



BUSI 5310-120 Business Research Methods (CRN 10245)

Spring 2019
Online Section
January 14 – May 10, 2019

Instructor: Dr. Rick Simmons

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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 Research Methods introduces students to the nature, scope, and significance of research and research methodologies. Additionally, the course studies primary and secondary research methods with applications to specific problems, using qualitative and quantitative designs for individual investigation on current problems within a student's area of interest. Students will complete a team based research project based on a business topic of interest, using the course's textbooks and selected scholarly and peer reviewed sources as well as conduct of an individual "in-depth" interview, and conduct an individual analysis of a given case. Each chapter will have an associated Connect assignment (individual assignment, as well as discussions throughout the semester for you to practice and understand various important concepts covered in the text. The case analysis will involve critical reviews of research done by a real company. That is, you will evaluate their research questions, process, methods, and instruments and complete their findings to determine the answer to a management question.

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

Course Objectives

While working as a team member, the student will be able to select a research topic, conduct initial research



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to develop appropriate problem statements, research questions, and hypotheses so that an appropriate research method can be selected. The student will also be able to develop a literature review and a research methodology based on the selected topic and conduct appropriate data collection, analysis, and discussion. Additionally, students will use specified manuscript requirements in preparing scholarly research documents. Students will demonstrate mastery by achieving at least 80% on each assignment.

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.

Student Learning Outcomes (SLOs)

1. Demonstrate proficiency in conducting a literature search, defining or refining a management dilemma and management question, research questions, and/or hypotheses, and developing conceptual models by achieving 80% on associated assignments, discussion questions, and responses to student posts (Schindler's Chapters 1-3; APA Publication Manual Chapters 1-4, 6, 7).
2. Demonstrate proficiency in developing survey designs by achieving 80% on associated assignments, discussion questions, and responses to student posts (Schindler's Chapters 4, 5, 9 - 12; APA Publication Manual Chapters 1-4, 6, 7).
3. Demonstrate proficiency in developing a research methodology, and collecting preparing, and examining data for qualitative or quantitative designs, using appropriate statistical methods for data analysis, by achieving 80% on associated assignments, discussion questions, and responses to student posts (Schindler's Chapters 4-15; APA Publication Manual Chapters 1-7).
4. Demonstrate proficiency in reporting scholarly research, using appropriate manuscript writing procedures and considering ethical issues, by achieving 80% overall on the individual proposal grading rubric (Schindler's Chapter 16; APA Publication Manual Chapters 1-7).

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, and complete the associated Connect assignments. Additionally complete all other assignments, meeting all requirements stated therein. 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.

Module Goals

Module 1 (Foundations of Business Research) (SLO 1, Chapter's 1 - 3): Demonstrate understanding of business research foundations with a minimum of 80% mastery by: identifying, describing, and applying research fundamentals, research process, and the research question hierarchy.

Module 2 (Business Research Design) (SLO 2, Chapter's 4 - 9): Demonstrate understanding of business



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research design with a minimum of 80% mastery by: identifying, describing, and applying skills in designing samples and in designing methods of qualitative and quantitative data collection.

Module 3 (Measurement, Collecting, Preparing, and Examining Data) (SLO 2, SLO 3, Chapter's 10 - 13):

Demonstrate understanding of measurement, collecting, preparing and examining data with a minimum of 80% mastery by: identifying and describing measurement foundations, developing measurement questions and measurement instruments, and in collecting and preparing data for analysis.

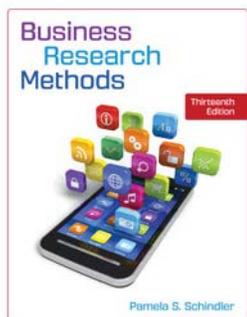
Module 4 (Analyzing and Interpreting Data and Reporting Results) (SLO 3, SLO 4, Chapter's 14 – 16):

Demonstrate understanding of the analysis and interpretation of data, then reporting the results with a minimum of 80% mastery by: identifying and describing statistical methods and by applying these methods through the interpretation and reporting of the results in cases and in team and individual research projects.

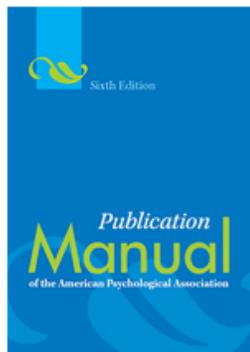
Required Textbooks and Software

1. Schindler, P. S. (2019). *Business research methods* (13th ed.). New York, NY: McGraw-Hill Irwin. (ISBN: 9781260672145) (Loose-leaf with Connect Access Card).

If you desire only the e-book (with Connect access), you may purchase it from the bookstore using ISBN: 9781260210040.



2. American Psychological Association. (2010). *Publication manual of American Psychological Association* (6th Ed.). Washington, D.C.: Author. ISBN-13: 978-1-4338-0561-5.





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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):
 - 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.
 - There is an assignment due date for Qualtrics. However, do not wait for the due date; **access as soon as you can** and become familiar with the program.

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 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., Connect links, videos, PPT slides, Word files, and PDF files. Contact me immediately if you have difficulty viewing any of the course material.

NOTE 1: *This is **not** a Weekend Only Course! You will need to study and work throughout each week. Additionally, assignment due dates are scheduled on various dates depending on holidays and events; do not begin the assignment on the due date. You should complete all readings, presentations, and notes, before completing 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!!*

NOTE 2: *You will be working in teams and will be afforded “team break-out rooms” to conduct all team business. As such, you cannot expect to complete your team requirements by starting the assignment on the weekend of the due date. You/your teams will have to plan your team time accordingly throughout the week(s) previous to the due date.*

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>].



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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

Phone: (254) 519-5466

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

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

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

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 and post that recorded answer in a designated discussion thread.

Lectures: There are no formal lectures in this course. You are expected to read and understand concepts and theories given in each assigned chapter within the assigned week (the Connect assignments will assist you with this requirement).

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.

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. Written assignments must be completed in MS Word and must be formatted according to APA formatting method.

APA Review:

Complete the graded assignment in Canvas. You will have two attempts to achieve your highest score. This



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assignment is not timed and you are required to use the APA manual to assist you in answering the questions.

Connect Chapter Assignments:

For specified assigned chapters you will complete the associated Connect individual assignment. Ensure you have thoroughly read and understood the chapter before attempting the Connect assignment. You will not have a Connect assignment for every chapter, but for those requiring complete understanding, and in support of the research you will be conducting throughout the course. Connect assignment chapters: Chapters 1, 3, 5 – 12, 14, and 15.

Team Participation:

You all will be required to work in teams and will be required to work in the provided “team break-out rooms” in our Canvas classroom. Working through text messages or any other outside “group meeting” is not authorized. Additionally, you are not authorized to meet face-to-face (F2F). You will be able to upload files accessible by each team member. You will need to practice good version control. I recommend developing version numbers and date as part of the file name: i.e. ***Team Essay v1 (01-03-19).docx*** for the first version of the team essay file.

Class members will self-select into the team of their choice. There will be a limit on the number of students (3-4 depending on the class size). If a team of your choice is full, you must choose another team. In Canvas, select People and then Project Teams. The first person in a team will automatically be assigned as the team lead for the initial assignment. As the term progresses the team lead will change to each of the team members.

Your first assignment, as a team will be to develop a team charter and then a team schedule for each team assignment (team discussion questions and team research project), as listed in the Assignments section in the Canvas classroom. This schedule will include the name of the assignment, the team lead for the assignment (you must rotate leads for each assignment), due dates for the following: 1st Review, 2nd Review, and Final Review. The final review is the **only** review that may be scheduled on the assignment due date.

All assignments must have a separate and clearly identifiable discussion thread in the team break-out room. Additionally, each review in each assignment discussion thread must also be clearly identifiable.

Each team members’ participation will be individually and subjectively graded based the number of substantive team posts, in the appropriate discussion thread in the team break-out room, and based on the given Learning Team (LT) Evaluations. See the grading rubric in the Team Participation assignment.

Learning Team (LT) Evaluations:

After the completion of each team assignment, each member will individually complete a LT Evaluation.



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These evaluations will be used to subjectively judge how well team members performed/participated for the given assignment. Please be thoughtful in your evaluations and provide a truthful assessment of each team member. Do not score team members based on your emotions of a particular person at a particular time. Score team members based on their actual contribution to the particular assignment.

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 on Canvas.

NOTE: Team research assignments are interrelated and each assignment helps build a complete research process that is usually used in the business environment. 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 **at least two team members to proceed**. You must introduce yourself and your broad research interests **during the first week** (Meet and Greet) on Canvas' Discussion Forum.

Each team will pick a "sustainability" topic of interest to research. 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 the impact of using environmentally safe materials or the level of satisfaction of customers with the environmentally safe materials! Note that your research topics must be approved by me before you can move on.

Sustainability Context

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

You can choose a company/city/industry you currently work for or have experience with that is involved with an issue related to sustainability. Alternatively, you can choose a local company/city/industry that you may



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or may not have direct contact with.

For sustainability organizations to study check out:

Change the world Companies – Fortune Magazine (all links are the same topic)

- <http://fortune.com/video/2017/09/07/change-the-world/>
- <http://fortune.com/2017/09/07/change-the-world-money/>
- <http://fortune.com/change-the-world/>
- <http://fortune.com/2017/09/07/change-the-world-money/>

Small Businesses with a Sustainability Focus

- <http://brandmakernews.com/business-brand/entrepreneur/5746/10-sustainable-small-businesses-to-watch.html>
- <https://www.rubiconglobal.com/blog-50-sustainable-small-businesses/>
- <https://www.forbes.com/sites/susanadams/2014/04/22/11-companies-considered-best-for-the-environment/#8cad5d812ae9>

Triple Bottom Line Organizations

- <https://earth911.com/business-policy/triple-bottom-line-7-companies/>
- <http://inspiredeconomist.com/2016/03/14/10-triple-bottom-line-businesses/>
- <https://consciouscompanymedia.com/sustainable-business/the-worlds-top-25-for-benefit-companies/>
- <https://consciouscompanymedia.com/sustainable-business/southwest-is-still-americas-greatest-airline/>

Conscious capitalism Organizations

- <https://www.consciouscapitalism.org/heroes>
- <https://www.fool.com/investing/2017/11/19/conscious-capitalism-stocks-companies-that-have-su.aspx>

2018 Sustainable Champion Award Organizations

- <https://sustainableconnections.org/2018-sustainability-champion-awards/>

Example sustainability organization cases

- <http://www.apta.com/resources/hottopics/sustainability/Documents/Leadership-APTA-Leading-Sustainability-Initiatives-Through-Your-Organization.pdf>

Once a broad research area is picked, each team will identify the management dilemma, management question, and constructs and concepts. Then each team will develop their research questions based on the constructs and concepts. Each team will conduct literature search to refine the research questions. Then, based on the refined research questions, create a survey questionnaire (this means your method will use the requirements for a survey research methodology) with which each team will actually collect data. Finally, the



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data will be analyzed and reported in a written report. Each team is responsible for collecting their data so plan ahead and contact potential respondents early! Falsifying data by filling out the questionnaire yourself will **NOT** be tolerated and will cause serious consequences (i.e., the team 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. You shall not use the “analyzed data” in Qualtrics. You will download your raw data from Qualtrics, into an Excel spreadsheet, and analyze your raw data as per your established methodology for statistical analysis.

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 (As per APA).

Individual In-depth Interview:

Depth interviews are a commonly used qualitative research technique in the business environment. 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 business environment and then critically review the company’s research practice. You will answer a set of questions related to the case, where your responses will be answered in an essay, correctly formatted using APA. Additionally, the essay must be grammatically correct, organized, succinct, and clear. Formal language must be used. Appropriate (APA format) citations are required.

Detailed instructions and materials for the case assignment will be provided 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.

Discussion Questions (DQs):

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



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them in other assignments. *You are required to read the textbook carefully and thoroughly.* Additionally you will have completed Connect assignments covering the information. However, to ensure your mastery of the topics you will be provided additional “opportunities” to study and discuss.

As per the course schedule, all team members will provide a response to the DQs. You will have access to the DQs within 2 weeks of the due date; where each team will select one member to post the team response in the established class discussion thread. Once all have been posted, all class members will discuss the responses (generally the following week). You are to look at the differences and similarities between the responses, and if needed bring in added research (from outside the textbook....from either ProQuest or EBSCO databases in the digital library). DQs will be graded separately but are worth a total of 140 points. Once each DQ has been completed, each team member must then complete a peer review (Learning Team Evaluation) for each team member, including themselves (the Learning Team Evaluation is an individual requirement).

Each class member will be required to individually respond to at least two other members (not your team) for an individual participation grade. Your responses must be substantive, between 75 and 150 words. Participation will be graded as 5 points per substantive response (10 points per DQ discussion session) for a total of 80 points.

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 **communications to me, and most importantly, communications to your class and team members.** (see *Netiquette* and *Email Etiquette*), and your behavior; be on time in submitting your work and be prepared.

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave ***professionally and courteously*** toward another student and the professor, and respect the rights of others at all times. Failure to do so will be cause to report the offending student(s) to Academic Affairs.

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,



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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. 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).

Netiquette

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

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.
- Popular emoticons such as 😊 can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.
- You do not make fun of another student’s ability to read or write.
- You should be open-minded and listening to others’ opinions.
- You do not ever use Internet slangs like “LOL,” “Q4U,” and “C U” in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the “send” button to make sure your spelling and grammar is correct.



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- 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 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%	1615.5-1795
B	80-89.99%	1436-1615
C	70-79.99%	1256.5-1436
D	60-69.99%	1077-1256
F	59.99 % & below	0-1077

Final grades will be calculated as follows:

Assessment	Points	Percentage
Meet and Greet	20	1%
APA Review	60	3%
Connect Assignments (12@25 pts. each)	300	17%
NIH Ethics Training	30	2%
Discussion Questions	140	8%
Participation (10 pts per DQ)	80	4%
Team Schedule	200	11%
Team Participation (Individual) (Rubric)	350	19%
Team Research Project (All parts)	350	19%
Individual In-depth Interview	100	6%



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Case Analysis	100	6%
Learning Team (LT) Evaluations (13@ 5 pts each)	65	4%
TOTAL	1795	100%

Course Schedule

COURSE OUTLINE AND ASSIGNMENTS			
WK	Class/Activity	Subject	Assignments <u>Due (due dates)</u> (Check the Canvas class for assignment requirements)
1 14-20 Jan	Course Syllabus/Intro to Textbook	Introduction to the Canvas Classroom, Syllabus, and Begin reading Schindler and the APA manual	You need to familiarize yourself with the online classroom, begin reading the textbook, read/understand the course syllabus, and Meet and Greet . Jan 20
2 21-27 Jan (MLK: 21)	Module 1 Chapters 1 - 3	Foundations of Business Research, team setup and team contract.	APA Review Assignment: Jan 27 Connect Assignments: Chs 1 and 3: Jan 27
3 28 Jan – 3 Feb	Module 2 Chapter 4	Business Research Design: Overview of research design, Interview topic, Team Project Topic	Interview Guide: Feb 3 Team Charter/Team Schedule: Feb 3 LT Evaluation 1: Team Charter/Team Schedule Feb 3
4 4-10 Feb	Module 2 Chapter 5	Business Research Design: Sampling Design/Sample Size, Team DQ	Team Project Proposed Topic: Feb 10 LT Evaluation 2: Team Project Proposed Topic: Feb 10 Team DQ1: Feb 10 LT Evaluation 3: Team DQ1: Feb 10 Connect Assignment: Ch 5: Feb 10
5 11-17 Feb	Module 2 Chapter 6	Business Research Design: Data collection design: qualitative research, Team Project Proposal, DQ participation	Team Project: Research Proposal Due: Feb 17 LT Evaluation 4: Team Project: Research Proposal: Feb 17 NIH Ethics Training: Feb 17 Connect Assignment: Ch 6: Feb 17 DQ 1 Participation: Feb 15
6 18 – 24 Feb	Module 2 Chapter 7	Business Research Design: Data collection design: observation research, Qualtrics Account	Qualtrics Account Set Up: Feb 24 Connect Assignment: Ch 7: Feb 24
7 25 Feb – 3 Mar	Module 2 Chapter 8	Business Research Design: Data collection design: experiments, Team DQ	Team DQ2: Mar 3 LT Evaluation 5: Team DQ2: Mar 3 Connect Assignment: Ch 8: Mar 3
8 4-10 Mar	Module 2 Chapter 9	Business Research Design: Data collection design: survey research, Team DQ, DQ participation	Team DQ3: Mar 10 LT Evaluation 6: Team DQ2: Mar 10 DQ 2 Participation: Mar 8



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COURSE OUTLINE AND ASSIGNMENTS			
WK	Class/Activity	Subject	Assignments <u>Due (due dates)</u> (Check the Canvas class for assignment requirements)
			Connect Assignment: Ch 9 Mar 10 Interview Final Report: Mar 10
Spring Break (11-15 March 2019)			
9 18-24 Mar	Module 3 Chapter 10	Measurement, Collecting, Preparing, and Examining Data: Team DQ, DQ Participation, Team Project: Survey	Team DQ4: Mar 24 LT Evaluation 7: Team DQ4: Mar 24 DQ 3 Participation: Mar 22 Connect Assignment: Ch10: Mar 24 Team Project: Survey: Mar 24 LT Evaluation 8: Team Project Survey: Mar 24
10 25-31 Mar	Cases Analysis	Case Analysis: The Springfield Nor'easters: Maximizing Revenues in the Minor Leagues	Case Analysis: Mar 31
11 1-7 Apr	Module 3 Chapter 11	Measurement, Collecting, Preparing, and Examining Data: Measurement questions, Team DQ, DQ Participation	Team DQ5: Apr 7 LT Evaluation 9: Team DQ5: Apr 7 DQ 4 Participation: Apr 5 Connect Assignment: Ch11: Apr 7
12 8-14 Apr	Module 3 Chapter 12	Measurement, Collecting, Preparing, and Examining Data: Measure instruments, Team DQ, DQ Participation	Team DQ6: Apr 14 LT Evaluation 10: Team DQ6: Apr 14 DQ 5 Participation: Apr 12 Connect Assignment: Ch12: Apr 14
13 15-21 Apr Easter: 21	Module 3 Chapter 13	Measurement, Collecting, Preparing, and Examining Data: Collect, prepare, and examine data	DQ 6 Participation: Apr 19
14 22-28 Apr	Module 4 Chapter 14-15	Analyzing and Interpreting Data and Reporting Results: Hypothesis testing, measures of association, Team DQ, DQ participation	Team DQ7: Apr 28 LT Evaluation 11: Team DQ7: Apr 28 Connect Assignment: Ch 14: Apr 28
15 29 Apr – 5 May	Module 4 Chapter 15-16 Projects	Analyzing and Interpreting Data and Reporting Results: Measures of Association and research reports, Team DQ, DQ participation,	Team DQ8: May 5 LT Evaluation 12: Team DQ8: May 5 DQ 7 Participation: May 3 Connect Assignment: Ch 15: May 5
16 6-10 May	Module 4 Chapter 16	Analyzing and Interpreting Data and Reporting Results: Research reports, Team Project: Final Research Report, DQ participation, peer evaluation	Team Report: May 7 LT Evaluation 13: Team Report: May 7 DQ 8 Participation: May 9 Peer Evaluation: May 9



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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 imdavis@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 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.

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:

SPRING 2019

January 11, 2019	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.
January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21,	Martin L. King Jr. Day (<i>University Closed</i>)



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2019	
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class (<i>University Open</i>)
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019	Spring Break – No Class (<i>University Open</i>)
March 14, 2019	Spring Break – No Class (<i>University Open</i>)
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class (<i>University Open</i>)
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)



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April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester

SUMMER 2019

July 5, 2018	Deadline for Tuition and Fee Payments (Second 5-Week Classes)
September 12, 2018	Summer Semester Admissions Application Opens
March 18, 2019	Advising Begins for Summer Semester
March 18, 2019	Class Schedule Published For Summer Semester
April 1, 2019	Deadline for Scholarship Applications for the Summer Semester
April 4, 2019	Priority Deadline for International Student Summer Admission Applications
April 22, 2019	Priority Deadline for VA Certification Request
May 13, 2019	Classes Begin for Minimester
May 20, 2019	Priority Deadline for Summer Admissions Applications
May 27, 2019	Memorial (<i>University Closed</i>)
May 31, 2019	Deadline for Tuition and Fee Payments (10-, 8-, and First 5-Week Classes)



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May 31, 2019	Minimester ends
June 3, 2019	Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. \$25 fee assessed for late registrants.
June 3, 2019	Classes Begin for First 5-, 10-, and 8-Week Session
June 6, 2019	Deadline to Drop First 5-Week Classes with No Record
June 10, 2019	Deadline to Drop 8-Week Classes with No Record
June 18, 2019	Deadline to Drop 10-Week Classes with No Record
June 21, 2019	Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)
June 21, 2019	Student End of Course Survey Opens (First 5-Week Classes)
July 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
July 4, 2019	Independence Day (<i>University Closed</i>)
July 5, 2019	Classes End for First 5-Week Session
July 5, 2019	Deadline for Graduation Application for Summer Ceremony Participation
July 5, 2019	Deadline to Withdraw from the University for First 5-Week Classes
July 8, 2019	Add, Drop, and Late Registration Begins for Second 5-Week Classes. \$25 fee assessed for late registrants.
July 8, 2019	Classes Begin Second 5-Week Session
July 8, 2019	Student End of Course Survey Opens (First 5-Week Classes)
July 9, 2019	Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)
July 11, 2019	Deadline to Drop Second 5-Week Classes with No Record
July 12, 2019	Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)
July 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Summer Semester
July 12, 2019	Student End of Course Survey Opens (8-Week Classes)
July 19, 2019	Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)
July 26, 2019	Classes End for 8-Week Session
July 26, 2019	Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)



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July 26, 2019	Deadline to Withdraw from the University for 8 -Week Classes
July 26, 2019	Student End of Course Survey Opens (10- and Second 5-Week Classes)
July 29, 2019	Student End of Course Survey Closes (8-Week Classes)
July 30, 2019	Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)
August 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
August 9, 2019	Classes End for 10- and Second 5-Week Sessions
August 9, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Summer Graduation (5pm)
August 9, 2019	Deadline for Summer Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
August 9, 2019	Deadline to Withdraw from the University for 10- and Second 5-Week Classes
August 10, 2019	Commencement Ceremony Bell County Expo Center (TBD)
August 12, 2019	Student End of Course Survey Closes (10- and Second 5-Week Classes)
August 13, 2019	Deadline for Faculty Submission of 10-Week and Second 5-Week Final Class Grades (due by 3pm)
August 13, 2019	Deadline for Theses to Clear Thesis Office for Summer Semester