

**DePaul University**  
**School of Continuing and Professional Studies**  
**Graduate Liberal Learning Seminar**  
**Summer Quarter 2022**  
**June 13-August 21**

**LLS 450b Applying Systematic Inquiry in Professional Practice (4 credits)**

**Instructor: Corinne Benedetto, Ph.D.**

**Preferred Contact information: [cbenedet@depaul.edu](mailto:cbenedet@depaul.edu)**

**Course Description**

Through this seminar, participants explore the design and implementation process for engaging systematic inquiry in professional practice. Given the focus on qualitative inquiry, emphasis is placed on: developing interest-based questions; aligning questions to data-collection sources and methods; selecting design methodologies; and creating a systematic plan for an applied area of inquiry.

**CLASS SCHEDULE**

- **This is an online, mostly-asynchronous class.**
- **Each of the 10 modules begins on a Monday, and ends the following Sunday.**
- **Eight (8) synchronous Zoom meetings are scheduled (see below).**
- **Students must attend, and actively participate in, at least 75% of the scheduled digital class meetings.**
- **The Zoom classes include presentation of relevant material and analysis of students' learning experiences.**

- Zoom links are in the relevant modules; the instructor will email them to the class as well.

#### Week/Module

1	Friday, June 17	6:00-7:00PM
2	Friday, June 24	6:00-7:00PM
3	Wednesday, June 29	12:00-1:00PM
4	No Zoom Meeting	NZM
5	Saturday, July 16	9:00-10:00AM
6	Friday, July 22	6:00-7:00PM
7	No Zoom Meeting	NZM
8	Saturday, August 6	9:00-10:00AM
9	Friday, August 12	6:00-7:00PM
10	Saturday, August 20	9:00-10:00AM
10	Sunday, August 21	All Work Due

#### Learning Resources/Texts

- Each module contains web-links to required readings.
- Supplemental texts and videos are built into each module.
- Synchronous digital meetings combine lecture and analysis.
- There is no need to purchase a hard copy text.

#### Participants by Program

**MAAPS:** LLS-450b is a required Liberal Learning seminar if you started your MAAPS program in *Fall of 2018 or after*. MAAPS students are encouraged to take LLS 450b as early in your program as possible. If you started your program *prior to Fall of 2018*, LLS-450b may be taken as an option within the 18 cr hr Liberal Learning requirement or, with approval of your academic committee, may be applied to AP-520 and a supplemental competence (AP-585-589). (re. the latter option: register for the course, not the focus area competencies).

- **MAEA:** LLS-450b is a required Liberal Learning seminar if you started your MAEA program in *Fall of 2018 or after*. If you started your program *prior to Fall of 2018*, LLS-450b may be taken as an option within the 18 cr hr Liberal Learning requirement or may be applied as a MAEA Elective. Note: Please consult with your faculty mentor regarding

readiness and timing for taking LLS-450b. Ideally, LLS-450b should be taken when you have an idea for your MAEA Applied Inquiry Project (EA-528), so the seminar can provide a good foundation for the AIP.

- **MSAT:** LLS-450b is a required Liberal Learning seminar if you started your MSAT program in *Fall of 2018 or after*. If you started your program *prior to Fall of 2018*, LLS-450b is optional.
- **Other DePaul Program Students:** Students from other colleges are welcome to take this seminar. Please consult with your college advisor regarding application of this methods course to your program.

### **Learning Outcomes**

Achievement of the learning outcomes will require thoughtful examination of the features of qualitative inquiry, drawing on the research methods literature as well as your own experience. You will connect what you are learning in the seminar to an *applied situation* that is relevant to your professional practice.

Upon completion of this seminar, you will be able to:

- Construct well-formed interest-based questions to investigate lived/living phenomena in your applied situation
- Select and provide rationale for data-gathering sources and methods relevant to your applied situation
- Articulate steps involved in thematic analysis of qualitative data
- Connect your applied situation with relevant qualitative inquiry methodologies
- Recognize ethical concerns that might be involved in your applied situation
- Observe and record any changes in your perspectives about practicing qualitative inquiry
- Design a systematic inquiry plan for your applied situation.

### **Learning Strategies**

This seminar will be conducted in an interactive, applied format. We will use Zoom for synchronous meetings: minimum attendance expectation is 75% of these sessions. As noted, each of you will select an *applied situation* in your professional setting so you can try out various aspects of planning for and applying systematic inquiry processes. Common readings and customized resources will be used to guide the modules and online interactions. You will engage in collaborative and individual reflection on the various aspects of the qualitative inquiry process and their applications in your individual contexts. In the spirit of collaboration, you may serve as peer consultants to one another, augmenting the instructor's facilitation and guidance.

### **Assignments & Assessment**

***I. All 10 Modules are structured identically, with the same assignment order. All video and reading links are embedded in the individual content modules.***

#### ***POINTS***

- 1. Video content: review and take notes.***
  - a) no points assigned***
- 2. Zoom class discussion questions.***
  - a) participation points: 10***
- 3. Reading assignment.***
  - a) no points assigned.***
- 4. Reading reflection.***
  - a) points available: 10***
- 5. Writing assignment.***
  - a) points available: 10***

Total possible points = 300

**Grading Scale (300 point scale)**

**A RANGE** 300–270

**B RANGE:** 269–240

**C+/C:** 240–210

**Under 210:** Does not meet passing assessment criteria

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## **Deliverables & Criteria for Assessment**

**A RANGE**): selects an applied situation that can be carried out in your area of practice; takes an iterative approach to creating well-formed interest-based questions, actively seeks input from instructor and classmates; offers feedback to classmates.

**B RANGE:** selects an applied situation with potential for application; poses interest-based questions and revises them at least once; seeks occasional input from instructor and classmates.

**C RANGE:** selects an applied situation, with limited application potential; poses interest-based questions that are under-developed; asks for and gives feedback on a minimal basis.

**Incomplete (IN) Grade** This process follows university [policy](#).

If you encounter an unusual or unforeseeable circumstance that prevents you from completing the course requirements by end of the term, you may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10.
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

### **Recording of Classroom Sessions Conducted via Videoconference tools**

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via

password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.

- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

## Course Assignments & Schedule

[Please See the "Contents" Page of the D2L Site for this Class](#)

## Access and Accommodation

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 that can provide you with enrollment information, or inquire via email at [csd@depaul.edu](mailto:csd@depaul.edu).

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

## Additional Accommodations

This course may include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

## Policies

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

[Academic Integrity Policy](#)

[APA citation format](#)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

## **Other Resources for Students**

[University Center for Writing-based Learning](#)

[SCPS Writing Guide](#)

[Dean of Students Office](#)

## **Instructor Bio**

I am a former associate professor, faculty mentor, and administrator in the School, and hold a Ph.D. in sociology from the University of Chicago (1994). At present, I am employed at Triton College as the Director of Curriculum and Programming in the Adult Education Department.

## **Additional Resources**

**Please see the individual class module content on D2L.**