



***Spring Term 2021***  
***Online Section***  
***January 19 – May 14, 2021***

Instructor: Dr. Rick Simmons

Department Phone: 254-501-5944

Email: [simmrick@tamuct.edu](mailto:simmrick@tamuct.edu) (please use the course messaging system to send messages about the class).

**Office:** FH 217B

**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.

**Course Modality:** This course uses a completely asynchronous online modality (see course requirements for more information for this modality).

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

### ***WARRIOR SHIELD***

#### **Emergency Warning System for Texas A&M University-Central Texas**

Warrior Shield 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 Warrior Shield through their myCT email account.

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

### ***COVID-19 SAFETY MEASURES***

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other

shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

## ***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 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***

The student will select a research topic, conduct initial research to develop appropriate problem statements, research questions, and hypotheses so that appropriate qualitative and quantitative research methods 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.

## ***Student Learning Outcomes (SLOs)***

1. Demonstrate proficiency in defining or refining a management dilemma, management question, or opportunity, research questions (RQs), investigative questions (IQs) and/or hypotheses, by achieving 80% on associated assignments, Assignment 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 and survey items (SIs) by achieving 80% on associated assignments, Assignment 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 and quantitative designs, using appropriate statistical methods for data analysis, by achieving 80% on associated assignments, Assignment 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.

### ***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 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.

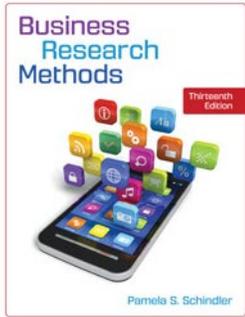
See Appendix A for a more thorough examination of the course objectives, SLOs, and module goals with respect to the course assignments and materials needed to complete those assignments.

### ***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.

McGraw-Hill Connect Accessibility statement can be found at: [Accessible Learning](https://www.mheducation.com/about/accessibility.html), URL: <https://www.mheducation.com/about/accessibility.html>



2. American Psychological Association. (2020). Publication manual of American Psychological Association (7th Ed.). Washington, D.C.: Author. ISBN-13: 978-1-4338-3216-1.

You may also rent or purchase a digital version:

The Publication Manual of the APA 7th Edition is available in electronic format via VitalSource at:

<https://www.vitalsource.com/products/publication-manual-of-the-american-psychological-v9781433832185>

It is also available via RedShelf at: <https://redshelf.com/book/1281425/publication-manual-of-the-american-psychological-association-1281425-9781433832185-american-psychological-association>

Both VitalSource and RedShelf give you the option to rent or buy the Publication Manual.



**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 and input that questionnaire into an operational survey 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 readings, 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!!*

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

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

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

Password: Your MyCT password

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 Participation:** To ensure successful course completion, participation is expected. Participation is defined as actual work conducted in the homework assignments, in discussion groups, and (when used) 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. Late assignments can be penalized up to 20% each day they are late. 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 (unless otherwise stated). All written assignments will be graded in Canvas and will include instructor feedback (regardless of the grade received). You will need to access the assignment from the gradebook and select comments to see the feedback. Depending on the size of the class, the intent will be to grade all written assignments within a week after the due date.

### ***APA Review:***

Complete the graded assignment in Canvas. You will have two attempts to achieve your highest score. This 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, 4 – 16. Access Connect through the assignments given in the Canvas assignments link. If you have technical issues with assignments in Connect, contact Connect Technical Support by accessing the Connect course, then select the “Question Mark (?)” on the left side (black & white) menu.

### ***Organization Research:***

This is an individual assignment. Select an organization local to you. Conduct initial research on the organization so that you understand its history, background, vision, and mission. Based on the initial research, you will develop a management dilemma or opportunity, a conceptual model, and, ***at most***, two research questions (RQs). You will use a multiple-methodology research design, in which you will first prepare to conduct qualitative research (interview), and then follow up with quantitative research (survey).

- Your initial assignment will be to develop a research proposal to obtain approval to continue with the research.
  - More information and resources are available in the assignment instructions, in Canvas.
  - Once approval is obtained, you may not change organizations.
  
- Your second assignment will be to prepare for an interview with a manager of your selected organization.
  - 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. The interview must be recorded (for your use in transcribing) and you must provide a verbatim transcription of your interview. Be aware that this can be a very tedious and time-consuming task, but it is necessary because the transcription is the data for your qualitative portion of your study! You then must analyze your typed transcription and report interview results.
  - Detailed instructions and materials for the depth interview will be provided in Canvas.
  - Due to the COVID-19 Pandemic, interviews may be conducted virtually, using any audio/video method of meeting and recording (i.e. WebEX, Zoom, Screencast-O-Matic, etc.)

- This is the only change from the instructions given in the interview assignment
  - Ensure that which ever system you use, you can record the interview (for your use only).
- Your third assignment will be to develop and submit a “crosswalk” of your research questions (RQs), investigative questions (IQs), variables, and survey items (SIs) and a discussion of how each survey item will provide you the data needed to answer each research question. Additionally, you must describe the method of analysis you will use to analyze the data received from the responses on the survey (this will include appropriate statistical methods).
  - You must identify all your variables, and their type (dependent, independent, etc.).
  - You must develop and prepare (and format) all RQs and IQs per the guidance given in the lecture presentations (PDF files), found in the modules.
- Your fourth assignment will be to conduct a content validity (CV) of your survey items.
  - Use the given Content Validity Instrument (MS Word) to collect the needed information (instructions of the use of the instrument is on the first page of the document: password: 1234).
  - Each student will request at least 5 or 7 persons (can be members of the class, or other students at TAMUCT) to review their survey items.
  - Use the given Content Validity Analysis spreadsheet for this analysis. Instructions for the use are on the first worksheet (Instructions tab) and the reportable table is in the tab labeled “Content Validity Overall”.
  - Report the results of the analysis in paragraph format in an MS Word document.
  - After you submit the report (do not wait for a grade). Make any required corrections, as per the CV results and then fully develop your survey and enter the survey into Qualtrics.
  - Once your survey has been entered, open the survey to your potential respondents at the organization you are researching.
  - Collect and analyze your data, determine your findings, and develop recommendations that the management may use to make effective decisions.
- Your final assignment will be to develop a full research report that incorporates your proposal information (and updated management dilemma or opportunity and RQs), provides the details of methods of analysis, and provides the findings and recommendations.
- You will use the given report template in MS Word.
- You will strictly adhere to APA manuscript formatting.
- The report will be graded based on the given rubric given in the assignment.
- This report will be checked for similarity (plagiarism). You must achieve a similarity index of 10% or less. Penalties will be applied to the total points available (400).
  - Penalties for greater than 10%:
    - 11-20%: 10% of your final report grade
    - 21-25%: 15% of your final report grade
    - 26-30%: 20% of your final report grade
    - < 30%: 50% of your final report grade (your paper will fail).

### **Assignment Questions (AQs):**

Understanding (as opposed to “having seen”) the important text-related concepts is critical for your success in this course. Without your correct understanding of the theory and concepts, you will not be able to apply them in other assignments. *You are required to read the textbook carefully and thoroughly.* 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, each person will individually provide a response to the AQs (there are 8 scheduled throughout the term), and turn in either a MS Word document, MS Excel document, or both, depending on the requirements of the AQ. You will have access to the AQs within 2 weeks of the due date. The points possible for the AQs vary from 10 -25 points (for a total of 131 points), depending on the requirements. You will generally need to complete the AQs before completing the Directed Participation (except for AQ 1: See the schedule).

### ***Directed Participation (DP):***

There will be 8 graded directed participation posts that will be found in the Discussions section of the Canvas classroom (as well as in the Assignments section). Each DP will be related to at least one of the AQs. In most cases, you will post your response to the AQ, then you will come back and post your response to the DP in the established class discussion thread, so that all class members are able 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). Please note, you will first post your response before you will be able to see other student responses.

Each class member will be required to individually respond to at least two other members for an individual participation grade. Your responses must be substantive, between 75 and 150 words. Participation will be graded as 5-15 points per initial response and 5 points for substantive responses to other students. (10-20 points per DP discussion session) for a total of 90 points. The grading of the DPs will be conducted within the Canvas grading systems; feed back will be provided as either specified comments on documents turned in or in the general comments field. Grading will be completed generally within the week of the DP’s initial due date.

NOTE: Not all the information is going to be immediately understandable. When you have questions, do not wait to ask. Get into the discussion threads and ask for clarification. By asking in the discussion threads, you will assist other students who may have had the same question, and all may benefit from the response.

**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.

### ***Netiquette***

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

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.
- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.

- You do not make fun of another student’s ability to read or write.
- You should be open-minded and listening to others’ opinions.
- You do not ever use Internet slangs like “LOL,” “Q4U,” and “C U” in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the “send” button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as “yelling” according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.
- Continued enrollment in this course indicates agreement with these policies.

### **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:**

<b>Grade</b>	<b>Percentage</b>	<b>Point Range</b>
A	90- 100%	1756 - 1951
B	80-89.99%	1561 - 1755
C	70-79.99%	1366 - 1560
D	60-69.99%	1171 - 1365
F	59.99 % & below	0 - 1170

Final grades will be calculated as follows:

<b>Assessment</b>	<b>Points</b>	<b>Percentage</b>
Meet and Greet	20	1%
APA Review	60	3%
Connect Assignments (15@25 pts. each)	375	19%
CITI Ethics Training	25	1%
Interview Prep	50	3%
Assignment Questions	131	7%
Directed Participation (10 pts per DQ)	90	5%
Research Proposal	200	10%
Interview Results	200	10%
Survey Item Crosswalk/Method of Analysis	200	10%
Content Validity	200	10%

Research Report (Final) Writing Centric (see rubric)	400	21%
Similarity Penalty (based on 400 points)		
TOTAL	1951	100%

## Course Schedule

COURSE OUTLINE AND ASSIGNMENTS			
WEEK	Class/Activity	Subject	Assignments <u>Due (due dates)</u>  (Check the Canvas class for assignment requirements)
1 19-24 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 <b>Meet and Greet</b> . Jan 24
2 25-31 Jan	Module 1 Chapters 1 - 3	Foundations of Business Research	APA Review Assignment: Jan 31 Connect Assignments: Chs 1 and 3: Jan 31 DP 1: Jan 31
3 1-7 Feb	Module 2 Chapter 4	Business Research Design: Overview of research design, Qualtrics Account	AQ 1: Feb 7 CITI Ethics Training: Feb 7 Qualtrics Account Set Up: Feb 7 Connect Assignment: Ch 4: Feb 7
4 8-14 Feb	Module 2 Chapter 5	Business Research Design: Sampling Design/Sample Size	Connect Assignment: Ch 5: Feb 14 Research Proposal Due: Feb 14
5 15-21 Feb	Module 2 Chapter 6	Business Research Design: Data collection design: qualitative research	AQ 2: Feb 21 Connect Assignment: Ch 6: Feb 21 Interview Prep: Feb 21
6 22-28 Feb	Module 2 Chapter 7	Business Research Design: Data collection design: observation research	DP 2: Feb 28 Connect Assignment: Ch 7: Feb 28
7 1-7 Mar	Module 2 Chapter 8	Business Research Design: Data collection design: experiments	Connect Assignment: Ch 8: Mar 7
8 8-14 Mar	Module 2 Chapter 9	Business Research Design: Data collection design: survey research,	AQ 3: Mar 14 Connect Assignment: Ch 9: Mar 14 Interview Results: Mar 14
<b>Spring Break (15 – 19 March 2021)</b>			
9 22-28 Mar	Module 3 Chapter 10	Measurement Foundations	DP 3: Mar 28 Connect Assignment: Ch 10: Mar 28
10 29 Mar – 4 Apr Easter: 4 Apr	Module 3 Chapter 11	Measurement, Collecting, Preparing, and Examining Data: Measurement questions	AQ 4: Apr 3 Connect Assignment: Ch 11: Apr 3 Survey Item Crosswalk/Method of Analysis: Apr 3
11 5-11 Apr	Module 3 Chapter 12	Measurement, Collecting, Preparing, and Examining Data: Measure instruments	AQ 5: Apr 11 DP 4: Apr 11 Connect Assignment: Ch 12: Apr 11

12 12-18 Apr	Module 3 Chapter 13	Measurement, Collecting, Preparing, and Examining Data: Collect, prepare, and examine data Content Validity Exercise	DP 5: Apr 18 AQ 6: Apr 18 Connect Assignment: Ch 13: Apr 18 Collect CV instrument data: Apr 18
13 19-25 Apr	Module 4 Chapter 14-15	Analyzing and Interpreting Data and Reporting Results: Hypothesis testing, measures of association Content Validity Exercise	AQ 7: Apr 25 DP 6: Apr 25 Connect Assignment: Ch 14: Apr 25 Content Validity Analysis Apr 25
14 26 Apr -2 May	Module 4 Chapter 15	Analyzing and Interpreting Data and Reporting Results: Measures of Association and research reports	AQ 8: May 2 DP 7: May 2 Connect Assignment: Ch 15: May 2
15 3-9 May	Module 4 Chapter 16	Analyzing and Interpreting Data and Reporting Results: Research reports	DP 8: May 9 Connect Assignment: Ch 16: May 9 Research Report Final May 9
16 10-14 May	Module 4 Chapter 16	Analyzing and Interpreting Data and Reporting Results: Research reports	Bonus DQ/Course Reflection May 13

## **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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 data protection and information privacy TAMUCT uses Single Sign On through TAMUS. To update your password select [Texas A&M University System Single Sign On](#).

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

24 hours a day, 7 days a week

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

Phone: (254) 519-5466

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

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

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

### **General University Resources**

Please select the following link: [University Resources](#), URL:  
<https://www.tamuct.edu/University%20Resources.html>

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStar%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

## **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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

## ***University Writing Center***

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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-to-one session with a trained and experienced writing tutor by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

## ***Other Academic Support***

**New Students:** If you are new to either TAMUCT, Canvas, or both, please contact Academic Support your new student orientation and the Student Success Workshops in the Academic Support Canvas Community.

**English as a Second Language Students:** Please contact Academic Support for additional support needed as required.

**Academic Support Contact:** You may contact Academic Support through their Canvas community at: <https://tamuct.instructure.com/courses/714> or by calling their office at 254-519-5836.

## ***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 workspaces, 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) [http://tamuct.libguides.com/index].

**For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

### ***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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### ***Behavioral Intervention***

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

### ***Important University Dates:***

Please use the following link to download the current [Academic Calendar and Registration Schedule](https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendar.pdf): <https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendar.pdf>. You can find previous and updated calendars at: <https://www.tamuct.edu/registrar/academic-calendar.html>



## Appendix A (Course Map: Outcomes to Assessments)

The following tables depict the relationship between the expected student learning outcomes (SLOs), the module objectives, the learning, the instructional materials, and the associated assessment or assignment. Read across the table (left to right). Please note that SLOs may cross over one or more modules, as in SLOs 1 and 3. The learning activities are identified on the course schedule and the instructional materials are identified in the instructions for each assignment. The materials may be found either in Module 0 or in the actual assignment instructions (or both).

All the materials provided to you is to assist you in the specified assignments. For example, the course textbook is used to provide you information required to successfully complete the Connect assignments as well as to provide you with the foundational knowledge needed to conduct your chosen research project. Additionally, the APA manual provides you the knowledge needed to ensure your correctly format your final research report. The presentations given provide you with bullet points of the various research requirements and the videos provide some pointed direction of the recorded topics. Therefore, read each assignment carefully, including DQs, to see which of the materials you should be viewing.

Table 1. *Student Learning Outcome 1*

Student Learning Outcome	Module-Level Learning Objective	Learning Activity	Instructional Materials	Assessment
1. Demonstrate proficiency in defining or refining a management dilemma, management question, or opportunity, research questions (RQs), investigative questions (IQs) and/or hypotheses, 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).	<b>Module 1 (Foundations of Business Research):</b> 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.	Foundations of Business Research	Course Textbook APA Manual	APA Review Connect Assignments: CHs 1 and 3



Table 2. Student Learning Outcome 2

Student Learning Outcome	Module-Level Learning Objective	Learning Activity	Instructional Materials	Assessment
2. Demonstrate proficiency in developing survey designs and survey items (SIs) 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).	<p><b>Module 2 (Business Research Design):</b> Demonstrate understanding of business 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.</p>	<p>Business Research Design: - Ethics - Qualtrics - Sampling - Qualitative Research: Interviews - Quantitative Research: Surveys</p>	<p>- Course Textbook - APA Manual - Library tutorial video and handouts - Essay writing aid - Research proposal template - Various statistics presentations (as identified in the assignment instructions). - Handouts and presentations as identified in the DQs</p>	<p>Connect Assignments: Chs 4-9  Citi Ethics Training  Qualtrics Account Set up  Discussion Questions 1 – 3  Research Proposal  Interview Prep / Results</p>
	<p><b>Module 3 (Measurement, Collecting, Preparing, and Examining Data):</b> 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.</p>	<p>Measurement Foundations Measurement Questions Measure Instruments</p>	<p>- Course Textbook - Handouts and presentations as identified in the DQs - Various statistics presentations (as identified in the assignment instructions). - Example crosswalk</p>	<p>Connect Assignments: CHs 10 – 12  Discussion Questions 4 – 5  Survey Item Crosswalk / Method of Analysis</p>





Table 4. Student Learning Outcome 4

Student Learning Outcome	Module-Level Learning Objective	Learning Activity	Instructional Materials	Assessment
<p>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).</p>	<p><b>Module 4 (Analyzing and Interpreting Data and Reporting Results:</b> 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.</p>	<p>Analyzing and Interpreting Data and Reporting Results: Research reports</p>	<p>Course Textbook - Handouts and presentations as identified in the DQs - Various statistics presentations (as identified in the assignment instructions). - Content Validity instruments and handouts as identified in the assignment. - APA Manual - Research Report Template</p>	<p>Connect Assignments: CH 16  Content Validity  Research Report (final)</p>