TMPD 704
Qualitative Research Design, Analysis and Measurement

Spring 2016
01/19/2016 – 05/06/2016

Course Syllabus

Wednesday 6:15-8:45m Full Semester, Room: Tech 163
TMPD704spring16@gmail.com

Instructor: Prof. Christian Bach
Ph.D., MBA, MS
Room: Tech Building 153
cbach@bridgeport.edu

Office Hours:
Monday: 5:00-6:00pm
Tuesday: 12:00 2:00pm
Wednesday, Thursday, Friday: 10:00 am – 12:00 pm (upon appointment)
Course Overview

The major objective of this course is to provide beginning doctoral students with an understanding of the central issues and choices in research design. The course is designed to prepare students to design and conduct research studies. Emphasis will be placed on how to think about research problems, what are appropriate methods to approach such problems, and what are the related issues in the choice of research methodology. Students will be introduced a broad array of data collection methods that are used in social science research.

Course Learning Objectives

There are seven writing assignments in this class. These assignments are designed to enhance your ability to write a research proposal. They are also designed to be developmental in nature in that they relate to and/or build on each other. The first is designed to give you the opportunity to begin exploring a research interest of your choice by examining the extant literature in this area. The middle five assignments will allow you to develop your knowledge and understanding of research design by focusing on the data collection techniques that we will explore over the course of the semester. The final assignment will ask you to integrate and build on the work you have done in some of the first six assignments.

This first assignment focuses on one of the key first steps of a research design—the literature review. Although you will not actually be conducting a full literature review, you will need to look, in a systematic way, at literature that pertains to a topic of interest to you. You will therefore need to begin by choosing an area of research that interests you. Choose carefully, because you will be working in this area for the remainder of the semester. Try to choose an area that is broad enough that it can be examined from a variety of perspectives, and narrow enough that you will not be trying to investigate the entire field of public administration, public finance, public policy, organizational studies, information science, etc.

Identify at least five articles that focus on this topic. Note that you may also want to identify additional sources that enhance your knowledge of this area, e.g., books, WWW cites. For this assignment, however, you should only write about journal articles. Try to find a balance between theoretical/conceptual articles and empirical articles. As you read these articles pay careful attention to their structure/organization. In addition, as you read the empirical articles, note the particular research designs and operationalization of variables used in the data collection. You should, of course, continue to read in this literature throughout the semester in order to become more knowledgeable about the research that has been done in this area. This assignment should just get you started.

Your paper should briefly present the topic, in general, and what you consider to be the major research issue(s). It should then discuss the theoretical foundations and research methodologies used by others who have conducted research on this topic. Identify what variables they have studied, what populations they have examined, what source(s) of data they have used, and what the findings of that research have been. Also note any limitations to research that the authors identify. (NB: This literature review will not look like a "typical" literature review in that you should focus as much on the research methodologies used by other researchers as on their findings.) Try to present your analysis as a review of themes, rather than as a review of each article. Conclude your paper by identifying clearly the focus of your research proposals for this semester. This topic should emerge from what you see to be as “gaps” in the literature.

Your paper should be approximately eight pages (double-spaced). It should use a consistent style of references and footnotes, and should be edited and proofed.

Textbooks

Book (required):

Use of Endnote or other referencing services (required):
Students are required to use Endnote referencing software available in Tech Computer Labs 163 and 164 to fulfill assignments.

On their own behave, students can get familiar with free services like RefWorks, Mandalay and others to produce the same results required in this course.

Optional Sources:

Others readings will be recommended during the course of the semester, as appropriate.

The UB book distribution system is for you to order the books online at: www.bridgeportbookstore.com or at the UB Bookstore on the main campus in Bridgeport.
Course Requirements

1. **Class Attendance, Participation, Punctuality, Cheating and Plagiarism:**
   On-time attendance at each class session is expected. Excessive lateness will impact your grade negatively. Class lectures complement, but do not duplicate, textbook information. Together students and instructor will create a learning organization. A significant portion of your learning will accrue through the constructive and respectful exchange of each other’s ideas, participation and search for alternative solutions. You must be actively engaged in class discussions to improve your analytical, quantitative and communication skills.

   **Cheating and plagiarism** is absolutely unacceptable in any guise. The first offense will result in a warning and documented by the instructor. The second offense will result in an “F” for the course. Cheating and plagiarizing means using the work of others as your own. Copying homework, using papers from the Internet, any talking or looking around during exams and allowing others to look at your exam papers are examples of cheating. Copying other people’s or author’s written work without proper citations and references is considered plagiarism.

Be certain that your travel arrangements do NOT conflict with any of your team or individual presentations.

2. **Preparation, Deadlines and Late Policy:**
   Late assignments will be penalized 20% for each class day past the deadline. No excuses will be accepted.

3. **Homework:**
   The syllabus identifies both the oral and written homework. Each written homework should be typed and only one or two pages long.

4. **Academic Article or Case Analysis:**
   All students are required to read and submit written case studies. Students must be prepared to discuss all cases in class. Each case study will require you to:
   
   1. **Title/Topic** - State the title or selected topic
   2. **Summary** - Summarize the key issues and facts of the case
   3. **Questions** – Formulate and Answer four (4) questions associated with the case
   4. **Recommendations** - Make recommendations on how to use the research method
   5. **In-text Citations:** APA style
      a. Cite a Research Method Book: e.g. (Bernard, 2000), for example after summary (2.)
      b. Cite 2 academic articles: take one direct quote (authors’ opinion, argument, finding, assumption, issue, etc.) and use it properly in your homework
   6. **Lessons Learned** - Formulate the lessons you learned from the case
   7. **Question for Class** – Formulate one question on the case that you would like to have discussed in class
   8. **References**: create Endnote library with full references in APA style

   **Important:** Make sure your case covers all **8 points** above in separate sections and each question is answered separately! For each missing point 0.5

5. **Individual Academic Report / Team Project on a Research Method with Case/Article Analysis:**
   Students are required to upload their papers into Turn-It-In before submission.

   The Report must contain (2000-4000 words, or more): Meeting minimum requirements will result in a B+.
   
   1. **Title** - page
   2. **Table of Content**
3. **Structured Abstract** (no references), see example at:  

4. **Introduction/Literature Overview, Importance of Research (20-30 references)**  
   a. What did I learn about your dissertation topic? (150-300 own words)
   b. Collect and quote definition on your dissertation topic (up to 800 words) and discuss with cases.
   c. Add list of 5-10+ definitions you have found in articles (use quote and cite with page number)

5. **Research Methodology**/design/approach: Review-Centric Research (LePine & Wilcox-King, 2010) e.g. conceptual research (Meredith, 1993), (Dreher, 2000), action research (Winter, 1987), case study research (Perry, 1998), (Eisenhardt, 1989), (Yin, 2003), grounded theory, ethnography (Schultze, 2000), emic/etic research etc.

6. **Explanation of Model and analytical Reflection on its factors and goal (Schön, 1983)**  
   a. At least one article must be from the “Journal of Marketing”
   b. Explain each causal link in the model (explain each hypothesis, its virtue, importance and impact)
   c. Explain the causal impact of each factor (independent variable) on the goal/objective (independent variable)
   d. Define the independent and dependent variables by citing two or more references

7. **Importance of Model/Research and Potential Impact on Organization/Society/Recommendations/Implications**  
   a. Summarize importance of 5.

8. **Conclusion/Discussion** (including: Lessons Learned, Impact on Organization/Society)

9. The student must properly **use and cite in the text 20-30 references in the paper – 30-60 references** are the norm.

10. **References** listed in mandatory APA-style.

11. **Appendix1:**  
    Write a section about the **Scientific Method**: Ch1 (Kerlinger & Lee, 2000) (add/use 5+ references)  
    a. What is the **Scientific Method**? (300-500 words from quoted material and comment on quoted material in your own words)
    b. Collect and quote definitions and discuss underlying Philosophies
    c. Make a table of definitions you have found in articles (use quote and cite with page number)

12. **Appendix2:**  
    Write a section about the **Relations**: Ch5 (Kerlinger & Lee, 2000) (add/use 5+ references)  
    a. What is the **Relations**? (300-500 words from quoted material and comment on quoted material in your own words)
    b. Write about dependent and independent variables of the model on page 99
    c. Collect and quote definitions and discuss underlying Philosophies
    d. Make a table of definitions you have found in articles (use quote and cite with page number)

### Evaluation

| Class Participation, News & Attendance | 10 % |
| Team Project | 20 % |
| Homework Assignments | 10 % |
| Academic Assignments | 20% |
| Individual Academic Report and Presentations | 40 % |
| **Total** | 100 % |

### Written Assignments and Presentations

**#1 - Written Assignment:** A Research Problem (10%) - Due:

**Written Assignments #2 - #6:** An Outline for a Research Proposals Using ... (45% overall)

**#2 - Interviews/Focus Groups** – assigned to students depending on their research plan  
**#3 - Surveys** - assigned to students depending on their research plan  
**#4 - Participant/Systematic/Non-participant Observation** - assigned to students depending on their research plan
#5 - Experiments/Quasi-experiments/Simulations - assigned to students depending on their research plan
#6 - Content Analysis/Archival/Secondary Analysis of Data - assigned to students depending on their research plan

#7 - Written Assignment: A Final Research Proposal (30%) - Due: (12:00 noon on last day of class)

Class Presentations and Participation (15%)

Course Structure
Lecturing is only one of the three approaches used in this course. Knowledge will be acquired through facilitated case discussion, student and team presentations. Students are expected to engage actively in preparing for and presenting the case materials. For completing the assignment and project, students may need to do additional research, and look for information and knowledge that is not covered by the textbook and the lectures. It is assumed that a major learning objective for this course is to cultivate students’ capability in searching, identifying, evaluation, using, and integrating relevant knowledge that may or may not be provided in the class through library, the Internet and other sources.

Schedule & Assignments

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<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>Reading</th>
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| Session #1 | Course set up / Syllabus
Assignments are assigned to each students according to their intended research for their prospective dissertation. |                                |
| Session #2 | Introduction to Research Design                                                      |                                |
| Session #3 | The Research Process
Designing a Research Study
Moving from Theory to Constructs from Concepts to Variables
Criteria for Critiquing Research Studies | Bernard: Chapters 2 and 3
TBD: Bryman: Chapters 1 (pp. 3-11) and 2
Brewer and Hunter: Chapters 3, 6, 7
Turabian: Chapters 1 and 2 |
| Session #4 | Literature Review: Grounded Theory, Case Study Research, Action Research, and Ethnography, | Bernard: Chapter 3 (pp. 87-94)
TBD: Newman/Benz: AppendicesD,E,F
Other readings |
| Session #5 | Philosophy of Science
Understanding Different Paradigms of Research Ethical Concerns in Conducting Research | Bernard: Chapter 1
TBD: Brewer/Hunter: Chapters 3, 4, and 7
Newman/Benz: Chapters 1 and 3, Appendix A |
| Session #6 | Midterm Exam – Each student reports on potential dissertation topic |                                |
| Session #7 | Sampling and Brief Presentations                                                      | Bernard: Chapter 5
TBD: Brewer/Hunter: Chapter 5 |
| Session #8 | Asking people
Interviews (Individual and Group) (Open-ended questions) | Bernard: Chapter 6,11, 12 (scan)
TBD: Newman/Benz: Chapter 4, Appendix B |
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<tr>
<th>Session #9</th>
<th>Observing people and things</th>
<th>Bernard: Chapter 4</th>
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<td>Experiments/Quasi-experiments/Simulation</td>
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<td>Session #10</td>
<td>Using existing data</td>
<td>Bernard: Chapter 12</td>
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<td>Content Analysis/Archival Studies/Secondary Analysis</td>
<td>Newman/Benz: Chapter 4</td>
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<td>Other readings, as appropriate</td>
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<td>Session #11</td>
<td>Triangulation and the Multi-method Approach</td>
<td>Brewer/Hunter: Review entire book</td>
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<td>Newman/Benz: Chapters 5 and 6</td>
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<tr>
<td>Session #12</td>
<td>Team Research Presentation</td>
<td>Bernard: Review various section on ethics</td>
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<td>Sessions #13</td>
<td>Individual research presentation and discussion</td>
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<td>Sessions #14</td>
<td>Individual research presentation and discussion</td>
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<td>Sessions #15</td>
<td>Final Exam (optional)</td>
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Note: this is a working outline, and may be revised to meet the needs of class participants.