School for New Learning On-Campus

LL300: Research Seminar (Updated 6/7/17)
Fall, 2017

Instructor:
Lori Neblung  Lneblung@depaul.edu  312.476.4528 (anytime)
Office Hours available upon request, typically Monday at Loop campus and by appointment at O'Hare campus

Course Dates: 9/11/17 through 11/13/17 on Monday evenings, 5:45 pm - 9:00 pm

Course Location: Loop Campus, Room # TBD

1. 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. This section of Research Seminar is taught as an open topic format. A research proposal is the primary document produced and assessed in Research Seminar.

This course allows the student to develop competence in the process of systematic, academic inquiry. The Research Seminar course requirements are set out in a series of learning modules focusing on key aspects of inquiry. Students create a research proposal responding to a purpose, problem, and question each chooses to target. Successful completion of the research proposal results in a passing grade for the advanced-competence pair L8 & L9, and positions each student to begin conceptualizing the Advanced Project (F11 & F12) in concert with the Academic Committee.

For the L8-9 competences, students develop a formal research proposal (but do not actually carry out the data collection or analysis). Sometimes this research proposal furnishes ideas, hypotheses, and/or bibliographic resources for the F11 & F12 competence pair (“Advanced Project”). Whether these elements of a future project are deemed acceptable or appropriate for the Advanced Project is entirely under the discretion of the Academic Committee (SNL student, Faculty Mentor, Professional Advisor). The Research Seminar faculty is not a part of this committee and therefore unable to review or assess any elements for the F11 & F12 project. The course design brings together a number of different learning activities in the pursuit of evidence for the Research Seminar competence fulfilment. Research Seminar is a rewarding and satisfying course because students learn important skills that can help them advance in their careers.

2. Learning Outcomes, Competences, and/or Objectives
Competence Statement & Criteria for Assessment for Research Seminar

Research Seminar Pre-Requisites: Successful completion of competences L-1, L-2, L-4, & L-5.

L-8: Can pose questions and use methods of formal inquiry to answer questions and solve problems.
L-9: To be written by faculty/student in Module 1
1. Identifies focused and appropriate questions within a specified context.
2. Reviews existing knowledge about the question and determines directions for additional inquiry. (continued on next page)
3. Designs methods of gathering and interpreting information to advance knowledge relevant to the question.
4. Constructs a proposed research model.

Students demonstrate this competence by actively pursuing knowledge that will contribute to answers or solutions for questions or problems of interest. To do so, students must develop a familiarity with the literature in relevant fields and assess its contributions to the question. From this, students should identify needs for additional inquiry and create ways of learning more about the specific research question. Completion of Research Seminar is a pre-requisite for Advanced Electives, for Externship, and for Advanced Project.

For the L8 Competence, students will:

- 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 (independent and dependent) appropriate to the research topic
- Examine the personal meaningfulness of your research questions
- Identify and describe at least one personal connection to the research topic
- 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 one's work
- Distinguish key differences between quantitative and qualitative methods for inquiry and discuss how to apply at least one of them
- Discuss the selection of research methods for exploring one's 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 proposal consisting of four modules, including an annotated bibliography of about 15-20 total sources

For the L9 Competency

- 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
- Incorporate appropriate ethical considerations in your methodology

3. Learning Strategies & Resources
The course design brings together a number of different learning activities in the pursuit of evidence for the Research Seminar competence fulfillment.
Books for the Course:
There is one required text:

*Practical Research: Planning and Design. 10th Edition.* (NOT the 11th Ed.)
(You do not need to purchase the additional materials CD if given that option.)

This text will be used along with additional excerpts from other texts made available on the e-reserves site and Desire2Learn (D2L) system. I will add lecture material to supplement, where necessary.

Recommended Text:
If you do not already own a copy of a basic style guide, you should purchase one at this time. SNL students should choose either (1) MLA or (2) APA citation style and master its intricacies.

Sixth Edition.
Washington, D.C.: APA.
ISBN: 978-1433805615

*MLA Handbook for Writers of Research Papers.*
New York: MLA Press.
ISBN: 978-1603292627

Additional requirements and materials:
1. You will need the ability to print your four finished modules and final proposal. Feedback will be given throughout the quarter but the final edited deliverables will need to be presented in hard copy as well as D2L as a single cohesive proposal. The structure will be shared later in the quarter, using Leedy (p. 121-122) as our guide.
2. A passing grade of at least 80% and copy of the “Research Ethics Quiz”. This assignment will be given in class during module 4.
3. You will need Internet access. We will be using the Desire2Learn (D2L) for course documents, assignments, and handouts. This, along with library database access, will require reliable and consistent internet access, and ability to use email and the discussion boards on D2L.

Research Seminar is a VERY demanding course in reading, writing and editing. It is recommended that it is the only course a student takes in the quarter.

4. Learning Deliverables
The course design is comprised of four sequential modules. Together, the modules make up the “Research Design Proposal.” This is the chief course deliverable. Each module is linked to a cluster of criteria for assessment in the L8 & L9 competence pair outlined above. These criteria form the basis of the instructor’s determination that competence has been achieved. Module instructions will be distributed during class meetings, but a brief outline of the modules is set forth below:
Module One:
Overview of the General Subject Area; Purpose Statement; Six (6) Preliminary, Annotated Scholarly Citations; Five (5) Possible Research Questions; Draft of the L9 Competence Statement.

Module Two:
Complete List of 15-20 Annotated Scholarly Citations; Review of the Literature Essay; Statement of Hypotheses.

Module Three:
Description of Merits and Drawbacks of (1) Quantitative Methods and (2) Qualitative Methods in General; Description of Merits and Drawbacks of QN and QL Methods as Applied to One’s Research Question; Combined Methods/Alternative Methods; Statement of Proposed Methods.

Module Four:
Ethical Issues and Decision-Making; Protection of Human Subjects; Alternate Hypotheses; Implications and Next Steps.

The most important thing to remember is that this is a step by step process. If you follow the due dates for each of the deliverables you will stay on track. If you fall behind it is very difficult to get caught up successfully.

5. Assessment of Student Learning
The Research Seminar is part of the Lifelong Learning Area, and all L-competences are default graded on a Pass-Fail scale. They represent skills which develop over the life course. Thus, the grade of “Pass” for these competences simply means that one is appropriately engaged in a lifelong learning relationship with inquiry.

Attendance
Students must arrive at each class promptly and remain for the entire period. Please disable all cell phones and pagers. No texting is allowed during class sessions. Also, please provide a written excuse for any class meeting you miss. Missing two (2) class meetings will make it difficult to pass the course, and you will receive the grade of F should you miss more than two (2) sessions. Pay careful attention to the academic calendar listing at http://offices.depaul.edu/oaa/Pages/default.aspx for the last date to drop the course with a tuition refund: Tuesday 9/19/17.

Full points for participation/attendance will not be given if you are late to class or if you are not an engaged participant.

Assessed Items and Evidence of Learning
- Research Proposal consisting of the completed four (4) modules in hard copy as well as loaded to the D2L dropbox.
- Engaged participation in readings, classroom activities and discussions.
- Other classroom exercises and written assignments IE: Desire2Learn (D2L) discussions, quizzes and assignments.
Each written assignment will receive one of the following grades:

- High Pass
- Pass
- Low Pass
- Provisional Fail
- Fail

Late written assignment cannot receive a grade higher than “Low Pass/C-.” No exceptions are made to this policy.

6. Grading Criteria & Scale

Grading Basis: Pass/Fail or Letter Grade Option

It is assumed students will take SNL’s Research Seminar course on a Pass/Fail grading basis (i.e., PA or F). If you are enrolled in the course then the grade roster already lists you as taking the course on the Pass/Fail basis. Most of the courses in SNL’s Lifelong Learning Area are set up this way. However, if you like, you may elect to take this course for a letter grade (i.e., A, B, C, D or F) instead. If you are interested in taking the course for a letter grade, you should discuss the matter with your instructor. (You want to choose the option that is best for you.) Please notify me by email on or before the end of the second week of term (Sept. 18, 2017) if you wish to be assessed with a letter-grade instead of Pass-Fail. Once exercised, this option is binding. If I do not hear from you in writing by midnight on this date I must assume you choose the default grading option of Pass-Fail.

You should be aware that if you choose the letter grade option in this course, then the grade you receive (whether A, B, C, D or F) will impact your grade point average in the standard weighted fashion. On the other hand, if you take the course on the Pass/Fail basis and you receive a Pass grade, then there is no impact on your grade point average. Finally, if you take the course on the Pass/Fail basis and receive a Fail grade, then you receive negative credit.

Meaning of Pass/Fail and Letter Grades

Each of the major assignments in the course has its own mini-rubric for assigning points. Speaking generally though, the following descriptions apply:

Work assessed as A or High Pass with high marks is characterized by thorough and thoughtful engagement with the material, superior comprehension of key concepts and exceptionally fluent, college-level writing. Work that is "thoughtfully engaged" covers the basics but goes beyond them by a) drawing insightful connections; b) raising incisive questions; and c) making well-supported evaluations, inferences or arguments.

Work assessed as B or Pass with good marks is characterized by thorough engagement with the material, good comprehension of key concepts and fully fluent, college-level writing. Work that is "thoroughly engaged" covers the basics and applies them aptly and consistently while providing the occasional provocative connection, relevant question or well-supported evaluation.

Work assessed as C or Low Pass with adequate marks is characterized by engagement with the material, comprehension of key concepts and mostly fluent, college-level writing. Work that is "engaged" covers the basics and applies them aptly without going beyond them.
Work assessed as D or Provisional Fail with mostly low marks is characterized by low engagement with the material, comprehension of few key concepts and writing that is intermittently fluent. Work that is "lowly engaged” occasionally covers the basics and attempts to apply them with limited success.

Work assessed as F or Fail with overall low marks is characterized by poor engagement with the material, incomprehension of key concepts and writing that lacks fluency. Work that is "poorly engaged” covers few or no basics and attempts to apply them without success.

Unfinished work or work requiring revision may be requested to be given an Incomplete (IN) grade. In order to qualify for the IN, a) students must have regularly attended at least 80% of the class sessions, b) must have completed three-fourths of assignments and c) there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades. (see the academic calendar found here: http://offices.depaul.edu/oaa/Pages/default.aspx )

Please note: I rarely grant the “IN” grade. If the contracted deadline is met, the grade changes to “Pass.” If not, it changes immediately to an irrevocable “Fail” grade.

Points for grading are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance: 5 points x 10 sessions</td>
<td>50 points</td>
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<tr>
<td>Modules: 25 points each x 4 modules</td>
<td>100 points</td>
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<tr>
<td>Organized portfolio and final proposal</td>
<td>50 points</td>
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<tr>
<td>Misc. exercises/quizzes</td>
<td>50 points</td>
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</tbody>
</table>

250 points total

Full course points available:

A= 225-250 points >90%
B= 200-224 points >80%
C= 175-199 points >70%
D= 150-174 points > 60% yet not considered passing at DePaul University
F= 149 points or below

To pass this class you must have a 70% score or greater or at least 175 points of the total 250.

See additional information pertaining to the grade designations, for undergraduate grades

7. Course Schedule (next page)
(There may be changes to this schedule which will be communicated in class and via D2L news.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Wk #</th>
<th><strong>Class Subject/Learning Activity</strong></th>
<th><strong>Assignments Due</strong></th>
<th><strong>Total Points</strong></th>
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<tbody>
<tr>
<td>9/11/17</td>
<td>1</td>
<td>Course overview</td>
<td>&gt;Be sure you have your Leedy book!</td>
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<td>Key course questions and definitions</td>
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<td>Syllabus review</td>
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<td>Charting discussion</td>
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<td>Module approach</td>
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<td></td>
<td>Preview Leedy</td>
<td></td>
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<tr>
<td>9/18/17</td>
<td>2</td>
<td>Library skills presentation room 1008</td>
<td>&gt;Read Leedy Ch 1-2, and p. 226-227 on IV/DV</td>
<td>5</td>
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<td>DPC</td>
<td>&gt;Post to D2L discussion</td>
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<td></td>
<td></td>
<td>What research is</td>
<td>&gt;Quiz in class</td>
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<td>What research is not IV/DV</td>
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<td>The Research Question</td>
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<td>Module 1 preparation</td>
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<td><strong>introduce mod 2</strong></td>
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<td>Validity and reliability</td>
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<td></td>
<td>&gt;Student Panel</td>
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<tr>
<td>9/25/17</td>
<td>3</td>
<td>Module 1 preparation</td>
<td>&gt;Read Leedy chapters all of 3 &amp; 4 (You may skim p. 85-88, 92-94)</td>
<td>5</td>
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<td></td>
<td><strong>introduce mod 2</strong></td>
<td>&gt;Post to D2L discussion</td>
<td>5</td>
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<tr>
<td></td>
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<td>Validity and reliability</td>
<td>&gt;3QC or quiz as assigned</td>
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<td>&gt;Draft of Mod 1 part 1 due in class and in D2L dropbox</td>
<td>&gt;Final complete Module 1 is due in class (hard copy) AND in D2L dropbox</td>
<td>25</td>
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<td>&gt;Student Panel</td>
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<tr>
<td>10/2/17</td>
<td>4</td>
<td>Begin Module 2 preparation</td>
<td>&gt;Read Prothero (p.3-8) excerpt and Leedy chap. 5</td>
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<td>Elements of Inquiry</td>
<td>&gt;Post to D2L discussion</td>
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<td>The Scientific Process</td>
<td>&gt;Quiz or 3QC as assigned</td>
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<td>What is a Hypothesis</td>
<td>&gt;Final complete Module 1 is due in class (hard copy) AND in D2L dropbox</td>
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<td>Small group exercise: Annotations</td>
<td>&gt;Begin Mod 2 preparation</td>
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<td>GUEST--Writing Center: Citations</td>
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<td>10/9/17</td>
<td>5</td>
<td>Module 2 preparation</td>
<td>&gt;Read Leedy Ch. 7 (Historical)</td>
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<td>What is a Hypothesis?</td>
<td>&gt;Read QN/QL handout</td>
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<td>Small group exercise: The Lit review</td>
<td>&gt;Library assn. due in D2L</td>
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<tr>
<td>10/16/17</td>
<td>6</td>
<td>Module 2 preparation</td>
<td>&gt;Read Leedy Ch. 6 (QL) and Ch. 8 (QN)</td>
<td>5</td>
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<td></td>
<td><strong>study week to finish Mod 2</strong></td>
<td>&gt;3QC or Chapter exercises as assigned</td>
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<td>&gt;Required D2L Discussion for participation points by 11:59pm on 5/1/17</td>
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<tr>
<td>10/23/17</td>
<td>7</td>
<td>Module 2 is DUE</td>
<td>&gt;Module 2 is due in class (hard copy) AND in D2L dropbox</td>
<td>25</td>
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<td>Methodology: QL= Qualitative/ QN=Quantitative</td>
<td>&gt;Work on module 3 ideas</td>
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<td>&gt;Read Leedy Ch.10 (Mixed)</td>
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8. Course Policies
All other rights and responsibilities of DePaul University students as stated in the Undergraduate Student Handbook are in full force and effect:
http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/default.aspx

This course includes and adheres to the college and university policies described in the links below:
Academic Integrity Policy
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 (MLA is also in this link)
Plagiarism is not tolerated. Students who use the words and/or ideas of others without giving proper credit (whether intentional or not) risk immediate expulsion from DePaul University. Any plagiarism in the Research Seminar will result, at least, in the assignment of a failing grade. We will discuss this issue in more detail in class together. Please consult the Student Handbook for further details http://studentaffairs.depaul.edu/homehandbook.html . The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) 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 in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency (d) The paraphrasing of another’s work or ideas without proper acknowledgment.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

We will use the Turn-it-In software in the D2L platform for the major assignments to assist in managing this process. All assignments will be automatically submitted to Turn-it-in through D2L, an online database that checks your work against other scholarly material. This service is designed to alert users to potential plagiarism. Learning effective research skills is a gradual process and you will receive significant support and instruction in this course. This service is used to ensure that you follow proper citation and writing guidelines and protects you against academic dishonesty.

Electronic Devices in the Classroom

**Phones Away During Class** – what do you automatically think of when you see someone looking at their phone? Exactly. We don't know if someone is checking Facebook, email, or texting—even if they say they are "looking something up," or genuinely are doing so. For this reason, I ask that you please silence your cell phone and do not take it out during class, as this will be distracting to our learning community.

If you want to bring in readings in an electronic format on an iPad or laptop, that is fine, but the phone presence is problematic in cultivating a supportive and productive learning environment. Exceptions to the phone rule would be if you have to be on-call for work, or have a family circumstance—please come speak to me at the start of class; I will also ask you to please let the class know.

**Laptops/iPads For Learning Purposes**—you may bring your readings in electronic form on these devices, and you may use these devices for note-taking, but please be mindful of how and when you use these devices. The reality is, for all their usefulness, computers may hinder our focus and stifle our participation when they are used in class. Computers are often distracting to those around us, too. If you choose to use these devices, please don’t keep your email or social media windows open while in class. Respect the professor and your peers in this regard; you may wonder, “How will they know?” Two thoughts for you: 1) You will know, and 2) Ask yourself: why you are here if you aren’t willing to turn these things off for three hours?

8. **Course Resources**
   - University Center for Writing-based Learning
   - SNL Writing Guide
   - Dean of Students Office
9. Instructor Bio
Lori Neblung is a Core Faculty Member, Academic Advisor and faculty mentor at DePaul's School for New Learning. Lori, an SNL alum, her Bachelor of Arts from DePaul University and her Master of Liberal Arts degree from The University of Chicago. She began teaching at SNL in 2008. Her research interests lie in the area of adult education and interdisciplinary studies. She is working on her doctorate in Educational Leadership.

In her corporate career, she has worked in the area of systems/operation management and learning & development with companies such as Skillsoft, Thomson NETg, Albertsons, Osco Drug, Baxter Healthcare, Motorola, National-Louis University, C.N.A Insurance, and Hewitt Associates to enable these strategic clients to effectively and efficiently integrate learning programs into their organization. She has over 30 years of corporate management experience. She has extensive professional experience in relationship management, internal and external business consulting, and development of training materials and processes across various industries. She has additional skills in critical thinking, business acumen, project management, communications, and problem solving.