

CENTRAL MICHIGAN UNIVERSITY
COURSE SYLLABUS

I. IDENTIFYING INFORMATION

Course: MSA 600
Course Title: Foundations of Research Methods in Administration
EPN: 22323247
Term: Spring II
Location: Joint Base Andrews
Course Dates: 2/24, 2/25, 3/10, 3/11, 3/24, 3/25/2017
Course Days and Times: Fri 5:45PM-9:45PM; Sat 8:30AM-5:00PM;
Prerequisites: Statistics Competency (as outlined in the Bulletin program requirements).

Blackboard:

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter <https://blackboard.cmich.edu/webapps/login/>. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at <https://blackboard.cmich.edu/webapps/login/>.

Instructor: James Howard, II
Primary Phone Number: 410.505.4199
Secondary Phone Number: N/A
E-Mail Address: howar1jp@cmich.edu
Availability: Most evenings and weekends

Academic Biography:

I am a data scientist at the Johns Hopkins University's Applied Physics Laboratory. Previously, I worked for the Board of Governors of the Federal Reserve System as an internal consultant on statistical computing. I have also been a consultant to numerous government agencies, including the Securities and Exchange Commission, the Executive Office of the President, and the United States Department of Homeland Security. While an undergraduate at the University of Maryland, College Park, I worked in space systems design and telecommunications. I am also a passionate educator, teaching mathematics and statistics at the University of Maryland University College since 2010.

In my spare time, I serve Howard County, Maryland, as Chairman of the Board of Appeals. Prior volunteer experience includes providing economic advice to the Columbia Association, establishing an alumni association for the College Park Scholars Program at the University of Maryland, and serving on numerous public and private volunteer advisory boards.

I have a doctorate in public policy from the University of Maryland Baltimore County where my research focused on the economic and social effects of flood insurance. I also have a master of public administration from the University of Baltimore and a bachelor's degree in mathematics from the University of Maryland, College Park.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at <http://bookstore.mbsdirect.net/cmuh.htm>

Textbooks and Course Materials:

Title: Practical Research: Planning and Design, Custom Edition (E-book Available)
Author: Leedy/Ormrod
Edition: 2nd
ISBN: 978-1-323-47479-2

Publisher: Pearson

Required: Yes

Course Reserves:

N/A

Required Materials:

N/A

Recommended Materials:

N/A

III. COURSE DESCRIPTION

Research methods and writing designed to build the skills and knowledge necessary to interpret, apply and report research in the field of administration.

IV. COURSE GOALS AND OBJECTIVES

After successful completion of this course, the student will be able to:

1. Discuss and identify appropriate administrative issues and topics that can be researched within the private, public and not-for profit sectors and be representative of researchable topics later used in the MSA capstone project.
2. Scrutinize, collect, evaluate, and synthesize research and professional literature to draw and support conclusions and make recommendations.
3. Evaluate research findings, draw conclusions and make recommendations to others in oral form using appropriate visual aids and/or presentation software.
4. Design practice research materials demonstrating graduate level competency in the application of the key elements of proposal formatting, chapter contents and APA (Not intended to be any portion of the student's MSA capstone project).
5. Practice the construction of surveys, interviews, and typical research instruments used by administrators.

V. METHODOLOGY

This course is organized around five key instructional tools:

1. lectures,
2. readings,
3. group work and discussions,
4. writing an individual research proposal, and
5. a final examination.

The content is designed to provide a broad and comprehensive understanding of how research is conducted and will be useful for many of your core and concentration classes. Emphasis is on the overall research process and includes a variety of diverse topics including selecting a research topic, conducting a scholarly literature review, developing and executing a research plan/methodology, analyzing research data, and synthesizing literature and data analysis into a cohesive summary and set of conclusions and recommendations. You will also learn how to use the APA-style in your writing.

Students must be actively involved throughout the entire term in order to successfully complete course requirements. Assignments require that you read text chapters, read/listen to lectures, participate in a group project, and develop an individual research proposal and submit it for instructor review at designated times throughout the semester.

This course will be divided in to three weekend course sprints, consisting of Friday evening and full-day Saturday sessions. The course itself is also divided into three key areas. This allows us to neatly match the three weekend sprints with each topical area.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

1. Read this Syllabus.
2. Ensure that your Central Michigan University (cmich.edu) email is checked or forwarded to an email you do check daily.
3. Navigate your way around BlackBoard (check out the Syllabus, Assignments, Course Materials, etc.).
4. Post an introductory note tell us about yourself, your background, and what you hope to get out of the MSA program.
5. Come to class with an idea of the research problem you will propose in this class.

Course Outline:

1. Foundations of Research Report Writing (33% of course time)
 1. Scholarly articles as a tool in research (includes student presentations of scholarly articles)
 2. Developing a practice research proposal
 3. Review content expectation of chapters 1-3 of a research proposal
 4. Introduction/Review and practice of APA style (including reference, tables and formatting)
 5. Review of plagiarism
 6. Literature review (including introduction to the library and Internet resources, and scholarly articles)
 7. Methods for developing an annotated bibliography
2. Foundations of Conducting Administrative Research (33% of course time)
 1. Research problems (including definitions, constraints, etc.)
 2. Research questions (as distinguished from problems)
 3. Research methodologies
 1. Quantitative methods (includes experimental, survey, research typologies such as program evaluation, hypothesis testing, feasibility study, program design, policy analysis, cost/benefit analysis and operations research)
 2. Qualitative methods (includes interviewing, field observation, and secondary data analysis)
 4. Introduction to the Institutional Review Board (IRB), the Research Review Application (RRA) process, and the ethics involved when using human subjects)
 5. Research instrument development and testing
 6. Sampling techniques
 7. Practice development of surveys, interviews and other data gathering methods
 8. Development of technical writing skills
3. Foundations of Research Analysis and Presentation (34% of course time)
 1. Data analysis: Determine the appropriate statistical tool (descriptive and/or inferential) for the data. Discuss interpretation of the data in order to reach conclusions. Utilize statistical tools to analyze data.
 2. The complete research report and how the proposal fits into this process
 3. Basic presentation skills
 4. Presentation by students of their research proposals

Assignment Due Dates:

2/24 & 2/25 -- Foundations of Research Report Writing

_Read:

- Leedy & Ormrod, Chapters 1-5

Due:

- Research question: 2/25
- Research Statement and Objectives: 3/4
- Annotated Bibliography: 3/4

3/10 & 3/11 -- Research Methodologies

Read:

- Leedy & Ormrod, Chapters 6-12

Due:

- Research Methodology: 3/18
- Literature Review: 3/18

3/24 & 3/25 -- Putting it Together

Read:

- Leedy & Ormrod, Chapter 13

Due:

- Research Proposal Presentation: 3/25
- Research Proposal: 3/28

Post-Class Assignment:

None.

Student Involvement Hours:

This course should take 3-4 hours of time, outside the classroom, for each hour in the classroom.

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

The general rubric used for all course elements is as follows:

Category	0 points	1 point	2 points	3 points
Claims	None made	Claims are made, but not directly relevant	Claims are clear and relevant	Claims are correct and support the response
Evidence	None given	Evidence is given, but does not support the claim	Evidence is given, and is relevant to the claim	Evidence directly supports the claim
Clarity	Response is off-topic	Response is on-point, but unclear and not well organized	Response is clear, but occasionally misses key details or lacks organization	Response is well-organized and well-thought out
Mechanics	Response is not understandable	Response contains errors in spelling or grammar that do hamper readability	Response contains errors in spelling or grammar that do not hamper readability	Response is relatively free of spelling and grammar errors

Grading Scale:

Research Question	5%
Research Statement and Objectives	15%
Annotated Bibliography	10%
Research Methodology	15%
Literature Review	10%
Consolidated Proposal and Presentation	15%
Final Exam	20%
Participation	10%
Total	100%

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
<74	E

Late Assignments:

To succeed in an online course, it is important to complete all assignments on time. Print out a copy of this Syllabus and keep it in a place where you can consult it daily. Late work will be accepted only in cases of documented emergency.

Turn in your material on time. The syllabus is clear that no material will be accepted late. If you have a thing happening, let me know ahead of time. I can plan; you can plan; we'll both be much happier. Most assignments are due no later than 11:59PM on the last day of the week, unless it's otherwise specified in the instructions and/or announced. Scores and feedback will be posted under "My Grades" on Blackboard within a week of the deadline.

Make-ups and Rewrites:

Students will be advised if a rewrite is appropriate. Makeups will not be accepted.

VIII. EXPECTATIONS

Attendance and Participation:

The communication channel is always open between me, you, and among us. It is very important that we communicate with one another. If you have questions, please feel free to use talk with me in class (classroom format), personal email, or discussion board to contact me, or your classmates. Learning takes place in a community. It is extremely important that students take ownership of their learning for this course, and to demonstrate their ownership, students are expected to be full participants throughout the duration of the course. Active participation is paramount to the success of this course.

Just as I have my expectations of you, I will be available to assist you. I will check BlackBoard and e-mail regularly, respond to requests promptly and communicate with you and the class on a regular basis about various matters.

A student's participation grade will be based on the instructor's assessment of the quality of the student's constructive contributions to the learning experiences of all course participants.

Participation will be evaluated on the basis of (1) the regularity of a student's participation, (2) whether the student takes the leading roles in certain discussions, (3) asking reading-informed questions about course subject matter, and (4) in a group, whether the student plays the roles of leader and follower well.

The instructor will evaluate the student using a rubric based on the above criteria.

Academic Integrity:

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (<https://bulletins.cmich.edu/>).

Student Rights and Responsibilities:

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for

individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at <https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx>.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Library Research and Instruction Services

As a CMU student you have full access to the services and resources of the CMU Library. Reference librarians will help you find information on your research topic and answer other questions related to the library. The library's Documents on Demand office will obtain copies of the books and journal articles for you. Check out the library's website at <https://library.cmich.edu> for more information.

Reference librarian contact information:

1. By email: libref@cmich.edu
2. By online form: <http://libguides.cmich.edu/askalibrarianform>
3. By phone: (989) 774-3470.

Documents on Demand office contact information:

1. By email: docreq@cmich.edu
2. By online form: <https://illiad.cmich.edu/>
3. By phone: (989) 774-3022.

Writing Center

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit <https://www.cmich.edu/global/writingcenter/Pages/default.aspx>

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit <http://global.cmich.edu/mathcenter/tutoring-request.aspx>.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disability Services at (800) 950-1144, extension 3018 or email sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at <https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx>

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington: American Psychological Association.

Center Information

Joint Base Andrews is a secured military installation. If you do not have proper ID (active or retired military ID card or a DoD ID card) then you will need to contact the Andrews office to schedule an appointment, **prior** to the class start to obtain a student badge to access the base. You have to be a citizen or permanent resident for base access. If not a citizen but a permanent you will need to show your permanent resident card, social security card, plus the additional information, all needing base access will have to supply, driver's license, current vehicle registration and insurance. Once your course is complete please return the student badge to the Andrews Visitor's Center or to the CMU office. Please check your CMU e-mail account, all e-mails will be sent there.

CMU Andrews Office Information (1413 Arkansas Road Andrews AFB MD 20762, room 109)

Program Administrator: Melissa

Phone Number 301-568-0545

E-mail: letch1mr@cmich.edu

Map: <http://goo.gl/maps/Yy2Qc>