

**Course Outline 2017**  
**BUSINESS 710: RESEARCH DESIGN (15 POINTS)**  
**Semester 1 (1173)**

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**Course Prescription**

Focuses on the principles and practices of scholarly work and what it means to conduct research. Themes that will be discussed address, among others, identifying and engaging in scholarly conversations, identifying topics and transiting from topics to research questions, conducting literature reviews, selecting and applying theories and methods, levels of theories and data, the ethics of research activities, research contextualisation, interestingness of research, and writing up research.

**Goals of the Course**

To provide students with an in-depth overview of issues related to various research processes. This includes a review of particular themes and prescriptions that have influenced scholars and their research work.

**Learning Outcomes**

By the end of the course, students should be able to:

1. Demonstrate knowledge of principles, issues and debates related to the processes of conducting research;
2. Synthesise existing knowledge to examine particular themes regarding research processes;
3. Apply the necessary theoretical and analytical tools to undertake further research work;
4. Apply research informed knowledge to exercising the craft of conducting research at masters level.

**Content Outline**

Week One: The craft of conducting research. Research as scholarly conversation.  
Week Two: Choosing research topics. Formulating research questions.  
Getting started (for real).  
Week Three: Conducting literature reviews. Writing up research.  
Week Four: Theory. Utilising theory when conducting research.  
Levels issues in research.  
Week Five: Ontology, epistemology, and methodology. Research methods.  
Methods triangulation. Linking research questions, theory and methods.  
Week Six: Research ethics.

**Learning and Teaching**

The course comprises 12 sessions of 3 contact hours each taking place in 6 weeks. Regular class attendance is expected. The in-class sessions include lectures, independent work, group work, unannounced quizzes and participative discussions. Students are expected to take primary responsibility for and be active participants in the learning process. They are required to carefully study the assigned readings prior to the respective

two sessions that comprise a teaching week and be prepared to participate in class discussions related to the readings. Students should also independently search for, identify and study material relevant for their assignments.

## Teaching Staff

Professor Snejina Michailova

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Office hours by appointment

## Learning Resources

Book chapters and articles from academic journals comprise assigned readings for this course. The list of prescribed readings will be available on CANVAS.

## Assessment

Class participation	10%
Written research proposal (partial)	20%
Written research proposal (full)	30%
Final in-class test	40%

### Class participation

*Total Marks: 10%*

Students are expected to attend and be well prepared for each session. Participation is graded on the basis of quality, not quantity, and is recorded on a weekly basis on a three-point scale.

0 = no attendance; attendance, but no participation; participation based on common knowledge/experience rather than based on assigned readings

1 = acceptable level of participation; based on readings, but lacking good understanding and depth

2 = good level of participation; demonstrates thorough engagement with readings; arguments well-grounded in readings; critical thinking

To test preparation, unannounced short quizzes will be conducted. Performance in those quizzes will be taken into consideration when defining the overall class participation mark.

### Written research proposals

*Total Marks: 50%*

*Partial proposal (covering material from sessions 1 – 6 inclusive), Due: 23 March*

*Weighting: 20% of the final course grade*

*Full proposal (covering material sessions 1 – 10 inclusive), Due: 6 April*

*Weighting: 30% of the final course grade*

*Soft copies of the proposals are to be submitted via Canvas*

*Hard copies are to be submitted in class*

During the course students are expected to develop a research proposal in 2 stages. The partial proposal should be 2,500 (+/- 10%) words in length, excluding appendices and references.

The full proposal should be 5,000 (+/- 10%) words in length, excluding appendices and references. The full proposal should *include a revised version* of the partial proposal using feedback received.

More details on the proposal will be provided during the sessions.

Use APA referencing to format your in-text citations, quotations, and reference list. Please refer to the University of Auckland Library website for more information:  
[http://www.cite.auckland.ac.nz/index.php?p=faculty\\_styles](http://www.cite.auckland.ac.nz/index.php?p=faculty_styles)

### Final in-class test

*Date: 13 April*

*Total marks: 40%*

The test will assess the range and level of the knowledge students have acquired during the entire course. This will be a closed-book-and-notes test of three hours in duration. It will consist of a combination of short answer and longer essay-type questions.

Learning Outcome	Class Particip ation	Written research proposal s	Final in- class test
Knowledge of principles, issues and debates related to the process of conducting research	X	X	X
Ability to synthesize existing knowledge to examine particular themes regarding research design.	X	X	X
Apply the necessary theoretical and analytical tools to undertake further research work		X	X
Apply research informed knowledge to exercising the craft of conducting research at masters level		X	X

### Grade Criteria

Grade	%
A+	90-100
A	85-89
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
C	55-59
C-	50-54
D+	45-49
D	40-44
D-	0-39

**Plagiarism**

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

**Inclusive Learning**

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course convenor/lecturer and/or tutor.

**Student Feedback**

Student feedback on course content and process is welcomed. We use this information to continuously identify ways to improve the value students receive from the course. We will ask students to provide formative mid-course evaluations/fast feedback (timing to be confirmed).

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