



## UNIVERSITY OF MARY GRADUATE COURSE SYLLABUS

**Prefix/Course Number/Section:** BUS 503

**Course Title:** Business Research and Writing

**Semester/Term:** 2022

**Course Length:** 5 Weeks

**Course Start and End Dates:**

**Credit Hours:** 03

**Course Format:** Onsite and Online

**Course Location:** Onsite and Online

**Course Schedule**

**Instructor(s) and Credential(s)**

**Office Hours**

**Office Location:** Please refer to information in Canvas

**Phone Number:** Please refer to information in Canvas

**Email:** Please refer to information in Canvas

**Availability for Phone/Electronic Meetings:** Zoom or Microsoft TEAMS

### Course Description:

This course provides graduate students with information about academic writing and research skills. Students will be acquainted to various research tools, methodologies, and resources, which includes the Welder Library. Critical thinking expressed through solid research and writing with clarity serves as the foundation for all academic and professional pursuits.

### Course's Role in the Curriculum

This course is required for the core curriculum.

### Relationship of the Course to UMary's Mission and Values:

- **Benedictine Values:** Modeling the values of hospitality, service, community, moderation, respect for persons, and prayer. This course will specifically expose students to the Benedictine values of respect for persons through the interactions between the instructor and students as well as between students with each other. Classes will begin with prayer, and students will uphold the values of hospitality, service, community, and respect for persons in all course work they complete. The value of moderation will be used in the consistency and accuracy of the student's completed work, as well as the assessment of that work. <https://www.umary.edu/about/mission/benedictine-values.php>
- **Servant Leadership:** Servant leadership at the University of Mary is a pattern of living marked by competence in one's chosen profession, courage in making ethical decisions based on Benedictine values, and compassion in serving the needs of others. In a context of relationship to God, to one another, and to self, we believe that leadership is making a difference for good. Rooted in the Gospel and in the founding vision of the Benedictine Sisters to serve spiritual, intellectual, and cultural needs of others, the model for servant leadership is Jesus Himself. At the University of Mary, students grow into leadership through service. Learners become leaders in the service of truth. Sister Thomas Welder, 2006.

### Course Objectives:

**Program Mission Statement:** Using a philosophy of continuous improvement, the Gary Tharaldson School strives to be innovative and responsive to the changing needs of students, faculty, and the business community through experience-based curricula.

**University Graduate Core Competencies:** *(See relationship to Course Objectives below)*

1. Communication
2. Moral Courage
3. Professional Distinction
4. Scholarship

**Program Objectives for Graduate Business programs:** *(See relationship to Course Objectives below)*

Integrate decisions utilizing Benedictine values, ethical frameworks, and professional standards. Evaluate the contemporary global business environment in an integrated manner to propose business solutions.

1. Demonstrate Professional business communication.
2. Interpret results from multiple business support tools to inform decision making.
3. Synthesize content from professional journals and scholarly research to make conclusions regarding business practices.
4.
  - a. Assess business best practices using quantitative methodology. (MBA only)
  - b. Assess business best practices using qualitative methodology. (MOL only)
  - c. Assess business best practices using methodology as derived from the Project Management Body of Knowledge (PMBok ® Guide) (MPM only)

<b>Course objectives:</b> <i>By the end of this course students will be able to (list skills and knowledge).</i>	<b>Relationship to program objectives:</b> <i>This course is designed to help prepare students to fulfill the following program learning outcomes:</i>	<b>Relationship to Core Competencies:</b> <i>The four graduate core competencies are professional distinction, communication, moral courage, and scholarship. They are further defined by the Core Competency Rubrics <a href="#">online</a>. Select rubrics or portions of them will be used to assess your assignments. Listed below are the rubrics or portions of rubric that will be used in this course.</i>
O1 – Recognize and describe writing behaviors and research cycle.  O2 – Demonstrate the ability to complete well-structured citations in American Psychological Association (APA) format.	Program Objective(s) 1 & 2	Communication Professional Distinction
O3 – Carry out preliminary research to locate scholarly research material.	Program Objective(s) 2 & 3	Scholarship Professional Distinction
O4 – Examine scholarly articles by identifying the purpose, aim, or argument the author(s) present.	Program Objective(s) 1, 2 & 3	Professional Distinction
O5 – Outlining strategies to avoid plagiarism and other forms of academic dishonesty.	Program Objective(s) 1 & 3	Professional Distinction Moral Courage

[NOTES (remove before publishing): Multiple sections must have the same objectives; The **method(s) for assessing student outcomes** need(s) to be described, which may be done under the “Major Assignments” heading below.]

## BOOKS AND SUPPLIES

### Required Texts, Resource Materials, and Other Materials/Activities that will Incur Student Costs:

---

- Becoming an Academic Writer; Goodson, 2<sup>nd</sup> 17; 2017 Publisher: Sage ISBN: 9781483376257
- Publication Manual of American Psychological Association, Am.Psych.Assn. 7<sup>th</sup> 20; Am PSYCHOL ISBN: 9781433832178
- Examity Proctoring Service: An Examity access code can be purchased through the University of Mary bookstore or you can pay Examity directly using a credit card.

### Optional/Recommended Texts, Readings, Materials:

---

(None)

## POLICIES

### Attendance and Excessive Absence Policy:

---

Attendance is vital to student success. Please review the onsite and online attendance policies.

#### Onsite course:

Students attending classes face-to-face are only allowed one excused absence. Excused absences include work travel, illness, or other circumstances deemed appropriate by the instructor. Upon student request for valid excuses, the instructor will provide one make-up assignment for class participation points. If you are going to miss more than one class, please enroll for the online section prior to the end of the drop/add period.

#### Online course:

Attendance is vital to student success. Please review the onsite and online attendance policies. [Excessive Absence policy](#). It is strongly suggested that you login into the Canvas classroom daily. In addition, it is encouraged that you update your Canvas notifications to alert you when course announcements are posted, or emails are sent from your instructor. This will assist in making sure you are aware of all course communication.

### Excused Absence Policy:

---

The University has a policy on excused absences related to sponsored/sanctioned activities and events. The policy is available for review [online](#). Students participating in such activities and events are expected to review this policy and comply with it. As long as appropriate prior notification is given according to this policy, students and faculty reach a mutual agreement concerning make-up work, and students complete the work in question, faculty shall not penalize a student for missing a class or exam when they were granted an excused absence from the university. Any questions concerning the policy may be referred to the course instructor who may refer the question to the athletic director, student activities director, or academic affairs for response.

### Assignment & Exam Policy/ies:

---

Late assignments and exams will NOT be accepted unless prior arrangements have been made with the instructor. Students should contact the instructor PRIOR to due date/time if he or she would need to make arrangements for submitting work late. Arrangements for making up late assignments must be made with the instructor and submitted within the week. Late assignments are subject to a 10% deduction of available points for each day that they are late after the initial due date/time. All assignments will be completed and deposited in Canvas. Assignments will not be accepted via email.

### Channel for Communication Relating to this Course

---

For questions or concerns related to this course, students should communicate them to the following individuals in the order listed below. Students should also review the university's policy on [academic grievances](#) to learn more about the university's process for responding to academic concerns.

Instructor > Program Chair, Dr. Rod Hair > Dean, Dr. Karel Sovak

---

**Statement Regarding Academic Honesty:**

Students are expected to read the [University of Mary's Academic Honor Code and Honor System](#) and abide by all the standards of conduct and requirements contained therein. When a student is in doubt about whether or not an action might constitute an Academic Honor Code violation, s/he should request clarification from the instructor **before** the action in question is undertaken. The Academic Honor Code is available for review on my.umary.edu under the General University Policies link.

---

**Statement Regarding Reasonable Accommodations<sup>1</sup>:**

The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for disabled students who provide required documentation. Students with disabilities who need accommodations should apply to the [Office of Student Accessibility Services](#). For further information, contact Dr. Lynn Dodge, coordinator of Student Accessibility Services, in the Student Success Center (lower level of Welder Library) at (701) 355-8264 or [ljdodge@umary.edu](mailto:ljdodge@umary.edu).

---

**Course Specific Policies/Procedures/Information:**

The university has a [general policy on student conduct in an instructional setting](#).

## WORKLOAD AND GRADING

---

**Workload Expectations:**

Since this is a 3 semester credit graduate-level course lasting 5 weeks, students can expect to spend a minimum of 9 hours per week instructional time and another 18 hours per week studying outside of instructional time.

---

**Major Assignments:** (Learning Experiences to Achieve Course Objectives)

Please refer to the assignments in Canvas for assignment due dates.

---

**Methods for Evaluation and Grading Scale:**

[Each Module will be assessed, and feedback will be provided as a constructive form of evaluation. Students are expected to take the feedback to improve their weekly progress in this course.

**Grading Scale:**

90 – 100=	A
80 – 89 =	B
70 – 79 =	C
60 – 69 =	D
< 60 =	F

## Tentative course schedule:

Module	Topics	Reading	What is due?
1	<p>Getting started with research and academic writing, building a solid foundation.</p> <p>Review and research additional resources.</p>	<p>APA Read &amp; Review</p> <p>Welder Library Read &amp; Review</p> <p>Examity Setup</p> <p><i>Read: Becoming an Academic Writer</i></p> <p>Microsoft Office 365</p> <p>Grammarly Software</p> <p>PERRLA Application</p> <p>Smarthinking Online Tutoring</p>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Setup Examity Profile and schedule proctored session.</li> <li>• Academic Writer Assignment</li> <li>• Course Text: <i>Becoming an Academic Writer</i></li> <li>• Welder Library, Google Scholar and APA Assignment</li> <li>• APA Two-Page Paper</li> </ul>
2	<p>Time Management Mind Map.</p> <p>Mind Mapping</p> <p>Proctored Writing Assignment</p> <p>Annotated Bibliography</p>	<p>Examity – Proctored Writing Assignment</p> <p><i>Read: Becoming an Academic Writer</i></p> <p>Read &amp; Review: Mind Mapping and Journal Articles</p> <p>Read &amp; Review: Annotated Bibliography</p> <p>Review Time Management Literature Review Paper Requirements</p>	<ul style="list-style-type: none"> <li>• Time Management Mind Map and Mind Map Round Table</li> <li>• Proctored Writing Assignment</li> <li>▪ Annotated Bibliography</li> <li>▪ Journal Article Analysis</li> </ul>

3	Journal Article Analysis. Time Management Paper. Collaborative Discussion.	<i>Read: Becoming an Academic Writer</i> Read and Review section.	<ul style="list-style-type: none"> <li>• Discussion Board (online) or Class Discussion (onsite) – The First 20 Hours</li> <li>• Time Management Literature Review Paper – First Draft</li> <li>• Journal Article Analysis</li> </ul>
4	Presentation Collaborative Discussion. Paper Peer-Review.	<i>Read: Becoming an Academic Writer</i> Read and Review section.	<ul style="list-style-type: none"> <li>• Discussion Board (online) or Class Discussion (onsite) – Graduate Business Capstone</li> <li>• Presentation</li> <li>• Time Management Paper – Peer Review</li> </ul>
5	Peregrine Exam. Collaborative Discussion. Time Management Paper with Abstract.	<i>Read: Becoming an Academic Writer</i> Read and Review Section.	<ul style="list-style-type: none"> <li>• Discussion Board (online) or Class Discussion (onsite) – University of Mary Graduate Core Competencies</li> <li>• CPC Exam</li> <li>• Time Management Paper - Final</li> </ul>