This seminar is demanding and challenging. It will stretch you to your limits. On the flip side, it is a space for first-hand learning and an opportunity for developing creative/analytical research skills. With the right attitude and hard work, we will make it a valuable experience and a fun activity.

Crucial Notes
- The best way to reach me is through email.
- If you have not done so yet, you must complete the Online Human Subjects Training and bring the completion certificate to the second session. Visit https://www.citiprogram.org/default.asp?language=english. You will have to first register with that website.

Teaching Philosophy
As a PhD student, you have made a conscious decision to dedicate yourself to intensive and extensive education and training. We ask you to approach this seminar with an entrepreneurial spirit and remain a proactive seeker of learning experiences throughout the seminar. You must give it no less than your best endeavor. The task of your instructors is to serve as a facilitator of your educational journey, but we can’t do the work for you.

Learning Objectives
This seminar introduces students to the philosophical, conceptual, methodological, and technological dimensions of scientific curiosity, data collection, analysis, and reporting. It is an interdisciplinary journey to psychological, social and behavioral sciences with the ultimate goal of mastering their use in applied fields such as business and marketing. Students will experience first-hand the complexities and delights of scientific research and understand how to formulate substantive questions, when and how to collect what sort of data, and what to do with the data. At the conclusion of this seminar, you should have an introductory knowledge of what it takes to conduct publishable research. This seminar will be a first step for your becoming a scientist.
This course contributes to the following COBE learning objectives

<table>
<thead>
<tr>
<th>PhD Learning Goals</th>
<th>This course contributes to the following PhD learning objectives:</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced theoretical or practical research skills for the specialization</td>
<td>x</td>
<td>- Journal article discussion assignments,</td>
</tr>
<tr>
<td>Preparation for teaching responsibilities</td>
<td></td>
<td>- Midterm and final exam</td>
</tr>
<tr>
<td>Dissertation competency preparation</td>
<td></td>
<td>- Research project / submission of a research paper and presentation</td>
</tr>
</tbody>
</table>

**Expectations**

- You will put forth a great amount of effort to perform well on all of your assignments for this seminar.
- You will seek to become a part of the scholarly community at UTRGV, taking advantage of every opportunity presented to you as a scholar in training.
- You will work with your colleagues, when possible, to encourage each other’s successful accomplishments.
- You will demonstrate the utmost integrity as a researcher, particularly avoiding any hint of plagiarism in your work (see also academic dishonesty below).

**Technology & Applications**

Students will use the following technologies and applications to complete individual and group projects.

- Traditional library and electronic databases to obtain pertinent secondary information
- Microsoft Office package
- Quantitative analysis software such as SPSS, SAS, AMOS, SmartPLS, and possibly R.

**Policies & Procedures**

*Attendance* is required. Plan not to miss any minute of a class meeting. Show up on time.

*Participation* is expected and includes reading the assigned materials prior to class and providing input to ongoing class discussions. The professor will keep a log of student’s participation throughout the seminar. Each session you must read all of the assigned readings and be thoroughly prepared to discuss them. This evaluation will be based on the professor’s systematic assessment of each student’s participation.

*Academic Dishonesty* includes, but is not limited to, cheating on assignments and exams, intentionally misrepresenting data, and plagiarism (i.e., failing to use citation, failing to properly paraphrase indirect quotes, and failing to give proper credit to cited works). Unless otherwise stated, all assignments and exams require individual effort. You will receive a grade of ‘F’ for the seminar if you engage in any dishonest conduct. Refer to the most recent UTRGV Graduate Catalog for more information on student rights, responsibilities, and code of conduct.

*Disability* Students with disabilities are encouraged to contact the Disability Services office for a confidential discussion of their individual needs for academic accommodation. It is UTRGV’s policy 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 #322, 665-7005 or disabilityservices@utrgv.edu.
Exams & Assignments

Exams
There will be a mid-term and a final exam in this seminar.

Individual Written Assignments: Article reviews
For most weeks, there will be 3-4 individual article reviews which include a short PowerPoint presentation (maximum 12 minutes, not more than 8-12 slides) and a written discussion of the article (3-4 pages, double-spaced). The written discussion part of the assignment should provide a very brief summary of the paper, including theoretical foundations, methodology/methods, data analysis, and the most important findings. More importantly, the report should clearly state the strengths of the article, possible shortcoming or problems, and why this article is interesting (or not so much). We will assign articles to students during the first class session.

Individual Research Paper
Each student will write an individual, complete empirical research paper in this seminar. The project includes compiling, organizing, and analyzing primary and secondary data, and reporting the findings. The front-end of the paper (introduction, research question, and conceptual development including literature review and hypotheses) and the back-end of the paper (method, analysis, findings, discussion, managerial implication, policy implications, research implications, and limitations), along with your analytic performance (mastery of methods and data collection, organization and analysis), will determine a large portion of your seminar grade. Each paper will receive an overall grade; the different sections of the paper will not be graded separately. Due dates for completing various tasks appear in the Tentative Schedule below.

Communication - Above all else, the article should be written well, without any gaps in the logic due to a choppy style. Authors should strive for accuracy. Each section should have a transition to the next section. A good manuscript leaves nothing for the readers to guess or assume. There are five old, tried and true tips to follow that are listed below. Use a copy of The Elements of Style by Strunk &White or other helpful sources to help with writing the reviews. It is important to be stylistically complete given the specific guidelines in your field.
- Be consistent in either using active voice or passive voice
- Present coherent thought
- Use precise terms
- Craft a linear progression
- Tell a good, interesting story

Substance – This is the actual matter, value, meat, essence, and contribution of the article, as opposed to its appearance or readability. Substance is the most important criterion. Each empirical paper should include the following components.
- Start with a research question based on theory.
- Restart with the theory.
- Conduct literature review of theoretical and empirical works.
- Formulate research constructs.
- State hypotheses to be tested.
- Develop a set of operational definitions to illustrate hypotheses.
- Design a method of gathering data.
- Find the most suited data analysis technique.
- Collect data.
- Analyze data.
- Interpret results.
- Evaluate evidence
- Recommend future research topics.

Format - Papers should be well organized and follow the format of the journal. This criterion is an important feature of any good journal article. Empirical papers should be organized into the abstract,
literature review, method, results, discussion, references, tables, and figures. The Publication Manual of the American Psychological Association is a good reference because most of the quality, basic research journals use some variation of the APA format.

Journal reviewers and editors use a number of criteria in top journals to evaluate article submissions, which result in the decision to publish, revise, or reject. Typical such criteria include format, communication, and substance. Please use these criteria in all your written assignments in this seminar.

**General Comments**

Writing well includes the use of correct grammar and punctuation. If these aspects are not respected, reviewers may never even get past them to evaluate the merit of the work.

**Oral Presentations** A few hints: Do not read from slides; put just enough (i.e., short) phrases on slides unless absolutely necessary to include a long sentence; rehearse and do not exceed allotted time; be innovative in providing your summary; inspire and hold your audience.

**Evaluation & Grading**

**Assignments** Your grade on all written and oral assignments will depend on the following:

- Professional demeanor and/or tone
- Grammatical and syntactical soundness of the content
- Demonstrated understanding of the issue
- Ability to inspire interest and hold the audience
- Creativity and effectiveness of ideas and arguments
- Coverage of required tasks

**Weights** The following shows the weights of graded items.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Participation in class discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments (written article discussions and presentations)</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Research project</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Letter Grades** Point grades will not be rounded up or down. For example, 89.5 is a B, not an A. Final grades are just that: Final. If you find errors in calculation or reporting of your grade, you can indeed appeal to your instructors.

<table>
<thead>
<tr>
<th>Percentage grade</th>
<th>Letter grade</th>
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</thead>
<tbody>
<tr>
<td>90 or higher</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89.99</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79.99</td>
<td>C</td>
</tr>
<tr>
<td>69.99 or lower</td>
<td>F</td>
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</tbody>
</table>

**Late Submissions** Assignments that you turn in must meet the deadline. You will receive no credit for late submissions.
Grades are earned, not negotiated. You must consistently perform well to get a good grade. If you are having difficulties with the seminar, come see me early on. We can’t help you improve if you wait until the end of the semester.

Amendments to the Syllabus
The instructor reserves the right to change any part of this syllabus with prior notification.

Required and Recommended Readings
The required and recommended readings for this seminar include a general readings (listed below) and session-specific readings (in the tentative schedule at the end of this syllabus). You must thoroughly study (not just read) the readings listed in both sections. While the professors will provide some of the materials, you must secure copies of some of the books. Readings that say “Blackboard” in parentheses are available on Blackboard as pdf files.

Required readings (books)


Highly recommended readings

<table>
<thead>
<tr>
<th>Session &amp; Date</th>
<th>Topics</th>
<th>Readings (BB=available on Blackboard)</th>
<th>Assigned to</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Readings</td>
<td>Background literature</td>
<td>Background literature (required to understand measurement theory and scale development in-depth)</td>
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<tr>
<td>5 Sept 27</td>
<td><strong>Survey Research</strong></td>
<td><strong>Required Readings</strong></td>
<td><strong>Tony</strong></td>
<td></td>
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<td></td>
<td></td>
<td><strong>Background literature</strong></td>
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<tr>
<td>6 Oct 4</td>
<td><strong>Review and Midterm exam</strong></td>
<td><strong>Background literature</strong></td>
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<td></td>
<td></td>
<td><strong>Background literature</strong></td>
<td>Ross</td>
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</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required readings</td>
<td>Due: Presentations and paper (Introduction, research gap, research questions, contribution, theoretical framework, hypotheses, method, plans for testing validity and reliability)</td>
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<tr>
<td>Oct 11</td>
<td>Midterm Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Oct 18 | Psychophysiological methods: EEG, brain imaging, eye tracking, and the like | **Required readings**  
**Highly Recommended Readings**  
Any and all of the articles in the *Journal of Marketing Research* special issue on consumer neuroscience, November 2015. | Karman  
Tony  
Nick |
| Oct 25 | SEM, Moderation, and Mediation             | **Required Readings**  
<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Required Readings</th>
<th>Notes</th>
</tr>
</thead>
</table>
**Background literature**  
**Highly recommended readings**  
| 10 | Quasi-Experimental Research and Field Experiments | **Required Readings**  
| Nov 8 | | **Background reading**  


**Background reading**


**Required Readings**


**Recommend Readings**


**Recommend Readings**

- **Nested data structures/Content Analysis/Meta-analysis**
- **Required Readings**

**Recommend Readings**


**Nov 22**  
**Thanksgiving Holiday**  
**NO CLASSES**

**Nov 29**  
**Final Presentations**  
**Due:** Paper presentations and complete paper: intro, theoretical framework, hypotheses, method, analysis, results, discussion, implications, limitations, future research
<table>
<thead>
<tr>
<th>Dec 6</th>
<th>Study Day</th>
<th>NO CLASSES</th>
<th>NO CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 13</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>