

**Bus 680 Foundations of Research
Course Syllabus
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Course Objectives:

This is the course that provides students with a basic conceptual foundation to research methods, terminology, philosophy and practices. Course content includes an introduction to:

- 1 research and the nature of data
- 2 research designs
- 3 developing a quality research plan
- 4 data collection
- 5 data analysis
- 6 scholarly writing
- 7 ethical issues and the treatment of human subjects
- 8 evaluating research
- 9 writing a literature review
- 10 using APA style for reporting research

At the conclusion of the course the student will:

*Have a clear understanding of research and the nature of data *as demonstrated through class discussion and research topic development*

*Have a clear understanding of the assumptions, characteristics, designs and data collection strategies of qualitative and quantitative research *as demonstrated in class discussions and research question development*

*Have well developed library research skills *as demonstrated by the selection of articles appropriate for the literature review*

*Be able to write a scholarly, research-based review of the literature on a potential research topic *as demonstrated by the completion of such a review*

*Be cognizant of the ethical issues of research *as demonstrated through class activities.*

Note: This is a labor intensive course in terms of reading and assignments. You need to be in attendance to do well in this course.

Texts: Creswell's Text

Publication Manual of the American Psychological Association (5th edition)

Business 680 Weekly Outline

- Week 1:** Introductions
Course overview
Explanation of the two assignments
Words of advice about the work ahead
Beginning to understand research
Looking at a thesis
Reading assignment: Creswell Chapters 1 and 2
- Week 2:** **Meet in Love Library at 6:00 p.m.**
- Week 3:** The framework of a research project
Selecting a topic
The role of a review of literature
Using databases and search terms
How to organize large volumes of material
Reading assignment: Creswell Chapters 4-6
- Week 4:** Preparing the introductions
Writing purpose statements
Writing research questions
Developing a hypothesis
Using theory
Delimitations, limitations and significance
Reading assignment: Creswell Chapter 9
- Week 5:** Quantitative research methods
Reading assignment: Creswell Chapter 10
- Week 6:** Qualitative research methods
Familiarize yourself with APA 5th edition guidelines and pretty good ways of doing grammar. I seen enough of the bad stuff and studies have proved it's research professors, they can go off there minds with two much bad writings. Students should of known.
- Week 7:** Preparing your paper APA Style
Scholarly writing
Ethical considerations
- Week 8:** **Wrap up and evaluate
PAPER DUE**

Evaluation

Repeated surveys of Doane alumni indicate that while the focus of this class is learning about research, the skills learned are fundamental for successful completion of the MAM program. In addition, this course is an excellent place to begin assessing one's response to the expectations and responsibilities of being in graduate school. For that reason, evaluation will consist of two parts: graded evaluation of the in and out of class assignments, and an evaluation of readiness to move forward in the graduate program. The second part will be a joint evaluation between the instructor and the student.

Graded Evaluation

Class attendance:

5 points per event <i>This includes participation</i>	40 points
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Literature map	20 points
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In-class activities	10 points
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Review of literature	50 points
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120 points possible

About Incompletes:

I don't give incompletes for anything short of catastrophic events. Knowing this, I strongly urge you to not procrastinate on the assignments. If your boss is in a good mood, the kids are well, you feel fine and the grass is at a level that won't get the weed control board called, go to the library!

About missed classes:

Feel free to get the notes from a classmate.

Non-Graded Evaluation of Being a Graduate Student

Grad school according to Deb

The decision to attend graduate school is not simply the decision to add more classes to your undergraduate degree. It is the decision to take your thinking from one level to the next. Graduate school should be a time for you to move from the “how to’s” to the “why’s.” In more academic terms, it’s time to move from knowing facts to understanding theories. Graduate school should challenge you to suspend old habits of thinking and, at least for a while, consider uncomfortable ideas. It’s a time to think more broadly than your daily experience and inform your thinking with the scholarship of leading edge researchers, practitioners, and writers. Taking the initiative to develop the habit of critical thinking is the essential task of graduate school. It’s one of the characteristics that will distinguish you from someone who has not had the experience. It also staves off boredom! Being a grad student isn’t easy. It’s not supposed to be. It requires self-discipline, an open mind, time management, a good support system, and the ability to give and receive professional feedback. In the end, it’s worth it.

1. How do you react to material you don’t find particularly interesting?
2. How would you characterize your contributions to the academic climate of the classroom?
3. How willing are you to entertain ideas outside of your personal experience or beliefs?
4. How do you react to difficult assignments that take sustained effort to complete?
5. How important is it to you that your work is professionally presented?
6. How well do you listen?
7. How do you react to critical feedback?

