

Texas A&M University – Central Texas
BUSI 5310 – Business Research Methods
Online Section
Fall 2017

Instructor: Dr. Monica (Shuqin) Wei, Assistant Professor of Marketing

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I will be available to answer questions by phone during office hours listed below. If your call is unanswered, please reach me at my “tamuct” email address listed below to schedule a meeting.

Email: shuqin.wei@tamuct.edu (**preferred method of contact**)

Office Hours: Wednesday 1:00–6:00PM or by appointment

Class Web Page: <https://tamuct.instructure.com/login/ldap>
All announcements, assignment instructions, course materials, and grades will be posted on Canvas.

Textbook: *Business Research Methods*, 12th Edition (ISBN: 9780073521503)
Cooper and Schindler
McGraw-Hill Irwin

COURSE CATALOG DESCRIPTION:

Study nature, scope, and significance of business research and research methodology. Develop primary research methods with applications to specific problems. Learn the place of quantitative methods in research and individual investigation, and report on current problems in a selected field of interest.

COURSE OVERVIEW AND DETAILED DESCRIPTION:

Business managers need data or information to make a wide range of decisions. For example, restaurant managers experiencing high staff turnover and decreased customer satisfaction may wonder where to begin to try to solve the problem. Human resources managers may wonder whether pay by piece-work or salary-plus-bonus structure has more positive influence on employee productivity in general. This course gives you the knowledge and skills needed to conduct and apply research for business decision making. You will learn how to identify and define researchable problems, how to collect relevant data, how to analyze and describe the data, and how to communicate your findings.

This is a “hands on” course. You will become familiar with a diverse set of **qualitative** (e.g., literature search, in-depth interview, and observation) and **quantitative** (e.g., survey and experiment) research methods. Also, you will learn the differences between different research designs (**exploratory** vs. **descriptive** vs. **causal** design). You will conduct live research with real companies in this course. First, you will work on a team research project that will take the entire semester to complete. I believe in the usefulness of **two-stage design** (exploratory research followed by either descriptive or causal research) so we will follow this structure for the project. Specifically, you will define management problems and form research questions in the area of your interest, conduct **exploratory research** (literature search) to refine your research questions, and conduct **descriptive research** (create and administer an online survey) to collect data and study your refined questions.

In addition to the team research project, you will conduct an individual in-depth interview and analyze and report interviewing results. Also, we will have discussion assignments throughout the semester for you to practice and understand various important concepts covered in the text. Furthermore, you will complete one case analysis that involves critical reviews of research done by a real company. That is, you will evaluate their research questions, process, methods, and instruments.

When the course is completed, you will have had the opportunity to learn how to choose and execute the appropriate research method(s) to obtain different types of desired data that are appropriate for your research questions.

Be prepared that it is a very demanding and rigorous course. You must carefully review the syllabus including the course schedule, consider your work schedules and other obligations, and decide if this is the right course for you this semester. You must understand that once you decide to continue enrolled in this course, you are committed to your team members and their success in this course depends on your efforts.

COURSE OBJECTIVES:

The emphasis in this course is *experiential learning*. Students must actively attempt to learn through doing rather than passively being “taught.”

Specifically, you will have the opportunity to learn to:

1. Explain the nature of research and its significance in business practice.
 - (Week 1 & 2; assessed by in-class applications and tests)
2. Explain the basic processes for conducting business research that generates useful information when making managerial decisions.
 - (Week 3 & 11; assessed by in-class applications, tests, and case analysis)
3. Identify and define the problem in organizational settings in terms of discovering management dilemma and clarifying research questions (as opposed to symptoms).
 - (Week 4; assessed by in-class applications, tests, and team research project’s literature search and research proposal)
4. Choose the appropriate research method(s) that can be used to achieve the proposed research.
 - (Week 5; assessed by in-class applications, tests, and case analysis)

5. Apply research frameworks and execute correct methods of data collection.
 - (Week 6-10; assessed by in-class applications, tests, individual in-depth interview, and team research project's survey questionnaire design)
6. Conduct appropriate analysis on the data.
 - (Week 12-14; assessed by individual in-depth interview's qualitative analysis and team research project's quantitative analysis)
7. Write a report about and make an oral presentation of the results of that analysis.
 - (Week 15-16; assessed by team research project's final report and presentation)
8. Evaluate real-world business research practice and distinguish between "good" and "bad" research done in the real business world.
 - (Week 5; assessed by in-class applications, tests, and case analysis)

Because of the course's experiential learning format, this course also reinforces many of the core educational values of the TAMUCT College of Business, including:

- Developing critical thinking/problem solving skills.
- Improving communication skills.
- Building teamwork and interpersonal skills.

COURSE PREREQUISITES:

A basic understanding of business statistics is needed to succeed in this course and should have been a prerequisite to registration.

CLASS FORMAT:

This course is 100% online and uses TAMUCT Canvas Learn System. The class sessions are a combination of lectures, discussions, and experiential learning. Course materials are posted on Canvas in various formats – e.g., videos, PPT slides, Word files, and PDF files. Contact me immediately if you have difficulty viewing any of the course material.

I strongly recommend that you read the chapters **before** you watch my videos or read any other supplemental course materials. Sometimes you may not fully understand the concepts explained in the text, but nevertheless you are expected to read in advance. This course is very demanding as it involves many abstract concepts that may be entirely new or strange to you. The online format makes it even more challenging! Thus, it is imperative that you stay on top of the chapters. However, it is easy to get overwhelmed and confused by all the course materials. Therefore, I will only post course materials **when appropriate**. The key to succeed is – **be prepared, stay on top of the materials and make your due dates, and not be overwhelmed!**

Note: Watching my lectures videos is necessary to succeed in this course. Although my videos are consistent with the textbook and handouts, my former students have told me that the videos are easier to understand. This is because I try to simplify the concepts using relatable examples based on my knowledge and experience. If you understand my lectures, you will likely do well on the exams. However, my former students have also told me that reading the textbook and handouts in conjunction with watching videos is very helpful. Even though they did not totally get the readings in the first place, their understanding is enhanced after watching the videos.

STUDENT-INSTRUCTOR INTERACTION:

I am very approachable so please do not hesitate to contact me when you have questions. I completely understand that this course may be one of the most challenging courses you take at TAMUCT and will do my best to help you achieve your academic goals. Feel free to call my office number or stop by my office during my office hours. If you cannot make it to my office hours, you may email me to schedule a phone or face-to-face meeting. I check my emails daily and are quick in replying emails (within 24-48 hours unless emergency occurs). I also reply promptly to your Canvas messages but emailing to my “tamuct” email address generally yields a quicker response from me.

Note: please do not wait till the last minute to email me and ask questions about tests or assignments. Cramming the night before a due date is not an effective strategy for this course; it may cause you to feel extremely stressed and/or cause poor grades.

SOFTWARE:

Qualtrics (online survey software):

You are required to design a survey questionnaire using Qualtrics. Our university has campus-wide access to Qualtrics. Instructions on how to set up your Qualtrics accounts will be provided at a later date on Canvas. NOTE: You do not have to be on campus to create or access your Qualtrics account. You can access Qualtrics anywhere as long as you have Internet connection.

COURSE REQUIREMENTS AND GRADING:

The course grade is based on a combination of the team research project, individual in-depth interview, case analysis, three tests, and discussions.

Grades will be determined based on the following criteria:

| Grading | | |
|-------------------------------|-------------------|---------------|
| Requirements | % of Grade | Points |
| Team Research Project | 35% | 350 |
| Individual In-depth Interview | 10% | 100 |
| Case Analysis | 10% | 100 |
| Tests | 30% | 300 |
| Discussions | 15% | 150 |
| Total | 100% | 1000 |

Course grades will be assigned according to the following schedule:

| | |
|----------------------------------|-----|
| 90 % or higher (900-1000 points) | = A |
| 80% - 89.9% (800-899 points) | = B |
| 70% - 79.9% (700-799 points) | = C |
| 60% - 69.9% (600-699 points) | = D |
| Below 60% (0-599 points) | = F |

This class is designed to be a “success-oriented course.” My desire is that all students in the class meet their individual learning (and grade) goals. **However, this does not mean that students can avoid working hard in this class, and it does not mean that all students automatically get a high grade just because they want it.** What this does mean is that all students who do well in the class will be rewarded accordingly. That is, the grade distribution will not be adjusted to force it to fit a bell-shaped curve in which an equal number of students must fail as succeed – thus, students are not in direct competition with each other.

Also, I’ve included various types of assignments that tap into different learning styles in order to help students demonstrate their understanding of the material we cover in class. In addition, the tests and assignments are designed to encourage the development of students’ ability to not only restate course material, but to observe, evaluate, communicate, and apply the concepts to solving real-world problems, which are skills that are highly valued in the workplace.

Team Research Project:

A team research project involving data collection and analysis is required for this course. The project will take the entire semester to complete. The total points available for the project (**350 points**) consist of literature search and research proposal (**100 points**), survey questionnaire design using Qualtrics (**100 points**), written report of analysis/presentation of survey results with implications/recommendations (**100 points**), and peer evaluation (**50 points**).

Detailed instructions and materials for each project assignment will be provided separately at a later date on Canvas.

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| NOTE: Team research assignments are interrelated and each assignment helps build a complete research process that is usually used in the real business world. You will complete the research process one step at a time with sufficient guidance so that each step you take produces a successful outcome. However, each assignment is evaluated independently and is considered complete in its own right. |
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Each team should have **two to three members** unless someone in your team drops the course. You must introduce yourself and your broad research interests **during the first week** on Canvas’ Discussion Forum. I will assign you into teams based on your research interests.

Each team will pick a topic of interest to research on. It can be based on your work experience, personal experience, or just your own curiosity! For example, if you are currently working as a manager in a service industry, you may be interested in studying service employee productivity.

If you have been noticing a decline in your favorite restaurant's business, you may be interested in studying customer satisfaction for restaurant patrons there. Or you may be just curious how people perceive the brand image of TAMUCT! Note that your research topics must be approved by me before you can move on.

Once a broad research area is picked, each team will identify their own research questions. You will conduct literature search to refine your research questions. Based on your refined research questions, you then create a survey questionnaire that you will collect data on. Finally, you will analyze the questionnaire data and report your findings in terms of a written report. You are responsible for collecting your data so plan ahead and contact your potential respondents early on! Falsifying data by filling out the questionnaire yourself will **NOT** be tolerated and will cause serious consequences (i.e., failing the course). You will learn and use Qualtrics to design your survey questionnaire and collect responses. Qualtrics allows me to check if you indeed collected valid responses.

All written assignments related to your project should be grammatically correct, neat, organized, succinct, and clear. Formal language is required for all written assignments. Appropriate (APA format) citation is required. All charts, graphs and figures should be properly placed and labeled.

One of the most common soft skills sought out by employers today is teamwork skill. In the real business world, you constantly work with others toward a common goal. In fact, business research is rarely done by individuals alone in real-life situations; it is usually completed by teams. Therefore, you will conduct research in teams in this course.

Effective team work is always very difficult to achieve. The online setting makes it even more difficult. Each team member is expected to do his/her fair share of work **and** good quality work on the project. A **peer evaluation (a significant portion of your project grade)** will be collected at the end of the semester to evaluate the quality of each student's contribution to his or her team's project. You must discuss group expectations for contribution and effort as you begin to work together, and that you address any conflicts that arise immediately. I will be happy to serve as a mediator in this process if needed. Do not wait until the end of the semester and rely solely on the peer evaluations to resolve a problem. Ideally, any conflicts will be resolved to everyone's satisfaction before the peer evaluations are collected and thus no team member receives an extremely low peer evaluation.

Given that effective team work is difficult to achieve, I will provide tools and tips on how to enhance team effectiveness. You must review the tools and tips and sign a **group contract**. Please note that once you sign the contract, you are committed to your teammates and their project grades depend on you. However, I understand that you may choose to drop the course after reviewing the syllabus and realizing that this semester may not be a good time for such a rigorous course. If you choose to drop the course, please do so as early as possible (ideally by the end of first week) so I can re-assign groups. If something unexpected happens to your teammates after they sign the contract and you end up working alone, please communicate with me. In the event of a student completing the project by himself/herself, the points for peer evaluation will be reallocated to other components of the research project.

Individual In-depth Interview:

Depth interviews are a commonly used qualitative research technique in the real business world. Depth interviewing is a learned skill that needs practice to master, thus each student will **individually** conduct a depth interview (**100 points**). The interview must be tape-recorded and you must type up a Verbatim transcription of your interview. Be aware that this can be a very tedious and time-consuming task, but it is absolutely necessary because the transcription is your qualitative data! You then must analyze your typed transcription and report interviewing results in a managerially-appropriate form.

Detailed instructions and materials for the depth interview will be provided at a later date on Canvas.

Case Analysis:

There is a case analysis (**100 points**) that is required to be completed **individually**. You will read about how research is done in the real business world and then critically review the company's research practice. You will answer a set of questions related to the case and your answers must be typed, grammatically correct, organized, succinct, and clear. Formal language must be used. Appropriate (APA format) citation is required.

Detailed instructions and materials for the case assignment will be provided at a later date on Canvas.

Your answers to the questions must be different from your classmate's answers because you should have different perspectives and interpretations after reading the case. Paraphrasing another student's perspective that was not yours to begin with does **NOT** yield a "different" answer. All similar sets of answers (including the paraphrased ones) will receive grades of zero (0) points for that entire assignment.

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| No late assignments will be accepted, unless you have a documented, university-approved reason (see below). |
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Tests:

There are three non-cumulative multiple choice tests (**300 points in total**) throughout the course. The tests evaluate your understanding of the concepts discussed in the textbook.

Tests must be taken during their scheduled time period. If you must miss an exam for a documented, university-approved reason, contact me before the day of the test to make other arrangements. Only documented university-approved absences will be accepted – if you miss an exam for any other reason, no "make-ups" will be allowed and you will receive a grade of "0" for the test.

All approved absences require proper documentation, including absences for medical reasons. All absences must be approved by the instructor prior to the test that will be missed, except for medical emergencies (however, note that medical emergencies still require documentation).

Discussions:

Understanding (as opposed to “having seen”) the important text-related concepts is critical for your success in this course. Without your correct understanding of the theory and concepts, you will not be able to apply them in other assignments. *You are required to read the textbook carefully and thoroughly.* However, I understand that the content of this course is difficult to grasp and that is why I included the section of “discussions” that has a total of **150** points.

There are discussion questions that are designed to help you **correctly understand** the text-related content. Please complete them by the date/time indicated. The section of “discussions” gives me an idea of whether or not you have understood the concepts correctly. I will provide more clarification and materials if I feel that you may not have interpreted the textbook accurately. The questions are equivalent to “**in-class application activities**” that are usually used in my face-to-face courses, so take advantage of the discussions to make sure you have the necessary tools for your other hands-on assignments. **No “make-ups” of missed discussions will be allowed unless you have a documented, university-approved reason.**

The format of discussions varies depending on the topic. You may be asked to post your responses on Canvas’ “*Discussions*” (a public discussion board) or submit your responses via “*Assignments*” (a private communication function). When asked to post your responses on a forum, you will be graded on the quality of your discussion (i.e., your response must be *relevant and insightful*). Your posts must be grammatically correct, organized, succinct, and clear. *Formal language* is required. Do not use abbreviations like “LOL,” “U2,” or “CU,” in the postings. Please be professional!

CLASSROOM POLICIES:

I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including **posting on Canvas** and **emails to me** (see *Netiquette* and *Email Etiquette* on page 10), and your behavior; be on time in submitting your work and be prepared.

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave **professionally and courteously** toward another student and the professor, and respect the rights of others at all times. Failure to do so will result in being un-enrolled from the course.

Most of you are or will be working **in a corporate setting**. It may be helpful in preparing you for that experience to think of class as a business setting. That means:

- You don’t ever simply fail to show up for work in a corporate setting. Similarly, when taking an online course, even though you have more flexibility in deciding when to check

course materials, announcements, and upcoming assignments, you must log into your Canvas at least a couple times a week to stay on top of the course schedule.

- You would never schedule vacation during a critical work project in a corporate setting – that means that while you’re in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- In a corporate setting, you can’t decide you’re just “not interested” in attending the meetings you and colleagues have previously scheduled for a critical work project. That means, while taking this course, you can’t just decide you don’t feel like showing up for the meetings you and your teammates have agreed on. If you needed to miss a scheduled meeting due to emergency, you would inform your teammates in a courteous manner and make arrangements to fill you in on what you missed.
- You would never show up to a business meeting empty handed and unprepared in the corporate world. Equally, you would never show up to meetings with your teammates unprepared. You should have read the relevant course materials (e.g., lecture videos, handouts, assignment requirements, etc.) prior to meeting with your teammates. You should also be prepared to make insightful contribution to the discussions.
- In a corporate setting, you would never submit poor quality work to your colleagues and managers. This means, while you’re in school, you should do your best and submit graduate-level-worthy work to your teammates and the professor. This requires that you study relevant materials and carefully read and follow assignment instructions. This also requires that you demonstrate graduate-level writing skills (I strongly recommend that you utilize the writing center if needed; see the information on p. 11-12).

Late Work:

My experience with teaching university students suggests that, on average, 10 to 15 percent of the class will attempt to turn in assignments later than the time specified. Many reasons are given for late work (computer files corrupted, busy with the corporate job, group member issues, etc.) Trust me, I’ve heard them all. But no matter what the reason is, the bottom line is that either (a) the work was completed and turned in *when required*, or (b) the work was *not* completed and turned in when required.

Assignments are due on the specified due date. There is no provision for late work on assignments, unless you have a documented, university-approved reason.

Treat your classes like a job – you don’t get to miss work deadlines without consequences, and in the corporate world those consequences are often much more serious than missing a grade on one class assignment. And making a reputation for yourself for completing work on schedule is a key to success in one’s business career.

Netiquette:

Netiquette refers to appropriate ways of communicating through the Internet. It is very important to any online course including this course.

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.
- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.
- You do not make fun of another student's ability to read or write.
- You should be open-minded and listening to others' opinions.
- You do not ever use Internet slangs like "LOL," "Q4U," and "C U" in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the "send" button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as "yelling" according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.

Continued enrollment in this course indicates agreement with these policies.

Email Etiquette:

When communicating via email, be sure to follow the email etiquette standards: (1) begin your message with a greeting, (2) formally address the person you are emailing (e.g., Dr. Wei or Professor Wei), (3) identify yourself and state the purpose of your email, and (4) add a signature, including your name and contact information.

These standards also apply to Canvas Messages.

OTHER IMPORTANT INFORMATION:

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

The University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at

bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

Access & Inclusion

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

911 Cellular

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**BUSINESS RESEARCH METHODS
CLASS SCHEDULE
FALL 2017**

(This schedule is subject to changes and corrections.)

| Week/Date | Topics | Chapters/Tests/Deadlines |
|------------------|---|--|
| Week 1 | | |
| 8/28-9/3 | Syllabus, Intro to Business Research (Course Objective 1) | Chapter 1; Introduction Due 9/3 (Sunday) Midnight on Canvas' Discussions (you must complete this by the deadline so I can form groups based on research interests) |
| Week 2 | | |
| 9/4-9/10 | Research Foundations: Constructs, Variables, Hypotheses, Models, Induction/Deduction (Course Objective 1) | Chapter 3; Discussion (" <i>Basics of Research</i> ") Due 9/10 (Sunday) Midnight via Canvas' Assignments |
| Week 3 | | |
| 9/11-9/17 | Research Process (Course Objective 2) | Chapter 4; Team Project: Group Contract with Proposed Research Topic Due 9/15 (Friday) Midnight via Canvas' Assignments (you must complete this by the deadline to get your topic approved) |
| Week 4 | | |
| 9/18 - 9/24 | Literature Search, Refine Research Questions (Course Objective 3) | Chapter 5; Discussion (" <i>Key Words and Search</i> ") Due 9/21 (Thursday) Midnight on Canvas' Discussions |
| Week 5 | | |
| 9/25-10/1 | Research Design, Research Ethics (Course Objective 4 & 8) | Chapters 6 and 2; Team Project: Research Proposal Due 10/1 (Sunday) Midnight via Canvas' Assignments |

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| Week 6 | | |
| 10/2-10/8 | Qualitative Research Techniques: Interviews (Course Objective 5) | Chapter 7; Ethics Training Completed by 10/8 (Sunday) Midnight; Qualtrics Accounts Set Up by 10/8 (Sunday) Midnight |
| Week 7 | | |
| 10/9-10/15 | Qualitative Research Techniques: Observation (Course Objective 5) | Chapter 8; Discussion (" <i>Critique of Qualitative Techniques</i> ") Due 10/15 (Sunday) Midnight via Canvas' Assignments ; Test 1 (Chapters 1, 3, 4, and 5) taken by 10/15 (Sunday) Midnight on Canvas |
| Week 8 | | |
| 10/16-10/22 | Survey, Measurement Theory (Course Objective 5) | (1) Chapters 10, and (2) Part I of Chapters 11 and 12; Discussion (" <i>Identifying Level of Measurement</i> ") Due 10/22 (Sunday) Midnight via Canvas' Assignments |
| Week 9 | | |
| 10/23-10/29 | Questionnaire Design (Course Objective 5) | (1) Part II of Chapters 11 and 12, and (2) Chapter 13; Discussion (" <i>Questionnaire Wording and Order</i> ") Due 10/29 (Sunday) Midnight via Canvas' Assignments Individual In-depth Interview Due 10/29 (Sunday) Midnight via Canvas' Assignments |
| Week 10 | | |
| 10/30-11/5 | Qualtrics: Online Questionnaire Design (Course Objective 5) | Team Project: Survey Due 11/3 (Friday) Midnight via Qualtrics (you must complete this by the deadline to receive my feedback for revision; survey must be revised based on my feedback <u>before launching</u>) |

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| Week 11 | | |
| 11/6-11/12 | <p>Sampling Techniques (Course Objective 2)</p> <p>(Note: professor travels for research presentations 11/7-11/11; limited access to Internet)</p> | <p>Chapter 14;</p> <p>Team Project: Survey Should be Revised and Launched via Qualtrics by No Later Than 11/8 (Wednesday) Midnight to Ensure Enough Time for Data Collection;</p> <p>Discussion ("<i>Identifying Sampling Techniques</i>") Due 11/12 (Sunday) Midnight via Canvas' Assignments</p> |
| Week 12 | | |
| 11/13-11/19 | <p>Survey Data Analysis (Course Objective 6)</p> | <p>Test 2 (Chapters 2, 6, 7, 8, 10) taken by 11/19 (Sunday) Midnight on Canvas</p> |
| Week 13 | | |
| 11/20-11/26 | <p>Survey Data Analysis (Course Objective 6) Happy Thanksgiving! :-)</p> | <p>Survey Data Should be Collected by No Later Than 11/22 (Wednesday) Midnight to Ensure Enough Time for Analysis;</p> <p>Case Analysis Due 11/26 (Sunday) Midnight via Canvas' Assignments</p> |
| Week 14 | | |
| 11/27-12/3 | <p>Survey Data Analysis (Course Objective 6)</p> | |
| Week 15 | | |
| 12/4-12/10 | <p>Team Project Q&A (Course Objective 7)</p> | <p>Test 3 (Chapters 11, 12, 13, 14) taken by 12/10 (Sunday) Midnight on Canvas</p> |
| Week 16 | | |
| 12/11-12/15 | <p>Final Written Reports (Course Objective 7)</p> | <p>Team Project: Written Report and Peer Evaluation Due 12/14 (Thursday) Midnight via Canvas' Assignments.</p> |