



## TMGT 595 – Applied Research in Engineering & Technology COURSE SYLLABUS: Spring 2020 (202)



**Instructor:** Jason Lee Davis, PhD – Associate Prof. & Sr. Grad. Faculty  
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**Office Hours:** See [Instructor Schedule](#) on faculty webpage and below.  
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<http://faculty.tamuc.edu/jdavis/>  
**Class WebPage URL:** <http://faculty.tamuc.edu/jdavis/tmgt/595/202/>  
**Courseware URL:** <http://myLEOnline.tamuc.edu/>

### COURSE INFORMATION

**CRN:** 22436 (.01W) **Program CIP Code:** 15.0612.00.19

**Term:** First half-semester, 8-week sub-term (January 13 – March 6, 2020)

**Delivery format:** On-line, Web-based course – No required physical meetings.

**Semester Credit Hours:** 3 SCH

#### ***Catalog Course Description:***

Study of research methodologies, analysis and processes utilized in contemporary engineering and technology intensive disciplines.

#### ***Functional Course Description:***

Study of the research methods and processes applicable to industrial engineering/technology. Emphasis on defining research problems, collecting, analyzing, recording, and interpreting data. Students will be required to conduct a research project.

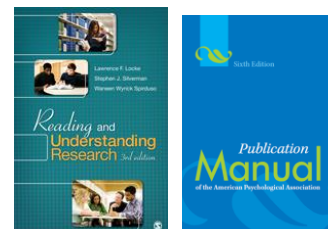
This course must be taken during the first semester in the Technology Management program.

#### ***Materials – Textbooks, Readings, Supplementary Readings:***

##### *Textbook(s) Required:*

Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed.). Thousand Oaks, California: SAGE Publications. Print version ISBN: 978-1-4129-7574-2.  
 eBook ISBN: 978-1-4833-4328-0

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 978-1-4338-0561-5



**Course-Specific Student Learning Outcomes:**

1. Discuss applied and theoretical forms of research.
2. Differentiate descriptive, correlational, interpretive, and experimental research methods.
3. Demonstrate the ability to review appropriate literature.
4. Construct an appropriate reference list from scholarly sources of materials.
5. Identify appropriate research problems.
6. Demonstrate principles of academic integrity and intellectual ownership.
7. Demonstrate the ability to organize and prepare a manuscript suitable for publication, satisfying the style from the Publication Manual of the American Psychological Association and/or professional journal.

**Program Student Learning Outcomes:**

Graduates of the Master of Science in Technology Management program at Texas A&M University-Commerce will...

1. evaluate and defend leadership and organizational strategies associated with technology-intensive enterprises;
2. summarize and explain organizational development and strategies common to technology-intensive enterprises;
3. formulate and assemble component ideas in order to successfully execute a project plan; and
4. analyze information in order to formulate effective solutions.

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| <b>COURSE REQUIREMENTS</b> |
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**IMPORTANT NOTICE!!! Grading policies and requirements identified in this syllabus will be adhered to in this course with all students held to an identical standard. If you do not agree with any requirement herein, believe any of them to be “unfair” or “unreasonable,” or believe that less should be expected of you than your classmates to earn a comparable grade, you should IMMEDIATELY DROP this course and re-evaluate your dedication to academic integrity and success!**

**Instructional Methods / Credit Activities / Assessments**

This is an online course which utilizes quizzes, discussions, and a series of assignments to assist students in achieving the course learning outcomes. As a graduate-level course, grammar, spelling, and demonstrated organization of thought will be considered in the grading of all assignments.

**Discussions: 100 points (10% of total course grade)**

Student Learning Outcomes #1, #2, #6

Each student is required to be an active and engaged participant in discussion forums. The discussion forums are related to chapter readings and/or lecture notes and will occur throughout the semester. Being an active participant involves posting your own responses as well as engaging in the group discussion by posting thoughtful responses to others in the course. A "thoughtful response" includes more than "I agree" or "I feel the same way" or a recycling of content from your original post.

**Assessment Method:** Each discussion forum grade will be based upon content, timeliness, and quality of the responses, as well as the level of participation.

**Active Participation** (*minimum requirements – four total posts as described below*)

- Main post to discussion topic between **Monday - Wednesday**
- 1<sup>st</sup> response to another student's post between **Monday - Wednesday**
- 2<sup>nd</sup> response to another student's post between **Thursday - Sunday**
- 3<sup>rd</sup> response to another student's post between **Thursday – Sunday**

**Content** (*minimum requirements*)

- At least one source used to support information in the main post. Source must be cited and a reference provided in the main post.
- The main post includes more than a repeat of the information in the textbook or other source (e.g. provide application for the topic, related experiences, etc.)
- A second source is used to support information in the main post or in one of the other responses. Must be cited and a reference provided.
- Responses to other students must be more than "I agree" or "I disagree" statements, "I feel the same way," or a recycling of content from your original post. Responses must include a reason(s) why you agree or disagree and should also include additional information or follow on questions to encourage the continuation of the conversation.

**Quizzes: 150 points (15% of total course grade)**

Student Learning Outcomes #1, #2, #4

Quizzes will be used to assess a student's knowledge and skills related to applied research.

**Assessment Method:** Quizzes will be given throughout the semester to assess the material/topics covered in associated course readings and/or course activities. Quizzes will be multiple choice and the points associated with each quiz will be clearly documented. Select the BEST response, or responses, to each question from the choices provided.

**Effective Communication Paper (A #1): 25 points (2.5% of total course grade)**

**Reference List (M #2): 100 points (10% of total course grade)**

Student Learning Outcome #3, #4

Each student will conduct a literature review for their chosen article topic and will construct an appropriate reference list.

**Assessment Method:** A minimum of 15 appropriate external sources must be located related to the article topic. Of these sources, a minimum of 10 must be from peer reviewed scholarly journals. **Wikipedia and other related web sites/sources are not appropriate and will not count** towards the required minimum. The reference list will be graded based upon the quantity of sources, adequacy of sources, and adherence to APA style.

**Reading Guides (A #2, Reading Research Reports): 100 points (10% of total course grade)**

Student Learning Outcomes #1, #2, #3

Students will demonstrate a systematic approach to reading and analyzing research reports and reviews.

Assessment Method: A 12-step map developed as a guide for reading research reports and reviews will be completed for a minimum of 3 research reports. Grades will be based upon accuracy and completeness in completing the maps.

**Case Study Analysis (A #3): 25 points (2.5% of total course grade)**

**Manuscript Abstract (M #5): 100 points (10% of total course grade)**

Student Learning Outcomes #5, #6, #7

Each student will select a research problem and/or topic appropriate to their degree and will identify a research journal or professional publication appropriate for the publication of the selected topic. Each student will develop and write an abstract for the article or research proposal based upon final manuscript instructions and APA style.

Assessment Method: The abstract will be graded using the following rubric.

Identification and submission of the author's guidelines for the journal/publication, including the abstract (submitted during the planning phase of the final manuscript project). (10 points)

Abstract submitted by the specified deadline. (20 points)

Adheres to the APA 6<sup>th</sup> edition style mechanics or the specific style specified by the journal/publication. (10 points)

English mechanics (grammar, spelling, etc.) (10 points)

Abstract content and organization based on APA manual, section 2.04 (50 points)

- 10 points: Accurate
- 10 points: Coherent and readable
- 10 points: Concise
- 10 points: Meets specified word count
- 10 points: Conforms to project guidelines and APA style

**Final Manuscript: 400 points (40% of total course grade)**

Student Learning Outcomes #3, #4, #5, #6, #7

Each student will select a research problem and/or topic appropriate to their degree and prepare a paper or research proposal suitable for publication. Students retaking the course may not use a topic they submitted in a prior semester.

Assessment Method: The paper or research proposal should adhere to APA style. The paper should be well organized and include 1) title page, 2) abstract, 3) introduction, including review of literature, 4) methods section, 5) results section, 6) discussion/conclusion section, and 7) reference list. The paper should cite a minimum of 15 sources, 10 of which must be from peer-reviewed papers. All sources cited must be included in the reference list. **Failure to cite the appropriate source can result in a zero on this assignment.**

The paper shall be created in Microsoft Word following the manuscript instructions and APA style.

The paper shall be 2500-3000 words, excluding the title page, reference list, tables, and figures.

The final paper will be graded using the following rubric:

1) Introduction/Review of Literature section, 2) Methods/Results/Discussion sections, and 3) Final Manuscript assignments submitted by the specified deadline. (50 points)

Adheres to the APA 6<sup>th</sup> edition style. (50 points)

English mechanics (grammar, spelling, etc.) (50 points)

Content and organization. (250 points)

- 50 points: Adheres to the word count and appropriate format for the title page
- 50 points: Organized logically, including 1) title page, 2) abstract, 3) introduction, including review of literature, 4) methods section, 5) results section, 6) discussion/conclusion section, and 7) reference list
- 50 points: Minimum number (15) of sources cited, including 10 peer-reviewed journals
- 50 points: Originality (based upon Turnitin score) and completeness in covering topic
- 50 points: Accurate citations and reference list

### **Grading**

|   |                    |
|---|--------------------|
| Discussion Forums                         | 100 points         |
| Quizzes                                   | 150 points         |
| Effective Communication Paper             | 25 points          |
| Reference List                            | 100 points         |
| Reading Guides                            | 100 points         |
| Case Study Analysis                       | 25 points          |
| Abstract                                  | 100 points         |
| Final Manuscript                          | 400 points         |
| <b>Total points possible for semester</b> | <b>1000 points</b> |

|                   |   |
|-------------------|---|
| 900 – 1000 points | A |
| 800 – 899 points  | B |
| 700 – 799 points  | C |
| 600 – 699 points  | D |
| < 600 points      | F |

***A grade of "0" may be assigned to late assignments, unless prior arrangements are made with the instructor. The instructor has the final decision on whether late work will be accepted. Late penalties will be assessed to any approved late work.***

Your instructor genuinely desires to see all students perform exceptionally well and earn a passing grade in this course. Likewise, your instructor also firmly believes in a student's right to fail, and shall not deny you that right should you so choose to earn that grade by virtue of your performance, or lack thereof, in this course. **YOU** determine your grade in this course by your performance, **NOT** the instructor!

### **Non-credit Activities**

Certain activities may be required as part of the course but not be entered in the gradebook as credit activities. Although not conducted for credit, completion of certain activities may be required as internal prerequisite activities before proceeding to subsequent credit-earning activities is permitted. For example, an initial Preliminary Quiz/Acknowledgements covering the syllabus,

academic honesty requirements, and other general course understandings is administered requiring a score of 100% before further advancement in the course is permitted.

### **Submission of Assignments**

**Assignments MUST be submitted in the designated location to be considered submitted. (e.g. – If you upload a document to a location other than that in which it is required to be uploaded, it is NOT submitted. If a project link is posted or shared anywhere other than the required, designated location, it is NOT submitted.) Assignments MUST be completed and correctly submitted by the designated due dates and shared as required to be considered for full credit.** Submitted work must be readable and printable using the native format of software specifically identified for use in the course. This is typically a commonly available Microsoft product (included in Office Suite), or Adobe Acrobat (.pdf format). Any other formats will not be accepted without prior approval. Students must retain electronic copies of all submitted works and have available for resubmission should unforeseen technical circumstances warrant.

The writing and reference formatting style identified in the current edition of the *Publication Manual of the American Psychological Association* (APA) is required for use on written assignments in this course and all courses offered within the TAMU-C Department of Engineering & Technology. The most critical aspect of writing with APA in this course is the observation of correct citation and reference requirements. Failing to properly cite the work of others constitutes plagiarism, an act of academic dishonesty resulting in disciplinary action. The approved TMGT Manuscript Guide provides program specific information on required and allowed variations from APA Style. These two sources are essential references in preparing written assignments for submission. Only specific assignment instructions supersede these established formatting and style requirements.

In the workplace, you are expected to produce documents that are clear, error-free, and visually effective in communicating the intended message. All work submitted for credit in this course must also satisfy these general professional expectations as well as be appropriate for the specific purpose and audience for which the communication is intended. Quality of work will be reflected in the assignment scores.

All coursework, excluding Comps, must identify the student and contain an appropriate assignment identifier within the document. Submissions without this required information will earn a grade reduction for that activity. This is part of “following instructions” and meeting the requirements of the course.

Electronic file submissions MUST conform to the following naming conventions if not specified otherwise in the assignment guidelines:

**LastName,FirstName–Course Prefix&Number–Activity ID.FileExtension** (no spaces in filenames)

Examples:

Einstein,Albert-TMGT595-References.pdf

Tesla,Nikola-TMGT595-Abstract.doc

Feynman,Richard-TMGT595-Manuscript.docx

Important: Files uploaded into the LMS should NOT contain special characters such as the pound symbol (#). Attempting to upload a file with a restricted character could result in an error and failure of the upload process. For example, one would use Activity1 rather than Activity#1 in a filename.

Note: Specific assignment instructions may supersede certain requirements specified in this section. Follow assignment-specific instructions for maximum credit eligibility.

As you conduct outside readings and research, be familiar with the requirements of this course. As you read, take notes of points that you may wish to include in your assignment responses. After you have read and researched your source materials, review each assignment and begin to organize your thoughts as to the most effective, complete and concise response. Write a draft first, then read, **think**, and make necessary revisions. Repeat this process as many times as you need in order to produce **your best** response. Be careful of format, word usage, spelling, grammar and be sure to cite your sources, if applicable. Additionally, I will be looking for evidence that you have conducted outside readings and research and that you understood what you read. Write to your intended audience and at a level they can understand. Refer to the **MS-TMGT Manuscript/Assignment Guide** and **APA 6<sup>th</sup> ed. Style Manual**.

### ***Timely submission of assignments***

**Assignments MUST be completed and submitted by the designated due dates, in the designated location. Some assignments may not be accepted late, for any credit. When eligible for late submission, full credit cannot be earned by late or incomplete assignments. Assignment credit is reduced by 10% of its value, or up to this amount at the instructor's discretion, for each day late if submitted after the posted due date/time.** (e.g. Assignments lose all of their value at 10 days past due.) Further, **late assignment submissions may be rejected** at the instructor's discretion. A challenge of the late acceptance policy above will likely result in the outright and immediate rejection of a late submission. Any Quizzes that may be given in the course automatically close at the posted deadline and will not be reopened for retakes or late submission. Each quiz MUST be completed by the posted deadline or a zero will be earned. Unless indicated otherwise, posted assignments may be submitted early; however, students should be aware that this does not imply that assignments will be graded prior to the assignments' due date as assignments are typically evaluated as a group once all submissions have been received. All times specified in the course are in the Central Time Zone.

Due-dates may be listed in multiple locations throughout the course to assist you in keeping deadlines; however, the **Class Schedule**, available on the class public webpage, and embedded on the Schedule/Calendar page in the courseware, is the primary and definitive reference for official due-dates for class assignments. The calendar should be referenced for due-date confirmation on all assignments and in the event of any discrepancy between documents or date references within the course, the dates provided on the **official Class Schedule** will take precedence and be enforced. In the event circumstances warrant a modification of the due-date of an assignment, the change will be announced in a prominent location in the course and the Class Schedule will be updated accordingly. Should you find a discrepancy of dates within the course, please notify the instructor as to its exact location so it can be corrected.

### ***Make-up and extra credit assignments***

**No make-ups, extensions, resubmissions, or extra credit assignments are available in this course.** Credit is earned exclusively by completing the required activities, as assigned, and submitting them by the due date, in the designated location.

### ***Grade of "X" (Incomplete)***

In accordance with the Academic Procedures stated in the TAMU-C Catalog, “students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of ‘X’ (incomplete) in all courses in which they were maintaining passing grades.” The mark of “X” is rarely applicable and will only be considered in strict compliance with University Rules upon submission of complete medical or other relevant documentation. Discovery of an impending failure of a course, although personally disappointing, DOES NOT constitute an emergency in academia and does not meet the criteria for the assignment of an incomplete.

## TECHNOLOGY REQUIREMENTS

### **General Technology Requirements**

This is an online course; thus, access to a modern computer with a reliable, high-speed, Internet connection is required. You must also have sufficient administrative authority on your computer to download, install, and run the necessary software applications.

#### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

#### **Desktop support**

| <b>Browser</b>                | <b>Supported Browser Version(s)</b> | <b>Maintenance Browser Version(s)</b> |
|-------------------------------|-------------------------------------|---------------------------------------|
| Microsoft® Edge               | Latest                              | N/A                                   |
| Microsoft® Internet Explorer® | N/A                                 | 11                                    |
| Mozilla® Firefox®             | Latest, ESR                         | N/A                                   |
| Google® Chrome™               | Latest                              | N/A                                   |
| Apple® Safari®                | Latest                              | N/A                                   |



**Tablet and Mobile Support**

| Device   | Operating System | Browser                     | Supported Browser Version(s)  |
|----------|------------------|-----------------------------|---|
| Android™ | Android 4.4+     | Chrome                      | Latest  |
| Apple    | iOS®             | Safari,<br>Chrome           | The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.<br><br>Chrome: Latest version for the iOS browser. |
| Windows  | Windows 10       | Edge,<br>Chrome,<br>Firefox | Latest of all browsers, and Firefox ESR.  |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Running the browser check will ensure your internet browser is supported.
  - Pop-ups are allowed.
  - JavaScript is enabled.
  - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the

standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

### **Course-specific Software/Hardware/Peripherals**

Students will make use of the following software application to complete course assignments:

MS Word

## ACCESS AND NAVIGATION

This course will be facilitated using Desire 2 Learn (D2L) Brightspace, the Learning Management System (LMS) used by Texas A&M University-Commerce. The university refers to this on-line course environment as “myLeo On-line.” To get started with the course, access myLeo On-line through your myLeo Portal, or go directly to: <http://myLEOonline.tamuc.edu/>

You will need your Campus-Wide ID (CWID) and password to log in to the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

To participate in the online course environment, login to the course in myLeo On-line and follow the instructions provided in the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. The Virtual Classroom should be monitored and contributed to regularly. Special announcements or instructions may also be placed in the Announcements, the Virtual Classroom, or sent directly to your Leo email, which should be monitored regularly throughout your enrollment at TAMU-C.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### **Interaction with the Instructor**

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the class content, the syllabus and course materials are provided within the courseware environment and may already provide the answer you seek. If you have a question or comment of the nature that would be presented in a traditional classroom environment, please do so in the Virtual Classroom so that others might benefit from and participate in the exchange. If you know the answer to a fellow student's question, please respond. Personal content involving grades, progress, etc. should be addressed with me via private e-mail: [Jason.Davis@tamuc.edu](mailto:Jason.Davis@tamuc.edu). Your name, CWID, and course number (if regarding a specific course) **must** be included in any and ALL electronic correspondence. All class related E-mail correspondence must have the following in the subject line:

TMGT 595 - *First Name Last Name, subject of correspondence*

Of course, if you'd like to meet up for a face-to-face visit, drop by during my [office hours](#), or just let me know and we'll set-up a time to meet at my office in the Charles Austin Engineering Technology (Ag/IT) Building, 213C. Your university ID card should be available for presentation to the Administrative Assistant upon arrival in the department for a meeting with any faculty member. As there are occasionally meetings scheduled that conflict with normally scheduled offices hours, an appointment is highly recommended. Refer to my current [office schedule](#) and contact me via e-mail in advance to confirm availability. The telephone and voice mail are not a preferred or reliable means of contacting the instructor.

### ***Brightspace (MyLeo On-line) Technical Support***

#### **Need Help?**

**Student Support** - If you have any questions or are having difficulties with the course material, please contact your Instructor.

**Technical Support** - If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.



**System Maintenance** - Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### ***Writing Assistance***

Both on-site and online writing assistance is available through the University Writing Center. The Writing Center is dedicated to helping writers take advantage of all opportunities for learning inherent in the writing process; to that end, center tutors can assist writers at any stage of the writing process. By working with students one-on-one or in small groups, tutors can help writers analyze the rhetorical demands of the writing task, generate and focus ideas at the prewriting stage, ensure they are addressing the writing assignment directly and effectively, elaborate and rework a rough draft after hearing the writer read the draft aloud, discover their strengths and weaknesses in a particular rhetorical context, strengthen arguments, spot weak rhetorical choices and make more effective choices, and address formatting or other surface-level concerns. At no point do center tutors write these papers for the students. All writers working in the Writing Center maintain control of their work; tutors simply offer support and feedback and ask questions they may not have been asking themselves (or may not have even known to ask themselves).

For more information refer to the Writing Center's web pages at:

[http://www.tamuc.edu/academics/colleges/humanitiessocialsciencesarts/departments/literature\\_languages/writingCenter/default.aspx](http://www.tamuc.edu/academics/colleges/humanitiessocialsciencesarts/departments/literature_languages/writingCenter/default.aspx)

### ***Other Questions/Concerns***

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

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| <b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b> |
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**Student Guidebook**

The current [Student Guidebook](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf) is available here:

[http://www.tamuc.edu/student\\_guidebook/Student\\_Guidebook.pdf](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf)

**Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Plagiarism represents disregard for academic standards and is strictly against University policy. Plagiarized work can result in a "0" on a given assignment(s) or an "F" for the course as well as further administrative sanctions permitted under University policy. You may discuss course work and other course materials with fellow students (except during tests), but it is inappropriate to have another student, or anyone else, do your course work or provide you with any portion of it. Further, assignment responses written by or purchased from a third party writer may not be submitted in part or whole to satisfy assignment requirements.

Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple or repeated classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), forgery (representing yourself as some else on a document, signing a roster on another student's behalf, soliciting or conspiring to commit a written misrepresentation of identity, etc.), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F on the assignment is considered appropriate as a minimum consequence. For additional information on the obligations and consequences regarding plagiarism and academic dishonesty, refer to the University Procedure [13.99.99.R0.10 Graduate Student Academic Dishonesty](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf).  
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Assignments and questions utilized in coursework and examinations are to be considered the intellectual property of the instructor and the university, with applicable copyright restrictions, and MAY NOT be distributed or shared outside the class. This includes the distribution of content to other students not currently enrolled in the class and the uploading of course content to external databases or third party, commercial websites. Any student doing so may be held accountable as a violation of academic honesty.

Also, be aware that the statute of limitations for penalties for plagiarism does not end upon the completion of the course or even upon graduation. If an instance of plagiarism is found anytime after the completion of the course, the course grade is subject to change accordingly and any awarded degree utilizing the course is subject to revocation.

**Avoiding Plagiarism**

To avoid plagiarism, an individual must give credit whenever they:

- a) use another individual's idea, opinion, or theory;
- b) use facts, statistics, graphs, and drawings that are not common knowledge;
- c) use quotations of another individual's spoken or written words; or

d) paraphrase another individual's spoken or written words.

Any works referenced must be properly cited and referenced in accordance with APA 6<sup>th</sup> edition style.

Web resources for additional reference regarding what constitutes plagiarism and how to avoid it include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

An excessive Similarity Score, as indicated by TurnItIn or similar plagiarism detection tool, on any written assignment is an indication of either Academic Dishonesty OR a lack of acceptable knowledge regarding how to properly credit sources. Neither of these is acceptable and will lead to an undesirable outcome on the assignment, and most likely the course. A Similarity Check Dropbox is provided in the course as a courtesy so that you may submit your work to verify that your similarity score is in an appropriate range BEFORE submitting your final work to the official Dropbox folder designated for the particular activity. You may submit, revise, and resubmit your documents to this Dropbox as many times as necessary to achieve an appropriately low score.

So, what is an appropriate range? As the Similarity Score is an indication of how much of your work can be found in previously published works, the lower the score the better. It is not unusual for students to submit works that score from 0% to 3%. On the other end, if you submit work that shows to be 25% (1/4 or more plagiarized, either intentional or due to improperly crediting), expect a serious issue and very likely an F. If your score exceeds 33% (1/3+ plagiarized), expect an F on the activity as there is simply no excuse for that high of a Similarity Score if you did the work yourself and credited properly.

Here's the general scale based on the recommendations of the Program Advisory Committee:

|         |   |
|---------|---|
| 0%-7%   | Excellent (Shoot for the bottom end of this range.)   |
| 8%-14%  | Acceptable  |
| 15%-24% | Probably OK, but similarity report will likely be checked to be sure there are no serious issues. |
| 25%-32% | Likely NOT OK, will undergo similarity report evaluation and an F is very likely.                 |
| 33%+    | Definitely NOT OK, will undergo similarity report evaluation and an F is almost assured.          |

Note that TurnItIn may include assignment questions in the similarity analysis which can result in a higher similarity score shown in the submission folder. If this occurs, the score will be manually adjusted by the instructor to remove percentages of similarity detected in assignment questions and reflect only the percentage of similarity detected in student generated responses. This adjustment will be noted in the instructor's official grading spreadsheet and will not be visible in the submission folder.

In May 2015, the university adopted a [Graduate Student Academic Dishonesty procedure](#) that takes a MUCH stronger stance against violations of academic integrity. This opportunity to check your Similarity Scores prior to final submission will help you to address any issues that might otherwise arise to avoid any undesirable consequences resulting from an unintentional instance of Academic Dishonesty. Documents submitted to the Similarity Check Dropbox will not be collected or graded. Comps and Assignment Documents are not officially submitted, and do not count for credit, until they are posted to the specified location designated for that specific assignment.

### **Scholarly Expectations**

Work submitted, particularly at the graduate level, is expected to demonstrate higher-order thinking skills and represent the student's best possible effort on the assignment. A student should NEVER ask an instructor what they made on a particular assignment for the purpose of determining how much effort to put into the next assignment. Any effort, on any activity, that is less than the student's best is insufficient and will likely, and rightfully, be reflected in the grade. If a passing grade is desired in this course, it must be demonstrated by virtue of your performance throughout the course. Further, work submitted at the graduate level is expected to be of significantly higher quality and created with a significantly higher degree of self-direction than work produced at the undergraduate level.

Students are expected to demonstrate an ability to correctly follow directions and perform in accordance with assignment requirements in terms of content, submission, and timeliness and communicate with the instructor and fellow students in a respectful and professional manner. Grading standards are typically such that failure to adhere to these basic expectations will be reflected in the grade. This is as it should be. A student who does not demonstrate the ability to follow instructions correctly and produce work that meets the identified project standards will not likely earn an A in this course. A grade of A in such case would misrepresent a student's ability to perform at a high standard to a potential employer or supervisor evaluating their transcript.

### **Late Work**

Projects and assignments MUST be completed and submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Further, **late project submissions may be rejected** at the instructor's discretion. If a project incorporates peer review activities requiring that all projects be available at the beginning of the review period, one student will not be permitted to hold up the progress of the entire class and may be taken "out of the loop" if necessary to ensure the forward progress of the class.

### **Time Commitment (8-week term)**

In a college-level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class. This applies to on-line and blended courses just as it does to a traditional course when determining the total expectation of time that should be spent on a particular course per week, or day in the case of summer or sub-term courses. The activities in this course are based on a 7.5-week instruction schedule. An understanding of this expectation can help serve as a gauge for you to determine a range of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is shown in the following table:

| Average expected time spent on class or class related work. | Minimum expected average time based on 3:1 time ratio. | Maximum expected average time based on 4:1 time ratio. |
|---|--|--|
| "In" class per class week                                   | 5hr. 00min.  | 5hr. 00min.  |
| "Outside" class per class week                              | 15hr. 00min.   | 20hr. 00min.   |
| <b>TOTAL Weekly Expectation</b>                             | <b>20hr. 00min.</b>                                    | <b>25hr. 00min.</b>                                    |
| <b>TOTAL Term Expectation</b>                               | <b>150hr. 00min.</b>                                   | <b>187hr. 30min.</b>                                   |

## **Attendance**

All students must be active participants in class activities, whether in the classroom or on-line. In on-line courses, attendance is equated to the demonstration of an active, regular presence in the virtual course environment and appropriate progress toward timely assignment completion. An active presence may be shown through participation in, and contributions to, on-line class discussions and the Virtual Classroom. Regular attendance and assignment submissions are essential for success. If an extended situation arises during the course of the semester that prevents you being able to perform to a level allowing you to earn the grade you desire, it may likely be in your best interest to drop the course and re-enroll later. If you're planning an extended trip or vacation, are adversely impacted by an environmental situation, or have any other obligation (engagement, wedding, medical procedure, family matters, etc.) during the semester that will interfere with your ability to participate as necessary to enable the opportunity for your success in the course, this will not be the time for you to take this class. Go ahead, drop the class, enjoy your time away or vacation or take care of any other timely obligations, and re-enroll in a semester in which you are ready and able to dedicate the time and effort necessary to be successful in your studies. Be aware that university faculty or staff cannot and will not grant or imply permission for you to be absent from class or leave the country for any length of time, for any reason. **DO NOT ASK!!!** Bottom line... Academic studies require significant effort and dedication. Either you're all in and committed, or you need to step back until you're ready and able to rise to the challenge.

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **Surveys/Course Evaluations**

Your feedback may be requested by Texas A&M University-Commerce during the semester/term regarding your course. *It is important that you take a serious and constructive approach to this activity.* The information gained from you will assist in course evaluation by the university/college/department to ensure that effective learning is taking place within the existing course structure. If changes are indicated, this will help with course re-design and/or other revisions that will make the course more relevant for future students and the employers of graduates.

## **Drops & Withdrawals (and understanding the difference)**

**Drop** – Removal of the student from one or more courses while remaining actively enrolled in one or more remaining courses in a given semester. A drop must be initiated by the student, with reason, subject to instructor approval, or it may be initiated by the instructor in the case of excessive absences, at the discretion of the instructor. Drop requests **must** be submitted on or before the drop deadline. A student **may not** be dropped from a single course after the drop deadline is passed. Requests to drop a course are submitted via the student's myLEO account.

**Withdraw** – Elective removal of the student from **ALL** courses in which (s)he is enrolled in a given semester. A withdrawal request must be initiated by the student submitting the official [Withdrawal Form](#) to the Office of the Registrar on or before the last day to withdraw. Withdrawals cannot be initiated by instructors and do not require instructor approval.

During the open registration period at the beginning of the semester, students may add or drop courses without specific authorization (prerequisite requirements and permission-only courses



excepted). Should the student determine it to be necessary to drop the course, or withdraw from the semester, it is the student's sole responsibility to submit the proper request **PRIOR** to the official deadlines to complete either of these actions. Drop/Withdrawal requests may **NOT** be submitted through your instructor and informing your instructor of your intent to take either action does not constitute your official request to do so. Instructor approval is required to drop the course after the end of the open-enrollment period and prior to the drop deadline. The student **cannot** be dropped after the drop deadline or withdraw after the withdrawal deadline. (This is university procedure, NOT an instructor decision.) The instructor is **required** to submit the actual grade earned by each student remaining on the official roster after the withdrawal deadline, regardless of the level of grade attainment. The student must contact their academic advisor to determine what effect the drop/withdrawal will have on their academic progress prior to initiating either action.

Specific to TMGT 595, this is the required pre- or co-requisite course for the TMGT Major core. This means that you may not drop TMGT 595 and remain enrolled in any other core courses during your first semester taking 595. If you find yourself overloaded and need to drop a course, TMGT 595 can not be the one you drop. Once you have completed TMGT 595, whether successfully or not, you are eligible to register for upcoming core requirements, provided no registration restrictions are imposed due to a GPA falling below 3.0.

The student is responsible for confirming official university dates/deadlines and meeting any and all necessary deadlines pertaining to drops & withdrawals. In the event of a discrepancy between a date provided in the course and a date on the [official university calendar](#), the date on the official university calendar, or revised date officially announced by the registrar or other authorized university official, will take precedence.

### **ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources & Services**  
**Texas A&M University-Commerce**  
**Gee Library, Room 162**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

No variations in assignment requirements or expectations can be granted by the instructor without prior documented authorization directly from the Office of Student Disability Resources & Services. Requests for accommodation cannot be presented directly to the instructor by the student. Only requests routed through and received directly from the Office of Disability Resources & Services can be acted upon by an instructor.

### **Non-Discrimination Statement**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an



environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### ***Mental Health & Well-Being***

Texas A&M University-Commerce provides walk-in counseling services, Monday-Friday 8:00am-5:00pm, to all our students at the [Counseling Center](#) located on the Commerce campus in the Halladay Student Services Building, Rm #204. Students may also call the Counseling Center for counseling services and after-hours crisis counselors.

|   |                         |
|---|-------------------------|
| University Counseling Center:                   | 903-886-5145            |
| National Suicide Prevention Lifeline:           | 1-800-273-8255          |
| University Police (in case of imminent danger): | 903-886-5111 (or 9-1-1) |

### ***Research Studies/Human Subjects***

Refer to the **Texas A&M University-Commerce** Rules & Procedures [15.00.01.R0.01-Human Subject Protection](#).

### ***University Campus Concealed Carry***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### ***Student Conduct/Citizenship***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

[http://www.tamuc.edu/student\\_guidebook/Student\\_Guidebook.pdf](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf)

Students should also consult the Rules of Netiquette for more information regarding how to interact in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

Students are expected, at all times, to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

All students' work in this class will be evaluated and scored fairly and impartially based on the quality of work submitted and strict adherence to assignment guidelines. It is improper conduct to contact an instructor to ask that work be reconsidered to earn a particular grade after grades have been posted to the class gradebook and/or to the registrar. Grades assigned are a reflection of the scores earned by the student, not a random or negotiable assignment by the

instructor. If a particular grade is desired or necessary, it is the student's **sole** responsibility to fully participate in the class and submit work of sufficient quality to legitimately earn that grade.

At no time is a student allowed to exchange dialog with, make requests of, or make implications to a member of faculty that could be construed as a request for, or expectation of, preferential or differential treatment among members of a class. A student may not place an instructor in a position in which there is an expectation by the student that (s)he will be evaluated, assessed, or given consideration in a manner inconsistent with that of the entire class. All students within a class will be held to an identical standard of expectation and assessment, within the law.

### ***This Syllabus and the Syllabus Change Procedure***

This syllabus constitutes the contractual document between faculty and students in the course. A student's continued enrollment in the course following the posting of the final, official syllabus at the beginning of the term signifies the student's understanding of and complete acceptance of this contract and the procedures, requirements, and evaluation criteria contained herein. Any student not accepting this syllabus is to immediately drop this course. The syllabus identifies credit-earning activities for which you will be responsible to submit in the course. The occasion of a need to vary from the original syllabus is rare; however, unforeseen circumstances and logistical issues could arise during the course of a semester that necessitates a minor modification in the originally planned activities or procedures. Changes to a syllabus are not made without sufficient justification and assurance that any changes implemented would not impact the students' ability to complete the course. Any variations that may be determined necessary during the course by the instructor will be appropriately announced in the courseware along with relevant information pertaining to the modification and an updated version of the syllabus will be provided.

**Note:** During the period in which courses are transitioned from the previous courseware to D2L Brightspace, and from a 16-week format to an 8-week format, additional syllabus revisions could be necessary as only experience will verify if activities planned for and described in this syllabus are possible or practical. The courseware capabilities discovered during the course of the semester and time availability could possibly necessitate adjustments to assignments, activities, protocol, and grading structure. As discovery and verification of available courseware resources or time limitations dictate changes in the course processes, notifications will be prominently posted and the syllabus updated accordingly.

## **FINAL COMPREHENSIVE EXAMINATION FOR THE MASTER'S DEGREE**

*Refer to Texas A&M University-Commerce Procedure  
[11.99.99.R0.13 Examinations for Graduate Degrees.](#)*

Technology Management Master's Students will be required to successfully pass a Master's Qualifying/Comprehensive Examination ("Comps") at the end of their MS TMGT program. It is strongly recommended that students retain electronic copies of the syllabus and coursework for each graduate course used to satisfy the M.S. Technology Management degree requirements in order to prepare for the comprehensive exam that will be administered within the TMGT 599 course. TMGT 599 and Comps are to be taken in the student's final semester of coursework. Students must be core-complete, or within one course of core-complete and taken concurrently, to be eligible to take TMGT 599 and Comps. Authorization to enroll in TMGT 599 must be requested via the program coordinator when registering for your final term.

**INSTRUCTOR SCHEDULE / COURSE OUTLINE / COURSE SCHEDULE**

My anticipated office schedule this semester is:

Tuesdays 1:30pm-4:00pm  
Wednesdays 1:30pm-4:00pm

My office schedule is available in the course and maintained on my public website at:

<http://faculty.tamuc.edu/jdavis/schedule/>

I may typically be found in/near my office (Ag/IT 213C) during scheduled office hours and at random times throughout the semester. As I am occasionally called to meetings during my planned office hours, scheduling and confirming an appointment via email is highly recommended.

The course schedule and calendar is available in the course and is maintained on our class' public website at:

<http://faculty.tamuc.edu/jdavis/tmgt/595/202/>

Students will need to monitor and reference these resources regularly for any updates/revisions.

Any revision of dates or activities on the active schedules linked above will take precedence over those on the tentative schedules shown here.

**COURSE SCHEDULE****Assignment KEY**

Green - Quizzes

Purple - Discussion Activities

Red - Reading Research Reports Assignment

Dark Blue - Manuscript Assignment

**Course Activity Schedule**

| Date        | 2019                 | Modules & Topics  | Class Lessons, Readings, Activities, & Assignments   | Activities/ Assignments Due  | Notes   |
|-------------|----------------------|---|--|--|---|
| <b>Week</b> | beginning Monday,... |   | <b>(RR) - Reading and Understanding Research (APA) - Publication Manual of the American Psychological Association</b>  | Most activities are typically due on Sunday of the week identified unless otherwise indicated here or in the course instructions.<br>Quizzes 10pts. each   | <b>Days are for the week indicated in the first column.</b>   |
| <b>1</b>    | Jan 13               | <ul style="list-style-type: none"> <li>1.0 Course Introduction</li> <li>1.1 Academic Honesty/Plagiarism</li> <li>1.2 Introduction to Research Types and Statistics</li> </ul> | <p>1.0</p> <ul style="list-style-type: none"> <li>Familiarize yourself with the courseware and follow the initial instructions provided in the online course.</li> <li>Course Syllabus</li> <li>University Graduate Student Academic Dishonesty Procedure (link).</li> <li>MS-TMGT Manuscript Guide</li> <li>University Graduate Student Academic Dishonesty Procedure.</li> <li><b>Introductions</b></li> </ul> <p>1.1</p> <ul style="list-style-type: none"> <li>Lesson 1.1 – Academic Integrity &amp; Plagiarism</li> <li>Activity 1.1 – Plagiarism Tutorials</li> </ul> <p>1.2</p> <ul style="list-style-type: none"> <li>Lesson 1.2.1 - Intro. to the Institutional Review Board (IRB) and Protection of</li> </ul> | <p>1.0</p> <p>ADP &amp; Syllabus Acknowledgements must be completed before midnight, Sunday.<br/><b>Introductions</b></p> <p>1.1</p> <p><b>Quiz #1 – Plagiarism</b></p> <p>1.2</p> <p><b>Quiz #2 - Research Types &amp; Statistics</b></p> | <p>Your acceptance of the University <a href="#">Graduate Student Academic Dishonesty Procedure</a> (ADP) &amp; Syllabus must be acknowledged to enable access to the course content beyond Module 1.0.</p> |

|   |        |  |  |   |  |
|---|--------|--|--|---|--|
|   |        |  | <p>Human Subjects</p> <ul style="list-style-type: none"> <li>• Lesson 1.2.2 - Engineering Design Process</li> <li>• Activity 1.2.1 – Overview of Engineering Design Process (ppt)</li> <li>• Lesson 1.2.3 – Intro to Research Types and Statistics</li> <li>• Chapter 5 (RR)</li> <li>• Activity 1.2.2 – Intro to Research Types (ppt)</li> <li>• Appendix B (RR)</li> <li>• Activity 1.2.3 – Intro to Statistics (ppt)</li> </ul>   |   |  |
| 2 | Jan 20 | <ul style="list-style-type: none"> <li>• 2.0 Effective Written Communication</li> <li>• 2.1 Quantitative and Qualitative research</li> <li>• 2.2 Research reports</li> </ul> | <p>2.0</p> <ul style="list-style-type: none"> <li>• Discussion #1</li> <li>• Assignment #1 (2.0) - Effective Written Communication</li> <li>• Activity 2.0 – Effective Written Communication (ppt)</li> <li>• Manuscript Assignment #1 - Research Planning begin</li> </ul> <p>2.1</p> <ul style="list-style-type: none"> <li>• Lesson 2.1 – Intro to Quantitative &amp; Qualitative Research</li> <li>• Chapter 6 (RR)</li> <li>• Chapter 10 (RR)</li> <li>• Activity 2.1 – Intro to Quantitative &amp; Qualitative Research (ppt)</li> </ul> <p>2.2</p> <ul style="list-style-type: none"> <li>• Chapter 1 (RR)</li> </ul> | <p>2.0</p> <p>Discussion #1<br/>Assignment #1 (2.0) - Effective Communication paper due</p> <p>2.1</p> <p>Quiz #3 - Quan. &amp; Qual. Research</p> <p>2.2</p> <p>Quiz #4 - Maintaining Research Integrity</p> |  |

|   |        |  |   |   |   |
|---|--------|--|---|---|---|
|   |        |  | <ul style="list-style-type: none"> <li>• Chapter 1 (APA)</li> <li>• Lesson 2.2 – Journal Articles and Research Reports</li> </ul>   |   |   |
| 3 | Jan 27 | <ul style="list-style-type: none"> <li>• 3.0 Research Planning</li> <li>• 3.1 Research manuscript structure and content</li> <li>• 3.2 Selecting research reports and reviews</li> </ul> | <p>3.0</p> <ul style="list-style-type: none"> <li>• Discussion #2</li> <li>• Manuscript Assignment #1 - Research Planning</li> </ul> <p>3.1</p> <ul style="list-style-type: none"> <li>• Lesson 3.1 – Journal Reporting Standards</li> <li>• Chapter 2 (APA)</li> </ul> <p>3.2</p> <ul style="list-style-type: none"> <li>• Lesson 3.2 Intro to Selecting and Reading Research Reports</li> <li>• Chapter 3 (RR)</li> </ul>   | <p>3.0</p> <ul style="list-style-type: none"> <li>Discussion #2</li> <li>MA #1 - Research Planning assignment due</li> </ul> <p>3.1</p> <ul style="list-style-type: none"> <li>Quiz #5 - Research Manuscript Structure &amp; Content</li> </ul> <p>3.2</p> <ul style="list-style-type: none"> <li>Quiz #6 - Selecting Research Reports &amp; Reviews</li> </ul> | <i>Saturday - Last day to apply for Fall Graduation</i> |
| 4 | Feb 3  | <ul style="list-style-type: none"> <li>• 4.0 Introduction and Review of Literature</li> <li>• 4.1 Reference list</li> <li>• 4.2 Reading research reports and reviews</li> </ul>          | <p>4.0</p> <ul style="list-style-type: none"> <li>• Discussion #3</li> <li>• Lesson 4.0 - Introduction and Review of Literature</li> <li>• Manuscript Assignment #2 - Reference List</li> </ul> <p>4.1</p> <ul style="list-style-type: none"> <li>• Chapter 6, Sections 6.22-6.32 (APA)</li> <li>• Chapter 7 (APA)</li> <li>• Lesson 4.1 – Reference List</li> <li>• Activity 4.1 – APA Style Tutorial - Reference List</li> </ul> <p>4.2</p> <ul style="list-style-type: none"> <li>• Chapter 7 (RR)</li> <li>• Chapter 11 (RR)</li> <li>• Chapter 13</li> </ul> | <p>4.0</p> <ul style="list-style-type: none"> <li>Discussion #3</li> <li>MA #2 - Reference List due</li> </ul> <p>4.1</p> <ul style="list-style-type: none"> <li>Quiz #7 - Reference List</li> </ul> <p>4.2</p> <ul style="list-style-type: none"> <li>Quiz #8 - Research Reports &amp; Reviews</li> <li>Assignment #2 (4.2) Reading Guides due</li> </ul>      |   |

|   |        |   |  |  |                            |
|---|--------|---|--|--|----------------------------|
|   |        |   | <p>(RR)</p> <ul style="list-style-type: none"> <li>• Lesson 4.2 – Reading Research Reports and Reviews</li> <li>• Activity 4.2 – Reading Research Reports (ppt)</li> <li>• <b>Assignment #2 (4.2) Reading Guides</b></li> </ul>  |  |                            |
| 5 | Feb 10 | <ul style="list-style-type: none"> <li>• 5.1 Introduction to Case Study Analysis</li> <li>• 5.2 APA style mechanics</li> <li>• 5.3 Crediting sources</li> </ul> | <p>5.0</p> <ul style="list-style-type: none"> <li>• MA #3 - Introduction &amp; Review of Literature</li> </ul> <p>5.1</p> <ul style="list-style-type: none"> <li>• Lesson 5.1 – Intro to Case Study Analysis</li> <li>• Activity 5.1 – Case Study Analysis – annotated Sample</li> </ul> <p>5.2</p> <ul style="list-style-type: none"> <li>• Chapter 3, Sections 3.01-3.04 (APA)</li> <li>• Chapter 4 (APA)</li> <li>• Chapter 5 (APA)</li> <li>• Lesson 5.2 – APA Style Mechanics</li> <li>• Activity 5.2 – APA Style Tutorial - Headings</li> </ul> <p>5.3</p> <ul style="list-style-type: none"> <li>• Chapter 6, Sections 6.01-6.21 (APA)</li> <li>• Lesson 5.3 – Crediting Sources</li> <li>• Activities 5.3.1 &amp; 5.3.1 – APA Citation videos</li> </ul> | <p>5.0</p> <p>MA #3 - Introduction &amp; Review of Literature due</p> <p>5.1</p> <p><b>Assignment #3 (5.1) - Case Study Analysis due</b></p> <p>Quiz #9 - Case Studies</p> <p>5.2</p> <p>Quiz #10 - APA Style Mechanics</p> <p>5.3</p> <p>Quiz #11 - Crediting Sources</p> |                            |
| 6 | Feb 17 | <ul style="list-style-type: none"> <li>• 6.0 Method, Results &amp;</li> </ul>   | <p>6.0</p> <ul style="list-style-type: none"> <li>• <b>Discussion #4</b></li> </ul>  | <p>6.0</p> <p><b>Discussion #4</b></p>   | Sat., Oct. 5 - 14th Annual |

|   |        |  |  |   |  |
|---|--------|--|--|---|--|
|   |        | <p>Discussion</p> <ul style="list-style-type: none"> <li>6.1 Writing guidelines</li> <li>6.2 Sources of credibility</li> </ul> | <ul style="list-style-type: none"> <li>Lesson 6.0 – Method, Results, &amp; Discussion Sections of a Research Paper</li> <li>MA #4 -Method, Results, &amp; Discussion</li> </ul> <p>6.1</p> <ul style="list-style-type: none"> <li>Chapter 3, Sections 3.05-3.22 (APA)</li> <li>Lesson 6.1 – Writing Guidelines</li> </ul> <p>6.2</p> <ul style="list-style-type: none"> <li>Chapter 2 (RR)</li> <li>Lesson 6.2 – Sources of Credibility</li> <li>Activity 6.2 – Scholarly vs. Popular Periodicals video</li> </ul> | <p>MA #4 - Method, Results, &amp; Discussion due</p> <p>6.1<br/>Quiz #12 - Writing Guidelines</p> <p>6.2<br/>Quiz #13 - Sources of Credibility</p>            | <p><a href="#">Cotton Belt Regional Railroad Symposium</a> @TAMU-C, Rayburn Student Center. Event admission is free. Co-hosted by the Dept. of Engineering &amp; Technology.</p> |
| 7 | Feb 24 | <ul style="list-style-type: none"> <li>7.1 Abstracts</li> <li>7.2 Publication process</li> </ul>                               | <p>7.0</p> <ul style="list-style-type: none"> <li>Discussion #5</li> <li>MA #5 - Abstract</li> <li>MA #6 – Final Manuscript notice</li> </ul> <p>7.1</p> <ul style="list-style-type: none"> <li>Chapter 2, Section 2.04 (APA)</li> <li>Lesson 7.1 – Research Report Abstract</li> <li>Activity 7.1 – Writing Report Abstracts</li> </ul> <p>7.2</p> <ul style="list-style-type: none"> <li>Chapter 8 (APA)</li> <li>Lesson 7.2 – Publication Process</li> </ul>  | <p>7.0<br/>Discussion #5<br/>MA #5 - Abstract due</p> <p>7.1<br/>Quiz #14 - Abstracts</p> <p>7.2<br/>Quiz #15 - Publication Process<br/>Course Evaluation</p> |  |
| 8 | Mar 2  | <ul style="list-style-type: none"> <li>8.0 Final Manuscript</li> </ul>   | <p>8.0</p> <ul style="list-style-type: none"> <li>MA #6 – Final Manuscript</li> </ul> <p>THE END</p>   | <p>8.0<br/>MA #6 - Final Manuscript due Monday</p>  |  |