Research Process & Methodology

MASY1-GC 1260 | 200 | Spring 2024 | 01/25/2024 – 05/02/2024 | 3 Credit
Modality: Online (Sy)
Course Site URL: https://brightspace.nyu.edu/

General Course Information
Name/Title: Jeffrey Keefer, Ph.D., Adjunct Assistant Professor, He/Him/His
NYU Email: jk904@nyu.edu
Class Meeting Schedule: 01/25/2024 – 05/02/2024 | Thursday | 07:00pm -- 09:35pm
Class Location: DR: +Distance Learning/Sy-Online
Office Hours: By appointment before or after class meetings. Office hours (Zoom calls) can be scheduled, as needed, via my scheduler located in our Brightspace course.

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
You are expected to check your NYU email daily and use it to communicate about our course. To contact me, send me an email. I intend to reply to all questions or comments within 24 hours.

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, including both text and video Announcements.

Structure | Method | Modality
There are 14 session topics in this course. See the Course Outline, below.

Active learning experiences and small group work are key components of the course. Assignments 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 in each class session.

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 allocated 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. Thorough reading and analysis of all reading assignments for each class session are expected.

All course assignments will be submitted through our course Brightspace site. Assignments are due by the start of class on the dates they are due.

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. All class sessions require use of Zoom. All class sessions require use of technology (e.g., laptop, computer lab, working microphone and camera) for learning purposes.

Feedback and Viewing Grades
I will provide timely, meaningful feedback on all your work via our course site in NYU Brightspace through comments on your submissions while also using a rubric for every assignment. You can access your grades on the course site Gradebook.

Attendance
Students are expected to behave in a professional manner and attend all class sessions for the full time they are scheduled. Each unexcused absence will result in 1 percentage deducted from the student's Class Participation grade and arriving late to class will result in 1 percentage deducted from the student's Class Participation grade.

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 or lateness. A student who has three unexcused absences may earn a Fail grade for the course.

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

Textbooks and Course Materials
The following two texts are required for this course:

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

Grading | Assessment
Assignment specifics and due dates may be found in the Course Outline at the end of this syllabus. Assignments will be graded for content, completion, grammar, clarity, and following APA 7 requirements. Each assignment has a rubric which will be followed for grading, and should be used as a checklist before assignment submission. All assignments should be submitted via Brightspace. Assignments are due on the dates listed, with 1 percentage removed for lateness. Most assignments add additional elements to your proposal, which you will develop throughout the course.

The following criteria will be used for performance evaluation and grading of course assignments:

DUE DATE	DESCRIPTION	PERCENTAGE
02/01	Assignment #1: Identify and propose a topic for further research	5%
02/08	Assignment #2: Revise proposal topic based on class discussion	10%
02/15	Assignment #3: Identify 15 research references for your proposal	5%
02/22	Assignment #4: UCAIHS CITI Exam Passing (REQUIRED TO PASS COURSE)	5%
02/29	Assignment #5: Clarify your proposal topic	10%
03/14	Assignment #6: Draft your literature review	10%
03/28	Assignment #7: Demonstrate Reference Tool	5%
04/04	Assignment #8: Complete your literature review	15%

04/18 Assignment #9: Discuss and develop a preliminary methodology   5%
05/02 Assignment #10: Final Proposal   15%
05/02 Assignment #11: Pecha Kucha (20x20 timed) Presentation   5%
05/02 Assignment #12: Active class participation   10%
ASSIGNMENTS TOTAL 100%

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: 01/25/2024 – 05/02/2024 / Thursday
Time: 07:00pm -- 09:35pm
No Class Date(s): Thursday, 03/21/2024
Special Notes: Spring Break 03/18/24 - 03/24/24

Session 1 - 01/25/24
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: Zotero / Readcube Papers / Mendeley / EndNote / RefWorks (Assignment #7)
- Discuss Assignment #1

Assignment:
- 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 (jk904@nyu.edu) as a Connection.

Session 2 – 02/01/24
Topic description – Initial Background & 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).
- Read:
  - Creswell & Creswell - Chapter 1 The Selection of a Research Approach
  - APA Chapter 1 Scholarly Writing and Publishing Principles

Session 3 – 02/08/24
Topic description – The Introduction
- Review Assignment #2 in class
- Plagiarism
- Discuss library database #3: Sage
- Discuss library database #4: Taylor and Francis
- Discuss library database #5: Emerald
- Discuss library database #6: Social Science Citation Index (Web of Science Core)
- Discuss Google Scholar
- 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
- Review Assignment #3 in class
- Research Elevator Speech Exercise (5-sentence proposal summary)
- APA mechanics of style & crediting sources
- Discuss Assignments #3, #4, & #5

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.
- Read:

- o Creswell & Creswell - Chapter 4 Writing Strategies and Ethical Considerations
- o APA Chapter 9 Reference List
- o APA Chapter 10 Reference Examples

Session 4 – 02/15/24
Topic description – Clarify Your Proposal Topic
- Review Assignment #3 in class
- Research Elevator Speech Exercise (5-sentence proposal summary)
- 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 primarily checks your usage of APA 7, it is also intended to have you take a deep dive into the Literature. Also, remember that 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.
- Read:
  - o Creswell & Creswell - Chapter 6 The Purpose Statement
  - o APA Chapter 2 Paper Elements and Format

Session 5 – 02/22/24
Topic description – The Problem & Purpose
- Review Assignment #4 in class
- Research Evaluation Tool Exercise#3: Review a single, provided article individually and identify 15 elements of the checklists.
- The purpose statement
- Discuss the literature review
- Literature review exercise
- Discuss Assignment #5

Assignments:
- Assignment #4 UCAIHS CITI Exam Passing by 10/5. EMAIL me your passing score report. (REQUIRED TO PASS COURSE).
  - o 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):

- ▪ If you are a new **CITI learner**, please go to www.citiprogram.org.
- ▪ On the upper right-hand corner of the screen, click on "Register." The registration process will walk you through 7 steps.
- ▪ In the registration process, you must affiliate with New York University.
- ▪ 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.
- ▪ 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.
- ▪ For new users, the Basic/Refresher course will include training on the revised Common Rule.
- ▪ Please email me for any clarification or questions.
- Read:
  - o Creswell & Creswell - Chapter 5 The Introduction
  - o Creswell & Creswell - Chapter 7 Research Questions and Hypotheses
  - o APA Chapter 6 Mechanics of Style
  - o APA Chapter 7 Tables and Figures
  - o APA Chapter 8 Works Credited in the Text

Session 6 – 02/29/24
Topic description – The Research Question & The Literature
- Discuss Assignment #5 in class
- 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 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.

- o 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 (skip the content for now)
    - 3. Methodology & Method (skip the content for now)
    - References
- Read:
  - o Creswell & Creswell - Chapter 2 Review of the Literature
  - o APA Chapter 3 Journal Article Reporting Standards

Session 7 – 03/07/24
Topic description – The Literature Review
- 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:
- Read:
  - o APA Chapter 4 Writing Style and Grammar
  - o APA Chapter 5 Bias-Free Language Guidelines

Session 8 – 03/14/24
Topic description – Problem > Research Question > Literature
- Review Assignment #6 in class
- Review all elements of proposal to ensure flow into Literature Review
- Quantitative methods
- Qualitative methods
- Mixed methods
- Data Collection

Assignments:
- Assignment #6 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.

NO CLASS 03/21/24 – SPRING BREAK

Session 9 – 03/28/24
Topic description – Deep Dive into the Literature
- Review Assignment #7 in class
- Discuss Final Presentation as an individual Pecha Kucha presentation via PowerPoint
- Finish the Literature Review
- Research Elevator Speech (5-sentence proposal summary) & Literature Review Outline in a Circle.
- Discuss Assignment #7 & #8

Assignments:
- Assignment #7 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).
  - o This can be via screenshot on slides OR a link to a recorded video.
- Read:
  - o Creswell & Creswell - Chapter 3 The Use of Theory
  - o Creswell & Creswell - Chapter 8 Quantitative Methods
  - o Creswell & Creswell - Chapter 9 Qualitative Methods
  - o Creswell & Creswell - Chapter 10 Mixed Methods Procedures

Session 10 – 04/04/24
Topic description – Finalizing the Literature
- Review Assignment #8 in class
- Ethical considerations
- Class Circle – Share your Research Elevator Speech all around
Assignments:
- Assignment #8 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 – 04/11/24
Topic description – Methodology and Method
- Discussion of Qualitative, Quantitative, and Mixed Methods
- Review the aspects of them into the proposal
Assignments:

- N/A

Session 12 – 04/18/24

Topic description – Finalizing the Proposal
- Discuss Assignment #9 in class.
- Discussion on how the proposal should holistically connect each section with one another.

Assignments:
- Assignment #9 Discuss and develop a preliminary methodology. Revise the combined proposal for all elements above. Submit via Brightspace. This should include all sections of your proposal.

Session 13 – 04/25/24

Topic description – Coaching Session for Final Proposal & Final Presentation
- Review any questions about the Final Proposal and Final Presentation.
- Meet with students individually, as needed, to discuss particulars about the final assignments.

Assignments:
- N/A

Session 14 – 05/02/24

Topic description – Final Proposal & Final Presentation

Assignments:
- Assignment #10: Final Proposal. Submit via Brightspace.
- Assignment #11: Pecha Kucha (20x20 timed) Presentation. Submit your slides or recorded presentation electronically via Brightspace.
- Assignment #12: Active class participation (this will be tracked weekly across the entire course).

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.