

DePaul University – School for New Learning

SPRING 2017 – LOOP CAMPUS

Advanced Project Course (FA 304)

Course Syllabus

Dates: Tuesdays, March 28 – May 30, 5:45-9:00 PM
Room: 1101, Lewis Center (25 E. Jackson Blvd)

Instructor: Ludovic Comeau Jr, Ph.D.
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Course Delivery Methods: This is a Hybrid Course

There will be 4 class sessions online, via D2L (weeks 1, 2, 4 & 10), and 6 sessions in the Loop classroom (weeks 3, 5, 6, 7, 8 & 9). See course outline for dates.

Course Description

This course is an extraordinary opportunity for students who have passed Research Seminar (RS), to avail themselves the close support of a member of the full-time faculty to work on and complete their Advanced Project. Rather than the usual course (with a disciplinary content, like my economics courses), this is a seminar where every student benefits from one-on-one interaction with the professor, as well as from the synergy of collaborative learning in the workshop-like setting of the classroom, whether physical (on-ground classroom) or virtual (the D2L discussion forums).

If they so choose, students will have the option of continuing working on the *research proposal* they developed in Research Seminar. This can be practical, mainly when a student recently completed RS: he/she can just continue on that course's momentum, hitting the ground running in the AP course. Indeed, students may also choose to work on a completely different topic. In any case, as you contemplate engaging in the unique and very rewarding Advanced Project journey, you may want to read the *Advanced Project Student Guide*, to have in advance an idea of what to expect in the course. The Guide can be found here:

http://snl.depaul.edu/student-resources/undergraduate-resources/Documents/UGradForms/advanced_project_student_guide.pdf

Similarly, before the 1st day of class you should review the *Advanced Project Proposal and Contract*, which is how you will provide (me and your Professional Advisor) with details about what you want to do for Advanced Project. The APPC is a Word file located on SNL's website, among the FORMS in Undergraduate Student Resources. Here is a link to access FORMS: <http://snl.depaul.edu/student-resources/undergraduate-resources/Pages/forms.aspx>

This course was designed with your Advanced Project success in mind.

Faculty Bio

Ludovic Comeau Jr has more than 36 years of teaching experience. In 2001 he joined the School for New Learning, where he is Associate Professor, teaching economics as well as Research Seminar and the Advanced Project course. He created 4 courses: *Economics for Decision Making*; *Economics by Example*; *Money, Finance, and Crises*; and *Applying Economics: A Practical Approach*, which is also offered this quarter in the Loop, on Wednesdays. Dr. Comeau holds a Ph.D. in economics, an MBA in finance, and an MA in economics from the University of Illinois at Chicago, an M.A. in French Literature from the University of Chicago, and a B.S. in business and a Law degree from the State University of Haiti.

Dr. Comeau is also a writer. His first novel (written in French), *Bâtisseurs du lendemain* (Builders of the morrow), came out in September 2007. He is working on a second novel and on other literary works, all in French. Indeed, Dr. Comeau has also published in English, in economics, his main field of scholarship. He has broad experience in monetary economics and development economics. In the late 1990s, and for nearly three years, he served as Chief Economist at the central bank of Haiti (the counterpart of the U.S.'s Federal Reserve), where he helped conduct the country's monetary policy.

Dr. Comeau is very involved in helping make a lasting difference in Haiti through the *Group for Reflection and Action for a New Haiti* (GRAHN-World), the first global Haitian think-tank (<http://www.haiti-grahn.net/public/>; www.grahn-monde.org), of which he is vice-president as well as president of the U.S. branch. He also teaches pro bono for the *Institute of Science, Technology, and Advanced Studies of Haiti* (ISTEAH), GRAHN's accredited graduate program in the country.

In the 2000s, on occasion of the 3rd *Parliament of the World's Religions*, Dr. Comeau co-led a Study Abroad course to Barcelona (Spain): *Global Economics, Global Ethics*. He participated in another one to Ghana, Benin and Togo, and was a member of the pioneer group who set up SNL's academic program at Tangaza, a college of the Catholic University of Eastern Africa (CUEA), located in Kenya. In the winter quarter and spring break of 2015, he co-led a new Study Abroad course – *South Africa and the Quest for Change: 25 Years and Counting*.

Course Competences

F-11: Can design and produce a significant product that gives evidence of advanced competence.

F-12: Written by student/faculty.

Based on what you learned in the *Advanced Project Student Guide*, what will your Advanced Project be about? This competence summarizes the particular focus and content of **your** AP. Specifically, it describes what you have learned while going through the AP process, as well as the skills and abilities you developed.

Learning Outcomes

Advanced Project demonstrates knowledge and expertise in a student's Focus Area. Whether addressing a practical problem or a theoretical question (see the Student Guide), through the *Advanced Project* a student should demonstrate his/her ability to investigate a problem in depth, and to establish clear links between the definition of the problem, discussion of conceptual issues, methods of investigations, analysis of findings, and practical applications.

Successful completion of this course implies that the student has:

1. demonstrated the ability to apply problem solving and research skills to his/her Individual Focus Area;
2. exhibited an understanding of the broader context of a particular issue or problem, as well as the ability to propose possible solutions;
3. appropriately used direct methods of investigation, personal experience, or application of knowledge and skills to analyze a particular issue; and
4. produced a coherent and refined product of appropriate professional quality as evidence of learning.

Your Academic Committee

You may choose to inform your **Faculty Mentor** about the work that you do in this Advanced Project course. This is not required but you are encouraged to do so. It is important to understand that the instructor of this course, an SNL full-time faculty for the past 15 years, will represent your *de facto* Faculty Mentor, for the duration of the course (this quarter) and for the purpose of coaching you in the AP process, **only**. It is also important to understand that this *de facto* condition will irrevocably expire at the end of the quarter, whether you complete your Advanced Project work or not.

However, it is expected that you collaborate with your **Professional Advisor**, the expert in your Focus Area, at specific points in the course, starting with running your research topic and the Advanced Project Proposal and Contract by him/her (for his/her approval). Please consult with your Professional Advisor before the first class session. Inform him/her that you plan to take the course (instead of doing AP independently under his/her supervision) and discuss your possible choice of an AP topic with him/her. Take notes of your discussion as well as his/her suggestions and questions, in order to follow-up on the outcomes of such consultation, both with me and while doing your work throughout the quarter.

Please note that even after you enroll in the course, you'll still have the option of reverting back to the independent AP. Meaning, you may request from SNL's Registration Office that you be removed from the course's roster and, as is the case for all independent APs, that you be assigned to your Faculty Mentor, who will then be responsible for entering a grade for you, once you have fulfilled Advanced Project under his/her guidance and your PA's.

The deadline to request such switch is the start of the quarter's 7th week (May 8-10).

Course Outcomes and Books

There are two ways to fulfill the competences of Advanced Project, as explained in the *Advanced Project Student Guide*:

http://snl.depaul.edu/student-resources/undergraduate-resources/Documents/UGradForms/advanced_project_student_guide.pdf

Since you will be reading and annotating at least 12 scholarly books or articles to support your project, there are no *required* books for the course, except:

- the *Foundations Resource Book*'s (online), chapter 5, which treats of AP;
- the *AP Student Guide* (SNL website, Undergrad Forms – see link above); and
- AP samples online (SNL website, Writing Guide).

Please understand that this course will be conducted like a seminar, with significant one-on-one interactions with the Instructor as the quarter progresses, based on individual needs. These interactions will occur both online (D2L and e-mail) and in the classroom.

There are two ways to fulfill the competences of Advanced Project, as explained in the Advanced Project section of the *Foundations Resource Book* (chapter 5):

Depending on your particular learning needs and goals, you may want to address a very specific practical problem, or you may be interested in finding the answer to a more theoretical-analytical question. Your AP can therefore come in one of two basic forms:

- *In the form of an “**artifact**,” which is the result of your practical application of knowledge, abilities, or skills, accompanied by an analysis paper that provides the theoretical or analytical context for the particular artifact.*
- *In the form of a **stand-alone research paper**.*

Grading & Assessment

The Advanced Project Course and its competences are graded on a Pass-Fail basis.

This is a fast-paced course, and attendance is vital. Students missing two full class sessions (6.5 hours) cannot pass the course. Remaining on the roster after the Drop/Add period ends, or beyond the 7th week of the quarter (see above option) is your implicit acceptance of this stipulation. Attending class unprepared, and late or missing assignments are also grounds for a failing grade.

The grade of IN (“incomplete”) must be avoided at all cost. It will not be granted unless:

1. 75% of the required work is already completed; and
2. A demonstrable and temporary major obstacle is preventing timely completion.

In the very rare cases the IN grade is granted, the instructor reserves the right to specify its expiration prior to the date assigned under University policy (see the Undergrad Student Handbook).

COURSE OUTLINE

PLEASE NOTE

- All assignments to be submitted **timely** in the proper folders of D2L's Dropbox. Make all efforts to send in your work per schedule. Once you receive my feedback, you must act on it immediately and address each and every one of my comments scrupulously.
- Assignments for any **week** must be submitted about **36 hours before** that week's class, that is, on Monday **at 8:00 AM**, at the latest, to allow for timely instructor review and feedback.
- 'Draft' means your **best effort** at submission date. If you're still working on an assignment, **do not submit**: finish it **to the best of your ability**, then, submit it. If needed, contact me about it.

Week 1 (March 28) (ONLINE, via D2L)

- Overview of the Advanced Project (AP) course (review of the syllabus)
- The AP Student Guide. The AP Proposal and Contract
- A Research Seminar refresher: What is, and is not, research?
- Selecting a research topic with the artifact in mind

ASSIGNMENTS for Week 2 (due Monday, 04/03, **at 8:00 AM**, at the latest):

D2L: Via the proper folder of the Dropbox, submit a one-page draft of your AP proposed topic. Make sure to indicate whether you envisage your Advanced Project Report to be an Artifact plus an Analysis Paper, or a Stand-alone Paper.

Week 2 (April 4) (ONLINE, via D2L)

- The Academic Committee: its role in the AP process
- Students discuss their tentative individual AP topics, and share ideas about each other's topics
- A Research Seminar refresher: The Research Statement.
- Analyzing a few Research Statement samples online (SNL's Writing Guide)
- Research Statement vs Background information
- Starting gathering your 12 sources

ASSIGNMENTS for Week 3 (the D2L portion is due Monday, 04/10, **at 8:00 AM**, at the latest):

- Prepare to engage with your classmates (in class) about your **research (statement)**.

D2L: Complete the AP Proposal & Contract, and submit it in the relevant folder of the Dropbox. Make sure to spell out the F-12 statement. If you're doing an Artifact, make sure to describe in detail what you think it will be. Please consult with your Professional Advisor about it. Finally, recall what you learned in Research Seminar to indicate what you think your research methods might be.

Week 3 (April 11) (LOOP CLASSROOM)

- Library Workshop by a librarian (in the Loop Library)
- What is the Artifact? — How does one come up with one?
- Brainstorming about everyone's tentative artifact, if applicable (students doing a stand-alone research paper need not do an artifact)
- A Research Seminar refresher: The Literature Review

ASSIGNMENTS for Week 4 (the D2L portion is due Monday, 04/17, **at 8:00 AM**, at the latest):

- Work on a draft of the outline of the Artifact or, depending on the type of Advanced Project you have opted for, on a draft of the outline of the Stand-alone Paper.
- Prepare to engage with your classmates (in class) about your literature review.

D2L: Based on my feedback and if required to do so, revise the AP Proposal & Contract (consulting with your Prof. Advisor), and submit it in the relevant folder of the Dropbox.

Week 4 (April 18) (ONLINE, via D2L)

- What is the Analysis Paper? — How does one craft it?
- A Research Seminar refresher: Research Methods I
- The Advanced Project Assessment Rubric
- What is an outline?

ASSIGNMENTS for Week 5 (due Monday, 04/24, **at 8:00 AM**, at the latest):

D2L: Submit

- A draft of the outline of the Artifact

OR

- a draft of the outline of the Stand-alone Paper

Week 5 (April 25) (LOOP CLASSROOM)

- Feedback on the outlines
- A Research Seminar refresher: Research Methods II

ASSIGNMENT for Week 6 (due Monday, 05/01, **at 8:00 AM**, at the latest):

D2L/a: Write the Research Statement of your AP paper (whether an analysis paper to accompany the Artifact or a stand-alone research paper) and submit it in the relevant folder of the Dropbox.

D2L/b: Submit the draft of the ARTIFACT it in the relevant folder of the Dropbox.

Week 6 (May 2) (LOOP CLASSROOM, but not in group)

Individual meetings with the Instructor
Discussing and resolving outstanding individual issues

For a productive meeting, make sure you're current with all prior assignments.

ASSIGNMENT for Week 7 (due Monday, 05/08, **at 8:00 AM**, at the latest):

D2L: Write the Literature Review of your AP paper (whether an analysis paper to accompany the Artifact or a stand-alone research paper) and submit it in the relevant folder of the Dropbox.

Week 7 (May 9) (LOOP CLASSROOM)

- Collaborative Learning: Discussion to share experiences and good practices
- Instructor pinpoints common pitfalls
- A Research Seminar refresher: Research Methods III

This week is the deadline to assess and decide whether you want to complete your Advanced Project with me, or revert back to your Faculty Mentor.

ASSIGNMENT for Week 8 (due Monday, 08/15, **at 8:00 AM**, at the latest):

D2L: Write about the Methodology of your AP paper (whether an analysis paper to accompany the Artifact or a stand-alone research paper) and submit it in the Dropbox's relevant folder.

Week 8 (May 16) (LOOP CLASSROOM)

- Collaborative Learning: Discussion to share experiences and good practices
- Students who are ready may start presenting their APR

ASSIGNMENT for Week 9 (due Monday, 05/22, **at 8:00 AM**, at the latest):

D2L: Submit the draft of the Advanced Project Report (APR)

Week 9 (May 23) (LOOP CLASSROOM, but not in group)

Individual meetings with the Instructor
Feedback on all works submitted
Discussing and resolving outstanding individual issues

For a productive meeting, make sure you're current with all prior assignments.

ASSIGNMENT for Week 10 (due Monday, 05/29, **at 8:00 AM**, at the latest):

D2L: Submit the final version of the Advanced Project Report

Week 10 (May 30) (ONLINE, via D2L): Collaborative learning to finalize the AP Report

Week 11 (June 6) (no instruction): FINAL DEADLINE TO SUBMIT THE AP REPORT

Addenda (from the College/University)

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. To preserve the quality of education offered to students, the university is responsible for maintaining academic integrity and protecting all those who depend on it, including DePaul's community partners and institutional affiliates. 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, to the pursuit of knowledge, and to the transmission of ideas. All members of the university community share the responsibility for creating conditions that support academic integrity.

Violations of academic integrity 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; academic misconduct; and complicity. Violations do not require intent. This policy applies to all courses, programs, learning contexts, and other activities at the university, including but not limited to experiential and service-learning courses, study abroad programs, internships, student teaching, providing false information on an application, and not disclosing requested information. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. Actions taken by the instructor do not preclude the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could also result in criminal or civil prosecution.

Additional Information and the complete Academic Integrity policy can be found on the Academic Integrity website (<http://academicintegrity.depaul.edu/>).

Attitude

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Cell Phones/On Call

If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect to fellow students and the instructor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Eating in the classroom

Please refrain from engaging in "heavy" consumption during class sessions, that is, in extensive eating activities that are likely to produce a variety of noises (food wrapper, crunchy chewing, elaborate swallowing, etc.) and food smells (particularly of the greasy type), all disturbing for proper class concentration and serenity.

Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The instructor will partner with the Dean of Students Office to assist in managing such issues.

Class Discussion

Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

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 at <http://studentaffairs.depaul.edu/dos/>.

Incomplete (IN) Grade

Undergraduate and graduate students have at most 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, the incomplete will automatically convert to an F grade. In the case of the Law School, incompletes must be completed by the end of the semester following the one in which the incomplete was assigned.

A faculty member has the prerogative to assign a completion date earlier than the two quarter deadline (one semester deadline for the Law School) and this date will supersede the two quarter timeframe (one semester timeframe for the Law School) stated above.

Students must adhere to the incomplete grade request procedure of the academic unit offering the course for which they are requesting the incomplete grade.

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.

In the event that the original instructor is no longer available to grade the work, the Department Chair, where applicable, or the Associate Dean will identify the faculty member who will resolve the incomplete.

NOTE: Incomplete grades are not encouraged in the student's final two terms of study. However the exceptional cases, where an incomplete is approved in his or her final term and for students with an incomplete grade in a course from the term immediately preceding their final term of study, may result in the denial of final degree certification for that term and the regular incomplete grade policy will then be enforced.

Students who have completed degree requirements, but have an IN grade that has not yet expired can elect to have the degree posted and the IN grade changed to a permanent incomplete, ING. This grade is permanent and cannot be changed in the future. The student can also elect to postpone degree conferral until the IN grade is resolved.

Research (R) Grade

An R grade is given when a student is making satisfactory progress in a course that extends beyond the end of the term or in a project extending over more than one term. R grades, with the exception of students completing a thesis or a dissertation research course, must be completed within one academic year of the posting of the R grade or it reverts to an F grade.

A faculty member has the prerogative to assign a completion date earlier than the one academic year deadline and this date will supersede the one academic year stated above.

Ordinarily no R grade may be changed after the grace period has expired. Instructors may not change R grades after the end of the grace period without the permission of a college-based Exceptions Committee.

In the event that the original instructor is no longer available to grade the work, the Department Chair, where applicable, or the Associate Dean will identify the faculty member who will resolve the R grade.

Students who have completed degree requirements, but have an R grade that has not yet expired can elect to have the degree posted and the R grade changed to a permanent R grade. The RG (Research, Graduated) grade is permanent and cannot be changed in the future. The student can also elect to postpone degree conferral until the R is resolved.

Pass/Fail Grades

See the policy in the following link:

<http://snl.depaul.edu/StudentResources/Policies/index.asp#Pass>

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's 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 a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit <http://research.depaul.edu> for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services: Center for Students with Disabilities (CSD), Lincoln Park Campus: Student Center 370. (773) 325-1677 or Loop Campus: Lewis Center 1420. (312) 362-8002 or email csd@depaul.edu See also <http://studentaffairs.depaul.edu/csd/>

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the **Writing Guide for SNL Students** at <http://snl.depaul.edu/student-resources/writing/Pages/default.aspx>.

For on-campus and online tutoring, see DePaul's University Center for Writing-based Learning at <http://condor.depaul.edu/writing/>.