# MANG 434 – Business Research Methods

# Section 001 | CRN: 10363 | Spring 2020

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| --- | --- |
| **INSTRUCTOR:** | James G. Field, Ph.D. |
| **OFFICE:** | John Chambers College of Business and Economics Room 116 |
| **OFFICE HOURS:** | MWF: 10:00 to 11am; 12:30 to 2:00pm ; or by appointment (in office or online) |
| **CLASS WEBSITE:** | <https://jamiefield.github.io/portfolio/spring2020/> |
| **TELEPHONE:** | (304) 293-7938 |
| **EMAIL:** | [james.field2@mail.wvu.edu](mailto:james.field2@mail.wvu.edu) |
| **TWITTER** | [@fieldjamie](https://twitter.com/fieldjamie?lang=en) |
| **eCAMPUS:** | [https://eCampus.wvu.edu](https://ecampus.wvu.edu/) |
| **CLASS MEETING TIMES:** | MWF 11:30am – 12:20 PM |
| **CLASS MEETING ROOM** | John Chambers College of Business and Economics Room 116 Room 141 |
| **FINAL EXAM:** | See course schedule below |
| **COLLEGE WEBSITE:** | <http://business.wvu.edu/> |
| **B&E CATALOGUE** | <http://catalog.wvu.edu/undergraduate/collegeofbusinessandeconomics/#text> |
|  |  |
| **AY 2017-2018 CALENDAR**    **COURSE DESCRIPTION** | [AY 2019-2020 Calendar](https://provost.wvu.edu/files/d/f16a8943-1fab-4c8c-837d-67828809ae11/academic-calendar-2019-2020_060619.pdfhttp:/provost.wvu.edu/academic-calendar) |

What follows is the official course description that appears in WVU’s course catalogue:

MANG 434. Business Research Methods. 3 Hours. PR: MANG 330 or consent. Research methods and measurement in human resources management; philosophy of science, ethics in research, research design, and analytical methods.

An inspection of the course description indicates that this course aims to cover a number of topics that, in their own right, are worthy of their own semester-long course! Thus, it is important to realize that this course will not be an exhaustive treatment of research methods, measurement in human resource management, etc. Instead, the course will aim to cover the main characteristics of these topics and, thus, position you to be able to make robust evidence-based decisions (i.e., decisions that are supported by theory, psychometrically sound data, and appropriate statistical analysis procedures). This is a very important distinction because, although this course assumes a management focus (after all, the course is called MANG 434!), what is learned can be applied to any data-driven function. Therefore, you are encouraged to think of this course as a primer on evidence-based practice rather than “just another management course.”

Specifically, in this course, the primary objective will be to learn *how to engage in evidence-based practice*. Without question, this is lofty goal – one that is comprised of several intricate contributing goals. Put differently, in order to reach the destination (i.e., evidence-based practice proficiency), we will have to make a number of pit stops along the way (e.g., proficiency in survey design, data collection). Thus, the course will describe how researchers and practitioners arrange their ideas before collecting, cleaning, analyzing, and presenting data to solve problems.

In the interest of full disclosure, it is important to note that (a) business statistics and (b) statistical software programming will be integral parts of this course. Still, it is equally important to note that this is not a dedicated statistics or computer programming class and that the instructor will aim to present all statistics- and programming-related material in an easy-to-understand manner (e.g., using in-class handouts, online tutorials). In other words, do not be intimidated by these aspects of the course!

Taken together, this course will address how to get and use information from data. To this end, we will cover the following topics:

* Module 1: Philosophy of science, the use of theory, and how to test hypotheses
* Module 2: Research planning, data collection, and data preparation
* Module 3: Descriptive statistics and group differences
* Module 4: Data visualization
* Module 5: Correlation analysis and evidence-based recommendations
* Module 6: Advanced business research methods topics

# COURSE LEARNING OBJECTIVES

As previously mentioned, the primary learning objective in this class is demonstrate “how to do” evidence-based management. To this end, students will learn everything from how to create a data collection instrument that satisfies important psychometric properties to how to present empirically-derived evidence-based practice recommendations. Effectively, this course is a primer on “doing” evidence-based practice. Importantly, students will learn important Microsoft Excel skills in the process. (Note that the importance of these skills has been highlighted at practitioner conferences [e.g., SHRM] and organizations that hire WVU students). Here is a sample of the Excel skills that will be developed in this course:

* VLOOKUP
* IF statements (e.g., “if,” “if and,” if or,” “if blank”)
* Pivot table
* Correlation matrix
* Descriptive statistics (e.g., mean, standard deviation)
* Text-to-columns
* Find and replace
* Arranging data
* Conditional formatting
* Visualization (e.g., xy plots, pie charts)

# COURSE STRUCTURE

I aim to make this course as engaging and interesting as possible, which I hope will help students to better grasp course content. To this end, this course will rely on a variety of approaches to delivering course material. Specifically, you may be required to read articles published in research and mainstream outlets, watch TedTalks™, respond to case studies, participate in in-class team assignments and discussions. I commit to being prepared and engaged in each class and meeting.

Engagement, however, is a two way street, and requires that you have an active investment in the course. I have high expectations that you complete readings before class, complete all assignments, and come to class prepared to contribute. Each of you brings unique perspectives and experiences to the class; participation is essential to not only your learning, but the learning of your fellow classmates. As such, I ask that you (a) come to class on time and be ready to start (e.g., in your seat, computer on) by 11:30am every Monday, Wednesday, and Friday and (b) engage with the material, your instructor, and peers.

# PREREQUISITES

Below are the pre-requisite(s) and/or restriction(s) for this course. If you meet the requirements, permission to take this course is not needed. If you do *not* meet the requirements, contact the department that offers the course for permission. Note that it is your (i.e., the student) responsibility to ensure that you satisfy all course prerequisites.

1. Must be enrolled in one of the following Majors:
   1. Management
   2. Business Management
2. MANG 330 (Human Resource Management Fundamentals)
   1. Minimum grade of C

# COURSE MATERIALS

1. Textbook(s)
   1. No textbooks are required for this course.
2. Statistical software
3. We will use Microsoft Excel to perform all group project-related statistical analyses. Although Excel is installed on the lab computers, it may also be important that you have access to it outside of class. As such, I encourage you to install Microsoft Excel on your own computer.
4. Qualtrics
5. Qualtrics software enables users to do many kinds of online data collection and analysis including market research, customer satisfaction and loyalty, product and concept testing, employee evaluations and website feedback.
6. You are encouraged to use the Qualitrics platform when gathering data for your group project (to be discussed in more detail in class).
7. WVU faculty and students are entitled to a Qualtrics Survey Software account. To register this account, visit <https://wvu.qualtrics.com/ControlPanel/>and log in using your WVU credentials.

Note that a demonstration of the Qualtrics interface will be given early in the semester. Attendance on this day is *strongly* encouraged as the instructor will provide only one demonstration! You may also be interested in watching this tutorial, which will show you how to navigate the Qualtrics interface (only the basics are covered!): [INSERT LINK HERE]

1. Internomological Network
2. The Inter-Nomological Network (INN), developed by the Human Behavior Project at the Leeds School of Business, is a tool designed to integrate the behavioral sciences by removing barriers that currently exist within and between disciplines.
3. The INN is a search engine for constructs and may prove to be very useful when working on the group project.
4. Visit <http://inn.theorizeit.org/>for more information

You may also be interested in watching this tutorial, which will show you how to navigate the INN interface (only the basics are covered!)

* + - 1. [INSERT LINK HERE]

# CLASS REQUIREMENTS – INDIVIDUAL

## Exam 1 (100 points)

## Two exams will be administered during the semester.Both exams will be distributed via eCampus and you will be given approximately give days to complete each one. The due date for the first exam is Friday, March 13, 2018. The due date for the second exam, which is non-cumulative, is Thursday, May 7, 2020.

Exams will not follow any one particular format. As such, please expect to see multiple choice-, true/false-, short answer, and computational-style questions. Exam material will be drawn from lectures, course notes, supplemental readings, in-class discussions, and other materials distributed to the class. There may be material on the exams that comes from course materials (see above) that we do not discuss in class, and there will be material that we discussed in class that is not in the readings. Thus, you must come to class and keep up with the material to do well on the exams. One does not substitute for the other. Further details regarding the exam format will be discussed prior to Exam 1.

**EXAM 2 IS OPTIONAL. EACH STUDENT WILL HAVE TO LET THE INSTRUCTOR KNOW WHETHER OR NOT THEY WILL TAKE THE FINAL EXAM BY 11:59PM ET ON FRIDAY, 05/01/2019. FAILURE TO INFORM THE INSTRUCTOR OF YOUR INTENTIONS REGARDING EXAM 2 WILL AUTOMATICALLY MEAN THAT EXAM 2 WILL HAVE TO BE COMPLETED.**

Here are the target dates, which are subject to change for Exams 1 and 2:

* + - * Exam 1
    - Posted to eCampus on Friday, 03/06/2020
    - Due by 11:59pm ET on Friday, 03/13/2020

\*\*Note that there will be a review session before Exam 1. Here are the review session details:

* + - Date: Wednesday, March 4
    - Time: 5:00 – 7:00pm
    - Location: John Chambers College of Business and Economics Room 347
  + Exam 2
    - Posted to eCampus on Friday, 05/01/2020
    - Due by 11:59pm ET on Thursday, 05/07/2020

## 2. Homework assignments (20 points each × 5 = 100 points total)

1. Homework
   * With regard to homework assignments, you will have one week to complete each assignment. Homework assignments will not follow any particular format. Therefore, assignments in R, multiple choice questions, short answer questions, blogs, etc. are all fair game. The dates on which each homework is assigned and due are predetermined and, thus, appear in the course schedule below. *No late/missed homework assignments will be accepted*.

|  |  |  |
| --- | --- | --- |
| Assignment # | Assigned on | Due on |
| 1 | January 31 | February 7 |
| 2 | February 14 | February 21 |
| 3 | February 28 | March 6 |
| 4 | March 27 | April 3 |
| 5 | April 17 | April 24 |

## 3. Note on class participation/attendance

1. Although credit is not given for class attendance, an attendance record will be taken every day (in one form or another). Quite simply, you will not be rewarded for enacting an expected behavior. Indeed, to facilitate your own learning, you are expected to attend each class period and actively participate. Active participation includes bringing in news articles that relate to management topics, responding to questions, participating in class discussions, etc. Remember that all material presented in class – including class discussions – are fair game for the exams. Quality participation in class discussions will undoubtedly be noticed by the instructor and, thus, will only serve to help your grade. In contrast, excessive absences, tardiness, a lack of engagement, etc. will not benefit your grade and *may* result in a reduction of your overall grade. Before punitive action is taken (i.e., grade reduction), the instructor will attempt to contact/meet with the student to bring attention to these types of concerns (e.g., excessive absences). Should the student’s behavior not change following this meeting/notice, then punitive action may be taken. Other tools used to assess your participation may include reading checks and pop quizzes.
2. Since you are expected to participate in class discussions, it goes without saying that you are expected to attend class (on time…prepared…awake). By signing up for my class, you agree that you can meet from 11:30am to 12:20pm in its entirety on Monday, Wednesday, and Friday during on the scheduled date in the spring 2020 semester. If your school schedule, work schedule, social schedule, family obligations, etc. prevent this from occurring on a regular basis, do not sign up for this class. I understand that circumstances may arise that will prevent you from attending class. As adults, I expect you to use your discretion and good judgment. If you are sick, have an important medical appointment, need to attend a friend/family wedding, funeral, or other life-changing event, please do! However, you are responsible for making up the material that you missed.

# CLASS REQUIREMENTS – GROUP

## Experiential Learning Group Project

## Analysis plan

## Teams of two must complete a semester-long experiential learning project, the results of which will be presented in a poster session in the Rhododendron Room on 05/01/2020 (during class time). More information on the poster session can be found in the next section. Teams will have to identify an organization that will allow them complete a correlational study from start to finish. Here are important project deadlines (also listed in the course schedule [see last column]):

## A short description (i.e., a pitch) describing the parameters and goals of the study should be prepared by each team by 01/24/2020, which can be shared with any prospective organization. For an example, see [insert link here].

## Written consent from an organization to allow your team to survey its individuals must be received by 02/05/2020

## One page summary of consultation meeting with organization that explains the chosen research questions and conceptual model with at least five substantive variables specified by 02/12/2019.

## Survey items created and distributed via Qualitrics by 02/28/2020

## Data collection ends by 03/13/2020.

## Data “cleaned” and descriptive statistics estimated by 03/26/2020.

## Required figures created by 04/01/2020.

## Correlation matrix (including means and standard deviations) created and formatted by 04/10/2019.

## Two page, single-spaced project abstract due by 04/27/2020.

* + - * Complete poster due by 04/29/2020

\*\*The above 10 analysis-related deadlines carry a total of 50 points (i.e., for each deadline that is met, your team will be rewarded 5 points [5 × 10 = 50 points]).

* 1. Abstract/Executive Summary (50 points)
     + The Abstract is due on 04/27/2019.
     + In lieu of a full-fledged written report, each team must submit an abstract that summarizes its project. All abstracts will be compiled into a program for the poster session (to see last year’s program, click [here](https://www.dropbox.com/s/bed604j0l0buafx/BRM%20URS%20Spring%202019_Program.pdf?dl=0)). Note that the program will be shared with the faculty and staff at the John Chambers College of Business and Economics and those who attend the poster session.
     + The abstract should not exceed two page in length. Here is are the formatting guidelines:
       - Font size = 11
       - Font style = Times New Roman
       - Spacing = single-spaced.
     + The abstract will contain five headings:
       - Purpose
       - Design/Methodology/Approach
       - Findings
       - Implications
       - Limitations

Note that this format generally mirrors the abstract format of the *Journal of Business and Psychology*, which is one of our field’s top research outlets. Each section is worth 9 points and will be graded by the Professor. 5 points will be given for APA compliance (http://www.apastyle.org/manual/) Therefore, the abstract is worth a total of 50 points.

1. Business Research Methods Undergraduate Research Symposium (150 pts)
   1. The BRM URS will take place on 05/01/2020 during the scheduled class time and will be held in the Rhododendron Room in the Mountainlair.
   2. Each team (both individuals) is required to take part in the Business Research Methods Undergraduate Research Symposium (BRM URS). The poster session will follow what typically takes place at an academic conference like SIOP (Society for Industrial and Organizational Psychology). Specifically, presenters (in this case, you, the students) stand by their posters as attendees (in this case, faculty members and other students) circulate the poster hall and ask questions. As such, you will not have to give a PowerPoint presentation in front of the class. Instead, you will have to stand by your poster and defend your research questions and analysis plan, interpret your results, and answer questions pertaining to the limitations of your study. Be prepared for anything! The BRM URS is worth a total of 150 points; here is the breakdown:
      * Poster
        + The poster, which should be 36” × 48”, is worth 75 points. Each poster must include (1) an introduction (i.e., an abstract) (10 points), (2) a methods section (20 points), (3) a results section (20 points), (4) a discussion section (20 points), and (5) a properly formatted correlation matrix and at least one properly formatted figure (5 points). Each poster will be graded subjectively by the Professor. Points will be mostly deducted for formatting, clarity, and style issues. However, the Professor also reserves the right to deduct (and reward) points for novelty (i.e., how interesting/well done is the overall project).
        + Here are some important resources:
          1. Poster specs: Size = 36” × 48” and in color (cost = $12.96) i. Posters can be printed at the Downtown Campus Library (see <https://lib.wvu.edu/services/printing/poster/>)
          2. Suggestions for effective poster presentations can be found here: [http://www.siop.org/Conferences/18Con/Presenters/Poster.aspx](http://www.siop.org/Conferences/18Con/Presenters/Poster.aspx%20)
          3. A sample student poster can be found on [here](https://www.dropbox.com/s/29744664w4ayziw/samplePoster1.pptx?dl=0).
      * Judges’ assessment
        + Faculty members and doctoral students from the John Chambers College of Business and Economics will award teams up to 75 points based on the following:
          1. Novelty (i.e., how interesting is the study) (15 points)
          2. Overall description of the study (15 points)
          3. Ability to answer questions (30 points)
          4. Subjective rating by the judge (15 points)
        + The average of all team scores will determine each team’s score

Given that your team must submit an abstract describing your research findings and also present these findings at the BRM URS, you may find the following resource to be of help. The Business Communication Center (BCC) located in BE 347 offers communication tutoring for both writing and presentations for undergraduate and graduate students, as well as support for learning Adobe Photoshop and Illustrator. The BCC is open Monday through Thursday 9:30am to 5:00pm and Friday 9:30am to 2:00pm. Schedule an appointment by stopping by BE Room 347 or by accessing this website: <https://business.wvu.edu/students/aesc/bcc>. The BCC promotes excellence in written and oral communication by providing individualized feedback for business students during communication-related sessions. Consultants and tutors act as engaged audience members, providing constructive, encouraging responses designed to help students communicate more effectively. Consultants and tutors do not provide proofreading or editing services; rather, the goal is to teach students strategies for composing, designing, and revising their own work, as the BCC’s larger ambition is to see students improve their communication skills overall, as opposed to improving only a single assignment.

# DETERMINATION OF FINAL GRADE[[1]](#footnote-1)

Final grades are determined from a total of 600 points.

|  |  |  |
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| Item | Point value | Cumulative point value |
| Exam 1 | 100 points | 300 points (INDIVIDUAL) |
| Exam 2 | 100 points |
| Homework assignments  (5 x 20 points each) | 100 points |
|  |  |  |
|  |  |  |
| Group project |  | 200 points (GROUP) |
| * Executive summary | 50 points |
| * Poster | 75 points |
| * BRM URS judges score | 75 points |
| **TOTAL** |  | **500 points** |

# GRADE SCALE

The following scale outlines the grade cutoffs:

A 450 – 500 points

B 400 – 449 points

C 350 – 399 points

D 300 – 349 points

F 0 – 299 points

# ACADEMIC INTEGRITY

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginal University regarding the definitions of acts considered to fall under academic dishonest and possible ensuing sanctions, please see the Student Conduct Code (see link below). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.<http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code>

Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

# INAPPROPRIATE BEHAVIOR

Any student who is caught cheating in this class will (at a minimum) receive a failing grade. The following actions on your part will qualify you for an F on the assignment/exam and/or an F in the course:

1. Copying other students’ work (past or present) or handing in work from other courses.
2. Having others do your work for you.
3. Distributing or sharing your work, exam, or class materials with other students (past, present, or future).
4. Failure to comply with instructions by the instructor or exam proctors during an exam, quiz, or assignment.
5. Falsifying information in any way that would enhance your grade in this class.
6. Engaging in any activity that disrupts the classroom environment (NOTE: Disruptions can include (im)proper use of cell phones, tablets, iPads, and laptops. I reserve the right to prohibit the use of these devices in class).
7. Plagiarizing.
8. Acquiring or using materials that purport to give your team an edge in the group project.

# SALE OF COURSE MATERIALS

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

# DISABILITY SERVICES

If you are a person with a disability and need accommodations to participate in this class, please advise me and make arrangements with Disability Services by calling 304-293-6700.

# DAY OF SPECIAL CONCERN

Please advise me if you will be unable to attend class or unable to complete e-Campus activities due to observing a Day of Special Concern.

# SOCIAL JUSTICE

I pledge to treat each student with respect and fairness. I expect you to reciprocate and to show the same courtesy to me and fellow students.

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestion as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability services (293-6700).

# WVU SEXUAL HARASSMENT POLICY

West Virginia University is committed to maintaining a diverse and equitable community, free from discrimination. To accomplish this goal, the University draws on a number of acts, laws, and policies that shape its core values, such as:

1. [Title VII of the Civil Rights Act of 1964,](https://www.eeoc.gov/laws/statutes/titlevii.cfm) which prohibits discrimination based on race, color, religion, sex, or national origin.
2. [Title IX of the Education Amendments of 1972,](http://titleix.wvu.edu/law-and-policieshttps:/www.dol.gov/oasam/regs/statutes/titleix.htm) which prohibits discrimination under any education program on the basis of sex, and which makes it the responsibility of a ll institutions of higher education to end sexual harassment and sexual violence.
3. [The Americans with Disabilities Act of 1990,](https://www.ada.gov/cguide.htm#anchor62335) which prohibits discrimination against people with disabilities.

West Virginia University Board of Governor’s (BOG) Policies [31,](http://bog.wvu.edu/files/d/4c27ce4e-93b5-451b-a557-c9d8ab25a773/policy-31-dec-18-2015-amendment.pdf) [44,](http://bog.wvu.edu/files/d/0d9c7853-4569-4895-b2bc-6bd7f00a3eaf/policy-44-december-18-2015-amendment.pdf) and [49,](http://bog.wvu.edu/files/d/4e92a10d-7f06-42f6-81f7-8aceecf918b6/policy49-children-on-campus-amended-final-approved-by-bog-on-2-21-14.pdf) which provide rules to promote the safety and well-being of all members of the WVU community and all visitors to WVU’s campuses.

## OFFICIAL CLASS CANCELATION

In the event that the University officially cancels classes for inclement weather or other reasons, the class activity (homework, test, etc.) scheduled for the canceled date is automatically rescheduled for the next date that class is officially in session.

## STUDENT RESPONSIBILITIES

1. Interact professionally with me, your fellow classmates, and your top management team. In particular, you need to attend top management team meetings with your teammates and actively participate in the analysis and preparation of decisions.
2. Keep track of any announcements made in class or on the webpage.
3. Read e-mails sent to your university e-mail (Mix).
4. Download the syllabus, chapters, readings, cases, case questions from eCampus. You should check eCampus frequently for new postings.
5. Participate in class.
6. Ask questions

## DISCLAIMERS

1. I reserve the right to adjust and make changes to both the course requirements and the course schedule. However, you will be notified of the changes in a timely fashion. Any changes will benefit the student.

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| **JANUARY 2020** | | | | | | |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| 12 | **13**  First day of class  Topic: Course introduction | **14** | **15**  **NO CLASS**  (Jamie out of town for a conference) | **16** | **17**  Topic: Introduction to the group project | 18 |
| 19 | **20**  **NO CLASS**    M L King Day | **21** | **22**  Module 1  Topic: The research process | **23** | **24**  Module 1  Topic: Philosophy of science – why should I care?  GP: Short pitch due | 25 |
| 26 | **27**  Module 1  Topic: What, how, why: Using theory to form research questions | **28** | **29**  Module 1  Topic: Introducing a scientific-based decision making framework | **30** | **31**  **NO CLASS**  Meet with Jamie day\*  HW 1 assigned | 1 |

\*Meet with Jamie day = each group must meet with me for ~30 minutes to discuss group project progress

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| **FEBRUARY 2020** | | | | | | | | | | | | | |
| **Sunday** | | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | **Saturday** | |
| 26 | | **27** | | **28** | | **29** | | **30** | | **31** | | 1 | |
| 2 | | **3**  Module 1  Topic: Introducing a scientific-based decision making framework | | **4** | | **5**  Excel Workshop 1  Navigating the Microsoft Excel interface  GP: Permission due | | **6** | | **7**  Module 2  Topic: Types of data  HW 1 due | | 8 | |
| 9 | | **10**  Module 2  Topic: Sources of data | | **11** | | **12**  INN Tutorial 1: Navigating the INN  GP: 1 page consult summary due | | **13** | | **14**  Qualtrics Tutorial 1: Navigating Qualtrics  HW 2 assigned | | 15 | |
| 16 | | **17**  **NO CLASS**  Meet with Jamie day\* | | **18** | | **19**  Module 2  Topic: Item selection and survey design | | **20** | | **21**  Module 2  Topic: Item selection and survey design  HW 2 due | | 22 | |
| 23 | | **24**  Module 2  Topic: Item selection and survey design | | **25** | | **26**  Qualtrics Tutorial 2: Creating a survey using Qualtrics | | **27** | | **28**  Qualtrics Tutorial 3: Creating a survey using Qualtrics  GP: Survey sent  HW 3 assigned | | 29 | |
| **MARCH 2020** | | | | | | | | | | | | | |
| **Sunday** | | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | **Saturday** | |
| 1 | | **2**  Module 3  Topic: What do you mean? | | **3** | | **4**  Module 3  Topic: What do you mean?  EXAM 1 REVIEW BE 347 | 5-7pm | | **5** | | **6**  **NO CLASS**  Meet with Jamie day\*  EXAM 1 POSTED  HW 3 due | | 7 | |
| 8 | | **9**  Excel Skills 1  TBD | | **10** | | **11**  Excel Skills 2  TBD | | **12** | | **13**  **NO CLASS**  EXAM 1 DUE  GP: Data collection complete | | 14 | |
| 15 | | **16**  SPRING BREAK | | **17**  SPRING BREAK | | **18**  SPRING BREAK | | **19**  SPRING BREAK | | **20**  SPRING BREAK | | 21 | |
| 22 | | **23**  Excel Skills 3  Scrubbing the dataset | | **24** | | **25**  Excel Skills 4  Scrubbing the dataset | | **26**  GP: Descriptive statistics | | **27**  Module 4  Figure types in Excel  HW 4 assigned | | 28 | |
| 29 | | **30**  Module 4  Figure types in Excel | | **31** | | **1** | | **2** | | **3** | | 4 | |
| **APRIL 2020** | | | | | | | | | | | | | |
| **Sunday** | | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | **Saturday** | |
| 29 | | **30** | | **31** | | **1**  Module 4  Figure types in Excel | | **2**  GP: Required figures created | | **3**  Module5  Correlation coefficients  HW 4 due | | 4 | |
| 5 | | **6**  Module5  Correlation coefficients | | **7** | | **8**  Module5  Correlation coefficients | | **9** | | **10**  **NO CLASS –SPRING HOLIDAY** | | 11 | |
| 12  Easter Sunday | | **13**  Excel Skills 5  Creating a correlation matrix in Excel | | **14** | | **15**  Excel Skills 6  Creating a correlation matrix in Excel | | **16** | | **17**  GP: Correlation matrix due  HW 5 assigned | | 18 | |
| 19 | | **20**  Module 6  Talking points: Advance research methods | | **21** | | **22**  **NO CLASS – Jamie attending a conference** | | **23** | | **24**  **NO CLASS – Jamie attending a conference**  HW 5 due | | 25 | |
| 26 | | **27**  Module 6  Talking points: Advance research methods  GP: Paper due | | **28** | | **29**  Module 6  Talking points: Advance research methods  GP: Poster due | | **30** | | **1** | | 2 | |
| **MAY 2020** | | | | | | | | | | | | | |
| **Sunday** | | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | **Saturday** | |
| 26 | | **27** | | **28** | | **29** | | **30** | | **1**  GP: Poster Fair  Rhododendron Room (Set up @ 11am) | | 2 | |
| 3  JAMIE LEAVES FOR MSIR TRIP TO EUROPE | | **4**  FINALS WEEK | | **5**  FINALS WEEK | | **6**  FINALS WEEK | | **7**  FINALS WEEK | | **8**  FINALS WEEK | | 9 | |
| 10 | | **11** | | **12** | | **13** | | **14** | | **15** | | 16  GRADUATION | |
| 17 | | **18** | | **19** | | **20** | | **21** | | **22** | | 23 | |
| 24 | | **25**  Memorial Day | | **26** | | **27** | | **28** | | **29** | | 30 | |
| 31 | | **1** | | **2** | | **3** | | **4** | | **5** | | 6 | |

**Student notes:**

1. I reserve the right to adjust and make changes to both the course requirements and the course schedule. However, you will be notified of the changes in a timely fashion. Any changes will benefit the student. [↑](#footnote-ref-1)