The University of Texas Rio Grande Valley
College of Business and Entrepreneurship
Information Systems Department
Syllabus for QUMT 6310 Business Research Foundations
Summer 2021 Module II

INSTRUCTOR INFORMATION

Instructor: Dr. Ying Wang
E-mail: Ying.Wang01@utrgv.edu

Please feel free to ask course-related questions on the general help forum. For grade-related questions, do not hesitate to send me an email.

Response Time:
Generally, I respond to questions within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.
I will update the online grades each time a grading session has been complete—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Welcome & Introduction to COURSE MODALITY Statement

Accelerated Online Programs: These programs offered through the Graduate College will continue as normal and follow their own academic calendar, which can be found here.

COURSE DESCRIPTION

The purpose of this course is to educate students in the field of business research and its application as a management decision tool. Business research is a practical, applied research tool utilized in order to obtain knowledge in the decision-making process. This course is designed to educate students to be efficient users of research, effective managers of research projects, and to improve students' research skills.

Prerequisite

QUMT 6303 or QUMT 3343.

TEXTBOOK & COURSE MATERIALS

Required Text

Textbook: Business Research Methods by Zikmund, Babin, Carr, and Griffin, 9th Edition, South-Western, ISBN-10: 1111826927, ISBN-13: 9781111826925.

COURSE OBJECTIVES

- Upon completion of this module, the students should be able to classify business research as either exploratory research, descriptive research, or causal research for given business scenarios with at least 80% accuracy.
- Upon completion of this module, the students should be able to translate research objectives into research questions and/or research hypotheses for given business scenarios with at least 80% accuracy.
- Upon completion of this module, the students should be able to identify which ones are more appropriate for qualitative and which ones are for quantitative research for given business scenarios with at least 80% accuracy.
- Upon completion of this module, the students should be able to recognize the most appropriate qualitative research tool for given business scenarios and know the advantages and limitations of their use with at least 80% accuracy.
- Upon completion of this module, the students should be able to identify the categories of survey errors for given business scenarios with at least 80% accuracy.
- Upon completion of this module, the students should be able to recognize the most appropriate survey methods including personal interviews, door-to-door interviews,

mall intercept personal interviews, phone interviews, fax surveys, email surveys, and internet surveys for given business scenarios and explain the advantages and limitations of their use with at least 80% accuracy.

- Upon completion of this module, the students should be able to identify the independent and dependent variable to access a given cause and effect business relationship with at least 80% accuracy.
- Upon completion of this module, the students should be able to weigh the trade-off between internal and external validity given a business scenario with at least 80% accuracy.
- Upon completion of this module, the students should be able to list three criteria for good measurement and define each with at least 80% accuracy.
- Upon completion of this module, the students should be able to perform a basis assessment of scale reliability and validity for given business scenarios with at least 80% accuracy.
- Upon completion of this module, the students should be able to summarize the advantages and disadvantages of the various types of probability samples with at least 80% accuracy.
- Upon completion of this module, the students should be able to distinguish among population, sample, and sampling distributions with at least 80% accuracy.
- Upon completion of this module, the students should be able to create and interpret simple tabulation tables using statistical packages with at least 80% accuracy.
- Upon completion of this module, the students should be able to test a hypothesis about an observed mean compared to some standard with at least 80% accuracy.
- Upon completion of this module, the students should be able to understand and interpret an ANOVA table with at least 80% accuracy.
- Upon completion of this module, the students should be able to interpret results from multiple regression analysis with at least 80% accuracy.

The detailed course learning goals and outcomes are listed in the modules for each week in Appendix.

TECHNICAL REQUIREMENTS

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

- Mozilla's Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe's Flash Player & Reader plug-in (latest version).
- Apple's QuickTime plug-in (latest version).
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.

Blackboard Support

If you need assistance with course technology at any time, please contact the Center for Online Learning and Teaching Technology (COLTT).

Campus:	Brownsville	Edinburg
Location:	Casa Bella (BCASA) 613	Education Complex (EEDUC) 2.202
Phone:	956-882-6792	956-665-5327

Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.
Support Tickets Submit a Support Case via our Ask COLTT Portal

24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

Hours of Operation

Monday - Thursday, 7:30 a.m. - 7:00 p.m.
Friday, 8:00 a.m. - 6:00 p.m.

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:
This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My.UTRGV.edu site and under applications click on Blackboard Learn.

The course is organized into weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, individual and/or collaborative assignments that you complete working in teams.

Discussion Forums

You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Collaborate

In addition to the learning activities noted above, I might also hold Live sessions using Collaborate during the semester if necessary. For more information about Collaborate, visit Blackboards website Collaborate Handouts For Participants

TOPIC OUTLINE/SCHEDULE

Important Note: Activity and assignment details will be explained in detail within each week's corresponding weekly content area. If you have any questions, please contact the instructor.

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Week	Topic
1	Business Research Process Problem definition-the foundation of business research
2	Qualitative methods Survey research
3	Experimental design Measurement and scaling concepts
4	Sampling designs and sampling procedures Determination of sample size
5	Descriptive stats Univariate stats analysis
6	Bivariate stats analysis-differences between two variables Bivariate stats analysis-measures of association
7	Multivariate stats analysis Communication of research results

Assignments

Unless indicated otherwise in Weekly materials, you will submit all assignments to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

Due Dates of Graded Assignment

Assignment	Due Date	Points
1. Case 1	Day 7, Week1	100
2. Case 1 Teamwork Evaluation	Day 7, Week1	0*
3. Self-introduce	Day 3, Week1	10
4. Discussion 1	Main post: Day 4; Responses: Day 7, Week1	10
5. Discussion 2	Main post: Day 4; Responses: Day 7, Week1	10
6. Practice Test 1	Day 7, Week1	50
7. Case 2	Day 7, Week2	100
8. Case 2 Teamwork Evaluation	Day 7, Week2	0*
9. Discussion 3	Main post: Day 4; Responses: Day 7, Week2	10
10. Discussion 4	Main post: Day 4; Responses: Day 7, Week2	10
11. Practice Test 2	Day 7, Week2	50
12. Case 3	Day 7, Week3	100
13. Case 3 Teamwork Evaluation	Day 7, Week3	0*
14. Discussion5	Main post: Day 4; Responses: Day 7, Week3	10
15. Discussion6	Main post: Day 4; Responses: Day 7, Week3	10
16. Practice Test 3	Day 7, Week3	50
17. Case 4	Day 7, Week4	100
18. Case 4 Teamwork Evaluation	Day 7, Week4	0*
19. Discussion7	Main post: Day 4; Responses: Day 7, Week4	10
20. Discussion8	Main post: Day 4; Responses: Day 7, Week4	10
21. Practice Test 4	Day 7, Week4	50
22. Case 5	Day 7, Week5	100
23. Case 5 Teamwork Evaluation	Day 7, Week5	0*
24. Discussion9	Main post: Day 4; Responses: Day 7, Week5	10
25. Discussion10	Main post: Day 4; Responses: Day 7, Week5	10
26. Practice Test 5	Day 7, Week5	50
27. Case 6	Day 7, Week6	100
28. Case 6 Teamwork Evaluation	Day 7, Week6	0*
29. Discussion11	Main post: Day 4; Responses: Day 7, Week6	10
30. Discussion12	Main post: Day 4; Responses: Day 7, Week6	10
31. Practice Test 6	Day 7, Week6	50
32. Case 7	Day 7, Week7	100
33. Case 7 Teamwork Evaluation	Day 7, Week7	0*
34. Discussion13	Main post: Day 4; Responses: Day 7, Week7	10
35. Discussion14	Main post: Day 4; Responses: Day 7, Week7	10
36. Practice Test 7	Day 7, Week7	50

Note*: Your case grade will be reduced for a penalty of 10% per day if you don't submit the team evaluation on time. To maintain a fair grading system, please submit the team evaluation on time.

Day 1: Thursday; Day 2: Friday; Day 3: Saturday; Day 4: Sunday; Day 5: Monday; Day 6: Tuesday; Day 7: Wednesday.

GRADING POLICY

There will be 7 (seven) case studies, 7 (seven) practice tests, and 15 (fifteen) discussion forums graded. Case studies are group assignments. Practice tests and discussion forums are all individual based.

Case 1 100
Case 2 100
Case 3 100
Case 4 100
Case 5 100
Case 6 100
Case 7 100
Practice Test 1 (week 1) 50
Practice Test 2 (week 2) 50
Practice Test 3 (week 3) 50
Practice Test 4 (week 4) 50
Practice Test 5 (week 5) 50
Practice Test 6 (week 6) 50
Practice Test 7 (week 7) 50
Discussions 150

- 15 discussions in total (Self-introduce + 14 discussion threads)
- 10 points/discussion

Total 1200

Note: In case there is a discrepancy between the textbook and lecture slides, please refer to the slides for a definitive answer.

There will be **no** individual-based work for extra credit.

1080 and up	- A
960 to 1079	- B
840 to 959	- C
839 and below	- F

Only case studies are group-based. One group makes only one submission. Each group will get a grade based on their submission which is named as group grade. The student's individual grade is adjusted according to the team evaluation.

- If the average team evaluation for a student is 90 or more, the student's grade = the group grade (congratulations to those students!);
- If the average team evaluation for a student is >= 80 and < 90, the student's grade = the group grade *90% (You are doing great, but please participate more in the future:));
- If the average team evaluation for a student is >= 70 and < 80, the student's grade = the group grade * 80% (Hopefully you will catch up and make more contributions to following cases);
- If the average team evaluation for a student is 69 or less, the student's grade = the group grade * 70% and student will be sent a warning regarding teamwork participation (warning messages will be recorded in the system. I hope nobody in our class goes to this category).

Late Work Policy

Prior arrangements must be made with the instructor, whenever possible. To be fair to all other students, certain late submissions can be accepted for a 10% penalty per day.

This arrangement will only be given to students who are able to produce an official document within a reasonable time (within 3 days) period. Examples of official documents are medical reports, accident or traffic violations, and other unforeseen circumstances. Official documents should be written in English. All non-United States documents must be authenticated and verified. No late submission will be accepted without any official documents. Late submissions with acceptable official excuses will be given full credit. However, they must be submitted within a reasonable time period.

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

The instructor will update the online grades each time a grading session has been complete—typically **3** days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE POLICIES

Participation

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Netiquette

Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login.

INSTITUTIONAL POLICIES

STUDENTS WITH DISABILITIES (Inform Your Instructor of Any Accommodations Needed)

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the *mySAS* portal located at www.utrgv.edu/mySAS and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to apply to **Student Accessibility Services** using the following link: Pregnancy Accommodations Request Form https://www.utrgv.edu/pregnancy

Student Accessibility Services

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts.

Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Definitions

"Plagiarism is a form of cheating. At UTRGV, "plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit."

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

SEXUAL MISCONDUCT and MANDATORY REPORTING

In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student's time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or OVAVP@utrgv.edu.

STUDENT SERVICES:

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN

1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions. 4 Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

Center Name	Brownsville Campus	Edinburg Campus
Advising Center AcademicAdvising@utrgv.edu	BMAIN 1.400 (956) 665-7120	ESWKH 101 (956) 665-7120
Career Center CareerCenter@utrgv.edu	BCRTZ 129 (956) 882-5627	ESSBL 2.101 (956) 665-2243
Counseling Center Counseling@utrgv.edu	EUCTR 109 (956) 665-2574	BSTUN 2.10 (956) 882-3897
Learning Center LearningCenter@utrgv.edu	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
Writing Center WC@utrgv.edu	BUBLB 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

DEAN OF STUDENTS RESOURCES:

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office helps to advocate on behalf of students and inform students about their rights and responsibilities as well as serving as a resource and support for faculty and campus departments.

Vaqueros Report It allows students, staff and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies.

The Dean of Students can also be reached by emailing dos@utrgv.edu or visiting Virtual Office hours in which a representative is available Monday-Friday 9:00-11:00 a.m. and 1:00-4:00 p.m.

Appendix 1 – Weekly Course Goals and Objectives

COURSE GOAL: Business Research Process **Upon completion of this module, the students will be able to classify business research, list the major phases of business process research, and explain the difference between a research project and a research program.**	OBJECTIVE: Upon completion of this module, the students should be able to classify business research as either exploratory research, descriptive research, or causal research for given business scenarios with at least 80% accuracy.	
	OBJECTIVE: Upon completion of this module, the students should be able to list the six major phases of the research process and the steps within each with at least 80% accuracy.	
COURSE GOAL: Problem definition-the foundation of business research **Upon completion of this module, the students will be able to translate managerial decision statements into relevant research objectives, translate research objectives into research questions or hypotheses, and outline the components of a research proposal.**	OBJECTIVE: Upon completion of this module, the students should be able to list the six major steps of problem-definition process for given business scenarios with at least 80% accuracy.	Week1
	OBJECTIVE: Upon completion of this module, the students should be able to translate managerial decision statements into relevant research objectives for given business scenarios with at least 80% accuracy.	
	OBJECTIVE: Upon completion of this module, the students should be able to translate research objectives into research questions and/or research hypotheses for given business scenarios with at least 80% accuracy.	
COURSE GOAL: qualitative methods **Upon completion of this module, the students will be able to differentiate between qualitative and quantitative research, recognize common qualitative research tools, and know their advantages and limitations.**	OBJECTIVE: Upon completion of this module, the students should be able to identify which ones are more appropriate for qualitative and which ones are for quantitative research for given business scenarios with at least 80% accuracy.	Week2
	OBJECTIVE: Upon completion of this module, the students should be able to identify if qualitative research is appropriate for given business scenarios with at least 80% accuracy.	
	OBJECTIVE: Upon completion of this module, the students should be able to recognize the most appropriate qualitative research tool for given business scenarios and know the advantages and limitations of their use with at least 80% accuracy.	
COURSE GOAL: survey research **Upon completion of this module, the students will be able to distinguish among the various categories of surveys, and compare their advantages and disadvantages.**	OBJECTIVE: Upon completion of this module, the students should be able to identify the categories of survey errors for given business scenarios with at least 80% accuracy.	
	OBJECTIVE: Upon completion of this module, the students should be able to recognize the most appropriate survey methods including personal interviews, door-to-door interviews, mall intercept personal interviews, phone interviews, fax surveys, email surveys, and internet surveys for given business scenarios and explain the advantages and limitations of their use with at least 80% accuracy.	
COURSE GOAL: experimental design **Upon completion of this module, the students will be able to construct a valid simple experiment, understand the advantages of between-subjects experimental design, and weigh the trade-off between internal and external validity.**	OBJECTIVE: Upon completion of this module, the students should be able to identify the independent and dependent variable to access a given cause and effect business relationship with at least 80% accuracy.	Week3
	OBJECTIVE: Upon completion of this module, the students should be able to construct a valid simple and basic experiment to assess a given cause and effect business relationship with at least 80% accuracy.	
	OBJECTIVE: Upon completion of this module, the students should be able to weigh the trade-off between internal and external validity given a business scenario with at least 80% accuracy.	
	OBJECTIVE: Upon completion of this module, the students should be able to identify the type of quasi-experimental designs for given examples of business experiments with at least 80% accuracy.	

COURSE GOAL: measurement and scaling concepts **Upon completion of this module, the students will be able to distinguish measurement levels, understand criteria for good measurement, and assess scale reliability and validity.**	OBJECTIVE: Upon completion of this module, the students should be able to determine what needs to be measured to address a given research question or hypothesis with at least 80% accuracy.	
	OBJECTIVE: Upon completion of this module, the students should be able to identify the highest level of scale measurement for given business scenarios with at least 80% accuracy.	
	OBJECTIVE: Upon completion of this module, the students should be able to list three criteria for good measurement and define each with at least 80% accuracy.	
	OBJECTIVE: Upon completion of this module, the students should be able to perform a basis assessment of scale reliability and validity for given business scenarios with at least 80% accuracy.	
COURSE GOAL: sampling designs and sampling procedures **Upon completion of this module, the students will be able to describe the process of selecting a sampling frame, compare random sampling and systematic errors, and summarize the advantages and disadvantages of probability and nonprobability samples.**	OBJECTIVE: Upon completion of this module, the students should be able to describe the process of identifying a target population and selecting a sampling frame.	Week4
	OBJECTIVE: Upon completion of this module, the students should be able to compare random sampling and systematic (non-sampling) errors.	
	OBJECTIVE: Upon completion of this module, the students should be able to identify the types of nonprobability sampling, including their advantages and disadvantages.	
	OBJECTIVE: Upon completion of this module, the students should be able to summarize the advantages and disadvantages of the various types of probability samples.	
COURSE GOAL: determination of sample size **Upon completion of this module, the students will be able to interpret basic statistical terminology, explain the central-limit theorem, understand confidence intervals, and determine sample size.**	OBJECTIVE: Upon completion of this module, the students should be able to understand basic statistical terminology.	
	OBJECTIVE: Upon completion of this module, the students should be able to interpret frequency distributions, proportions, and measures of central tendency and dispersion.	
	OBJECTIVE: Upon completion of this module, the students should be able to distinguish among population, sample, and sampling distributions.	
	OBJECTIVE: Upon completion of this module, the students should be able to explain the central-limit theorem.	
	OBJECTIVE: Upon completion of this module, the students should be able to summarize the use of confidence interval estimates.	
	OBJECTIVE: Upon completion of this module, the students should be able to discuss and identify major issues in specifying sample size.	
COURSE GOAL: descriptive stats **Upon completion of this module, the students will be able to know what descriptive stats are, understand how to conduct descriptive analysis using software, and interpret the outputs.**	OBJECTIVE: Upon completion of this module, the students should be able to know what descriptive statistics are and why they are used.	Week5
	OBJECTIVE: Upon completion of this module, the students should be able to create and interpret simple tabulation tables using statistical packages.	
	OBJECTIVE: Upon completion of this module, the students should be able to understand how cross-tabulations can reveal relationships.	
	OBJECTIVE: Upon completion of this module, the students should be able to perform basic data transformations.	
COURSE GOAL: univariate stats analysis **Upon completion of this module, the students will be able to implement the hypothesis-testing procedure, know the difference**	OBJECTIVE: Upon completion of this module, the students should be able to implement the hypothesis-testing procedure.	
	OBJECTIVE: Upon completion of this module, the students should be able to use p-values to assess statistical significance.	

between type-I and type-II errors, and how to conduct a univariate chi-square test.	OBJECTIVE: Upon completion of this module, the students should be able to test a hypothesis about an observed mean compared to some standard.	
	OBJECTIVE: Upon completion of this module, the students should be able to know the difference between Type I and Type II errors.	
COURSE GOAL: bivariate stats analysis-differences between two variables **Upon completion of this module, the students will be able to calculate and interpret chi-square test for a contingency table and two-mean comparison test, and interpret ANOVA table.**	OBJECTIVE: Upon completion of this module, the students should be able to recognize when a particular bivariate statistical test is appropriate.	Week6
	OBJECTIVE: Upon completion of this module, the students should be able to calculate and interpret a χ^2 test for a contingency table.	
	OBJECTIVE: Upon completion of this module, the students should be able to calculate and interpret an independent samples *t*-test comparing two means.	
	OBJECTIVE: Upon completion of this module, the students should be able to understand the concept of analysis of variance (ANOVA).	
	OBJECTIVE: Upon completion of this module, the students should be able to interpret an ANOVA table.	
COURSE GOAL: bivariate stats analysis-measures of association **Upon completion of this module, the students will be able to interpret simple bivariate correlations, understand simple regression, and interpret regression output.**	OBJECTIVE: Upon completion of this module, the students should be able to apply and interpret simple bivariate correlations.	
	OBJECTIVE: Upon completion of this module, the students should be able to interpret a correlation matrix.	
	OBJECTIVE: Upon completion of this module, the students should be able to understand simple (bivariate) regression.	
	OBJECTIVE: Upon completion of this module, the students should be able to understand the least-squares estimation technique.	
	OBJECTIVE: Upon completion of this module, the students should be able to interpret regression output including the tests of hypotheses tied to specific parameter coefficients.	
COURSE GOAL: Multivariate stats analysis **Upon completion of this module, the students will be able to know the two types of multivariate analysis interpret results from multiple regression and MANOVA, interpret basic exploratory factor analysis, know multiple discrimination and cluster analysis.**	OBJECTIVE: Upon completion of this module, the students should be able to interpret results from multiple regression analysis.	Week7
	OBJECTIVE: Upon completion of this module, the students should be able to interpret results from multivariate analysis of variance (MANOVA).	
	OBJECTIVE: Upon completion of this module, the students should be able to know what multiple discriminant analysis can be used to do.	
	OBJECTIVE: Upon completion of this module, the students should be able to understand how cluster analysis can identify market segments.	
COURSE GOAL: communication of research results **Upon completion of this module, the students will be able to define the parts of a research report, explain how to use tables, and discuss the importance of internet reporting and research follow-up.**	OBJECTIVE: Upon completion of this module, the students should be able to discuss the research report from the perspective of the communication process.	
	OBJECTIVE: Upon completion of this module, the students should be able to define the parts of a research report following a standard format.	
	OBJECTIVE: Upon completion of this module, the students should be able to summarize how to select and use the types of research charts.	
	OBJECTIVE: Upon completion of this module, the students should be able to Describe how to give an effective oral presentation.	

Appendix 2 – Course Activities and Technology

OBJECTIVE	Instructional Materials and Assessment	Technology
OBJECTIVE: Upon completion of this module, the students should be able to classify business research as either exploratory research, descriptive research, or causal research for given business scenarios with at least 80% accuracy.	Review module objectives Read book chapter • Business Research Process • The Foundation of Business Research Presentation • Business Research Process • The Foundation of Business Research ASSESSMENT: Unit Forum Discussion Case Study 1 Practice Quiz 1	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to list the six majorphases of the research process and the steps within each with at least 80% accuracy.	Review module objectives Read book chapter • Business Research Process • The Foundation of Business Research Presentation • Business Research Process • The Foundation of Business Research ASSESSMENT: Unit Forum Discussion Case Study 1 Practice Quiz 1	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to list the six major steps of problem-definition process for given business scenarios with at least 80% accuracy.	Review module objectives Read book chapter • Business Research Process • The Foundation of Business Research Presentation • Business Research Process • The Foundation of Business Research ASSESSMENT: Unit Forum Discussion Case Study 1 Practice Quiz 1	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to translate managerial decision statements into relevant research objectives for given business scenarios with at least 80% accuracy.	Review module objectives Read book chapter • Business Research Process • The Foundation of Business Research Presentation • Business Research Process • The Foundation of Business Research ASSESSMENT: Unit Forum Discussion Case Study 1 Practice Quiz 1	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to translate research objectives into research questions and/or research hypotheses for given business scenarios with at least 80% accuracy.	Review module objectives Read book chapter • Business Research Process • The Foundation of Business Research Presentation • Business Research Process • The Foundation of Business Research ASSESSMENT: Unit Forum Discussion Case Study 1 Practice Quiz 1	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to identify which ones are more appropriate for qualitative and which ones are for quantitative research for given business scenarios with at least 80% accuracy.	Review module objectives Read book chapter • Qualitative Methods • Survey Research Presentation • Qualitative Methods • Survey Research ASSESSMENT: Unit Forum Discussion	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions

OBJECTIVE: Upon completion of this module, the students should be able to identify if qualitative research is appropriate for given business scenarios with at least 80% accuracy.	Review module objectives Read book chapter • Qualitative Methods • Survey Research Presentation • Qualitative Methods • Survey Research ASSESSMENT: Unit Forum Discussion Practice Quiz 2 Case Study 2	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to recognize the most appropriate qualitative research tool for given business scenarios and know the advantages and limitations of their use with at least 80% accuracy.	Review module objectives Read book chapter • Qualitative Methods • Survey Research Presentation • Qualitative Methods • Survey Research ASSESSMENT: Unit Forum Discussion Practice Quiz 2 Case Study 2	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to identify the categories of survey errors for given business scenarios with at least 80% accuracy.	Review module objectives Read book chapter • Qualitative Methods • Survey Research Presentation • Qualitative Methods • Survey Research ASSESSMENT: Unit Forum Discussion Practice Quiz 2 Case Study 2	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to recognize the most appropriate survey methods including personal interviews, door-to-door interviews, mall intercept personal interviews, phone interviews, fax surveys, email surveys, and internet surveys for given business scenarios and explain the advantages and limitations of their use with at least 80% accuracy.	Review module objectives Read book chapter • Qualitative Methods • Survey Research Presentation • Qualitative Methods • Survey Research ASSESSMENT: Unit Forum Discussion Practice Quiz 2 Case Study 2	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to identify the independent and dependent variable to access a given cause and effect business relationship with at least 80% accuracy.	Review module objectives Read book chapter • Experimental Design • Measurement and Scaling Concepts Presentation • Experimental Design • Measurement and Scaling Concepts ASSESSMENT: Unit Forum Discussion Case Study 3 Practice Quiz 3	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to construct a valid simple and basic experiment to assess a given cause and effect business relationship with at least 80% accuracy.	Review module objectives Read book chapter • Experimental Design • Measurement and Scaling Concepts Presentation • Experimental Design • Measurement and Scaling Concepts ASSESSMENT: Unit Forum Discussion Case Study 3	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions

	Practice Quiz 3	
OBJECTIVE: Upon completion of this module, the students should be able to weigh the trade-off between internal and external validity given a business scenario with at least 80% accuracy.	Review module objectives Read book chapter • Experimental Design • Measurement and Scaling Concepts Presentation • Experimental Design • Measurement and Scaling Concepts ASSESSMENT: Unit Forum Discussion Case Study 3 Practice Quiz 3	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to identify the type of quasi-experimental designs for given examples of business experiments with at least 80% accuracy.	Review module objectives Read book chapter • Experimental Design • Measurement and Scaling Concepts Presentation • Experimental Design • Measurement and Scaling Concepts ASSESSMENT: Unit Forum Discussion Case Study 3 Practice Quiz 3	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to determine what needs to be measured to address a given research question or hypothesis with at least 80% accuracy.	Review module objectives Read book chapter • Experimental Design • Measurement and Scaling Concepts Presentation • Experimental Design • Measurement and Scaling Concepts ASSESSMENT: Unit Forum Discussion Case Study 3 Practice Quiz 3	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to identify the highest level of scale measurement for given business scenarios with at least 80% accuracy.	Review module objectives Read book chapter • Experimental Design • Measurement and Scaling Concepts Presentation • Experimental Design • Measurement and Scaling Concepts ASSESSMENT: Unit Forum Discussion Case Study 3 Practice Quiz 3	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to list three criteria for good measurement and define each with at least 80% accuracy.	Review module objectives Read book chapter • Experimental Design • Measurement and Scaling Concepts Presentation • Experimental Design • Measurement and Scaling Concepts ASSESSMENT: Unit Forum Discussion Case Study 3 Practice Quiz 3	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to perform a basis assessment of scale reliability and validity for given business scenarios with at least 80% accuracy.	Review module objectives Read book chapter • Experimental Design • Measurement and Scaling Concepts Presentation • Experimental Design • Measurement and Scaling Concepts ASSESSMENT: Unit Forum Discussion Case Study 3 Practice Quiz 3	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions

OBJECTIVE: Upon completion of this module, the students should be able to describe the process of identifying a target population and selecting a sampling frame.	Review module objectives Read book chapter • Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to compare random sampling and systematic (nonsampling) errors.	Review module objectives Read book chapter • Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to identify the types of nonprobability sampling, including their advantages and disadvantages.	Review module objectives Read book chapter • Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to summarize the advantages and disadvantages of the various types of probability samples.	Review module objectives Read book chapter • Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to understand basic statistical terminology.	Review module objectives Read book chapter • Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to interpret frequency	Review module objectives Read book chapter	Media Player Microsoft Office Adobe Reader

distributions, proportions, and measures of central tendency and dispersion.	• Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to distinguish among population, sample, and sampling distributions.	Review module objectives Read book chapter • Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to explain the central-limit theorem.	Review module objectives Read book chapter • Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to summarize the use of confidence interval estimates.	Review module objectives Read book chapter • Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to discuss and identify major issues in specifying sample size.	Review module objectives Read book chapter • Sampling Designs and Sampling Procedures • Determination of Sample Size Presentation • Sampling Designs and Sampling Procedures • Determination of Sample Size ASSESSMENT: Unit Forum Discussion Case Study 4 Practice Quiz 4	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to know what descriptive statistics are and why they are used.	Review module objectives Read book chapter • Descriptive Stats • Univariate Stats Analysis Presentation	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located

	• Descriptive Stats • Univariate Stats Analysis ASSESSMENT: Unit Forum Discussion Case Study 5 Practice Quiz 5	BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to create and interpret simple tabulation tables using statistical packages.	Review module objectives Read book chapter • Descriptive Stats • Univariate Stats Analysis Presentation • Descriptive Stats • Univariate Stats Analysis ASSESSMENT: Unit Forum Discussion Case Study 5 Practice Quiz 5	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to understand how cross-tabulations can reveal relationships.	Review module objectives Read book chapter • Descriptive Stats • Univariate Stats Analysis Presentation • Descriptive Stats • Univariate Stats Analysis ASSESSMENT: Unit Forum Discussion Case Study 5 Practice Quiz 5	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to perform basic data transformations.	Review module objectives Read book chapter • Descriptive Stats • Univariate Stats Analysis Presentation • Descriptive Stats • Univariate Stats Analysis ASSESSMENT: Unit Forum Discussion Case Study 5 Practice Quiz 5	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to implement the hypothesis-testing procedure.	Review module objectives Read book chapter • Descriptive Stats • Univariate Stats Analysis Presentation • Descriptive Stats • Univariate Stats Analysis ASSESSMENT: Unit Forum Discussion Case Study 5 Practice Quiz 5	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to use p-values to assess statistical significance.	Review module objectives Read book chapter • Descriptive Stats • Univariate Stats Analysis Presentation • Descriptive Stats • Univariate Stats Analysis ASSESSMENT: Unit Forum Discussion Case Study 5 Practice Quiz 5	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to test a hypothesis about an observed mean compared to some standard.	Review module objectives Read book chapter • Descriptive Stats • Univariate Stats Analysis Presentation • Descriptive Stats	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions

	• Univariate Stats Analysis ASSESSMENT: Unit Forum Discussion Case Study 5 Practice Quiz 5	
OBJECTIVE: Upon completion of this module, the students should be able to know the difference between Type I and Type II errors.	Review module objectives Read book chapter • Descriptive Stats • Univariate Stats Analysis Presentation • Descriptive Stats • Univariate Stats Analysis ASSESSMENT: Unit Forum Discussion Case Study 5 Practice Quiz 5	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to recognize when a particular bivariate statistical test is appropriate.	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to calculate and interpret a χ^2 test for a contingency table.	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to calculate and interpret an independent samples *t*-test comparing two means.	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to understand the concept of analysis of variance (ANOVA).	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions

OBJECTIVE: Upon completion of this module, the students should be able to interpret an ANOVA table.	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to apply and interpret simple bivariate correlations.	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to interpret a correlation matrix.	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to understand simple (bivariate) regression.	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to understand the least-squares estimation technique.	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions

OBJECTIVE: Upon completion of this module, the students should be able to interpret regression output including the tests of hypotheses tied to specific parameter coefficients.	Review module objectives Read book chapter • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association Presentation • Univariate Stats Analysis – Differences • Univariate Stats Analysis – Association ASSESSMENT: Unit Forum Discussion Case Study 6 Practice Quiz 6	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to interpret results from multiple regression analysis.	Review module objectives Read book chapter • Multivariate Stats • Communication of Research Results Presentation • Multivariate Stats • Communication of Research Results ASSESSMENT: Unit Forum Discussion Practice Quiz 7 Case Study 7	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to interpret results from multivariate analysis of variance (MANOVA).	Review module objectives Read book chapter • Multivariate Stats • Communication of Research Results Presentation • Multivariate Stats • Communication of Research Results ASSESSMENT: Unit Forum Discussion Case Study 7 Practice Quiz 7	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to know what multiple discriminant analysis can be used to do.	Review module objectives Read book chapter • Multivariate Stats • Communication of Research Results Presentation • Multivariate Stats • Communication of Research Results ASSESSMENT: Unit Forum Discussion Case Study 7 Practice Quiz 7	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to understand how cluster analysis can identify market segments.	Review module objectives Read book chapter • Multivariate Stats • Communication of Research Results Presentation • Multivariate Stats • Communication of Research Results ASSESSMENT: Unit Forum Discussion Case Study 7 Practice Quiz 7	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to discuss the research report from the perspective of the communication process.	Review module objectives Read book chapter • Multivariate Stats • Communication of Research Results Presentation • Multivariate Stats • Communication of Research Results ASSESSMENT: Unit Forum Discussion Case Study 7 Practice Quiz 7	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions

OBJECTIVE: Upon completion of this module, the students should be able to define the parts of a research report following a standard format.	Review module objectives Read book chapter • Multivariate Stats • Communication of Research Results Presentation • Multivariate Stats • Communication of Research Results ASSESSMENT: Unit Forum Discussion Case Study 7 Practice Quiz 7	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to summarize how to select and use the types of research charts.	Review module objectives Read book chapter • Multivariate Stats • Communication of Research Results Presentation • Multivariate Stats • Communication of Research Results ASSESSMENT: Unit Forum Discussion Case Study 7 Practice Quiz 7	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions
OBJECTIVE: Upon completion of this module, the students should be able to Describe how to give an effective oral presentation.	Review module objectives Read book chapter • Multivariate Stats • Communication of Research Results Presentation • Multivariate Stats • Communication of Research Results ASSESSMENT: Unit Forum Discussion Case Study 7 Practice Quiz 7	Media Player Microsoft Office Adobe Reader Computer Browser to access class materials BB Learn- where class materials are located BB- Learn Discussion Boards for discussions