



## BUSI 5310-120 Business Research Methods (CRN 10274)

Spring 2018  
Online Section  
January 16 – May 11, 2018

**Instructor:** Dr. Rick Simmons

**Office:** Founder's Hall, 318A

**Phone:** 254-501-5842

**Email:** [simmrick@tamuct.edu](mailto:simmrick@tamuct.edu)

**Office Hours:** I will be available through the Canvas Classroom at least 5 days per week. I will answer all questions within 24-36 hours of the posting time.

Access to the [Canvas classroom](https://tamuct.instructure.com/) is at: <https://tamuct.instructure.com/>

### ***Emergency Warning System (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.

### ***Course General Information***

**Course Overview and 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



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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 Prerequisite:** Undergraduate business statistics or a leveling course in statistics.

**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)



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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.

**Meeting the Course Objectives.** In meeting the course objectives, students must first familiarize themselves with this course syllabus and with the Canvas Learning Management System (LMS) Classroom. Read and study the assigned chapters in the textbook, then, select and preview the presentations for the lecture and then listen to the recorded lecture (when available). Additionally complete each assignment as assigned, meeting all requirements in the assignment. Finally, as you will be working in teams, always strive to be a good team member, leading when necessary, but always “pulling” your own weight so as not to let the team down.

### Required Textbook and Software

Text: Cooper, D. R. and Schindler, P. S. (2014). *Business research methods* (12th ed.). New York, NY: McGraw-Hill Irwin. (ISBN: 9780073521503)

**Business Research Methods**



Author: Cooper  
Edition: 12th  
ISBN: 9780073521503

Type	Buy/Rent	Option	Rental Period	Provider <span style="font-size: x-small;">i</span>	In Stock ? <span style="font-size: x-small;">i</span>	Your Price	
<input type="checkbox"/>	Hardcover	BUY	NEW		✓	\$299.25	
<input type="checkbox"/>	Hardcover	BUY	USED		✓	\$224.50	
<input type="checkbox"/>	Hardcover	RENT	NEW	Due: 5/14/18	✓	\$239.40	
<input checked="" type="checkbox"/>	Hardcover	RENT	USED	Due: 5/14/18	✓	\$119.70	
<input type="checkbox"/>	Digital	RENT		180 Days	McGraw-Hill	✓	\$59.00

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**NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.**

- Access to a computer with Microsoft EXCEL is required.
- Qualtrics (Online survey software):



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- 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:**

**Online Course:** This course is completely online and will be conducted in an asynchronous mode. The asynchronous mode does not require the students or the instructor to be online at any specified day or time. Daily work (including listening to the recorded lectures) is completed by the student according to the weekly schedule in this syllabus, but at a time that is convenient to the student. This mode does require the instructor to be available (online), at least 5 days a week, to answer questions. Students are responsible for ensuring constant access to the Internet and operability of their personal computers. 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.

*NOTE: This is **not** a Weekend Only Course! You will need to study and work throughout each week (except Spring Break). Additionally, assignment and exam due dates are scheduled on various dates depending on holidays and events; do not begin the assignment on the due date (exams will have to be completed on the due date). You should completely view all recorded lectures, review all presentations and notes, then complete your assignments, at least one to two days before an assignment is due. Then, when there are questions, begin asking questions in the discussion threads, before making final submission. Again, this is **not** a weekend only course!!*

**Online Course Classroom:** The classroom will be in Canvas Learning Management System (LMS) under this course's name and section number. Access to Canvas is through the Texas A&M – Central Texas website. The course homepage provides a link for using the Canvas LMS. Please refer all technical problems to the Canvas help desk; contact information is on the Canvas login page.

Login 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 login problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto: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



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call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

**Canvas Course Navigation:** Please read the “To Get Started” message (in the Canvas classroom) and become familiar with the online classroom environment.

**Class Discussions:** Select Discussions from the menu found on the left side of the Canvas class home page. All discussions and questions will be placed in their respective topics for ease of understanding by all class members and the instructor. All entries are threaded so that you may easily see a question and the respective responses to that question. All class members are invited to fully participate in the discussions, assisting their class members when they are able. This means class members may answer questions if they know the answers. The instructor will always read each question and the respective answers to ensure correctness and accuracy. If the instructor is unable to effectively answer the question in the threaded discussions groups, the instructor will provide a recorded answer (similar to the recorded lectures) and post that recorded answer in the folder on the main class page, in Canvas.

**Lectures:** All lectures are pre-recorded and can be found in the respective Module folder on the homepage of the Canvas classroom (there are optional YouTube links available for each lecture). **Recommend you use either an external speaker system or a headset to listen to the lectures.** All associated presentations are either in MS PowerPoint or in Portable Document Format (.pdf) and are also located in the respective Module folder on the homepage of the Canvas classroom. Ensure you listen to the lectures according to the schedule at the end of this syllabus. The schedule is the minimum requirement; there is no penalty for working ahead. However, exams will be provided according to the schedule. In the respective Module, select the link for the recorded lecture. The lecture will automatically play.

**Individual and Team Participation:** To ensure successful course completion, participation is expected. Participation is defined as actual work conducted in the homework assignments, in discussion groups, and in the Team groups, in the Canvas classroom. Listening to lectures is required and will be in accordance with this syllabus.

**Assignments:** All assignments must be completed as indicated on the schedule. Late assignments will not be accepted, unless prior coordination is conducted with the instructor. All assignments are web-based through Canvas and must be completed by the due date. Writing assignments must be completed in MS Word.

### **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***



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on Canvas.

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.

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 randomly assign teams.

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., possibly 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



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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



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the paraphrased ones) will receive grades of zero (0) points for that entire assignment.

### **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!

**Exams:** There will be three multiple choice exams administered during the semester as indicated on the course calendar. Exams represent the independent work of students. Further, no exam may be taken more than one time in an effort to improve the score achieved. With the exception of emergencies, any exam not made up within one week after the scheduled date, will be scored as a zero. All exams will be web-based through Canvas with a 65 minute time limit. Exam feedback will be provided once all exams have been graded (online). Questions regarding incorrect answers are to be posted in the appropriate discussion thread in Canvas.

**Instructor Access:** The instructor will be available online a minimum of 5 days a week and will answer all questions, either in the messages or discussions forums, within 24-36 hours of the question’s posting date. Feedback for assignments and exams will be provided within a week after the due date has passed.

### ***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



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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).

### 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:



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- 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.

### Grading Criteria

**Grade Computation:** Students earn their course grades by completing scheduled assignments; no extra credit assignments are given. To pass this course satisfactorily, students must complete each of the graded items listed below. Failure to complete appropriate assignments and exams may result in a failing grade. Refusal to complete assigned work will result in a failing grade.

#### Grading Scale:

Grade	Percentage	Point Range
A	90- 100%	927-1000
B	80-89.99%	824-926
C	70-79.99%	721-823
D	60-69.99%	618-720
F	59.99 % & below	0-617

Final grades will be calculated as follows:



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<b>Assessment</b>	<b>Points</b>	<b>Percentage</b>
Meet and Greet	10	1%
NIH Ethics Training	30	3%
Team Research Project	350	34%
Individual In-depth Interview	100	10%
Case Analysis	100	10%
Exams	300	29%
Discussions	140	14%
TOTAL	1030	100%



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**Course Schedule**

<b>COURSE OUTLINE AND ASSIGNMENTS</b>			
<b>WK</b>	<b>Class/Activity</b>	<b>Subject</b>	<b>Assignments <u>Due (due dates)</u></b>  <b>(Check the Canvas class for assignment requirements)</b>
1 16-21 January Jan 15 (MLK)	Course Syllabus/Intro to Textbook	Introduction to the Canvas Classroom, Syllabus, and Begin reading Cooper and Schindler	Nothing due...you need to familiarize yourself with the online classroom, begin reading the textbook, read/understand the course syllabus, and Meet and Greet.
2 22-28 Jan	<b>Module 1</b> Chapters 1 and 3	Research in Business and Thinking like a Researcher, team setup and team contract.	Team Group Contract: Jan 28
3 29 Jan-4 Feb	<b>Module 1</b> Chapter 4	Research Process: An Overview, Interview topic, Team Project Topic, and Basics of Research	Interview Guide: Feb 4 Team Project Proposed Topic: Feb 4 Individual Discussion: Feb 4
4 5-11 Feb	<b>Module 1</b> Chapter 5	Clarifying the Research Question through Secondary data and Exploration, Library Tutorial, APA Styles, Discussion	Class Discussion: Feb 8
5 12-18 Feb	<b>Module 2</b> Chapter 2 and Chapter 6	Ethics in Business Research and Research Design: An Overview, Team Project Proposal	Team Project: Research Proposal Due: Feb 18
6 19-25 Feb	<b>Module 2</b> Chapter 7	Qualitative Research, focus Group, NIH Ethics Training, Qualtrics Account	NIH Ethics Training: Feb 25 Qualtrics Account Set Up: Feb 25
7 26 Feb - 4 Mar	<b>Module 2</b> Chapter 8 Test 1	Observation Studies, Discussions, Test 1	Individual Discussion: Mar 4 Test 1: Mar 4
8 5-11 Mar	<b>Module 2</b> Chapter 10 Chapter 11-12	Surveys, Measurement/Measurement Scales (Part I), Discussions	Individual Discussion: Mar 10
<b>12-16 March Spring Break</b>			
9 19-25 Mar	<b>Module 3</b> Chapter 11-12	Measurement/Measurement Scales (Part II), Questionnaires, Interview Report, Team Survey	Individual Discussion: Mar 25 Interview Final Report: Mar 25 Team Project: Survey: Mar 25
10 26 Mar – 1 Apr  Happy Easter	<b>Module 3</b> Cases Analysis	Case Analysis: The Springfield Nor'easters: Maximizing Revenues in the Minor Leagues	Case Analysis: Apr 1
11 2-8 Apr	<b>Module 3</b> Chapter 14	<b>Sampling:</b> Read/understand both the chapter and Appendix 14a	Individual Discussion: Apr 8



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<b>COURSE OUTLINE AND ASSIGNMENTS</b>			
<b>WK</b>	<b>Class/Activity</b>	<b>Subject</b>	<b>Assignments Due (due dates)  (Check the Canvas class for assignment requirements)</b>
12 9-15 Apr	<b>Module 4</b> Chapters 15-20	Describing Data, Exploring Data, Statistical Techniques	Individual Discussion: April 15
13 16-22 Apr	<b>Module 4</b> Chapters 15-20	Presenting Findings	Individual Discussion: April 22
14 23-29 Apr	<b>Module 4</b> <b>Test 2</b>	Test 2 Prep and Test	Test 2: Apr 29
15 30 Apr - 6 May	Projects	Team Project: Final Research Report	Team Report: May 6
16 7-11 May	<b>Test 3</b>	Test 3 Prep and Test	Test 3: May 9-10 Peer Evaluation: May 10



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### *University Resources, Procedures, and Guidelines*

**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. More information can be found at [Academic Integrity](#).

In this course, any evidence of cheating or collusion will result in a grade of zero (0) for each affected assignment or exam and each participating student will be reported to the Office of Student Conduct.

**Academic Accommodations:** 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



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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](#), 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](mailto: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.

**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/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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](mailto:bruce.bowles@tamuct.edu).

**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.



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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/].

### A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### Important University Dates:

#### January 2018

- **Tue, 2nd** | Priority Deadline for Admissions applications
- **Wed, 3rd** | Offices reopen after Winter Break
- **Fri, 5th** | VA Certification Request Priority Deadline
- **Thu, 11th** | Convocation
- **Fri, 12th** | Tuition and Fee payment deadline (16 week & 1st 8 week)
- **Mon, 15th** | Martin L. King Jr. Day
- **Tue, 16th** | ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
- **Tue, 16th** | Classes Begins
- **Thu, 18th** | ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
- **Tue, 23rd** | Last day to drop 1st 8-week classes with no record
- **Wed, 31st** | Last day to drop 16 week classes with no record

#### February 2018

- **Fri, 2nd** | Priority Deadline to Submit Graduation Application



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- **Fri, 9th** | Last day to drop a 1st 8-week class with a Q or withdraw with a W
- **Thu, 15th** | Last day to apply for Clinical Teaching
- **Fri, 23rd** | Student End of Course Survey Opens (1st 8-Week Classes)

### March 2018

- **Thu, 1st** | Deadline to submit application to Teacher Education Program
- **Thu, 2nd** | Deadline to Submit Graduation Application for Ceremony Participation
- **Fri, 9th** | 1st 8 week classes end
- **Fri, 9th** | Deadline for Admissions applications
- **Sun, 11th** | Student End of Course Survey Closes (1st 8-Week Classes)
- **Mon, 12th** | Spring Break Begins
- **Mon, 12th** | 1st 8-week grades from faculty due by 3pm
- **Thu, 15th** | Tuition and Fee Payment Deadline (2nd 8-week classes)
- **Fri, 16th** | Spring Break Ends
- **Mon, 19th** | 2nd 8 week begins
- **Mon, 19th** | Summer Advising Starts
- **Mon, 19th** | Class Schedule Published
- **Mon, 19th** | ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
- **Wed, 21st** | ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
- **Tue, 27th** | Last day to drop 2nd 8-week classes with no record
- **Fri, 30th** | Last day to drop a 16-week course with a Q or withdraw with a W

### April 2018

- **Sun, 1st** | GRE/GMAT scores due to Office of Graduate Studies
- **Mon, 2nd** | Scholarship Deadline
- **Mon, 2nd** | Registration begins
- **Thu, 5th** | Priority Deadline for International Student Admission Applications
- **Fri, 13th** | Last day to drop a 2nd 8-week class with a Q or withdraw with a W\*
- **Fri, 13th** | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- **Fri, 27th** | Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

### May 2018

- **7th-11th** | Finals Week
- **Fri, 11th** | Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
- **Fri, 11th** | Spring Term Ends
- **Fri, 11th** | Last day to withdraw from the university (16 week and 2nd 8 week classes)
- **Fri, 11th** | Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
- **Sat, 12th** | Commencement Ceremony Bell County Expo Center 7:00 p.m.
- **Sun, 13th** | Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
- **Mon, 14th** | Minimester begins
- **Tue, 15th** | Last Day to clear Thesis Office
- **Tue, 15th** | Final grades due from faculty by 3pm (16 week & 2nd 8 week)
- **Mon, 21st** | Priority Deadline for Admissions applications
- **Fri, 25th** | VA Certification Request Priority Deadline
- **Mon, 28th** | Memorial Day

### June 2018



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- **Fri, 1st** | Minimester ends
- **Fri, 1st** | Priority Deadline to Submit Graduation Application
- **Fri, 1st** | Tuition and Fee Payment Deadline (10-week, 8-week, 1st 5 week sessions)
- **Mon, 4th** | Class begins (1st 5 week, 10 week and 8 week)
- **Mon, 4th** | ADD/DROP/LATE REGISTRATION BEGINS (10-week, 8-week, & 1st 5-week sessions) (\$25 fee assessed for late registrants)
- **Thu, 7th** | Last day to drop 1st 5-week classes with no record
- **Mon, 11th** | Last day to drop 8-week classes with no record
- **Tue, 12th** | Last day to drop 10-week classes with no record
- **Fri, 22nd** | Last day to drop a 1st 5-week class with a Q or withdraw with a W
- **Fri, 22nd** | Student End of Course Survey Opens ( 1st 5-Week Classes)
- **Fri, 29th** | Deadline for Admissions applications
- **Fri, 29th** | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- **Fri, 29th** | Last day to drop a 8-week class with a Q or withdraw with a W

### July 2018

- **2nd-6th** | Finals Week First 5 week session
- **Mon, 2nd** | Deadline to submit application to Teacher Education Program
- **Wed, 4th** | Independence Day
- **Thu, 5th** | Last day to withdraw from the university (1st 5- weeks session students)
- **Fri, 6th** | 1st 5 week classes end
- **Fri, 6th** | Deadline to Submit Graduation Application for Ceremony Participation
- **Sun, 8th** | Student End of Course Survey Opens (1st 5-Week Classes)
- **Mon, 9th** | 2nd 5 week classes begin
- **Mon, 9th** | Grades due from faculty by 3pm (1st 5 week classes)
- **Mon, 9th** | ADD/DROP/LATE REGISTRATION (2nd 5-week sessions) (\$25 fee assessed for late registrants)
- **Thu, 12th** | Last day to drop 2nd 5-week classes with no record
- **Fri, 13th** | Student End of Course Survey Open ( 8-Week Classes)
- **Fri, 20th** | Last day to drop a 10-week class with a Q or withdraw with a W
- **23rd-27th** | Finals Week - Summer 8 week session
- **Fri, 27th** | Last day to drop a 2nd 5-week class with a Q or withdraw with a W
- **Fri, 27th** | Last day to withdraw from the University (8 weeks session students)
- **Fri, 27th** | 8 week classes end
- **Sun, 29th** | Student End of Course Survey Close (8-Week Classes)
- **Sun, 29th** | Student End of Course Survey Opens (10-Week and 2nd 5-Week Classes)
- **Mon, 30th** | Grades due from faculty by 3pm (8 week classes)

### August 2018

- **Wed, 1st** | GRE/GMAT scores due to Office of Graduate Studies
- **6th-10th** | Finals Week - 10 week and Second 5 week sessions
- **Fri, 10th** | Last day to file for Degree Conferral (Registrar's Office) (\$20 Late Application Fee applies)
- **Fri, 10th** | Last day to withdraw from the university (10-week & 2nd 5-week session students)
- **Fri, 10th** | 10 week and 2nd 5 week classes end
- **Fri, 10th** | Last day to apply for \$1000 Tuition Rebate for Summer graduation (5pm)
- **Sat, 11th** | Commencement (TBD)



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- **Sun, 12th** | Student End of Course Survey Close (10-Week and 2nd 5-Week Classes)
- **Tue, 14th** | Grades due from faculty by 3pm (10 week & 2nd 5 week classes)
- **Tue, 14th** | Last Day to clear Thesis Office