



**Georgetown University**  
**School of Continuing Studies**  
**Master of Professional Studies in Human Resources Management**  
**Course Syllabus**  
**Spring 2014**

**Course:** MPHR 502-01 & -02 Research Process and Methodology

**Class Time:** Thursdays or Fridays 5:20 p.m. – 7:50 p.m.

**Location:** Downtown campus: 640 Massachusetts Ave

**Instructor:** Jeffrey F. Osanka, Ph.D.

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## Course Description:

The Society of Human Resource Management (SHRM) identifies empirical research methods as essential tools for HR professionals. *Research Process and Methodology* teaches students the analytical tools for conducting the required research for their future coursework and prepare them for their Capstone project.

Because of the increasingly complex subject matters in human resources and organizations, as well as the problems and issues students deal with in research, students need to learn—early in their graduate careers—how to situate themselves in relationship to the sites that they study, as well as how to select methods, how to apply them, and how to analyze the data they gather.

Through familiarity with traditional research methods, as well as critiquing or conducting research, students are challenged to look critically at their research, problematizing the methods they've learned, and articulating the complexities of the specific, rhetorical situation. This type of identifying and communicating doesn't come easily to everyone, and must be practiced.

Therefore this is an interactive course, where students will share their intellectual passions and collaboratively create ideas. This approach allows students to learn to answer the foundational question of all research papers: “Why should the audience care?”

There are three (3) major sets of skills taught in this course: **(1) becoming a researcher, (2) identifying researchable topics and other Masters-level writing skills, and (3) developing a Literature Review.** To develop these skills, students create first a micro-study and then a Research Proposal in order to apply their research to two HR-specific problems to be addressed and/or solved in a future research paper (such as the Capstone).

Qualitative methods (data collection, analysis and synthesis) are a critical part of any Literature Review. Students learn the basics of research methods in order to support the development of a methodology for research papers.

In an evolving “micro-study,” students try to adapt research methods to time and space and subject and problem constraints. **It is likely** that students will fail at this micro-study by choosing a problem that is too broad/unfocused, a method not appropriate, and so forth—but often it is through failure that we learn best, especially when the failure becomes a “teachable moment” in the context of a class. **Discussing a failure** is a valuable skill set and may very well produce an excellent grade.

Students learn to conduct research based on problems they identify. The final outcome is a Research Proposal demonstrating the ability to conduct research towards developing a paper using the research methods learned. The Research Proposal (including the Literature Review) is a critical element in successfully completing the Capstone at the end of the Masters Program.

Students produce a Research Proposal (roughly 15 pages) that includes all of the components required to support development of the Capstone paper – Working Title, Introduction (Thesis), Abstract, Scope, Aims, Objectives, Research Questions, Justification, Literature Review (including Hart’s 8 questions), Qualitative Analysis (Methodology), Study Limitations, Provisional Work Schedule, References cited and Bibliography. This lays a foundation for subsequent student work as well as the culminating Capstone Course in the student’s last semester.

Students develop the skills and competencies to:

- Choose research methods wisely;
- Design, conduct, and report on academic research;
- Read and assess existing research critically;
- Craft a literature review that informs the chosen field of research; and
- Create a research proposal for intellectually attacking a problem.

### **Expert Participation:**

Weeks 2 and 9: The Georgetown Librarian shows students how to utilize the Library’s full resources for problem generation and literature reviews. (Dates may change due to availability of the Librarian)

Weeks 6 and 14: Expert panelists critique the student presentations, providing feedback for successful improvement.

As available: Experts, drawn from academia or industry, assist students in shaping their problems.

### **Required Texts**

1. Booth, W.C., Colomb, G.G., and Williams, J.M. (2008). *The craft of research*. Chicago: (3rd ed.). The University of Chicago Press. ISBN: 978-0-226-06565-6
2. Publication Manual of the American Psychological Association. (2009). *Publication manual of the American psychological association (6th ed.)*. Washington, D.C.: Author. ISBN-13-978-1-4338-0562-2
3. Bhattacharjee, Anol, *Social science research: Principles, methods, and practices* (2012). Tampa Bay: USF Tampa Bay Open Access Textbooks Collection. Book 3. [http://scholarcommons.usf.edu/oa\\_textbooks/3](http://scholarcommons.usf.edu/oa_textbooks/3)

### **Recommended Texts:**

1. Booth, W.C., Colomb, G.G., Turabian, K., & Williams, J.M. (2007). *A manual for writers of research papers, theses, and dissertations (7th ed.)*. Chicago: The University of Chicago Press. ISBN-13: 978-0-226-82337-9
2. Hart, C. (1998). *Doing a literature review: Releasing the social science imagination*. London: Sage Publications. [The blue cover.] ISBN: 978-0-7610-5974-01

## **Course Objectives:**

Professors will:

1. Provide an in-depth overview of how to become a researcher by teaching research methods and procedures.
2. Exemplify the significance of identifying a researchable topic by applying research principles and asking pertinent questions about the topic.
3. Guide students in developing a Thesis Statement that will effectively answer questions posed and lead to crafting a paper where the Thesis is evident throughout.
4. Illustrate how the Literature Review is a significant part of the research project; identify its core components, outcomes and the proper manner in which to analyze and critique scholarly materials.
5. Instruct students in the basic methodology of qualitative analysis for the social sciences to ensure adequate collection, synthesis and analysis of data for their projects.
6. Provide instruction and guidance in development of an HR-related micro-study and Research Proposal.
7. Guide students as they develop the tools for writing research papers (including the Capstone) that meet the requirements of the Georgetown University HRM Master's program.

## **Learning Outcomes:**

Students will be able to:

1. Use the micro-study to demonstrate comprehensive knowledge of research and take action as a researcher resulting in the ability to identify a topic to meet the requirements of social sciences research methodology.
2. Determine researchable topics that lead to formulating problems and rendering practical solutions.
3. Demonstrate the ability to develop a Thesis Statement that clearly defines the purpose of the project and is woven throughout the paper.
4. Write a Literature Review that captures all of the relevant and significant scholarly materials and shows command of the subject area encompassing competent research, reading, interpreting and analyzing arguments, synthesizing ideas, making connections across disciplines and writing and presenting ideas in a clear and concise manner (C. Hart, 1998).
5. Develop a Research Proposal that includes all of the components required to support development of the Capstone paper – Working Title, Introduction (Thesis), Abstract, Scope, Aims, Objectives, Research Hypotheses, Justification, Literature Review (including Hart's 8 questions), Qualitative Analysis (Methodology), Study Limitations, Provisional Work Schedule, References cited and Bibliography.
6. Understand qualitative and quantitative social sciences research techniques that incorporate the appropriate methodological approaches, data collection, and data analysis processes that capture pertinent information by conducting a micro-study and then applying lessons learned to the Research Proposal.
7. Practice the analytical skills needed to write and revise research papers that adequately make the linkages between theory, method, research design, practical skills, the knowledge base of the subject and methodological foundations (C. Hart, 1998).

## Major skill sets for this course:

### I. Becoming a Researcher

Becoming a researcher requires *learning how to learn*. Before writing a graduate-level thesis, one must learn what research is and learn how to conduct research. The research is the foundation to any paper; one cannot develop an adequate paper without it. The first task, therefore, is to become a researcher.

Students learn how to properly conduct research based on two HR-related academic problems. For the micro-study and the Research Proposal, students select topics from whichever tracks (one each) are **not** the student's core track of study in the Georgetown SCS HRM Master's program: Strategic Human Capital Management, Diversity & Inclusion Management, or International Human Resources Management.

#### Students will learn the following:

- i. What research is
- ii. How to become a researcher
- iii. How to properly conduct research
- iv. How to use methodologies and theories to apply to a research problem
- v. How to find and research a topic
- vi. How to ask questions about the topic
- vii. How to transform questions into a research problem
- viii. How to find sources utilizing Georgetown's rich research database
- ix. How to analyze sources in ways that utilize research skills and lead to logical decisions
- x. How to revise what you write

Students utilize a micro-study to apply lessons learned:

- Choose a research method from the Bhattacharjee readings
- Write 1 page on why that research method was chosen
- Pick an interesting Human Resources Idea
- Use Booth's process to move from this Idea to a Topic, then to a Question, to an academic Problem, do preliminary research, design a Thesis Statement, and conduct a Literature Review.
- Apply the research method to the Thesis Statement
- Conduct an actual micro-study
- Complete the Literature Search report
- Compose a Structured Outline for the micro-study
- Discuss the results of the study in an oral Presentation. Failure and success of the study are equally worthy subjects for discussion.
- Qualitative v.s. quantitative research: HRM's focus is mostly qualitative, and students often also use quantitative research. Consider inductive v.s. deductive methods.

- Students pair up -- with a different pairing each class -- to discuss each stage of the micro-study. In this way, students tailor their research to the interests of a wider audience than themselves.
- Remember that micro implies small. Design as narrow and as simple a study as possible that successfully addresses an HR topic.

Students will select a final Topic for the Research Proposal by Week 6. They will follow the same steps from Booth for developing the Topic through to a Thesis Statement.

*Deliverables: micro-study based on  
research method*

## **II. Identifying researchable topics and other Masters-level writing skills**

The expectation is that each student knows how to write at the collegiate level. This class advances each student's skills towards the Masters degree level. Students write a series of small papers or exercises (1-3 pages); each designed to enhance their skills.

Students identify two researchable topics, each outside of their core track of study, and find two academic problems to address. Each topic should be narrow enough to identify specific resources to support the research. The topics should not be so broad as to create an overwhelming amount of data causing difficulty in identifying and focusing on the problem.

Editing is an essential part of both writing and research. It is expected that each student will continually alter the thrust of their micro-study, Research Proposal, and future research topics.

Students utilize their advancing writing skills to transform their research into a Thesis: first for a micro-study and then for a Research Proposal. Students will not write a Capstone, or indeed any research paper, in this course. Instead, they will learn a series of tools that will help them write research papers throughout the Program, including the Capstone.

Students learn how to:

- Brainstorm areas of interest;

- Refine their interests into topics;
- Craft questions based on those topics;
- Discuss in class what types of research to best approach the questions;
- Refine each question into an academic problem;
- Write an effective thesis statements for the academic problems; and
- Conduct comprehensive literature reviews of the academic problems.

*Deliverable: Choosing two academic researchable topics in the HR field*

*Deliverables: Short papers/quizzes designed to enhance writing skills*

### **III. Developing a Literature Review**

The Literature Review will contain information, ideas, data and evidence written from a particular perspective to fulfill certain aims, or express certain views on the topic and how it will be investigated (Hart, 1998). The result will be an outline, description, and critical analysis of each work.

Each Literature Review will contain a substantive overview of the literature on the topic. This includes the review and analysis of scholarly articles, books, abstracts and other sources that are relevant to the topic and area of research.

For the micro-study, students learn skills useful to the final Literature Review by doing a structured literature search. This literature search report requires students to find specific types of articles necessary to do the micro-study. They will outline, describe, and critically analyze each article for the literature search.

Students will learn various approaches to writing a Literature Review: chronological, thematic, theoretical, etc. They will learn how to write about research. They will read the APA Publication Manual and practice different ways to cite sources, both in the References and internally in the text.

*Deliverable: Literature Review for the Research Proposal*

#### IV. Applying Research to an HR Problem

A Research Proposal is a guide for developing and writing any research paper, including the Capstone paper at the end of the Program, that keeps the student focused on the topic and the related methodological approaches.

Each student will develop a Research Proposal (roughly 15 pages) incorporating an overview of key components, including: the Working Title, the Introduction, the Abstract, Scope, Aims, Objectives, Justification, Literature Review (including Hart's 8 questions), Qualitative Analysis (Methodology), Study Limitations, Provisional Work Schedule, References cited and a Bibliography.

Students will adapt research methods for their particular rhetorical situation, indicating why they have adapted the methods they have, and how they have implemented rigor in their research.

Students develop the skills and competencies to:

- Choose research methods wisely;
- Design, conduct, and report on research;
- Read and assess existing research critically;
- Craft a literature review that informs the chosen field of research; and
- Create a research proposal for intellectually attacking a problem.

A Research Proposal is a roadmap to developing a strong Capstone paper in the future.

*Deliverable: The Research Proposal  
including the Literature Review*



## Learning Outcomes, Teaching and Assessment Methods

Student Learning Outcomes	Teaching Methods	Assessment Methods
	<ul style="list-style-type: none"> <li>✓ Interactive Lectures</li> <li>✓ Sample Writing</li> <li>✓ Coaching &amp; Guidance</li> <li>✓ Group Exercises</li> <li>✓ Visuals</li> <li>✓ Problem-based Learning</li> <li>✓ Graphs &amp; Charts</li> </ul>	<ul style="list-style-type: none"> <li>✓ Written Reports</li> <li>✓ The Research Proposal</li> <li>✓ The Literature Review</li> <li>✓ Qualitative Research Methods</li> <li>✓ Group Work</li> <li>✓ Student Presentations</li> <li>✓ Micro-study</li> </ul>
1. Use the micro-study to demonstrate comprehensive knowledge of research and take action as a researcher resulting in the ability to identify a topic to meet the requirements of social sciences research methodology.	<ul style="list-style-type: none"> <li>✓ Interactive Lectures</li> <li>✓ Visuals</li> <li>✓ Group Exercises</li> </ul>	<ul style="list-style-type: none"> <li>✓ Written Research Report</li> <li>✓ Student Presentations</li> <li>✓ Group Work</li> <li>✓ Micro-study</li> </ul>
2. Determine researchable topics that lead to formulating problems and rendering practical solutions.	<ul style="list-style-type: none"> <li>✓ Interactive Lecture</li> <li>✓ Coaching &amp; Guidance</li> <li>✓ Group Exercises</li> <li>✓ Problem-based learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group Work</li> <li>✓ Student Presentations</li> </ul>
3. Demonstrate the ability to develop a Thesis Statement that clearly defines the purpose of the project and is woven throughout the paper.	<ul style="list-style-type: none"> <li>✓ Problem-based Learning</li> <li>✓ Group Exercise</li> <li>✓ Graphs &amp; Charts</li> <li>✓ Coaching &amp; Guidance</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group Work</li> <li>✓ Student Presentations</li> <li>✓ Written Reports</li> </ul>
4. Write a Literature Review that captures all of the relevant and significant scholarly materials and shows command of the subject area encompassing competent research, reading, interpreting and analyzing arguments, synthesizing ideas, making connections across disciplines and writing and presenting ideas in a clear and concise manner (C. Hart, 1998).	<ul style="list-style-type: none"> <li>✓ Literature Review Methodology</li> <li>✓ Graphs &amp; Charts</li> <li>✓ Group Exercises</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Literature Review</li> <li>✓ Group Work</li> <li>✓ Student Presentations</li> </ul>
5. Develop a Research Proposal that includes all of the components required to support development of the Capstone paper – includes Working Title, Introduction (Thesis), Abstract, Scope, Aims, Objectives, Research Questions, Justification, Literature Review (including Hart's 8 questions), Qualitative Analysis (Methodology), Study Limitations, Provisional Work Schedule, References cited and Bibliography.	<ul style="list-style-type: none"> <li>✓ Interactive Lecture</li> <li>✓ The Research Proposal Model</li> <li>✓ Group Work</li> <li>✓ Problem-based learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Research Proposal</li> <li>✓ Student Presentations</li> </ul>
6. Understand qualitative and quantitative social sciences research techniques that incorporate the appropriate methodological approaches, data collection, and data analysis processes that capture pertinent information by conducting a micro-study and then applying lessons learned to the Research Proposal.	<ul style="list-style-type: none"> <li>✓ Qualitative Research Methodology</li> <li>✓ Interactive Lecture</li> <li>✓ Problem-based learning</li> <li>✓ Group Exercises</li> </ul>	<ul style="list-style-type: none"> <li>✓ Qualitative Research Methods</li> <li>✓ Student Presentations</li> <li>✓ Micro-study</li> <li>✓ The Research Proposal</li> </ul>
7. Practice the analytical skills needed to write and revise research papers that adequately make the linkages between theory, method, research design, practical skills, the knowledge base of the subject and methodological foundations (C. Hart, 1998).	<ul style="list-style-type: none"> <li>✓ Group Exercises</li> <li>✓ Problem-based learning</li> <li>✓ Interactive Lecture</li> </ul>	<ul style="list-style-type: none"> <li>✓ Analysis for the micro-study, Literature Review, and Research Proposal</li> </ul>

Date	Class Week/Area of Focus	Readings before class time	Assignments Due
January 9/10	<p><b>Week 1 – Introductions, review of Syllabus, class process, learning outcomes, learning methods and assessment methods.</b></p> <ul style="list-style-type: none"> <li>• The research process</li> <li>• Becoming a Researcher; learning the fundamentals of research</li> <li>• Preparing to join the research community</li> <li>• Structured Outline</li> <li>• Idea to Topic</li> <li>• Pairs process</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Bhattacharjee, Social Science Research: Principles, Methods, and Practice: Chapters 1-4, pgs. 1-34</li> </ul> <p><a href="http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&amp;context=oa_textbooks">http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&amp;context=oa_textbooks</a></p> <p>Sample Human Resources issue:</p> <p><a href="http://dhemery.com/articles/resolving_resistance/">http://dhemery.com/articles/resolving_resistance/</a></p>	<ul style="list-style-type: none"> <li>• Be prepared to discuss required reading in class.</li> <li>• Begin formulating the topic; be prepared to discuss in class.</li> <li>• Begin reading about developing the Research Question and the Literature Review.</li> <li>• Identify a general topic for the micro-study.</li> <li>• Short paper assigned</li> </ul>
January 16/17	<p><b>Week 2 – Preparing for the Literature Search and the Literature Review</b></p> <ul style="list-style-type: none"> <li>• Library Tutorial &amp; Introduction to identifying viable sources to shape the topic (GU Librarian).</li> <li>• Topic to Question</li> <li>• Group Work to prep Group Reports</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Booth, Colomb &amp; Williams, <i>Preface, Our Debts</i>, Part I – Chapters 1-3, pgs. 1-50</li> <li>• Bhattacharjee, Social Science Research: Principles, Methods, and Practice: Chapters 5-6, pgs. 35-54</li> </ul> <p><b>Read: Go to section on Planning the Methodology – the Qualitative Pathway:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bing.com/images/search?q=Model+of+the+Research+Process&amp;view=detail&amp;id=F85758CB6C988AC45B2814BA873F2809C9AF80EE">http://www.bing.com/images/search?q=Model+of+the+Research+Process&amp;view=detail&amp;id=F85758CB6C988AC45B2814BA873F2809C9AF80EE</a></li> </ul> <p>Inductive Qualitative Analysis:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.fmhs.auckland.ac.nz/soph/centres/hrmas/docs/Inductive2003.pdf">http://www.fmhs.auckland.ac.nz/soph/centres/hrmas/docs/Inductive2003.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due: Justify your chosen research method (1 page)</b></li> <li>• Prepare research-related questions for the Librarian; use of the GU resource databases, etc.</li> <li>• Discuss Qualitative Analysis (Methodology) – interviews, surveys, focus groups, observations, questionnaire, etc. with Professor.</li> </ul>
January 23/24	<p><b>Week 3 – Methodology – Social Sciences Qualitative Analysis</b></p> <ul style="list-style-type: none"> <li>• Qualitative Analysis</li> <li>• Data Collection methods and processes</li> </ul> <p><b>Group Reports in class.</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Booth, Colomb &amp; Williams, Chapters 4-6, pgs. 51-101</li> <li>• Bhattacharjee, Social Science Research: Principles, Methods, and Practice: Chapters 7-8, pgs. 55-72</li> <li>• <a href="http://www.trentu.ca/history/workbook/assignedreadings.php">http://www.trentu.ca/history/workbook/assignedreadings.php</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due: Group Reports</b></li> <li>• Begin the Literature search and the Literature Review.</li> <li>• Begin crafting the Thesis Statement for the micro-study</li> <li>• Determine researchable (focused) topic</li> <li>• Consider the Qualitative aspects of the micro-study and data collection requirements based on the</li> </ul>

		<p>Steps in the Research Process:</p> <ul style="list-style-type: none"> <li>• <a href="http://library.centralia.edu/learnhow/12steps.pdf">http://library.centralia.edu/learnhow/12steps.pdf</a></li> <li>• <a href="http://www.slideshare.net/hisled/the-research-process">http://www.slideshare.net/hisled/the-research-process</a></li> </ul>	topic.
January 30/31	<p><b>Week 4 – Focusing on the Research Question &amp; Answer</b></p> <ul style="list-style-type: none"> <li>• Review of the Research Question &amp; Response</li> <li>• Process for developing the Literature Review*</li> <li>• Introduction to the Research Proposal</li> <li>• Developing the Thesis Statement</li> </ul> <p>*The Literature Review is a component of the Research Proposal.</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Booth, Colomb &amp; Williams, Chapters 7-8, pgs.108-127</li> <li>• Bhattacharjee, Social Science Research: Principles, Methods, and Practice: Chapters 9-10, pgs. 73-92</li> </ul> <p>The Research Question</p> <ul style="list-style-type: none"> <li>• <a href="http://www8.esc.edu/esconline/a_cross_esc/writerscomplex.nsf/0/f87fd7182f0ff21c852569c2005a47b7">http://www8.esc.edu/esconline/a_cross_esc/writerscomplex.nsf/0/f87fd7182f0ff21c852569c2005a47b7</a></li> </ul> <p>Steps in the Research Process:</p> <p><a href="http://www2.suffolk.edu/sawlib/research-process.html">http://www2.suffolk.edu/sawlib/research-process.html</a></p> <p>Developing a Thesis Statement:</p> <ul style="list-style-type: none"> <li>• <a href="http://writing.wisc.edu/Handbook/Thesis_or_Purpose.html">http://writing.wisc.edu/Handbook/Thesis_or_Purpose.html</a></li> <li>• <a href="http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml">http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due: Structured Outline exercise.</b></li> <li>• <b>Due: Note-taking exercise</b></li> <li>• Begin developing the Literature Review.</li> <li>• Work on Literature Reviews and the Research Proposals.</li> </ul>
February 6/7	<p><b>Week 5 – Developing the Literature Review &amp; Research Proposal</b></p> <ul style="list-style-type: none"> <li>• Review of reading esp. Hart – Q&amp;A 's based on work to date</li> <li>• Components and guidelines for developing the Research Proposal</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Bhattacharjee, Social Science Research: Principles, Methods, and Practice: Chapters 11-12, pgs. 93-112</li> </ul> <p>Research Papers:</p> <ul style="list-style-type: none"> <li>• <a href="http://weber.ucsd.edu/~jmoore/courses/researchpapers.html">http://weber.ucsd.edu/~jmoore/courses/researchpapers.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due: Sentence Reordering for Revision exercise</b></li> <li>• Finalize Thesis Statement for micro-study</li> <li>• Research Proposal – begin developing and populating the Proposal.</li> <li>• Prepare for class presentations.</li> </ul>
February 13/14	<p><b>Week 6 - Individual class presentations</b></p> <ul style="list-style-type: none"> <li>• Students present their micro-studies.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Bhattacharjee, Social Science Research: Principles, Methods, and Practice: Chapter 13, pgs. 113-118</li> <li>• Applicable sections of <i>Publication Manual of the</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due: 3 minute individual Presentation in class</b></li> <li>• <b>Due: Literature Search and Structured Outline</b></li> <li>• Idea to Topic for Research Proposal</li> </ul>

		<p><i>American Psychological Association</i> – for the remainder of the course – as related to the requirements of writing the paper.</p> <p>Description of Literature Review:</p> <ul style="list-style-type: none"> <li>• <a href="http://web.pdx.edu/~bertini/pdf/literature_review.pdf">http://web.pdx.edu/~bertini/pdf/literature_review.pdf</a></li> <li>• <a href="http://writingcenter.unc.edu/handouts/literature-reviews/">http://writingcenter.unc.edu/handouts/literature-reviews/</a></li> </ul>	
February 20/21	<p><b>Week 7 – Developing Arguments</b></p> <ul style="list-style-type: none"> <li>• Developing Arguments</li> <li>• Assembling Reasons and Evidence</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Booth, Colomb &amp; Williams, Chapters 9-10, pgs.130-151, Chapter 11, pgs.152-170</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due: APA Publication Manual exercise</b></li> <li>• Topic to Question for Research Proposal</li> </ul>
February 27/28	<p><b>Week 8 -</b></p> <ul style="list-style-type: none"> <li>• Hart’s 8 Research Questions</li> <li>• Meet in groups of four to trade Academic Problems (Q1 and Q2)</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Bhattacharjee, Social Science Research: Principles, Methods, and Practice: Chapters 14-15, pgs. 119-136</li> <li>• Booth, Colomb &amp; Williams, Part IV, pgs. 173-248- Planning, Drafting, and Revising &amp; pg. 211 (Abstracts), Introductions &amp; Conclusions, pg. 232</li> <li>• <a href="http://www.ece.cmu.edu/~koopman/essays/abstract.html">http://www.ece.cmu.edu/~koopman/essays/abstract.html</a></li> <li>• <a href="http://research.berkeley.edu/ucday/abstract.html">http://research.berkeley.edu/ucday/abstract.html</a></li> <li>• <a href="http://uss.tufts.edu/undergradEducation/research/HOW%20TO%20WRITE%20AN%20ABSTRACT%20for%20">http://uss.tufts.edu/undergradEducation/research/HOW%20TO%20WRITE%20AN%20ABSTRACT%20for%20</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due: Thesis Statement exercise.</b></li> <li>• Question to Academic Problem (Q1 and Q2) for Research Proposal</li> </ul>
March 6/7	<p><b>Week 9 – Librarian and APA Publication Manual Quiz</b></p> <ul style="list-style-type: none"> <li>• Library Tutorial &amp; Introduction to identifying viable sources to shape the topic (GU Librarian).</li> </ul>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• APA Manual</li> <li>• Developing a Thesis Statement: <a href="http://depts.washington.edu/pswrite/thesisstmt.html">http://depts.washington.edu/pswrite/thesisstmt.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due during class: APA Publication Manual Quiz (60 minutes, open book, no collaboration)</b></li> <li>• Thesis Statement for Research Proposal (provide to three partners)</li> </ul>
March 13	<b>NO CLASS</b>		
<b>NO CLASS</b>	Winter Break		
March 20/21	<p><b>Week 10 – Developing the Arguments</b></p> <ul style="list-style-type: none"> <li>• Developing Arguments</li> <li>• Assembling Reasons and Evidence – cont’d</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.uncp.edu/home/acurtis/Courses/ResourcesForCourses/HowToResearch/ResearchQuestion.html">http://www.uncp.edu/home/acurtis/Courses/ResourcesForCourses/HowToResearch/ResearchQuestion.html</a></li> <li>• <a href="http://olinuris.library.cornell.edu/ref/research/skill1.htm">http://olinuris.library.cornell.edu/ref/research/skill1.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Research the 3 Academic Problems of the other 3 students using 3 of Hart’s Literature Review questions.</li> </ul>

March 27/28	<b><u>Week 11</u></b> <ul style="list-style-type: none"> <li>Professors will provide support and take Q&amp;A's.</li> <li>Students will take Q&amp;A's from each other.</li> </ul>	<ul style="list-style-type: none"> <li>APA Manual</li> <li>Bhattacharjee, Social Science Research: Principles, Methods, and Practice: Chapter 16, pgs 137-140</li> </ul>	<ul style="list-style-type: none"> <li><b>Due: Critique of 3 student problems using 3 of Hart's Literature Review questions</b></li> </ul>
April 3/4	<b><u>Week 12</u></b> <ul style="list-style-type: none"> <li><i>Planning, drafting &amp; revising</i></li> <li><i>Introductions, Conclusions, Abstracts</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Read:</b> Booth, Colomb &amp; Williams, Part IV, - Planning, Drafting, and Revising, pgs. 249- 268</li> <li>APA Manual</li> </ul>	<ul style="list-style-type: none"> <li>Additional support from Professor and feedback on writing, formatting, etc.</li> </ul>
April 10/11	<b><u>Week 13</u></b> <ul style="list-style-type: none"> <li><i>Outlining &amp; Storyboarding, recordkeeping</i></li> </ul>	<ul style="list-style-type: none"> <li>Continue writing the Research Proposal</li> <li><b>Re-read:</b> Booth, Colomb &amp; Williams, Part IV, - Planning, Drafting, and Revising, pgs. 249- 268 as necessary.</li> <li>APA Manual</li> </ul>	<ul style="list-style-type: none"> <li>Additional support from Professor and feedback on writing, formatting, etc.</li> </ul>
April 17/18	<b><u>NO CLASS</u></b>  Easter Break	<ul style="list-style-type: none"> <li>Continue writing the Research Proposal</li> <li><a href="http://www9.georgetown.edu/faculty/kingch/how_to_write_a_research_paper.htm">http://www9.georgetown.edu/faculty/kingch/how_to_write_a_research_paper.htm</a></li> <li><a href="http://www.ruf.rice.edu/~bioslabs/tools/report/reportform.html">http://www.ruf.rice.edu/~bioslabs/tools/report/reportform.html</a></li> <li>APA Manual</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
April 24/25	<b><u>Week 14</u></b>  <b>Oral Defense</b>	<ul style="list-style-type: none"> <li><a href="http://www.chsbs.cmich.edu/fattah/courses/empirical/03.htm">http://www.chsbs.cmich.edu/fattah/courses/empirical/03.htm</a></li> <li><a href="http://www.vanderbilt.edu/writing/resources/Formulating%20Your%20Research%20Question.pdf">http://www.vanderbilt.edu/writing/resources/Formulating%20Your%20Research%20Question.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Due: Oral Defense</b></li> </ul>
May 8/9	<b><u>Week 15</u></b>  <b>Looking Forward to Capstone</b>	<ul style="list-style-type: none"> <li>Skim through Booth, Colomb &amp; Williams looking for material for a discussion of your future Capstone project.</li> </ul>	
May 15/16	<b><u>Week 16</u></b>  <b>Research Proposal due</b>	<ul style="list-style-type: none"> <li><b>Research Proposal Due</b> no later than 5:20 pm at 640 Massachusetts Avenue, Washington, DC</li> <li>C1 Level</li> </ul>	<ul style="list-style-type: none"> <li><b>Research Proposal Due on May 15/16, 2014 by 5:20 pm – Both electronic and hardcopies are due at this time. No late paper submissions will be accepted.</b></li> </ul>

\*Additional assignments, reading requirements, papers and quizzes may be assigned at the discretion of the Professors. Late submissions (of any type) will not be accepted. The student will receive a failing grade for any late submissions. The Professors will not review late papers.

The Professor reserves the right to make modifications to the Syllabus as deemed necessary. If that happens, students will be given advance notice.

**Grading Determination**

<b>Grading Distribution</b>	
Paired Collaboration	05%
Micro-Study	30%
Preparing to Search and Review Literature	25%
Research Proposal (including Literature Review)	40%
Total	100%

The final grade will be based on a combination of weekly assignments, written reports, quizzes, the micro-study, and the Research Proposal (including the Literature Review). Collaboration is valued in classroom activities, along with evidence of having completed reading assignments in preparation for class activities and assignments.

## **Assignments due at 5:20 pm on the day of class (Spring 2014):**

### **Paired Collaboration (5%):**

Weeks 1-12: Meet in pairs (usually outside of class), with a different student each time, to give feedback to each other in the thesis-development process.

### **Micro-Study (30%):**

Week 2: Justify chosen research method (1 page, written; non-graded)

Week 4: Structured Outline (based on assigned HR primary research documents and applying research method) (1 page, written, non-graded)

Week 6: (10%) Presentations of micro-study (15 students, 3 minutes each, oral)

Includes Q1, Q2, Thesis Statement, brief findings (3 sentences), and Lit. Search

Week 6: (10%) Literature Search – Bibliography exercise (3-4 pages, written)

Week 6: (10%) Structured Outline of micro-study (1 page, written)

### **Preparing to Search and Review Literature (25%):**

Week 3: Group Report: Literature search on Georgetown's three HR Concentrations. Through a group process, each student researches and presents on one academic article that identifies three points relevant to the group's assigned Concentration. (3 groups, 2 minutes/student + 2-4 minutes group transitions, oral, non-graded)

Week 4: Note Taking exercise: to help encapsulate and organize research findings. (1 page, written, non-graded)

Week 7: APA Publication Manual exercise (1 page, written, non-graded)

Week 9: (10%) APA Publication Manual Quiz (in class, open-book, no collaboration, 60 minutes).

Week 11: (15%) Critique of 3 student problems, each based on a different Hart's Literature Review question (3 pages, written)

**Research Proposal (40%):**

Week 5: Sentence Reordering for Revision exercise (1 page, written, non-graded)

Week 8: Thesis Statement exercise -- Taking a stance in active voice (1 page, written, non-graded)

Week 14: (10%) Oral Defense of Research Proposal using one of Hart's Literature Review questions, randomly assigned (3 minutes each, oral).

Week 15: (30%) Research Proposal (Roughly 15 pages, written). Includes all components required to support development of a future Capstone paper: Working Title, Introduction (Thesis), Abstract, Scope, Aims, Objectives, Research Hypotheses, Justification, the revised Literature Review (including Hart's 8 questions), Qualitative Analysis (Methodology), Study Limitations, Provisional Work Schedule, References cited and Bibliography. 20% on the Literature Review and 10% on the rest of the Research Proposal, for a total of 30%.

**Non-graded assignments:**

There will be a 1 point deduction from the overall grade in the class for each assignment skipped/late.



## **Rubric for the Course:**

Listed below are grades and academic standards for each grade awarded. There will be no second review of assignments.

### **A = 95-100%**

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

### **A- = 90-94%**

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

### **B+ = 87-89%**

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. It is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

### **B = 83-86 %**

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

### **B- = 80-82 %**

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

### **C = 70-79%**

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

### **F = 69% and below**

Fails to meet minimum acceptable standards.

### **Questions about the class (assignments, etc):**

Questions should be brought up in class so that the whole class may benefit. Individual questions about the class will not be answered in individual e-mails.

### **Expectations and Guidance:**

- Keep up with the assigned readings.
- Keep up with the assigned readings even if they are not discussed in class.
- Students in this class should meet at least three times with the writing center tutors.
- Take a firm stance on each Thesis Statement. Avoid equivocation.
- Budget time wisely: There is at least a 1 page paper, often non-graded, due in every class.
- Budget time wisely: If taking multiple classes, check to see overlapping assignments and begin working early on each assignment in such cases
- Avoid use of “as cited by.” If it is important enough to reference, it is important enough to go back and read the original.
- Don’t use non-academic sources (such as magazines or periodicals) as sources without specific guidance or professor’s written approval. Such sources can sometimes be useful as examples for secondary points in a future paper, and not in a literature review.
- Books are not necessarily academic sources. If using a book, offer some argument as to why it is academic.
- Do not read from your paper for any Presentation. Instead, engage your audience.
- Revise, revise, revise.
- No extra credit and no opportunity to make up assignments.
- No second review of papers.
- Once given, grades will not be changed.
- Bring the APA manual or a similar reference work to class on Week 9. There will be a Quiz.

## **Policies and Procedures:**

**Attendance:** Students are expected at all meetings of the course. The SCS attendance policy is strictly adhered to. We do understand that from time to time, family, personal and or work emergencies may arise. In those circumstances, please contact the professor immediately, and before class begins. A student who misses more than two classes is subject to withdrawal from the class by Dean Metzler and a final grade of "F" in the course. Late arrivals of more than ten minutes after the start of class will count as one absence. Two late arrivals will count as two missed classes, and, will result in withdrawal from the class by Dean Metzler and a final grade of "F" in the course.

Use of Skype in the classroom is not permissible. Electronic devices (laptops, cell phones, iPads, etc.) in the classroom are to be used on a limited basis. At times in some classes, laptops may be required as part of classroom activities. Professors will notify students of this requirement in advance. No such requirement occurred in the prior term for this class.

**Late Papers:** Except in rare circumstances, late papers are not accepted. In case of an emergency, this rule can be waived with appropriate documentation and cause. Requests for extensions must reach us no later than a week before the paper is due. *If the emergency is late-breaking, students must request a brief extension, with documentation and cause, before the assignment deadline or be subject to a grade reduction. The Professor will decide on whether to accept the request and how long the extension will last.*

### **Incompletes**

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is handed in and, then, the grade shall be changed accordingly. In no case shall work submitted after the announced date (date will be announced in class) be granted an incomplete. The work shall be delivered no later than 4 p.m. on that day. Failure to adhere to this rule will result in an F.

### **Citation System**

Students must use APA style in all papers submitted in the course.

### **[www.turnitin.com](http://www.turnitin.com)**

Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to **TurnItIn.com** or similar programs for detection of plagiarism. All submitted papers will be added as source documents in the [www.turnitin.com](http://www.turnitin.com) reference database solely for the purpose of detecting plagiarism of such papers in the future.

<http://www.turnitin.com/>

Since late papers will not be accepted, it is wise to submit the paper before the deadline, to allow for any technical problems encountered.

### **Students with Disabilities Policy**

- Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.
- Students with disabilities should contact the Academic Resource Center (ARC) (Leavey Center, Suite 335; 202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

### **Honor System**

All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at:

<http://gervaseprograms.georgetown.edu/honor/system/>

It is your responsibility to read and understand the university's honor code (see website above). If you have any questions, please contact the professor or the appropriate university official.