**Research Process & Methodology**

**MASY1-GC 1260 | 107 | Fall 2024 | 09/05/2024 - 12/12/2024 | 3 Credit**

**Modality: In-person**

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

**General Course Information**

**Name/Title:** Nicole Zeidan, Adjunct Instructor, Ed.D.

**NYU Email:** nz2375@nyu.edu

**Class Meeting Schedule:** 09/05/2024 - 12/12/2024 | Thursdays | 6:20 - 8:55 PM

**Class Location:** 20 W 43rd St (Midtown Ctr) Room 1020 Loc: Midtown Center

**Office Hours:** Via Zoom. Please email me to schedule an appointment**.**

**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](https://www.nyu.edu/servicelink/KB0018507) 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.

If you have any questions about topics, material, or assignments each week, please do not hesitate to bring them to me, either in the classroom or you can email me at nz2375@nyu.edu. I aim to respond to your emails within 24-48 hours of receiving them. Students must use their NYU email to communicate or may contact me via NYU Brightspace; both methods guarantee your privacy.

**Structure | Method | Modality**

This course will meet once a week. Brightspace is the learning management system we will use. Students will be required to check Brightspace three times a week for weekly announcements.

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.

**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 enriches 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 class.

Participation means contributing to the discussion versus simply speaking in class or offering a random comment; it also means actively listening and building on your classmates' questions and discussion points. As graduate students, you are expected to conduct yourselves in a professional manner and engage and collaborate with your classmates.

Assignments and Deadlines

Assignments are due on the dates listed, with percentages removed for lateness. All assignments must be uploaded to the folders on Brightspace posted under the “Assignments” tab.

To be considered as turned in on time, assignments should be posted electronically to the appropriate assignment link in NYU Brightspace LMS before the class starts. Student answers must be entered in the appropriate Assignment on the Brightspace class website. They are due one week after each class. There is a 20% penalty for a late assignment posting for up to one week it is late, and a 50% penalty will be given for a lab assignment delivered after the late period until the last day of the semester. The only exception is the final assignment, which will only be accepted on the posted due date. Assignments emailed to the instructor will not be considered as having been turned in. Do not wait until the last minute to post an assignment and find you can’t post it due to the website or network unavailability. Plan appropriately to hand assignments in on time.

Assignments will not be accepted after the last day of the term unless an Incomplete Grade Petition and Contract has been completed and approved by the instructor in consultation with the department. Incomplete arrangements are rare and are not a substitute for meeting assigned deadlines. See the Incomplete Grade Policy.

See the outline for assignment due dates.

In the event the student is late to class, the student is required to notify the instructor in advance before the start of class.

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 the use of technology (e.g., laptop, computer lab) for learning purposes.

**Generative AI Use:**

The Use of AI

In this class, you are expected to appropriately use Generative AI tools (ChatGPT, Claude, Bing, and code generation tools such as Code Interpreter). Some assignments will require it. Learning to use Al is an emerging skill, and I am happy to meet and help with these tools during office hours.

Be aware of the limits of Generative AI tools:

* If you provide minimum effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This takes work.
* Don't trust anything it says. If it gives you a number or a fact, assume it is wrong unless you know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
* AI is a tool, but one that you need to acknowledge using. *Please include a paragraph at the end of any assignment that uses AI explaining what you used the Al for and what prompts you used to get the results. Please do so in compliance with academic honesty policies.*
* Be thoughtful about when this tool is useful. Only use it if it is appropriate for the case or circumstance.
* Be aware that the tool often answers precisely the same response to similar problems. So, if you and another student asked the same question, you might get the same exact answer. If you use that answer as is in your assignment, you will be penalized for plagiarism of another student's response.
* You are responsible for your ethical use of this tool.

Feedback and Viewing Grades

I will provide timely, meaningful feedback on all your work via our course site at 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 before 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 identifying what assignments and preparatory work they have missed and completing and submitting those per the syllabus.

Refer to the [SPS Policies and Procedures page](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html) for additional information about attendance.

**Textbooks and Course Materials**

The following required materials can be purchased online or through the NYU Bookstore:

* [American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th Ed.). Washington, D.C.: Author. ISBN 978-1-4338-3216-1](https://amzn.to/3P1rAKp)
* Ghauri, et. Al, Research Methods in Business Studies, Fifth Edition, 2020, Cambridge University Press.

# Required Software

* Open AI ChapGPT4Plus with Code Interpreter - https://openai.com/
* Anthropic Claude 2 - https://[www.anthropic.com/index/claude-2](http://www.anthropic.com/index/claude-2)
* NYU Collaborative Institutional Training Initiative (CITI) - Human Subjects Training Program Tutorial: https://[www.nyu.edu/research/resources-and-support-offices/getting-](http://www.nyu.edu/research/resources-and-support-offices/getting-) started-withyourresearch/human-subjects-research/tutorial.html

Additional open-source programs will be required and installed as instructed in class.

**Recommended/Suggested Reading & Materials:**

* APA Style: <http://www.apastyle.org/manual/>
* Purdue OWL: <http://owl.english.purdue.edu/owl/resource/560/01/>
* [Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th Ed.). Thousand Oaks, CA: Sage. ISBN 9781506386706](https://amzn.to/3RGSlG7)

**Grading | Assessment**

Final TAC Research Proposal

Assignment specifics will be discussed in class, and assignment requirements will be presented to Brightspace for your review. They may be found in the content outline at the end of this syllabus. Unless otherwise instructed, all assignments should follow APA 7th edition formatting and be submitted via Brightspace. Assignments will be graded for content, completion, grammar, clarity, and following APA 7 requirements, with a 10% penalty for spelling and grammatical errors. Unless instructed otherwise, assignments will also be for in-class discussion, feedback, and (ungraded) peer review. All assignments should be submitted via NYU Brightspace LMS. Assignments are due on the dates listed, with a penalty for lateness. Most assignments add additional elements to your proposal, which you will develop throughout the course.

The following categories will be used for performance evaluation and grading:

**DESCRIPTION** **PERCENTAGE**

Assignment #0: Active class participation + evidence of reading completion 5%

Assignment #1: Identify and propose a topic for further research 5%

Assignment #2: Revise proposal topic based on class discussion 10%

Assignment #3: Identify 15 research references for your proposal 5%

Assignment #4: Clarify your proposal topic 10%

Assignment #5: UCAIHS CITI Exam Passing (REQUIRED TO PASS COURSE) 5%

Assignment #6: Draft your literature review 10%

Assignment #7: Demonstrate a reference management tool 5%

Assignment #8: Complete your literature review 15%

Assignment #9: Develop a preliminary methodology 5%

Assignment #10: Final Proposal 15%

Assignment #11: Pecha Kucha (20x20 timed/Video) Presentation 5%

ASSIGNMENTS TOTAL 90%

Team In-Class Case Study Workshops 10% total, 1% each).

There are 10 required team workshop deliverables done in class. There is a team case study workshop that is due every week. The 10 lab grades will be retained to contribute to the final grade. Student answers to the team workshops will be entered in the appropriate Assignment on the Brightspace class website. They are due one day after the class. The assignments are done by the team at the end of each class, so there is no need for extra time to complete them. No credit will be given for a lab assignment delivered after that.

Human Subjects Research Training

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.

See the [“Grades” section of Academic Policies](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html#Graduate1) 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.

**NYU SPS Graduate Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | 95-100 | 4.000 | **Exceptional:** Demonstrates exceptional mastery of all learning outcomes of the course and thorough and complete understanding of all concepts. |
| **A-** | 90-94 | 3.667 | **Excellent:** Demonstrates highly competent mastery of all learning outcomes of the course and strong understanding of all concepts. |
| **B+** | 87-89 | 3.333 | **Very Good; exceeds course standards:** Demonstrates mastery of all learning outcomes of the course and understanding of core concepts. |
| **B** | 83-86 | 3.000 | **Good; meets course standards:** Demonstrates mastery of some learning outcomes; understanding of some core concepts could be improved. |
| **B-** | 80-82 | 2.667 | **Somewhat Satisfactory;** meets some course standards and requires improvement: Demonstrates basic understanding of some learning outcomes; improved understanding of all core concepts is needed. |
| **C+** | 77-79 | 2.333 | **Less than Satisfactory; requires significant improvement:** Demonstrates partial understanding of all learning outcomes and core concepts; requires significant improvement. |
| **C** | 73-76 | 2.000 | **Unsatisfactory; requires substantial improvement:** Demonstrates partial understanding of some learning outcomes and core concepts; requires substantial improvement. |
| **C-** | 70-72 | 1.667 | **Unsatisfactory; requires extensive improvement:** Demonstrates poor understanding of all learning outcomes and core concepts; requires extensive improvement. |
| **F** | Below 70 |  | **Fail:** Demonstrates minimal to no understanding of all key learning outcomes and core concepts; work is unworthy of course credit towards the degree. |
| **P** |  |  | **Passing:** If a Pass/Fail grade is allowed, the choice of pass/fail must be made prior to the completion of the fifth week of the term. |

**Course Outline**

**Start/End Dates:** 09/05/2024 - 12/12/2024 | Thursdays

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

**No Class Date(s):** Thursday, 11/28/24, Thanksgiving Recess

**Special Notes:** N/A

***9/5/2024***

**Session 1: Introduction to Technology Application Concept (TAC) Research**

* *During Class: This session will provide an overview of the course and expectations for the term.*
* Introduction, Review Syllabus, & Course Overview

**Assignments for next class:**

* Complete Assignment #1: Identify and propose a TAC topic for the research draft
* Read Ghauri Chapters 1 and 2
* Review APA Chapter 1
* Complete Assignment #0: Reading Checkpoint

***9/12/2024***

**Session 2 – Developing a Research Inquiry. The TAC Research Process**

* *During Class: This session focuses on the thesis topic proposal, where we start to choose and narrow a researchable topic. We will discuss library databases and other ways to access scholarly sources from the library.*

**Assignments for next class:**

* Complete Assignment #2: Revise the proposal topic based on the class discussion
* Read Guauri Chapter 3
* Review APA Chapter 2
* Complete Assignment #0: Reading Checkpoint

***9/19/2024***

**Session 3 – Honing a Research Inquiry through Literature. The TAC Proposal Introduction - Context and Prior Work**

* *During Class: This session will further look at the literature to support the development of your topic proposal. We will review a peer-reviewed article together and identify best practices from the article. We will further discuss library resources, including ILL.*

**Assignments for next class:**

* Complete Assignment #3: Identify 15 research references for your proposal
* Read Ghauri Chapters 4 and 5
* Review APA Chapter 3
* Complete Assignment #0: Reading Checkpoint

***9/26/2024***

# Session 4 – Defining the Research’s Purpose and Questions. Evidence and Literature Search

* *During Class: This session will cover research questions and hypotheses and will review the literature identified for your proposal.*

# Assignments for next class:

* Read Ghauri 4.5
* Review APA Chapter 4
* Complete Assignment #0: Reading Checkpoint

***10/3/2024***

# Session 5 – Theoretical Orientation to Research. Reframing the TAC Question

* *During Class: This class session will discuss the theoretical foundations of research*

# Assignments for next class:

* Complete Assignment #4: Clarify your proposal topic.
* Read Ghauri Chapter 14.5
* Review APA Chapters 5 and 6

***10/10/2024***

**Session 6- Institutional Review Board**

* *During Class: This session will focus on working with human research subjects and the role of the Institutional Review Board (IRB) in research.*

# Assignments for next class:

# Complete Assignment #5: UCAIHS CITI Exam

***10/17/2024***

# Session 7 – Literature Review. TAC Evidence-Based Practice.

* *During Class: This session will focus on developing a literature review for your proposal.*

# Assignments for next class:

* Complete Assignment #6: Draft your literature review
* Review APA Chapter 7
* Read Ghauri 14.3

***10/24/2024***

# Session 8 – Peer Writing Workshop I. TAC Evidence-Based Practice - Continued

* *During Class: This session will focus on the iterative development of your literature review, leveraging the insight of your peers and your instructor. In this session, you will share your own writing and offer feedback on others' writing.*

# Assignments for next class:

# Assignment #7: Demonstrate a Reference Management Tool

* Read Ghauri Chapters 7 and 8

# Review APA Chapter 8

# Complete Assignment #0: Reading Checkpoint

***10/31/2024***

**Session 9 – Quantitative Methods. TAC Trial Methodology I**

* *During Class: This session will discuss quantitative methods.*

**Assignments for next class:**

* Read Ghauri Chapters 9 and 10
* Complete Assignment #0: Reading Checkpoint

***11/7/2024***

# Session 10 – Qualitative Methods. TAC Trial Methodology II

* *During Class: This session will discuss qualitative methods.*

# Assignments for next class:

* Assignment #8: Complete your literature review
* Read Ghauri Chapter 14
* Complete Assignment #0: Reading Checkpoint

***11/14/2024***

# Session 11 – Mixed Methods. TAC Trail Methodology II – continued

* *During Class: This session will discuss quantitative methods applicable to student research interests.*

# Assignments for next class:

* Assignment #9: Develop a preliminary methodology

***11/21/2024***

**Session 12 – Peer Writing Workshop II**

* *During Class: This session will focus on the iterative development of your final proposal, leveraging the insight of your peers and your instructor. In this session, you will share your own writing and offer feedback on others' writing.*

# Assignments for next class:

* *No assignments are due before the next class.*

***12/5/2024***

# Session 13 – Establishing Quality and Ethics in Research

* *During Class: This session will discuss validity and reliability, threats to validity and reliability, and ethical considerations when utilizing research methods.*

# Assignments for next class:

* Complete Assignment #10: Final TAC Proposal

***12/12/2024***

# Session 14 – Final Presentation of Research Proposals

* *During Class: This session will be the culminating experience of the term, where you will share a final presentation with the class, which details your final proposal submission.*
* Complete Assignment #11: Pecha Kucha (20x20 timed) Presentation

**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*](https://www.sps.nyu.edu/homepage/about-us/idbea/about-idbea.html)).

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

1. Policies - You are responsible for reading, understanding, and complying with [University Policies and Guidelines](http://www.nyu.edu/about/policies-guidelines-compliance.html), [NYU SPS Policies and Procedures](http://sps.nyu.edu/academics/academic-policies-and-procedures.html), and [Student Affairs and Reporting](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html).

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](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html). If you are interested in applying for academic accommodations, contact the [Moses Center](https://www.nyu.edu/students/communities-and-groups/student-accessibility/academic.html) 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](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html) as soon as possible ([mosescsa@nyu.edu](mailto: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](https://www.nyu.edu/students/health-and-wellness/wellness-exchange.html). 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](https://www.sps.nyu.edu/homepage/student-experience/resources-and-services.html).

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](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) 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](https://www.nyu.edu/servicelink/KB0018471), 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](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html) 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.