Course Description

The course is designed to provide an overview of research design. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. This includes a discussion of the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course also provides a discussion of the methods and procedures for quantitative, qualitative, and mixed methods studies.

Course Textbook


Course Learning Outcomes

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

1. Demonstrate a broad conceptual understanding of research methods.
2. Demonstrate critical thinking skills in the area of experimental design and analysis.
3. Demonstrate knowledge of ethical concerns in research.
4. Distinguish between qualitative, quantitative, and mixed approaches to research.
5. Design a business research methodology.
6. Apply critical thinking to business problems and opportunities.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Outcomes: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Lesson: Each unit contains a Unit Lesson, which discusses unit material.
3. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Further Readings are listed in the Unit III, IV, and VI study guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Further Readings.
4. Discussion Boards: Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.
5. Unit Assignments: Students are required to submit for grading Unit Assignments in Units I-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I-VIII Assignments. Specific information about accessing these rubrics is provided below.
6. Ask the Professor: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
7. Student Break Room: This communication forum allows for casual conversation with your classmates.
CSU Online Library

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU’s virtual librarians by emailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the email address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, and meeting room appointments, as well as other forms of instruction.

Unit Assignments

Unit I Journal Assignment

In at least 500 words, discuss the differences between quantitative, qualitative, and mixed methods research methodology.

You are required to follow APA guidelines.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit II Journal Assignment

In 300-500 words, using a research topic of your choice, list five key terms that relate to your topic and use these to do a database search for journal articles. What were the outcomes of your database search? How did you modify your search terms to achieve a successful search? Which databases were most useful to you and why?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Essay

In an essay of 750-1,000 words, explain the ethical considerations that researchers must consider when conducting research and writing the results of their research.

Additionally, discuss the CSU IRB process and the specific ethical requirements of the CSU IRB policies.

You are required to follow APA guidelines when completing this assignment.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Journal Assignment

Write a journal entry of 300-500 words in which you discuss the importance of the identification of the research problem and the development of a problem statement. Based on the research topic you previously chose, create a problem statement using the CSU problem statement model as outlined in the Unit IV Lesson.

Cite at least two scholarly sources other than the course textbook to support your work. Remember, a quantitative study asks “what” and a qualitative study asks “how” or “why”?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Article Review

Using the CSU Library, identify an empirical research article (an article written by the original researcher(s)). Save this article as you will need it once again for the Unit VII assignment.
Review the article to identify the problem statement. After determining if it is a qualitative, quantitative, or mixed-method research, write the problem statement using the CSU template, as discussed in the Unit V lesson.

Second, using the purpose statement template found in the lecture, write a purpose statement for the article by completing the blanks. Note: You may be able to copy and paste the template from the lecture. The purpose statement should be no longer than three-quarters of a typed page. Remember, the purpose statement must align with the problem statement.

The submission must include an APA-formatted title page and reference page identifying the article from which you retrieved the information. Please note, if you cannot easily identify the information to complete the templates, you probably are not looking at an empirical research article. An empirical research article should contain all of the required information to complete the template.

Submit the assignment as a Word document, and do not run the assignment through Turnitin as the score will be high due to the use of the template.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Journal Assignment

In at least 500 words, explain the procedure (including data analysis and interpreting the results) for a quantitative methods study. Sources must be cited using APA guidelines.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Assignment

Research Assignment: Ten Strategic Points

Review the Unit VII Lesson regarding the Ten Strategic Points. Briefly write an introductory paragraph detailing the importance of the Ten Strategic Points Document. Refer back to the article(s) that were used for the assignment in Unit V. Identify the ten points within your article(s) and complete the Ten Strategic Points document provided for each.

Copy the Ten Strategic Points table into one document beneath your introductory paragraph. Submission of this document should include an APA-formatted title and reference page. The reference page should only contain the articles that were used to complete this assignment.

Click here to download the Ten Strategic Points table template.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Journal Assignment

Using your research topic, and building on your problem statement and purpose statement from previous units, create at least two research questions (a hypothesis if the methodology is quantitative). It is important that the first research question aligns closely with the problem statement and purpose statement created in the Unit V lesson.

Thus, for a qualitative study, you should create two research questions (one primary research question and one subquestion).

For a quantitative study, you should create two research questions. For each research question, you must also write the hypothesis and the null hypothesis. The hypotheses should align with each research question.

For a mixed method study, you should create two research questions. For each research question, you must also write the hypothesis and the null hypothesis. The hypotheses should align with each research question.

Please include the problem statement from your Unit V Journal Assignment so that the instructor can check the alignment of the research questions with the problem statement.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
APA Guidelines

CSU requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Blackboard Grading Rubrics

Assignment Rubrics

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools” button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

CSU Grading Rubrics for Papers/Projects, Discussion Boards, and Assessments

The Learning Resource area of the myCSU Student Portal provides the rubrics, and information on how to use them, for Discussion Boards, written response questions in Unit Assessments, and Research Papers/Projects.

The course writing assignments will be graded based on the CSU Grading Rubric for all types of writing assignments, unless otherwise specified within assignment instructions. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions.

To view the rubrics, click the Academic Policies link on the Course Menu, or access it through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.
Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

- Discussion Boards (8 @ 2%) = 16%
- Journal Assignments (5 @ 10%) = 50%
- Unit III Essay = 8%
- Unit V Article Review = 12%
- Unit VII Assignment = 14%
- Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<table>
<thead>
<tr>
<th>Unit I</th>
<th>The Selection of a Research Approach</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
</tr>
<tr>
<td><strong>Read:</strong></td>
<td>□ Chapter 1: The Selection of a Research Approach</td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td>□ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
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<tr>
<td><strong>Submit:</strong></td>
<td>□ Journal Assignment by Tuesday, Midnight (Central Time)</td>
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<th>Unit II</th>
<th>The Literature Review and the use of Theory</th>
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
</tr>
<tr>
<td><strong>Read:</strong></td>
<td>□ Chapter 2: Review of the Literature</td>
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<td>□ Chapter 3: The Use of Theory</td>
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<tr>
<th>Unit III</th>
<th>Writing Strategies and Ethical Considerations</th>
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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<tr>
<td><strong>Read:</strong></td>
<td>□ Chapter 4: Writing Strategies and Ethical Considerations</td>
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<td></td>
<td>□ CSU Doctoral Dissertation Handbook: Pp 7-8 concerning the IRB process</td>
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<td><strong>Submit:</strong></td>
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## Course Schedule

### Unit IV
**The Introduction, Purpose Statement, and Research Questions**

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<thead>
<tr>
<th>Review:</th>
<th>□ Unit Study Guide</th>
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<tbody>
<tr>
<td>Read:</td>
<td>□ Chapter 5: The Introduction</td>
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</table>
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ Journal Assignment by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

### Unit V
**The Purpose Statement**

<table>
<thead>
<tr>
<th>Review:</th>
<th>□ Unit Study Guide</th>
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<tr>
<td>Read:</td>
<td>□ Chapter 6: The Purpose Statement</td>
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| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ Article Review by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

### Unit VI
**Quantitative Methods**

<table>
<thead>
<tr>
<th>Review:</th>
<th>□ Unit Study Guide</th>
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<tr>
<td>Read:</td>
<td>□ Chapter 8: Quantitative Methods</td>
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</table>
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□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ Journal Assignment by Tuesday, Midnight (Central Time) |

**Notes/Goals:**
### Unit VII: Qualitative and Mixed Methods

**Review:**
- Unit Study Guide

**Read:**
- Chapter 9: Qualitative Methods
- Chapter 10: Mixed Methods Procedures

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Assignment by Tuesday, Midnight (Central Time)

**Notes/Goals:**

### Unit VIII: Research Questions and Hypotheses

**Review:**
- Unit Study Guide

**Read:**
- Chapter 7: Research Questions and Hypotheses

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Journal Assignment by Tuesday, Midnight (Central Time)

**Notes/Goals:**