Syllabus Template

School for New Learning

1. Program Identifier: BAIFA

2. LL 300 Research Seminar - Summer 2016

3. Mark Robinson mrobin54@depaul.edu

4. June 13-August 21 2016 Wednesdays 5:45-9:00pm

5. Course Location: Loop

6. 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! You will not be graded on your individual assignments, but each Assignment will be assessed by your professor.

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 though 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.*

7. **Learning Outcomes, Competencies, and/or Objectives**

**Course Learning Goals**

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

Course Competencies
In this course, you will develop the following competencies:

<table>
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<tr>
<th>Competence</th>
<th>Competence Statement and Criteria</th>
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<tbody>
<tr>
<td>L8</td>
<td>Can pose questions and use methods of formal inquiry to answer questions and solve problems</td>
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<tr>
<td>L9</td>
<td>Written by you with the assistance of your professor</td>
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</table>

Grades lower than a C- do not earn credit or competence in the School for New Learning.

8. Learning Strategies & Resources

Course Resources
To buy your books, go to [http://depaul-loop.bncollege.com](http://depaul-loop.bncollege.com).

Required Reading:

In addition to serving as a course text, this book can also serve as a reference text for any other research you may be required to conduct, both at school and at work. It has chapters that introduce you briefly to the most common research methods and includes a great many helpful checklists.


This book will assist you in all aspects of reading and decoding scholarly research and writing your literature review.

PDF files on the course website under Course eReserves.


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](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.
• If you plan to do a great deal of research in the future that will involve literature reviews, especially to write a thesis or dissertation, EndNote® (http://www.endnote.com/) or a similar bibliographic software can be very helpful. However, it is NOT required for this course.

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/skil26.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
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

9. Learning Deliverables

Course Structure
This course consists of ten modules, each of which takes one week to complete, as indicated in the course schedule. Incorporated into those modules are library assignments that take 3-4 hours, a research methods laboratory that takes 3-4 hours, and an ethics workshop that takes 3-4 hours to complete.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

This course is NOT a self-study course. This is a paced course and it is important that you keep up with the course activities and contribute to the course discussions.

A Note About the Timeline for This Course

• Research tends to be a recursive and messy process in the beginning. Although this study guide is laid out in linear fashion, your instructors realize that you will be moving backwards and forwards among the steps and you may not all be working in the same
place at the same time.

• You are expected to contribute to the discussion forums while they are open to you.
• Your instructor may choose to allow you some latitude in turning in your assignments, however there are two HARD deadlines:
  You must turn in your literature review at the end of the 6th week of the course
  If you want feedback on your final proposal, with time to make revisions, you must turn it in by the beginning of the 10th week, earlier if possible.
• Your instructor will have 15-20 papers to read so will need time to do so and comment on your work. If you have been turning in your assignments as you go along there should be no surprises.
  You may choose to complete the Ethics and Methods workshops any time before their due dates (at the end of the 6th and 7th weeks).

10. Assessment of Student Learning
Most instructors do not grade individual assignments in this course. They will, however, 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.

Terminology

Learning Activities
In this course, you will see a heading for "Learning Activities." That is exactly what they are: activities designed to help structure and assist your learning.

Assignments
Assignments are often a product of your learning activities, but that term specifically refers to what you must turn in and counts towards your demonstrating the competence for this course.

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 in the Course Schedule.

11. Grading Criteria & Scale
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 discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary. Points are deducted for late work. Assessment Criteria for your Final Report

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 Criteria for ALL Writing Assignments
- 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/), 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 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/.

Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus. A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Assessment Criteria for Online Discussion Participation

• Demonstrate good listening and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.

• Contribute your own original ideas to the online discussion in ways that facilitate learning for
other people.

- Participate actively in informal online discussions with your classmates and the instructor when required. "Active participation" means that you read and contribute to the online discussions.

- This discussion is informal in the sense that it is meant to encourage interested discussion. You are expected to follow accepted standards of English spelling, grammar and usage. Reading, writing, and critical thinking across the curriculum are features of the SNL educational experience and you are assessed on your discussion participation in this course.

**Online Participation Guidelines**

- You cannot pass this course without participating in the discussions, so please connect to the course every day or every second day.

- Post your response to the discussion assignments in the first part of the course week; in the second part of the course week, post comments to the other students.

- Discuss critically: give support to your peers, provide your own ideas and experiences, politely challenge the ideas of others if you disagree or have something to add.

- Do not waste the time of your colleagues by commenting simply that you have read the assignment, or agree with another student, unless you explain WHY you agree (or disagree).

- The role of the instructor is to promote discussion, to provide feedback where indicated and offer clarification. The instructor will read the postings consistently but will not respond to each one.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience. If you are having problems, let your instructor know. Unlike in an on-campus course, we cannot see the body language that indicates a problem!

### 12. Course Schedule

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<tr>
<th>Week, Module # and Title</th>
<th>Readings</th>
<th>Assignments</th>
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| Week 1, Module 1: Thinking Like A Researcher | 1. Read Leedy, P. D., & Ormrod, J. E. *Practical research: Planning and design*  
Chapter 1: The Nature and Tools of Research  
2. Galvan, J. L. *Writing literature reviews: A guide for students of the social and behavioral sciences*  
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) | 1.1 Introductions Discussion  
1.2 Thinking Like a Researcher Discussion |
| Week 2, Module 2: Asking and Refining Structured | 1. Read Leedy, P. D., & Ormrod, J. E. *Practical research: Planning and design*  
Chapter 2: The problem: The heart of the research process | 2.1 Area of Research Interest  
2.2 Referencing |
<table>
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<tr>
<th>Research Questions: Beginning the Process</th>
<th>Chapter 3: Review of the related literature. 2. Galvan, J. L. Writing literature reviews: A guide for students of the social and behavioral sciences: 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.</th>
<th>and Annotating a Journal Article 2.3 Developing Research Statements and Questions Discussion Scholarly Sources Bibliography Q &amp; A</th>
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<tr>
<td>Week 3, Module 3: Annotated Bibliographic Entries</td>
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<td>Week 4, Module 4: Creating Your Annotated Bibliography</td>
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<tr>
<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 Excercises 5.2 Research Methods Workshop 5.3 Draft Literature Review 5.4 Finalize your Research Questions</td>
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5.5 Support, Questions, Tips — Drafting the Literature Review (Discussion Forum, Spans Modules 5 & 6)

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<tr>
<th>Week 6, Module 6: Completing the Literature Review - Beginning Work on Informed Consent and Ethics</th>
<th>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).</th>
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</thead>
</table>
| **Week 7, Module 7: Ethics and Research** | **1. Read Leedy, P. D., & Ormrod, J. E. *Practical research: Planning and design*, Chapter 4: Planning Your Research Project**  
2. DePaul Institutional Review Board: [http://research.depaul.edu](http://research.depaul.edu)  
7. Sources of Bias checklist: ARES (DePaul Library E-Reserves)  
8. Ethics in Research | **7.1 CITI Research Ethics Training  
7.2 Ethical Considerations in Your Research  
7.3 Avoiding Personal Bias Statement  
7.4 Ethics and Research (Discussion Forum)** |
13. Course Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for
others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook for further details.

Plagiarism

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- 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.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

DePaul University Incomplete Policy

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the Incomplete Grade Contract Form.

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the
incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

PASS F Fail OPTIONS

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher. In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but will also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: There are three SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Foundations of Adult Learning (course number LL 250; competences L-2 and F-1), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.

There are an additional five SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system that may instead be taken for a letter grade assessment if this is a student's preference. These classes are: Independent Learning Seminar (course number LL 103; competence L1); Writing for Competence (course number LL 260; competence L-4), Critical Thinking (course number LL 270; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9), and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail, although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wants to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing by the beginning of the third week of the quarter. For courses that meet fewer than ten weeks of the quarter, this request must be made
by the beginning of the third week of the course. The grading basis may not be changed after these deadlines, with no exceptions.

For Students Who Need Accommodations Based on the Impact of a Disability
Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:
Center for Students with Disabilities (CSD)
Loop Campus: Lewis Center 1420. (312) 362-8002
Lincoln Park Campus: Student Center 370. (773) 325-1677
csd@depaul.edu

Students are also invited to contact their instructor privately to discuss your challenges and how the instructor may assist in facilitating the accommodations you will use in this course. This is best done early in the term and the conversation will remain confidential.

Dean of Students Office
The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us.

Protection of Human Subjects
For more information see: http://research.depaul.edu/

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

• The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

• You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.

• The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.

• If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for
Copyright and Student Privacy
In accordance with DePaul’s Acceptable Use Policy, commentary and materials within SNL Online classes shall not be copied, reproduced or published elsewhere without the express written consent of individuals involved.

Credits
This course was designed and produced by members of the online Research Seminar Visiting Faculty and staff at SNL Online of the School for New Learning of DePaul University. ©2010 School for New Learning, DePaul University. All Rights Reserved by SNL during contractual interval with the Author.

14. Printed in the USA. Course Resources
To buy your books, go to http://depaul-loop.bncollege.com.

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

15. Instructor Brief Bio
My name is Mark Robinson, I am a member of the SNL Resident Faculty and a Wicklander Fellow. My research interests include biomedical ethics.