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TEACHING PORTFOLIO

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THE VALUE OF TEACHING IN LEARNING: A STATEMENT BY JAMES G. FIELD

My objective is to help students enjoy the learning process. Importantly, this does not mean the process is always going to be easy. Through a series of positive interactions, I aim to help students understand what it means to have an evolving mental framework and how new information can be incorporated and utilized when making important decisions. This helps students understand that learning is a process and not necessarily a “one-off” experience and thus will enable them to reach their potential elsewhere because of being a student in my class. Ultimately, my goal is to help my students become the best version of themselves. In the sections that follow, I explain how setting high expectations, student engagement, types of assessment, and self-reflection help me achieve this goal.

Setting expectations:

For every course, my first focus is on setting high expectations for both my students and myself. This practice helps students to understand the standards and requirements so that they achieve their potential. Moreover, it benchmarks the expectations I impose on myself so that I am adequately prepared to help students realize their potential. The success of high expectations is predicated on their specificity and clear communication. I therefore communicate the course objectives and expectations for each course I teach on the first day of class and in my syllabus. I openly discuss with students the purpose behind different course objectives and my expectations. This sets the stage for a collaborative and engaged classroom environment. In addition, to alleviate their anxiety about course grades, I provide clear and specific guidelines and standards. For example, for each required assignment, I developed a grading rubric explaining what students are expected to accomplish and how each aspect of their work will be graded. This minimizes grading subjectivity and increases student trust. The success of my approach can be seen from my relatively high student evaluations notwithstanding my high expectations and standards.

Student engagement:

My most interesting and successful classes as a student were those where we became active players in the learning process. As a result, one of my goals as a teacher is to promote students’ active involvement and participation so that they become interested and engaged in the process of understanding and explaining organizational phenomena.

It is my belief that a teacher cannot create learning but rather guide students in their learning process. In my view, students will learn if they feel they are an important and active part of the learning process. As a result, I see my role in the classroom as a facilitator of learning. I encourage critical thinking and the integration of knowledge. To achieve this, each class period is usually divided into three sections. First, the assigned reading material is reviewed (e.g., summary handouts, whiteboard summaries, discussions, or short video clips). Second, small groups work on exercises. This gives students an active voice and reduces their fear of sharing information. The exercises require the sharing, integration, and application of theoretical knowledge. During these activities, I join each group for a few minutes to facilitate and guide their work. Finally, a class-wide open discussion diffuses the learning and knowledge. I believe this approach results in a greater retention of information and a better development of knowledge. Also, it caters to various learning styles (e.g., visual, auditory, tactile/kinesthetic, etc.), which ensures that all students, regardless of their learning style, become engaged in their learning process and learn as comprehensively and efficiently as possible.

Types of assessment:

Most classroom learning at the college level is compartmentalized and not integrated into everyday thought patterns. Students have mental boxes such as “statistics,” “finance,” and “human resource management.” The utilization and application of information from such discrete knowledge boxes is limited. I want my students to go beyond these silos and engage in critical thinking, understanding, integration, and application of knowledge. I emphasize the relevance and applicability of course materials to the business world. Therefore, I invite guest speakers to share their business experience with my students. This gives students a broader understanding of and appreciation for the theoretical concepts discussed in class. Also, through exercises (in-class or as homework assignments), students become familiar with the application of the discussed materials. To reinforce the retention of information and knowledge, content from the reading materials (e.g., book chapters and articles) are assessed through exercises, quizzes, and exams. This approach fosters student engagement and the retention of critical information. I also use research translation exercises where students are asked to translate (not transcribe) an empirical research article published in the last five years. This encourages students to apply evidence-based solutions to workplace problems. To encourage the diffusion of knowledge, students are offered extra-credit if they present their article translation to the class in a 10-15 minute presentation.

If possible, I also use real-world case studies that encourage the use and combination of concepts from various courses. For a Marketing Management class I taught at Marshall University, for instance, I designed a project in collaboration with a Regional Manager of an information technology firm. The goal of the project was to develop a comprehensive strategic plan to attract new and retain current customers. This project encouraged students to combine knowledge from Strategic Management (e.g., industry environment analysis), Marketing (e.g., product mix development), Human Resource Management (e.g., personnel allocation and training), and Accounting (e.g., budget development). The project was divided into four phases, and each phase was graded independently. At the end of the semester, several members of the organization came to observe the strategic plan presentations. It was a great success as almost all student learned from the project, and impressed the managers with their presentations.

Self-reflection:

I instill in my students the importance of self-reflection by conducting mid-semester evaluations that are intended to gauge the temperature of the collective learning process. Typically, I use the short one-minute paper (i.e., What is the most important question that remains unanswered?) and muddiest point (i.e., What was the muddiest topic/point in the course to this point?) exercises to glean how I can improve my teaching for the remainder of the semester. Furthermore, I use the biannual teacher evaluations submitted by my students as an opportunity to improve my syllabus and teaching style. As an example, a student noted in one of my earliest evaluations that classes were often boring because of “death by PowerPoint.” Immediately I reduced my reliance on PowerPoint slides and have ever since strived to facilitate an interactive learning experience that engages and challenges all students.

TEACHING STYLE

Life can be described as a long series of short, unfolding interactions. Therefore, my teaching style is founded on the interconnectivity of these types of interactions. This pedagogical approach requires the teacher to communicate connections between topics covered in class in an evidence-based manner similar to how conceptual models are presented in journal articles. Put differently, I believe I a teacher works best when he/she helps students realize how and why the dots are connected, how and why a certain stimulus triggers a particular reaction,

I oftentimes begin class with a basic question based on the readings – for example, “What influences an individual’s choice to leave his/her job?” Then, in small groups, students work together to search for scientific evidence and the experiences of others or collectively reflect on the readings to respond to this question. Throughout the class period, I ask representatives from each group to inform a conceptual model of turnover by drawing on the board the correlates they discovered. Moreover, I encourage students to pass judgment on how the methods used to collect this evidence as to assess its reliability and robustness. Finally, I ask each group to improve the model or the way this phenomenon can be observed or documented. I find this pushes boundaries through critical thinking and helps students engage with the material by taking an active part in the learning process. Together this process helps students answer the questions of “How?” and “Why?” for themselves rather than being told that satisfied employees are more likely to perform better, for example.

As a teacher, it is important to understand that students learn in different ways. Therefore, it is important to be flexible and open to new and different teaching techniques. As such, I intend to balance my teaching style with a mixture of traditional (i.e., PowerPoint slides, videos) and innovative (i.e., blogs, wikis, social media) methodologies. In addition, I see the value of experiencing the application of the material. This means site visits, guest speakers, and case studies will help round my planned approach to teaching. Lastly, I wholeheartedly agree that “teaching can always be improved” (Chapnick, 2009, p. 8). For this reason, I think continued professional development and availing of University resources offered by the Department of Teaching and Learning, Library, Technology Services, etc. are important.

Taken together, I sense a great duty-of-responsibility as a teacher and how one approaches this role must be regularly revised. I will continue to learn from my mistakes and strive to be an agent of positive change in the lives of all my students.

COMMITMENT TO DIVERSITY STATEMENT

As a teacher in higher education, I am committed to creating an inclusive and effective learning environment for all individuals. I believe that diversity in the classroom should be openly discussed and celebrated, and I strive to create an open, safe space in which students feel free to express different ideas, opinions, and worldviews. However, given this open environment, I will tolerate only the highest level of respect for one another.

As someone who grew up in Ireland, coming to the United States to pursue a golf scholarship and strong education helped me gain a strong appreciation for the philosophy of cultural pluralism that is growing in this country. I intend to embrace this society and lead a classroom in which members of diverse cultural, social, racial, or religious backgrounds feel connected to their learning experience. I believe my experiences as an international student, involvement in many culture events as President of my undergraduate Student Government Association, academic tutor for students with learning disabilities, and nonprofit work history will help me create a culturally responsive learning environment.

I intend to celebrate and embrace diversity in a number of ways. First, I include the topic of diversity in each of my OB syllabi (available on request). During these classes, I outline what diversity means and how empirical evidence suggests increased diversity is good for a team and organization. Second, I aim to use culturally mediated instruction techniques. Put differently, instruction will take place in an environment that encourages multicultural viewpoints so that students understand that there is more than one way to interpret a statement, event, or action. To this end, I will invite other teachers and guest speakers to teach on diversity topics (i.e., human resource management and discrimination laws). Third, I will lead by example and attend multicultural events hosted by student and local organizations. For example, in the past my wife and I often attended college events that were hosted by my students and their organizations during my tenure at Marshall University. I found that supporting their extra-curricular interests was repaid in terms of in-class motivation and performance. Finally, I attended my first Safe Zone and Green Zone training programs in fall 2016 and plan to stay up-to-date with these initiatives throughout my teaching career.

Taken together, I believe diversity should be valued in the classroom just like it is valued in the workplace. I consider myself an advocate for diversity and strive to create a learning environment in which all individuals can excel.

TEACHING EXPERIENCE

West Virginia University

Fall 2017	MANG 434 – Business Research Methods
Spring 2018	MANG 434 – Business Research Methods
Fall 2018	MANG 434 – Business Research Methods
Spring 2019	MANG 434 – Business Research Methods

Virginia Commonwealth University

Instructor of Record

Spring 2014	MGMT 319 – Organizational Behavior
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Guest lecturer

Spring 2014	MGMT 641 – Organizational Leadership (topic: servant leadership)
Fall 2015	MGMT 331 – Human Resource Management
Spring 2015	MGMT 331 – Human Resource Management (topic: EEO)

Marshall University, Huntington, WV

Fall 2011	MKT 340 – Introduction to Marketing (two sections)
Fall 2011	MKT 371 – International Marketing
Fall 2011	MKT 465 – Marketing Management (capstone)
Spring 2012	MKT 340 – Introduction to Marketing (two sections)
Spring 2012	MKT 440 – Sales Management
Spring 2012	MKT 465 – Marketing Management (capstone)
Fall 2012	MKT 340 – Introduction to Marketing
Fall 2012	MKT 465 – Marketing Management (capstone)
Fall 2012	MGT 419 – Business and Society (capstone; two sections)
Spring 2013	MKT 440 – Sales Management
Spring 2013	MKT 465 – Marketing Management (capstone)
Spring 2013	MGT 419 – Business and Society (capstone; two sections)

Mountwest Community & Technical College

Spring 2010	BUSN 101 – Introduction to Business
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TEACHING EVALUATIONS (QUANTITATIVE DATA)

Quantitative data

Course	Date	Enrollment	Evaluations completed (%)	Overall Instructor rating	Rating of learning achieved
<u>West Virginia University:</u>					
MANG 434	Fall 2017	24	24 (100%)	4.78 / 5	4.42 / 5
MANG 434	Spring 2018	28	24 (86%)	4.71 / 5	3.88 / 5
MANG 434	Spring 2018	30	25 (85%)	4.59 / 5	4.04 / 5
MANG 434	Fall 2018	25	24 (96%)	4.79 / 5	3.96 / 5
MANG 434	Spring 2019	25	24 (96%)	4.96 / 5	4.67 / 5
MANG 434	Spring 2019	19	17 (89%)	4.88 / 5	4.47 / 5
<u>Virginia Commonwealth University:</u>					
MGMT 319	Spring 2014	48	27 (56%)	3.81 / 5	3.41 / 5
<u>Marshall University:</u>					
MKT 340	Fall 2011	37	16 (43%)	3.92 / 5	NA
MKT 340	Fall 2011	37	14 (38%)	3.92 / 5	NA
MKT 440	Fall 2011	33	14 (42%)	3.58 / 5	NA
MKT 465	Fall 2011	31	15 (48%)	3.60 / 5	NA
MKT 340	Spring 2012	36	19 (53%)	3.96 / 5	NA
MKT 340	Spring 2012	31	21 (67%)	3.96 / 5	NA
MKT 371	Spring 2012	40	24 (60%)	3.64 / 5	NA
MKT 465	Spring 2012	30	18 (60%)	3.68 / 5	NA
MKT 445	Fall 2012	29	20 (69%)	3.72 / 5	NA
MKT 465	Fall 2012	35	27 (77%)	3.82 / 5	NA

MGT 419	Fall 2012	28	24 (86%)	3.82 / 5	NA
MGT 419	Fall 2012	27	18 (67%)	3.82 / 5	NA
MKT 440	Spring 2013	30	16 (53%)	3.64 / 5	NA
MKT 465	Spring 2013	35	24 (69%)	3.72 / 5	NA
MGT 419	Spring 2013	21	15 (71%)	3.92 / 5	NA
MGT 419	Spring 2013	25	18 (72%)	3.92 / 5	NA

TEACHING EVALUATIONS (QUALITATIVE DATA)

Qualitative data (unedited student evaluation comments about instructor and course design)

MANG 434-001 crn# 10398 (Spring 2019)

Business Research Methods

Students: 19

I really liked the business research symposium. I thought that it allowed us to use our classroom knowledge in a real world situation. I did the survey at my place of work, so it was actually really beneficial to us as a business.

Jamie was very helpful and truly cared if a student needed help. He is one of the best professors in the College. Jamie knows his material and teaches it in a way that anyone can understand it.

One on one help from Mr. Field really helped to hammer home some of the harder topics.

The fact that we had assignments due every week that related to our projects and what we did in class that week really helped me grasp the concepts and helped me learn a lot.

He would help whenever you needed it. The material was not anything that I was interested in, but he made it a little more interesting.

Online plus the professor

Professor's teaching & workshops

I learned a lot for R Studio.

Working with R studios in class with professor Field. He always made sure that everyone knew what they were doing and didn't leave anyone behind.

Had an open door policy and was very approachable when we needed help. Showing us how to do something and then letting us get hands on R projects was very helpful to learn the materials. The early dead lines were very helpful to stay organized and on task.

I appreciate the extensions when things didn't go as planned. Overall, my learning in this class was good.

Jamie's office was always open for us to come into his office and learn what we might need help on

The real world application of what we learned through the poster project was very helpful in the learning process.

Jamie was extremely helpful throughout the course. The weekly due dates were a great way to keep on track with the extensive project.

MANG 434-001 crn# 10397 (Spring 2019)
Business Research Methods
Students: 25

Jamie was a very helpful and fair professor!

Jamie did a great job while teaching us how to use R and qualtrics. He took things on a step by step basis which made things very easy to follow and understand.

Direct help from our professor. Hands on learning style, and class outlines. Well organized class, with very clear due dates.

Dr. Field is a great teacher of this class. Really makes it an informal environment where you feel comfortable asking questions and he helps anyway he can. The end of the semester project would have been very difficult if it wasn't for his help.

The course material was hard to understand at first but professor Jamie helped a lot in explaining the material especially R studio.

He was always available during office hours to clarify the material.

The end of the year project since it was what we learned throughout the semester.

The lectures were really helpful in completing our final project. Also one on one with Jamie was extremely helpful in getting a better understanding of the material.

The whole process of completing the poster was very helpful. It was thought provoking and can be applied throughout my life.

R-Workshop and creating the research poster were both great learning tools.

Project, Class Workshops, Homework Assignments

I benefited alot from the way we had to turn in smaller assignments periodically throughout the semester to stay on track of the project.

Coming to class was the most important because Jamie helped us through everything. Rstudio was time consuming and difficult but I learned a lot. Also, I learned a lot by going to office hours and Jamie was a huge help.

Professor Fields was very helpful with all the information that he provide to the class day in and day out. He provide office hours that were very helpful and allowed learning session to understand the information that he provided.

Dr. Field was a hands on professor that cared tremendously about his students. He made outlines for each chapter and was always available to talk to his students. One of the best professors at B&E.

Jamie was always able to make time for us to come into his office if we were confused or needed help. He also kept the class interesting and related it to us.

The project was split up into sections and the realistic environment made a great learning environment.

The professor's style of teaching.

Jamie had open office hours throughout the semester and helped me understand R throughout the year

Lectures and workshops were great

Using the poster project was a great way to present our knowledge and actually do something that may be useful for an external organization.

instructor interaction

MANG 434-002 crn# 82944 (Fall 2018)

Business Research Methods

Students: 25

Jamie provided a multi-faceted approach to the course instruction. His casual lecture format really helped us to learn. His utilization of handouts was helpful as reference to develop our final project and his syllabus/presentations were great to help us make sense of the expectations for the course.

The handouts from the professor was very useful in the course. Didn't need a text book which I liked better.

Jamie is an extremely helpful professor, he gets to know his students on a personal level and uses that to better their learning. His idea to have a poster fair rather than final presentation was excellent and something that could not have been replicated in a textbook.

Professor Field's willingness to answer questions during class and ability to provide constructive feedback on assignments.

Homework assignments, R Workshops and Exam Reviews.

Meetings with professor were very helpful. Review sessions before exams also helped with clarifying information. The final group project was a nice change from usual power point presentations. It was also nice not having to buy a book or additional materials.

Great teacher who truly cares about his students and I have no doubt that the class will only get better.

The hands-on activities were very helpful when it came to learning the materials in this course. I think his step by step note process and having them posted online was very effective in the learning process.

Doing the project through R was a nice way of learning a new program that is being used in business today. Having periodic due dates helps stays on track to performing the project. Being able to reach out and suggesting to reach out for help and having him able to help without getting mad and

wanting and looking forward to helping his students.

Handouts covered interesting topics which did help with the somewhat boring information.

Jamie was very personable and easy to talk to. I believe without him, this class would have been more challenging.

Professor Field was very helpful, especially when I went to his office. If the whole class seemed like they weren't getting the hang of any topics discussed in class, he would take the time to go back over it and make sure everyone understood. He seemed to really care about what he was teaching and wanted to cause the students to truly appreciate everything that we were learning.

Office hours during the class time were helpful. Note sheets went along with lectures were helpful for learning. Review sessions for the test are a nice bonus. Jamie, you actually cared about the classes learning and it showed.

The notes that were made were really helpful for this course. Also, the study guides were really helpful come test time. Also, Jamie taking the time from his busy life to commit hours upon hours for advise and help for our final project. Jamie is dedicated to his profession and his students and that is tough to find in the business school.

The online materials, and the amazing professor. Jamie was extremely caring and helpful whenever anyone was in need.

Professor Field helped us understand the concepts and made time to meet with each group outside of office hours. He also brought in lots of food!

The modules in class.. I learned better when we had a printed copy and filled it out in class as opposed to doing it on the computers

The interaction with the professor was very helpful. The content coupled with the projects and fast pace felt overwhelming sometimes, but Dr. Field mitigated this very well by being available to answer questions. He truly went the extra mile to help every student. His communication was excellent, and he also built some flexibility into the class and asked for student feedback throughout.

The R workshops being demonstrated to us step by step. I also enjoyed the project being broken up because it made it much more manageable

Making the poster and learning how to interpret the data really helped and this will be very helpful for the future.

Jamie was very hands on which helped a whole lot, especially considering computers make zero sense, he made the material easier to grasp.

Dr. Field personally helped each group understand specific research methods. He went above and beyond what was asked of him and we greatly appreciate him. One of my favorite professors

MANG 434-002 crn# 10450 (Spring 2018)

Business Research Methods

Students: 30

Great Professor, really make sure his students understood the content and was always there to ask for help if we had any questions.

Being able to go to his office hours for help

The homework and the group assignment taught us a lot of teamwork.

The R classes, helping with homework, open office hours, research project

Very talented instructor.

Jamie was very personable and was always asking if people were confused or needed help and would go back over things for students to understand. He also went out of his way to make time to help me and other students outside of class. R was very hard to learn but the way you went over it on the projector made it easier as we followed along.

The hands on experience exercises we did in class. He was very friendly and helpful in class and was always willing to help as much as we could.

Jamie is the best professor I have had at WVU. He is very understanding and willing to help any student at any time. I enjoy all of the feedback he provides and the deadlines that were set to help us get through the project during the year.

Jamie takes the time to print each student a notes sheet for each day, which directly follows the lecture. These guided notes allow me to listen to what he's saying while making it easy to go back and study at a later time. Jamie is also willing to help in any way he can and is always willing to make things less stressful for his students when it's reasonable. I also appreciate the trust Jamie has in us to get our project done, there were very few "hard" deadlines, giving me the ability to work on other things when I needed to.

R studio will help us in our future. Best part of the course.

The teacher made absolutely sure that everyone understood the topics. He was super concerned with us learning and that helped to see that he cared so much.

The interactive lectures where we physically went through R, excel and even when we would go through the handouts for notes and fill in blanks on the screen. Specifically, going through R with the professor helped a ton especially for the homework problems and the results for the final projects. The homework helped a ton with understanding R script and most things associated with R which were highly supplemental to the course material. Dr. Field's ability to relate problems, questions, and examples to things relevant to ourselves as students was impressive in my opinion and thoroughly helped me survive this class and eased my stress because I had 5 other classes this semester.

Professor was always willing to help outside of class. The homework assignments helped me learn in this class.

His effort in creating supplemental material for when he taught in R Studio, it was very helpful for people with no previous experience in the program. The exam review were useful and helpful with reducing stress.

Jamie Field was very determined to make sure we learned as effectively as possible. He found a great balance between work and fun to foster proper learning.

The exam reviews were always helpful. All the Friday workshops were good.

James Field helped everyone in this class succeed. He was an amazing professor and I have really appreciated everything he's done for me.

MANG 434-001 crn# 10449 (Spring 2018)

Business Research Methods

Students: 28

Jamie provided helpful material and very useful feedback on every assignment.

The professor was helpful and understood the course material was a a new concept to most students. He was always willing to meet with students and walk them through portions of project, hw, etc. You could tell he really wanted students to learn and enjoy what they were learning

I benefited from the in class R sessions; the follow-along exercises helped me understand how to do different things in R. Jamie was good at thoroughly answering our questions regarding course content. The R homework assignments were challenging but helpful

As elementary as it is, the guided notes made class easy to follow. Being able to insert key terms and not have to worry about writing whole phrases helped me pay attention to Mr. Field speak in depth about complex topics.

Mr. Field was a very helpful teacher and always provided help outside of the classroom. Working in class, and when he would give us class time to work while he walks around and helps us

The great feedback as well as the clear instructions to perform in R.

He was very relaxed and seemed to really enjoy helping students. He made me feel comfortable and encouraged to ask questions.

R materials were extremely interesting. Office hours were extremely flexible and helpful. Overall the course was the best of my final semester here at WVU.

The professor really cared about us learning.

Jamie's attentiveness to his students issues and his thorough explanation of all methods utilized in the course.

Professor was very hands on and extremely helpful. He was very open to students visiting him outside of class if they needed more guidance with assignments and certain topics in course. I believe

he did the best he could with a pretty dry course/subject. Always had positive attitude.

MANG 434-001 crn# 83337 (Fall 2017)

Business Research Methods

Students: 24

Working as a class in R. It really helped some of the material sink in better. Overall, this class was really interesting and fun. Jamie really helped answer any questions we had. He made a really great learning environment.

The instructor did a great job of making sure everyone knew what was needed to get a good grade in the class and was one of my favorite professors thus far.

He was very passionate about the subject, and was willing to work with the class.

Professor was always available to help, he helped with R in class and made sure that everyone was constantly understanding what we were doing. Made the project understandable

Jamie was always available and always helped with any question you had. He was very understanding of things and made it easy to talk to. His feedback and his help with the research project made it less stressful and easier along the way. I would highly recommend (and already have) him to other students. He is great!!

Jamie broke down everything very well and made this very challenging course manageable.

I liked how Jamie posted study guides to follow his powerpoint presentations. That way we were attentive when he was lecturing. I liked learning about R studio, it was nice to learn some type of analytical software before I enter the workforce. Jamie was also available outside of class on multiple occasions, and provided us with ample amount of feedback throughout the duration of our research project.

Jamie was a huge help when it came to learning the R system and made it enjoyable.

MGMT 319-005 crn# 13880 (Spring 2014)

Organizational Behavior

Students: 48

Because of the teaching style of the professor in the course, I felt encouraged to ask questions and participate in class discussions. He made sure that we understood that he had an opened door policy. This was very helpful because I never felt unprepared for an assignment or exam.

Jamie made the material interesting to study. He was straight up with the boring topics, and carefully explained why they were still important to understand.

Mr. Field was an awesome professor! He kept the class engaged and interesting and was always available if i had a question or concern - weather it be meeting during his office hours or responding over e-mail.

Very open and conversational. Approachable.

Jamie did a great job at teaching this course.

I don't think anyone would have guessed this was your first year teaching.

For the first week of this semester, I was enrolled in another professors MGMT 319 course. I had to change to this course to accommodate my schedule. Compared to the other professor, Jamie did a much better job at relating information to students. He is friendly, approachable, and has all the characteristics of a good leader. Jamie has taught me a lot about leadership, management, and how to properly format essays. All in all, I enjoyed this course.

The course material was simply presented in a series of overcrowded slides that did not do a satisfactory job defining or clearly explaining concepts.

Great teacher

It's his first time teaching a class which I knew when I registered for his class. He needs to set ground rules at the beginning of the semester. Also the fact that he wanted his students to call him Jamie kind of threw me off. I see great potential in Professor Fields, just needs a little guidance

Very personable. Great prof. and genuinely cares about students' success in the class

He presented the material very clearly. He also added information and examples of the material that went further than the book. This made me feel confident in his teaching along with giving me a feeling of being respected, like he pushed us to learn further than the book (through supplemental readings).

It's clear that he's still learning and trying to get a feel for how he wants to conduct his class. With time, I can see his confidence growing and becoming an outstanding professor.

Even though this was his first time teaching I looked forward to coming to class everyday! Some students in the class may have negative things to say but I wouldn't pay those comments any attention. The way he taught the class helped me learn the material better.

Excellent professor. Always negative about himself. Excellent teaching. Material is dry (no offense), but Professor Field can make a boring class exciting and interesting. I wish him all the luck and hope that he does well in his PhD. I hope he continues to teach other classes so that students can get a chance to learn from a great professor.

Jamie is one of the best professors I've had at VCU, he managed to make lectures on a dull subject like management interesting and informative. The semester long project was really helpful in actually applying what we learned to business environments.

The only thing I would suggest would be to have some sort of tardy policy. Tardiness was annoying and i feel that if you were punished for being so late then you would try harder to be on time. This has no reflect on how Mr. Fields conducted the course just something to think about in the future.

MKT 340-103 crn# 3028 (Fall 2011)
Principles of Marketing
Students: 35

I enjoyed this class because Marketing is my major and I learned a lot. I wish we would have had more activities then just sitting while he went over power points.

I appreciated the format of the study guides. They were very helpful.

I believe Mr. Field was a good teacher. He helped us out.

He was a very good instructor. Treated everyone fairly and I could relate to him a lot. I enjoyed this class; I would recommend him to another student.

Bi-weekly assignments are good. Wouldn't be bad to have them weekly. PowerPoint length made it hard to pay attention the whole time. More class discussion and online discussion would make it more interesting. Add online discussion to participation. Super cute and down to earth. Relatable!!

Class set-up was done fairly well. Testing process was good. I knew this was his first semester teaching and I felt he improved as the semester went along.

I really enjoyed the course and learned a lot.

The only thing I would suggest is a couple more assignments throughout the course. The bi-weekly assignments were perfect, but there could have been a couple more of them.

There were times when he went to fast. I don't think we should have rushed just so we could cover all the chapters in the book. We could have focused more on the key things that will be helpful in the future.

Good teaching strategy. Taught fair, good instructor.

Good instructor and was fair in class; however wish it was more discussion compared to power point.

Keep the test & study guide format. I would add a few more assignments in-class, giving more motive for people to show up. I remembered more about the things you assigned for hw because it reinforced it.

VERY NICE, I RECOMMENDED JAMIE FIELD TO ALL MY FRIENDS TAKING MARKETING 340.

I really enjoyed this course because Marketing is an interesting subject for me and my instructor was very enthusiastic about our learning, but I also felt a little bored when all we did in class was listen to a lecture and power point, but other than that I enjoyed the course and learned.

The only issue I believe there was in this class was when we did get on a topic that the class used a large amount of time discussing it worried the instructor that we were not keeping with the syllabus. But he still wanted us to discuss topics. He needs to make time for discussion time without interfering with the syllabus.

I really enjoyed this class. He was very effective in taking the time to work with the class to ensure we understood the material. However, the only thing I would recommend is more homework assignments just so the students are more involved and better prepared for the course material.

My suggestion would be to give more in class assignments or homework. The lectures are good & I feel engaged but I feel I would have a better learning experience with more hand on assignments.

Wonderful instructor, but two comments:

1. Got more strict as the semester went on, rather begin strict and relax through the semester 0 otherwise, that's when students begin to complain.
2. Have one or two days in the semester to "catch up", the slides were long and couldn't be covered in one class.

I enjoyed this course and I believe you did a good job explaining material. I think there should be some assignments to go along with lectures, nothing too hard or extensive just a memory aid to the lecture.

MKT 340-105 crn# 3030 (Fall 2011)

Principles of Marketing

Students: 29

Excellent teacher. Very interested in the students learning. Clearly cared and understood the subject.

I feel as though I learned a lot from this course and although it was his first semester teaching, he was??? and taught the material well. (I can't read the person's writing very well)

GREAT!

GREAT TEACHER!

I really enjoyed having you as a teacher.

Good class, prepared for tests & exams thoroughly.

The instructor was well organized and thorough. I feel that the way he taught this class prepared me for future marketing classes.

HE IS A GREAT TEACHER!!

Jamie is a very good instructor that truly wants his students to learn. The class was very interesting & I learned a lot. I have been recommending him to other Marketing students.

Jamie was an excellent professor. He was clear and concise and had an expert grasp on the subject matter. I would highly recommend him to other students.

Great class! Being able to study for the test and not be surprised was the best part. Definitely recommend to others and would gladly take again

MKT 371-101 crn# 3038 (Fall 2011)
International Marketing
Students: 37

This was a great class and I would recommend you to other students. My only criticism would be to study the power points more so you don't run out of time.

Professor Field is a wonderful teacher. His international background gave great insight for the International Marketing course. I would recommend him for other classes and I would take a course from him again.

Teacher was very enthusiastic about teaching this course. I like the way he involved current news and situations in the learning objectives. Would definitely recommend to other student's

Didn't upload grades to blackboard. Power point info wasn't on the tests.

He did what he could to make the material relevant and interesting.

Great Professor!

Spent too much time per slide – overall good first semester

I really enjoyed this class and actually looked forward to coming.

I like your class and the way you teach.

Super nice guy. Really wants students to learn. I would take another one of his classes.

- He encourages students to ask questions.
- He answered questions well.
- Gave good examples.

I thought he was a great professor, a little dull at times but seemed like a very dry subject. I thought he definitely made the subject more interesting than it actually was.

Professor was great! Great class, learned a lot, and he made learning fun, strongly recommend this professor.

Was able to hold test that were based on the matter teacher in class.

Power points a little boring but I liked him as a teacher & would recommend him!

Awesome teacher, very nice, can't wait to have him for my capstone.

Good instructor, material can get boring but overall first time teaching was good

MKT 465-101 crn# 3051 (Fall 2011)
Marketing Management
Students: 29

Disorganized, unsure of what to do in class. Helpful to students needs a more clear direction.

I really enjoy this class and liked that there was no busy work, could be more organized.

NICE CLASS!!

Great guy and fun teacher! Knows his material and supportive in situations.

One of the best young teachers I have had the chance to learn under while @ Marshall well worth the money.

These evals are pointless, but this was an awesome class!

Please change these evaluations to something students will take seriously.

The format of the class was very effective.

I feel as if I could work for a Marketing firm and help prepare Marketing plans because of the class.

He seemed to genuinely want students to learn.

MKT 340-205 crn# 4144 (Spring 2012)
Principles of Marketing
Students: 36

Mr. Field is a nice, approachable, fair instructor who was given a boring course to teach. He could improve the course by getting rid of repetitive slides in the power point, have more group activities, replace a test with a case project. It is too bad he is leaving. He has room for improvement but made the best of a boring course for me.

Find more ways to keep class interest through entire class. i.e. give fun interactive classwork (have student come write on board, give handouts, etc.)

Mr. Field is one of the best professors at Marshall. He knows how to make the class fun and interesting. An "A" is easily attainable, and you felt that you learned something valuable. I highly recommend him for 340!

WE WANT FIELDS NO PH D great teacher cares about students should definitely keep around.

- Loved the laid-back atmosphere. Stress free learning is always awesome.
- Test formatting was perfect. The study guides really helped teach the objectives.
- Use of examples was your best tool. Used them well

Awesome professor, good luck moving on!

Appreciated how the class was taught & how the test were set up. The only bad part was that the class met once a week and was so long, which meant it was hard to pay attention, other than that I loved the class & would take more classes taught by you.

When students aren't as vocal as you want, don't get so down about it. Just work on making everyone as comfortable as possible and talkative students will come! We need more professors like you.

This instructor was pretty fun and had a good sense of humor.

Could you give a question sheet when you give answer sheet back to me?

Very well conducted class. The instructor knew exactly what to put another ???(Can't make out the words) Replacing him with Ph.D. President or Stephen Hawking won't improve this class the way Jamie would and I know that as I did Marketing classes in Europe.

Even though it was obviously a tough class to teach cause nobody wanted to spend their Tuesdays nights in class. Jamie did a great job keeping it fun and a light atmosphere.

Mr. Field was always fair and always let us (the class) know of any changes in the schedule.

Very down to earth without crossing the line. I have really enjoyed this class and Jamie as a professor.

Really good instructor. Would definitely recommend for taking this course.

Very supportive in academic situations. I am appreciative of your willingness to help outside of class.

Great teacher that involves with his students, cool teacher fun but serious. Overall great person and teacher.

You were awesome, never quit what you love.

MKT 465-201 crn# 4163 (Spring 2012)
Marketing Management
Students: 31

I enjoyed the class and received a great understanding of the marketing plan.

I really enjoyed that the marketing plan was turned in in sections throughout the semester. It took a lot of pressure off of us & made the semester much less stressful.

Great with students, one on one time was great. Informed students of progress with weekly assignments.

Try to be a little more clear when explaining assignments. I really enjoyed this class.

Helped me out b/c I'm an athlete and I missed a lot of class.

Really enjoyed the class.

- Encouraged a lot of question asking.
- Cared about students.

Enjoyed having Jamie as a professor. Would recommend him to other students. Enjoyed the class and I feel I am more well-rounded in Marketing.

I really like the professor & the class. Whenever I needed help, he went above & beyond to help me.

He truly cares about helping the students. One of the best I've had at Marshall.

MKT 440-201 crn# 4159 (Spring 2012)

Sales Management

Students: 32

Has improved teaching since last semester. He seemed more comfortable with instructing. Would highly recommend his class.

Awesome guy and great teacher

A little dry at times but liked the professor overall. Wished he would let us use notes for the math on exams!

Twitter account is very helpful, great at e-mail responses.

I had him last semester & thought he really improved this semester. Sad he is leaving

I would like to have the instructor contribute personal experiences. He seemed eager for us to learn.

There was a lot of math, but I felt he presented it in a manner that allowed me to learn. Great professor! He was very supportive and genuinely wanted all students to succeed in his class.

MKT 340-201 crn# 4140 (Spring 2012)

Principles of Marketing

Students: 37

Great class, maybe implement more into activities.

Very enthusiastic when teaching students, treated everyone fairly in academic situations, keep in communication w/students very well (email & twitter made it convenient to get a hold of him anytime)

Enjoyed the course, would have liked more updates on grades or grades to have been posted on blackboard.

Very good teacher who cared about us learning, Very nice, and caring about certain situations.

Did a great job connecting w/ his students.

Great professor enjoyed the class.

Very good teacher!

HE'S GREAT!

Mr. Fields was an awesome teacher who wanted us to learn. He used class time well and made us understand important concepts.

I've enjoyed this class and your teaching so much that I've decided to get a minor in Marketing. Great teacher! I really enjoyed your class and hope to get to take another Marketing class with you.

I feel this was one of the best classes I've taken. I like the study guides as well as the relaxed learning environment.

Great teacher made transitioning to other classes smoothly.

GREAT TEACHER

I would like to see more work that would engage me with the material. Always lecturing is monotone & I would like to do activities to learn.

A great teacher! I enjoyed coming to class.

GREAT TEACHER

The instructor has a fresh mind and appears eager and ready to teach, with that said, the course material lends itself to independent study (it's well constructed, but has a self-paced feel) without the constraints of said material he would be an outstanding asset to Marshall University.

Strongly liked him, good to the Wirt Co. boys.

I feel like the way you present the material in class is a good way for us to learn. I like how you also used lots of examples, great personality.

I LOVED this class. Jamie really knows his stuff and the class made me enthusiastic about Marketing; I'm even considering getting a minor in it! I really like how the test are set up.

I have learned a lot from this class over this semester. Your teaching style is very supportive and enjoyable. The only difficult part about the course was putting up w/ ignorant classmates. Thanks for your time.

MANG 434 – Business Research Methods
Section 001 | CRN: 10397 | Spring 2019

INSTRUCTOR:	James G. Field, Ph.D.
OFFICE:	B&E Building Room 116
OFFICE HOURS:	MWF: 9:00 – 11:00AM MWF: 1:30 – 2:00PM or by appointment (in office or online)
TELEPHONE:	(304) 293-7938
EMAIL:	james.field2@mail.wvu.edu
TWITTER	@fieldjamie
TEXTBOOK MATERIALS:	See Course Materials section
CLASS WEBSITE URL:	https://eCampus.wvu.edu
CLASS MEETING TIMES:	MWF 11:30 – 12:20 AM
CLASS MEETING ROOM	B&E Building Room 143
FINAL EXAM:	See Course Calendar
COLLEGE WEBSITE:	http://business.wvu.edu/
B&E CATALOGUE	http://catalog.wvu.edu/undergraduate/collegeofbusinessandeconomics/#text
AY 2018-2019 CALENDAR	https://provost.wvu.edu/files/d/496c4b7e-5047-446a-b622-e108885b3349/academiccalendar-2018-2019-approved.pdf

COURSE DESCRIPTION

Here 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.

The primary objective of this course is to expose you to issues involved in business research and statistics. Statistical analysis is important to businesses and provides the foundation for decision making. Dealing with data is an everyday occurrence for business professionals.

This course will address how to get information from data and will cover describing data and relationships, probability, confidence interval estimation, and hypothesis testing among other topics.

This course:

1. develops skills in data-driven, fact-based decision making,
2. develops the ability to critically evaluate research proposals and studies which rely on business research,
3. provides a basic understanding of reading and conducting empirical research,
4. is a survey of major statistical methods used in business and economics.

COURSE LEARNING OBJECTIVES

By the end of this course, you will:

1. Make decisions by a systematic analysis of data and facts rather than just relying on opinion.
2. Critically evaluate research proposals, reports, and studies which rely on business research.
3. Read, analyze, and conduct empirical business research
4. Gain a better understanding of an open-source statistical software.

COURSE STRUCTURE

I hope to make the class as engaging and interesting as possible to help you grasp course content. To do so, this course uses readings, lectures, exercises, cases, film clips, team assignments, and class discussion. 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 to the class; participation is essential to not only your learning, but the learning of your peers.

PREREQUISITES

Below are the pre-requisite(s) and/or restriction(s) for this course. If you do *not* meet the requirements, contact the department that offers the course for permission

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

COURSE MATERIALS

1. Textbook(s)
 - a. No textbooks are required for this course. However, the following resources may be of value to you.
 - b. For purchase:
 - i Textbook: [Discovering Statistics Using R](#) by Field, Miles, Field, ISBN 9781446200469.
 - ii Textbook: [An Adventure in Statistics: The Reality Enigma](#) by Field, A., ISBN 9781446210451
 - c. Open access [OnlineStatBook Project](#)
 - i [StatSoft Electronic Text](#)
 - ii [HyperStat Online Textbook](#)
 - iii [Against All Odds](#)
2. R
 - a. We will use a statistical software called “R” throughout this course. More information on this open-source software can be found at this link: <https://www.r-project.org/about.html>. Please watch this video for a basic overview of the software: <https://www.youtube.com/watch?v=5YmcEYTSN7k>
 - b. I encourage you to install R on the computer that you use for homework assignments. Note that R requires two installations. To install R, please follow these steps:
 - i Visit <https://cran.r-project.org/> and select the appropriate option from the top window.
 - ii Visit <https://www.rstudio.com/products/rstudio/download/#download> and select the appropriate download option (e.g., Windows, Mac OS).
 - c. There exists a lot of great online resources that will help you to improve your programming skills in R. Here are just a few examples:

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- i <https://stackoverflow.com/> (This is probably the best one in my opinion)
- ii <http://www.r-tutor.com/>
- iii <https://www.r-bloggers.com/>
- iv <http://www.statmethods.net>

3. Qualtrics

- a. 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.
- b. You are encouraged to use the Qualtrics platform when gathering data for your group project (to be discussed in more detail in class).
- c. 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.
- d. 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!

4. Internomological Network

- a. 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.
- b. The INN is a search engine for constructs and may prove to be very useful when working on the group project.
- c. Visit <http://inn.theorizeit.org/> for more information

CLASS REQUIREMENTS – INDIVIDUAL

1. Exams (100 points each \times 2 = 200 points total)

- a. Two exams will be administered during the semester. Both exams will be distributed via eCampus and you will be given approximately five days to complete each one. The due date for the first exam is 03/08/2019 (by 11:59PM ET on this date). The due date for the second exam is 05/03/2019 (by 12:00PM ET on this date).

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.

There will be a review session before each exam. Here are the review session details:

- i Exam 1 Review date: 2/27/2019
Time: 5:00 – 7:00 PM
Location: B&E 244
- ii Exam 2: Review date: 4/24/2019
Time: 5:00 – 7:00 PM
Location: B&E 244

- b. **EXAM 2 IS OPTIONAL. EACH STUDENT WILL HAVE TO LET THE PROFESSOR KNOW WHETHER HE/SHE WILL TAKE THE FINAL EXAM BY 11:59PM ET ON FRIDAY, 04/26/2019. FAILURE TO INFORM THE PROFESSOR OF YOUR**

INTENTIONS TO TAKE EXAM 2 WILL AUTOMATICALLY MEAN THAT EXAM 2 WILL HAVE TO BE COMPLETED.

- c. Each examine (100 points) accounts for ~17% of the overall point total (600 points). When combined (200 points), the exams account for ~34% of the overall point total.

2. Homework assignments (15 points each \times 5 = 75 points total)

a. Homework

- i 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.*

HW Assignment Number	Assigned on	Due on
1	01/25/2019	02/01/2019
2	02/08/2019	02/15/2019
3	02/22/2019	03/01/2019
4	03/22/2019	03/29/2019
5	04/08/2019	04/15/2019

b. Important note

- i A total of 75 points are available, which accounts for ~12.5% of the overall grade.

3. Class participation/attendance (25 points)

- a. Attendance will be taken every day (in one form or another). 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 may raise your participation grade while excessive absences and tardiness will result in a reduction of your participation grade. Exceptional participation may lead to extra credit points. Other tools used to assess your participation may include reading checks and pop quizzes. **We are scheduled to meet *in class* 37 times this semester. You will be awarded .54 of a point each day that you attend class and are marked present (e.g., sign the sign-in sheet). Attend every class and you will earn 20 points. The outstanding five points will be awarded based on the professor's subjective rating of each student's class participation.**
- b. 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 dates in the spring 2019 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.

c. Important note

- i Attendance accounts for ~4% of the overall point total
- ii A practical example: Five (5) absences equates to an 16% absentee rate!

CLASS REQUIREMENTS – GROUP

1. Analysis plan

- a. 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 12/6/2018 (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]):
 - i. A short description (i.e., a pitch) describing the parameters and goals of the study should be prepared by each team by 01/18/2019, which can be shared with any prospective organization.
 - ii. Written consent from an organization to allow your team to survey its individuals must be received by 01/25/2018.
 - iii. 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 02/08/2019.
 - iv. Survey items created and distributed via Qualitrics by 02/15/2019.
 - v. Data collection ends by 03/01/2019.
 - vi. Data “cleaned” and descriptive statistics estimated by 03/22/2019.
 - vii. Required figures created by 03/29/2019.
 - viii. Correlation matrix (including means and standard deviations) created and formatted by 04/05/2019.
 - ix. Post hoc statistical power analysis performed and reliability estimates calculated by 04/12/2019.
 - x. One page (two-page maximum), single-spaced project abstract due by 04/17/2019.

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 [$5 \times 10 = 50$ points]), or ~8% of the overall point total.

2. **Abstract/Summary (50 points, or ~8% of the overall point total)**

- a. The Abstract is due on 04/17/2019.
- b. 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. Note that the program will be shared with the College of Business and Economics and those who attend the poster session. The abstract should not exceed one page in length – font size = 11, font style = Times New Roman, and the document should be single-spaced. The abstract will contain five headings: (1) Purpose, (2) Design/Methodology/Approach, (3) Findings, (4) Implications, and (5) Originality/Value. Note that this format 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.

3. Business Research Methods Undergraduate Research Symposium (175 pts, ~29% of grade)

- a. The BRM URS will take place on 04/24/2019 during the scheduled class time and will be held in the Rhododendron Room in the Mountainlair.
- b. Each team (both individuals) is required to take part in the Business Research Methods Undergraduate Research Symposium (BRM URS, as in “yours”). 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 175 points; here is the breakdown:

i. Poster

1. The poster, which should be 36” × 48”, is worth 100 points. Each poster must include (1) an introduction (i.e., an abstract) (10 points), (2) a methods section (25 points), (3) a results section (25 points), (4) a discussion section (20 points), and (5) a properly formatted correlation matrix and at least one properly formatted figure (20 points). Each will be graded subjectively by the Professor. Points will be mostly deducted for formatting, clarity, and style issues. However, the Professor also reserve the right to deduct (and reward) points for novelty (i.e., how interesting/well done is the overall project).
2. Here are some important resources:
 - a. 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/>)
 - b. Suggestions for effective poster presentations can be found here: <http://www.siop.org/Conferences/18Con/Presenters/Poster.aspx>
 - c. A sample poster can be found on eCampus.

ii. Judges’ assessment

1. Faculty members and doctoral students from the College of Business and Economics will award teams up to 75 points based on the following:
 - a. Novelty (i.e., how interesting is the study) (15 points)
 - b. Overall description of the study (15 points)
 - c. Ability to answer questions (30 points)
 - d. Subjective rating by the judge (15 points)
2. The average of all team scores will determine each team’s score

4. Reproducibility assessment (25 points, or ~ 4% of overall grade)

- a. All project-related materials must be uploaded to a public project page on the Open Science Framework (<http://osf.io>) and the Professor must be able to perfectly replicate your results using the uploaded raw data and analytic script.

Given that your team must submit an abstract describing your research findings and also present these findings at the Business Research Methods Undergraduate Research Symposium, 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 9:30-5, and Friday 9:30-2. Schedule an appointment by stopping by room 347 or by accessing

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this website: <https://wvu.campus.eab.com/home> 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.

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DETERMINATION OF FINAL GRADE¹

Item	Point value	Cumulative point value
Exam 1	100	300 (INDIVIDUAL)
Exam 2	100	
Total participation	100	
- Homework (5 × 15 points each)		
- In-class participation (25 points)		
<hr/>		
Group project		300 (GROUP)
- Abstract/Summary (to be submitted on 04/17/2019)	50	
o Adheres to APA style (5 points)		
o Professionalism/clarity/completeness (45 pts)		
- Poster (to be submitted on 04/22/2019)	175	
o Introduction (10 points)		
o Methods (25 points)		
o Results (25 points)		
o Discussion (20 points)		
o Tables/Figures (20 points)		
o Judges' scores (75 points)		
- Analysis (each worth 5 points)	50	
o A short description (i.e., a pitch) describing the parameters and goals of the study should be prepared by each team by <u>01/18/2018</u> , which can be shared with any prospective organization.		
o Written consent from an organization to allow your team to survey its individuals must be received by <u>01/25/2018</u> .		
o Meeting summary and research questions and conceptual model with five substantive variables specified by <u>02/08/2019</u> .		
o Survey items created and distributed via Qualtrics by <u>02/15/2019</u> .		
o Data collection ends by <u>03/01/2019</u> .		
o Data "cleaned" and descriptive statistics estimated by <u>03/22/2019</u> .		
o Required figures created by <u>03/29/2019</u> .		
o Correlation matrix (including means, standard deviations) created and formatted by 04/05/2019.		
o Post hoc statistical power analysis performed and reliability estimates calculated by 04/12/2019.		
o One page, single-spaced project abstract due by 04/17/2019.		
- Open Science Framework	25	
o Upload survey items (5 points)		
o Upload analysis syntax (5 points)		
o Upload raw data (5 points)		
o Upload abstract/summary (5 points)		
o Reproducibility test (5 points)		

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.

GRADE SCALE

A	540 - 600 points
B	480 - 539 points
C	420 - 479 points
D	360 - 419 points
F	0 - 359 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 Virginia University regarding the definitions of acts considered to fall under academic dishonesty 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 improper 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](#), which prohibits discrimination based on race, color, religion, sex, or national origin.
2. [Title IX of the Education Amendments of 1972](#), which prohibits discrimination under any education program on the basis of sex, and which makes it the responsibility of all institutions of higher education to end sexual harassment and sexual violence.
3. [The Americans with Disabilities Act of 1990](#), which prohibits discrimination against people with disabilities.

West Virginia University Board of Governor's (BOG) Policies [31](#), [44](#), and [49](#), 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 CANCELEATION

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.

TENTATIVE COURSE SCHEDULE

****Schedule may change depending on a variety of factors – please be flexible****

Date	Week	#	Day	Topic/Reading Assignment	Notes Assignment Due Important Dates
1/7	1	1	M	No class	No class
1/9	1	2	W	Course introduction 1. Professor introduction 2. Student introductions 3. Syllabus 4. Course expectations	
1/11	1	3	F	Introduction to the Experiential Learning Project	Experiential Learning Project (ELP): Pick a partner
1/14	2	4	M	Module #1: The research process	
1/16	2	5	W	Qualtrics Workshop #1: Introduction	
1/18	2	6	F	R Workshop #1: The R-chitecture	ELP: Short “pitch” to share with prospective organizations that explains the project due at 11:59PM ET
1/21	3	-	M	NO CLASS DR. MARTIN LUTHER KING JR. DAY RECESS	NO CLASS
1/23	3	7	W	Module #2: Deciphering the research lingo	

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Date	Week	#	Day	Topic/Reading Assignment	Notes Assignment Due Important Dates
1/25	3	8	F	R Workshop #2: Setting the working directory and accessing a data file	ELP: Evidence of written consent (e.g., an email) from organization to survey its individuals due at 11:59PM ET HW #1 distributed
1/28	4	9	M	Module #3: Research design	
1/30	4	10	W	Module #4: Data collection methods	
2/1	4	-	R or F	NO CLASS Progress Report Day: Team Meetings with Jamie Regarding the Experiential Group Project	Each team must schedule a 30 minute meeting with me on Thursday (1/31) or Friday (2/1) HW #1 due by 11:59PM ET on Friday, 2/1
2/4	5	11	M	Module #5: Survey Design, Item Selection, and Measurement Issues	
2/6	5	12	W	Module #5 (continued): Survey Design, Item Selection, and Measurement Issues	
2/8	5	13	F	Module #5 (continued): Survey Design, Item Selection, and Measurement Issues	HW #2 distributed ELP: One page summary of consultation meeting with organization that explains research questions and model due at 11:59PM ET
2/11	6	14	M	Qualtrics Workshop #2: Preparing a questionnaire *“Good” vs. “bad” items	

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Date	Week	#	Day	Topic/Reading Assignment	Notes Assignment Due Important Dates
2/13	6	15	W	Qualtrics Workshop #2: Preparing a questionnaire *Explore the internomological network	
2/15	6	16	F	Qualtrics Workshop #2: Preparing a questionnaire *Finalize the data collection instrument	HW #2 due at 11:59PM ET ELP: Evidence that survey has been finalized and distributed via Qualtrics due at 11:59PM ET
2/18	7	17	M	Module #6: Sampling	
2/20	7	18	W	Module #6: Sampling	
2/22	7	19	F	R Workshop #3: Preparing your data	HW # 3 distributed
2/25	8	20	M	Module #7: Summarizing data	
2/27	8	21	W	Module #7 (continued): Summarizing data	EXAM 1 REVIEW SESSION Location: B&E 244 Time: 5:00 – 7:00PM
3/1	8	-	R or F	NO CLASS Progress Report Day: Team Meetings with Jamie Regarding the Experiential Group Project	Each team must schedule a 30 minute meeting with me on Thursday (1/28) or Friday (3/1) ELP: Evidence that collection has ended due on Friday, 3/1 by 11:59PM ET HW # 3 due at 11:59PM

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Date	Week	#	Day	Topic/Reading Assignment	Notes Assignment Due Important Dates
3/4	9	22	M	R Workshop #3 (continued): Preparing your data	EXAM 1 GOES LIVE BY 6:00PM ET
3/6	9	23	W	R Workshop #3 (continued): Preparing your data *Time to prepare data collected for ELP	
3/8	9	-	F	EXAM 1 DAY NO CLASS	EXAM 1 DUE BY 11:59PM ET
3/11	10	-	M	SPRING BREAK	NO CLASS
3/13	10	-	W	SPRING BREAK	NO CLASS
3/15	10	-	F	SPRING BREAK	NO CLASS
3/18	11	24	M	Module #8: Presenting data	
3/20	11	25	W	R Workshop #4: Calculating descriptive statistics	

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Date	Week	#	Day	Topic/Reading Assignment	Notes Assignment Due Important Dates
3/22	11	26	F	R Workshop #4: Calculating descriptive statistics *Time to calculate descriptive statistics for ELP	ELP: Data “cleaned” and descriptive statistics estimated due at 11:59PM ET
3/25	12	27	M	Module #9: Customer-centric science	
3/27	12	28	W	R Workshop #5: Visualizing your data	
3/29	12	29	F	R Workshop #5: Visualizing your data *Time given to create figures for ELP	ELP: Required figures created
4/1	13	-	M or T	NO CLASS Progress Report Day: Team Meetings with Jamie Regarding the Experiential Group Project	Each team must schedule a 30 minute meeting with me on Monday (3/31) or Tuesday (4/1)
4/3	13	30	W	R Workshop #6: Creating a correlation matrix	
4/5	13	31	F	R Workshop #6: Creating a correlation matrix	ELP: Correlation matrix created and formatted due by 11:59PM ET
4/8	14	32	M	Module #10: Validity and reliability	

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Date	Week	#	Day	Topic/Reading Assignment	Notes Assignment Due Important Dates
4/10	14	33	W	R Workshop #7: Estimating reliability	
4/12	14	34	F	R Workshop #8: Estimating statistical power	ELP: Report statistical power and reliability for each substantive variable
4/15	15	-	M	NO CLASS Progress Report Day: Team Meetings with Jamie Regarding the Experiential Group Project	Each team must schedule a 30 minute meeting with me on Monday (4/15) or Tuesday (4/16)
4/17	15	-	W	NO CLASS Progress Report Day: Team Meetings with Jamie Regarding the Experiential Group Project	Each team must schedule a 30 minute meeting with me on Tuesday (4/16) or Wednesday (4/17) ELP: Project abstract due by 11:59PM ET
4/19	15	-	F	NO CLASS SPRING HOLIDAY	NO CLASS
4/22	16	35	M	NO CLASS Final preparations for Business Research Methods Undergraduate Research Symposium	ELP: Upload all project materials to the OSF and submit poster
4/24	16	36	W	Business Research Methods Undergraduate Research Symposium (BRM URS)	Location: Rhododendron Room (Mountainlair) Time: 11:30AM – 12:20PM (Set up at 11:00AM) Attire: Formal EXAM 2 REVIEW SESSION Location: B&E 244 Time: 5:00 – 7:00PM
4/26	16	37	F	SEIs and wrap up	Mandatory attendance

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Date	Week	#	Day	Topic/Reading Assignment	Notes Assignment Due Important Dates
4/29	17	-	M	EXAM 2 GOES LIVE BY 12:00PM ET	Exam 2 goes live
5/3	17	-	R	EXAM 2 DUE BY 12:00PM ET (EXAM IS DUE AT NOON, NOT MIDNIGHT)	Exam 2 due

IMPORTANT DATES:

- Friday, January 11: Last day to register (add new courses)
- Monday, January 21: University closed for Dr. Martin Luther King Jr Day
- Friday, March 1: Mid-check grades due
- Saturday, March 9: Start of spring break
- Friday, March 22: Last day to drop a class
- Friday, April 19: University closed for spring holiday
- Thursday, April 25: Last day to withdraw from the university
- Friday, April 26: Last day of classes
- Monday, April 29: Start of finals week

You may earn 2% points extra credit in this class in by doing ONE of the following:

- Option A: Research participant. You may learn about and sign up for research participation opportunities in a variety of ways:
 - The Research Recruitment bulletin board located on the second floor in the Marketing Department--the Mike Walsh Bulletin Board.
 - Announcements in class or via your MIX email account.

If you participate in a study in person (in a research room), you will complete a Participation Record Slip which will be turned in to Marlene Guzy in the Dean's Suite (Room 443) by the person running the study. If your participation involves an online survey, you will need to follow instructions given to you to record your participation. In either case, you must complete this activity by 4:00 pm on Monday April 22, 2019. Please note that you can only get extra credit in one class each time you participate in a study. Whether through the Participation Record Slip or the online prompt, you will be asked to which course you want the extra credit applied (in the event that more than one of your classes provides this specific extra credit option).

You should also be aware of your rights and responsibilities as a subject. Be sure to carefully read the consent form you must sign for some studies and be sure that all of your questions about the study are adequately answered before you agree to participate. Some of your rights include the right to provide informed consent, the right to withdraw from studies without penalty, and the right to be free from harm. Your primary responsibilities include showing up promptly at the time you are scheduled and responding honestly and appropriately to the demands of the research study. The faculty, graduate students, and undergraduate research assistants in the College of Business and Economics devote much time and effort to the research studies you will be asked to participate in. They greatly appreciate it when you show up when scheduled and contribute to our knowledge about Business and Economics by participating in these studies.

- Option B: Wall Street Journal Article review: You are to select a Wall Street Journal article from the past 3 months and type a one-page double-spaced summary of the article and relate it to a topic covered in this course. The summary must be turned in to Marlene Guzy in the Dean's Suite (Room 443) by 4:00 pm on Monday, April 22, 2019. NOTE: Issues of academic integrity apply. Instances of academic dishonesty will be penalized as per university guidelines. The rules, rights and responsibilities surrounding academic dishonesty can be accessed at: <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/>.
- Option C: Attend a College of Business and Economics speaker event. A Participation Record Slip will be distributed prior to the lecture. You may receive only one slip, and may get extra credit in only one class for each lecture. Slips must be turned in at the end of the lecture to receive extra credit and you are required to type a one-page double-spaced summary of what was learned and how you evaluated the event. The summary must be turned in to Marlene Guzy in the Dean's Suite (Room 443) by 4:00 pm on Monday, April 22, 2019. NOTE: Issues of academic integrity apply. Instances of academic dishonesty will be penalized as per university guidelines. The rules, rights and responsibilities surrounding academic dishonesty can be accessed at: <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/>.

Please note that if you are enrolled in more than one course that is part of the Subjects Pool, then you must complete a different extra credit activity for each class. Additionally, there is no switching of extra credit from one class to another.