BA 552
Seminar in Research Methods
Spring 2016

Wednesdays, 2 – 5 p.m., Rehn 237

Instructor: Dr. Cheryl Burke Jarvis
Associate Dean and Professor of Marketing
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Email: cbjarvis@siu.edu
Office Hours: By appointment

Required Texts:


- Selected journal articles and book chapters will be provided electronically via D2L.

Recommended Texts:

- Donald T. Campbell and Julian C. Stanley - Experimental and Quasi-Experimental Designs for Research

- Thomas D. Cook and Donald T. Campbell – Quasi-Experimentation: Design and Analysis Issues for Field Settings


Course Objectives:

The primary goal of this course is to help prepare doctoral students in business to conduct research that is publishable in the leading research journals in their respective disciplines. The course is designed to assist students in acquiring a basic understanding of the research process and knowledge of the research tools that are needed to design and execute scientific research. This course is concerned with the total research process, from philosophy of science and the generation of research ideas through the publication of the research manuscript. An effort is made to help students
develop research judgment as well as research skills so that they will be better able to assess when a proposed piece of research is likely to be fruitful and when it is not. Although this course is designed with the needs of marketing students in mind, and thus focuses on readings from marketing, we will draw knowledge from across many disciplines, and thus it is appropriate for doctoral students with an interest in conducting behavioral and organizational research in a wide variety of contexts. Its focus is on the research process rather than substantive research issues. The class discussions will allow students to create links between the material and the disciplines in which they are most interested, and the research project offers students the opportunity to apply ideas from the course to a substantive issue of their own choosing. No significant background in marketing theory and/or practice is assumed.

The goals of this course will be pursued through:

1) Reading, synthesizing and discussing articles and book chapters on research techniques and topics from a variety of behavioral disciplines;

2) Completing various assignments that give students the chance to apply and practice the principles being reviewed;

3) Critiquing published empirical research studies; and

4) Designing a quantitative study that represents an extension/improvement of an existing empirical study (the "Independent Research Project" or "IRP"), including construct conceptual development, multi-item scale development and testing (requiring data collection for scale testing), hypothesis development, and methodological planning.

Course Activities and Grading:

The weights that will be applied to these activities in determining course grades are:

- Class Participation and Leadership: 20%
- Assignments: 10%
- Empirical Analyses: 20%
- Independent Research Project: 50%

Class Participation and Leadership:

Class sessions will follow a seminar discussion format. I will expect that students will have thoroughly read and critically analyzed all of the assigned readings prior to the class meeting. Every student will be expected to contribute to the class discussion, by actively listening and being willing and able to present their analysis and viewpoint to the class.
Students should plan to divide the readings equally among themselves each week and take a leadership role in summarizing and discussing individual articles/chapters for the class. This does NOT preclude the requirement that all students must read all assigned readings – I will expect to be able to call on any student at any time to discuss any reading and I will be grading the quality of that contribution. However, by dividing up the papers during a week, each student can take a leadership role every session on one or two papers, thus improving his/her participation score.

In addition, at least once (but no more than twice) during the semester, each student will be assigned the role of Discussion Leader for a particular class session. The Discussion Leader for the class session is responsible for presenting a brief (less than 10 minute) summary, integration, synthesis, and critique of the entire week’s readings at the beginning of class, and then guiding the discussion of individual papers. The remainder of the students in that session will still be responsible for leading the discussion of the individual papers for which they are responsible – it is not the Discussion Leader’s job to summarize all the articles in detail or to relieve his/her classmates of the effort of reading the materials themselves. Instead, the Discussion Leader’s job is (1) to provide an overarching framework to guide the remaining discussion of the week’s materials by all the students in the class; and (2), in doing so, to integrate and synthesize the entire week’s readings.

NOTE: This process of integrating and summarizing a set of literature required of the Discussion Leader will help develop your critical thinking skills and is excellent practice for the process of developing a literature review in a journal manuscript.

Assignments:

Throughout the semester, occasional assignments will be given to help students elaborate on particular topics and give hands-on experience in applying or thinking about particular techniques or issues. These assignments will be described as they come up during the semester on the readings list each week.

NOTE: These small assignments are designed to take between 30 and 60 minutes to complete unless otherwise stated – if you are spending more time on them than that, then you need to re-evaluate your work methods and figure out how to work more efficiently and effectively.

Empirical Analyses:

Throughout the semester, students will be asked to turn in critiques/analyses of the methodology of various empirical papers. The papers usually will be assigned by the instructor, and the critiques should be no more than 5 pages, double-spaced, focusing on a particular method or technique being studied at the time. These are NOT theoretical critiques (except in the situation where the theory and the method might be in conflict), but rather opportunities for students to apply the week’s readings in learning
how to evaluate published work on various methodological issues, as well as how to
design their own studies more effectively.

NOTE: These critiques will help develop your critical thinking skills, will be used by the
instructor to test your understanding of the methods being studied, and will be excellent
practice for the sort of applied methodological questions students can expect to face
during comprehensive exams.

Independent Research Project:

Throughout the semester, students will each work on an independent research project (IRP), which will include several written stages and presentations due during the semester, as well as a final paper and presentation at the end of the semester. The topic for the IRP will be the student’s choice, subject to some stated restrictions. Among the key efforts for the IRP will be the development of a new construct conceptualization and multi-item scale operationalization, including data collection and analysis to refine and purify the scale. The details of the IRP requirements will be outlined in a separate document.

Calendar of Topics and Deadlines (subject to change):

<table>
<thead>
<tr>
<th>Week - Class Date</th>
<th>Topic</th>
<th>Deadlines for: *IRP Presentations &amp; Reports *Assignments *Empirical Analyses</th>
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<tbody>
<tr>
<td>Week 1 – 1/20</td>
<td>Idea Generation, Relevance vs. Rigor, Writing and Reviewing</td>
<td>Assignment #1</td>
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<tr>
<td>Week 2 – 1/27</td>
<td>Theory Development and Testing; Generalizations and Replications</td>
<td>Assignment #2</td>
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<td>Week 3 – 2/3</td>
<td>Research Ethics/Human Subjects Review</td>
<td>Assignment #3 IRP #1 – Article Choice</td>
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<td>Week 4 – 2/10</td>
<td>Scale Development and Measurement</td>
<td>Empirical Analysis #1</td>
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<td>Week 5 – 2/17</td>
<td>Experimental Research Design, including Within/Between Subjects, Random Assignment, Manipulation and Confounding Checks</td>
<td>Empirical Analysis #2</td>
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<td>Week 6 – 2/24</td>
<td>Quasi-Experimental Research Design; Field Research; Mediation and Moderation; Endogeneity</td>
<td>IRP #2 – Construct Definitions Assignment #4</td>
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<td>Week 7 – 3/2</td>
<td>IRP Presentations</td>
<td>IRP #3 – Scale Development</td>
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<td>Week 8 – 3/19</td>
<td>Survey Research Design; Power and Effect Size</td>
<td>Empirical Analysis #3</td>
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<td>Week 9 – 3/16</td>
<td>Spring Break – No Classes</td>
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Spring Break – No Classes
Week 10 – 3/23
IRP Presentations
IRP #4 – Hypothesis Development

Week 11 – 3/30
Issues regarding Self-Report Data, including Common Method Variance, Demand Artifacts, Difference Scores, and Implicit Theories
Empirical Analysis #4

Week 12 – 4/6
Sampling Techniques and Issues

Week 13 – 4/13
IRP Presentations
IRP #5 – Proposed Methodology

Week 14 – 4/20
Qualitative and Mixed Methods
Assignment #5

Week 15 – 4/27
Other Research Methods, including Content Analysis, Meta Analysis, Internet as Research Tool

Week 16 – 5/4
Completed IRP Presentations

Completed IRP manuscript due Wednesday 5/11 by 5:00 p.m. – NO LATE SUBMISSIONS ACCEPTED

Classroom Policies:

I expect students to treat this course like a job: Be professional and courteous in your speech, your writings, and your behavior, be on time, respect the instructor and your classmates, and most important, be fully prepared without excuses.

Deviations from student expectations will affect your class participation grade. If it appears to me that you are particularly unprepared for class or are failing to meet the basic requirements of common courtesy and course etiquette, I reserve the right to ask you to leave the class session or withdraw from the course entirely.

IMPORTANT NOTICE: NO LATE ASSIGNMENTS, REPORTS, PROJECTS OR PRESENTATIONS WILL BE ACCEPTED without a University-approved and documented absence (i.e. doctor-documented illness). All assignments, reports, projects and presentations are due AT THE BEGINNING of the class for which they are assigned. Any student that misses a deadline for turning in required work will earn a score of 0 for that work, and no feedback on the work will be provided. If a student anticipates missing a class for a University-approved reason, such as attending a required academic conference, then that student is responsible for making arrangements with the instructor to turn the work in EARLY, not after the deadline.

Continued enrollment in this course indicates agreement with these policies.
Emergency Procedures and Other Important SIU Information:

The following link provides information about important semester deadlines and policies (including withdrawals, incompletes, etc.), support services for students, as well as important information on procedures in case of emergencies. Be sure to familiarize yourself with this information!


About Your Professor:

Dr. Cheryl Burke Jarvis is a Professor of Marketing and Associate Dean of the College of Business at Southern Illinois University. She also holds the title of Research Faculty Fellow and serves on the Faculty Executive Committee of the Center for Services Leadership at Arizona State University. She has a bachelor’s and master’s degree from Texas A&M University and a master’s and Ph.D. in marketing from Indiana University, in addition to more than 10 years professional experience in advertising, public relations, publishing, and marketing management. She previously served on the faculties of the Kelley School of Business at Indiana University and the W. P. Carey School of Business at Arizona State University, where she also was appointed an “Honors Disciplinary Faculty” for the ASU Barrett Honors College. She has chaired or served on 21 doctoral dissertations, and she also has conducted online executive education courses in several areas of Services Marketing for the Center for Services Leadership.

Her research interests focus on improving our understanding of customer relationships in service contexts, and on improving analytical methodologies used in marketing research. She has conducted research projects investigating services marketing issues in collaboration with companies including IBM, the Mayo Clinic, Lenscrafters-Luxottica, Ford Motor Company, and the Phoenix Zoo, among others. Her work has been published in journals including the Journal of Marketing, Journal of Consumer Research, Journal of the Academy of Marketing Science, Journal of Applied Psychology, MIS Quarterly, and International Journal of Research in Marketing, among others. She was named the SIU College of Business “Outstanding Researcher of the Year” in 2012. In 2014, she was ranked fourth among U.S. scholars in consumer research and seventh worldwide for the frequency of academic citations of her work for the prior decade.

She is an associate editor of the top academic journal dedicated to services marketing and management, the Journal of Service Research, and she was named the 2013 “Reviewer of the Year” for that journal. She served for eight years on the editorial board of the Journal of the Academy of Marketing Science. She also serves as a reviewer for more than a dozen other academic journals and conferences.