Course Description
This seminar introduces doctoral students to fundamental concepts and methods in information technology research. Students will get exposure to behavioral and technical research that covers a wide range of topics such as the system concepts, the productivity paradox on information technology investment, the technology acceptance model and information systems design methodologies.

Textbook and Other Required Resources

Course Learning Goals and Outcomes
1. To provide an overview of research methodology applicable to the investigation of IT phenomena.
2. To introduce the fundamental skills and concepts needed to conduct independent research at the dissertation level.
3. To develop the ability to critically read and evaluate the research of others.
4. To begin to develop the knowledge base and insights needed for successfully designing and conducting original research programs in the IS field.

College of Business and Entrepreneurship Learning Goals

<table>
<thead>
<tr>
<th>BBA Learning Goals</th>
<th>This course contributes to the following BBA learning objectives:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking and problem-solving</td>
<td>✔</td>
<td>Exams and assignments</td>
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<tr>
<td>Professional attitudes</td>
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<tr>
<td>An appreciation for the role of business in a free enterprise economy</td>
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<tr>
<td>Basic quantitative and analytical skills</td>
<td>✔</td>
<td>Exams and assignments</td>
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<tr>
<td>Written communication skills</td>
<td>✔</td>
<td>Semester paper</td>
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<tr>
<td>Oral communication skills</td>
<td>✔</td>
<td>Research presentation</td>
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<td>Global awareness</td>
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<td>Appreciation for cultural diversity</td>
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<tr>
<td>Ethical decision-making</td>
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<tr>
<td>Functional areas of business (e.g., finance, marketing, accounting)</td>
<td>✔</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>Department/Major Learning Goals</td>
<td>This course contributes to the following discipline-based learning objectives:</td>
<td>Assessment Method</td>
</tr>
<tr>
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<tr>
<td>Develop knowledge necessary to understand, design and implement information systems infrastructure in organizations</td>
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<td></td>
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<tr>
<td>Develop skills necessary to understand, design and implement information systems infrastructure in organizations</td>
<td></td>
<td></td>
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<tr>
<td>Develop quantitative skills necessary to effectively evaluate and use information in organizations</td>
<td>✔️</td>
<td>Exams and assignments</td>
</tr>
</tbody>
</table>

**Overview**

Each class meeting will have assigned chapters and other readings for discussion. You should be prepared to discuss and critically evaluate these in class. Each class meeting will have one or two assigned discussion leaders responsible for preparing a set of discussion questions (at least one for each chapter, leading to integration of knowledge) for that class session. Discussion questions will be distributed to the class by email by Wednesday of each week. The use of discussion leaders does not remove the responsibility from others to also prepare to discuss the readings. Everyone is equally responsible for the value gained from class discussion.

There will be two examinations covering this material, one at mid-semester and another at the end of the course. The mid-semester exam will be in-class and the final examination will be “take home”.

Each of you will write a series of short (2-3 pages) research critiques and thought papers. The studies/papers to be analyzed will be identified during the course of the semester. We will spend some class time sharing viewpoints on these.

The major paper for the course will be a semester paper on a topic selected by you (with my counsel). An oral presentation of your semester paper will be made toward the end of the semester.

**Semester Paper**

The semester paper should contain:

1. An introductory statement of the research problem including some justification as to why it is a topic worthy of investigation.

2. A review of the current status of work in the area. This literature review needs to be tightly organized yet still provide a good summary of current knowledge that can be developed into a theoretical framework for the research you propose. Your theoretical development should support and lead directly to:

3. A clear statement of the hypotheses to be tested in your research.

4. A full and complete description of research methods and procedures as you are able to provide. (Since this is a course in research methods, we want to put a great deal of emphasis on this section of the proposal.) The methods section should contain the details of your research plan including the proposed sample, settings, research design, how variables will be operationalized, description of measures to be used as well as support for their psychometric properties if known or how such evidence will be gathered, details of experimental or other procedures to be followed, description of manipulation checks (if any), description of pilot study, and so on. (Golden Rule: so readers can replicate the study. Every variable needs to be operationalized)

5. A report of statistical analyses of pilot study data, such as measurement validation, descriptive statistics, correlation matrix, and hypothesis testing.

6. A concluding section that (a) discusses potential strengths and weaknesses of your design and procedures (e.g. rule out chance, but external validity is low), (b) discusses potential implications of your research, and (c) explores what might be done next. How does this study fit into a programmatic effort to advance our understanding of the issues under investigation?
Important dates in relation to this paper are:
9/29: One to two page description of proposed research project due
10/27: Initial draft of research proposal due. Bring three copies to class. Each of you will read and critique two other proposals. This draft of the proposal will not be graded.
11/3: Return critiques of proposals to authors.
11/17: Class presentations
12/1: Completed papers due

Evaluation
Here is the breakdown of total points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid-semester exam</td>
<td>100</td>
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<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>Semester Paper</td>
<td>150</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>50</td>
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<tr>
<td>Class-Work *</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>500</td>
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* class participation, discussion leader role, and short papers.

Grading scale
Final course grading scale is as follows:

- A 450 and up
- B 400 to 449
- C 350 to 399
- F 349 and below

Important dates
Some important dates for Fall 2017 include:
August 28    First day of classes
August 31    Last day to add a course or register for fall 2017
September 4  Labor Day – NO classes
November 15   Last day to drop a course; will count toward the 6-drop rule
November 23 – 26 Thanksgiving Holiday – NO classes
December 6    Last day of classes
December 7    Study Day – NO class
December 8 -14 Fall 2017 Final Exams
December 15-16 Commencement Ceremonies

Student Responsibilities
The College of Business Administration expects students to behave in a professional and respectful manner in the classroom and during any interaction with professors, colleagues, and other stakeholders (e.g., recruiters). Here are a few specific policies I would like each student to respect in my course:

- Read and understand course syllabus.
- Check Web site on regular basis.
- Read assigned material before class.
- Academic Honesty: Cheating of any kind is an unacceptable behavior and will not be tolerated.
  - Do your own work.
  - Do not collaborate with others on assignments unless it is specifically allowed.
- Unless otherwise noted, all work submitted to me needs to be typed (double-spaced) and stapled.
  - Make sure you follow instructions and proofread assignments.
- Arrive to class on time.
- Do not disrupt class.
  - No reading the newspaper during class.
  - No chit-chat about non-course related topics.
- No NEDs (Noise Emitting Devices, e.g., cell phones, pagers, mp3 players).
• Please place your NEDs on vibrate or turn them off during class.

• Instructor permission is required prior to using a lap top in class.

• A lap top computer used in class should be employed strictly for class related activities.

Late Assignments
It is essential that assignments be completed and submitted on time. Once the due date is long past, the significance of the material becomes vague, and the learning value diminishes. A 10% per day penalty (weekends count as 2 days) will be applied to LATE assignments. Athletic events and routine or pre-planned company assignments are not acceptable excuses for late work. Affected students should make arrangements for their assignments to be submitted prior to the deadline given.

UTRGV Policy Statements

Attendance
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Students with Disabilities:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

Mandatory Course Evaluation Period:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (https://my.utrgv.edu/home); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- Fall 2017 Module 1: Oct. 5 – Oct. 11
- Fall 2017 Module 2: Nov. 29 – Dec. 5
- Fall 2017 (full semester): Nov. 15 – Dec. 6

Scholastic Integrity:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.
**Course Drops:**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**Academic Integrity**
Cheating of any kind is not acceptable and will not be tolerated. Some of the more common types of academic dishonesty relate to the following:

- **Plagiarism** - Do not use published and/or unpublished material without acknowledging the source. Do not cut and paste materials directly from other sources without paraphrasing or quotation.
- **Cheating on assignments or projects** – Do not collaborate with other students unless it is specifically stated by the instructor that working with others is allowed (e.g., a team project).
- **Cheating on exams** – Do not acquire from, or give information to, other students about exams. Do not use materials or resources during exams that are not expressly permitted by the instructor.

Penalties for cheating and plagiarism may range from an F on a particular assignment, an F for the course, to expulsion from the university. Violators of the University's policy on Academic Integrity will be referred to the Office of Student Judicial Services for hearings, and will automatically receive an "F" for the course if found guilty. See [http://portal.utpa.edu/utpa_main/dess_home/dos_home/slts_home/ez_home/ez_sjs/ sjs_integrity](http://portal.utpa.edu/utpa_main/dess_home/dos_home/slts_home/ez_home/ez_sjs/ sjs_integrity) for additional information.

**Americans with Disabilities Act (ADA)**
Students with disabilities are encouraged to contact the Disability Services office for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Texas-Rio Grande Valley to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Disability Services office (DS), University Center #108 on Edinburg Campus, 665-7005 or accesibility@utrgv.edu.

**Honor Code**
As members of a community dedicated to honesty, integrity, and mutual respect in all interactions and relationships the students, faculty and administration of our university pledge to abide by the principles in Honor Code.
**Course Schedule**

This course will move very fast. You are strongly encouraged to review all reading material ahead of class. This syllabus and schedule are subject to change at the instructor’s discretion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1</td>
<td>Introduction to course</td>
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<tr>
<td>9/8</td>
<td>Philosophy of science</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9/15</td>
<td>Theory development</td>
<td>Chapters 2 &amp; 3</td>
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<tr>
<td>9/22</td>
<td>Hypothesis generation and testing</td>
<td>Chapters 9, 11 &amp; 12</td>
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<tr>
<td>9/29</td>
<td>Measurement and sampling</td>
<td>Chapters 26, 27, 28 &amp; 8</td>
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<tr>
<td>10/6</td>
<td>Research strategy</td>
<td>Chapters 18, 19 &amp; 20</td>
</tr>
<tr>
<td>10/13</td>
<td>Research design</td>
<td>Chapters 22, 23, 24</td>
</tr>
<tr>
<td>10/20</td>
<td>Mid-semester exam</td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td>Data collection</td>
<td>Chapters 29, 30 &amp; 31</td>
</tr>
<tr>
<td>11/3</td>
<td>Research evaluation</td>
<td>Chapters 21 &amp; 25</td>
</tr>
<tr>
<td>11/10</td>
<td>Issues in information systems research</td>
<td>Chapters 17</td>
</tr>
<tr>
<td>11/17</td>
<td>Research presentation</td>
<td></td>
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<tr>
<td>11/24</td>
<td>Thanksgiving holiday, no class</td>
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<tr>
<td>12/1</td>
<td>Semester paper due &amp; Final exam</td>
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