

Argosy University
COURSE SYLLABUS
B7001
Business Research Writing

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description:

This course provides a solid foundation necessary for academic writing. Topics include formats, literature reviews, citations, problem statements, research proposals, research questions, hypotheses, critiques of journal articles, evaluation of dissertations and dissertation abstracts, and writing for journals. The course is completed when the student, after completing all prior assignments, submits a finished article to an academic journal.

Course Pre-requisites: It is suggested that this course be taken early in the student's program.

Required Textbook:

Publication manual of the American Psychological Association. (2001). (5th ed.). Washington, DC: American Psychological Association (APA). ISBN: 1557987912

Cone, J. D. & Foster, S. L. (2006). *Dissertations and theses from start to finish.* (2nd ed.). Washington, D.C.: American Psychological Association (APA). ISBN: 1591473624

Creswell, J. W. (2009). *Research design: qualitative, quantitative, and mixed methods.* (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN: 1412965578

Pan, M. Ling. (2008). *Preparing literature reviews: Qualitative and quantitative approaches.* (3rd ed.). Pyczak Publishing, CA. ISBN: 1884585760

DISSERTATION PROCESS

Babbie, E. R. (2001). *The basics of social research.* Belmont, CA: Wadsworth Publishing. ISBN: 0-534-51904-0

Bryant, T. (2004). *The portable dissertation advisor.* Thousand Oaks, CA: Corwin Press. ISBN: 0-7619-4696-9

Butler, F.P. (1999) *Business research sources: A reference navigator.* New York: Irwin/McGraw-Hill. ISBN: 0-256-23003-X

Galvan, J. (1999). *Writing literature reviews*. Los Angeles, CA: Prczak Publishing. ISBN: 1-884585-18-3

Girden, E. (2000). *Evaluating research articles* (2nd Ed). Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-2214-8

Issac, S., & Michael, W.B. (1995). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences*. (3rd Ed.) San Diego, CA: EdITS. ISBN: 0-912-73632-1

Locke, L. F., Spirduso, W.W. & Silverman, S.J. (1993). *Proposals that work: A guide for planning dissertations and grant proposals*. (3rd ed). Newberry Park, CA: Sage Publications. ISBN: 0-716-91707-1

McNicol, A. & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association. ISBN: 1-55798-593-6

McNicol, A. & Pexman, P. M. (2003). *Displaying your findings: A practical guide for creating figures, posters, and presentations*. Washington, DC: American Psychological Association. ISBN: 1-55798-978-8

SURVEY DATA COLLECTION

Babbie, E. (1990). *Survey research methods*. Belmont, CA: Wadsworth Publishing. ISBN: 0-534-12672-3

ACTION RESEARCH

Stringer, E. T. (1999). *Action research*, 2nd ed. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-1713-6

Herr, K. and Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-2991-6

QUANTITATIVE ANALYSIS

Cramer, D. (1998). *Fundamental statistics for social research*. (2nd ed.) New York: Routledge. ISBN: 0-415-17203-9

Levine, M., Berenson, M., & Stephan, D. (1999). *Statistics for managers*. Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-020312-2

Sweet, S. (1999). *Data Analysis with SPSS*. Boston: Allyn & Bacon. ISBN 0-205-34057-1

QUALITATIVE METHODS AND ANALYSIS

Bogdan, R.C., & Biklen, S. K. (2003). *Qualitative research for education*. Boston: Allyn and Bacon Publishers. ISBN: 0-205-3755-61

Creswell, J. W. (2002). *Research Design: Qualitative, quantitative, and mixed methods*. Thousand Oaks, CA: Sage Publications ISBN: 0-761-92442-6

Creswell, J. W. (1997). *Qualitative inquiry and research design*. Thousand Oaks, CA: Sage Publications. ISBN: 0-761-90144-2

Delamont, S. (2001). *Fieldwork in educational settings: Methods, pitfalls, and perspectives*. Falmer Press. ISBN: 0-415-2483-7X

Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publications.

Merriam, S. & Associates (2002). *Qualitative research in practice*. San Francisco: Jossey-Bass Publications. ISBN: 0-7879-5859-6

Wolcott, H. F. (1990). *Writing up qualitative research*. Thousand Oaks, CA: Sage Publications. ISBN: 0-803-93793-8

Writing Textbooks:

E-Journals, Organizations, and Resources on the Web

<http://aera-cr.asu.edu/links.html>

<http://www.springeronline.com/sgw/cda/frontpage/0,11855,5-40406-0-0-0,00.html>

Webliography

Evaluating Internet Sources

<http://www.virtualsalt.com/evalu8it.htm>

Publication Guides

<http://www.aresearchguide.com/>

US Federal Government and links to State and Local

www.firstgov.gov

Government Printing Office Access

<http://www.gpoaccess.gov/index.html>

The Grantmanship Center

<http://www.tgci.com/>

National Council of University Research Administrators

<http://www.ncura.edu/>

Polaris Grants Central

<http://polarisgrantscentral.net/>

Proposal Writing and Research Development

<http://www.umass.edu/research/ora/dev.html>

Online multiple-language dictionaries

<http://www.alphadictionary.com/index.shtml>

The New Teacher's Guide to the U.S. Department of Education

<http://www.ed.gov/pubs/TeachersGuide>

ERIC

www.eric.ed.gov

Practical Teaching Ideas

www.ncte.org/teach

Education Resources

www.educationindex.com/educator

Statistical software is helpful for data analyses when they start writing their dissertations. *SPSS 11.0 FOR Mac OS* or *SPSS 13.0 Graduate Version*. Software for statistical analysis of data in table format. Able to compute parametric and non-parametric tests of significance compute effect size and create graphs or figures. Available at www.spss.com, at local college books stores (such as University of California), online campus bookstores or through E-Bay. About \$190

Endnote 8 for Students Only [*Endnote 7.0 for Mac*] Software to create reference databases, create and format in-text citations and reference lists. Available at Amazon.com for \$94.99.

<http://www.endnote.com/>

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

- 1. Research**
 - 1.1. **Performing** – Design, conduct, and justify applied research in a business context using appropriate methodology
 - 1.2. **Understanding** – Evaluate and apply existing theory and research to current business practice
- 2. Communication**
 - 2.1. **Oral** – Present orally, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context
 - 2.2. **Written** – Present in writing, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context using required format
- 3. Critical Thinking/Problem Solving**
 - 3.1. **Critical thinking** – Evaluate relevance of established theory to current business practice and identify gaps in current literature
 - 3.2. **Problem Solving/Decision Making** – Given a business situation, diagnose the underlying causes of the situation, evaluate possible solutions, in relation to underlying business theory and determine and defend appropriate course of action
 - 3.3. **Information Literacy** - Conduct an exhaustive literature search from a variety of sources, evaluate the credibility of the sources, and apply that information to create new knowledge
- 4. Team**
 - 4.1. **Leadership** - Conduct an exhaustive literature search from a variety of sources, evaluate the credibility of the sources, and apply that information to create new knowledge
 - 4.2. **Collaboration** - Given a case study or business situation collect, assimilate, and disseminate the views of stakeholders
- 5. Ethics**
 - 5.1. **Ethics** - Given a case study or business situations, evaluate the ethical dimensions of decision situations and personal, social, and corporate responsibility not absolved by market forces
- 6. Diversity**
 - 6.1. **Diversity** - Given a case study or business situation evaluate the multicultural dimensions of decision situations and multicultural solutions to business situations

Course Objectives:

1. Synthesize professional writing techniques and mechanical skills to construct a scholarly and professional academic journal article utilizing APA (American Psychological Association 5th Edition—most recent edition) style and format. (Program Outcomes 1.1, 1.2, 2.2, 3.3)
2. Compose an original, clear, and concise research proposal containing the following components: a succinct executive summary, problem statement, hypothesis and/or objective, work plan, and summary. (Program Outcomes: 1.2, 2.2, 3.1, 3.3)
3. Critically analyze professional journal articles, dissertations/dissertation abstracts, and research studies and literature. (Program Outcomes: 1.1, 1.2, 3.1, 3.3)
4. Compile related professional and research literature using electronic information databases. (Program Outcomes: 1.1, 1.2, 3.3)
5. Identify and examine the ethical issues of professional business writing and research; apply ethical business writing standards to your own professional writing in a manner that is free of bias and opinion as well as plagiarism. (Program Outcomes: 1.2, 2.2, 3.1, 5.1)

Assignment Table

| Module | Module Topics | Readings | Assignments |
|---------------|--|---|--------------------|
| 1 | Introduction to Business Research Writing Overview of the Research Process Research Topics Research Questions Literature reviews What are dissertations and theses and why write a book about them? | Cone and Foster Chapters 1, 2, & 3 APA Chapters 1 and 3 Creswell Chapters 1, 2 & 3 | |
| 2 | Reviewing the | Pan, M. Ling | |

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|----------|---|--|--|
| | <p>Literature on a Chosen Topic</p> <p>Selecting a Topic</p> <p>Writing a Problem Statement</p> <p>Critiquing the Literature</p> | <p>Chapter 1, 2 & 3</p> <p>Cone & Foster Chapters 4, 5, and 7</p> <p>APA Chapters 2 and 3</p> <p>Creswell Chapters 4 & 5</p> | |
| 3 | <p>Article Critique</p> <p>Plagiarism</p> <p>Empirical Literature Review</p> <p>APA Style</p> | <p>Cone and Foster Appendices B and D</p> <p>APA Chapter 3 Appendices</p> <p>Creswell Chapters 6 & 7</p> | |
| 4 | <p>Dissertations Sections</p> <p>Introduction/Research Statement</p> <p>Literature Review</p> <p>Methodology</p> <p>Findings</p> <p>Conclusions</p> <p>Appendices</p> | <p>Pan, M. Ling readings TBD by Instructor</p> <p>Creswell Chapters 8 & 9</p> | |
| 5 | <p>Research Paper Sections</p> | <p>Creswell Chapters 10 &</p> | |

| | | | |
|----------|--|---|--|
| | <p>Title Page</p> <p>Table of Contents and Abstract</p> <p>Introduction and Review of Literature</p> <p>Methodology and Findings</p> <p>Conclusion</p> | 11 | |
| 6 | <p>Hypothesis</p> <p>Topic Variables</p> <p>Action Research- What is it and why is it appropriate for scholar-practitioners.</p> | <p>Cone and Foster Chapter 6</p> <p>APA Chapter 4</p> <p>Articles TBD by Instructor</p> | |
| 7 | <p>Write draft of paper/article</p> | <p>Cone & Foster Chapters 10 and 11</p> | |
| 8 | <p>Course Summary</p> <p>Short presentation of Papers</p> | <p>Articles TBD by Instructor</p> | |

Grading Criteria

Grading Scale

Grading requirements

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|-----------|--------------|
| A | 100 – 93 |
| A- | 92 – 90 |
| B+ | 89 – 88 |
| B | 87 – 83 |
| B- | 82 – 80 |
| C+ | 79 – 78 |
| C | 77 – 73 |
| C- | 72 – 70 |
| F | 69 and below |

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|---------------------------------|-------------|
| <i>Attendance/participation</i> | <i>15%</i> |
| <i>Weekly Assignments</i> | <i>30%</i> |
| <i>Final paper</i> | <i>35%</i> |
| <i>Optional</i> | <i>10%</i> |
| <i>Optional</i> | <i>10%</i> |
| | <i>100%</i> |

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.