



## **COB Vision**

Our vision is to be a recognized leader in developing business talent and ideas that create growth and opportunity in Arkansas and globally.

## **COB Statement of Mission and Core Values**

We educate a diverse population of current and future business professionals to successfully and ethically meet the challenges of the global business environment. Through active engagement with the local, regional, national, and global communities, our faculty strive to deliver a high-quality business education via experiential education, a relevant curriculum, and scholarly contributions. We pursue continuous improvement opportunities to add value for our College and its stakeholders.

In carrying out this mission, the College of Business is guided by the following core values and expects the following outcomes:

### **1. Intellectual Excellence.**

- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote and impact the application, creation and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline-based scholarship.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

### **2. Community.**

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to impact and promote life-long and experiential learning, research, service, and community engagement.

### **3. Diversity.**

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

**4. Integrity.**

- 4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

**Learning Goals**

*The College of Business presumes that participants in a master's level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master's level program develops in a more integrative, interdisciplinary fashion than in undergraduate education. Our master's-level graduates shall possess:*

1. Dynamic Thinking Skills in a Global Environment;
2. Ethical Reasoning Abilities;
3. Effective Communication Abilities;
4. Effective Information Management Abilities;
5. Effective Leadership/Followership Abilities.

### Course Information

<b>Course Number:</b>	MIS 5340
<b>Course Name:</b>	Critical Thinking and Experimental Design
<b>CRN:</b>	31423
<b>Semester:</b>	Spring 2019
<b>Location:</b>	Blackboard
<b>Class Hours:</b>	Online

### Instructor Information

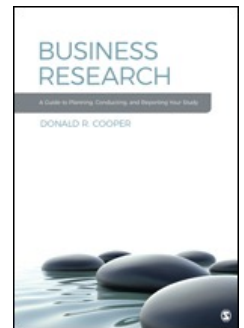
<b>Name:</b>	Kaye McKinzie, Ph.D.
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<b>Phone:</b>	501.450.5328 Fax: 501.852.2473
<b>Office Hours:</b>	Mondays 5 AM – 3 PM ONLINE by appointment. Tuesday & Thursday 8 – 9 & 1 – 3. Wednesday 8 – 3. Online students by arrangement.

**Prerequisites** | None |

### Textbook and Instructional Materials Required

| Our primary textbook is Cooper's Business Research. There are supplemental readings contained inside Blackboard. But the only one you need to purchase is this one. There is a student companion site at Sage, feel free to review it if you desire.

Cooper, D. (2018). Business Research, 1<sup>st</sup> edition. Sage publications (2018). ISBN 978-1-5443-0782-4. |



### Course Description

| **MIS 5340 Critical Thinking and Experimental Design** This course provides a foundation for critical thinking in business. It examines the problem-solving process and applies this process to different cases, using a variety of tools, including root cause analysis and mind mapping. Using this process, students apply it in the design of experiments, including randomization, factorial and block designs. |

### Course Objectives

In general, you will take a topic of your choosing from the thinking about it, through all the steps about how to research it (experimental design), and conclude with how to write a business report. We will not actually be doing each of these, but discussing it. So, don't worry, no statistics in this class.

- Critical Thinking
  - Learn how to and demonstrate their ability to develop topics, main, and supporting ideas.
  - Develop and present supporting and contradictory positions on a topic.
  - Learn various reasoning techniques.
  - Learn different methods to solve problems.
  - Use various techniques in developing research arguments.
  - Defend and criticize the scientific and other methods of knowing.
  - Demonstrate their understanding of critical thinking in written form.
- Research Process
  - Choose a topic, state the research question, formulate investigative questions and adjust the research scope.
  - Explain procedures for completing an extensive review of the literature.
  - Support a study's viability and state the associated hypothesis.
  - Describe different IRB types and develop an IRB.
  - Develop a participant recruitment plan and evaluate benefits of a pilot study.
  - Determine methods to clean data and handle text coding.
  - Become familiar with uses of exploratory data analysis.
  - Adapt IMRAD to the needs of your target audience.
- Experimental Design
  - Describe circumstances where nonexperimental, experimental, or mixed designs would be optimal.
  - Discuss how the research question affects the choice of design and the criteria used to evaluate business designs.
  - Describe the essential components of each design type and justify how they would apply or not to your research question.
  - Describe the relationship between qualitative and quantitative research.
  - Illustrate the five major qualitative designs with examples from business research.
  - Defend the mixed design as a pragmatic approach to solve complex research questions.
  - Distinguish between internal and external validity and identify the associated threats.
  - Describe the role of a control group.
  - Support the position that it is unethical to withhold treatment from a control group.
- Report Writing
  - Identify good report writing qualities.
  - Define academic vs business report organizational elements.
  - Construct captivating titles.
  - Create comprehensive memorable abstracts.
  - Produce an introduction that contains all elements required.
  - Compare APA with other business writing models.
  - Design and sequence your methodology, results, and discussion appropriately for your study. |

### Course Delivery Method

**Online:** There is NO PHYSICAL PRESENCE REQUIRED at UCA. This course is completely delivered and all assignment distribution and submission is done online via blackboard. Blackboard contains all readings and homework submissions. You are REQUIRED to check the class blackboard site for mail, calendar changes and announcements **at a minimum every 48 hours**. All assignments, to include exams, are submitted via blackboard..

The course has five milestones. These are divided into course modules and sub-modules on a weekly basis. No late assignments are accepted.

A review of the Blackboard Learn tutorial is recommended. |

### Grading

Grades will be assigned according to the following scale:

- A.  $\geq 90$
- B.  $\geq 80$  and  $< 90$
- C.  $\geq 70$  and  $< 80$
- D.  $\geq 60$  and  $< 70$
- F.  $< 60$

The various components of your grade are weighted as follows:

	Events	Each	Total
<b>Discussions</b>	12	2.5	30
<b>Summaries</b>	5	6	30
<b>Multiple Choice</b>	4	3	12
<b>Short Answer</b>	4	7	28

### Description of Major Deliverables/Course Requirements

All assignments are individual assignments. Except for using citations and other sources for your discussions and summaries, there should be no internet use for any assignment other than using this class' Blackboard site, or linked videos and articles.

#### Class Flow.

Each week you will use a new sub-module in Blackboard for your assignments for that week. Discussion assignments start on Monday and are completed on Friday. All other assignments are due on Fridays. I encourage you to do your readings prior to Monday for that week. I will be very active in the discussion room to enhance your reading and networking with your classmates.

**Discussions.**

Each module you will be required to post to the class discussion at least *four* times discussing the topic noted in that discussion. General protocol for posting threads and contributing to an online discussion are as follows:

***Monday.***

Your first post should be at least 5 sentences long. This is how you demonstrate you did the reading.

***Friday.***

- Subsequent (minimum of three replies to your classmates' posts) should be at least 3 sentences long showing your interaction with your classmates.
- Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- Address the questions as much as possible (do not let the discussion stray).
- Try to use quotes from the text or from online sources (cite) that support your postings.
- Build on others' responses to create threads.
- Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
- Use proper etiquette (proper language, typing, etc.).

**Summaries.**

These are due at various times during the course when we have read enough material to bring in our learning to a review. These are associated with the topic you have chosen and will build on each other during the course. The end result is something (once you actually do the statistics / experiments) that would result in a business research paper.

Detailed descriptions of each of these are provided in the appropriate assignment in Blackboard. In general, as are all Executive Summaries, these are short manuscripts discussing the salient points you have been working on. These are limited to two pages (one page back & front) single spaced with a blank line between paragraphs. You may find it hard to write succinctly. Not only is this a great skill that will help you to succeed in business, but I want to read and grade long papers less than you want to write them.

I strongly encourage you to install and use Grammarly.com for all assignments. MS Word is the only document type I will accept in this course.

**Exams.**

There are exams after every module other than Module 0. Module 0 has a short quiz associated with it that opens Module 1.

Exams are timed and taken online in Blackboard. They are in two parts and will be monitored with Respondus. This prevents you from using the internet during the exams. However, exams are open notes and text.

Questions are taken from your assigned (not optional) readings and are drawn from a random pool. Questions are presented in order of the readings and are fairly well distributed across each

reading. Since the questions come from a large pool, it is highly unlikely that subsequent students will get the same questions.

### ***Multiple Choice.***

You have multiple attempts to take this portion of the exams and your highest grade is recorded. It is automatically graded. If you feel that a question is graded incorrectly, please message me ASAP.

### ***Short Answer.***

The questions associated with the readings from Chaffee are application questions. They reflect things about your thinking. The remaining questions, from Cooper, are applied to your understanding of the material you read. They are more concept questions where you will need to relay your understanding of terms and methods discussed.

You only have one attempt at this portion of the exam. It is not automatically graded. I will grade these (normally) within one week.

## **Class Schedule**

	Friday			Topic	Read	Discuss	ES	M/C	SA
Jan	11	Week 0	Mo	Course introduction	Syllabus	1			
	18	Week 1	Module 1	Thinking	Chaffee Chapters 1 & 2	2			
	25	Week 2		Solving Problems	Chaffee Chapter 3	3	1		
February	1	Week 3		Problem Solving for Business	Preface and Chapter 1	4			
	8	Week 4	Research Foundations	Chapter 2	5	2			
	15	Week 5	Exam 1				1	1	
	22	Week 6	Module 2	Exploring and Planning	Chapter 3	6			
March	1	Week 7		Creating and Conducting	Chapter 4	7			
	8	Week 8		Collecting, Analyzing, and Writing	Chapter 5	8	3		
	15	Week 9		Exam 2				2	2
	18-22	<b>Spring Break</b>							
April	29	Week 10	Module 3	Nonexperimental Quantitative Designs	Chapter 6	9			
	5	Week 11		Qualitative Designs and Mixed Designs	Chapter 7	10			
	12	Week 12		Experimental Designs	Chapter 8	11	4		
	19	Week 13	Exam 3				3	3	
	26	Week 14	Mod 4	Writing the Report	Chapter 9	12	5		
May	3	Week 15		Exam 4			4	4	

## **Evaluations (Fall & Spring)**

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

**Policies and Procedures:****Attendance and Drop policies.**

Your active participation in this course is expected and required for you to learn the material and earn a passing grade. In on-line courses, attendance/participation is assessed by progress towards the completion of the class. If you fail to regularly and actively participate (e.g., take weekly quizzes, submit weekly assignments, participate in on-line discussions, etc.) it will demonstrate that you are not making a reasonable effort to complete this course, and you will be administratively dropped for non-attendance with a grade of W.

If you have not logged into the class site by the 2<sup>nd</sup> day of the semester, you may be reported absent and dropped for non-attendance. This is for financial aid reasons and so you nor the university gets charged if you accidentally forgot to drop prior to the semester starting.

If you do not check into this course at least once a week, you may be dropped for non-attendance. This is again a financial aid issue. If something happens and circumstances prevent you from completing this course, dropping you with a W early could prevent financial or GPA issues later. It is also a respect issue. You are a member of a team (there is no I in team) and others are relying on you. If you need to drop or other (life) issues need to take a priority, please let your team-members know. Don't leave them hanging out to dry. At least give them the courtesy to know you need to step back – and please don't do this right before your part of a project is due. That just ain't right, man! |

**Assignment Submission.**

All module assignments are due when noted (Tuesdays & Fridays). No assignments will be accepted late. Yes, there is a caveat. If an unforeseen emergency occurs, as soon as safely possible, email me a picture confirming the incident and ask for a specific extension date/period. E.g. a picture of your IV and you in the hospital after being rushed to the ER. |

**Makeup Exams.**

No makeup quizzes are allowed. Quizzes are available during a one-week window. You have ONE attempt so make sure you are satisfied with your answer before submitting. Quizzes are timed. Once you open them, you must submit them within the time window. Make sure you have allocated yourself adequate time. Make sure Tegrity take a test is running properly – test it first. OK, sure same extension applies if you send me your ER photo... |

**Classroom Policies:****Overview.**

This course is designed to provide the business analyst or anyone working in the business world a foundation in some of the most often used analytical tools. These subjects are not covered in depth and those students interested in learning more are encouraged to take graduate level courses in any of these subjects.

1. Students should read the noted reading and review the slides and links prior to attempting the home works.
2. You will have to find your data and then craft it in a business concept. Yes, this is an applied course.



3. This is an online course. It is self-paced. I have provided a recommended flow for you to follow. Feel free to work ahead.
4. If you are falling behind or having trouble comprehending, please reach out to your classmates, the tutoring center or me for assistance. I want you to succeed!

***Professionalism and Respect for Others.***

Out of respect to the professor and your fellow students, please adhere to the following guidelines.

- If another student needs help. Please help them – well, not on the quiz. You will learn and gain confidence from doing so.
- Do not wait until the last minute to post your discussions. This only shortens the time for other students to respond.
- If you have questions about content once the quiz window opens, ask it early. It may benefit others as well.

In general, treat others with respect and courtesy. Who knows they may be in a future class with you and you may end up working together on a project.

**Required Reading:**

Readings come from provided materials in Blackboard and from your required text, Cooper. In general you will have readings every week with the largest reading the first week. During exam weeks there are no readings.

**Academic Integrity Statement:**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Please refer to the Student Handbook for a detailed explanation of academic misconduct and repercussions. All incidents of academic misconduct (cheating) will result in the student receiving a 0 for the project/quiz/exam in question and being dropped from the course with the appropriate grade. Appeals are handled according to the Student Handbook. Some specific pitfalls to avoid during this course are:

- Copying or sharing information on assignments or quizzes before ALL students have completed the assignments/quiz.
- Helping others or allowing others to view or copy your assignments or quizzes results/answers before ALL students have completed the assignments/quiz (except as allowed in the discussion room).

- Receiving assistance from others or copying others' work on your assignments or quizzes before ALL students have completed the assignments except as allowed in the discussion rooms.
- Submitting others' work as your own on assignments, or quizzes.
- Failing to be completely honest when dealing with the instructor.

### **Disabilities Act Statement:**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

### **Sexual Harassment and Academic Policies:**

All students are required to familiarize themselves with the University of Central Arkansas policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

### **Title IX:**

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member, the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <http://uca.edu/titleix>.

### **Emergency Procedures Summary (EPS):**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

### **Other Required Materials/Competencies/Resources: N/A**

## **ACCREDITATION & ASSURANCE OF LEARNING**

### **Learning Goal(s) Assessed in this Class**

There is no formal assessment activity scheduled in this class.

There is formal assessment activity scheduled in this class.

### **Learning Goals**

[ ]

### **Learning Objective**

[ ]

**Measure**

[ ]

**Benchmark**

[ ]