Course Syllabus

Course Description
Examines the basic principles and techniques of doctoral scholarship and offers an overview of the development of theory and research logic, explores the relationship between theoretical and empirical constructs, and provides a wide variety of specific research methodologies, including the scholarly publication process. Learners study the principles of the scientific method and research design techniques common to qualitative, quantitative, and mixed methods research, including sampling methods and data collection techniques. Material includes an examination of various research methods including electronic searches and retrieval methods. Students critically review research papers and articles and are introduced to the writing techniques necessary to produce expository and analytical papers to the standards of publishable work.

Course Textbook(s)

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

1. Develop a topical research question based on a literature review.
2. Determine the key steps for a comprehensive literature review.
3. Formulate the rationale for a quantitative research study.
4. Formulate the rationale for a qualitative research study.
5. Construct a comprehensive concept paper outline.
6. Distinguish between inductive and deductive reasoning.
7. Appraise the differences between validity and reliability.

Credits
Upon completion of this course, the students will earn 3 hours of college credit.

Course Structure
1. Study Guide: Course units contain a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Unit Lessons, which are located in the Study Guide, discuss lesson material.
4. Reading Assignments: Units contain Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. Suggested Reading: Suggested Readings are listed within the Study Guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. Learning Activities (Non-Graded): Non-Graded Learning Activities are provided to aid students in their course of study.
7. Discussion Boards: Discussion Boards are part of all CSU Term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. Unit Assignments: Students are required to submit for grading Unit Assignments. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
9. Ask the Professor: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
Student Break Room: This communication forum allows for casual conversation with your classmates.

CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

LibGuides

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, e-books, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

Click here for the LibGuide for this course.

Unit Assignments

Unit I Essay

Write a short descriptive reply to the following essay prompts in a single document using APA section headers as appropriate. Cite the textbook and at least one other source (must be peer-reviewed) relative to any business or management theory. Be concise and specific (not wordy).

- Briefly introduce your selected business or management theory, and then select and explain two ethical considerations of social research. Include an example for each.
- Distinguish between inductive and deductive reasoning as they relate to efficacy of business theories. Be sure to include mention of inductive and deductive theory construction.

Each response must be double-spaced and at least one page in length for a total of two pages, not counting the title page and reference page. Use APA format for your paper, including all references and in-text citations.

Information about accessing the grading rubric for this assignment is provided below.

Unit II Essay

Write a short, descriptive response to the following essay prompts in a single document. Cite the textbook and at least one other source from the CSU Online Library relative to business or management theory. Be concise and specific (not wordy).

- Begin with an introduction that explains, in general terms, a few steps involved in collecting data for your chosen research topic, and then relate two ethical considerations for research measurement to your chosen research topic.
- Review pages 145–155 in the textbook. Explain the role of reliability and validity in research design. Relate this to a personal research area of interest.

Each response must be double-spaced and at least one page in length for a total of two pages for both, not counting the title page and reference page. Use APA format for your paper, including all references and in-text citations.

Information about accessing the grading rubric for this assignment is provided below.

Unit III Course Project

Annotated Reference List

Submit an annotated reference list for at least 10 peer-reviewed articles related to your chosen research area. You are free to choose any articles of interest, but you are encouraged to use a dissertation topic that you are interested in for this assignment.

Begin your assignment with a short introduction to your chosen topic area and a preliminary topical research question. Explain why this question interests you.

For each source in the annotated reference list, include the following items:
1. the full APA reference,
2. a 50-word summary of the article, and
3. two sentences describing how the article will support the research problem area and/or support the need for the research. Also, explain how it relates to your topical research question.

Be sure this document is formatted in APA style with a title page, introduction (briefly describing the research area and indicating a topical research question). Your annotated reference list must be at least three pages in length.

It is in your best interest to review the instructions for the Unit IV Course Project and to find resources that can be used throughout the project.

Information about accessing the grading rubric for this assignment is provided below.

**Unit IV Course Project**

**Concept Paper Full Sentence Outline Draft: Part One**

In this unit, you will submit the first section of a concept paper relating to business administration. Keep in mind the guidelines in the most current version of the CSU Concept Paper template instructions for the following sections:

- Title
- Problem Statement
- Theoretical Foundation
- Application to Business Administration

The concept paper template is available to download in the CSU Dissertation Center within Blackboard. For the Literature Review section, you may elect to use all or some of the sources used in the annotated reference list from the Unit III Course Project to draft a preliminary literature review outline. You must have at least 10 sources that support your research inquiry topic. Use only the sources that apply to what you are writing. The literature review will be further developed in Unit VI.

Focus on your area of inquiry, and realize that other sections may evolve and change over time.

Be sure this document is formatted in APA style with a title page and a full reference page. Refer to the doctoral and APA writing tips.

(Note: Your outline for the latter sections of the concept paper will be due in upcoming units.)

Information about accessing the grading rubric for this assignment is provided below.

**Unit V Research Report**

**Making Your Research Question (RQ) "Research Ready"**

Format your research report using APA style, and include APA section headers. Write in a concise and linear way. Include the following elements:

1. Summarize five or more peer-reviewed articles that are closely related to your research topic (one to two paragraphs per article) and were written in the past 3–4 years; these resources will be added to your literature review.
2. Draft a problem statement (no more than one paragraph in length) that proves your topic has a problem area, and cite three or more peer-reviewed or primary sources to support your statement. (Note: These sources are not likely to be the same as those summarized for this unit, but there might be some overlap.)
3. Develop at least one new topical research question that is researchable. Be sure it relates to your literature review of sources conducted so far but is not the same as any prior work. Explain how the RQ is supported by peer-reviewed articles, primary sources, and/or your prior research.

Your essay must be double-spaced and at least two pages in length, not counting the title page and reference page.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VI Course Project**

**Literature Review Draft**

Determine the key steps for a comprehensive literature review by reviewing the Unit VI Lesson, the textbook (pages 119 and 487), and the CSU Concept Paper template located in the CSU Dissertation Center. Ensure your topic is relevant to professional business knowledge and/or professional development (as related to behavior, policy, or strategic issues.)

For this assignment, you will apply the key steps and add or refine existing sources to fit the key steps for a comprehensive literature review. Submit a preliminary draft of your full literature review as a part of your concept paper outline. At this point, the literature review section of your concept paper outline should have at least 15 sources.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VII Course Project**

**Concept Paper Full Sentence Outline Draft: Part Two**
For this assignment, you will make any necessary edits to the outline you submitted in Unit IV, and you will also add the following sections:

- Purpose Statement
- Research Questions (and Hypotheses, when applicable)
- Variables/Phenomena
- Research Method
- Research Design

Be sure your topic is related to business administration, and the purpose statement and research questions/hypotheses are properly formed.

Submit the Concept Paper as one cohesive, full sentence outline document with a proper APA formatted APA reference page.

(Note: Only part two will be graded in this assignment. The full final draft will be edited and submitted for grading in Unit VIII.)

Information about accessing the grading rubric for this assignment is provided below.

Unit VIII Course Project

Concept Paper Full Sentence Outline: Final Draft

Submit your Concept Paper outline addressing all feedback provided. Your final draft must meet the following criteria:

- Be sure your concept paper outline complies with all instructions and formatting guidelines found in the concept paper template.
- Check that your topic is related to business administration.
- Check that your topical research question strongly relates to the literature review section of your outline.
- Check that you have at least 15 academically appropriate references.

Upload one cohesive concept paper outline in APA format with a minimum of one reference page. Ensure all feedback is applied from the prior work and that any Microsoft Word track changes, comments, or characters are cleared (accepted or deleted) in your final copy.

Information about accessing the grading rubric for this assignment is provided below

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

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.

**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 e-mail your professor. Responses to your post will be addressed or e-mailed 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.

**Schedule/Grading**

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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<th>Unit I</th>
<th>Social Research and Inquiry</th>
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<td>Unit I Study Guide</td>
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<td>Chapter 6: Indexes, Scales, and Typologies</td>
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<td>Chapter 7: The Logic of Sampling</td>
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• Chapter 8: Experiments  
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