Course Syllabus
MGMT 8921 Section 001 Seminar in Research Methods
Spring 2018, Thursdays, 9:00am-12:00pm, FCB 365
3.0 Credit Hours

INSTRUCTOR  Alex Rubenstein, Ph.D.  OFFICE  323 FCB
OFFICE HOURS  By appointment  TELEPHONE  901-678-2910
EMAIL  rbnstein@memphis.edu  MAILBOX  322 FCB

COURSE OVERVIEW
This graduate seminar is designed to prepare students to undertake independent programs of scientific research in the organization sciences. During the course, students will learn and apply principles from all stages of the scientific process.

Pre-Requisites/Co-Requisites
Students must be enrolled in the Graduate Law or Ph.D. program.

Required Texts (and Related Materials)

Recommended Texts

Course Objectives
By successfully completing this course, students will be able to:
1. Understand the importance of theory and what it means to make theoretical contributions
2. Understand basic statistical concepts related to variance, reliability, and construct validity
3. Develop reliable and valid scales to be used in research studies
4. Make appropriate statistical inferences about collected data
5. Understand the fundamentals of regression analysis
6. Apply advanced regression concepts related to testing mediation, moderation, moderated mediation and mediated moderation, as well as response surface analysis
7. Perform structural equation modeling analyses, including CFA and latent variable path analysis
8. Design and test longitudinal and multi-level studies
9. Design and test experimental studies
10. Design and test meta-analyses
Fogelman College: Learning Outcomes for Your Degree:
The Fogelman College has established the following learning goals for all students successfully completing the PhD degree:

- Graduates will demonstrate a detailed knowledge of their areas of specialization.
- Graduates will master the analytical/methodological skills needed to evaluate and conduct research in their areas of specialization.
- Graduates will demonstrate their ability to design and conduct original research in their chosen fields of specialization.
- Graduates will be able to teach college-level courses in their areas of specialization.
- Graduates will be able to communicate the results of their research in a clear and effective manner.

Link to complete details of the learning goals for the PhD program:

GRADING AND EVALUATION CRITERIA
Your grade in this class will be determined by four factors: two exams, an independent research paper applying one or more methods learned in the course, pop quizzes, and individual participation in class. Your performance on each of the components will be weighted as follows:

<table>
<thead>
<tr>
<th>SUMMARY OF GRADED ACTIVITIES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
</tr>
<tr>
<td>Exam II</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100 (90+10)</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

Students are expected to attend class on time and participate in their in-class case exercises. Possible exceptions include serious illness, family emergency, or a conflict with recognized academic activities. If these apply, you must contact me to request a makeup. Make arrangements for the makeup as soon as possible—preferably BEFORE the event in question.

Final Course Grades
Final course grades will be based upon the following point rubric:

<table>
<thead>
<tr>
<th>PERCENT</th>
<th>POINTS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 –100%</td>
<td>368-400</td>
<td>A</td>
</tr>
<tr>
<td>88 – 91.9%</td>
<td>352-367</td>
<td>A-</td>
</tr>
<tr>
<td>85 – 87.9%</td>
<td>340-351</td>
<td>B+</td>
</tr>
<tr>
<td>82 – 84.9%</td>
<td>328-339</td>
<td>B</td>
</tr>
<tr>
<td>78 – 81.9%</td>
<td>312-327</td>
<td>B-</td>
</tr>
<tr>
<td>75 – 77.9%</td>
<td>300-311</td>
<td>C+</td>
</tr>
<tr>
<td>72 – 74.9%</td>
<td>288-299</td>
<td>C</td>
</tr>
<tr>
<td>68 – 71.9%</td>
<td>272-287</td>
<td>C-</td>
</tr>
<tr>
<td>65 – 67.9%</td>
<td>260-271</td>
<td>D+</td>
</tr>
<tr>
<td>62 – 64.9%</td>
<td>248-259</td>
<td>D</td>
</tr>
<tr>
<td>60 – 61.9%</td>
<td>240-247</td>
<td>D-</td>
</tr>
<tr>
<td>≤ 60%</td>
<td>≤239</td>
<td>F</td>
</tr>
</tbody>
</table>
**DETAILS ON COURSE REQUIREMENTS**

**Take-Home Examinations**
There will be two take-home exams in this course. These exams will consist of essay and short answer questions. Essay questions will require citations based on class readings to support your points, along with syntax/output from statistical analyses. Exam I will cover the first half of the syllabus, whereas Exam II will cover the second half of the syllabus. Although Exam II is not cumulative, mastery of Exam I topics will likely be necessary to perform well.

For both exams, you will have 48 hours to work, and submit your responses to me via email (rbnstein@memphis.edu). Please submit your document as a MS Word file (.doc or .docx). For statistical outputs, I will also ask that you copy your output and paste them into a Word document, or directly email your SPSS/Excel/Mplus output file.

**Research Paper**
Students will be required to write a *Journal of Applied Psychology*-style article using either a data set from a current project, or a data set that I’ll provide for you. This article should be around 25-40 pages double-spaced, including title page, abstract, references, tables, and figures. It must follow APA style, as mandated by the journal (see its web site).

By April 1st, students must send me a 1-2 page (single-spaced) proposal of their study idea, as well as the method they plan to use. This proposal will need to include a description of the research question(s), a brief justification of why this topic is important, description of where the data will be obtained, why the research method chosen is appropriate to test the research question, and goals for advancing the paper beyond this seminar (i.e., conference or journal submission, and timeline). This proposal will count toward 10% of the total research paper grade.

More details on the research project will be provided during the course of the term.

**Pop Quizzes**
There will be an unannounced number of pop quizzes to test your preparation and understanding of the weekly readings. It is recommended that students coordinate with each other to develop weekly summaries of the readings to help with retention of course material, as well as for posterity. I will provide a template for such summaries. However, this does not excuse students from not reading each of the articles. Quizzes will assess critical points in the week’s readings. I have ZERO tolerance for students coming to class without having read the assigned articles.

**Participation**
I will evaluate your class participation based on your intellectual contribution during class discussions, the degree to which you have clearly prepared for class by reading each of the assigned readings, and your completion of several miscellaneous homework assignments during the term.

**COURSE POLICIES**

**Email**
All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility. Throughout the course, I will email the class to remind everyone of upcoming deadlines, to provide feedback about class assignments, exercises and/or supplemental handouts we will work on, and to keep everyone up-to-date should any tentative changes need to be made to the course schedule.
Email is the easiest way to contact me, and I am usually quite fast in responding. I want to make sure all deadlines and dates are clear and known to everyone (though do see the last page of syllabus). If you email me, however, you must write with professional correspondence, proper grammar, and general business courtesies (e.g., a greeting, signoff/signature, NO “text-speak”).

**Attendance**
Attendance for this PhD seminar is mandatory. A substantial portion of the learning in this course will take place via in-class discussions, lecture, and group case analysis, and so attendance is necessary.

**Technology**
Please silence your cell phones while in class. As for laptops, research indicates that while use of technological devices has some benefits, overall it significantly distracts your and others’ attention from the subject at hand. So, please refrain from texting or browsing the Internet during class time, but you may use laptops to make case notes and to digest lecture materials. Though not required, note that you are responsible for downloading the class slides prior to class, which will be made available on eCourseware (i.e. I do not print out lecture slides for students).

**Adding/Dropping**
If you have questions about adding or dropping classes, please refer to this page on the Registrar’s website.

**Academic Integrity**
The University’s policy on academic honesty is strictly enforced. Although you may discuss projects and course lectures outside of class, copying off others during exams, using past assignments or tests (other that what I have provided), or any other forms of academic dishonesty will result in a zero grade on the assignment or exam and could result in especially severe penalties as determined by University policy. In short, academic dishonesty **WILL NOT BE TOLERATED**. Please refer to the office of judicial and ethical programs for the code of student conduct: http://saweb.memphis.edu/judicialaffairs/dishonesty/definitions.htm.

**ACCESSING COURSE WEBSITE**
The MGMT 8921 Course is presented largely via UM’s eCourseware system. Create a shortcut (link or favorite) in your browser that will take you directly to the eCourseware login site.

- `https://elearn.memphis.edu/`
- Also available in the MyMemphis Campus Resources tab.
- Log in using your Memphis UUID and password.
- You will see a list of all courses for which you are registered in the current term.
- Choose “SPRING 2018 MGMT 8921– Seminar in Research Methods - (Rubenstein)”

You must be registered for the course and section to enter! Please note that sometimes the registrar’s enrollment data are late arriving, so if you are denied access initially, try again in 24 hours. **IMPORTANT:** Be sure you have completed the browser and java check provided on the eCourseware login page. It may not operate correctly if your browser/java does not meet the stated requirements.

**STUDENT SERVICES**
Any student who anticipates physical or other academic barriers to progress based on the impact of a disability is encouraged to speak with me privately. Students requesting accommodations for disabilities should register with the Disability Resources for Students (DRS) at 110 Wilder Tower. I am more than willing to reasonably accommodate student needs in the course. Any modifications to seating, testing, or other class requirements will be arranged as necessary. Call 901-678-2880 for more details, or please access the FCBE Student Services page for information about:

- Students with Disabilities
COURSE TOPICS AND TENTATIVE COURSE SCHEDULE/DEADLINES

The content of the course will be covered in the following sequence (see below). Please note that while topics are subject to change (i.e. some may take more time than others), exam/assignment dates are firm. Course topics focus on fundamental, foundational principles that are relevant to micro and macro Management research. Students need to learn these key principles in order to do research in these fields and learn and understand more advanced methods.

THEORY → HYPOTHESES

1/18 The Importance of Theory
1/25 Making a Theoretical Contribution

HYPOTHESES → DATA

2/1 Variance and Covariance
2/8 Reliability
2/15 Construct Validity
2/22 Scale Measures
3/1 Non-Scale Measures
3/3-3/4 EXAM I (Take-Home)
3/8 No Class (Spring Break)

DATA → VERIFICATION

3/15 Statistical Inference
3/22 Regression I: Fundamentals
3/29 Regression II: Advanced Topics (Research Paper Proposal Due by 4/1)
4/5 Structural Equation Modeling
4/12 Longitudinal and Multi-Level Modeling
THE IMPORTANCE OF THEORY


MAKING A THEORETICAL CONTRIBUTION


**VARIANCE AND COVARIANCE**


**RELIABILITY**


**CONSTRUCT VALIDITY**


**SCALE MEASURES**


**NON-SCALE MEASURES**


**STATISTICAL INFEREN**


**REGRESSION I: FUNDAMENTALS**


**REGRESSION II: ADVANCED TOPICS**


**STRUCTURAL EQUATION MODELING**


**LONGITUDINAL AND MULTILEVEL MODELING**


Chan, D. (1998). The conceptualization and analysis of change over time: An integrative approach incorporating longitudinal mean and covariance structures analysis (LMACS) and multiple indicator latent growth modeling (MLGM). *Organizational Research Methods, 1*, 421-483.


**INTERNAL AND EXTERNAL VALIDITY**


**INTEGRATION**


