

## **Research Process & Methodology**

**MASY1-GC 1260 | 100 | Spring 2024 | 01/23/2024 - 04/30/2024 | 3 Credits**

**Modality:** In-Person

**Course Site URL:** <https://brightspace.nyu.edu/>

### **General Course Information**

**Name/Title:** Eli Joseph, D.B.A., Adjunct Instructor, He/Him/His

**NYU Email:** [EJ861@nyu.edu](mailto:EJ861@nyu.edu)

**Class Meeting Schedule:** 01/23/2024 - 04/30/2024 | Tuesday | 06:20pm -- 08:55pm

**Class Location:** TBA

**Office Hours:** By appointment before class meetings or as needed after class meetings. Zoom calls can be scheduled via email as needed.

### **Description**

This course prepares students with the required research skills necessary to successfully conceptualize a research topic and to subsequently develop a proposal to research the topic. Students learn to conduct a literature review, develop a theoretical framework, develop analytical research questions or hypothesis, identify data collection methods, and prepare to analyze and interpret research findings. This course affords students the opportunity to thoroughly explore a specific business topic, as it relates to their area of study and/or professional field, and develop a formal research proposal based on that topic.

### **Prerequisites**

1210 – Quantitative Models for Decision Makers

### **Learning Outcomes**

At the conclusion of this course, students will be able to:

- Develop professional research skills such as identification of a topic, evaluation and proper use of information sources, and selection of appropriate research methodologies.
- Apply a range of qualitative and quantitative research practices
- Formulate a hypothesis or a set of research questions that address a business problem
- Prepare a proposal incorporating appropriate research methods for the Capstone project.
- Apply ethical research protocols in line with policies and procedures involving human subjects (UCAIHS)

### **Communication Methods**

Be sure to turn on your NYU Brightspace notifications and frequently check the “Announcements” section of the course site. This will be the primary method I use to communicate information critical to your success in the course. To contact me, send me an email. I will respond within 24 hours.

### **Structure | Method | Modality**

There are 14 session topics in this course. The session topics are organized into three (3)

areas of study: 1) History, 2) Learning Principles, and 3) Instructional Design in Practice.

Active learning experiences and small group projects are key components of the course. Assignments, papers, and exams will be based on course materials (e.g., readings, videos), lectures, and class discussions. Course sessions will be conducted synchronously on NYU Zoom, which you can access from the course site in NYU Brightspace.

## **Expectations**

### Learning Environment

You play an important role in creating and sustaining an intellectually rigorous and inclusive classroom culture. Respectful engagement, diverse thinking, and our lived experiences are central to this course, and enrich our learning community.

### Participation

You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class.

Active class participation, which includes asking and answering questions from the instructor and other students, along with engagement of the course material, is expected.

### Assignments and Deadlines

All assignments are required, and readings should be completed on the dates indicated. Missed assignments will receive a 0 and lower the student's grade based on the percentage of the grade allocable to it. As course assignments are iterative and build upon one another, late assignments should be avoided and will receive a 50% reduction in the total grade for that assignment. They will not be accepted if they are more than one assignment behind. Thorough reading and analysis of all reading assignments for each class session are expected.

Please submit all assignments to the appropriate section of the course site in NYU Brightspace. If you require assistance, please contact me BEFORE the due date.

### Course Technology Use

We will utilize multiple technologies to achieve the course goals. I expect you to use technology in ways that enhance the learning environment for all students.

### Feedback and Viewing Grades

I will provide timely meaningful feedback on all your work via our course site in NYU Brightspace. You can access your grades on the course site Gradebook.

### Attendance

Students are expected to attend all class sessions. Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. In the case of religious observance or civic obligation, this should be reported in advance.

Unexcused absences from sessions may have a negative impact on a student's final grade. Students are responsible for assignments given during any absence.

If for some reason (excused absence) you will not be in class, you must notify the instructor prior to the scheduled session if you will not be attending and the reason.

Each unexcused absence or being late may result in a student's grade being lowered by a fraction of a grade. A student who has three unexcused absences may earn a Fail grade.

Students who join the course during add/drop are responsible for ensuring that they identify what assignments and preparatory work they have missed and complete and submit those per the syllabus.

Refer to the SPS Policies and Procedures page for additional information about attendance.

### Textbooks and Course Materials

- American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th Ed.). Washington, D.C.: Author. ISBN 978-1-4338-3216-1 **(Required)**
- Creswell, J. W., & Creswell, J. D. (2022). Research design: Qualitative, quantitative, and mixed methods approaches (6th Ed.). Thousand Oaks, CA: Sage. ISBN 9781071817940 **(Required)**

*Students can purchase these items through the NYU Bookstore. These items are also available through Amazon.*

### Recommended Reading & Materials

- APA Style: <http://www.apastyle.org/manual/>
- Purdue OWL: <http://owl.english.purdue.edu/owl/resource/560/01/>
- NYU Collaborative Institutional Training Initiative (CITI) Human Subjects Training Program Tutorial: <https://www.nyu.edu/research/resources-and-support-offices/getting-started-withyourresearch/human-subjects-research/tutorial.html>

### Grading | Assessment

Your grade in this course is based on your performance on multiple activities and assignments. Since all graded assignments are related directly to course objectives and learning outcomes, failure to complete any assignment will result in an unsatisfactory course grade. All written assignments are to be completed using APA format and must be typed and double-spaced. Grammar, punctuation, and spelling will be considered in grading. Please carefully proof-read your written assignments before submitting them for a grade. I will update the grades on the course site each time a grading session has been completed— typically three (3) days following the completion of an activity.

| <u>DESCRIPTION</u>  | <u>PERCENTAGE</u> |
|---|-------------------|
| <b>01/30 Assignment #1:</b> Identify and propose a topic for further research             | 5%                |
| <b>02/06 Assignment #2:</b> Revise proposal topic based on class discussion               | 10%               |
| <b>02/13 Assignment #3:</b> Identify 15 research references for your proposal (APA-style) | 5%                |

|  |             |
|--|-------------|
| <b>02/20 Assignment #4:</b> Draft your introduction                                      | 10%         |
| <b>02/27 Assignment #5:</b> UCAIHS CITI Exam Passing (REQUIRED TO PASS COURSE)           | 5%          |
| <b>03/05 Assignment #6:</b> Draft your literature review                                 | 10%         |
| <b>03/27 Assignment #7:</b> Draft your hypothesis  | 10%         |
| <b>04/03 Assignment #8:</b> Draft data plan and analysis plan                            | 10%         |
| <b>04/17 Assignment #9:</b> Discuss and develop a preliminary methodology                | 10%         |
| <b>04/23 Assignment #10:</b> Final Proposal  | 10%         |
| <b>04/30 Assignment #11:</b> Final Presentation  | 5%          |
| <b>Weekly Participation:</b> Active class participation + evidence of reading completion | 10%         |
| <b>TOTAL POSSIBLE</b>  | <b>100%</b> |

Students are required to successfully complete the University Committee on Activities Involving Human Subjects (UCAIHS) Collaborative Institutional Training Initiative (CITI) training modules for Human Subjects (this is specifically the Social & Behavioral Research - Basic/Refresher - Basic Course with 11 required modules).

The Final Proposal (Final Project) is the RPM Thesis Proposal. This syllabus follows the order and outline presented in the Thesis Requirements for RPM and RPT Courses (rev. March 2014) document in the Resources folder. The one difference will be an abstract and keywords that are required, before the Table of Contents (TOC), that follows the Research Elevator Speech 5- sentence proposal summary format and are regularly revised with each assignment.

See the “[Grades](#)” section of [Academic Policies](#) for the complete grading policy, including the letter grade conversion, and the criteria for a grade of incomplete, taking a course on a pass/fail basis, and withdrawing from a course.

## Course Outline

**Start/End Dates:** 01/23/2024 - 04/30/2024 | Tuesday

**Time:** 06:20pm -- 08:55pm

**No Class Date(s):** Tuesday – 03/19/2024

**Special Notes:** Spring Break 03/18/24 - 03/24/24

## Session 1 – 01/23/24

### Topic Description: Selection of a Research Design

- Introduction, Review Syllabus, & Course Overview.
- Discuss University Committee on Activities Involving Human Subjects (UCAIHS) Human Subjects Certification Exam: CITI
- Overview of the research process
- Discuss: Thesis Requirements for RPM and RPT Courses (rev. March, 2014)
- Exercise: Illustrate an Interest
- Introduction to Citation Management Tools: Papers3 / Zotero / ReadCube / Mendeley / EndNote / RefWorks (Assignment #7)
- Discuss Assignment #1

## Assignments:

- Prepare to discuss the document: Thesis Requirements for RPM and RPT Courses (rev. March, 2014) – Found in the Resources tab on Brightspace.
- Upload avatar in Brightspace (My Workspace > My Profile) and add me ([ej861@nyu.edu](mailto:ej861@nyu.edu)) as a Connection.

### **Readings Due:**

- Creswell chap 1 (text book)
- APA chap 1&2 (text book)
- Parts of a Research Design.pptx (in Class 1 - Selection of a Research Design folder)
- Thesis Requirements for RPM and RPT Courses (rev. March, 2014) (in Resources folder)

### **Session 2 – 01/30/24**

#### **Topic description – Initial Literature & Identifying a Research Problem**

- Review Creswell & APA readings via slides, lecture notes, and websites
- Review Assignment #1 in class (aloud and in small groups)
- Choose and narrow a researchable topic
- Discuss library database #1: ProQuest
- Discuss library database #2: EBSCOhost
- Introduction to the *Method of Inquiry Table* (found in the Resources folder).
- Discuss Assignment #2)

#### **Assignments:**

- **Assignment #1:** Identify and propose a topic for further research, along with the background or reasons why it is an important area to research, the significance of it (including those who would benefit from your research), and the ways it would add to the body of existing knowledge.
- This should be 2-4 pages long. Submit via Brightspace. Follow APA 7 for all formatting. Attempt to write in the third person (try to avoid use of I, me, my, mine, or we).

### **Readings Due**

- Creswell chap 2
- APA chap 3
- Miller 2002 Formulating a Research Problem (in Class 2 - Initial Literature & Identifying a Research Problem folder)
- Layder 2013 Developing Questions from Research Problems (in Class 2 - Initial Literature & Identifying a Research Problem folder)
- Creswell 2012 Educational Research: Chapter 2 – Identifying a Research (in Resources folder)

### **Session 3 – 02/06/24**

#### **Topic description – The Introduction**

- Review Assignment #2 in class
- Plagiarism

- Discuss library database #3: Sage
- Discuss library database #4: Taylor and Francis
- Discuss interlibrary loan ILL
- Introduction to the *Qualitative Research Evaluation Tool for Articles in the Social Sciences* and the *Quantitative Research Evaluation Tool for Articles in the Social Sciences* (both found in the Resources folder).
- Research Evaluation Tool Exercise#1: Review a single, provided article together and identify 15 elements from the checklists.
- Citations, Referencing and Bibliographies
- Clarify problem statement and research questions
  - Discuss Assignment #3

### **Assignments:**

**Assignment #2:** Revise proposal topic based on Thursday's discussion. Create all the Level 1 & 2 section headings for your proposal following the RPM>RPT document, including those that are still only placeholders. Follow APA 7 guidelines. Include spots for the Abstract (pg. 2) and Table of Contents (pg. 3) as well.

- We will complete these sections over the course. Locate and include 3 (peer-reviewed, academic) research articles for your proposal as in-text citations and include in the References. Submit via Brightspace. Follow APA 7 for all formatting.
- Have your information about your 3 Peer-reviewed articles on the *Method of Inquiry Table* found in Brightspace > Resources. Submit this to Brightspace.

### **Readings Due:**

- Creswell chap 5
  - APA chap 4
  - Lecture Notes - The Introduction.docx
  - Slides - Chapter 5 - The Introduction.ppt
  - Slides: Choose a Topic and Narrow It
  - Organizing Your Social Sciences Research Paper: The Research Problem/Question (LibGuide)
  - Identifying a Research Problem (Creswell video)

### **Session 4 – 02/13/24**

#### **Topic description** – Clarify Your Proposal Topic

- Review Assignment #3 in class
- Research Elevator Speech Exercise (5-sentence proposal summary)
- Discuss library database #5: Emerald
- Research Evaluation Tool Exercise#2: Review a single, provided article in teams and identify 15 elements of the checklists.
- Research Design: An Overview
- The Introduction

- APA mechanics of style & crediting sources
- Discuss Assignments #4 & #5

### **Assignments:**

**Assignment #3:** Identify 15 high quality references (a mixture of academic and other high quality, credible resources is encouraged) for your proposal. Have them on a formatted Reference list. Submit via Brightspace.

- *While this assignment is primarily checking your usage of APA 7, it is also intended to have you take a deep dive into the Literature. Also, keep in mind this will help you prepare for Assignment #5, where these 15 References should be in in-text citations.*
- Update and submit the *Method of Inquiry Table*.

### **Readings Due:**

- Creswell chap 4
- APA chap 5&6
- Slides - Chapter 4 - Writing Strategies and Ethical Considerations.ppt
- Lecture Notes - Writing Strategies and Ethical Considerations.docx
- How to Find a Research Topic & Question (Video)

### **Session 5 – 02/20/24**

#### **Topic description – The Problem & Purpose**

- Review Assignment #5 in class
- Discuss library databases #6: Social Science Citation Index (Web of Science Core)
- Research Evaluation Tool Exercise#3: Review a single, provided article individually and identify 15 elements of the checklists.
- The purpose statement(s)
- Discuss the literature review
- Literature review exercise
- Discuss Assignment #5

### **Assignments:**

**Review Assignment 4:** Draft Introduction. This involves reworking your initial topic proposal and drafting a short background of the problem, its significance, and identifying the research gap (Problem). There should be a clear problem statement within 1.2.

That section should transition into section 1.3, which should have a clear Purpose statement and be worded as “The purpose of this study is to....” There should be at least one clear research question in 1.4.

Submit via NYU Brightspace LMS. Bring 2 printed (and stapled) copies of your proposal to class.

This should include the abstract, keywords, table of contents, sections 1, part of 2, and the References. Have only the heading title



for 1.5.

### Readings Due:

- Creswell chap 6
- APA chap 7
- Problem Statements and Research Questions.pptx
- The Purpose Statement.pptx

### Session 6 – 02/27/24

#### Topic description – The Research Question & The Literature

- Discuss 3 Capstone Options—Thesis, Applied Project, Business Plan
- Use of theory
- Writing strategies and style
- Research questions and hypotheses
- Literature review strategy: Literature review ≠ article summary
- Literature review exercise
- Research Evaluation Tool Exercise#4: Student volunteer to review one's own article for the class and identify 15 elements of the checklists.

### Assignments:

**Assignment #5:** UCAIHS CITI Exam Passing by 03/02. EMAIL me your passing score report. (REQUIRED TO PASS COURSE).

These are the options to select to get you to the required 11 sections:

To clarify the sections that are required for the CITI Exam assignment, please see this guidance (both quoted and adapted by NYU <https://www.nyu.edu/research/resources-and-support-offices/getting-started-withyourresearch/human-subjects-research/tutorial.html>)

1. **If you are a new CITI learner**, please go to [www.citiprogram.org](http://www.citiprogram.org).
2. On the upper right-hand corner of the screen, click on “Register.” The registration process will walk you through 7 steps.
3. In the registration process, you must affiliate with New York University.
4. For research at the Washington Square Campus . . . all investigators (student investigators, co-investigators, faculty sponsors, etc.,) -- *including students in SPS RPM* -- must complete the **Social & Behavioral - Basic/Refresher course**.
5. When registering for CITI or affiliating with NYU, select **Social & Behavioral Research Investigators** or **Biomedical Research Investigators** for Question 2 of the Select Curriculum section.
6. For new users, the Basic/Refresher course will include training on the revised Common Rule.

Please email me for any clarification or questions.

### Readings Due:

- Creswell chap 7
- APA chap 8



## Session 7 – 03/05/24

### Topic description – The Literature Review

- Review Assignment #5 in class
- Research Evaluation Tool Exercise#5: Another student volunteer to review one's own article for the class and identify 15 elements of the checklists.
- Discuss Assignment #6 & 7
- Research Map Exercise together in class

### Assignments:

**Assignment #6:** Clarify your proposal topic. This involves reworking your initial topic proposal and drafting a short background of the problem, its significance, and identifying the research gap (Problem). There should be a clear problem statement within 1.2. That section should transition into section 1.3, which should have a clear Purpose statement and be worded as “The purpose of this study is to....” There should be at least one clear research question in 1.4. Submit via Brightspace. This should include the abstract, keywords, table of contents, sections 1, part of 2, and the References. Have only the heading title for 1.5.

- Include at least 15 high quality references (a mixture of academic and other high quality, credible resources) as in-text citations anywhere within your proposal. The in-text citations must match the items in your References.
- Update and bring in the *Method of Inquiry Table*.
- Follow the RPM > RPT document.

### **Include:**

Title page  
Abstract + Keywords  
Table of Contents  
1. Introduction  
1.1. Background  
1.2 Problem  
1.2.1 Problem Statement  
1.3 Purpose  
1.4 Research Question  
1.5 Theoretical Framework or Researcher Paradigm (*Skip the content for now*)  
2. Literature Review  
2.1 Sub-Heading based on something related to your research  
2.2. Another subheading as needed, etc.

### **Readings Due:**

- Review readings from Class 2 - Initial Literature & Identifying a Research Problem

## Session 8 – 03/12/24

### Topic description – Problem > Research Question > Literature

- Review all elements of proposal to ensure flow into Literature Review
- Quantitative methods
- Qualitative methods
- Mixed methods

- Data Collection

### **Assignments:**

**Assignment #7:** Draft your literature review (Section 2 should be 6-8 pages). Include at least 15 peer-reviewed references. Submit via Brightspace. This should include sections 1, 2, and References. Section 2 should contain at least 3 areas of the literature, each one 2-3 pages long with 3-5 different citations.

- Update and submit the *Method of Inquiry Table*.

### **Readings Due:**

- Creswell chap 8, 9, & 10

### **Session 9 – 03/26/24**

#### **Topic description – Deep Dive into the Literature**

- Discuss Final Presentation as an individual Pecha Kucha presentation via PowerPoint
- Review Assignment #7 in class
- Finish the Literature Review
- Research Elevator Speech (5-sentence proposal summary) & Literature Review Outline in a Circle.
- Discuss Assignment #7 & #8

### **Assignments:**

**Assignment #8:** Demonstrate Reference Tool (include):

1. Show all your references in your Literature Review Draft in it,
  2. Demonstrate how to insert citations into Word from your tool's plug-in within Word, and
  3. Demonstrate how you generate your Reference list from within Word).
- This can be via screenshot on slides OR a link to a recorded video.

### **Session 10 – 04/02/24**

#### **Topic description – Finalizing the Literature**

- Review Assignment #8 in class
- Ethical considerations
- Class Circle – Share your Research Elevator Speech all around

### **Assignments:**

**Assignment #9:** Complete your Literature Review (Section 2 should be 10-12 pages) with at least 30 high quality articles, with 50%+ being peer-reviewed, academic journal articles. Submit via Brightspace.

- Update and submit the *Method of Inquiry Table*

### **Session 11 – 04/09/24**

#### **Topic description – Methodology and Method**

**Assignments:**

**Assignment #10:** Discuss and develop a preliminary methodology. Revise combined proposal for all elements above. Submit via Brightspace. This should include all sections of your proposal.

**Session 12 – 04/16/24****Topic description – Discussing Results & Coaching Session for Final Proposal**

- Discuss Results and Research Implications

**Assignments:**

**Assignment #11:** Final Proposal. Submit via Brightspace.

**Session 13 – 04/23/24****Topic description – Coaching Session for Final Proposal & Final Presentation**

- Prep for Final Presentation

**Assignments:**

**Assignment #12:** Final Presentation. Submit your slides or recorded presentation electronically via Brightspace.

**Session 14 – 04/30/24****Topic: Final Proposal & Final Presentation**

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**NOTES:**

The syllabus may be modified to better meet the needs of students and to achieve the learning outcomes.

The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. The School of Professional Studies (SPS), its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the SPS IDBEA Committee*).

## **New York University School of Professional Studies Policies**

1. Policies - You are responsible for reading, understanding, and complying with University Policies and Guidelines, NYU SPS Policies and Procedures, and Student Affairs and Reporting.
2. Learning/Academic Accommodations - New York University is committed to providing equal educational opportunity and participation for students who disclose their dis/ability to the Moses Center for Student Accessibility. If you are interested in applying for academic accommodations, contact the Moses Center as early as possible in the semester. If you already receive accommodations through the Moses Center, request your accommodation letters through the Moses Center Portal as soon as possible (mosescsa@nyu.edu | 212-998-4980).
3. Health and Wellness - To access the University's extensive health and mental health resources, contact the NYU Wellness Exchange. You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.
4. Student Support Resources - There are a range of resources at SPS and NYU to support your learning and professional growth. For a complete list of resources and services available to SPS students, visit the NYU SPS Office of Student Affairs site.
5. Religious Observance - As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. Refer to the University Calendar Policy on Religious Holidays for the complete policy.
6. Academic Integrity and Plagiarism - You are expected to be honest and ethical in all academic work. Moreover, you are expected to demonstrate how what you have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; and thus recognizing others' published work or teachings—whether that of authors, lecturers, or one's peers—is a required practice in all academic projects.

Plagiarism involves borrowing or using information from other sources without proper and full credit. You are subject to disciplinary actions for the following offenses which include but are not limited to cheating, plagiarism, forgery or unauthorized use of documents, and false form of identification

Turnitin, an originality detection service in NYU Brightspace, may be used in this course to check your work for plagiarism.

Read more about academic integrity policies at the NYU School of Professional Studies on the Academic Policies for NYU SPS Students page.

7. Use of Third-Party Tools - During this class, you may be required to use non-NYU apps/platforms/software as a part of course studies, and thus, will be required to agree to the “Terms of Use” (TOU) associated with such apps/platforms/software.

These services may require you to create an account but you can use a pseudonym (which may not identify you to the public community, but which may still identify you by IP address to the company and companies with whom it shares data).

You should carefully read those terms of use regarding the impact on your privacy rights and intellectual property rights. If you have any questions regarding those terms of use or the impact on the class, you are encouraged to ask the instructor prior to the add/drop deadline.