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 both qualitative and quantitative research, including sampling methods and data collection techniques. Material includes examination of various research methods including electronic searches and retrieval methods. Students learn to critically read research papers and articles, and are introduced to the writing techniques necessary to produce expository and analytical papers to the standards of publishable work.

Prerequisites

None

Course Textbook


Course Overview

Research is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study. It is the function of the researcher to contribute to the understanding of the phenomenon and to communicate that understanding to others. Before research can begin, the research topic must be defined; the research problem must be written and divided into sub problems, the hypotheses and underlying assumptions of the research must be stated, and a proposal must be written. This course stresses each step of the plan for conducting research, including research methodologies and preparation of the research report.

The course covers both quantitative and qualitative research methodologies. You will learn that all qualitative approaches have two things in common. First, they focus on phenomena that occur in natural settings — that is, in the "real world." Second, they involve studying those phenomena in all their complexity. On the other hand, quantitative research tries to make better sense of the world by using numbers. In studying quantitative techniques you will be introduced to the quantification of data and the interpretation of these data through the use of statistics.

The completion of a research project is always the written report and/or presentation. The research report is a straightforward document that sets forth clearly and precisely what the researcher has done to resolve the research problem. The course will stress the importance of writing a research report that shows fidelity to the data and ability to organize data logically so they clearly support your research effort.

The principle text for this course has been developed to address the needs of researchers in the academic disciplines. Students can learn a great deal from seeing how their peers handled various topics in research proposals and final dissertations. Eight of twelve chapters in the text have lengthy excerpts from either dissertation proposals or completed dissertations.
Course Learning Objectives

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

1. Explain why basic research methodology presented in the textbook is applicable to any discipline.
2. Generalize the significance of planning and design as a precursor to research.
3. Summarize the eight distinguishing characteristics of research.
4. Explain the importance of browsing significant journals in your discipline prior to initiating research.
5. Explain the significance of Internet access as a tool of research.
6. Discriminate the difference between measurement and evaluation.
7. Compare the four scales of measurement and discuss under what conditions they apply.
8. Explain the difference between validity and reliability.
9. Assess the premises of deductive logic and inductive reasoning.
10. Summarize the significance of dividing research problems into sub-problems.
11. Compare the differences between research planning and research methodology.
12. Compare qualitative and quantitative approaches to research.
13. Explain the significance of ethical issues in research.
14. Summarize the difference between a concept paper and a proposal in research methodology.
15. Compare the applicability of the case study, an ethnography study, a phenomenological study, grounded theory study, and content analysis in qualitative research design.
16. Judge the significance of time and space in historical research.
17. Discuss and explain why correlation does not, in and of itself, indicate causation.
18. Explain precautions to take in maximizing the return rate on mailed questionnaires.
19. Summarize the application of the following sampling techniques: simple random, stratified random, proportional stratified, cluster, systematic, convenience, quota, and purpose sampling.
20. Explain the difference between pre-experimental, true experimental, quasi-experimental, ex post facto, factorial and meta analysis research designs are applicable.
21. Explain the characteristics of and applications for descriptive and inferential statistics.
22. Generalize the significance of hypotheses testing and the relationship to Type I and Type II errors.
23. Assess the significance of adhering to a prescribed style, format and organization of a research report.

Credits

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

Course Structure

1. **Summary of Course Unit**: Highlights, summarizes, and alerts students to areas of importance within selected readings.
2. **Unit Learning Objectives**: Lists Learning Objectives for each unit that support Course Learning Objectives.
3. **Key Terms**: are intended to guide students in their course of study. Students should pay particular attention to key terms as they represent important concepts within the unit material and reading.
4. **Reading Assignments**: Identifies supplemental textbook and reading assignments.
5. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
6. **Web Sites**: Created to reflect sources for key information needed for research.
7. **Discussion Board Questions**: 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.
8. **Unit Assessments**: contain both objective and subjective type questions. Students are required to take unit assessments at the completion of the required Units. The objective assessments include multiple choice questions taken largely from the textbook. The subjective assessments’ essay questions are based on concepts presented in the text and other supplemental readings.
9. **Concept Paper Exercise**: Details are provided below.
10. **Research Proposal**: Details are provided below.
11. **Article Critiques**: You will be assigned to read and critique a scholarly article from a selected list of journals. Details are provided below.
12. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

13. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**Concept Paper Exercise**

The development of a Concept Paper is your first step toward the preparation of a Dissertation. Before you take this step it is a good idea to examine your personal vision of what a dissertation is supposed to accomplish. It is easy to project onto a dissertation process all hopes and fears about your intellectual worth. Here are some common fallacies you want to avoid:

1. My dissertation will be a classic in its field, integrating profound concepts from many branches of inquiry.
2. My dissertation will be startlingly original, opening territory that has never been explored before. It must be perfect.
3. My dissertation will be a culminating work of creativity for me, bringing for the hidden dimensions of my psyche into a comprehensive whole.

These notions are false. Once you have a concept firmly in mind and have done good research, there is no reason why you cannot complete an acceptable dissertation. A dissertation should:

1. Summarize and integrate pertinent research and theory in its topic area. It is suggested you concentrate primarily on work accomplished within the last five years, although some topics may require more in-depth historical development.
2. Make a contribution of knowledge to the topic. This can be done several ways, such as conceptualizing an issue or problem in a novel and useful manner, collecting new data through quantitative or qualitative research, demonstrating the applicability of a method or treatment, synthesizing and interpreting existing data to gain new insights, or expanding the application of a theory or previous research conclusions to a new area.
3. Show how a topic area is illuminated, expanded, or changed by the new perspective brought to it.

Once you have a research topic in mind that you enjoy and one you would be willing to live with for a major part of your working life, you are ready to develop your preliminary proposal for research (Concept Paper).

The Concept Paper consists of the following elements:
- An overview of the proposed topic of research.
- A brief review of related literature.
- A description of proposed research methods

The Concept Paper is a preliminary working document. It is a starting point to guide development of your research efforts. The Concept Paper is normally no more that 8 to 10 pages in length.

As you proceed through your course work in this and following courses be thinking about the type of research you want to do for your dissertation. When you enroll in DBA 8149, Business Research Methods, you will be required to expand your Concept Paper into a Proposal for research. The Proposal will become the first three chapters of your dissertation.

**Research Proposal**

The research proposal consists of the first three chapters of your dissertation: The Introduction, The Review of Literature, and the Research Methodology. An annotated bibliography is enclosed with the proposal. The proposal is written in future tense to facilitate subsequent modification for the dissertation manuscript.

As you begin the formal preparation of your Proposal, it is suggested that you start with the ‘Review of Related Literature’ Chapter. You should then develop your ‘Description of Proposed Research Methodology’ followed by preparation of the ‘Introductory’ Chapter. Experience has shown that this is the best way to express your work in a cogent manner. Be sure to prepare and submit a detailed annotated bibliography with your proposal.

The proposal should be prepared using 1.5 inch spacing and written in APA style with in-text references. You are not expected to prepare a fully developed proposal at this time. Concentrate on providing meaningful information in each section of the required proposal format. The proposal should be approximately six pages in length.
Article Critique

Your article critique assignment for this course is to investigate one of the journals listed below for an article of interest to you. The article should not be more than two years old. Please upload your assignment to Blackboard before you move on to the next assignment. Submit a copy of the article to your professor.

- Academy of Management Review
- Administrative Science Quarterly
- Business and Society in Review
- Decision Sciences
- Financial Management
- Harvard Business Review
- Industrial and Labor Relations Review
- Journal of Accountancy
- Journal of Applied Economics and Policy
- Journal of Applied Psychology
- Journal of Business Ethics
- Journal of Finance
- Journal of Management Studies
- Public Administration Quarterly
- American Journal of Economics and Business Administration
- Academy of Accounting and Financial Studies Journal
- Academy of Strategic Management Journal
- Advances in Management and Applied Economics
- Business Ethics Quarterly
- Global Business and Organizational Excellence

(Other journals may be considered with the approval of your professor.)

The object of your critique is to describe how the study followed or failed to follow the criteria for good research. Speculate on which of the writer’s conclusions were warranted and which were not. Please include the following topics in your critique of the selected article: {Course Learning Objectives 10 - 14}

- A brief introduction of the article
- A statement of the research problem
- A description of research procedures
- Flaws in the procedural design
- Analysis of the data
- Limited and justifiable conclusions

APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers. 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 rubric, click the Academic Policies link on the Course Menu, or by accessing 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

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board (8 @ 1.5%)</td>
<td>12%</td>
</tr>
<tr>
<td>Unit Assessments (4 @ 16%)</td>
<td>64%</td>
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<tr>
<td>Article Critique</td>
<td>3%</td>
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<tr>
<td>Research Proposal</td>
<td>11%</td>
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<tr>
<td>Concept Paper</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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.
DBA 7240, Doctoral Writing and Inquiry into Research

Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>What is Research?</th>
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</table>
| Review: | □ Unit Study Guide  
          □ Learning Activity (Non-Graded): Instructions are below Written Lecture |
| Read: | □ Chapter 1: What is Research? |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) |
| Submit: | □ None |

Notes/Goals:

<table>
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<tr>
<th>Unit II</th>
<th>Tools of Research</th>
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| Review: | □ Unit Study Guide  
           □ Learning Activity (Non-Graded): Instructions are below Written Lecture |
| Read: | □ Chapter 2: Tools of Research  
           □ Chapter 3: The Problem: The Heart of the Research Process |
| 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: | □ Assessment by Tuesday, Midnight (Central Time) |

Notes/Goals:

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<thead>
<tr>
<th>Unit III</th>
<th>Literature Review</th>
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</table>
| Review: | □ Unit Study Guide  
           □ Learning Activity (Non-Graded): Instructions are below Written Lecture |
| Read: | □ Chapter 4: Review of the Related Literature |
| 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: | □ Concept Paper by Tuesday, Midnight (Central Time) |

Notes/Goals:
## Unit IV  Research Project and Proposal

### Review:
- Unit Study Guide
- Learning Activity (Non-Graded): Instructions are below Written Lecture

### Read:
- Chapter 5: Planning Your Research Project
- Chapter 6: Writing the Research Proposal

### 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:
- Assessment by Tuesday, Midnight (Central Time)
- Research Proposal by Tuesday, Midnight (Central Time)

Notes/Goals:

## Unit V  Qualitative Research Methodologies

### Review:
- Unit Study Guide
- Learning Activity (Non-Graded): Instructions are below Written Lecture

### Read:
- Chapter 7: Qualitative Research
- Chapter 8: Historical Research

### 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 Critique by Tuesday, Midnight (Central Time)

Notes/Goals:

## Unit VI  Quantitative Research Methodologies

### Review:
- Unit Study Guide
- Learning Activity (Non-Graded): Instructions are below Written Lecture

### Read:
- Chapter 9: Descriptive Research
- Chapter 10: Experimental and Ex-Post Facto Designs

### 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:
- Assessment by Tuesday, Midnight (Central Time)

Notes/Goals:
<table>
<thead>
<tr>
<th>Unit VII</th>
<th>Strategies for Analyzing Quantitative Data</th>
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<tr>
<td>Review:</td>
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<td>□ Learning Activity (Non-Graded): Instructions are below Written Lecture</td>
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<td>□ Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)</td>
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<td>Submit:</td>
<td>□ None</td>
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<td>Notes/Goals:</td>
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