

Adler Graduate School

Richfield, Minnesota

AGS Course 600

Research

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 600
- 1.3 Research
- 1.4 Three (3) credits
- 1.5 Prerequisites: 611

2. Course Description

This course provides an introduction to the principles and process of research. It provides learners with skills, including asking good empirical questions, hypothesis building, scientific writing and critical analysis. It emphasizes both qualitative and quantitative methodologies. The final outcome is a short version literature review of a topic chosen by the student.

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:

Remenyi, D., Williams, B., Money, A., Swartz, E., Doing Research in Business and Management: An Introduction to Process and Method (2005 or latest edition), Sage Publications. ISBN: 0-7619-5950-5

APA Style Manual, 6th ed.

3.2 Optional text: None

4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1 Understand the purpose and process of research, especially as it relates to the field of Business. 2b,c,f,10c,d,e,f
- 4.2 Have the opportunity to identify a research question of personal interest to the student and explore it in depth. Acquire solid skills for locating research articles using a variety of resources. Develop skills for reading and interpreting business research articles. Learn about and apply APA style to the final paper and assignments. 7a,b,c,d,e,f,g,h,i,8a,b,c,d,e,f

5. Course Outline

5.1 Unit 1

Reading due: Remenyi et al pages 1-38

- ~ Overview of course, using the databases and choosing a topic
- ~ Why Research? How?

5.2 Unit 2

Reading due: Remenyi et al pages 42-69

- ~ Research Strategies and Tactics
- ~ Research phases

5.3 Unit 3

Reading due: Remenyi et al pages 72-92

- ~ Observations
- ~ Approach, method, and data

5.4 Unit 4

Reading due: Remenyi et al pages 94-118

- ~ Beginning the Research
- ~ Research Questions

5.5 Unit 5

Reading due: Remenyi et al pages 120-137

- ~ The Research Process
- ~ Qualitative and Quantitative

5.6 Unit 6

Reading due: Remenyi et al pages 140-159

- ~ Collecting Empirical data
- ~ Questionnaire design

5.7 Unit 7

Reading due: Remenyi et al pages 206-224

~ Statistics

5.8 Unit 8

Reading due: Remenyi et al pages 227-246

~ Ethical considerations in research

~ Writing up the research

5.9 Unit 9

Reading due: Remenyi et al pages 162-187

~ Case Studies in Business

~ Course wrap up

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2001, American Psychological Association. ISBN 1-55798-791-2).

8. Assessment/Evaluation Procedures

8.1 Participation and Attendance Requirement (25 points)

Students will be expected to attend all class sessions and participate in class discussions. Group assignments and exercises will be conducted during class and students will need to be present in class to receive a grade for these exercises. Absences from class and therefore failure to participate in any or all of these exercises will result in a zero grade for the exercise concerned.

8.2 Special Project Time (25 points)

Pilot Study project: Create questionnaire, survey, structured interview form that would be used in

your data collection process of your thesis. Then pretest it by contacting your sample group and administer. This allows you to check to see if your questions are appropriate and useful in your data collection process. Due on the last day of class with presentation in class.

8.3 Literature Review (50 points)

Produce a literature review with a minimum of 15 peer reviewed articles (references) on a topic of interest (Books accepted if written by the primary author : ie. Freud wrote the book versus someone else wrote the book on Freud). Due two weeks after last day or course.

Mechanics: 10-15 pages
APA 6th Edition format

8.3 Grading:

A	90-100 points
B	80-89 points
C	70-79 points

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School . Here are examples of academic dishonesty:

- 1 Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- 2 Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- 3 Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- 4 Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- 1 Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- 2 Faculty members monitor discussion and intervene when requested or as deemed necessary.
- 3 On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- 4 During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. Instructor Contact Information

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