**BSAD 6311: Advanced Research Methods and Experimental Design**

**FALL 2017**

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**Office Hours:** By appointment

**Course Time & Location:**

BSAD 6311, Section 001 Wednesday 4:00 pm – 6:50 pm 141 COB

**Description of Course Content:**  This course covers the fundamentals of applied social science research in various areas of business. It is designed to help you develop skills that will enable you to effectively evaluate the research of others and to design, conduct, and report on research of your own. In general, the scientific process employs both theory and data in an effort to describe, explain, predict, and/or influence some phenomenon of interest. Thus, we will be focusing on theory development, construct measurement, research methods, and research critiques as part of an integrated sequence. You will be exposed to the logic underlying the research process as well as a broad range of design and assessment methods. Throughout the course there will be an emphasis on both conceptual understanding and the development of practical "how‑to" skills. Topics covered in the sequence are organized in terms of the stages of the research process, beginning with theory building and ending with interpretation and verification.

The theory building section will focus on issues such as philosophy of science, inferences of causality, and ascertainment of the current state of knowledge in a given domain. Hypothesis generation, selection of a research problem, and basic research design will also be covered in this section.

The next section will move from theory building to data collection and construct measurement. This section will deal with construct definition, reliability and validity of measurement, and the link between theory and measurement systems. It will also focus on identifying key independent and dependent variables of interest for a particular research question.

The measurement of constructs is only one part of the data collection process. The other part involves the selection of different research designs to answer different questions posed by research hypotheses. This section will cover the sampling strategies and strengths/disadvantages of alternative research methods.

Each of these sections are part of a continuous cycle of theory building and theory testing. In this cycle, theories lead to hypotheses, which then drive measurement and data collection. The measurement and collection of data, in turn, influence the statistical techniques employed and the conclusions that can reasonably be drawn from the data. These conclusions are then verified and influence future theory development.

In this course we would like to provide you with flexible research skills that will help you to meet the challenges you will face as a scholar. If your goal is to do quality research, then you will benefit greatly from this course. Thus, I intend to give you the tools that will help you to build your knowledge and expertise in a chosen area of work. You will become familiar with methods ranging from classical experimental paradigms, to quasi‑experimental methods, to field/correlational approaches. You'll also be exposed to a wide range of measurement strategies, including questionnaires, interviews, observation, and archival data. After developing the conceptual foundation for conducting research, we will develop a basic understanding of research methods and designs. Over the course of the semester, you will identify a substantive area of interest, conduct a review of the relevant theoretical and empirical literature, and formulate a specific research question you would like to answer. This then, will help you to develop a detailed research plan, culminating in a research proposal.

**Student Learning Outcomes:**

By the end of this course students will be able to:

1. Write a specific, directional hypothesis statement, including hypotheses that specify mediation and moderation
2. Understand the difference between a latent construct and an operational definition, and choose or develop an operational definition for a latent construct
3. Describe the trade-offs in different research strategies with respect to rigor, relevance, and generalizability
4. Apply the concepts of classical test theory to evaluate the reliability of measurement instruments
5. Design a research study to answer a question in their area of research including experiments, quasi-experiments, and correlational studies
6. Design manipulations to be used in experimental and quasi-experimental research
7. Understand how randomization enhances validity
8. Evaluate a research design by identifying what threats to internal and external validity are present; recommend changes to that research design to eliminate specific threats to validity
9. Determine whether a study provides evidence of construct validity, develop a plan to evaluate construct validity

**Required Texts:**

Cook, T. D., & Campbell, D. T. (1979). *Quasi‑experimentation: Design and analysis issues for field settings*. Boston, MA: Houghton Mifflin. ISBN 0-395-30790-2; (C&C)

Pedhazur, E. J., & Schmelkin, L. P. (1991). *Measurement, design, and analysis: An integrated approach*. Hillsdale, NJ: Lawrence Erlbaum. ISBN 0-8058-1063; (P&S)

**Description of Major Assignments and Exams:**

Assignments:There will be assignments throughout the semester based on the readings and material covered in class. The assignments are designed to clarify specific issues based on the material covered in class, to move you forward on your research proposal, which is discussed in the next section, and to prepare you for the examinations. These assignments are due on the day the class meets or no points will be awarded. At the end of some weeks an assignment will often be given which is due the following week.

Research Project:A major focus of this class is to assist you with developing a formal research proposal. For many in class, this will be the first try at designing a research project from start (theory) to finish (methods). This project, for some, may evolve into a research study or may provide a step along the way towards a dissertation. In this project, you will go through the same steps that you will use for your dissertation, with the exception of the data analysis and discussion sections.

Your topic should be from your major field, of interest to you, and of sufficient importance to people in your field to justify spending your time doing the research. Models to use are research articles from your major field that are empirical articles that collect and analyze data. The research project does not have to be an experiment. It can be an empirical study where you used archival data and/or collected data by self-report measures. However, all projects must use a **research strategy** consistent with the course material.

The proposal should contain the following sections. The best was to sample material in each section is to read articles in your discipline. You mimic the framework they use in your paper. You are best advised to read articles from the top academic journals in your field. Sections include:

1. **Literature Review** – A comprehensive review of the literature leads up to the specific research questions that you are examining. You need to lead us from what we know to what we need to know. What questions are not answered by past studies that need to be answered? Even when you are charting a new direction, build your theory section based on theoretical models and related research, although the context for theoretical foundations and related research may be related disciplines. For example, in looking at team programming, there is little literature in information systems, but you can look at the team problem-solving literature in the behavioral science to build a case for using teams in programming.
2. **Hypotheses Derivation and Hypotheses Statements** – The theoretical justification for the hypotheses must be clearly presented. In doing this, you must illustrate the model that you are testing and the specific hypotheses that you are examining. Clear directional statements of the hypotheses follow the theoretical justification.
3. **Methods Section** **–** This is a methods course, so this section must include all of the details about how you are going to conduct your research. This covers everything from subjects to dependent measures. The level of detail should allow others to know exactly what you did in order to replicate your research. The methods section includes a number of subsections such as Subjects, Design, Procedures, Measures, and Proposed Analyses. What is described in each section can vary according to the specific type of study that you are conducting.
4. **Appendix** – Please include all materials, such as consent forms, measures (scales), instructions, debriefing sheets, and instructions to the participants. The appendix should contain a completed UTA IRB prospectus. The IRB prospectus should not be submitted but instead be completed as if you were to submit it for approval by the University. The text of the proposal excluding the appendix and references should not exceed 20 pages. The appendix can be any length as appropriate.

**Preliminary Research Proposals:** A three-page, double-spaced description of your research proposal is due on Oct 25. This proposal should briefly describe the theoretical framework for your study, the hypotheses, and the methods you intend to use in this research, including study design, measurement strategies, and how you would propose to gather data. This will allow me to give you some feedback on your project before you dig deeply into the presentation due at the end of November, and to try to avoid major problems which can be difficult to correct at a later time.

Research Project Presentations: Each student will present his or her completed research proposal to the other members of the class and invited faculty at the end of the semester. Reference style and formatting is available at the journal websites under Instructions to Authors. An executive summary of your research proposal must be copied and distributed to the class on the day of your presentation, along with any slides that you use in your presentation.

Exams: There will be three exams. Exams 1 will cover all the material from the beginning of the semester up to exam 1. Exam 2 will cover the material that begins after Exam 1 and is completed before Exam 2. The final exam will be comprehensive and cover the material from throughout the semester. The goal of exams is to assess the breadth and depth of your knowledge of course material and to prepare you for comprehensive exams. At a later date I will provide you more information on exams so that you will have more information to prepare for them.

**Attendance:** At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this class, I will not take attendance. However, as PhD students, you are expected to be highly committed to you learning, and thus, I expect attendance problems will not be a problem. If a specific problem or another commitment arises that prevents you from attending class, please discuss this with me. You will be responsible for all material covered in class and for knowledge of any announcements or changes to the schedule made in class, even if you are unable to attend class.

**Grading:**

Assignments 50 points

Exam 1 75 points

Exam 2 75 points

Research Paper 125 points

Research Presentation 50 points

Final Exam 125 points

Total Class Points: 500 points

Grade: Percentage:

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F 0 - 59

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services,** (CAPS). www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located on the first floor of the College of Business Building. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Class Disruptions:** Please refrain from disrupting the class by talking or taking cell phone calls during class. If an emergency requires you to have a cell phone turned on during class, please clear this with me before class begins.  Otherwise, turn off all cell phones before class. If you disrupt class by talking to each other or on the cell phone during class, I will ask you to leave the classroom and not to return until you are prepared to refrain from disrupting the class.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.

**SCHEDULE**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Wendy J. Casper

**Aug 30 - Scientific Method and Hypothesis Generation**

Purpose of research - System of research - Research Strategies - Falsification and null hypothesis testing - Type I and Type II error – What research is - Doing good research – Mediation – Interactions and Moderation

Book Readings: \* P&S - Ch 7, 9 (pp 147-163; pp 180-210)

\* P&S - Ch 1 (pp 1-14)

**Required Article Readings:**

Science (2015) article “Estimating the reproducibility of psychological science”

Hollenbeck, J. 2008. The role of editing in knowledge development: Consensus shifting and consensus creation. In Y. Baruch, A. M. Konrad, H. Aguinis, & W. H. Starbuck (Eds.), [Opening the black box of editorship](http://alpha.lib.uwo.ca/record=b4962678) (pp. 16-26).  New York:  Palgrave MacMillan.

Suddaby, R. 2014. Why theory? *Academy of Management Review, 39*, 407–411.

**Supplemental Article Readings:**

Baron, R. M., & Kenny, D. A. 1986. The mediator-moderator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51: 1173-1182.

Schroeder, D. A., Johnson, D. E., & Jensen, T. D. 1985. Reading research reports: A brief introduction. In D. A. Schroeder, D. E. Johnson, & T. D. Jensen (Eds.), *Contemporary Readings in Social Psychology*, 35-42. Nelson-Hall: Chicago.

**Sept 6 - Introduction to Basic Research Design**

Operational definitions - Longitudinal vs. cross‑sectional vs. sequential - Experimental vs. quasi‑experimental vs. field - Single vs. multiple subject designs - Notion of control and inference of causality - Strengths and weaknesses of various designs

Book Readings: \*C&C - Ch 1 (pp 1-36)

\*P&S - Ch 8 (pp. 164-179)

\*P&S - Ch 10, 11 (pp 211-249)

**Supplemental Article Readings:**

Campbell, J. P. 1986. Labs, fields, and straw issues. In E. A. Locke (Ed.), *Generalizing from laboratory to field settings* (pp. 268‑279). Lexington, MA: Lexington Books.

McGuire, W. J. 1997. Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48: 1-30.

Gibson, C. 2016.Elaboration, generalization, triangulation, and interpretation: On enhancing the value of mixed method research. *Organizational Research Methods*

Turner, S. F., Cardinal, L. B., & Burton, R. M. 2016. Research design for mixed methods: A triangulation-based framework and roadmap. *Organizational Research Methods*

**Sept 13 - Constructs and Measurement, Reliability**

Variables - Constructs - Reliability - Classical test theory - Test‑retest - Parallel forms - Coefficient alpha - Interrater reliability

Book Readings: \*P&S - Ch 5 (pp. 81-117)

**Required Article Readings**:

Hinkin, T. R. 1998. A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods, 1*, 104-121.

Edwards, J. R. 2011. The fallacy of formative measurement. *Organizational Research Methods, 14*, 370-388.

**Supplemental Article Readings:**

Cortina, J. M. 1993. What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology, 78*: 98‑104.

Hinkin, T. R. 1995. A review of scale development practices in the study of organizations. *Journal of Management, 21*: 967‑988.

**Sept 20 – Validity**

Content - Criterion‑related - Construct - Convergent and discriminant - MTMM

Book Readings: \*P&S - Ch 3 (pp. 30-51)

\*P&S - Ch 4 (pp. 52-80)

**Required Article Readings:**

Cronbach, L. J., & Meehl, P. E. 1955. Construct validity in psychological tests. *Psychological Bulletin, 52*, 281-302.

Campbell, D. T., & Fiske, D. W. 1959. Convergent and discriminant validation by the multitrait‑multimethod matrix. *Psychological Bulletin, 56:* 81‑105.

Suddaby, R. 2010. Construct clarity in theories of management and organization. *Academy of Management Review, 3*5: 346–357.

**Supplemental Article Readings:**

Podsakoff, P. M., Mackenzie, S. M., & Podsakoff, N. P. 2016. Recommendations for creating better concept definitions in the organizational, behavioral, and social sciences. *Organizational Research Methods, 19*(2), 159-203.

**Sept 27 - Threats to Validity and Research Designs**

Control and artifacts - Causality and inference of causality - Threats to validity - Statistical, Internal, Construct, External validity - Randomization and sampling strategies

Book Readings: \* C&C - Ch 2 (pp. 37‑94)

\*P&S – review again, pp. 224-232

**Required Article Readings:**

Bono, J. E. & McNamara, G. 2011. From the editors publishing in AMJ-Part 2: Research Design. *Academy of Management Journal, 54*(4), 657-660.

**Oct 4 - Exam 1 (first half of class)**

**More Threats to Validity**

**Experimental Designs & Experimental Control**

Using research questions to guide selection of design - Designing manipulations or choosing "strong" IVs - Validity: Two or three group, post‑test only; Pre‑test, post‑test; Solomon Four‑Group Design; Two cell experimental designs: Individual differences as error - Randomization - Homogenizing on confounding variables - Blocking/Matching - Build extraneous variable into design as a factor - Sampling

Book Readings: \* P&S - Ch 12 (pp. 250-276)

\*C&C - Ch 8 (pp. 341-386)

\*P&S - Ch 15 (pp. 318-341)

Aguinis, H., & Bradley, K. J. 2014. Best practice recommendations for designing and implementing experimental vignette methodology studies. *Organizational Research Methods*, 1-21.

King, E. B., Hebl, M. R., Morgan, W. B., & Ahmad, A. S. 2012. Field experiments on sensitive organizational topics. *Organizational Research Methods, 16*(4) 501-521.

Shen, W., Kiger, T. B., Davies, S. E., Rasch, R. L., Simon, K. M. & Ones, D. S. 2011. Samples in applied psychology: Over a decade of research in review. *Journal of Applied Psychology, 96*: 1055-1064.

**Oct 11 - Quasi-Experimental Designs**

When manipulation is not possible - Nonrandom assignment - Two group, post-test only - Nonequivalent control group - Cohort designs - Interrupted time series - Validity issues - Cross-lagged panel designs

Book Readings: \* C&C - Ch 3 (pp. 95-137)

\*C&C - Ch 5 (pp. 207-230)

\* P&S - Ch 13 (pp. 277-304)

**Required Article Readings:**

Cunliffe, A. L. & Alcadipani, R. 2016. The Politics of Access in Fieldwork: Immersion, Backstage Dramas, and Deception. *Organizational Research Methods, 19(4)*, 535-561.

**Oct 18 – Nonexperimental Designs, Measurement of Variables**

Rating scales - Interviews - Observation - Archival data – Surveys – Internet Survey Research

Book Readings: \*P&S - Ch 6 (pp. 118-146)

\*P&S – Ch 14 (pp. 304 – 317)

**Required Article Readings:**

Anseel, F., Lievens, F., Schollaert, E., & Choragwicka, B. 2010. Response Rates in Organizational Science, 1995-2008: A Meta-Analytic Review and Guidelines for Survey Researchers. *Journal of Business and Psychology, 25*, 335-349.

Cheung, J. H., Burns, D. K., Sinclair, R. R., Sliter, M. 2016. Amazon Mechanical Turk in organizational psychology: An evaluation and practical recommendations*. Journal of Business and Psychology, 32(4*), 347–361.

Stanton, J. & Rogelberg, S. G. 2001. Using internet/intranet web pages to collect organizational research data. *Organizational Research Methods, 24*: 200-217.

**Supplemental Article Readings:**

Gosling, S. D., Vazire, S., Srivastava, S., & John, O. P. 2004. Should we trust web-based studies? A comparative analysis of six preconceptions about Internet questionnaires. *American Psychologist*, 59: 93-104.

**Oct 25 - More on Nonexperimental Research**

**Required Article Readings:**

Hardy, B., & Ford, L. R. 2014. It’s not me, It’s you: Miscomprehension in surveys. *Organizational Research Methods,* 17(2), 138-162.

Payne S. C., Finch, J. F., & Tremble, T. R. 2003. Validating surrogate measures of psychological constructs: The application of construct equivalence to archival data. *Organizational Research Methods, 6*, 363-382.

**Nov 1 - Levels of Analysis**

Nested effects - Levels of analysis - Aggregation issues - Analytical Approaches

**Required Article Readings:**

Klein, K. J., Dansereau, F., & Hall, R. J. 1994. Levels issues in theory development, data collection, and analysis. *Academy of Management Review, 19*: 195-229.

Rousseau, D. M. 1985. Issues of level in organizational research: Multilevel and cross-level perspectives. In L. L. Cummings & B. Staw (Eds.), *Research in organizational behavior* (Vol. 7, pp1-37). Greenwich, CT: JAI Press.

**Nov 8 Exam 2 (first half of class)**

Research Methods Wrap Up

**Supplemental Article:**

Agarwal, R., Echambadi, R., Franco, A. M., & Sarkar, M. (2006). Reap rewards: Maximizing benefits from reviewer comments. *Academy of Management Journal, 49*(2), 191-196.

Bosco, F. A., Aguinis, H., Field, J. G., Pierce, C. A., & Dalton, D. R. 2016. HARKING’s threat to organizational research: Evidence from primary and meta-analytic sources. *Personnel Psychology, 69*, 709-750.

Ragins, B. R. (2012). Editor’s comments: Reflections on the craft of clear writing. *Academy of Management Journal, 37*(4), 493-501.

**Nov 15 NO CLASS (Dr. Casper at PhD Project)**

**Nov 23 NO CLASS HAPPY THANKSGIVING**

**Nov 29 - Final Presentations**

**Dec 6 - Final Presentations**

**Week of Dec 13 FINAL RESEARCH PAPER DUE & FINAL EXAM SCHEDULED**