

Arkansas Tech University

PS 3143 Applied Professional Research

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

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Office Hours: Virtually by appointment.

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

Salkind, N. (2012). *Exploring research* (8th ed.). Upper Saddle River, NJ: Pearson Education Inc.

Optional

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

Supplemental Reading List

Booth, W., Colomb, G., & Williams, J. (2008). *The craft of research* (3rd ed.). Chicago: The University of Chicago Press.

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles: Sage.

Leedy, P. & Ormrod, J. (2010). *Practical research: Planning and design* (9th ed.). Boston: Pearson.

Royse, D., Thyer, B., & Padgett, D. (2010). *Program evaluation: An introduction*. Belmont, CA: Wadsworth.

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

1. To understand the different types of professional research and when to apply each type of research.
2. To identify and comprehend the different aspects of the research process.
3. To demonstrate the ability to correctly apply reference citations.
4. To gain a familiarity with statistical concepts in professional research.
5. To identify and evaluate ethical issues that may arise in professional research.

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:

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

Exercises

In conjunction with the module reading assignments, students must complete the identified assignments for each week as noted in the *Caffarella* and or *Knowles* text. The materials and background information for each exercise will be located in the Content section on Blackboard, if required.

Quizzes

Quizzes are used throughout the course to evaluate student mastery of the reading material presented for any specific module(s).

Examinations

During the course a final exam will be administered over the course material. Students will be provided a 72 hour window to access the examination online. Examinations will be timed once you begin the examination.

Group Participation

The last module of this course gives you an opportunity to apply your knowledge of program planning for adult learners through a case study and virtual interaction with peers in your course. The final project is built on group work that occurs throughout the entire term.

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. In most cases, I will respond to your messages within 1 business day.

Grading Summary

Points are listed with each assignment and on Blackboard Gradebook. Points are assigned for each activity and explain with attached rubrics

Grading Scale

The grading scale for the course follows the traditional 10% point model.

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
59%-0%	F

It is up to you to calculate your course grade at any given time in during the term. I do not keep running course grades. Individual scores and feedback are provided for your use and calculations.

Grading of Assignments

Discussion board input and participation will be evaluated weekly and grades posted within seven days of the closing date of the assignment. Every effort is made to return all assignments within 7 days of submission and no more than 14 days from submission. Every effort will be made to provide you with effective and timely feedback in this course.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance that can be documented. Documentation will need to be shared with me electronically through our Blackboard messaging system. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award any credit for late assignments. There is no making up on exams. If you know you are going to be absent when something is due, you need to make arrangements to complete and submit any work ahead of schedule. Be proactive and plan ahead.

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 one full module, your instructor may refer you to the Tech Early Warning Program. If you miss a second 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 60% 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 cannot participate in the online course 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>.

SYLLABUS ADDENDUM FRED PRASUHN, PH.D.

Following are other thoughts about the course that do not fit within the course syllabus structure.

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. Also, 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 me to set up a time and date that we can connect live and work together.

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.