

---

Course:	BU612N Research Methods
Credit:	3 credit hours
Semester:	Summer (Session 1) 2024
Day and Time:	Online (Legacy)
Location:	Online only
Instructor:	Dr. Germaine D. Washington
Contact Info:	Cell # 816-572-1603
	Email: <a href="mailto:germaine.washington@calvary.edu">germaine.washington@calvary.edu</a>

## I. DESCRIPTION

This course introduces the graduate student to various research design methods used within the field of business. The course emphasizes analysis, methodology, and technique that can assist the student to prepare for vocational reporting, technical writing, or a research project.

*\* This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

## II. OBJECTIVES

### A. Competencies: (General 1-5) Specific (6-10)

Upon completion of this course, the student should be able to:

1. Understand generally and discuss intelligently the nature of academic research.  
(PLO 1, 2, 3) **Assignment a-d**
2. Recognize and explain some of the fundamental terminology and concepts unique to conducting research. (PLO 1-5) **Assignment a-d**
3. Describe various kinds of quantitative data, including measures of central tendency, variability, and correlation. (PLO 1,3,4,5) **Assignment a,b,c**
4. Describe the differences between quantitative and qualitative research methods.  
(PLO 1,3,4,5) **Assignment a-d**
5. Understand and distinguish between reliability and validity. (PLO1,2,3,4)  
**Assignment a-d**
6. Identify the role of theory in research as well as various methods used for research reporting. (PLO 1-5) (**Assignment a,b,c**)
7. Identify ethical issues and testing biases that can affect test results. (PLO 1,3,5)  
**Assignment a,b**

8. Describe effective ways that research can be used to enhance student learning. (PLO 1,3,5) **Assignment a,b,d**
9. Conduct efficient, effective searches, utilize efficient note-taking strategies, and identify useful research through the application of appropriate evaluative criteria. (PLO 1-5) **Assignment a,b,c,d**
10. Write and design a research proposal. (PLO 1-5) **Assignment a,b,c**

### III. MATERIALS

The following textbooks are required for this course:

- A. Bible (Please refer to Course Policies.)
- B. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Hardcover: ISBN-10: 1433832151 \$36.00  
Paperback: ISBN-10: 143383216X \$27.00
- C. Patten, M. E., & Newhart, M. (2017). *Understanding Research Methods: An Overview of them Essentials* (10<sup>th</sup> ed). Routledge.  
(ISBN: 978-0415790529 New: \$50.00; Rented copies available for \$18.01.)

### IV. REQUIREMENTS

#### A. Reading Assignments

1. **Textbook Reading:** Read the assigned textbook.
2. **Quizzes:** Complete two (2) “open book” quizzes posted on CANVAS. These Quizzes serve to reinforce the key ideas covered in the textbook chapters.
3. **Discussion Questions:** A total of seven (7) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.

#### B. Activity Assignment

1. **Prospectus:** Prepare a presentation of your research proposal. Your research proposal should include the following: Introduction, Review of the Literature, Research Design, Research Question, Procedures, and a Conclusion.

#### C. Written Assignments

1. **Annotated Bibliography:** Choose Seven scholarly journal articles related to your Research topic. Complete an Annotated Bibliography Form for each article. Use the Annotated Bibliography Form found on CANVAS.

2. **Mini Literature Review:** Using your annotated bibliography, write a mini literature review. Begin with a brief introduction. Next write in a narrative form introducing the studies in your annotated bibliography and discussing the results of these studies. End with a brief conclusion. Content is more important than word count.
3. **Final Written Assignment:** Formulate a qualitative or Quantitative research paper.

## V. METHODS

### A. Teaching and Learning

1. Reading and research
2. Writing
3. Developing a Research Proposal
4. Lectures
5. Discussions
6. Reflections
7. Final

### B. Grading

Weight given to assignments:	
Written Assignments	<b>30 pts</b>
Quizzes	<b>20 pts</b>
Prospectus	<b>20 pts</b>
<u>Final</u>	<b>30 pts</b>
<b>Total</b>	<b>100 pts</b>

### Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

#### 1. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

## VI. COURSE POLICIES

### A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT*

and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

**B. Academic Honesty**

*Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.*

**C. Academic Activity & Participation**

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

**D. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

**E. Accommodations Statement**

*Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.*

**F. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**G. The Clark Academic Center**

**The Clark Academic Center** ([learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

***About Changes to this Syllabus:*** *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

**VII. COURSE OUTLINE AND CLASS SCHEDULE:** The following course outline indicates the informational material and the general direction for the content of this class:

<b>Week</b>	<b>Class Topics:</b>	<b>Reading and Written Assignments for the Week:</b>
1	Introduction of course Front Matter Chapter 1	
2	Chapter 2-4	Quiz
3	Chapter 5-7	Prospectus
4	Chapter 8-9	Written Assignment
5	Chapter 10-11	Quiz
6	Chapter 12-13	Written Assignment
7	Chapter 14-16	
8	Final Exam	Final

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

<b>CRITERIA</b>	<b>NEEDS IMPROVEMENT Minimum Points</b>	<b>SATISFACTORY Medium Points</b>	<b>EXCEPTIONAL Maximum Points</b>
<b>CONTENT 75%</b>	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.  <i>48.9 or FEWER POINTS</i>	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.  <i>49 to 65.9 POINTS</i>	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.  <i>66 to 75 POINTS    Grade:</i>
<b>ORGANIZATION Including Readability &amp; Style 20%</b>	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).  The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.  <i>15.9 or FEWER POINTS</i>	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.  Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.  <i>16 to 18.9 POINTS</i>	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.  The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.  <i>19 to 20 POINTS    Grade:</i>
<b>FORMAT 4%</b>	The paper does not conform to Turabian or APA style. Students must use one or the other correctly.  <i>0 POINTS</i>	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).  <i>Up to 2 POINTS</i>	The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i> ).  <i>2.1 to 4 POINTS    Grade:</i>
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING 1%</b>	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.  <i>0 POINTS</i>	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.  <i>0.5 POINTS</i>	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.  <i>1 POINT    Grade:</i>

**What is a Substantive Post?** © 2016  
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

#### Reference

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God’s agenda*.

B & H Publishing: Nashville, TN.