# COURSE SYLLABUS

## RES 698 RESEARCH METHODS / THESIS I

### COURSE DESCRIPTION

This course provides Coleman University graduate students with the opportunity to present a final thesis. The goal of this thesis is for the student to demonstrate his or her ability to synthesize learning provided throughout the Coleman University College of Graduate Studies program. Students will apply the lessons learned in this program to propose an innovative approach that solves a real-world challenge.

This course is the first in a two-part series of courses that culminate with a formal thesis demonstrating how to use technology to solve a specific business problem. Coleman University's College of Graduate Studies provides both a Master in Business Administration (MBA) and a Master of Science in Information Systems Management (MS ISM).

The mission of Coleman University is to deliver relevant education that prepares individuals for technology-focused careers, while providing an environment where they may develop to their full potential. As such **ALL thesis research** will have a technology-focus. MS ISM and MBA Candidates must focus their thesis research on the application of technology to solve a business need.

## GENERAL COURSE INFORMATION

| | |
|---|---|
| Number of Units/Weeks/Sessions | 5/5/10 |
| #Hours Lecture/#Hours Laboratory/#Hours HW* | 50/0/100 |
| Prerequisite(s) | None |
| Co-requisite(s) | None |
| Course Developer(s) | John P. Sahlin, Ph.D. |
| Date Approved / Last Review | July 2015 / July 2015 |

## MBA PROGRAM LEARNING OUTCOMES

- Solve Organizational Problems
- Create Strategic Plans
- Communicate to a Global Audience
- Make Decisions that Adhere to Legal and Ethical Standards
- Solve Business Problems Using Quantitative Analyses
- Assess Information Critically

## MSSE PROGRAM LEARNING OUTCOMES

- Validate system performance with testing and evaluation methods
- Demonstrate critical thinking through system testing and validation
- Synthesize the fundamental methods within a broad array of applications
- Differentiate the optimum system design synthesis

## MSISM PROGRAM LEARNING OUTCOMES

- Develop Detailed Business Plans Including Budgets
- Analyze Business Information Technology Needs Strategically
- Propose an Information Technology Security Plan for a Global Business
- Construct a Human Resources Strategic Plan
- Diagnose a Firm's E-Commerce Capability

## LEARNING OUTCOMES

- Identify a current business challenge in technology industry
    - Identify the issue
    - Define challenge and the business and technology factors that drive the challenge
    - Define the impact to organizations (e.g., cost, time, efficiency)
- Develop an innovative approach to using technology to address this business challenge.
    - Identify why this challenge requires innovation (what gaps does it address?)
    - Identify current state of technology to address challenge
    - Identify the technology gaps in current methods to address challenge
    - Define innovative approach
    - Describe how this approach is innovative

- Identify the benefits and costs/risks associated with recommended approach
- Provide specific recommendations for implementing new approach

**MASTER'S THESIS DELIVERABLES**

This course is delivered as the first of a two-part series. Together with RES 699, the student will have provided the following deliverable assignments to document his or her Master's Thesis.

| Course | Assignment | Description |
|---|---|---|
| RES 698 | HW 1 | Draft Mind Map |
| RES 698 | HW 2 | Final Mind Map |
| RES 698 | HW 3 | Annotated Bibliography (Initial) |
| RES 698 | HW 4A | Annotated Bibliography (Update) |
| RES 698 | HW 4B | Thesis Research Framework |
| RES 698 | HW 5 | Annotated Bibliography (Update) |
| RES 698 | HW 6A | Annotated Bibliography (Update) |
| RES 698 | HW 6B | Thesis Status Form |
| RES 698 | HW 7 | Annotated Bibliography (Update) |
| RES 698 | HW 8A | Storyboard |
| RES 698 | HW 8B | Annotated Bibliography (Update) |
| RES 698 | HW 9 | Annotated Bibliography (Update) |
| RES 698 | HW 10 | Annotated Bibliography (Update) |
| RES 699 | HW 4 | Draft Thesis Paper |
| RES 699 | HW 6 | Final Thesis Paper |
| RES 699 | HW 10 | Thesis Defense Presentation File |

**INSTRUCTIONAL METHODS EMPLOYED IN THIS COURSE**

Independent research using Library Resources
Thesis course tools (i.e., Thesis Support Guide, WebClass supplemental materials)
Practical application of theory and skills in authentic design projects

**INFORMATION RESOURCES FOR THIS COURSE**

**Reading**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

**Online Supplemental Materials**

RES 698 course room

**TABLE/TOPICS & ASSIGNMENTS**

**Types of Assignments:**

**Lecture:** Considered Lecture Hours

**Classroom Discussion:** Considered Lecture Hours

**Delivering Oral Presentations:** Considered Lecture Hours

**In-Class (IC) Exercise:** Considered Lecture Hours

**Reading:** Considered Homework (HW), work done outside class

**WebClass Exercise (non-online courses):** Considered Homework (HW), work done outside class

**Curricular Practical Training (CPT) Exercise:** Considered Homework (HW), work done outside class

**Lab Work:** Considered Lab Hours

**Tests (Mid-Term and Final Exam):** Considered Lecture Hours

| **Session 1** | | | | | | |
|---|---|---|---|---|---|---|
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |
| **LEC 1A** | Identify issue<br>- What is the specific problem faced by industry?<br>- How does this issue affect organizations?<br>- What technologies could help solve the problem? | 2 | 0 | 0 | 0 | Session 1 |
| **LEC 1B** | Define the Project Scope | 1 | 0 | 0 | 0 | Session 1 |
| **LEC 1C** | Create a mind map that will help focus the project scope | 1 | 0 | 0 | 0 | Session 1 |
| **IC EX 1A** | Institutional Review Board Acknowledgement Form | 0 | 0 | 0 | 0 | Session 1 |
| **IC EX 1B** | In-class Participation | 1 | 0 | 0 | 10 | Session 1 |
| **HW 1** | Draft Mind Map | 0 | 0 | 7 | 25 | Session 1 |
| **Reading 1** | Thesis Support Guide | 0 | 0 | 1 | 0 | Session 1 |
| | **Total Session 1** | 5 | 0 | 8 | 35 | |
| **Session 2** | | | | | | |
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |
| **LEC 2** | Hypothesis: The Art of Asking | 4 | 0 | 0 | 0 | Session 2 |
| **IC EX 2** | In-class Participation | 1 | 0 | 0 | 10 | Session 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **HW 2** | Final Mind Map | 0 | 0 | 2 | 25 | Friday / Wk1 |
| **Reading 2** | Conduct independent research identifying articles based on business issue and relevant technologies | 0 | 0 | 10 | 0 | Friday / Wk1 |
| | **Total Session 2** | 5 | 0 | 12 | 35 | |
| **Session 3** | | | | | | |
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |
| **LEC 3A** | Research Models: Quantitative, Qualitative, Mixed | 2 | 0 | 0 | 0 | Session 3 |
| **LEC 3B** | Conducting Research | 1 | 0 | 0 | 0 | Session 3 |
| **LEC 3C** | APA Primer | 1 | 0 | 0 | 0 | Session 3 |
| **IC EX 3** | In-class Participation | 1 | 0 | 0 | 10 | Session 3 |
| **Reading 3A** | APA, Ch 2 – 4, 7 | 0 | 0 | 3 | 0 | Session 3 |
| **Reading 3B** | Creswell, Ch 6 – 10 | 0 | 0 | 7 | 0 | Session 3 |
| **HW 3** | Introduction | 0 | 0 | 5 | 50 | Session 3 |
| | **Total Session 3** | 5 | 0 | 15 | 60 | |
| **Session 4** | | | | | | |
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |
| **LEC 4** | Research Framework | 4 | 0 | 0 | 0 | Session 4 |
| **IC EX 4A** | In-class Participation | 1 | 0 | 0 | 10 | Session 4 |
| **Reading 4** | Identify tools and techniques for conducting feasibility analysis | 0 | 0 | 7 | 0 | Session 4 |
| **HW 4A** | Thesis Statement | 0 | 0 | 10 | 100 | Session 4 |
| | **Total Session 4** | 5 | 0 | 17 | 110 | |
| **Session 5** | | | | | | |
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |
| **LEC 5** | Logic: Building an Argument | 4 | 0 | 0 | 0 | Session 5 |
| **IC EX 5** | In-class Participation | 1 | 0 | 0 | 10 | Session 5 |
| **HW 5** | Research Questions | 0 | 0 | 5 | 50 | Session 5 |
| **Reading 5** | Creswell, Ch 1 – 5 | 0 | 0 | 5 | 0 | Session 5 |
| | **Total Session 5** | 5 | 0 | 10 | 60 | |
| **Session 6** | | | | | | |
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **IC EX 6** | In-class Participation | 5 | 0 | 0 | 30 | Session 6 |
| **HW 6A** | Thesis Status Form | 0 | 0 | 13 | 150 | Session 6 |
| **CPT 3** | Curricular Practical Training: Week 3 | 0 | 0 | 2 | 100 | Friday Wk 3 |
| | **Total Session 6** | 5 | 0 | 15 | 280 | |
| **Session 7** | | | | | | |
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |
| **IC EX 7** | In-class Participation | 5 | 0 | 0 | 30 | Session 7 |
| **HW 7** | Methodology | 0 | 0 | 5 | 50 | Session 7 |
| | **Total Session 7** | 5 | 0 | 5 | 80 | |
| **Session 8** | | | | | | |
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |
| **IC EX 8A** | In-class Participation | 5 | 0 | 0 | 30 | Session 8 |
| **HW 8A** | Limitations | 0 | 0 | 10 | 150 | Session 8 |
| | **Total Session 8** | 5 | 0 | 10 | 180 | |
| **Session 9** | | | | | | |
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |
| **IC Ex 9** | In-class Participation | 5 | 0 | 0 | 30 | Session 9 |
| **HW 9** | Annotated Bibliography (+3 sources) | 0 | 0 | 5 | 50 | Session 9 |
| | **Total Session 9** | 5 | 0 | 5 | 80 | |
| **Session 10** | | | | | | |
| **Type** | **Topic/Description** | **Lec Time** | **Lab Time** | **HW Time** | **Point Value** | **Due** |
| **IC Ex 10** | In-class Participation | 5 | 0 | 0 | 30 | Session 10 |
| **HW 10** | Storyboard Presentation | 0 | 0 | 5 | 50 | Session 10 |
| | **Total Session 10** | 5 | 0 | 5 | 80 | |

**Course Hours Summary:**

| Session | Topic | Lec Time | Lab Time | HW Time |
|---|---|---|---|---|
| **1 – 8** | Curricular Practical Training | 0 | 0 | 2 |
| **1 – 10** | Developing a Thesis Plan | 20 | 0 | 98 |
| **1 – 10** | In-class Presentation | 30 | 0 | 0 |
| **Total** | | **50** | **0** | **100** |

## YOUR GRADES FOR THIS COURSE

Your final grade for this course will be based on an assessment by the Instructor of your performance on a number of course activities, which may include objective tests, classroom exercises, laboratory demonstrations, project papers, or other type of activities. The chart below indicates in what activities you will engage, how many possible points can be earned for each activity, and the percentage of your final grade that will be accounted for by each activity. Students in this course will be graded following Coleman University assessment practices and policies. A point system is used in the University to indicate student performance on various required activities or projects. For this course, points will be distributed as follows:

**Table/Point Breakdown:**

| Assignment Type | Possible Points | Percentage of Grade |
|---|---|---|
| Curricular Practical Training Activities | 100 | 10% |
| Homework | 700 | 70% |
| In-class Participation | 200 | 20% |
| **Total** | **1000** | **100%** |

## COLEMAN UNIVERSITY GRADE ASSIGNMENT POLICY

This course is evaluated on a pass/fail basis. The sum of a student's grade performance will determine whether he or she receives credit based on the following standard:

| Total Points Earned | Evaluation | Grade Points |
|---|---|---|
| **700 or above** | Pass / Credit | N/A |
| **699 or below** | Fail / No Credit | N/A |

**LATE SUBMISSION POLICY**

All assignments (including projects, lab work, quizzes and exams) must be completed as scheduled. The following will apply to late assignments:

- 1-24 hours after due date = 20% off point value
- 25-48 hours after due date = 60% off point value
- 49+ hours after due date = No points given

NOTE: If an assignment equals less than 5 points, no points will be given for late work. If there are extenuating circumstances, the student must submit a written explanation to the department Senior Instructor. Upon evaluation, points will be given according to the Senior Instructor's discretion.

## EXPECTATIONS FOR WRITTEN ASSIGNMENTS

### Academic Quality

Unless explicitly stated otherwise, all written assignments will be submitted in APA format unless otherwise specified. This includes the Team Assignment paper and any Homework assignments. Note that WebClass Discussion Forum posts are not required to follow APA format.

Students with questions about the quality of their writing style are STRONGLY encouraged to consult the Coleman University Center for Academic Success. Located in Room 232, the CAS is a service available to all Coleman University students to review the grammar and style prior to submission. The CAS has a number of tools available to help students improve their ability to communicate clearly in writing.

Coleman University Students should pay close attention to the Spelling and Grammar Check functions of Microsoft Word®. In addition, the Coleman University Library Resource section of WebClass includes a version of TurnItIn, which allows students to check their work for plagiarism and grammar errors.

### Scholarly References

All written assignments will include references to scholarly sources. Scholarly sources include peer-reviewed technical and business journals, papers presented at conferences sponsored by professional organizations (e.g., IEEE, ACM, INCOSE, PMI, etc.), and academic books (i.e., textbooks). Scholarly sources can be found using the EBSCO Host and Harvard Business Review databases available in the Coleman University Library Resource section of WebClass, Google Scholar, plos.org, or the Directory of Open Access Journals. If the option is available in the search engine, please limit your search results to peer-reviewed sources.

The following types of sources **WILL NOT** be accepted as scholarly resources:

- Commercial Webpages (except those included in Online Supplemental Materials section of this document, or with written approval by instructor)
- Open-source wiki sites such as wikipedia.com, ask.com, about.com, answers.yahoo.com
- Blogs such as wordpress.com, blogspot.com (except those included in Online Supplemental Materials section of this document, or with written approval by instructor)
- Postings from open discussion forums

White papers published by commercial organizations MAY be considered scholarly references, but tread lightly. Students are encouraged to review the Coleman University presentation regarding evaluation of resources ("CAARBs") available on the Coleman University Library Resources section of WebClass.

## CLASS DECORUM REQUIREMENTS

### Attendance

Classes begin and end as indicated in the published schedule. It is required that students be present at the beginning of each class session and stay until class is dismissed, including lab periods. Excessive tardiness, leaving early and/or absences (from either lecture or lab sessions) are causes for dismissal from the University. A student that arrives in class beyond 30 minutes late will be considered absent. A student leaving more than 30 minutes before the end of class will also be considered absent.

### Conduct

Students are expected to conduct themselves in a professional manner while on campus. Rules of conduct are outlined in the University Catalog and students are required to adhere to such policies.

### Instructor Feedback

Students are expected to take feedback from instructors as it is intended – as an opportunity to help the student succeed. When an instructor provides feedback, the student must address each comment using the Comment Adjudication Matrix provided in WebClass. This demonstrates that the student has read each comment, understands it, and has a specific plan in place to address it. This will aid in the overall feedback and update process and help ensure each student's ability to complete the Master's Practicum within the allotted timeframe.

### In-class Participation Grades

Students are expected to be ACTIVE participants in class. Your instructor will assign In-class participation grades for each session based on his or her evaluation of your active participation in the classroom. Instructors can deduct In-class Participation points if the students are disruptive, inattentive, not participating in scholarly activities (e.g., updating Facebook, leaving campus during class hours, etc.), failure to submit assignments on time, or other issues as appropriate. Students are allowed to use Library and Classroom lab facilities to conduct research and make progress on their projects, but it is vital that each student keep the instructor apprised of his or her presence and progress before leaving the classroom.

## COLEMAN UNIVERSITY POLICY ON ACADEMIC DISHONESTY

Academic dishonesty is cause for dismissal from Coleman University. Presenting another person's ideas, methods, course work, or test answers with the intention that they be taken as one's own is theft of a special kind. It defrauds the originator of the work, the institution, its graduates, its students, and its future students. The student has full responsibility for the authenticity of all academic work and examinations submitted. A student who appears to have violated this policy must submit to a hearing with the reporting instructor and the associate dean. If it is determined that a violation occurred, the matter will be referred to an Officer of the University with recommendations for an appropriate penalty. The student may be dismissed, suspended, or given another penalty.

Coleman University employs the plagiarism software known as TurnItIn. Students are expected to use this tool in an appropriate manner with the sole purpose to support their own academic endeavors at Coleman University. TurnItIn account information cannot be shared with anyone. Contact your instructor if you have any questions about plagiarism related issues.

Once an assignment is submitted in TurnItIn, it cannot be resubmitted. It is each student's responsibility to ensure he or she has submitted the correct and final version of an assignment in a TurnItIn drop box.

## ACADEMIC ACCOMODATION / ADJUSTMENT POLICY

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Coleman University offers accommodations to students with documented physical, psychological, and/or cognitive disabilities. Coleman University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to offer equal educational opportunities to qualified disabled individuals

To qualify for an academic accommodation under ADA, the student must provide adequate documentation of a disability. Students seeking academic accommodations should contact the campus ADA Coordinator at 858-966-3953 or via email at ada@coleman.edu. The ADA Coordinator will review the documentation provided and verify ADA coverage. Students covered under ADA must meet with the ADA Coordinator at the beginning of every term to determine the appropriate academic accommodations. Failing to meet with the ADA Coordinator at the beginning of every term may impact the availability of accommodations.

After the academic accommodations have been determined, the students' instructors will be notified by the ADA Coordinator. If any problems or concerns regarding the provision of accommodations occur, the student must inform the ADA Coordinator. If the student feels accommodation is not being made appropriately, the student may follow the published Student Grievance Procedures.