CENTRAL MICHIGAN UNIVERSITY

COURSE SYLLABUS

I. IDENTIFYING INFORMATION

Course: MSA 600

Course Title: Foundations of Research Methods in Administration

EPN: 22363640

Term: Spring I

Location: Rowe 229

Course Dates: 1/9/2019 - 2/27/2019

Course Day and Times: Wednesdays 5:30PM- 10:20PM

Prerequisites: Statistics Competency (as outlined in the Bulletin program requirements).

Blackboard:

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

Instructor: Richard L. Hayes

Primary Phone Number: (989) 774-6525

Secondary Phone Number: N\A

E-Mail Address: hayes1rl@cmich.edu

Availability: One hour before class (Rowe 225) and by appointment

Academic Biography:

Dr. Richard L. Hayes has over 35 years' experience in all facets of research, system theory, personnel management, building technology, architecture and the construction industry. For the American Institute of Architects in Washington DC he was Director of Knowledge Resources where he developed,

directed, and identified emerging topics in the profession of architecture. For 14 years Dr. Hayes ran the AIA's Research for Practice Program that included the Upjohn Research Initiative. Major projects included The Architect's Handbook of Professional Practice 15th edition (the industry standard for firm management), Architectural Graphic Standards 12th edition as well as overseeing the AIA's Architect's Knowledge Resource Program.

His past professional work experience also includes being with the Center for Public Buildings of The Georgia Institute of Technology on assignment to the Naval Facilities Engineering Command Headquarters serving as their Chief Historic Architect. He has also been the Director of an Architecture Department for a private sector firm and a Research Architect for the US Army Corp of Engineers Construction Engineering Research Laboratory of Champaign, Illinois.

Dr. Hayes' professional registration includes architectural licenses in Michigan, Wisconsin, Georgia, Virginia and a NCARB Certificate. Georgia Tech awarded his Ph.D. focusing on architectural theory in 1995. In 2014 he became a Project Management Professional (PMP). Since 2003 he has taught for CMU's Global Campus and in 2016 joined the main campus faculty. Class assignments include MSA core classes (research methods, strategic planning, and multiculturalism), and IET courses in the Engineering Management concentration.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Textbooks and Course Materials: Practical Research: Planning and Design

Author: Paul Leedy and Jeanne Ellis Ormrod, 2nd Custom Edition for CMU

ISBN: 978-1-323-47479-2

Publisher: Pearson Required: Yes

III. COURSE DESCRIPTION

Research methods and writing designed to build the skills and knowledge necessary to interpret, apply and report research in the field of administration. This course may be offered in an online format.

IV. COURSE GOALS AND OBJECTIVES

After successful completion of this course, the student will be able to:

1. Discuss and identify appropriate administrative issues and topics that can be researched within the private, public and not-for profit sectors and be representative of researchable topics later used in the MSA capstone project.
2. Scrutinize, collect, evaluate, and synthesize research and professional literature to draw and support conclusions and make recommendations.
3. Evaluate research findings, draw conclusions and make recommendations to others in oral form using appropriate visual aids and/or presentation software.
4. Design practice research materials demonstrating graduate level competency in the application of the key elements of proposal formatting, chapter contents and APA (Not intended to be any portion of the student's MSA capstone project).
5. Practice the construction of surveys, interviews, and typical research instruments used by administrators.

V. METHODOLOGY

This course is taught through a mix of discussion, lecture, and individual & group assignment. All materials, except the textbook, are available on the Blackboard course site.

Course responsibilities are organized around (1) lectures, (2) readings, (3) research process in Administration (4) group work and discussions, (5) writing an individual research proposal, and (6) taking a final examination.

The content is designed to provide a broad and comprehensive understanding of how research is conducted and will be useful for many of your core and concentration classes. Emphasis is on the overall research process and includes a variety of diverse topics including selecting a research topic, conducting a scholarly literature review, developing an understanding of basic versus applied research, executing a research plan/methodology, analyzing research data, synthesizing literature, developing data analysis into a cohesive summary and set of conclusions coupled with recommendations. You will also learn how to use the APA style in your writing.

Students must be actively involved throughout the entire class in order to successfully complete course requirements. Assignments require that you read text chapters, participate in a group project, and develop an individual research proposal and submit it for instructor review at designated times throughout the course.

Please note that the course textbook is used as a collective reading activity in class.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

Review syllabus within the blackboard shell, obtain course text and commence reading. You are responsible for understanding and complying with course requirements and expectations.

For the first class session there are three requirements. These go toward the discussion and Engagement grade of the first sessions, additionally they will need to be handed into the instructor.

1. Develop a definition for the following six terms – 1) Administration, 2) Technology, 3) Research, 4) Environment, 5) Systems Approach, and 6) Optimization. The definitions should not come from a standard dictionary; they should be developed by you based upon your experience.
2. Collect two articles from a daily newspaper (on-line versions are acceptable, as are archived historical accounts) on technology or administrative issues. Try using home town papers, or newspapers from nation's capitals other than the United States to avoid possible duplication.
3. Bring an image -- printout, photograph, or advertisement -- of a technology or administrative issue that interests you. This should be a print out – not an image you access on a hand held device or tablet.

Be prepared to discuss your definitions and selections during this first sessions.

Course Outline:

The course occurs Wednesday evenings 5:30 PM to 10:20 PM, each meeting is considered a "session"- - expect to be in the classroom for the entire time, (breaks will occur). You should make sure you know when assignments are due. All references to time are U.S. Eastern Standard/Daylight Times (EST).

NOTE: A week starts on Monday 00:01 a.m. and ends on Sunday 11:59 p.m. U.S. Eastern Time in this course. Most assignments/tasks are due by the end of the assigned week, i.e. Sunday 11:59 PM unless otherwise specified or announced.

Session 1: 9 January	Introduction to Foundation of Research Methods in Administration Topics: Course Overview, Introduction to Research and the Research Process, Nature and Tools of Research, Research Proposal, Research Writing, and Report Writing and Editing. **1. Reading Requirements:** 　　Read Chapter 1: The Nature and Tools of Research **2. General Activity:** 　　Instructor/Course overview 　　Meet-the-CMU-Librarian **3. Engagement Requirements:** 　　□　Definition discussion 　　□　Discussion on articles 　　□　Discussion of Images **4. Team Activity Requirements:** 　　Teams will be assigned during Session 1. **5. Individual Research Project:** 　　Now is the time to begin developing a research project topic.
Session 2: 16 January	Reviewing the Literature Topics: Understanding the literature review role in administrative research, using the research problem to guide and conduct the literature search, strategies for locating related literature, types of literature (professional and scholarly), organizing and synthesizing literature into a cohesive review, writing the review, and an overview of CMU's award winning Global Campus Library Services. 1.　**Reading Requirements:** 　　Read Chapter 3: Review of the Related Literature 2.　**General Activity:** 　　Discussion of your topic with classmates

3. **Engagement Requirements:**
    The discussion focuses on two topics. Since you will have to write the front matter and Paper 1 for your individual research topic there are some questions to help you in that regard. Our reading is focused on how to conduct a literature review so there are also questions about the reading.
    - □ What is the purpose of the background section in Paper 1? Why should you fully and effectively provide readers with an understanding of the problem context?
    - □ Review the Chapter 1 examples (see Examples on the BlackBoard menu). Which example do you think has the best background section and which has the weakest background section? Explain why you think this is true.
    - □ Which example most closely matches the type of problem that you plan to research for your individual research project?
    - □ Why is it important, in the Research Objectives section of Paper 1 to identify a specific audience for the research results?
    - □ Why is it important to have a primary research problem and to organize it as sub-problems?
    - □ If you do not write often and are a bit "rusty," what actions can you take to ensure that the quality of your writing is good when writing the papers?
    - □ Why do researchers spend so much time as well as effort reviewing scholarly and professional literature when doing a new research project?
    - □ What do we mean when we say scholarly literature?
    - □ Review the examples of Chapter 2 (see Examples on the BlackBoard menu) and identify which of the examples most closely parallels your individual research project. Explain why you think your selection closely parallels what you plan to do.
    - □ Why should every student contact the CMU librarians when doing a literature review? What specific services do the librarians offer to you in terms of conducting a literature review?
    - □ Explain, in your own words, why a literature review is not a review of one study after the other, but a synthesis of sets of related studies.
    - □ Explain why your professor believes there is always literature about any topic and why he says "Never tell me that there is no literature on your topic."

4. **Team Activity Requirements:**
    Since you will work on your individual research project this session there are no group activity requirements.

5. **Individual Research Project:**
    Now is the time to refine your research project based on the topic that you submitted and the instructor approved.
    After discussing the preceding issues, develop one-to-three ideas for your individual research topic that you will work on during this course. Provide enough detail to educate the instructor on your administrative

	research topic. Be sure that the topic is not too broad based on what you learned in the lecture. Before submitting any of the papers, send them to CMU's Online Writing Center or visit the Center.
Session 3: **23 January**	The Research Problem Topics: Identifying and describing the research problem and sub-problems, selecting a research topic, characteristics of a research proposal, developing background information, organizing and writing a research proposal, APA style and using the CMU Online Writing Center. 1. **Reading Requirements:** 　　Read Chapter 2: The Problem: Heart of the Research Process 　　Read Chapter 5: Writing the Research Proposal 2. **General Activity:** 　　Discussion of your topic with classmates 3. **Engagement Requirements:** 　　□　Discuss the difference between these seven typologies 　　　　1. Hypothesis Testing 　　　　2. Cost/Benefit or Cost Effectiveness Study 　　　　3. Feasibility Study 　　　　4. Policy Analysis 　　　　5. Program Design 　　　　6. Operations Research 　　　　7. Program Evaluation 　　□　Discuss what you have learned about good versus poor research topics. What does it mean that the topic be administrative in nature? Why is it important that the topic be specific rather than broad and general? 　　□　Is this a good research topic: *Characteristics of Effective Leaders*? Why or why not? ¨ 　　□　How about this topic: *Why do so many of the employees at XYZ Company arrive late and what can XYZ do to improve punctuality*? Explain your thoughts. 　　□　Compare the Research Proposal Template provided on BlackBoard to the example outline provided in Chapter 5 and discuss the similarities and differences between the two. 4. **Team Activity Requirements:** 　　Develop the topic you will present 5. **Individual Research Project:** 　　Focus on a real problem that needs to be analyzed and fixed or an opportunity that is sufficiently focused that you can analyze it by reviewing literature and collecting data. Provide both a primary

	issue/question and sub-questions Identify the specific audience that will benefit from this research, such as your employer's senior leadership. That audience must be specific and in a position to take action. Explain how your proposed topic(s) relates to your MSA Concentration.

Session 4:
30 January
	The Research Methodology
	
	Topics: Planning the general approach for data collection and analysis, identifying a research typology for your study, using the research questions and sub-questions to determine the characteristics of data that must be collected to answer them, selecting a quantitative or qualitative data collection approach, basic measurement concepts (scales, validity, reliability), and developing and writing a specific, detailed data collection and analysis plan.
	
	1. **Reading Requirements:**
	    Read Chapter 4: Planning Your Research Project
	
	2. **General Activity:**
	    Discussion of your topic with classmates
	
	3. **Engagement Requirements:**
	    This session we will discuss the front matter and first paper of your research proposal. The discussion focuses on this task and also on this week's reading to assist you in understanding how to effectively accomplish this important first step of conducting a research project. Do the following:
	    □ Review the examples of Chapter 2 (see Examples on the BlackBoard menu) and identify which of the examples most closely parallels your individual research project. Explain why you think your selection closely parallels what you plan to do.
	    □ Explain, in your own words, why a literature review is not a review of one study after the other, but a synthesis of sets of related studies.
	    □ Why is it important that you include a summary at the end of your literature and why is it important that the summary include the facts from the chapter that most closely relate to your research questions? Will you use the summary again at a later time and if so for what purpose?
	
	4. **Team Activity Requirements:**
	    Resume working on the Common Research Activity
	
	5. **Individual Research Project:**
	    You will receive feedback based on the draft front matter and Paper 1 that you submitted. Use the feedback to make improvements. Spend time developing the literature themes related to your research questions and working with the CMU Global Campus librarians to identify and collect related literature. Collect at least ten related articles

	including at least half of which are from scholarly sources. You will use these studies to begin your Papers 2 & 3. Incorporate any feedback you received from the CMU Online Writing Center.
Session 5: 6 February	Quantitative Research Methodologies Topics: This session's topics include definition and characteristics of quantitative data analysis, descriptive research including observation and surveys, sampling methods, survey design, and experimental, quasi-experimental and ex-post facto designs. **1. Reading Requirements:** 　　Read Chapter 6: Descriptive Research 　　Read Chapter 7: Experimental, Quasi-Experimental, and Ex Post Facto Designs 　　Read Chapter 8: Analyzing Quantitative Data **2.　General Activity:** 　　Discussion of your literature review with classmates **3. Engagement Requirements:** 　　□　What is the difference between qualitative and quantitative research? 　　□　Review the approaches discussed in your text for collecting quantitative data and determine which (sampling, observation, or interview) might be best suited for your study. Explain your decision. 　　□　When conducting interviews why is it critical to develop specific interview questions? 　　□　Is it useful to include scaled questions (e.g., Likert scale such as 1 to 5) as part of your structured interview questions? Why or why not? 　　□　Should open-ended questions be included? Why or why not? **4. Team Activity Requirements:** 　　Resume working on the Common Research Activity **5. Individual Research Project:** 　　Update your front matter and Paper 1 based on feedback received from the CMU Online Writing Center. Use the studies that you obtained last week and the information provided in the previous lectures and readings to complete your Paper 2 & 3. Be sure to review the provided examples of Chapter 2 in the capstone project examples to understand the requirements and ensure that your work is on a par with the examples before submitting the document for review. Submit the draft to CMU's Online Writing Center. 　　Next week you will be required to develop Paper 4 of your individual research project.

Session 6:
13 February
	Qualitative Research Methodologies
	
	Topics: This session's topics include definition and characteristics of qualitative data analysis, qualitative data collection, methods, sampling, observation, interviews, and historical research.
	
	1. Reading Requirements:
	     Read Chapter 9: Qualitative Research
	     Read Chapter 10: Historical Research
	     Read Chapter 11: Analyzing Qualitative Data
	
	2. General Activity:
	     Discussion of your methodology with classmates
	
	3. Engagement Requirements:
	   □ What is descriptive research? How does it differ from the research types discussed in Chapter 9? Which is more suitable for administrative topics which generally involve specific problems within organizations? Explain.
	   □ Given the topic you have chosen to study and assuming you were going to use a qualitative approach, which of the five designs (case, ethnography, phenomenological, grounded theory or content analysis) would be best suited to answer your research questions? Explain your decision.
	   □ How do face-to-face and telephone interviews discussed in Chapter 9 differ from those discussed in Chapter 6?
	   □ In thinking about survey questions and associated rating scales, why are students discouraged from including all yes/no questions and encouraged to use checklists and rating scales that offer more responses, such as the Likert Scale?
	   □ For your individual research project, assuming you were going to do a survey, which sampling method would be best suited for your study: simple, stratified, proportional, systematic, or nonprobability sample? Explain. ¨How will you determine your sample size?
	   □ Having reviewed both qualitative and quantitative data collection methods share with your fellow students which method you will use. Be specific.
	   □ What are useful data sources for conducting historical research?
	
	4. Team Activity Requirements:
	     Resume working on the Common Research Activity
	
	5. Individual Research Project:
	     Complete your research methodology (Paper 4). Next week you must submit a comprehensive research methodology which will serve as your detailed data collection plan. You must decide what data you will need to collect, whether you are going to use a qualitative or quantitative approach, and whether you are going to use existing factual data, survey or interview to collect it. Spend time this week planning your research

	methodology. Look at examples of Chapter 3 provided via Blackboard to understand how other students have written their research methodology. You will be required to develop and submit Paper 4 including data collection instruments (e.g., survey and/or interview questions) for your individual research project.

Session 7: **20 February**	Mixed-Methods Research and Research Reports
	
	Topics: This session's topics include an introduction to CMU's Research Review Application process, collecting and organizing data, choosing appropriate statistics to analyze data, using statistical tools such as Excel or SPSS, interpreting results, use of appropriate typology for your data analysis such as cost-benefit analysis, hypothesis testing, program evaluation, and feasibility study 1.
	
	1. Reading Requirements:
	    Read Chapter 12 Mixed Methods Designs
	    Read Chapter 13 Planning and Preparing a Final Research Report
	    Appendix A Using a Spreadsheet Microsoft Excel
	    Appendix B Using SPSS
	    Review the Student Guide to the CMU Capstone Project Part 2 (available in PDF format from the CMU MSA website)
	
	2. General Activity:
	    Presentations by your colleagues of their topics. You are expected to comment on the presentations.
	
	3. Engagement Requirements:
	    □ When you complete your individual research project do you think you will be more likely to use descriptive statistics or some other statistical method? Explain how you plan to analyze your data.
	    □ Identify the typology that best describe your research methodology (Select one or more that is appropriate for your project from the list previously mentioned).
	    □ What is the purpose of the CMU Research Review Application Process?
	    □ Which students do not have to complete the Review Process?
	    □ Review the Research Review Application. Which of the two categories best fit your individual research project? Which attachments will be needed for your individual research project? Why?
	    □ On the second page of the Application, which box will you select for your individual research project? If you have to complete the text box, what will you say in that box?
	    □ Will you need to include an organizational permission letter with your application? Why or why not? If yes, are you confident that you can obtain a permission letter?
	
	4. Team Activity Requirements:
	    Complete your work on the Common Research Activity

	5.Individual Research Project: Present your topic. Update your front matter, Paper 1, Paper 3 and Paper 4 based on feedback received from the instructor and the CMU Online Writing Center. If you are using the Research Proposal Template (which you definitely should be doing if you are going to take MSA 699) there will be detailed instructions to guide you in writing a full proposal.
Session 8: **27 February**	Conclusion 1. **Reading Requirements:** Quick read handout (in class) supplied by instructor 2. **General Activity:** Presentations by your colleagues of their Team Projects. **Take final exam** 3. **Engagement Requirements:** You are expected to comment on the presentations 4. **Team Activity Requirements:** Team Presentation **5.Individual Research Project:** Archive your papers and perform curatorial tasks of your course materials

Assignment Due Dates:

Course assignments are detailed in the Assignments section in the Blackboard website. All assignments have due dates. Late papers will be penalized one grade per day late, i.e. an A becomes an A-. No papers will be accepted after being late more than six days. No submission will be accepted after the last day of course session. No makeups or post evaluation resubmissions--unless I specifically request a resubmission.

There are four major categories of assignments:

1. Exam (150 points) **Due last day of class by 11:59 PM**.

Final Exam: There is a Final Exam. The final exam will include objective questions (multiple choice, true/false, short answer and fill in the blank) as well as constructed response questions (short essay). Exams must be taken during the identified window of availability.

2. Team Project (150 points) **Due 24 February 2019 11:59 PM**, presentation is 27 February. This project requires student interaction with one another as well as with the instructor. Students will be randomly assigned to a group and a topic by the end of Session 1.

The purpose is to work collaboratively and collectively with other members of your team to complete a PowerPoint presentation.

You will evaluate the contribution and involvement of yourself and other group members. Students who do not submit an evaluation of all members in the group will not receive Engagement points in this project. Submit self/peer evaluation after your group presentation.

NOTE: Once the presentation is submitted to Blackboard no changes can occur.

3. Research Papers (Papers 500 points, Annotated Bibliography 50 points, Individual presentation 50 points, 600 points total)

Research Efforts for Papers (Papers 2, 3, 4 - 450 points, Paper 1 Annotated Bibliography 100 points, Individual presentation 50 points, 600 points total)

      Paper 1) Annotated Bibliography (100)

      Paper 2) Defining a Research Challenge (150)

      Paper 3) A Literature Review (150)

      Paper 4) Explaining a Research Methodology (150)

      "Paper" 5) Individual Presentation (50)

This is an individual research effort where each student selects a topic and submits it for. Research Papers is a five-part assignment; three main papers, an annotated bibliography, and a presentation on the subject.

      Paper 1 Annotated Bibliography: **Due 20 January 2019 11:59 PM**

      Paper 2 Defining a Research Challenge: **Due 27 January 2019 11:59 PM**

      Paper 3 A Literature Review: **Due 10 February 2019 11:59 PM**

      Paper 4 Explaining a Research Methodology: **Due 17 February 2019 11:59 PM**

      "Paper" 5 Individual Presentation: **Due to Blackboard 17 February 2019 11:59 PM with presentation to occur in Session 7 Class meeting 20 February**

4. Engagement: (10 for each session, 20 for overall Engagement, 100 points total)

Every class meeting. Sharing information leads to new ideas, and the best way for us to learn is from each other. To that end, each session has an Engagement grade. Points are earned for responding to

each discussion point. The purpose of the Engagement discussion is to generate conversation about relevant topics to Research Methods in Administration.

I encourage you to learn from each other! Note that no points will be earned for keeping silent in class or if excessive time is spent consulting handheld devices i.e. you will be considered absent if either of these two aspects occur.

The overall assessment takes into account an all-inclusive evolution of the student with regards to general comprehensive appraisal of class integration into submitted assignments/course engagement/involvement by the student with others.

Absences due to personal choice will impact the grade received for the course.

Post-Class Assignment: None

Student Involvement Hours:

Please anticipate approximately 2 hours of preparation time for each class. In addition, work on the group project should take about 4 hours, (class time will be allowed for preparation and discussion) and the research paper should take about 10-15 hours to complete.

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

Exam: One exam is given during the course. The exam will be evaluated based on accuracy, precision, and clarity. The final exam is cumulative.

Team Project: The students will be assigned to a selected group with a topic by the instructor. Keep in mind the importance for the groups to manage their time effectively. More information is embedded in the BB shell. A minimum of 10 slides is required for the group submittal. The presentation should not exceed 15 minutes which includes a Q&A segment. A grade will be provided for the overall project to the entire group. Individual grades may be lowered after a peer evaluation is complete by the other group members and returned to the instructor. Peer evaluation forms are a confidential matter between the student and the instructor.

Research Papers: Includes an annotated bibliography and presentation. All papers are to follow APA format and the student must keep a copy for their records. Written and constructed to graduate level use of language (includes grammar), demonstrating a research typology approach to one of the broad topics of the course. These papers should demonstrate recognition and formulation of a problem dealing with research methods in administration, exhibit collection of data obtained through observation, experimentation, or research. Papers are an applied activity that requires students to apply what they have learned in class to real-world research activities. A bibliography should be provided and contain non-internet citations. Papers will range in length from 3 to 10 pages, although lengths will vary depending on topics. A total of at least 10 sources should be included across all the papers.

Specific Criteria are as follows:

Paper 1) Annotated Bibliography

You analyze 10 sources and supply detailed information on each, further direction will be given in class.

Paper 2) Definition of the Issue/Problem

Sets out problem and purpose of the research

Includes Introduction, Problem Statement, Purpose of the Study, Research Objectives/Questions, Scope/Limitations/Delimitations

Paper 3) Literature Review

Utilizes and synthesizes current, relevant, and credible sources sufficient in number to create the context for the problem and to demonstrate understanding of the problem/issue

Paper 4) Methodology

Distinguishes typology being used and clearly identifies what data are needed to answer the research questions.

Explains in detail methods that will be used to collect and analyze the data

Includes all methodological details appropriate to the typology (e.g., for surveys, describes population, sample, randomization)

"Paper" 5) Presentation

The presentation based upon your work should not exceed 10 minutes which includes a Q&A segment.

Other Requirements:

References – 10 across all papers, each paper must contain references.

Data collection instruments, consent forms, and permission letter understanding if applicable will be in appendices.

Writing/Formatting: Reflects APA style, references cited in text and listed in references according to APA Style.

Demonstrates control of syntax, grammar, coherence, paragraphs that are focused and connected with transitions.

Engagement

A student's Engagement grade will be based on the Instructor's assessment of the quality of the student's constructive contributions to the learning experiences of all course participants. Engagement will be evaluated on the basis of (1) the regularity of the students' engagement, (2) whether the students take the leading roles in certain discussions, (3) asking reading-informed questions about

course subject matter, and (4) in a group, whether the students play the roles of leaders and followers well. The instructor will evaluate the students using a rubric based on the above criteria. If you have read this far send the instructor an email with the subject line "MSA 600 I have read this far" and attach your pre-class image to the message – this is not a joke request.

Grading Scale: Course activities will be graded as follows:

Final Project paper   600 pts.
      [Papers 1, 3, 4 150 points each
      A.B. 100 points
      Pres. 50 points]
Final Exams   150 pts.
Group Project Activities   150 pts.
Engagement   100 pts.
TOTAL: 1000 Points

Grading Scale:

A   94-100%, 940 to 1,000 points
A-   90-93.9%, 900 to 939 points
B+   88-89.9%, 880 to 899 points
B   82-87.9%, 820 to 879 points
B-   80-81%, 800 to 819 points
C+   78-79%, 780 to 799 points
C   72-77%, 720 to 779 points
E   < 72%, 719 or below

NOTE: CMU does not employ C- or D grades

Late Assignments (LATE WORK POLICY):

Late papers will be penalized one grade per day late, i.e. an A becomes an A-. No papers will be accepted after being late more than six days. No submission will be accepted after last day of the course. You are responsible for ensuring assignments are submitted on time and that your submission is received. Assignment submission is via the Assignment section on the Blackboard. Verification of assignment submission is an exclamation mark (!) in respective assignment area in Gradebook. Submissions are to be in MS Word put all your work into one-word document. Multiple file submissions will be returned for resubmission as a single file, if the resubmit is after the due date the submission will be considered as a late submission. Exams must be taken within the schedule identified above. Failure to do so eliminates the opportunity to submit. Scores will be posted on the website under Gradebook--if a score is missing or entered incorrectly let me know. You should review your grades at least once a week NLT session five.

Make-ups and Rewrites:

All due consideration will be given to working students. Missed exam, and presentations will be scheduled on a time available bases. Documents submitted that do not conform to college-level work will be returned with comments pointing out deficiencies.

VIII. EXPECTATIONS

Attendance and Engagement:

Students are expected to attend all classes for the full time. Absences due to personal choice will impact the grade received for the course.

You are expected to participate in the course with me and group members, by reading assigned material(s), supplying comments during discussions in a timely fashion and participating in the group project. Students are expected to effectively maintain email communication and check the Course Website at levels that ensure timely awareness of courses requirements and expectations - no exceptions.

Lively discussions make for lively learning. The expectation is that students will demonstrate mutual respect to one another during discussions. Given the passion that surrounds certain administrative issues, care should be taken to stay to the point at hand. Under no circumstances will personal demeaning discourse be acceptable.

Students participating in I-phone/Blackberry prayers, i.e. texting, or using computer for non-course work during class time, will be penalized via the Engagement grade.

Any student in danger of not meeting the class engagement criteria will be individually consulted outside of the class room.

Academic Integrity:

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).

Student Rights and Responsibilities:

Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Library Services

CMU offers you a full suite of library services through the University Library. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need.

Check out the library website at https://www.cmich.edu/library/Pages/default.aspx for more information.

Writing Center

The CMU Writing Center is a free service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. For additional information and to submit work, visit https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx.

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit https://www.cmich.edu/colleges/cst/math/Pages/Mathematics-Assistance-Center.aspx.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Student Disability Services office in Park Library 120, telephone (989) 774-3018 and TTY (989) 774-2568 or sds@cmich.edu. Please see additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx
Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

VRC (Veterans Resource Center)

The VRC serves CMU students who are:
      Veterans
      Active Military (including National Guard and Reserve)
      Spouses and dependents of Veterans and Active Military
The VRC Staff helps students:
      Get the most out of their CMU experience;
      Access educational benefits, including those applicable to spouses and dependents
      Build academic and social networks; and
      Successfully make the transition from military environments to our centers across the U.S., our main campus, or online learning
Veterans' Resource Center Contacts -
      Phone: (989) 774-7991
      Email: veterans@cmich.edu

Note: If you care to speak with Dr. Hayes privately about a topic please feel free to do so.

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