Course Overview

This course introduces students to the process of business research, including research ethics as well as implications of research outcomes in the broader business and social context. Good research helps business managers understand issues and make informed decisions.

Students will learn about developing research questions, the role of literature reviews, an overview of different research designs & sampling strategies, various data collection and analysis methods, & how to report results. Throughout the course, we will engage in critical reflection about the content & application of business research. The class assignments will culminate in a final research project that will be presented at the Weekend of Excellence Undergraduate Research Symposium in the spring semester.

Notes: The class is restricted to Quinlan Honors students. This class satisfies the Engaged Learning requirement in the Undergraduate Research category.

Course Objectives and Learning Outcomes

1. To understand the fundamentals of business research. Reading the course materials prior to class, attending the lectures, and fulfilling the course assignments will support this outcome.

2. To develop a team research project in any field of business during the course of the semester, including designing a study, collecting & analyzing data, and reporting results. Participating in classroom activities, engaging with other students in the research process, and completing the project will support this outcome.

3. Consistent with the Quinlan School of Business mission and vision: To deepen your understanding of how research may stimulate intellectual growth and ethical discernment, as well as enhance the skills necessary for professional performance and a commitment to the betterment of others. Engaging in critical reflection linked to your research project assignment will support this outcome.
Required Materials:

1. **Soft cover text ordered from Loyola WTC Follett Bookstore:**
   Wiley, 2016. ISBN: 978-1-119-16555-2. *The book may be available through other sellers such as Amazon or through textbook rental programs.*

2. **Other class materials available on Sakai and distributed in class,** including articles, exercises, PowerPoint slides, etc. Additional readings may be added to Sakai that relate to our class topics. Please plan to check Sakai frequently.

If you must miss a class, you are responsible for keeping up with assignments, class notes, and any handouts or important information discussed in class. Fellow students and your group members can be a resource here. Please email me in advance if you will be absent.

### Course Requirements and Grading Criteria

<table>
<thead>
<tr>
<th>Course Requirements and Grading Criteria</th>
<th>Percentages</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Individual Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Successful completion of CITI training</td>
<td>10%</td>
<td>50 points</td>
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<tr>
<td>2. Exemplary Article Assignment</td>
<td>15%</td>
<td>75 points</td>
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<td>3. Annotated Bibliography</td>
<td>10%</td>
<td>50 points</td>
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<td>4. Engaged Learning Assignment</td>
<td>5%</td>
<td>25 points</td>
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<tr>
<td>5. Class Participation &amp; Engagement</td>
<td>10%</td>
<td>50 points</td>
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<tr>
<td><strong>Group Assessment</strong></td>
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<tr>
<td>6. Research Proposal</td>
<td>10%</td>
<td>50 points</td>
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<tr>
<td>7. Project Presentation &amp; Paper*</td>
<td>40%</td>
<td>200 points</td>
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<td><em>adjusted for peer input, if necessary</em></td>
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Your final course grade will be determined by adding together the points you earn from each of the course requirements. No extra credit opportunities are available unless otherwise offered by the instructor.

### Course Grading Scale

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-60</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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### Loyola University Grading Scale & Weights

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>1.00</td>
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<tr>
<td>F</td>
<td>0</td>
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</table>
Course Assignments:

Individual Assessment:

1. Loyola University uses an online training course called the Collaborative IRB Training Initiative (CITI) course to provide convenient web-based training programs for students and faculty engaged in research. The CITI training course assignment will introduce you to many of the key elements of ethical research, including responsible research conduct, information privacy (confidentiality), and best practices. Your completion certificate equals full credit for this assignment. See: http://www.luc.edu/ors/citicourse/.

2. The exemplary article assignment asks you to critique a published scholarly empirical research article of your choice. You may select your exemplary article from any business discipline. This assignment provides an opportunity to learn about good research in different business areas, as each student will present an article critique to the class in a 10-12-minute presentation that should address the following:
   1. What are the strengths of this article in terms of research questions, methods & design, outcomes, and report presentation?
   2. What are the article’s weaknesses? What recommendations could you offer the authors?
   3. Did you find this article and its findings useful? Why or why not?

Presentation scheduling will depend on how many students we have. In addition, on your presentation day please submit a 1-page, typed, d/s, 12-point font summary of your review to me, accompanied by a copy of the article abstract.

3. An annotated bibliography is a list of appropriate sources about a topic that includes a brief summary and assessment of each source. Your individual annotated bibliographies (2-3 pages, maximum) will directly contribute to the Literature Review section of your group research project. Each student should provide 6-8 annotated references to be added to their team project. Please be sure to coordinate with your team members to avoid any overlapping sources.

4. BHN 353 is an Engaged Learning (EL) course, and each student enrolled in an EL course is asked to complete a written reflective assignment about the course experience. Details of this 2-3 page paper are posted on Sakai.

5. Class participation includes regular & prompt attendance, being well-prepared for class, and active engagement in class discussions. The quality of your contribution is more important than the quantity. Please note the connection between your participation grade and the Quinlan Attendance Policy below.

Important note about written work: Any paper that does not meet basic standards of effective business writing (poor grammar, misspelled words, etc.) will be returned to the student or group for immediate rewriting and resubmission, and a penalty will be assessed against the assignment grade.

Group Assessment:

6. The research proposal assignment (one per team) represents the early stage of any research project, and it serves to organize your ideas for your study. It also allows me to provide you with early feedback on your chosen project topic. In this 2-3 page, typed, d/s, 12-point font written assignment, please briefly describe:
   - The research question you plan to address? Be as specific as possible.
   - Your plans for data collection? How will you get access to your data source(s)?
   - What contribution do you expect your study to make?
In your proposal, please advise me as to your preferred presentation date; I'll try to accommodate all requests, but if this isn't possible, we will use a lottery to determine group project presentation dates.

**Note:** In addition to the formal proposal, we will be meeting regularly over the semester (during class time) to review your team’s progress.

7. The **group presentation and paper** will serve as a hands-on learning experience to develop and present a research project in some domain of business. In this real-world project, your group will study a topic you choose, using the research methods and frameworks learned in class. Your presentations will illustrate the spectrum of business research projects in practice, and the project also provides the opportunity to demonstrate effective teamwork in accomplishing objectives. Ideally, your final project will result in a document to be added to your Quinlan portfolio and your resume.

As we'll discuss in class, your research will address data available in the public domain. Be sure to select a topic that offers accessible information for your analysis. Think of this project as similar to a consultant's work for a client, and thus also include conclusions and recommendations in your report. We will discuss potential topics in class.

> **A summary of the requirements for the group research project report is on the LAST PAGE of the syllabus.**

The project comprises two deliverables:

1. A **presentation** to the class (50% of the project grade)
2. A 15-20 page **paper** (50%).

Your group will receive one overall grade, based on combining the separate evaluations for the presentation and the paper. In addition, you will be required to evaluate confidentially each of your fellow group member’s relative contribution to your project, using the assessment tool I will provide. All members of a group will receive the same grade, unless the peer evaluations reveal necessary downward adjustments to an individual’s grade (due to "free rider" problems).

You may choose your own project groups consisting of 2-3 members. If you are having problems forming a group, please come to me for help ASAP.

**Presentations:**

Each group will give a 20-minute **presentation** of its project to the class during week 15. In addition to highlights of your research question, literature review, and methods, your presentation should also include a **summary of the actual data you collected (bar charts, tables, graphs, etc.)** as well as your discussion and conclusions. The scheduling of presentations will depend on how many groups we have. **Each group member** must participate in this presentation.

**Grading criteria for the class presentation** include:

- organization and creativity
- careful application of research methods
- appropriate data reporting and analysis
- thoughtful implications, conclusions, and recommendations.
- contribution by all group members and use of time
**On your presentation date, please provide me with a copy of any handouts or PowerPoint slides you will be using, so I can provide you with my notes & comments.***

**Written Papers:**

Your group's *paper* should be a typed, double-spaced, 12-point font, professionally-prepared paper. The paper is due at the beginning of class on the date your group’s presentation is scheduled. **NO LATE SUBMISSIONS WILL BE ACCEPTED.** This paper should be 12-15 pages of text and should include up to 6 pages of data exhibits (total paper maximum of 20 pages). Please use standard research paper subheadings to organize your paper. All of your sources should be fully documented and included in a separate References list; citation style (APA, MLA, etc.) is your choice.

**Grading criteria for the paper include:**
- paper organization, writing clarity, grammar and spelling
- careful application of research methods
- appropriate data reporting and analysis
- data assessment and soundness of interpretation
- thoughtful implications, conclusions, and recommendations.

**Quinlan School of Business Policies:**

**Attendance**

Class attendance is mandatory and essential to the value of the learning experience. Students are expected to attend all class sessions, for the full class period, in order to pass the course. Missing more than 20% of scheduled classes severely jeopardizes the student’s ability to pass the course.

In the event unavoidable emergencies or conflicts prevent you from attending class, you must notify the instructor by e-mail prior to missing the class, and request options for covering missed material. Most of the subjects in a course are sequential. Therefore, it is important to understand the material covered in the missed class before the next class.

Because BHN 353 involves individual participation as well as group work, a student cannot earn an A for the course without contributing to the class as both an engaged individual student and an involved team member. My expectation is that you will attend every class, for the full class meeting. If a university-related conflict or personal situation means that you must miss a class, arrive late, or leave early, please email me in advance. You are responsible for any class assignments or requirements missed.
### Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood…Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:


### Class Conduct Policy

Loyola University’s Community Standards note that all students are expected to adhere to the highest standards of civility and respect in their conduct towards other members of the Loyola community. Courtesy, compassion, and respect for others are expected in this class.

In addition, this course depends on a high level of student engagement and participation. Research continues to grow about how electronic devices negatively impact classroom focus and learning; for example, see an interesting article by Clay Shirky in The Washington Post at:

http://wapo.st/1rd6LOR

Thus, to minimize distractions to you, your fellow students, and me, please keep your tablets and laptops off and your phones on vibrate during class. Thank you!

Audio or videotaping of class lectures requires the advance permission of the instructor.
# Weekly Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics/ Assignments/ Activities</th>
</tr>
</thead>
</table>
| 1    | Aug. 28 & 30| **Course Overview & Introduction to Research**  
S & B chapter 1  
Articles: *How to Read a Scientific Paper* (on Sakai)  
*What the Airline Knows* (on Sakai)  
Activity: Sherlock Exercise (class handout) |
| 2    | Sept. 4 & 6 | **Research Ethics & the Scientific Method**  
**Formulating a Research Question**  
S & B chapters 2 & 3  
Article: *Relationship between Cell Phone Use* (on Sakai)  
Activity: Research Questions Exercise (class handout) |
| 3    | Sept. 11 & 13| **Literature Review & Theoretical Background**  
S & B chapter 4 & skim 5  
Article: *How to Measure Prosperity* (on Sakai)  
Activity: Discuss Team Problem Statements |
| 4    | Sept. 18 & 20| **Research Design & Methods**  
S & B chapters 6 & 11  
Article: *What Google Learned* (on Sakai)  
Activity: Examples of Research Methods |
| 5    | Sept. 25 & 27| **Sampling**  
S & B chapter 13  
Article: *Move Over, Millennials* (on Sakai)  
Activity: Library Resources for Class Topics (Thu. 9/27) |
| 6    | Oct. 2 & 4 | **Data Collection**  
S & B chapters 7 & 8  
Activity: Examples of Data Strategies |
| 7    | Oct. 11    | **Group Project Progress Reports:** In-Class meetings with Dr. Reilly  
**GROUP PROJECT PROBLEM STATEMENTS DUE** _Tue. 9/11_ (one per group) * * *  
**INDIVIDUAL CITI COURSE COMPLETION CERTIFICATE DUE** _Thu. 9/20_ * * *  
**INDIVIDUAL ANNOTATED BIBLIOGRAPHIES DUE** _Thu. 10/4_ * * *  
_Tuesday, Oct. 9_  
NO CLASS—Happy Fall Break!
8 Oct. 16 & 18  Data Analysis & Reporting Results  
S & B chapter 9 & skim 12  
Activity: Exemplary Article Presentations  

** TEAM RESEARCH PROPOSAL ASSIGNMENTS DUE Tue. 10/16 (one per group) **

9 Oct. 23 & 25  Analysis & Results (continued)  
S & B chapter 14 & skim 15  
Activity: Exemplary Article Presentations  

10 Oct. 30 & Nov. 1  Interpretation & Writing Up Research Findings  
S & B chapter 16  
Activity: Exemplary Article Presentations  

11 Nov. 6 & 8  Research Implications & Identifying Future Research  
S & B chapter 17  
Articles: Calling B.S. (on Sakai)  
Righting a Wrong (on Sakai)  
Activity: Examples of implications & conclusions  

12 Nov. 13 & 15  Disseminating Research  
Articles: Ch. 5 Conference Paper (on Sakai)  
Tips for Presenting Data Effectively (on Sakai)  
Five Tips for Writing Qualitative Research (on Sakai)  
Activity: Discussion of presentations, conferences, publications  

13 Nov. 20  Catch-up Day, Research Project work  

Thursday, Nov. 22  NO CLASS--Happy Thanksgiving!  

14 Nov. 27 & 29  Reprise: Business Research in Context  
Article: Some Science Journals (on Sakai)  
Twenty Tips for Scientific Claims (on Sakai)  
Dark Chocolate Is Now (on Sakai)  
Activity: Reflections on Engaged Learning & Research Impact  

** ENGAGED LEARNING REFLECTION PAPERS DUE Thu. 11/29 **

15 Dec. 4 & 6  GROUP PROJECT PRESENTATIONS  
--PAPERS & PPT SUMMARIES DUE  

Please note: This class may occasionally deviate from the course outline above. The instructor reserves the right to make changes as needed to the course syllabus.  

Have a great Winter Break!
**Format for BHNRR Group Research Report**

<table>
<thead>
<tr>
<th>Project Section</th>
<th>Written pages d/s (max)</th>
<th>PPT slides in Presentation</th>
<th>Key Questions &amp; Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract/ Executive Summary</td>
<td>1 page</td>
<td>1 PPT</td>
<td>- Overview of your research question, methods, and your findings</td>
</tr>
<tr>
<td>Introduction to your Topic</td>
<td>2-3 pages</td>
<td>2 PPT</td>
<td>- What is the general domain of your study and its context?</td>
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<td>- Why will your research make a contribution?</td>
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<tr>
<td>Literature Review</td>
<td>2-3 pages</td>
<td>2-3 PPT</td>
<td>- What have other researchers found in prior projects?</td>
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<tr>
<td></td>
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<td></td>
<td>- <em>Your individual annotated bibliography assignments should be incorporated here.</em></td>
</tr>
<tr>
<td>Methods</td>
<td>2 pages + Tables, as required</td>
<td>2 PPT + Tables</td>
<td>- Methods including sampling, data collection strategies, and your analysis techniques.</td>
</tr>
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<td></td>
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<td>- Tables and diagrams are expected here</td>
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<tr>
<td>Results</td>
<td>3-5 Tables + 1-2 pages</td>
<td>PPT with Tables</td>
<td>- Summarize your key research findings, including anything you did not expect as well as (potentially) no findings.</td>
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<td>- Be sure to include specifics summarizing the data you’ve collected (charts, graphs, diagrams)</td>
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<tr>
<td>Discussion &amp; Interpretation</td>
<td>2-3 pages</td>
<td>2-3 PPT</td>
<td>- Use information from our readings, your class notes, &amp; other sources to draw connections to your data &amp; findings.</td>
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<td>- Use your literature review to position your results within a broader context.</td>
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<td>- What is your assessment of your findings?</td>
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<tr>
<td>Your conclusions, the study’s implications, &amp; any recommendations</td>
<td>2-3 pages</td>
<td>2-3 PPT</td>
<td>- What does your study contribute? What limitations did you encounter?</td>
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<tr>
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<td>- Are there any recommendations you would offer? Ideas for future research?</td>
</tr>
<tr>
<td>References</td>
<td>1-3 pages</td>
<td><em>PPT references list optional</em></td>
<td>- All sources should be fully documented.</td>
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<td>- Citation style (APA, MLA, etc.) is your choice.</td>
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<tr>
<td>SUMMARY/TOTAL</td>
<td>12-15 pages of text + up to 6 pages of data exhibits - MAXIMUM 20 PPT</td>
<td>-MAXIMUM 20 PPT - Remember, you have a 20 minute limit</td>
<td>- Review the rubric above for details of what information should be included.</td>
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<td>- Please use the standard research subheadings (on the left) to organize your paper.</td>
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