Texas A&M University – Central Texas
BUSI 5310 – Business Research Methods
Spring 2019

Wednesday 6:00 – 8:45 p.m. – Founder's Hall 307

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

Office: Founder's Hall 318
Department Phone: (254) 519 – 5437
Office Phone: (254) 519 – 5430
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: Canvas messages or shuqin.wei@tamuct.edu (**preferred**)

Office Hours: Tuesday & Thursday 11:00–12:45PM and 2:30–4:30PM; Wednesday 5:00–6:00PM; 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* (with **Connect/LearnSmart Access Code)**
ISBN: 9781259918933
Schindler, 13th Edition, 2019 copyright
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. A manufacturing company may wonder how consumers would

react to its recent sustainability initiatives. 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, collect relevant data, analyze and describe the data, and communicate your findings.

This is a "hands on" course. You will become familiar with a diverse set of **qualitative** (e.g., in-depth interview) and **quantitative** (e.g., survey) research methods. You will conduct research for real-world managerial problems using the **two-stage design** (exploratory research followed by either descriptive or causal research). Specifically, in teams, you will define management problems and form research questions in the area of your interest, conduct **exploratory research** to refine your research questions, and conduct **descriptive research** (create and administer an online survey) to collect data and investigate your refined questions.

In addition, you will practice qualitative research by conducting and analyzing an individual in-depth interview. Also, we will have in-class application activities throughout the semester for you to practice and understand various important concepts covered in the text. Furthermore, you will complete a 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 data that are appropriate for your research questions.

Be prepared that it is a rigorous course. Please carefully review the syllabus, 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 weekly homeworks and tests)
2. Explain the basic processes for conducting business research that generates useful information when making managerial decisions.
   - (Week 3 & 11; assessed by weekly homeworks, 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 weekly homeworks, 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 weekly homeworks, tests, and case analysis)
5. Apply research frameworks and execute correct methods of data collection.
   - (Week 6-10; assessed by weekly homeworks, tests, individual in-depth interview, and team research project's survey questionnaire design)
6. Conduct appropriate analysis on the data.
   - (Week 10 & 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 16-17; 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 weekly homeworks, 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:
- Develop critical thinking/problem solving skills.
- Improve written and oral communication skills.
- Build teamwork and interpersonal skills.
- Build business professionalism.
- Develop capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

COURSE PREREQUISITES:

A basic understanding of business statistics is needed to succeed in this course and should have been a prerequisite to registration. (BUSI 5300 or approved leveling in statistics.)

CLASS FORMAT:

This course is 100% face-to-face with using Canvas to support and facilitate your learning process. The classroom sessions are a combination of lectures, discussion, and experiential learning. To facilitate the effective utilization of the lecture time and the time of your classmates, you are required to read the chapters *before* they will be covered in class. Sometimes you may not fully understand the concepts explained in the text, but nevertheless you are expected to read before you attend the class. This course is demanding as it involves many concepts that may be entirely new to you. Therefore, it is imperative that you stay on top of the chapters and attend every class fully prepared!

STUDENT-INSTRUCTOR INTERACTION:

I am very approachable so please do not hesitate to contact me when you have questions. 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 hours unless emergency occurs). Emailing is the best way to reach 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 REQUIRMENTS AND GRADING:

The course grade is based on a combination of the team research project, individual in-depth interview, case analysis, three tests, and the student's attendance and participation and performance in the in-class application activities.

Grades will be determined based on the following criteria:

Grading		
Requirements	**% of Grade**	**Points**
Team Research Project	35%	350
Individual In-depth Interview	8%	80
Case Analysis	8%	80
Tests	30%	300
Attendance, Participation, & In-Class Applications	11%	110
Connect/LearnSmart Assignments	8%	80
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.

> 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 2-3 members. You will introduce yourself and your broad research interests in class. Teams will be formed based on similar research interests. Depending on your degree/major, your research topics vary (see below).

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MS One Planet Leadership Majors:

Each team will pick a topic of interest to research on. The only topic requirement is that the issues (either problems or opportunities) you are trying to solve must be related to sustainability. You can focus on a company's, a city's, or an industry's sustainability initiatives. A list of areas of sustainability initiatives includes but is not limited to the following:

- Community support (e.g., support of arts and health programs, educational and housing initiatives for the economically disadvantaged; generous/innovative giving);
- Employee support (e.g., concern for safety, job security, profit sharing, employee involvement);
- Environment (e.g., environment-friendly products, hazardous-waste management, population control, recycling, reducing carbon footprint, making the business water-neutral, achieving zero waste to landfill);
- Product (e.g., product safety, research and development/innovation)

You can choose a company/city/industry you currently work for or have experience with. Alternatively, you can choose a well-known company/city/industry that you may or may not have direct contact with.

Some examples of research topics:
- At the company's level:
  - How would Company X's brand image improve after its recent sustainability initiatives?
  - How can Company X increase employee commitment to its recent sustainability initiatives?
- At the city's level:
  - Why City X's recycling program is not well utilized by residents?
- At the industry's level:
  - Once an organization within the mutual fund industry engage in wrongdoing, will other firms in the same industry get the negative spillover?

<mark>MBA and Other Majors:</mark>

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 auto shop's business, you may be interested in studying customer satisfaction for patrons there. If you have noticed some issues your community is facing, you may be interested in studying ways to help improve your community. (*Note, I encourage you to study the sustainability issues if the examples listed above excite you.*)

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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 and an oral presentation. You are responsible for finding the appropriate survey respondents for data collection. 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.

For your oral presentation, you will be evaluated on clarity of your presentation, organization and use of time, quality of visual aids, if you maintained audience interest, and the professionalism of presenters. Business attire is required so be prepared to look sharp!

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. 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 (**80 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 (**80 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.

No late assignments will be accepted, unless you have a **documented**, university-approved reason (see my late work policy). This means, documentation (e.g., doctor's notes) must be provided; merely informing me of the reason is not sufficient.

Tests:

There are three non-cumulative tests (**300 points in total**) throughout the course. The tests evaluate your understanding of the concepts discussed in the textbook. I strongly encourage you study in groups for any text-related content.

Tests must be taken during their scheduled class 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 class session that will be missed, except for medical emergencies (however, note that medical emergencies still require documentation.)

Connect/LearnSmart Assignments:

A LearnSmart study module has been assigned for each chapter. There are 10 LearnSmart assignments that graded (**8 points each; 80 points in total**). To receive credits, each of these

assignments will be completed through Canvas by the date stipulated on the course schedule (available at the end of the syllabus). (Note: Connect/LearnSmart is built into the Canvas site for your convenience.)

NOTE: You are required to purchase an access code for Connect/LearnSmart. It may be purchased together with your textbook or separately. LearnSmart is an adaptive learning technology that can help you assess your progress in mastering the basic principles and concepts. It allows you to pinpoint your knowledge gaps and provides practice questions based on the learning objectives from each chapter.

Attendance, Participation, and In-Class Applications:

Attendance, participation, and in-class application activities are worth a total of **110 points**. Class attendance is a necessary, especially given the rigor of this course. However, attendance is **not** sufficient for good participation. You are expected to be active contributors to the classroom experience. (Merely showing up for work, but not contributing anything to the organization, generally would not be considered acceptable behavior in the real workplace.)

In addition to arriving on time for every class, you should plan to be prepared for class by reading all assigned chapters and materials in advance and to contribute to in-class discussions and ask questions when concepts are not clearly understood. Throughout the semester, we will be doing a number of in-class activities involving the application of important concepts, and you should fully engage in those activities. By missing a class session, you are at risk of missing a class activity. **No "make-ups" of missed class activities will be allowed.**

Finally, the participation grade will be affected by the student's **professionalism** in and out of class including working appropriately with other team members, department staff, and the professor. (See next section on Classroom Policies to understand what professionalism refers to.)

CLASSROOM POLICIES:

I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including email (see *Email Etiquette*), and your behavior; be on time; and be prepared.

Prior to Class:

The format of this class necessitates participation and preparedness on the part of the student. You *must* read all materials before the class to which they are assigned.

During Class:

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. You can't decide you're just "not interested" in going to work today. You have to arrange in advance for time off for valid reasons (such as attending a relevant business conference) or let your manager know if you are too ill to be in the office. You would never schedule vacation during a critical work project – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- If you needed to miss a business meeting, you would inform your manager in a courteous manner and make arrangements with a colleague to fill you in on what you missed.
- You would never ask your manager if "anything important" were likely to happen at the meeting you are not attending. To do so implies that you believe meetings with your manager and colleagues are generally unimportant.
- You would never show up to a meeting empty handed, without bring any materials you might need – including the means to take notes (pen and paper or laptop), as well as any materials that were distributed in advance by your manager that will be referred to during that meeting.
- You would avoid being late, walking out in the middle of the meeting for any reason, or leaving early.
- You would silence your cell-phone to avoid disturbing the meeting and would never take a call during a meeting.
- You would not use your cell phone to text or Facebook during the meeting. You would not surf the internet or read/send email on your laptop during the meeting. You would not read a newspaper or work on tasks unrelated to the meeting. Doing any of these is rude, disruptive, and unprofessional.
- You would avoid whispering and laughing with the person sitting next to you. You would listen attentively, take notes, and manage your face and posture to convey interest and competence.
- You would avoid interrupting people or being rude in any way.
- You would wait until after the meeting to discuss special accommodations for your personal situation.

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Why should you avoid these behaviors?
Because doing any of these things reflects badly on you!

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Deviations from student expectations will affect your class participation grade. If it appears to me that you are particularly unprepared for class or are failing to meet the basic requirements of course etiquette, I reserve the right to ask you to leave the room. Continued enrollment in this course indicates agreement with these policies.

EMAIL ETIQUETTE:

Communication via email is the norm in today's business world. A poorly written email that students sent to a potential employer will cost them the job! Thus, it is important that students learn how to write emails in a professional manner while they are in college.

When communicating with me 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, **(4)** add a signature, including your name and contact information, **(5)** add an email title that is brief but informative, and **(6)** proofread all the emails before clicking "send."

These standards also apply to Canvas Messages.

PREFERRED EMAIL CORRESPONDENCE

To: shuqin.wei@tamuct.edu
Cc:
Subject: BUSI 5310-Golf Tournament, Absence Request Reminder

Dear Dr. Wei,

(All emails to me must be professional). You should always address the person by name with a salutation preceding the name (e.g., Dear Dr. Wei or Good Day Dr. Wei). These are simple courtesies that every business professional must be familiar with in order to retain likeability. "Likeability is an important component for relationship development. Likability creates an emotional connection between people and is the foundation from which trust and economic ties may develop" (Nowlin, Anaza, & Schetzsle, forthcoming).

Body of the email must be succinct and to the point.

It is preferred to close with a pleasantry (Sincerely, Thanks, Regards, All the Best)

Sincerely,

John Jones

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 <u>not</u> 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.

COPYRIGHT NOTICE:

OTHER IMPORTANT INFORMATION:

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/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

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

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 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [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.

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].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic 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.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion at (254) 519-5797. 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) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important Information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf)online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

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 WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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 [http://tamuct.libguides.com/index].

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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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].

BUSINESS RESEARCH METHODS
CLASS SCHEDULE SPRING 2019
(This schedule is subject to changes and corrections.)

Week/Date	Topics	Chapters/Tests/Deadlines
Week 1		
W – 1/16	Syllabus, Introduction; Research Foundations & Fundamentals (Course Objective 1)	Chapter 1; Introduction Activity – Form Research Groups; Register for Connect/LearnSmart access
Week 2		
W – 1/23	Research Foundations & Fundamentals (Course Objective 1)	Chapter 1; In-Class Application: "*Basics of Research*"; Connect/LearnSmart 1 Due **1/27** Midnight
Week 3		
W – 1/30	Research Process (Course Objective 2)	Chapter 2; Team Project: Group Contract with Proposed Research Topic Due **1/30 (Wednesday)** Midnight via Canvas' **Assignments** (you must complete this by the deadline to get your topic approved); Connect/LearnSmart 2 Due **2/3** Midnight
Week 4		
W – 2/6	Stage 1: Clarify Research Questions (Course Objective 3)	Chapter 3; In-Class Application Activity: *"Key Words and Search"*); Connect/LearnSmart 3 Due **2/10** Midnight
Week 5		
W – 2/13	Stage 2: Research Design; Research Ethics (Course Objective 4 & 8)	Chapter 4; Team Project: Research Proposal Due **2/17 (Sunday)** Midnight via Canvas' **Assignments;** Connect/LearnSmart 4 Due **2/17** Midnight
Week 6		

W – 2/20	Qualitative Research Techniques (Course Objective 5)	Chapter 6; In-Class Application Activity: "*Critique of Qualitative Techniques;*" Ethics Training Completed by **2/24 (Sunday)** Midnight; Qualtrics Accounts Set Up by **2/24 (Sunday)** Midnight; Connect/LearnSmart 6 Due **2/24** Midnight
Week 7		
W – 2/27	Observation Research (Course Objective 5)	Chapter 7; In-Class Application Activity: "*How to Observe Human Behavior;*" **Test 1 (Chapters 1, 2, 3, 4);** Connect/LearnSmart 7 Due **3/3** Midnight
Week 8		
W – 3/6	Survey Research & Measurement Theories (Course Objective 5)	Chapters 9 & 10. In-Class Application Activity: "*Identifying Level of Measurement*"; Connect/LearnSmart 9 & 10 Due **3/10** Midnight
Week 9		
W – 3/13	Spring Break – No Class! Please have a great break and come back recharged! ☺	
Week 10		

W – 3/20	Measurement Instruments & Qualtrics (Course Objective 5)	Chapter 11 & 12; In-Class Application Activity: *"Questionnaire Wording and Order;"* Connect/LearnSmart 11 & 12 Due **3/24** Midnight; Individual In-depth Interview Due **3/24 (Sunday)** Midnight via Canvas' **Assignments**
Week 11		
W – 3/27	Qualtrics: Online Questionnaire Design (Course Objective 5)	Team Project: Survey Due **3/29 (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 before launching)
Week 12		
W – 4/3	Sampling Design (Course Objective 2)	Chapter 5; Team Project: Survey Should be Revised and Launched via Qualtrics by No Later Than **4/3 (Wednesday)** Midnight to Ensure Enough Time for Data Collection; In-Class Application Activity: "*Identifying Sampling Techniques"*
Week 13		
W – 4/10	Survey Data Analysis (Course Objective 6)	**Test 2 (Chapters 6, 7, 9, 10)**
Week 14		
W – 4/17	Survey Data Analysis (Course Objective 6)	Survey Data Collected **No Later Than 4/17;** Case Analysis Due **4/21 (Sunday)** Midnight via Canvas' **Assignments**
Week 15		

W – 4/24	Survey Data Analysis (Course Objective 6)	
Week 16		
W – 5/1	Team Project Q&A (Course Objective 7)	**Test 3 (Chapters 11, 12, 5)**
Week 17		
W – 5/8	Final Reports and Presentations (Course Objective 7)	Business Attires! Look Sharp! ☺ Team Project: Written Report, Presentation Slides, and Peer Evaluation Due **5/9 (Thursday)** Midnight via Canvas' **Assignments.**