



ECO 595.01W: Applied Business Research

Syllabus: Spring 2018

Instructor: Dr. Gregory G. Lubiani

Office: BA 102C

Office Hours: Monday & Tuesday 11:00 a.m. – 12:00 pm, Thursday 5:00 – 6:00 pm, or by appointment (BA 102C)

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Course Meeting Times: Online

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 papers w/ presentations
- Group work w/ presentations
- Video
- Exam

Grading: Each student's grade will be comprised of a final exam (25%), two group projects (15% each), two short papers (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):

For all presentations listed below, students should embed audio into the PowerPoint file and submit it to the instructor by the assigned deadline.

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: March 8th

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: April 26th

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.

Individual Short Papers (15% each):

Short paper 1 (February 15th): Students will review a published peer-review research paper and write a research proposal based on the paper. Each student will submit a one page review, and present to the class. The presentation should last no more than 5 minutes.

Short paper 2 (April 5th): Students will pick a research topic of your own and write an abbreviated version of a research proposal similar to the one on page 124. Each student will submit a one page review, and present to the class. The presentation should last no more than 5 minutes.

Participation (15%)

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.

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, meeting deadlines 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 as part of the course.**

Note: *Each student is required to meet with the instructor by phone or video conference, through SKYPE, at least once during the course of the semester. This will count as ten points on the participation grade.*

Online Commitment Expectations:

Participants are expected to log on to the course 4-5 days per week to complete the required assignments, though it is highly recommended that you log on every day. Try to let 48 hours be your maximum absence from the course. Doing so will not only greatly enhance your chances for success in the course, but also the learning experience for everyone involved.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your professor know as early as possible.

Netiquette

The discussion boards are created to provide an opportunity for students to actively engage in meaningful conversation on a particular topic or issue. You are encouraged to provide your honest viewpoint, but be respectful of the views of your classmates.

Do's

1. Do use correct grammar and spelling.
2. Do read the prompt, reflect on what you would like to say, and review what you've written before posting!
3. Do respect the privacy, beliefs, and opinions of your classmates.
4. Do challenge each other's ideas but not each other personally.
5. Do remember to treat others as you would want to be treated.
6. Do stick to the discussion prompt at hand when posting to a forum.
7. Do use humor and sarcasm carefully. Students cannot see your facial expressions or hear any voice inflections.

Don'ts

1. Don't type in ALL CAPS. This is regarded as shouting.
2. Don't rant or rage. This is not the place to vent your anger or start a fight.
3. Don't make inappropriate comments. Objectionable, sexist, or racist language will not be tolerated.

In the discussion forums you will post assignments and discuss your work with others in the class or in your groups. These are public forums, so whatever is posted can be seen by everyone in the course, including the instructors. If you want to send a private message, use individual email. The Class Lounge discussion forum is a public space for conversation with your classmates on any topic or question.

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) frequently for course announcements. E-mails **will not** be sent to personal e-mail addresses (e.g. 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.

Your myLeo email address is required to send and receive all student correspondence. Please email 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

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 (2/1)	Syllabus; Chapters 1-5	
Week 2 (2/8)	Chapters 6-8	
Week 3 (2/15)	Short-paper 1	All files for first short paper to be submitted
Week 4 (2/22)	Excel Training 1	
Week 5 (3/1)	Chapters 9 - 12	
Week 6 (3/8)	Case Study	All files for case study to be submitted
Week 7 (3/15)	No Class	Spring Break
Week 8 (3/22)	Chapters 13 - 15	
Week 9 (3/29)	Chapters 16 - 18	
Week 10 (4/5)	Short-paper 2	All files for second short paper to be submitted
Week 11 (4/12)	Excel Training 2	
Week 12 (4/19)	Chapters 19 - 21	
Week 13 (4/26)	Data Analysis Presentation	All files for data analysis to be submitted
Week 14 (5/3)	Chapters 22 - 25	
Week 15 (5/10)	Final Examination	

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

Group Presentation Evaluation

1. Did the group provide a good background of the issue?
2. Was the information presented clearly and flow well from one slide to the next?
3. Did the group interact with the audience during the presentation? Was the audience engaged?
4. Was the PowerPoint / Prezi presentation put together well? Did it aid in the demonstration?
5. Was the appropriate content presented? How thorough was the group?
6. 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: