American Public University System

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BUSN 500
Quantitative Research Methods
3 Credit Hours
Length of Course: 8 Weeks
Prerequisite(s): Undergraduate Degree

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Course Description (Catalog)

This course in research methods prepares the student to understand materials and issues associated with but not limited to the logic of the scientific method, research design, and quantitative and statistical analysis of data. Students will be afforded the opportunity to conduct research on topics within their field of study. The course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program.

Course Scope

This course of study will take the student through the various steps of a traditional research design. The student will select a (hypothetical) specific and appropriate quantitative research topic in their discipline, which will be approved by the instructor. With the approved topic, the student will begin to acquire the basic information and tools in order to complete a research proposal. By accomplishing exercises, the student will gather information, assess materials, and
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propose the appropriate data analysis. This will result in the submission of a final research proposal.

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Course Objectives

Learning Objectives:

LO-1: Demonstrate proficiency in the use of selected research methods and tools.
LO-2: Describe and examine the scientific method.
LO-3: Accomplish specific research tasks: hypothesis construction, conceptualizing terms, literature review, data collection, critical analysis, and communicate hypothetical findings.
LO-4: Evaluate data and assess estimated research findings.
LO-5: Judge the usefulness of various research approaches: e.g., experimental, quasi-experimental, and non experimental research
LO-6: Show graduate level critical thinking and writing.

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Course Delivery Method

This masters-level course will offer the student a highly interactive virtual classroom. Each week's lesson will have a course announcement, assigned readings, a Forum assignment based on either course readings or an internet-based project, and lesson notes provided by the instructor. The course will provide the student with the necessary knowledge of research methods and online research tools to develop a hypothesis, collect data, and draw a conclusion that will advance the students knowledge skills in the selected field of study. Since the student is expected to fully participate in discussions, interact with the instructor and other students, and complete the various steps of a research design, reading assignments and assigned projects should be completed in a timely manner.

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Course Resources

Required Course Textbook

John Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd edition (University of Nebraska, Lincoln: SAGE Publications, 2009.)

ISBN: 1412965578
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Websites and Videos
In addition to the required course texts, the following public domain websites and video links are useful. Please abide by the university’s academic honesty policy when using Internet sources. Note website and video addresses are subject to change.

- American Psychological Association (APA) Style Website
- Purdue Online Writing Lab
- YouTube Video on Formatting an APA Style Paper
- Microsoft Office Training Website
- YouTube Videos on Microsoft Excel for Beginners
- Needles, Powers, and Crosson Textbook Companion Website
- Turnitin Website
- YouTube Video Accounting Lectures by Susan Crosson
- principlesofaccounting.com
- NetMBA.com

Resources

Required Readings:

John Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd edition (University of Nebraska, Lincoln: SAGE Publications, 2009.)


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Evaluation Procedures

Grades for this course are based upon classroom participation and the following grading instruments:

<table>
<thead>
<tr>
<th>GRADE INSTRUMENTS:</th>
<th>Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board/Classroom Participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>100</td>
<td>60%</td>
</tr>
<tr>
<td>Final Research Proposal</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>1000</td>
<td>100%</td>
</tr>
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</table>

Grading Scale

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter</th>
<th>GPA</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>4.0</td>
<td>Superior Quality Work</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>3.0</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>2.3</td>
<td></td>
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</table>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Homework Problems Grading Criteria</th>
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</table>
| 90-100% | • Assigned exercises/problems are completed in full.  
• Work demonstrates effective application of the concepts/principles covered in the chapter.  
• Work thoroughly explains answers  
• Solutions are calculated with no errors or insignificant errors. |
| 80-89% | • Assigned exercises/problems are completed in full or are significantly complete.  
• Work demonstrates effective application of most concepts/principles covered in the chapter.  
• Work thoroughly explains most answers  
• Solutions are calculated with insignificant errors. |
| 70-79% | • Assigned exercises/problems are mostly complete.  
• Work demonstrates effective application of some concepts/principles covered in the chapter.  
Work explains some answers  
Solutions have significant errors. |
| 60-69% | • Assigned exercises/problems are fairly complete.  
• Work demonstrates effective application of a few concepts/principles covered in the chapter.  
• Work explains a few answers.  
• Solutions are calculated with significant errors. |
| 0-59% | • Assigned exercises/problems are less than 50% complete.  
• Work does not demonstrate effective application of the concepts covered in the chapter.  
• Work submitted does not thoroughly explain answers  
• Solutions have significant errors. |

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Course Outline
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 1    | Basic Concepts of Research    | **LO-1:** Demonstrate proficiency in the use of selected research methods and tools. **LO-3:** Accomplish specific research tasks: hypothesis construction, conceptualizing terms, literature review, data collection, critical analysis, and communicate findings. | *Required Reading:* Preface & Chapter 1, 2, 3 Creswell  
*Additional Readings:*  
Library Exercise |
| 2    | Developing the Research Topic | **LO-2:** Describe and examine the scientific method. **LO-3:** Accomplish specific research tasks: hypothesis construction, conceptualizing terms, literature review, data collection, critical analysis, and communicate findings. | *Required Reading:* Chapters 4, 5 Creswell  
*Additional Readings:*  
Submit Draft Literature Review |
| 3    | Research Design I: Hypothesis Construction | **LO-2:** Describe and examine the scientific method. **LO-3:** Accomplish specific research tasks: hypothesis | *Required Reading:* Chapter 6, 7, 8 Creswell (Only scan readings on Qualitative studies)  
*Additional Readings:*  
Submit Hypothesis Exercise |
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<tbody>
<tr>
<td>4</td>
<td>Research Design II: Literature Review</td>
<td>Review Chapters 1-8 Creswell</td>
<td>No Forum activity this week</td>
<td>Submit preliminary outline of your research proposal</td>
<td>Submit Finalized Literature Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Research Approach: Content and Comparative Research</td>
<td>LO-3: Accomplish specific research tasks: hypothesis construction, conceptualizing terms, literature review, data collection, critical analysis, and communicate findings. LO-5: Judge appropriateness of various research approaches: experimental, quasi-experimental, and non experimental research designs.</td>
<td>Required Reading: Chapters 9, 10 Creswell (Only scan readings on Qualitative studies)</td>
<td>Additional Readings: Carol Busch, Paul S. De Maret, Teresa Flynn, Rachel Kellum, Sheri Le, Brad Meyers, Matt Saunders, Robert White, and Mike Palmquist. (2005). Content Analysis. Writing@CSU. Colorado State University Department of English. Retrieved 28 October 2007 from <a href="http://writing.colostate.edu/guides/research/content">http://writing.colostate.edu/guides/research/content</a>. (must copy and paste)</td>
<td>Submit Content Analysis Exercise</td>
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</table>
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<table>
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<tr>
<th>Week</th>
<th>Activity</th>
<th>LO-3:</th>
<th>LO-4:</th>
<th>LO-5:</th>
<th>Additional Reading</th>
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<tr>
<td>7</td>
<td>Research Approach: Surveys</td>
<td>Accomplish specific research tasks: hypothesis construction, conceptualizing terms, literature review, data collection, critical analysis, and communicate findings.</td>
<td>Evaluate data and demonstrate proficiency in the critical assessment of research findings.</td>
<td>Judge appropriateness of various research approaches: experimental, quasi-experimental, and non experimental research designs.</td>
<td>Required Reading: Review Chapters 7 – 10 Creswell</td>
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| 8    | Research Proposal | LO-3: Accomplish specific research tasks: hypothesis | Required Readings: |
|      |          |       | Additional Readings: None | Submit Final |

Additional Readings:

Submit Data Collection Exercise

Submit Draft Research Proposal
Policies

Please make sure you cut and paste all links into your web browser!

Please see the Student Handbook to reference all University policies. Quick links to frequently asked questions about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

Citation and Reference Style
Note: Students will follow the APA 6th edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA 6th edition.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date to discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.
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Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate - both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting - basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning, and that does not include descent to personal attacks or student attempts to stifle the discussion of others.

Humor Note: Despite the best of intentions, jokes and – especially - satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;), :), ☺, etc.

Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Online Library
The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and are generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan**: The University maintains a special library with a limited number of supporting volumes, collections of our professors’ publications, and services to search and borrow research books and articles from other libraries.
- **Electronic Books**: You can use the Online Library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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**Turnitin.com**

Turnitin.com is an excellent resource to check the content and quality of writing assignments and to avoid plagiarism. Students are required to create an account and submit all writing assignments to turnitin.com. An Originality Report will be generated upon paper submission, which must be submitted with your assignment. **Writing Assignments will not be graded if the Originality Report is not submitted in the assignment drop box with the assignment.** Your instructor will provide you with a class ID and password to enroll in the class.

The Originality Report does not actually recommend changes. It does point out where you may need to add a citation or quotation marks (if not already cited). Once you use it a few times, you will appreciate this tool, as it will assist you in improving quality and content, as well as avoiding plagiarism. Your goal is to keep direct quotations to a minimum and make sure that you do not just cut and paste material. Ensure that all your references are cited. A report less than 25% similarity index is acceptable for undergraduate level work.

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**Selected Bibliography**


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Discussion Rubric:
Quality Guidelines 50/50
· All discussion questions are answered completely.
· Responses are original in content with a minimum of one external reference.
· All posts demonstrated analysis of the topic.
· Responses to classmates are significant and advanced the discussion
Participation Guidelines 30/30
· Main response is posted by Thursday.
· Main response is no less than 300 words.
· Reply to at least one of their classmates by Day 7.
· Responses to classmates are at least 200 words.
Clarity, Organization & Professionalism Guidelines 20/20
· Responses were organized and logical.
· No spelling or grammatical errors.
· References were used and cited properly.
· Appropriate language, respect and consideration toward peers/instructor.

Paper Rubrics:
Written Assignment Requirements
Content (60%)
· Response demonstrate a clear understanding of the key elements of assignment questions
· Responses thoroughly cover the elements in a substantive manner
· Response demonstrates critical thinking and analysis
· Content is complete and accurate.
· Introduction and conclusion provides adequate information on the given topic
Organization (20%)
· Paper structure is clear and easy to follow.
· Ideas flow in a logical sequence
· Introduction provides a sound introduction to the topic and previews major points.
· Paragraph transitions are logical and support the flow of thought throughout the paper.
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- The conclusion thoroughly reviews the major points Writing Style, Grammar, APA Format (20%)