



To access COVID-19 information, please visit the [Stay Healthy Lions Webpage](#).

## **CID 347 Research Methods COURSE SYLLABUS -**

### **INSTRUCTOR INFORMATION**

Instructor: Rodney Cooper-Sweat, PhD  
Office Location: Online  
Office Hours: Email or Telephone or Virtual by Appointment Office  
University Email Address: Rodney.Cooper-Sweat@tamuc.edu  
Preferred Form of Communication: **Email Communication**  
Response Time: 24 hours

### **COURSE INFORMATION**

#### **Materials & Textbook**

No additional materials or textbook are required for this course, all the relevant readings and supplemental texts will be provided inside the course shell.

### **ORGANIZATION LEADERSHIP PROGRAM DESCRIPTION**

The Bachelor of Applied Arts and Sciences in Organizational Leadership (ORGL) degree is a competency-based program that prepares innovative leaders for employment in an increasingly technological and global society. This program provides opportunities for students to receive credit for what they know and can do already, allows them to accelerate completion of their degree, and — because it is fully online — students are able to plan their study schedule around the rest of their day to complete the coursework.

### **COURSE DESCRIPTION**

The course is an introduction to the two main categories of research methodology-- quantitative and qualitative research--and their related components, to include sample or case selection procedures, data gathering techniques, data analytical procedures. Some references are made to the mixed methods (combining both quantitative and qualitative) as well.

## **STUDENT LEARNING OUTCOMES**

Completion of this course provides the student with the knowledge to:

1. Students will be able to identify in writing the key differences between qualitative and quantitative research.
2. Students will be able to describe in writing the main differences between the research methods used in qualitative and quantitative research.
3. Students will be able to identify at least five research methods associated with both qualitative and quantitative research.
4. Students will be able to provide examples of experiments/data collection techniques used in both qualitative and quantitative research.
5. Students will be able to describe a business and/or real-life example of where/when research methods may be used.

## **COURSE COMPETENCIES**

- 1) An understanding of the purpose of research.
- 2) An understanding of the basic differences between quantitative and qualitative research, their advantages and disadvantages, and their applications to the discovery of new information or knowledge.
- 3) An understanding of how case selection, data gathering, and data analysis work in both quantitative and qualitative research traditions.
- 4) An understanding of research related terminology and concepts.
- 5) An understanding and appropriate application of research techniques in business and real-world scenarios.

## **REGULAR AND SUBSTANTIVE COURSE INTERACTION**

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

## **COURSE REQUIREMENTS**

**Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

### **ASSESSMENT**

Students must achieve 80% or higher for the both the posttest and culminating project to demonstrate competency and pass the course.

#### **Course Pre-test**

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. The pre-test is required before you begin studying course materials. If you do not make at least 80% on the pretest, students will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project.

<b>Content</b>	<b>Description</b>	<b>Value</b>	<b>Notes</b>
Pre-test	This is the initial assessment in the course to provide a baseline understanding of a student's knowledge of the course content and competencies. Pretests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator.	100 points	Required before completing any other work in the course. The grade on the pre-test does <b>not</b> count in the final grade for this course.

#### **Learning Objective Essays**

A brief short-answer item that the student submits to the instructor that requires students to synthesize and apply the concept, theory, process, etc., introduced in the Learning Objective Module. Essays are submitted to the instructor and do not require comments or "discussion" with other students in the course. The essay are 5 points each and used to evaluate student progress of understanding.

#### **Learning Objective Quizzes**

A brief assessment at the end of each module that is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module.

### Course Post-test

The end-of-course comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course. A **score of 80% or higher is required** to demonstrate competency.

Content	Description	Value	Notes
Post-test	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions.	100 points	Required and you must score 80% or higher. You have up to three attempts. <b>DUE: Last day of week 7, Friday by 11:59 PM CST</b>

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. If the posttest score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term. Students who fail the posttest should review feedback from the instructor before reattempting the posttest.

### GRADING

**Writing Assignments** (30% of your grade) (6 assignments, 2 paragraphs in length, no less than 200 words, are mandatory, not voluntarily, and will be graded by the instructor)

Paper 1: Concepts of Research (5 points)

Paper 2: Experimentation or Experiments (5 points)

Paper 3: Ex Post Facto Studies (5 points)

Paper 4: Quantitative Data Gathering and Analysis (5 points)

Paper 5: Qualitative Research (5 points)

Paper 6: Qualitative Data Gathering and Analysis (5 points)

**Posttest** (70% of your grade), maximum of 3 attempts, highest score will be recorded.

Final grade is the total from your writing assignments and posttest.

### Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

### TECHNOLOGY REQUIREMENTS

## LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

### Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

**All emails from students should include:**

- **Course name and subject in the subject line (ex. ORGL 3322 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

## **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.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### **TAMUC Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty Policy](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

### **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 Statement

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 the [Carrying Concealed Handguns On Campus](#) document 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.

### COURSE OUTLINE / CALENDAR

Learning Objectives and Competencies	Assignments
LO1: Identify in writing the key differences between qualitative and quantitative research. <ul style="list-style-type: none"><li>● Competency 1</li><li>● Competency 3</li></ul>	Read the material for the week. Answer any discussion questions. Complete the module quiz.
LO2: Describe in writing the main differences between the research methods used in qualitative and quantitative research. <ul style="list-style-type: none"><li>● Competency 1</li><li>● Competency 2</li></ul>	Read the material for the week. Answer any discussion questions. Complete the module quiz. (recommended)
LO3: Identify at least five research methods associated with both qualitative and quantitative research. <ul style="list-style-type: none"><li>● Competency 4</li><li>● Competency 5</li></ul>	Read the material for the week. Answer any discussion questions. Complete the module quiz. (recommended)

<p>LO4: Provide examples of experiments/data collection techniques used in both qualitative and quantitative research.</p> <ul style="list-style-type: none"> <li>• Competency 3</li> <li>• Competency 4</li> <li>• Competency 5</li> </ul>	<p>Read the material for the week. Answer any discussion questions. Complete the module quiz. (recommended)</p>
<p>LO5: Describe a business and/or real-life example of where/when research methods may be used.</p> <ul style="list-style-type: none"> <li>• Competency 1</li> <li>• Competency 5</li> </ul>	<p>Read the material for the week. Answer any discussion questions. Complete the module quiz. (recommended)</p>
<p>LO6: Identify knowledge of the differences in qualitative and quantitative research methods, uses, and real-life scenarios for usage.</p> <p>Demonstrate Competencies 1 - 5 in completion of a post-test</p>	<p><b>Complete the Post-test.</b></p>