It is the **student's responsibility** to be aware of and adhere to all current FDUV-wide policies on topics including Academic Integrity, Attendance, Disability Support Services, DEIA Commitment, Privacy, Grade Appeals, and more. To review all available FDUV policies, please visit FDU.edu/syllabusacademicpolicies/Vancouver.

Vision Statement – The International School of Hospitality, Sports, and Tourism Management will consistently deliver a unique academic experience to our students who will make a positive impact on industry and society.

Mission Statement – The mission of the International School of Hospitality, Sports, and Tourism Management is to deliver exceptional quality in curricula, and to produce world-class graduates who possess integrity and wisdom in preparation for leadership careers among culturally and commercially diverse organizations in the international hospitality and tourism industry.

First Nations Acknowledgement – FDU-Vancouver acknowledges that we are located in the traditional and unceded territory of the Coast Salish Peoples, the traditional territories of the Squamish, Musqueam, and Tsleil-Waututh First Nations.

Course Title:	Research Methodology II	**Semester/Year:**	Spring 2025
Course Catalog Number:	HRTM 7752	**Instructor:**	Dr. Michael Lever
Location:	Campus: Vancouver Classroom: Cambie - Room 137	**Meeting Time:**	3:00 pm - 5:50 pm
Contact Information:	Email: m.lever@fdu.edu Phone: 604-648-4409 Office: Room 253 Office Hours: Wednesdays 8:30-10:00am and Thursdays 12:00-1:30pm	**Meeting Dates:**	Every Wednesday between 27-Jan-2025 and 3-May-2025 (unless otherwise posted)
Course Description:	Research Methodology II is a required course designated to supplement the Research Methodology I course that should be taken after 18 credits have been achieved in the Graduate Program. Students will apply the research methodologies introduced in this course to complete a conceptual and applied examination based on the learned material.		
Required Materials:	Holmes, A., Illowsky, B., & Dean, S. (2023). *Introductory business statistics* (2nd ed.). BCcampus. https://collection.bccampus.ca/textbooks/introductory-business-statistics-2e-openstax-443/. *Note: This resource is licensed under a Creative Commons Attribution 4.0 International License. It is free to download and use, share, or adapt as you like.* George, D. & Mallery, P. (2024). *IBM SPSS statistics 29 step by step: A simple guide and reference* (18th ed.). Routledge. Link to website here. SPSS Version 29 – this is pre-installed on all computers on our campus. Additionally, you may purchase the student version of SPSS Version 29, called the "Grad Pack PREMIUM," on www.studentdiscounts.com. It is USD$119.99 as of February 2025 and includes two licenses, so the cost can be split between two students. Additional readings will be available on WebCampus.		

| | Course
Learning
Outcomes
(CLOs): | Upon course completion, students will be able to:

CLO 1: Effectively communicate with the people in your organization who conduct research to make effective hospitality business decisions.
CLO 2: Effectively communicate research results with non-research-oriented members of your organization.
CLO 3: Understand what constitutes "good" research and how to evaluate research.
CLO 4: Create appropriate hypotheses concerning real-world problems in the hospitality and tourism industry.
CLO 5: Conduct basic research, including moderate levels of statistical analysis using the software. |

	PLO 1 – Global Comp.	PLO 2 – Cultural Comp.	PLO 3 – Managerial Com.	PLO 4 – Quant. Literacy	PLO 5 – Strategic Orient.	PLO 6 – Oral/ Written Comm.	PLO 7 – Info. Literacy
CLO 1			R		R	R	
CLO 2			R		R	R	
CLO 3					R		
CLO 4						R	
CLO 5				A			
I = Introduce; R = Reinforce; M = Master; A = Assessed							

Learning Objectives:

- Refine skills in searching for and locating research articles and reports that are reputable in the hospitality & tourism industry;
- Read, understand, and synthesize research articles and reports in an area of hospitality & tourism research;
- Connect concepts of research questions, research designs, and research methodologies;
- Understand social science best practices in the design and development of tools for data collection, including the relationship between data collection techniques and answering research questions;
- Understand and interpret statistical data and findings using software;
- Understand the content and appropriate times to use different research methodologies and designs, including various quantitative, qualitative, and mixed methods.

Evaluation and Grading:

Evaluation
All scores below are ordered by weight and added to WebCampus in chronological order.

Grading Breakdown	Grade
Conceptual Exam	30%
Final Exam (Analytical)	20%
Exit Pass Assignments (5% each, 4 in total)	20%
Weekly Quiz (5% each, 3 in total)	15%
Final Presentation	10%
Survey Collection Activity (15 surveys per student)	5%
Total	**100%**

Grading:

For this course, the letter grades will be interpreted as follows:

Grade	% points	Grade value
A	94-100	4.0
A-	90-93.9	3.67
B+	87-89.9	3.33
B	84-86.9	3.0
B-	80-83.9	2.67
C+	77-79.9	2.33
C	70-76.9	2.0
F	Below 70	0.0

A minimum grade of "B" must be achieved, or the course must be repeated.

Qualitative Grading Explanation:

A = Is used to recognize excellent work, that is work that stands out in comparison with that of other students at FDU, now and in the past, and that might attract the interest and appreciation of others working in the field. The work is both competently presented and innovative. An "A" is typically reserved for a few elite individuals.

B = Is used to acknowledge competent treatment of assigned material. Competent treatment includes coherent, internally consistent writing, professionally presented (grammatically correct, etc.), as well as insightful and interpretive. The words "well done" are also used to recognize this level of work. A grade of "B" is reserved for students who meet or exceed adequate performance and show considerable promise for being highly effective.

C = Is used to acknowledge adequate work that is acceptable in the knowledge reflected but is either flawed in its presentation or lacking in insight and interpretation or both. The word "ok" may be used to reflect this judgment.

F = Is used to recognize unacceptable work. A failing mark of "F" is reserved for a few individuals (many of whom receive this mark because of circumstances that create difficulties with time and concentration or a lack of effort).

Course Deliverables (in chronological order):

Survey Collection Activity – Due in Week 5 = 4%

Using the research design strategies learned in class, students will collect survey data from fellow FDU Vancouver students on campus during school hours. The survey link will be provided ahead of time to students, and you'll have time during class in Week 4 to review the questions and flow of the questionnaire. Each completed questionnaire will earn the student 1 point, up to 15 points. The data collection is due by the start of class in Week 5.

Weekly Quiz on Assigned Readings – Weeks 2-4 = 15%

Instructors often assign materials at the end of class for students to read before they arrive to class the following week. However, in many cases, the instructor then covers this same material in more depth, leaving the students to wonder why they bothered to read it ahead of time. This course is not like that! **If you do not complete the assigned readings ahead of time, you will fall behind in this class.** Fortunately, I'm here to ensure that doesn't happen!

In Weeks 2, 3, and 4, the lecture will begin with a 20-minute closed-book quiz **based on that week's content** (not the week prior!) to be completed by students individually. The quiz aims to ensure students read the assigned readings beforehand to maximize their learning. This will allow us to quickly review any confusing aspects of the readings and then move on to applying the statistical techniques to various research-related challenges using the computers in the room for most of the lesson. Although the quizzes are closed-book, each student can bring a single 8.5 x 11 sheet of paper with hand-written notes (in their writing, no help!) to refer to during the quiz. Once the 20 minutes are over, the instructor will share the correct responses and steer the lecture that day toward reinforcing any unclear parts.

Students with 0 non-excused absences by Week 11 will have their lowest quiz grade turned into a grade of 100%.

Conceptual Exam – Week 6 = 30%

The exam is a take-home conceptual exam. The exam will include a combination of true/false and open-ended questions. You will have 24 hours to complete the exam and return it to me in WebCampus. A practice exam will be shared with students in Week 5, and all materials, including the grading rubric, will be available in WebCampus.

Exit Passes – Weeks 7 to 10 = 20% (5% each)

During the second half of the course, students will be required to complete an 'Exit Pass' activity. The premise is simple: students will be provided with a sample dataset and must correctly answer all Exit Pass questions to earn permission to leave. If students do not complete the Exit Pass by the end of class, they must explain why not.

Students will initially work alone on the Exit Pass activity but can be helped by other students who have had their Exit Pass approved by the instructor. Please note that "helping" does not mean "giving them the answer". If a student is caught giving the correct answer to any other student during the activity, they will receive an automatic 0% on that day's Exit Pass. The purpose is to reinforce and strengthen students' learning of the material; just giving them the correct answer will not help them achieve that. In fact, it will make things worse for them later when it comes time to write the exam! It would be much more beneficial to them for students who have come to the correct answer to give a perspective beyond the instructor's of how to solve it.

In Week 11, each student can select **ONE** previously completed Exit Pass and re-attempt it for a higher grade. This does not apply to any Exit Passes that were penalized due to an academic integrity violation or were not attempted. The final decision is up to the instructor in the event of any disagreements.

Final Presentation – Week 13 = 10%

Students will work together at the end of the semester to prepare a final presentation to showcase the work behind their completed Exit Pass assignments. The presentation will

	follow a research conference format: Introduction, Literature Review, Methodology, Findings, Discussion, Conclusions, and Recommendations. **PPT slides are due on April 22nd at 11:59 pm (PST).**
	Final Exam – Week 14 – 30% Specific details regarding the exam will be provided within two weeks of the exam date. The exam is a 3-hour analytical exam. The exam will include problems requiring identifying an appropriate analysis technique and appropriate analysis based on an assigned problem.
Course Submissions and and Attendance Policies:	All written assignments must be submitted through Safe Assign. Please turn off cellular telephones and anything electronic during class time. In this course, Wikipedia will NOT be recognized as a source for research and will not be accepted as a citation/reference in any research paper assigned in this course. Each student **must** attend at least 85% of the scheduled class meetings to complete this course satisfactorily. **You are allowed a maximum of 2 [two] unexcused absences. You will not pass this course if you miss more than 2 [two] class sessions without a valid absence.** If you miss class for a valid reason (religious accommodation, medical emergencies, etc.), please email the instructor beforehand (or as soon as possible) to avoid penalty. The class will commence at the scheduled time. Please arrive on time so your late arrival will not disturb the class that is already in progress. Attendance will be taken at the beginning of each class; those who come after attendance will be considered late, and **two late arrivals will constitute one absence.** Late assignments will automatically receive one grade lower per day for up to three days unless arranged with the instructor before the due date.
Generative Artificial Intelligence (AI) Course Policy: Reminder: This policy is not university-wide, and only applies to this course.	Generative AI has grown rapidly and is now present in most contexts and settings in the developed world, including the Canadian university classroom. I believe it is important that students develop literacy in AI technology while they are students and before they enter the workforce. An article in HBR suggests that AI augments human intelligence, not replaces it. **Therefore, AI is fully allowed and encouraged in this course**. However, as Uncle Ben cautioned to a young Peter Parker prior to his transformation into Spiderman, "With great power comes great responsibility!". It is against the University's Academic Integrity Policy for students to present work they did not personally complete as their own, and although the current policy does not specifically address AI, any work generated by an AI system that is not cited correctly falls within the scope of this policy. There's always a catch, isn't there? Students will be introduced to the basics of generative AI in Week 1. I would also be happy to recommend several resources, including courses on prompt engineering, blog posts regarding the latest advances in generative AI capabilities, and more. Please feel free to ask! Please remember that **there is no obligation to use generative AI in this class**, and choosing not to use it will not affect your performance or potential for grades in any capacity.
Resources for Student Success	Students in this course are invited to contact one or more of our student support offices for support in this course, other courses, or any aspect of their FDU experience. In addition, any student with a concern who does not know where to turn may reach out to the Chief Student Experience Officer on the relevant campus. Our Chief Student Experience Officer at the Vancouver Campus is Jobin Mojtabavi, jobin_mojtabavi@fdu.edu, 604-648-4465.

*Course Schedule

WEEK	DATES	TOPICS	READINGS / VIDEOS	IN-CLASS ACTIVITY
1	29-Jan	Intro to Tourism and Hospitality Research; Course Overview; Why research in tourism, hospitality, and events?; Common research errors; Emerging topics in tourism, hospitality, and events research; Discussion of research outlets (top journals and conferences) Class ends 20 minutes early for the ISHSTM Welcome (Back) Pizza Party! Cambie Room 130 @ 5:30 p.m.	*None*	Welcome; ChatGPT-Crash Course and Assisted Course Outline Review Activity
2	5-Feb	Sampling and Data: Definitions of Statistics, Probability, and Key Terms; Data, Sampling, and Variation in Data and Sampling; Levels of Measurement (i.e., Nominal, ordinal, interval, and ratio)	Holmes et al. (2017) **Chapter 1 (all)**	Quiz # 1
3	12-Feb	Descriptive Statistics: Display data (i.e., stem-and-leaf graphs, line graphs, bar graphs); Measures of Central Tendency (i.e., mean, median, and mode); Outliers; Measures of Data Spread (i.e., range, variance, and standard deviation); Data Skewness and Kurtosis	Holmes et al. (2017) **Chapter 2 (intro, 2.1 except stemplot), 2.2, 2.3, 2.4*, 2.6*, & 2.7*** *Learn the definitions and how to calculate, but not the formulas!	Quiz # 2
4	19-Feb	Research Design: Survey Research; Survey Process – Sample Selection, Sample Size, Research Question and Hypothesis Development; Choice of Survey Media, Survey Instrument Development, Survey Execution RQ and Hypothesis Development Activity Sampling Activity – Review and Pilot Test Qualtrics survey	Glasow, P. A. (2005). **Fundamentals of survey research methodology** (all, including Appendix)	Quiz # 3
		Homework: Each student to collect 15 surveys from other FDU students – due before class in Week 5		
5	26-Feb	Topic Catch-up Day and Conceptual Exam Review	N/A	Practice Exam Questions
6	5-Mar	****No class today**** **Conceptual Exam**: Must be completed within 24 hours, between 3 p.m. on March 5th and 3 p.m. on March 6th).		
7	12-Mar	Introduction to SPSS; Using SPSS in tourism and hospitality research; Basic SPSS operations; Creating and importing data files; General layout; Editing databases	George & Mallery (2024) **Chapters 1-5** Pre-recorded Videos # 1 & 2: **Basics of Statistics**	Exit Pass # 1

			/ **Basic Operations with SPSS**	
8	19-Mar	Understanding Data: Descriptive Statistics & Frequency Analysis in SPSS; Classic Chi-Square (i.e., Crosstabs)	George & Mallery (2024) **Chapters 6-8** Pre-recorded Videos # 3 & 4: **Understanding SPSS Data / Classic Chi-Square Analysis in SPSS**	Exit Pass # 2
9	26-Mar	Comparing means: Parametric tools (Independent T-test; Paired Samples T-test; ANOVA)	George & Mallery (2024) **Chapters 10.1-10.4, 12-13** Pre-recorded Video # 5: **Comparing Means in SPSS**	Exit Pass # 3
10	2-Apr	Deciphering relationships (Correlations; Linear Regression)	George & Mallery (2024) **Chapters 10.5-10.6, 11, 16-17** Pre-recorded Video # 6: **Deciphering Relationships in SPSS**	Exit Pass # 4
11	9-Apr	Content Catch-up Day (Review all statistical techniques, class practice session; reattempt completed exit passes, etc.) Overview of Final Presentation and Exam Details If Time Permits: Qualitative Research Techniques (Overview; Interviews; Ethnography and observational methods; Online observation and Netnography)	Qualitative Research – Research Methods in Psychology – 2nd Canadian Edition	Instructor-led SPSS workshop; Student-led (individual or group) practice
12	16-Apr	Putting it all together: Final Presentation Workshop PPT Slides Due April 22nd at 11:59 p.m.		
13	23-Apr	Final Presentations Exam Review		
14	30-Apr	**Final Exam**		

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.