Arkansas Tech University

PS 3143 Applied Professional Research

Instructor: Fred Prasuhn, PhD

This syllabus is tentative and subject to change. Students will be notified of any changes.

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Course Description

This course will provide an overview of professional research fundamentals, including instruction in applying citations and appropriate statistics in professional settings. Topics covered will include but are not limited to different types of research, the research process, ethics in research, reference citation models, and statistical concepts.

Required Course Texts – All Text Provided Via the ATU Library

Ayiro, L. (2012). *A functional approach to educational research methods and statistics qualitative, quantitative, and mixed methods approaches*. Lewiston: The Edwin Mellen Press.

Guthrie, G. (2010). *Basic research methods*: *An entry to social science research*. New Delhi, India: Sage Publications Pvt. Ltd.

Walliman, N. (2010). *Research methods: The basics*. London: Taylor & Francis.

Optional

Publication manual of the American Psychological Association. (2009). (6th ed., 2nd or later printing). Washington, D.C.: American Psychological Association.

Justification for the Course

This course examines different aspects of research as it relates to business or industry. By understanding how to conduct research, being able to comprehend the data, and using the proper methods to present the findings, this will prepare the student to conduct research in a professional setting.

	Course Objectives
	Upon completion of this course with a grade of "C" or above, the student will be able to:
1	define the concept of research in an applied context.
2	identify and apply the fundamental concepts and steps in the research process.
3	demonstrate an understanding of types of variables, levels of measurement, reliability, validity, sampling, and statistical significance.
4	gain a familiarity of types of research, including descriptive, historical, correlational, qualitative, true experimental, and quasi-experimental.
5	identify and evaluate ethical issues that may arise in professional research.
6	synthesize information from authoritative sources into a comprehensive literature review.
7	develop a research proposal based on the results of a needs assessment and supporting information from research literature.
8	demonstrate the ability to correctly apply reference citations in APA format.

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through video lectures, assigned and supplemental readings, PowerPoint presentations, and media on assigned topics, on-line discussions, and individual assignments.

Technology Competencies
Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of PowerPoint), on-line research, email, Blackboard, discussion board postings, and list-serve knowledge.

Class Lectures
Class lectures are made available in each module. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab.

Assessments
Assignments
Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the respective learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board
Each module there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post for each module by 11:59 p.m. Central Time three days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

All discussion posts have 2 due dates! Your (1) personal original posting as noted by the assignment due date (see course calendar) and (2) your responses/discussions with peers date. The 1st and 2nd posting (your responses to questions, asking questions, and the like) are noted on Blackboard Calendar. Responses and discussions are open until the end of the module. Remember, this is a discussion board: think, share, learn, ask questions. Treat it like a large text message conversation. I suggest that you subscribe, or check, each discussion forum daily. There may be information you find useful and you may have questions asked of you; you should respond in the spirit of learning and discussion.

E-mail/Discussion Board Decorum
This is an online course. Therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period.

Grading Summary

Discussion	60 points
Exercises/Quizzes/Exams	260 points
Assignments	180 points
Total	**500 points**

Grading Scale

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

Returning of Assignments
I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

*Discussion Board***:** Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency. The discussion board will be made unavailable at 11:59PM on the due date.

*Assignments, Exercises, and Quizzes***:** Any assignment not submitted by the due date will not be accepted unless you have contacted me and worked out approval and arrangements beforehand. If there is a documented emergency, you need to contact me with copies of your documentation and to make arrangements for make-up due dates.

*Midterm and Final***:** The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.

Course Policies
Academic Misconduct
University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments
If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance unless there are extenuating circumstances.

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.

It is your responsibility to contact the instructor when you participate in the online class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- [Link to Disability Services](#)
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA

may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375   TTY Service: (479) 964-3290

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

Appendix

THIS IS AN ONLINE COURSE

Although there is no scheduled classroom time, you are expected to check in at least 4 times a week and respond to any announcements, messages, and other communications. Yes, I do understand that you have work, family, and social obligations outside this course. I do know, first hand, the balancing act required to complete college level courses while having family, work, and life. I earned my M.Ed. 100% online while working a full time job. However, you decided to enroll in the course. Thus, it is your responsibility to take control of your learning and schedule time and resources to complete the course work. It is amazing how we find time for the elements in our life that we value and have made a commitment.

I DO NOT SCHEDULE WORK AS OTHER INSTRUCTORS MAY

A tentative course calendar is made available to you. Official due dates are maintained on the Blackboard Calendar. You will find that I may something scheduled midweek. This does not mean you must work on the assignment midweek. You may complete your work accordingly. The assignment is due midweek. This is especially important for discussion postings and to allow for work that is sequential in nature.

I use the Blackboard Calendar as the official course calendar. I do provide a document version that reflects deliverables and due dates at the beginning of the term. The document version is only a guide as the official due dates are noted in the Blackboard Calendar.

YOUR COURSE GRADES

Your course grades are based on the quality of your work in similar fashion to any work setting, meeting deadlines, providing quality work, and interacting with others. A tentative schedule is provided to keep the class moving along through the term. Therefore, no late work is accepted. Unless announced, all work is due by 23:59/11:59 pm Blackboard server time on the scheduled date. It is your responsibility to read the materials, complete trainings, and ask questions when you are not able to resolve any issue from the text. I am here to help you in this journey. I do attempt to provide you with the information and tools you need to successfully complete the tasks and course. As we are not in a classroom environment, I am not able to read body language and respond. It is up to you to contact me.

ONLINE ATTENDANCE

As with a job, your attendance and work submission does affect your course grade. We are not in a traditional classroom setting. I cannot take physical count of your time. I can, though, monitor you log ins, your time, and accessibility to content. If you are not spending active time in Blackboard, I begin to

wonder about your participation in the course and your subsequent work. You are expected to check in at least 4 times a week and respond to any announcements, messages, and other communications.

YOUR WORK
- You chose to register for an online course. This means that you are responsible for technology and internet connectivity. Additionally, it requires you to use appropriate technology and software that permits your participation in the course.
- I do not accept late submissions. A tentative schedule is provided at the beginning of the course. The official course calendar is the Blackboard Calendar. The dates there are directly linked to each task in the course. If any changes are needed I will make an announcement.
- It is strongly suggested that you work ahead of schedule. As you know, life events, work requirements, family, and so forth demand your time and attention in addition to your commitment to your education.
- Technical issues do occur. It to your advantage for you to work ahead of the schedule. This provides a buffer for those unseen instances that take you away for your course work. The extra time also allows you to ask questions of me so we can chat about questions you have or support you need.

COMMUNICATIONS

- I am an off-campus instructor. I use Blackboard and email to assist you and to communicate directly.
- Please email if you need to meet. I will return an appointment link where you can schedule a time to meet. We will talk by phone. If we need to collaborate more, then I will arrange for an online meeting room for us to use. You will need to have the technology and skills to access and operate the platform.
- Please familiarize yourself with Blackboard Collaborate Ultra. You may need to install plugins. You may need to contact tech support for assistance. Blackboard also provides good information in the help section. Blackboard has YouTube videos that are beneficial.
- It is up to you to know how to use Blackboard Collaborate Ultra before our appointment. I suggest that you make certain that you have a good internet connection, a headset, and no background noise or distractions.

CLOSING THOUGHTS

I look forward to our course together. I am a strong advocate for online learning. I also learn from you as you ask questions or make suggestions for future course renderings.

Communication is key since physical distance separates us. Plan ahead. Work ahead. We will make it to the end of this course.

Discussion Forum Grading Rubric

	Exceeds	Expected	Insufficient	Inadequate
Initial Response to Discussion Board & Responses to Others	Student shows an understanding of the concepts covered in the learning module. Student demonstrates material was read and the ability to apply that material in a practical setting. Student uses firsthand experience and references the readings when responding.	Student shows an understanding of the concepts covered in the learning module. Student demonstrates material was read and the ability to apply the material in a practical setting.	Student shows material for the learning module was read, but does not demonstrate a solid understanding of the material nor the ability to apply the material in a practical setting.	Student does NOT show material for the learning module was read. Student does not respond to the question.
	Student responds to others in a way that advances learning. This includes offering advice, asking follow up questions, providing an alternate viewpoint, acknowledging shared experiences, etc. Student uses at least two of the above methods to advance learning.	Student responds to others in a way that advances learning. This includes offering advice, asking follow up questions, providing an alternate viewpoint, acknowledging shared experiences, etc. Student uses at least one of the above methods to advance learning.	Student responds to others, but does not advance learning in a substantive way.	Student responds to others using simple statements of agreement (e.g., I agree; You are right; Great post). Student does not respond to others.
Grammar & Following Directions	No grammatical mistakes made.	No more than **2** grammatical mistakes.	No more than **4** grammatical mistakes.	More than **4** grammatical mistakes.
	Student posts above the 3 (1 initial response, 2 responses to classmates) minimum required posts for the week. Student posts initial response early in the week. Student meets all deadlines.	Student meets the minimum required posts for the week. Student posts initial response by Thursday deadline. Student posts all responses by Sunday deadline.	Student meets some requirements and deadlines for the week, but not all.	Student does not meet any requirements or deadlines for the week.