

**General Studies Course Proposal:
Analytical & Quantitative Thought Distribution Course**

I) Indicate:

- a. Course Title: Introduction to Scholarly and Creative Activity
- b. Course Number: MGT 232
- c. Credit Hours: 3 credit hours
- d. Department proposing the course: Management
- e. Contact person: Dr. Kathy Zuckweiler, zuckweilerkm@unk.edu

II) The proposed course will be:

- a. **A new course at UNK.** The course was approved by the UNK Academic Affairs Committee at its March 20, 2014 meeting.

III) This course is being proposed for inclusion in the **Analytical & Quantitative Thought** Distribution category.

IV) Program-Level Learning Outcomes that will be reinforced by this course:

1. Evaluate information appropriate to the task.

a) Acquire knowledge/skills in the GS program-level outcomes

This course focuses on learning to develop a research topic, locate and evaluate sources of information, and consider ethical aspects of research. To achieve this, students will engage in a variety of course activities including a scavenger hunt that helps them learn how and where to find a variety of sources of information, an article evaluation assignment that asks students to evaluate the quality and relevance of scholarly articles, and an apprenticeship that helps students learn from faculty about how research is conducted in different disciplines. Additionally, students will complete the CITI training course on research ethics required by the IRB. Class discussions and the selected textbook will support these activities and reinforce the knowledge and skills necessary to successfully engage in undergraduate research.

b) Demonstrate achievement of the GS program-level outcomes

Achievement will be demonstrated through individual assignments, participation in the apprenticeship, and the research proposal that is the major output of the course.

4. Communicate effectively in written form.

a) Acquire knowledge/skills in the GS program-level outcomes

All assignments in this course require a written component so students will have multiple opportunities to practice and improve their written communication skills. Each assignment will be returned to the student with comments and feedback from the instructor to help identify strengths and areas for improvement. Students are expected to use the comments and feedback to improve their writing skills over the course of the semester.

- b) Demonstrate achievement of the GS program-level outcomes**
Achievement will be demonstrated by individual written assignments throughout the course, culminating in a final research proposal.

V) Category Learning Outcomes that will be met by this course:

1. Articulate the relevance of the Analytical & Quantitative Thought course to their general education.

a) Acquire knowledge/skills in the GS category outcomes

Research is an important skill for students because it teaches them to define a problem or topic based on a critical review of existing knowledge, formulate a strategy for examining the problem or topic, and then analyze the results of the study. This skill set applies to many disciplines and thus enhances students' general education. Course activities, such as the scavenger hunt, article evaluation assignment, and apprenticeship, are designed to help students develop their critical thinking and problem-solving skills and research knowledge. These activities transcend disciplinary boundaries and are relevant to a solid general education.

b) Demonstrate achievement of the GS category outcomes

Achievement will be demonstrated through individual assignments, culminating in a research proposal.

2. Express formal relationships using various forms of analytical reasoning.

a) Acquire knowledge/skills in the GS category outcomes

In this course, students will be asked to develop a research proposal. To do so, they will need to identify a topic of interest and prepare a brief literature review and list of research questions or hypotheses. The literature review will help them learn about the relationships among and between theories and existing knowledge about their topic. Students will be encouraged to look for gaps and/or logical extensions in existing literature that create an opportunity for further study. Preparing a list of research questions or hypotheses will require students to formulate ideas about the relationships among and between constructs/phenomena/variables in their chosen topics. Course readings and discussion will provide students with the information and skills needed to accomplish these tasks.

b) Demonstrate achievement of the GS category outcomes

Students will demonstrate achievement of this outcome through individual research proposals.

3. Define problems using techniques appropriate to the discipline.

a) Acquire knowledge/skills in the GS category outcomes

Course topics, including "Framing the research problem" and "Formulating research questions and queries," will help students learn to define problems for their research proposals. This will be supplemented by discussions on

setting and protecting the boundaries of a study. Additionally, conversations between students and their research mentors should address methods of defining problems specific to each discipline.

b) Demonstrate achievement of the GS category outcomes

Students will demonstrate achievement of this outcome by appropriately defining a problem for their research proposals.

6. Evaluate analytical results for reasonableness.

a) Acquire knowledge/skills in the GS category outcomes

As part of the literature review learning process for the research proposals, students will be asked to complete an assignment where they critically evaluate research articles from different academic disciplines. We will spend class time dissecting sample articles to determine if the research questions/hypotheses logically follow from the literature review, if the analytical methods seem appropriate for answering the research questions/hypotheses, and if the results described in the article seem reasonable given the research design. Students will acquire the knowledge and skills to do this through class discussion and practice.

b) Demonstrate achievement of the GS category outcomes

Students will demonstrate achievement of this outcome by completing the article evaluation assignment.

VI) Attach a copy of the syllabus for the proposed course.

a. Syllabus begins on next page.

**MGT 232 – Introduction to Scholarly & Creative Activity
Fall 2014**

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Phone: 308.865.8185
Email: zuckweilerkm@unk.edu (This is the best way to contact me. I will typically respond to emails within 24 hours.)
Blackboard: Course information will be posted on Blackboard. Please let me know if you have difficulty accessing the course page.
Office Hours: TBD

Required Course Materials:

DePoy, E. & Gitlin, L.N. (2011). *Introduction to Research: Understanding and Applying Multiple Strategies* (4th ed.). St. Louis, MO: Mosby, Inc. ISBN: 978-0-323-06854-3

Recommended Course Materials:

iPad, laptop, or similar device. Students are encouraged to bring a tablet, laptop, or similar computing device to class because we will frequently work together on course activities.

Course Description: This course will introduce students to scholarly and creative activity and prepare them to engage in undergraduate research. Students will begin to learn the skills required to identify and define a research topic, build a knowledge base surrounding the topic, locate and evaluate sources, and consider ethics and human relations aspects of research. These skills will help prepare students for success in a variety of careers.

Note: The term “research” used throughout this syllabus should be understood to mean scholarly and creative activity. Each academic discipline has its own standards and definitions of scholarly and creative activity and students are encouraged and expected to recognize and embrace those differences. For convenience and brevity, however, the word “research” is used here as a catch-all term.

Course Objectives: To develop students’ abilities to:

- Explore the definition of research across multiple disciplines
- Highlight the basic expectations and requirements of the undergraduate researcher when conducting research with a faculty mentor or in a professional environment
- Recognize and develop ideas for a research proposal
- Find and evaluate information sources related and relevant to the research proposal
- Understand the ethical responsibilities of researchers
- Identify opportunities available to undergraduate researchers at UNK

General Studies Program-Level Learning Outcomes: At the end of this course, students will be able to:

1. Evaluate information appropriate to the task.
4. Communicate effectively in written form.

General Studies Learning Outcomes for Analytical & Quantitative Thought Distribution Courses: At the end of this course, students will be able to:

1. Articulate the relevance of the Analytical & Quantitative Thought course to their general education.
2. Express formal relationships using various forms of analytical reasoning.
3. Define problems using techniques appropriate to the discipline.
6. Evaluate analytical results for reasonableness.

Student Expectations: Students are expected to attend all classes (except for medical excuses and instances of prior approval). Please be punctual. *Late assignments will not be accepted.*

Students are expected to prepare the readings and any other assignments in advance of each class meeting. Class discussion will be based on these materials, with individuals sharing their questions, ideas, and experiences.

Course Approach: The course will be taught using multiple learning techniques, including lectures, in-class discussion, and a variety of hands-on activities.

Equitable Climate: Everyone in this class (instructor and students) is expected to conduct themselves in a professional manner. It is the policy of the University of Nebraska at Kearney to not discriminate on the basis of gender, sexual orientation, disability, race, color, religion, nationality, or ethnic origin in its educational programs. The faculty of the College of Business and Technology and Department of Management strongly support this policy.

If a student feels that the instructor or any member of the class has said or done anything that offends someone, s/he should let the instructor know as soon as possible. Students are also encouraged to report such behavior to the instructor's department chair, Dr. Kyle Luthans (luthanskw@unk.edu).

Student Evaluation: Course grades will be distributed over a scavenger hunt, an article evaluation assignment, a research proposal, and an apprenticeship. Points are distributed as follows:

Scavenger hunt	50 points
Article evaluation assignment	50
Research proposal	200
Apprenticeship	200
TOTAL	500 points

Final grades will be determined by calculating the total number of points earned divided by the total number of points available as a percentage. The percentage score will be converted into a letter grade according to the following scale:

A = 93-100% (465-500 points)	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F = 59% and below

Scavenger Hunt: Students will work in teams of two or three to complete a scavenger hunt that helps them learn how and where to find a variety of sources of information. Teams will hand in the items on their scavenger hunt list and a written description of the process(es) they used to locate the items. The written description should also identify challenges the team faced and a discussion of how the team would improve its process for locating and retrieving information for future searches.

Article Evaluation Assignment: Students will be given a list of three scholarly articles from different academic disciplines and asked to evaluate two for this assignment. Each evaluation should be a two-page written paper that discusses the quality of the article. The criteria for “quality” will be based on class discussion leading up to the assignment.

Research Proposal: Each student will develop a research proposal on a topic of their choosing. Specific guidelines for the proposal are included in Appendix A. The proposal is expected to be the seed for a research project that could be undertaken as part of the Undergraduate Research Fellows or Summer Student Research Program.

Apprenticeship: During the semester, each student will engage in a research apprenticeship with a faculty member. The purpose of the apprenticeship is to allow students to meet faculty who are engaged in research in their specific disciplines and learn about how research is conducted in that discipline.

Early in the semester, each student will be asked to identify two or three faculty members that s/he would like to guide the apprenticeship. The instructor will email the faculty members to explain the apprenticeship and ask if they would be willing to participate. Based on responses received from faculty, the instructor will help match each student with a faculty member. Students will then be responsible for scheduling an initial meeting with their faculty mentor. During the initial meeting, students will interview their mentor to learn about the mentor’s research and research in his/her discipline. Students and mentors will then be asked to meet at least three times during the semester for a total of approximately three hours. During these meetings, students and mentors should discuss research, with mentors ideally helping students understand the research process in the discipline (topics might include how to generate ideas for research projects; where to find quality, relevant sources of information; research methods used in the discipline; ethical considerations; and dissemination opportunities).

After each meeting with the mentor, students will write a journal entry describing what they learned and how it might apply to their research proposal. Four total journal entries (one for the initial meeting and one for each of the three subsequent meetings) will be submitted at the

conclusion of the apprenticeship. Students will be evaluated on their attendance and participation in the apprenticeship, professionalism, and journal entries.

Accommodation for Students with Disabilities or Students who are Pregnant: It is the policy of the University of Nebraska at Kearney to provide flexible, individualized, and reasonable accommodations to students with documented disabilities or students who are pregnant. To receive accommodation services for a disability, students must be registered with UNK Disabilities Services. Contact David Brandt in the Academic Success Office, 163 Memorial Student Affairs Building, by phone at 308-865-8214 or by email at brandtdl@unk.edu to register. Students who need accommodation due to pregnancy should contact Student Health. Information regarding pregnancy rights is available at this link: <http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students>. Students with disabilities or students who are pregnant must provide the proper documentation from Disability Services or Student Health to their faculty members in order to receive academic accommodations. Anyone who feels they were not afforded these rights should contact UNK's Title IX/ADA Officer at 308-865-8655.

Academic Integrity: Violation of the University of Nebraska at Kearney policy on academic integrity will not be tolerated. If students have questions regarding what constitutes cheating and/or plagiarism, they should consult the 2013-2014 UNK Student Handbook (page 35) and ask the instructor if further clarification is needed.

Tentative Schedule

Week	Topic	Readings & Activities
Week 1	Introduction & Syllabus What is academic research?	Chapter 1
Week 2	Essentials of research	Chapter 2
Week 3	Information fluency Part 1	Library tutorial Scavenger Hunt
Week 4	Working with research mentors Professional & research etiquette	
Week 5	Philosophical foundations of research	Chapter 3
Week 6	Framing the research problem	Chapter 4 Part 1 of Research Proposal
Week 7	Developing a knowledge base through review of the literature	Chapter 5 Article evaluation assignment
Week 8	Formulating research questions & queries	Chapter 7 Part 2 of Research Proposal
Week 9	Information fluency Part 2 Initial meetings with research mentors	Part 3 of Research Proposal Mentor interview worksheet (journal entry #1)
Week 10	Setting the boundaries of a study Meet with research mentor	Chapter 11 Apprenticeship (journal entry #2)
Week 11	Protecting the boundaries	Chapter 12 IRB Training Part 4 of Research Proposal
Week 12	Collecting information Meet with research mentor	Chapter 15 Apprenticeship (journal entry #3)
Week 13	Sharing research knowledge before the study	Chapter 21
Week 14	Thanksgiving holiday	Work on research proposal
Week 15	Meet with research mentor	Apprenticeship (journal entry #4)
Week 16	Complete research proposal Research proposal presentations	Research proposal due
Finals Week	Final Exam Period – mandatory attendance Research proposal presentations	

Appendix A

Guidelines for the Research Proposal

Though the proposal guidelines are in list form, you are expected to write the proposal in a continuous form except when listing the research questions, objectives, or hypotheses. The listing here is to help ensure you do not miss any sections. Please carefully proofread your proposal because typos (spelling, grammar, punctuation, etc.) detract from the quality of your ideas.

1. Purpose of the Study
 - a. Identify a practical problem that can be systematically investigated. In **one sentence**, describe your research problem: “The purpose of this study is to _____.”
 - b. What study or literature review is your study most directly based on? (Include a citation)
 - c. How does your study build on previous research? (Answer in no more than four sentences.)
 - d. How will your study contribute to knowledge about the problem you are investigating? (Answer in no more than five sentences.)
2. Research Questions, Objectives, or Hypotheses
 - a. In what form are you stating your research purposes (choose one)?
 - i. Questions _____
 - ii. Objectives _____
 - iii. Hypotheses _____
 - b. List your research questions, objectives, or hypotheses.
 - c. Does your study relate to a particular theoretical framework? If it does, describe the framework and explain how your research questions, objectives or hypotheses relate to it. If your study is qualitative in nature, do you plan to use a grounded theory approach?
3. Literature Search
 - a. State the descriptors that you will use initially in your literature search.
 - b. Select six to ten good studies from your search that are very relevant to your study and prepare a brief literature review (approximately two to three double-spaced pages).
4. Ethics and Human Relations
 - a. What risks, if any, does your study pose for your research participants? What steps will you take to minimize these risks?
 - b. How will you gain entry into the setting in which you will collect data?
 - c. How will you gain the cooperation of your research participants?