

- literature and research publications in management;
6. Perform basic descriptive and non-parametric statistical techniques associated with management and business;
 7. Conduct the basis for original research, learn to interpret research data, and critically evaluate the research of others.

READING ASSIGNMENTS:

Week of ...	Readings	Student Activities / Assignment Due Dates
Week 1 Mar 14, 2004	<i>Chapters</i> 1, 2, 3, 4	Week #1 Discussion Assignment , responses to be posted in W-1 Discussion Forum, along w. commentary on student postings. Student Introductions posted on BBoard, and bios and photos e-mailed to the instructor for posting.
Week 2 Mar 21	<i>Chapters</i> 5, 6, 7	Week #2 Discussion Assignment , responses to be posted in W-2 Discussion Forum, along w. commentary on postings.
Week 3 Mar 28	<i>Chapters</i> 8, 9	Week #3 Discussion Assignment , responses to be posted in W-3 Discussion Forum, along w. commentary on student postings. One-page " Research Proposal Summary " posted by April 2, 2004 for instructor approval & classmate review.
Week 4 Apr 4	<i>Chapters</i> 10, 11,12	Week #4 Discussion Assignment , responses to be posted in W-4 Discussion Forum, along w. commentary on postings and "Research Proposal (FRP) Summaries."
Week 5 Apr 11	MT Exam	The Mid-Term Exam is PROCTORED . Test responses to be returned to the Instructor by April 19, 2004, 2400 EDT
Week 6 Apr 18	<i>Chapters</i> 13,14,15	Week #6 Discussion Assignment , responses to be posted in W-6 Discussion Forum, along w. commentary.
Week 7 Apr 25	<i>Chapters</i> 16, 17,	Week #7 Discussion Assignment , responses to be posted in W-7 Discussion Forum, along w. commentary on student postings. 1-2 page " Research Paper Review "(CARR) posted by April 29, 2004 for instructor & classmate review.
Week 8 May 2	<i>Chapters</i> 18, 19	Week #8 Discussion Assignment , responses to be posted in W-8 Discussion Forum, along w. commentary.
Week 9 May 9	Final Exam	The Final Exam is comprehensive , and open-book. It may include both "objective" and "subjective (essay)" questions. Your responses are due via e-mail or Digital Drop Box by May 17, 2004, 2400 EDT .

Week 10 May 16	F.R.P. Due	Submitted via e-mail or Digital Drop Box by May 21, 2004 , 2400 EDT. Week #10 Assignment, responses to be posted in W-10 Discussion Forum.
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* PLEASE NOTE: Dates may change in response to TSU schedule modifications

TEXTBOOK:

D. R. Cooper & P.S. Schindler, *BUSINESS RESEARCH METHODS* (8th ed.), Boston: Irwin/McGraw-Hill, 2003.

Copies of the Cooper/Schindler 7th Edition are almost identical in content and organization to the 8th edition. Students wishing to use this earlier edition may be able to obtain copies on *eBay.com*; *amazon.com*; *half.com*; or other Internet bookseller sites (or from students in previous sections). The content and/or chapter structure of editions earlier than the 7th edition may be substantially different from the text used in this course, and may cause some difficulty in maintaining continuity with the class assignments. In addition to Cooper/Schindler, supplemental readings may be assigned to complete our course work. All such readings will be posted on the BBoard.

YOUR FIRST ASSIGNMENT:

Before or during the first week of the term, please post your biography and a photograph in the “Who’s Here?” Discussion Forum on the **DISCUSSION BOARD**. Your bio should include (at a minimum), your geographic location, your current job, your education and work experience prior to enrolling at TSU, your major in the graduate program. You’re welcome to include any and all other details about you, your family, your career, your hopes, dreams, expectations, and plans. The most common “complaint” about Distance Learning is the “distance” (pardon the pun) we feel from our classmates, the lack of “professional intimacy” we’ve come to expect in face-to-face traditional classrooms. The bios and photos will help alleviate this feeling to create a sense of connection.

The second part of your first assignment will be to browse through the bios and photos posted to learn about your classmates, renew “auld acquaintance,” make connections with classmates in your town or at your base, and - as time permits - welcome one another to the term.

METHOD OF INSTRUCTION:

This is a seminar-based class on the BlackBoard.com web site, with lecture-discussion posted on-line. Each week, your instructor will post discussion questions based on the assigned textbook chapters. You will be required to post substantial comments each week that such an assignment is given. In addition, you will be expected to make comments on the contributions of others in class. Your responses should indicate you've made an adequate coverage of the chapter and thought about how the chapter materials relate to your personal work-professional situation. Both your responses and your commentaries on the responses of your fellow students will be considered a part of your "Participation" grade.

EXPECTATIONS and COURSE REQUIREMENTS:

As a graduate student in an accredited and internationally-recognized graduate program, you are expected to devote a significant amount of time and effort in pursuit of excellence in this course. While each student has a unique approach to study, research, and writing assignments, it is generally assumed that you will devote a minimum of 15 hours per week to this course. Here is a summary of the course assignments and requirements:

1. You must complete the **midterm and final examinations**. The mid-term exam will be a CLOSED-book PROCTORED exam, the final exam will be an open-book exam. Consult the University's directions to arrange for your individual proctor for the MT exam during Week 5.
2. You will develop and prepare a **Formal "Research Proposal" (FRP)** to be submitted electronically to the instructor by the end of the course. Your topic must be approved by your instructor before proceeding. To receive an approval, you will post a short (1 page-maximum) summary of your research proposal topic (using the format provided below in this syllabus) on the Discussion Board Forum provided in our BBoard CourseSpace.
3. You will select, review (and post on BBoard) a **summary of a published research article (CARR)**, following the "check list" provided elsewhere in

this syllabus. For the **CARR**, articles on any topics (and not just “business” topics) will be acceptable.

4. You will do the **required readings** each week in the textbook, and be prepared for all discussion assignments. You're expected to **actively participate in our weekly discussions**. There is no minimum or maximum number of response postings expected.

SELECTION OF A PROCTOR:

The Mid-Term Exam is to be proctored. You are expected to select and identify a proctor - a person in a responsible position who will be willing to receive the MTE from the University and supervise you while you take the test. The proctor will also be expected to return your MTE answers directly to your instructor, ideally via e-mail. The TSU-DL staff has provided you with detailed instructions for submitting the name and contact information for your proctor. Since the MTE is administered in Week 5, it is imperative you take care of this responsibility as soon as possible.

When selecting a proctor, be sure his/her schedule will permit you an uninterrupted block of time to complete the test, and that he/she will be willing to allow you to use a computer to craft your test responses. In the past, some students have been “shorted” by the time their proctor would allow, or have been required to write-out their test responses in long-hand. Your proctor will be given instructions that include permitting you to use a computer, and to take up to three hours to complete the exam. However, if your proctor imposes tighter restrictions, please inform your instructor - your test responses will be graded accordingly.

METHOD OF EVALUATION:

You will be graded on two tests - Midterm and Final - plus a 1-2 page research article review (**CARR**), weekly readings and discussion question responses, a Formal Research Prospectus (**FRP**), and on-line participation in discussion. You'll also be expected to submit (on the BBoard) a <1-page summary of what you plan to do for your **FRP**. This latter assignment will NOT be graded, but is required

All work submitted will be held to a standard expected of graduate students. You should always be prepared to provide information and your opinion on required reading material. You also may be asked to respond to questions in the reading posed by the instructor on the discussion board .

Late papers and assignments will lose a grade per day. All requirements including the papers, tests, and oral/written assignments must be met and fulfilled to receive a passing grade in this course.

ASSIGNMENT OF GRADES:

Research Prospectus (FRP) Summary	ng	(posted on Discussion Board)
Research Article summary (CARR)	10%	
Research Prospectus (FRP)	25%	
Midterm Exam	20%	
Final Exam	20%	(e-mailed to the instructor)
Participation Assignments	25%	

Late papers and assignments will lose a grade per day. All requirements including the papers, tests, and oral/written assignments must be met and fulfilled to receive a passing grade in this course.

ANNOUNCEMENTS ON THE TSU-BlackBoard COURSE-SPACE

Watch for announcements posted for additional information as the course progresses.

POSTING ON THE TSU-BlackBoard COURSE-SPACE

Each week (other than the Mid-Term Exam and Final Exam weeks), you'll be posting your responses on the BBoard. You'll also be posting your 1-page "Research Prospectus Summary" and your 1-2 page "Research Article Review." There are no maximum numbers of posts per week, and comments on the postings of fellow students is encouraged. For the convenience of everyone, please post your materials as a **NEW THREAD** on the appropriate Discussion Forum.

POSTING "RULES"

You're expected to post substantial and thoughtful responses to the weekly discussion questions offered each week. These responses should reflect that you've read the assignment chapters in the textbook, and that you've developed applications, analyses, and insights from your reading that applies to the work you're now doing OR work you've done in the past. You're also expected to review the postings of your classmates, and comment when/if you have something of substance you'd like to offer to the discussion. You're also free to offer other, less substantial comments on your classmates postings as you see fit, as long as you don't do so to excess. In addition, try to avoid engaging in "off topic" conversations, or conversations of a more personal nature. Encourage your classmates, offer comments on their thinking, add whatever you feel will enhance our overall discussion of the course topics. If you DO want to engage in one-on-one conversations with classmates, please do so via e-mail. Many of us use different word processing programs, and those of us using *MS-Word* are using many different versions. This makes downloading of attachments difficult, interrupting the flow of the course postings. When you post a given week's assignment, please put your responses to all the week's questions on ONE new thread. This will save downloading and accessing time. If you wish to comment on another student's posting, click the "REPLY" button in the lower-right corner of that student's contribution.

E-MAILS TO THE INSTRUCTOR

The ideal (and most efficient) way to contact your instructor is via e-mail at ppreston@troyst.edu All e-mails must conform to the following standards:

- a. Your full name, as registered at TSU, MUST be in the body of your letter;**
- b. The "subject line" of your e-mail must include "BUS 6610"**
- c. Ideally, your e-mail will be sent from your TSU e-mail account, the one that ends with "@troyst.edu"**

You will be e-mailing your exams and your Formal Research Proposal (FRP) to your instructor at the designated e-mail address below. Please submit these materials as **attachments**. I will acknowledge receipt of your materials in a return e-mail once I've successfully downloaded them. You

are also welcome to e-mail your instructor on any issue, any time, and expect a quick and timely response. If you're unsure about course standards or requirements, if you're experiencing difficulties with assignments, or if you simply need advice - please contact me.

When attaching text materials to an e-mail, please (if possible) use the lowest form of Word you have available (ideally, *Word95*). This way, we'll avoid many downloading problems.

FORMAL RESEARCH PROPOSAL (FRP) STANDARDS

You are expected to develop and submit a formal research proposal, a plan to conduct research in some organizational context - business, government, the military, the arts & sciences, academia, or the professions. You will NOT be actually doing the research you propose, other than what's necessary to develop an effective and informative proposal. This assignment will be submitted in two parts:

1. A 1-page "Summary" or "Proposed Research Plan" posted on-line for topic approval by your instructor with commentary by your colleagues in this class;
2. A Formal Research Proposal (FRP) to be e-mailed, deposited in the "Digital Drop Box" on BBoard, or mailed (USPS) to the instructor.

Keep in mind that in this project you are PROPOSING to conduct research. Your proposal is to a company that will support (or contract for) the research, or to your boss, who will approve the project, or to your doctoral dissertation committee for their approval, or to people higher up in the chain of command, etc.

In proposing to do research, it's necessary to lay out the reason for the research, the essential research "question" (stated as a hypothesis), the methodology to be used, and some background information about the topic, including a summary of what's been done in the past, what's currently being researched, and other relevant information that will help the decision maker(s) agree to permit the research to go forward.

The following **RESEARCH PAPER BASIC REQUIREMENTS** must be followed to meet TSU and general collegiate standards.

- a. typewritten, 10-15 pages (excluding footnotes and any appendix);
- b. typed, double-spaced, standard margins;
- c. NO fancy covers or binding, just a simple staple or other fastener.

The FORMAT of your paper should generally conform to the standards outlined in: *THE HARBRACE COLLEGE HANDBOOK*, or *THE CHICAGO MANUAL OF STYLE*, or *FORM & STYLE: THESES, REPORTS, TERM PAPERS* (MLA, APA, Turabian).

Choose a particular format that suits you. Footnotes can follow any acceptable format, so select one that's used by your employer, or one that is easiest for you to produce. Format and footnote style should be used consistently throughout.

The CONTENT of your paper should generally have the following:

- a. Cover page and one-page abstract.
- b. Introduction: why the subject is pertinent to business (or to your chosen profession).
- c. Main body: describe the subject you're proposing to research, explain what you found interesting about it, and its contribution to the theories and/or practices of business, management, and/or administration. Cite and discuss outside references; that is the results of any empirical, case or other studies of your subject. Describe the research methodology you propose to use, the sample(s) you propose, and the hypotheses you're planning to test.
Review the literature on the subject you've chosen, providing details about previous related studies, conclusions drawn, and applications.
- d. Conclusion: evaluate and project - what problems do you foresee with this research? What conclusions do you think you'll be able to draw? What applications to management will you derive? What are some related areas others may wish to research?
- e. Other pertinent content, at your discretion. References and footnotes.

The DETAILS of your paper

Accurately document any research paper, including proposals to conduct research. Always give credit for material used from any source whether

you paraphrase or directly quote. Both APA and MLA are acceptable reference styles. You should use a minimum of 6 references, and they should not all be from the Internet. Journals, books, scholarly papers, proceedings, are all acceptable, along with corporate and/or service branch documents, provided you have authorization to use them as references.

A collegiate paper is expected to have no spelling errors, grammatical errors, or reference errors. It is also expected to have NO type-overs and no written (pencil or ink) changes on the paper (which would make it a rough draft, and not a finished product)

Papers are to be written in past tense and NOT IN FIRST OR SECOND PERSON. This means no "*I feel*" or "*we believe*" declarations are permitted. Remember that the paper should answer who, what, when and where to ensure the reader understands concepts, facts and assumptions related to the information. A professional research paper is well organized and comprehensive. Use headings to help organize information followed by supported topic sentences. Be concise, accurate, and factual.

Footnotes and References:

Any materials cited or quoted directly or indirectly in your written papers MUST be footnoted. Footnotes should be in a standard format (use the footnotes in your textbook as a guide), and should be consistent throughout the paper. Footnotes can be placed at the page bottoms or at the back of the paper. All Footnotes must be numbered, sequentially. The term "footnote" is used here generically. You MUST use proper citations for any materials of others that you're using, either directly OR indirectly. However, WHERE you put these references - ie: at the foot of the page, or on a page at the end - is completely up to you. One caution: A "works cited" page, by itself, and without specific connections to the work being used is NOT acceptable. Each direct quote, and each "paraphrase," should be cited in a specific footnote. If you want to cite "other works used" on a separate page for materials you used for background, etc., that's OK.

Footnotes in any document serve three purposes:

1. They give credit for the original idea, concept, or information to the author(s);

2. Give yourself credit for having found the information and for using it in a new and creative way; and

3. Provide the reader(s) with valuable directions to follow-up on your work, to research it further, or to build upon it. Unlike a classroom paper, which is rarely read by anyone other than the instructor, papers and reports prepared for business or professional purposes are often passed along to a large number of people, who may then use the information for a variety of purposes.

THE FRP "SUMMARY"

As you begin to identify a research problem or topic, and develop and present your Formal Research Proposal Summary, you'll be expected to prepare a

one-page (maximum, typewritten) summary with the following subtitles, and including an outline of your hypothesis (or hypotheses) and research plan. Please present your "summary" in a new "thread" on the "FRP SUMMARY" Discussion Board.

1. Introduction - a quick summary of what you want to do (one paragraph)
2. Problem Statement: One sentence (possibly two, no more) that presents a clear dilemma. The statement should be detailed enough to describe the purpose of the study.
3. Hypothesis Statement: specific question or hypotheses that flow from your problem statement and review of the literature. This statement of questions to be answered, and or hypotheses to be tested, by the study includes a discussion of the testability or "answerability" of the questions. A short "article" about hypotheses is in your COURSE DOCUMENTS section on BBoard.
4. The variables (independent, dependent, intervening, clearly identified and defined. Operational and specialized terms are defined.
5. Review of Literature: Cite some studies that are relevant and will provide you information on your variables and the relationship of those

variables to each other. This should synthesize important studies and point out inconsistencies and disagreements.

6. Population chosen: Describe the population chosen for your study and the type of sample your group will be using. How do you propose to collect the Data?

7. What is / What are the research method(s) to be used?

CRITICAL ANALYTICAL RESEARCH REVIEW (CARR).

In addition to developing and writing a "Formal Research Proposal," you are expected to review one published research article. This will likely be one of the articles you're reviewing for use in your FRP, but it does not have to be. Your review should be posted sometime during the term, on the Discussion Forum designated for your reviews. There is no need for you to comment on the reviews of other students, although you ARE encouraged to read these reviews for more insights into how to prepare and write your Formal Research Proposal. Doing so can also be a valuable guide to evaluating your Final Research Prospectus. Here are the critical elements for you to identify in your selected article, as well as the elements your instructor will use to evaluate YOUR finished Formal Research Proposal.

Your CARR MUST have, at the top of the first page, the COMPLETE reference citation, in standard format:

Author(s); article title, Journal name (usually underlined, or all caps), Volume and Number (if known), Publication Date (month, year), page number(s).

If you're citing an article that's posted on the Internet (rather than published in a journal or magazine ("dead-tree technology")), cite the web-address, and any other information about the source you have available. Such citations help avoid charges of plagiarism, and provide future readers of valuable information for follow-up. This way, if someone else wants to find the article you reviewed, he or she would have all the necessary information to complete a successful search.

Select a published empirical research article from the list of professional journals in this syllabus. If you prefer, you're welcome to use an article

from another journal - perhaps one in your professional area or discipline. If this is the case, you're wise to check first with your instructor to be sure the source is OK.

Using the below questions, evaluate your selected article/study as follows:

1. The title of the research; what publication was it in?
2. A summary explaining the nature of the research, its purpose and context;
3. What is the problem, research question, hypothesis?
4. How is the problem defined and measured? What are the variables?
5. How is the research designed and carried out (methodology)?
6. If there is a sample how was it drawn? Does it appear appropriate?
7. What variables are controlled; how (physical or statistical)?
8. How are the data analyzed and presented? What scales/indexes are used? What statistical analyses are used? What kinds of charts, graphs, tables, etc. are used to illustrate? Are they appropriate?
9. Overall, how do you assess the research study? Are the conclusions based on the evidence presented? Was the purpose met? Does the study include enough clear detail for another competent researcher to replicate?
10. How does this research contribute to the advancement of business studies?

Your posted article review (CARR) should be no more than 2 pages, and can be in outline form, or whatever form suits your personal style. For the convenience of everyone, please post your review as a NEW THREAD on the "CRITICAL ANALYICAL RESEARCH REVIEW (CARR)" Discussion Forum, rather than as an attachment. An example of an excellent CARR is available on BBoard (in the "Course Documents" section).

SUBMITTING PAPERS:

The final version of your Formal Research Proposal should be submitted as an electronic copy, properly formatted in MS-Word (and saved in "Word95" if possible) to Dr. Preston (ppreston@troyst.edu or ppreston@www.com) by e-mail attachment. If you prefer, you can deposit your paper in the "Digital Drop Box," provided you e-mail your instructor to let him know it's there.

Or, if you'd rather submit your FRP in "hard-copy" form (not required), mail it to Dr. Preston at:

PO Box 487, Powder Springs GA 30127. Don't use fancy covers for this hard copy - a staple, clip, or other binder will suffice.

ATTENDANCE/PARTICIPATION POLICY:

This is an intensive course in which attendance is mandatory. Excessive absences will be reported to administration offices (missed assignments or loss of contact with the instructor). Inform the instructor in advance if you expect to be unable to attend a portion of the class, and arrange make-up work.

ENTRANCE COMPETENCIES:

Students must be able to engage in and provide evidence of written communication at the graduate level. All written communications will be graded in accordance with college grammar rules. All written presentations on the discussion boards will be conducted at the graduate level of expertise, practice and knowledge. Academic professionalism is expected. Have a working knowledge of research and statistical concepts and techniques is a program prerequisite.

INCOMPLETE GRADE POLICY:

No incomplete grade requests will be considered by the instructor unless it is an extreme circumstance (e.g., "Acts of God" and conditions related to National Security fall into this category). Incomplete grade requests are granted in very rare cases. Please note all requirements must be met prior to the end of the session to pass the course. Students who do not meet the suspense dates will receive an unexcused excessive absence. If an incomplete grade request is sought, it is the student who has the responsibility of submitting the proper forms to the instructor (please contact the instructor prior to doing so to avoid preparing forms that the instructor will disapprove).

STANDARDS OF CONDUCT:

TROY STATE UNIVERSITY and your instructor view plagiarism as a serious attack on academic standards and processes. It has no place in any

curriculum. As such, evidence of plagiarism will result in an "F" being assigned to the offending paper (and possibly to the entire course). Further academic action may also be taken.

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standards of Conduct stated in the TSU Student Handbook and may be disciplined up to and including suspension and expulsion.

QUESTIONS ... and more QUESTIONS

In response to student suggestions, we've added two new sections to the course this term. In the "COURSE DOCUMENTS" section, you'll find a file of Frequently Asked Questions (FAQs), a compilation of questions (and my answers) from previous terms, loosely indexed. The "index" for the FAQs will appear in the "Announcements" section of BBoard. In the "DISCUSSION BOARD" section, you'll find a permanent Discussion Forum called "Ask the Instructor Anything..." (AIA). In this Forum, you're free to (ENCOURAGED to) ask any questions of your instructor - and your instructor is committed to answer those questions to the best of his ability, and as soon as is humanly possible.

Naturally, questions that relate to your grade in the course, or your grade on individual assignments, should continue to go to your instructor via e-mail, as is the case with issues related to "INcomplete" grades, withdrawal from the University, or other PERSONAL matters. On such matters, your instructor will keep your confidence and respond quickly (and privately) to your questions.

The AIA Forum is for all other questions related to the course content, the course processes (such as exam schedules, assignment due dates, etc.), or any other matters that you think might be of interest and/or profit to classmates OTHER than yourself. Keep in mind that YOU are free to offer YOUR answers to the questions posted- while it says "Ask the INSTRUCTOR," many of you will have far better answers that your instructor can provide, or perhaps an example or two that will help further clarify. Everyone's welcome to post questions, and everyone is welcome to post answers or responses to answers.

AMERICANS WITH DISABILITIES ACT (ADA):

Any student whose disabilities fall within the ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of this course. Students who have or may be dealing with a disability or learning difficulty should contact the instructor or the Office of Adaptive Needs Program, Troy State University Main Campus. Various accommodations are available through the Adaptive Needs Program.

LIBRARY, TECHNICAL, AND ADMINISTRATIVE SUPPORT:

Information about access to research materials is in your library orientation. For further assistance, contact the TSU Research Library. Over 2,000 full text journals are available in electronic format through the library's on-line databases. Passwords are available through TSU-DL. TSU Library Remote Services are accessed at <https://tsulib.troyst.edu/t>. This link includes a live "chat" with a reference librarian. No non-library laboratories or facilities are required in this course. Technical support is provided by the TSU Distance Learning Center. For technical or other student services support see "CONTACT US" on the DL Center Website, at <http://spectrum.troyst.edu/~distance/>. Important dates associated with administrative processes (such as the last date to drop the course, etc.) are available on the TSU-DL Website.

PROFESSIONAL RESEARCH-ORIENTED JOURNALS:

To be a competent and up-to-date executive leader, at least three of these should be part of your regular professional reading schedule, either on-line or in hard copy.

Academy of Management Journal	Academy of Management Review
Administrative Science quarterly	American Journal of Small Business
Business and Society Review	Business Economics
Business Horizons	California Management Review
Columbia Journal of World Business	Decision Sciences
Financial Management	Harvard Business Review
Industrial and Labor Relations Review	Industrial Marketing Management
Journal of Accountancy	Administrative Radiology
Journal of Applied Behavior Science	Journal of Business Ethics
Journal of Applied Psychology	Journal of Bank Research
Journal of Banking and Finance	Journal of Business Research

Journal of Business Strategy
Journal of Industrial Management
Journal of Healthcare Management
Management Review
Production and Inventory Management
Training and Development Journal
Journal of the American Medical Assn.
The Journal of Supply Chain Management

Journal of Industrial Economics
Journal of Marketing
Journal of Retailing
Personnel Journal
Sloan Management Review
International Finance
Occupational Hazards

PLEASE NOTE: This list of professional business journals is intended for your information only. You're welcome to use ANY research journal, in any discipline, as the source of your "Research Paper Review(CARR)."

A supplemental list of journals, magazines, and web-sites will be posted in the "Course Materials" section of our BBoard CourseSpace for your use, and you'll be encouraged to submit YOUR favorite such resources so we can share that information with your classmates.

OTHER INFORMATION:

Please refer to the Student Information Handbook regarding adding or dropping a course, holidays, comprehensive examination dates, cheating policy, research involving human subjects, and other pertinent information.

<p style="text-align: center;">QUESTIONS TO KEEP IN MIND FOR THE EXAMS - MTE and FE - AS YOU READ YOUR TEXT</p>
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Some of the questions below relate to material on the Mid-Term Exam, others are from Chapters 13-17, and will be potential topics for the Final Exam.

1. Hypotheses and Variables. Define and describe the role of a hypothesis. How can one tell a good hypothesis? What are some types of hypothesis? Define and discuss variables. Identify and describe the purposes of some common types of variables in research. Please provide some "well-thought out" examples.

2. Research Design. What is research design and why is it important? What are the major types of research design, and what are their purposes and/or objectives.

3. Survey vs. Observation. Compare the advantages and disadvantages of the survey to those of observation. Under what circumstances could you make a case for using observation?

4. Ethics in Research. Discuss why ethics is a concern in a research context. Explain the following concepts:

a) informed consent, b) privacy, c) anonymity, d) confidentiality, and e) professional code of ethics, and provide realistic “business world” examples for each. Describe the costs and benefits of conducting research ethically. Please cite some examples (at least two) of ethical and unethical research (from the text, news media, research articles evaluated, etc.)

5. Measurement. Explain the nature of measurement and why it is important to research. Identify and describe some sources of measurement error. Discuss the use of various measurement tools.

6. Validity and Reliability. Define and explain the concepts of validity and reliability. Why are they important? Distinguish and describe the various forms of validity and approaches to reliability. Differentiate between and explain:

- a) internal validity and
- b) external validity or "generalizability."

7. Sampling. Why sample? Define the terms used in sampling (e.g., census, population, parameter, frame, etc.). Identify the characteristics of a good sample. Describe the types of sampling designs and give examples of their uses. Describe how to determine sample size. Please illustrate some important points by drawing on information in the text, research articles evaluated, etc.

8. Questionnaire Construction.

Discuss the pro's and con's of the questionnaire as a survey instrument. Please include:

- a) overall survey strategies and designs;
- b) question content, types, formats, wording, and sequence;
- c) avoiding bias;
- d) the value of pre-testing, cover letters, and instructions.

Describe and discuss the major concerns of:

data editing, coding, content analysis, and "don't-know responses."

9. Descriptive Statistics. Why should we know about statistics when doing or understanding research? Please provide some examples of how statistics can be presented from the text and research articles evaluated.

10. Inferential Statistics and Hypothesis Testing. What is hypothesis testing and why is it done? What are the types of errors and what procedure should one follow to avoid them? Identify and briefly describe the major types of tests of significance; under what circumstances is each appropriate? Please provide some examples from the text and research articles evaluated.

11. Analysis and Presentation of Results. Describe the major components and organization of a research prospectus or report. Discuss the primary considerations in writing the research report. Suggest how narrative, tables, charts, graphs, statistics, and diagrams can be effectively presented. Ways of improving oral presentation of research.

RECOMMENDED ADDITIONAL READING:

Note the Bibliography in Appendix A and at the end of each chapter in the Cooper text. Many of these titles are available in local libraries.

Babbie, E. (1992). *The Practice of Social Research* (6ed.).

Belmont, CA: Wadsworth. [300.72Bab)

Bloom, M. (1986). *The Experience of Research*. New York: Macmillan.133.7

Broad, V. & Wade, N (1952), *Betrayers of the Truth: Fraud and Deceit in the Halls of Science*. New York: Simon & Schuster. 1507.24

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