

St. Thomas University
A6/17 MAIN
MAN 503: Applied Research Methods

Class Time: Thursday 6:00 pm - 10:00 pm

Instructor: Dr. Seok-Ho Song

Office: #206 FFC & 114 O'Mailia Hall

Office Hours: By Appointment

Mon & Thur 2:00 pm – 5:00 pm

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COURSE DESCRIPTION: This is an introductory course on management writing and research design emphasizing computer skills, analysis and presentation of information. It is intended to make the student an informed consumer of research. The student will conduct critical analysis of empirical research. The student will understand and utilize APA format. Emphasis will be placed on the development and presentation of a formal research proposal.

TEXT AND REQUIRED MATERIALS:

Gay, L., Mills, G. & Airasain, P. (2015). Educational Research: Competencies for Analysis and Applications (10th ed.). Prentice Hall Publishing. ISBN: 978-0133972061.

American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC

EXPECTATIONS:

Students are expected to come to each class with all **reading and writing assignments** completed prior to the beginning to each class.

The material for this class represents a broad range of topics collected based on their relevance to you, both academically and professionally. The weekly topics leading to your final research project, although presented in a logical manner, are in reality a dynamic process requiring both focus and flexibility on your part. Ideas must be projected, developed and synthesized.

All assignments must be submitted in APA format. **Written assignments will be accepted only at the beginning of the class for which they are assigned. No written assignment MAY be submitted for consideration AFTER the class session in which it is due.**

Students are reminded that the penalties for plagiarism are very serious. Students who plagiarize will fail the course. No professional can maintain credibility using another's work, whether that person is an employee, a fellow student or a published writer. Therefore, our discipline requires that plagiarism in any form be dealt with severely. **Papers that are prepared by someone other than the registered student, or which contain improperly cited quotations, will receive an automatic F.**

You are encouraged to communicate with me as problems arise. Meetings can be held prior to the beginning of each class or as needed by appointment.

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MAJOR COURSE OUTCOMES

Objective One:

The student will conduct critical analysis of empirical management research.

Objective Two:

The student will identify and describe the major components of a written body of research.

Objective Three:

The student will develop an understanding of basic statistical principles sufficient to become an informed consumer of research.

Objective Four:

The student will identify and describe contrasting characteristics of various types of management research.

Objective Five:

The student will develop and orally present a formal management research proposal.

MAJOR ASSIGNMENTS / COURSE ASSESSMENT ELEMENTS

Attendance (5 Points)

In case of a student missed the first day of class or more than one class, it is strongly recommended to immediately drop the course.

Article Critiques (Increasing Scale of 10 to 20 Points – 30 Points Total)

Student will be required to critically analyze Two (2) quantitative research topologies. The student will then submit a typewritten response in narrative format, discussing the following MAJOR COMPONENTS of the research:

1. Title
2. Abstract
3. Statement of the Problem
4. Literature Review
5. Statement of the Hypothesis
6. Methodology
 - a. Participants
 - b. Instrument(s)
 - c. Procedure
 - d. Design
7. Results
 - a. Statistical Presentation
 - b. Statistical Significance
8. Discussion

NOTE: Attach of copy of the reviewed research to each submission.

10 Points: Article Critique (1) – Week Five (September 14)

20 Points: Article Critique (2) – Week Seven (September 28)

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Examination (30 Points)

The exam will be mainly from **the reading materials** (weekly reading assignment) and **in-class lectures**. Further information will be given prior to the exam date (**Eighth Week – October 5**).

PowerPoint Presentation of the Research (5 Points)

The proposal PowerPoint presentation will be submitted on ninth week (Oct. 12th).

The presentation will be graded using the following criteria:

- Major Components of the research are discussed
- Appropriate use and application of research terminology
- Suitable use of PowerPoint in delivery of the presentation
- Inclusion of a least one chart and one graph meeting APA requirements

Written Research Proposal (30 Points)

Research proposal will be graded using the following criteria:

- Has each section of the identified MAJOR COMPONENTS utilized the appropriate application of research principles?
- Has the student has effectively synthesized the research into a logically presented, viable proposal?
- Has the student applied the proper format of APA?
- Inclusion of a least one chart and one graph meeting APA requirements **(Please see the grading scale attached)**

Grades for the course will be based on the university's grading scale as detailed in the Graduate Catalog 2017-2018.

Important Note Reference the Written Research Proposal:

In reviewing the Weekly Sessions found in Course Documents, you will note that your research proposal is a dynamic work-in-progress. **You are expected, as noted, to periodically submit your research proposal for the instructor's review and commentary.** Timely submission will enhance your ability to successfully complete the course objectives. Use this opportunity to your benefit.

** Your written research proposal will be graded by section on the following weighted criteria:

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Name: _____

Important Note Reference the Written Research Proposal:

In reviewing the Weekly Sessions found in Course Documents, you will note that your research proposal is a dynamic work-in-progress. You are expected, as noted, to periodically submit your research proposal for the instructor's review and commentary. Timely submission will enhance your ability to successfully complete the course objectives. Use this opportunity to your benefit.

** Your written research proposal will be graded by section on the following weighted criteria:

Points - - - Criteria

- 4 - Title, Intro, Statement of the Problem, Hypothesis _____
- 3 - Abstract _____
- 5 - Literature Review _____
- 5 - Sample Selection, Sample Size, Operational Definitions _____
- 4 - Instrument Selection, Validity, Reliability _____
- 4 - Procedure _____
- 5 - Appropriate Use of APA 6th Edition _____

TOTAL POINTS: _____ / 30

Comments:

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Teaching Methodology:

This course will use the following instructional methods:

- Traditional classroom lecture and presentation (classroom)
- Guest Speakers

American Disabilities Act: If you require special accommodations under ADA, please advise me. Every effort will be made to meet these needs. Students requiring special accommodations under ADA must inform the university through appropriate channels for accommodations to be implemented. I encourage all students with special needs to meet with me privately to discuss their individual situations.

Changes or Modifications: Instructor reserves the right alterations to the syllabus if necessary. However, no changes will be made to the syllabus without discussion and/or announcement in class.

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SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

WEEK ONE (August 17) :

INTRODUCTION TO RESEARCH & ETHICAL CONSIDERATIONS,
Introduction and Overview of Applied Research Methods
Discussion of MAJOR COMPONENTS of a Research Proposal
Problem Identification and Selection

READING ASSIGNMENTS:

Educational Research - Chapters 1 & 21
APA Manual - Introduction

SESSION OBJECTIVES:

- * List and briefly describe the major steps involved in conducting a research study.
- * Given a published article, identify and state:
 - (a) the problem,
 - (b) the procedures,
 - (c) the method of analysis, and
 - (d) the major conclusion.
- * List, for each of the major sections and subsections of a research report, at least three questions that should be asked in determining its adequacy.
- * Understand the concept of Problem Identification and Selection.
- * Exhibit proficiency with Blackboard.

WEEK TWO (August 24) :

ARTICLE CRITIQUES, PROBLEM SELECTION, LITERATURE REVIEW,
AND HYPOTHESIS

Approaches to Inquiry
Problem Selection
Statement of the Problem
Literature Review - Sources of Information
Formulation and Statement of a Hypothesis
Review of a Quantitative Research Article

LIBRARY ORIENTATION

READING ASSIGNMENTS:

Educational Research - Chapters 2 and 3
APA Manual - Chapter 1

SESSION OBJECTIVES

- * Describe three ethical considerations involved in conducting and reporting research.
- * Describe each of the components of a research plan.
- * Identify two ways in which a research plan can be evaluated.
- * Identify 10 to 15 complete references that directly relate to the selected problem. The references should include multiple sources (e.g., books, periodicals, Internet reports, etc.).

Use the STU library to obtain your data sources, including ProQuest, ABI/Inform, InfoTRAC, SportsDiscuss and Digital Disertations.

- * Read and abstract the references you have listed.
- * Formulate a testable hypothesis for your problem
- * Identify and discuss
- * **Become familiar with the resources in the St. Thomas University library relevant to conducting research.**
- * Identify a topic of interest leading to an area of research.

WRITTEN ASSIGNMENT DUE:

1. Complete the following components of your developing research proposal:
 - Title
 - Rationale
 - Statement of the Problem
 - Hypothesis / Research Question

WEEK THREE (August 31) : ***

VALIDITY, RELIABILITY, SAMPLE ELECTION & INSTRUMENT SELECTION

READING ASSIGNMENTS:

Educational Research – Chapters 4
APA Manual - Chapter 2 & 3

SAMPLE SELECTION, VALIDITY & RELIABILITY SESSION OBJECTIVES:

- * Identify and describe four random sampling techniques.
- * Select a random sample using a table of random numbers.
- * Discuss appropriate conditions for stratification.
- * Apply a stratified sample to your research project.
- * Discuss cluster sampling.
- * Apply cluster sampling to your research project.
- * Identify and briefly describe two major sources of sampling bias.
- * Discuss, in general terms, validity and reliability.
- * Identify and discuss the following four types of reliability: (a) Inter-Rater or Inter-Observer Reliability; (b) Test-Retest Reliability; (c) Parallel-Forms Reliability; and (d) Internal Consistency Reliability.
- * Identify and discuss the following four types of validity: (a) Construct Validity; (b)

External Validity; (c) Internal Validity; and Measurement Validity Types.

- * Relate validity and reliability to your research project.
- * Identify major references that assist a researcher to assess instruments appropriate to their research.
- * Identify a research instrument relevant to their research project.
- * Identify and briefly describe four threats to the validity (internal and external) of an experiment.

WRITTEN ASSIGNMENTS DUE:

1. Submit the following components of your developing research proposal:

Literature Review

Outline

1st Draft

WEEK FOUR (September 8) :

QUANTITATIVE ANALYSIS: SURVEY & CORRELATIONAL RESEARCH

READING ASSIGNMENTS:

Educational Research – Chapters 5

APA Manual - Chapter 4

SURVEY & CORRELATIONAL RESEARCH SESSION OBJECTIVES

- * State the purpose of descriptive (survey) research.
- * List the major steps involved in designing and conducting a descriptive research study.
- * Identify the contrasts between self-report and observational research.
- * Describe the steps involved in conducting a questionnaire study.
- * Describe four major differences between an interview study and a questionnaire study.
- * State the purpose of correlational research.
- * List the major steps involved in the basic correlational research process.
- * Describe two factors that may contribute to an inaccurate estimate of relationship.

WRITTEN ASSIGNMENTS DUE:

1. Submit the following components of your developing research proposal:

Literature Review

2nd Draft

WEEK FIVE (September 14) :

QUANTITATIVE ANALYSIS: CAUSAL-COMPARATIVE &
EXPERIMENTAL

READING ASSIGNMENTS:

Educational Research - Chapters 8 and 9

APA Manual - Chapter 6

SESSION OBJECTIVES

1. State the purpose of causal-comparative research.
2. Identify the major differences between causal-comparative and correlational research.
3. State one major way in which causal-comparative and experimental research are the same and one major way in which they are different.
4. Explain why the results of causal-comparative studies must be interpreted very cautiously.
5. State the purpose of experimental research.
6. List the basic steps involved in conducting an experiment.
7. Explain the purpose of control.
8. Identify and describe three ways to control extraneous variables.

WRITTEN ASSIGNMENTS DUE:

1. Article Critique (1) – (10%)

"Differing Opinions on Testing Between Preservice and Inservice Teachers"

FORMAT:

- A. Title
- B. Abstract
- C. Statement of the Problem
- D. Literature Review
- E. Statement of the Hypothesis
- F. Methodology
 - 1. Participants
 - 2. Instrument(s)
 - 3. Procedure
 - 4. Design
- G. Results
 - 1. Statistical Presentation
 - 2. Statistical Significance
- H. Discussion

2. Submit the following components of your developing research proposal:

- Methodology
 - Sample Selection
 - Sample Size
 - Operational Definition

WEEK SIX (September 21) :
STATISTICS

READING ASSIGNMENTS:

Educational Research - Chapter 12 & 13
APA Manual - Chapter 7 & 8

SESSION OBJECTIVES

1. Understand the definition and application of a mean, mode, and median.
2. Understand the definition and application of variance.
3. Understand the definition and application of correlation.

WRITTEN ASSIGNMENT DUE:

1. Submit the following components of your developing research proposal:
 - Literature Review:
 - Final Draft - Comprehensive reporting of literature to Completion with at least 20 references
 - Instrument Selection

WEEK SEVEN (September 28):

Catching-Up Week: Individual Meeting with the Professor

WRITTEN ASSIGNMENT DUE:

Article Critique (2) – (20%)

"Effects of Word Processing on Sixth Graders' Holistic Writing and Revisions"

FORMAT:

- A. Title
- B. Abstract
- C. Statement of the Problem
- D. Literature Review
- E. Statement of the Hypothesis
- F. Methodology
 - 1. Participants
 - 2. Instrument(s)
 - 3. Procedure
 - 4. Design
- G. Results
 - 1. Statistical Presentation
 - 2. Statistical Significance
- H. Discussion

WEEK EIGHT (October 5):

FINAL EXAMINATION (30%)

WEEK NINE (October 12) :

Due ON OR BEFORE WEEK NINE

Submission of Proposal PowerPoint Presentations (5%)

Submission of Written Research Proposal (30%)