

Navigation

- [Course Description](#)
- [Required Course Materials](#)
- [Instructor Information](#)
- [Student Success Support](#)
- [Technical Support](#)
- [Program Student Learning Outcomes](#)
- [Course Student Learning Outcomes](#)
- [Learning Assessments](#)
- [Grading Scheme](#)
- [Course Policies](#)
- [University and Departmental Policy](#)
- [Course Schedule](#)
- [Appendices](#)

BUS 364

Research Methods and Design

Fall A 2019 | 3 Hours

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Course Description

This course provides students with a fundamental understanding of the concepts and process of research methods used by for-profit and not-for-profit organizations. Students gain understanding of research problem formulation, research design, questionnaire construction, statistical sampling, data collection, and analysis by performing their own research. Proper use of statistical applications, both qualitative and quantitative, and interpretation of results is emphasized.

Course Prerequisites: BCP II Status

Required Course Materials

Silver, L., Stevens, R. E., Kernek, C., Loudon, D. L., & Wrenn, B. (2018). *The essentials of business research* (2nd ed.), Academic Media Solutions. ISBN-13: 978-1-942-04149-8.

Evans, J. R. (2016). *Business analytics: methods, models, & decisions* (2nd ed.). Pearson. ISBN-13: 978-0-321-99782-1.

Additional Readings, Handouts and Resources: Students are responsible for all material discussed and assigned in class throughout the semester.

Instructor Information

Instructor: **Anica Ataya**, Course Instructor

Email: aataya@walsh.edu

Office Hours: **Please email me to schedule a time to meet.**

Student Success Support

Milana Tarbuk
Student Success Advisor
Phone: [234-262-1973](tel:234-262-1973)
Email: milana.tarbuk@online.walsh.edu

Technical Support

Contact Technical Support
Phone: [1-800-867-5309](tel:1-800-867-5309)
Email: helpdesk@walsh.edu

Program Student Learning Outcomes (PSLOs)

A graduate of the DeVille School of Business will:

- PSLO 1: Communicate effectively
- PSLO 2: Think critically and solve problems supporting their decision with appropriate analytical and quantitative techniques
- PSLO 3: Demonstrate effective decision making that incorporates the tenets of ethics and cultural awareness
- PSLO 4: Demonstrate the personal and professional knowledge, skills, and cross-cultural competencies to function effectively in a global environment
- PSLO 5: Demonstrate leadership in service to others
- PSLO 6: Demonstrate specific competencies in a specialized area of business

Course Student Learning Outcomes (CSLOs)

Upon completion of this course, students will be able to:

- Apply research techniques to analyze a business/not-for-profit dilemma.
- Understand the fundamental principles of research methods in a multi-faceted global business environment.
- Report written analytical results in an ethical and professional manner.

Learning Assessments

Group Regression Analysis Project (100 points)

A project using Microsoft Excel will be assigned for students to regain familiarity with using the package for statistical analysis purposes, including but not limited to data manipulation, analysis, and interpretation, ANOVA table analysis, p-values, F-test, and hypotheses testing. More details on this assignment will be provided.

Exams 1 (150 points), 2 (125 points), and 3 (150 points)

Exams will comprise 42.5% of the total course points possible. The questions (multiple-choice, true/false, short answer and/or essay) will require students to demonstrate and apply knowledge of theories and applications addressed in class and within the textbook. The examinations may be either in-class, take-home, or a combination. The examinations will cover those chapters as noted in the syllabus.

If a student misses an exam, a note from a doctor, clergyman, etc. must be submitted to the professor explaining the situation so the student receives full credit on the make-up exam. Arrangements will be made to make-up the test. If a note is NOT submitted, but the student wishes to make-up the test, the student will receive only 70% of the actual exam grade. (For example, if you score a 90% you actually get a 63%.) The make-up exam may be more difficult. If the student fails to arrange a make-up date for the exam within one week of the original exam date, a "0" will be given. These guidelines are enforced to keep situations fair for all students.

Graded exams will be passed back within a reasonable length of time after being administered. The most frequently missed questions will be discussed in class. Questions about the grading of an exam must be submitted **in writing** to me the day the test is returned. NOTE: The professor reserves the right to regrade the entire exam and not just the question in dispute.

Individual Research Project (200 pts) & Assignments to Support Research Project (250 pts)

Students will conduct an empirical research study relating to their major/area of interest. Homework problems and assignments will be given throughout the course to support the material covered in conjunction with the development of students' individual research projects. The intent is for students to complete a research project using steps in the research process throughout the semester. These steps include the following:

- Defining the Research Question/Literature Review
- Research Proposal
- Developing and Implementing Research Design

- Data Collection (Survey) Design
- Data Collection and Preparation
- Data Analysis and Interpretation
- Research Project Reporting

Students will be asked to come to class and share with other students the progress they are making on each step of the research process. Completing the CITI Certification will be considered a course requirement.

At the end of the semester, each student will submit a professional written document as a course artifact in conjunction with providing a brief presentation to the class explaining their research and results. The written document will address the PSLO's listed for the course and may serve as an Assessment of Learning tool for The DeVille School of Business. More details on this requirement will be provided to students as a separate handout.

Grading Scheme

Letter Grade

A

A-

B+

B

B-

C+

C

C-

D+

D

D-

F

Percentage

93% – 100%

90% – 92%

87% – 89%

83% – 86%

80% – 82%

77% – 79%

73% – 76%

70% – 72%

67% – 69%

63% – 66%

60% – 62%

below 60%

Assessment

Exam 1

Exam 2

Exam 3 (Final Exam)

Assignment 2.1: CITI Certification

Assignment 4.1: Research Funnel Literature Review

Assignment 6.2: Group Regression

Assignment 6.3: Individual Research Project Data File

Assignment 8.1: Individual Research Project & Presentation

Discussion 1.2: Business Research

Discussion 3.1: Research Article Analysis

Discussion 6.1: Hot Seat Presentation

Total

Points

150

125

150

50

75

100

25

200

25

50

50

1000

Late Assignment

All assignments are due by **11:55 PM ET** on the day indicated on the assignment.

Course Policies

Dr. Szendrey's Educational Philosophy

Dr. Szendrey's teaching philosophy is to promote meaningful learning by relating "real business world" situations to theory. Education continues throughout your life—not just while you are in a classroom. Allow yourself to be guided both personally and professionally by your experiences both within and beyond the classroom environment.

Your Responsibilities as Students

You must take responsibility for your own learning. Dr. Szendrey is here **to help you** understand the material. It is **not** her responsibility to make you learn. College is different than high school!

Please read and complete your assignments on schedule. This will help you understand and be able to successfully complete the course. If you have not read the material, it will be more difficult to participate. Furthermore, you will end up having to "cram" before tests and that only makes learning more difficult. You will not retain the information as well. You must recognize what is the best way for you to learn. All individuals learn differently and at different rates. Just because an individual may spend twenty hours one weekend preparing for an exam does not guarantee a good grade. Just because you studied longer than the person sitting next to you does not guarantee that you will get the better grade.

Class Communication

We will use the Walsh ECN and email systems exclusively. It is your responsibility to check your Walsh ECN and email and follow through with details explained. The professor may send out handouts/articles to review throughout the course.

University and Departmental Policy

Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Sodik, the Director of Academic Support Services, at 330-490-7529 or msodik@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

DeVille School of Business Code of Conduct

To grow, to learn, to lead, and to serve the global community.

The mission of the DSoB is to "prepare our graduates to be leaders in service to others through a relevant, global, and integrated business curriculum within a Catholic, practitioner-oriented teaching institution." The DSoB expects everyone to conduct themselves in a manner commensurate with the highest of professional standards. We represent the DSoB in a variety of different capacities, both in and out of the classroom, including class attendance, involvement in student organizations, field trips, and events on and off campus. In those capacities, our conduct will reflect the following behaviors and characteristics when representing the DSoB:

Service	Advance a culture of leadership in service to others.
Courtesy & Mutual Respect	Treat students, faculty, staff, and others with courtesy and mutual respect, while refraining from disruptive behavior.
Honesty	Act honestly, morally, and ethically in upholding the highest professional standards for learning, research, and writing
Integrity	Safeguard academic freedom, be receptive of diverse perspectives, uphold the DSoB code of ethics, and engage in civil discourse in the pursuit of education, enrichment, and personal and professional development.
Engagement	Be attentive and actively engaged in class and at events.
Professionalism	Act professionally and, when appropriate, dress professionally reflecting that of the work environment.
Timeliness	Arrive on time to class and events.
Diversity	Respect the diversity of individuals, ideas, cultures, strengths, and experiences and the value it adds to the DSoB.

Faculty, staff, and students may confidentially refer any conduct that negatively impacts the normal pursuit of academic, administrative, or extracurricular activities, or that violates any University policies or rules while representing the DSoB, to the Dean of the DSoB to determine if further action is required.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 3-5 week course – after one week
- 8 week course – after two weeks
- Semester course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Dean of Graduate Affairs or the Dean of Academic Services. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

E-Learning Modality Considerations

Any student who fails to participate during the first week must contact the instructor as soon as possible. If a student fails to participate for consecutive or non-consecutive weeks as defined by the schedule above, the student may be administratively withdrawn from the class by the instructor per the above Administrative Withdrawal policy.

Academic Honesty

The DeVille School of Business subscribes to the Academic Honesty Policy published in the most recent edition of the *Walsh University*

Catalog.

Plagiarism is a serious offense against academic integrity and honesty. It entails benefitting directly from someone else's ideas without giving due credit and is the unacknowledged use of someone else's published or unpublished writing or ideas. There are many kinds of plagiarism:

- a. *Handing in a paper written by someone else*
- b. *Copying directly from sources without using quotation marks*
- c. *Using someone else's sequence of ideas, arrangement of material, or pattern of thought*
- d. *Inadequately paraphrasing a source by changing only slightly the author's word choice and sentence structure, instead of completely rephrasing the ideas/ideas in your own words*
- e. *Plagiarizing your own work by handing in a paper you have already submitted in one course as an original work for another course (this is generally not acceptable without the full knowledge and consent of all faculty members involved)*
- f. *Failing to document a direct quote, a paraphrase, a summary, or a chart or graph, both in the body of the paper [an in-text citation] and in the "References" or "Works Cited"*

Late Work Policy

The DSoB is committed to developing the behaviors required for success in the workplace and expects that assignments and other work will be submitted as requested. Late assignments will not be accepted for grading.

Writing Policy

A minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. Those skills are evaluated using the written report evaluation criteria (DSOB Writing Rubric) available from the School of Business.

A student scoring lower than 16.5/24 on the DSoB Writing Rubric (14/24 in 100- and 200- level BUS courses) will not have their work graded for quality, and the student will be required to remediate his/her work by getting writing tutoring provided by the Academic Support Center at Walsh University which is available in person or by electronic means.

A specific plan of action may be determined by the course instructor in consultation with the Academic Support Center. A specific plan of action may include, but is not limited to: requiring a student to attend writing tutoring sessions prior to each subsequent assignment in the course; requiring students to submit multiple drafts of a paper; and/or requiring a student to attend multiple writing tutoring sessions. Any assignment that is remediated will be graded for content quality upon resubmission, however in fairness to those who submit acceptable work when it is due, the written quality grade will remain as it was upon first submission."

Format:

Term Papers: Term papers submitted for School of Business courses will conform to APA writing guidelines. The format is published in the Manual of the American Psychological Association (current edition) and it also available at the [Purdue Online Writing Lab](#).

Approved: January 29, 2003; Revised Spring 2009; Revised April, 2015

Citation:

All sources used for term papers and projects submitted for DeVille School of Business courses will be properly cited and conform to APA writing guidelines. The format is published in the *Publication Manual of the American Psychological Association*, Current edition. APA guidelines are available at the [Purdue Online Writing Lab](#).

Course Schedule

Weekly Topic(s)

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Deliverables

Discussion 1.1: Introduce Yourself!

Discussion 1.2: Business Research

Assignment 2.1: CITI Certification

Discussion 3.1: Research Article Analysis

Exam 1

Assignment 4.1: Research Funnel Literature Review

Exam 2

Discussion 6.1: Hot Seat Presentation

Assignment 6.2: Group Regression Assignment

Assignment 6.3: Individual Research Project Data File

(Continue working on Assignment 8.1: Individual Research Project and Presentation)

Assignment 8.1: Individual Research Project and Presentation

Exam 3 - Part 1

Exam 3 - Part 2

Due Date

Initial Post: Day 3 **Responses:** Day 7

Initial Post: Day 3 **Responses:** Day 7

Day 7

Initial Post: Day 3 **Responses:** Day 7

Day 7

Day 7

Day 7

Initial Post: Day 3 **Responses:** Day 7

Day 7

Day 7

(Day 1 of **Week 8**)

Paper: Day 1; Presentation: Day 3; Peer Grading: Day 7

Day 7

Day 7

Appendices

Deville School of Business
Writing Rubric
Exit Expectations

Criterion

Organization & Coherence

Professional Tone/Voice

Presentation of Ideas

Word Choice

Sentence Structure

Grammar & Spelling

Punctuation % Capitalization

Format (Length, Report, Essay, APA)

*Score may be recorded in decimals or fractions.

0

Not Acceptable

Unorganized and incoherent.

Tone and voice are inappropriate throughout.

Lacking in flow of thoughts and ideas.

Word choice is confusing, unclear and/or inappropriate.

Sentences are fragmented and incomplete.

No attention given to grammar and spelling.

No attention given to punctuation and capitalization.

No apparent format.

1

Needs Improvement

The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.

Frequent lapses in tone and voice. The writing does not engage the reader.

Minimal flow of thoughts and ideas.

Word choice is poor and/or inappropriate.

Several sentences are constructed incorrectly.

Errors are frequent and distracting.

Errors are frequent and distracting.

Inappropriate format and/or frequent inconsistency in application.

2

Satisfactory

The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.

Tone and voice are generally appropriate with only minor lapses.

Flow of thoughts and ideas is generally consistent.

Word choice is generally clear, concise and appropriate.

Most sentences are well phrased, clear and varied.

Minor errors are apparent but do not detract from or obscure meaning.

Minor errors are apparent but do not detract from or obscure meaning.

Appropriate format but with minor inconsistencies in application.

3

Exemplary

The paper is well organized and coherent throughout. The reader can follow the line of reasoning.

Tone and voice are professional and consistently appropriate throughout.

Flow of thoughts and ideas is consistent throughout.

Word choice is accurate, clear, concise and appropriate throughout.

Sentences are well phrased, clear and varied throughout.

Writing is error free throughout.

Writing is error free throughout.

Appropriate format consistently applied and artifact within assigned page length.

Total Score

Score*

0-3

Deville School of Business Oral Presentation Rubric Exit Expectations

Criterion

Organization and Coherence

Flow (smooth transitions from point to point & slide to slide, where applicable)

Non-Verbal (eye contact, gestures, movement, posture)

Verbal Crutches (use of ah, um, uh, you know, etc.)

Appearance

Demeanor (Professional conduct)

Length

Visual Appeal/Satisfaction (originality, creativity, charts, graphs)

*Score may be recorded in decimals or fractions.

0

Not Acceptable

Unorganized and incoherent.

Fragmented.

Lacking in all attributes.

Inarticulate.

No attention to appearance.

No attention to demeanor.

> +/- 2 minutes

Ineffective or inappropriate.

1

Needs Improvement

The presentation is weak in organization and/or coherence. The audience cannot identify a line of reasoning.

With few exceptions, flow is generally disjointed.

Needs improvement (circle): eye contact, gestures, movement, posture.

Frequent use of verbal crutches.

Inappropriate appearance.

Inappropriate demeanor.

+/- 2 minutes

Lacks variety, originality, boring. Graphics do not support the message.

2

Satisfactory

The presentation is generally organized and coherent. The audience can mostly follow the line of reasoning.

Flow supports delivery of the message.

Generally acceptable in all areas with minor lapses.

Generally fluent with minor lapses.

Generally professional in appearance.

Generally professional in demeanor.

+/- 1 minute

Supports the message and engages audience but does little to enhance the presentation.

3

Exemplary

The presentation is well organized and coherent throughout. The audience can follow the line of reasoning.

Flow is supportive and seamless.

Exceptional in all areas.

Fluent throughout.

Professional appearance.

Professional demeanor. Exudes confidence and poise throughout.

Used allotted time.

Exceptional in originality and/or creativity. Graphics enhance and reinforce the message.

Total Score

Score*

0-3