Avoiding Personal Bias Statement (DUE end of Week 7).</td>
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<td>Week 7, Module 7: Ethics and Research</td>
<td>1. Read Leedy, P. D., &amp; Ormrod, J. E. <em>Practical research: Planning and design</em>, Chapter 4: Planning Your Research Project</td>
<td>7.1 CITI Research Ethics Training</td>
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### Course Policies

- Any and all changes to this syllabus will be agreed upon by the instructor and the majority of students.
- Active participation is mandatory, missing more than two online or onground sessions will make it impossible to pass the course. A great deal of the work and learning of the course will take place in class as well as online in our D2L course site at http://d2l.depaul.edu. Therefore, it is necessary that you are actively engaged in the course. If you do miss class, it is your responsibility to find out what you missed. All work must be submitted in on time, whether you are in class or not.

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](http://research.depaul.edu) (UGRAD)
- [Academic Integrity Policy](http://www.research.umn.edu/consent/) (GRAD)
- [Incomplete Policy](http://www.youtube.com/watch?v=W7sfIA1dIGQ)
- [Accommodations Based on the Impact of a Disability](http://research.depaul.edu/http://www.hhs.gov/ohrp/policy/belmont.html)
- [Protection of Human Research Participants](http://www.hhs.gov/ohrp/humansubjects/index.html)
- [APA citation format](http://www.socialresearchmethods.net/kb/ethics.htm) (GRAD)

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<th>Week 8, Module 8: Writing the Research Proposal</th>
<th>1. Read Leedy, P. D., &amp; Ormrod, J. E. <em>Practical research: Planning and design</em>, Chapter 5: Writing the Research Proposal, and Chapters 6-12 on Research Methods</th>
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<td>2. Read Galvin, <em>Writing literature reviews: A guide for students of the social and behavioral sciences</em>, Chapters 5 &amp; 6</td>
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<td>3. Read Chapter 3 (pages 5 &amp; 6 specifically) in the Foundations book, to begin thinking about writing your L9 competence statement for this class.</td>
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<td>8.1 Research Design Methods</td>
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<td>8.2 Data Collection Instrument</td>
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<td>8.3 Discussion of Research Methods - Including Open &amp; Closed Instruments</td>
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<td>Week 9, Module 9: The Research Proposal Continued</td>
<td>1. Read Assessment Criteria for Grading Proposal</td>
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<td>9.1 Research Proposal (Draft)</td>
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<td>9.2 Discussion of Proposal Drafts â€” Discussion Forum, Weeks 8, 9 &amp; 10 (Optional)</td>
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<tr>
<td>Week 10, Module 10: Completing the Research Proposal</td>
<td>1. Read/review Leedy, P. D., &amp; Ormrod, J. E. <em>Practical research: Planning and design</em>, Chapter 5: Writing the Research Proposal</td>
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<td>2. Read Galvan, J. L. <em>Writing literature reviews: A guide for students of the social and behavioral sciences</em>, Chapter 11-14 to ensure that your literature review is ready for inclusion in your research proposal</td>
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<td>10.1 Write Competence Statement (DUE end of Week 10)</td>
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<td>10.2 Final Research Proposal With Revisions (Due end of Week 11)</td>
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<td>10.3 Moving Beyond the Research Seminar â€” Capstone Forum â€” Weeks 10 &amp; 11</td>
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Course Resources

- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office
- Course Withdrawal Timelines and Grade/Fee Consequences

Instructor Brief Bio
Dr. Kenya Grooms received a BS in Child Development from Northern Illinois University and an MA in Psychology from National-Louis University. She received her Doctorate Degree in Clinical Psychology from the Adler School of Professional Psychology. She completed her clinical internship at Will County Health Department, Child and Adolescent Behavioural Services and has worked in community mental health and faith-based settings. Her research interests include understanding self-efficacy and resilience of children from father absent homes. In addition to her academic and clinical work she also serves a director and administrator for the School for New Learning in domestic and international programs.