



**ECO 595.81E: Applied Business Research**

**Syllabus: Fall 2017**

Instructor: Dr. Gregory G. Lubiani

Office: BA 102C

Office Hours: Monday & Thursday 10:00 a.m. – 11:00 pm, Tuesday 2:30 – 3:30 pm, or by appointment (BA 102C)

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Course Meeting Times: Mon. 6:15 – 8:55 pm; UCD

Required Text: Zikmund, W., Babin, B., Carr, J., & Griffin, M. **Business Research Methods**, 9th edition

**Course Description:**

This course is designed to investigate the techniques of the research process as applied to business, finance and economics. Experience is gained in defining research problems, designing a research project, and in collecting, analyzing, recording, and interpreting data. Particular emphasis is given to communicating findings to senior managers in a concise written and/or verbal format.

## Course Objectives

- Students will demonstrate the ability to develop a research plan including a problem statement, hypotheses, related literature, and methodology.
- Students will learn how to write concise digests of the key insights from research findings in a manner that senior managers will be able to use.
- Students will demonstrate the ability to use appropriate secondary data to solve business problems.
- Students will develop an appreciation for the importance of quantifying business decisions.

## Instructional Methods

- Class participation & discussions
- Lecture w/ PowerPoint Slides
- Assigned readings
- Student presentations / teaching
- Research paper
- Group work w/ presentations
- Video
- Exam

Grading: Each student's grade will be comprised of a final exam (20%), a research prospectus (20%), two group projects (15% each), a short paper (15%), and classroom attendance/participation (15%).

Grading Scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

## **Late Assignment Policy:**

Late assignments will accrue a penalty of 10 points per day the assignment is late. An assignment is considered one day late if it is submitted past the identified due date/time. It is considered two days late if it is submitted any more than 24 hours past the identified due date/time, and so forth. This includes weekends! Once an assignment is more than 10 days late, it will become a zero and will not be accepted for credit.

If a student wants an extension for an assignment, this must be received no less than 48 hours before the assigned due date/time. Extensions are not guaranteed, and are at the discretion of the instructor. Extensions may include a late penalty.

### *Group Projects (15% each):*

Each student will choose partners (groups of 5) for the two group projects this semester, and notify the course instructor by 9/10. These will include a case study presentation on 10/9, and a data analysis presentation on 11/20. The details of each are listed below:

#### Case Study: October 9<sup>th</sup>

Students will be asked to work on a business case, assigned by the professor, and provide thoughtful solutions. The group will present the case and proposed solutions to the class on 10/9. The presentation should last no longer than 20 minutes.

#### Data Analysis: November 20<sup>th</sup>

Students will be assigned a published data analysis from a peer-reviewed journal. All studies assigned use publicly available data. Each group will be responsible for finding and acquiring the publicly available data as a necessary step in the data analysis, providing real-world data acquisition experience to the group. Using Excel, each group should first examine the data to determine if it does, indeed, correspond to the data findings of the assigned study. Also, each group should then seek to go beyond what was initially accomplished by the original authors. This can include using additional data and alternative estimation methods, among other possibilities. The group will present the analysis to the class on 11/20. Students will submit the Excel file used, including the data, graphs, and analysis output. Students may use another statistical software package if desired (e.g. SAS, STATA, SPSS), but must still submit all files. The presentation itself should last no longer than 20 minutes.

### *Research Prospectus (20%): December 11<sup>th</sup>*

You will select a research problem and prepare and turn in a prospectus indicating the background of the problem, the problem statement, the purpose of the study, the study's hypothesis(es), the methodology to be employed in the study and a review of the literature pertaining to the problem. In a Prospectus--a plan to do research--you do everything except collect and analyze the data. You will first submit a topic proposal on

9/25. You will also submit a first draft on 11/20 for peer review (15%). Completed peer reviews must be returned by 11/27. The final paper should follow APA formatting guidelines, and should not exceed 2,000 words (not including cover page, tables, references, and appendices). While some internet sources are acceptable, refereed academic journals should be the primary reference sources. The final papers are due on 12/11 (85%).

*Short Paper (15%):* September 25<sup>th</sup>

Students will submit a one page summary on a current issue (80%), related to the topic chosen for the research prospectus. It is important to stress the importance of the issue, the challenges / opportunities involved, and plan for further research / action. The student will also present this to the class, with the presentation lasting no more than 5 minutes (20%).

*Classroom Participation (15%)*

Students will be expected to read the assigned material before the class and come prepared to actively discuss it as part of the attendance / participation grade. Students must not be passive in this course. More than before, each student should engage in classroom learning through respectfully asking questions and reflecting on the material with other class members. It is the goal to cover all of the material listed below. However, this might be reduced if time doesn't permit.

Student participation will be evaluated based on attendance (on time), preparedness (have read all articles and materials), and engagement (respectful participation in class reflections on subject matter and applications). Just as it will be when you begin your career, showing up on time is a base-level expectation and, alone, will not earn you a glowing review (e.g. a grade of 100% for the semester). **You must demonstrate additional value through your actions in the classroom.**

### **General Comments:**

1. Turn off your cell phones before coming to class. This is a classroom environment. It is disruptive to the class and disrespectful to the instructor to have a cell phone ring in the middle of class. Please double check before you come to class.
2. Texting, the use of a computer for purposes not related to class, reading of newspapers, sleeping, or any other distraction will not be tolerated.
3. Each student is expected to check his/her **university** e-mail (e.g. [rt42@tamcu.edu](mailto:rt42@tamcu.edu)) frequently for course announcements. E-mails **will not** be sent to personal e-mail addresses (e.g. [goldlion@yahoo.com](mailto:goldlion@yahoo.com)). This is to ensure privacy.
4. You will most likely need a calculator for this course. A standard calculator should be sufficient. A graphing calculator is not necessary.

## **ACCESS AND NAVIGATION**

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo. <http://www.tamuc.edu/myleo.aspx> You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>

## **COMMUNICATION AND SUPPORT**

- The best way to contact me outside of the classroom is by email, or to come by my office during office hours. I will reply to emails as quickly as possible. Please put the course number 'ECO 595.81E' in the subject. Missing course numbers in the subject can seriously delay the response time.
- Please allow up to 24 hours during weekdays and 48 hours during weekend for me to reply. If you do not hear from me within that time frame, you can resend your email or call me at 903-886-5172 (leave a message if not answered).

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance in Webinar or through email.

### **University Specific Procedures Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette  
<http://www.albion.com/netiquette/corerules.html>

### **ADA Statement Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

## **Website: Office of Student Disability Resources and Services**

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule

34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## Tentative Schedule

| Week            | Text                       | Details                       |
|-----------------|----------------------------|-------------------------------|
| Week 1 (8/28)   | Syllabus; Intro            |                               |
| Week 2 (9/4)    | Excel Training             | Online (Labor Day)            |
| Week 3 (9/11)   | Chapters 1-5               |                               |
| Week 4 (9/18)   | Chapters 6-8               |                               |
| Week 5 (9/25)   | Short-paper presentation   | Research Prospectus Topic due |
| Week 6 (10/2)   | Chapters 9 - 12            |                               |
| Week 7 (10/9)   | Case Study                 |                               |
| Week 8 (10/16)  | Chapters 13 - 15           |                               |
| Week 9 (10/23)  | Chapters 16 - 18           |                               |
| Week 10 (10/30) | Chapters 19 - 21           |                               |
| Week 11 (11/6)  | Work on Prospectus         |                               |
| Week 12 (11/13) | Chapters 22 - 25           |                               |
| Week 13 (11/20) | Data Analysis Presentation | Research Prospectus draft due |
| Week 14 (11/27) | Review                     | Peer Reviews returned         |
| Week 15 (12/4)  | Final Examination          |                               |
| Week 16 (12/11) | Research Prospectus due    |                               |

Note: All assignments are due by 6:00 PM CST on the date shown



## **Group Presentation Evaluation**

1. Was the group dressed appropriately?
  
3. Did the group provide a good background of the issue?
  
4. Was the information presented clearly and flow well from one slide to the next?
  
6. Was the class engaged? Did the group interact with the class during the presentation? Did the audience ask questions?
  
7. Was the PowerPoint / Prezi presentation put together well? Did it aid in the demonstration?
  
8. Was the appropriate content presented? How thorough was the group?
  
9. What was the overall feel of the presentation? Did the audience come away with a good takeaway? Did each speaker carry himself/herself well?

Additional Comments

## **Guided Rubric for Peer Review**

(For each, provide helpful comments and rate on a 1 to 5 scale: 1= Poor & 5 = Excellent)

1. How well did the author justify the importance of the issue?
2. How well did the author objectively evaluate all sides of the issue?
3. How would you rate the overall flow and organization of the paper? Was the organization logical? Did ideas flow and connect in an effective way?
4. How would you rate the overall writing of the paper? Were sentences and paragraphs constructed well? Would you consider the writing style appropriate?
5. How would you rate the paper in terms of grammar and errors? Did it appear to be proofread effectively?
6. Did the author do a good job of using primarily scholarly references throughout the paper?
7. How well did the paper achieve the goals of the assignment as stated in the assignment description?
8. What grade would you assign the paper in its current form? (Note: This question doesn't require a 1 to 5 rating)

Additional Comments: