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Course description: This course introduces the concept that business and society are part of an open and interactive system. This course investigates the techniques of the research process as applied to business and sustainability. Through the selected business agenda, students explore how business processes have affected, and been affected by, social, cultural, political, and legal environments. Students gain understanding of current business trends and events, with emphasis on the broad cultural contexts in which they occur, through research.

Learning objectives:

The student will develop skills enabling him or her to understand the effect of businesses on society:

- 1) To understand the relationship between business and society and how this relationship has evolved over time.
- 2) To evaluate public issues and their significance to an organization.
- 3) To design a research assignment on the topic of sustainability.
- 4) To complete the elements of a research project.

Prerequisites

INT 103 – Information Literacy

Style and Reference:	http://owl.english.purdue.edu/owl/ Please follow the section on General Academic Writing (APA, 6 th edition).
Other Materials:	All other materials needed for this class will be available freely from the web, the Grafton online Library, or distributed to students through Blackboard. (Note: If you have any difficulty in finding an assigned reading in the Grafton online library, please advise the professor at least one week prior to its assignment date).



Reading(s) due by class – 1/11 through 4/16	Papers and Discussions
Module 1 – Introduction and the Role of Business in Society (1/17)	
	BB Discussion topic: Introductions and thoughts on the readings
Module 2 – Planning the Project (1/24)	
	BB Discussion topic: Project planning for a research project
Module 3 – Choosing A Topic (1/31)	
	BB1 Discussion topic: Process of choosing a topic
Module 4 – Writing the Proposal (2/7)	
	Paper: Proposal for Topic Selection due. Follow the Assignment Instructions for Proposals
Module 5 – Starting the Research (2/14)	
	BB2 Discussion topic: Sharing the proposal and starting research
Module 6 – Writing the Annotated (2/21)	
	Paper: Annotated Bibliography due. Follow the Assignment Instructions for Annotated Bibliography
Module 7 – Continuing the Research (2/28)	
	BB3 Discussion topic: Sharing and analyzing a scholarly article annotation
Module 8 – Writing A Draft (3/7)	
	Paper: Draft #1 is due. Follow the Assignment Instructions for First Drafts
Module 9 – Reflection (3/14)	
	BB4 Discussion topic: Thoughts on writing, drafts and editing
Module 10 – Editing and Correcting (3/21)	
	Paper: Revised Annotated Bibliography is due. Follow the Assignment Instructions for Annotated Bibliography.
Module 11 – Revision (3/28)	
	BB5 Discussion topic: Sharing your introduction and conclusions
Module 12 – The Final Version (4/4)	
	Final Paper is due. Follow the Assignment Instructions for the Final Paper.
Module 13 – Wrapping Up (4/11)	
	BB reflection & Wrap-up BB6 Discussion topic: Analyzing the process

Value



Evaluation Standards:

<p>1. Discussion board participation: Participation in the classes will be evaluated for the degree to which the student raised significant issues, analyzed the cases, problems or concepts discussed, and generally contributed to the academic discussions in the class. To get the most out of the discussions around the discussions, post your initial response no later than Thursday. Discussion should follow throughout the rest of the week on any other 2 days of the week – so the minimum is 3 posts a week on separate days. These exercises are intended to be succinct at between 250 and 300 words with research support for the initial discussion, a 100 to 150 words for each follow-up.</p> <p style="text-align: center;">A grading rubric for Discussion Board participation is shown below.</p>	45%
<p>2. Research Paper: The paper will be structured to include an introduction, a review of no less than seven but no more than ten publications on the topic, a synthesis of the literature reviewed, and will conclude with the student’s own thoughts about the topic. The components of the paper will be:</p> <ol style="list-style-type: none"> a. Proposal for a research topic (5 points) b. An annotated bibliography (10 points) c. A draft of the article which will be returned with comments (10 points) d. A revised annotated bibliography (5 points) e. A final paper (25 points) <p style="text-align: center;">A grading rubric for the Research Paper assignment is shown below.</p>	55%

Notes:

- a) Papers submitted after the due date will be penalized 10% of the available grade for the assignment for each day (or fraction of a day) they are late. Discussion board postings or papers that are submitted late will be graded, but notes, comments and feedback will only be provided for work submitted by the due date.
- c) Plagiarism: Any student who plagiarizes another person’s work will automatically receive a “0” for the assignment and may be subject to further discipline pursuant to the Mary Baldwin honor code, as indicated below.

Grades:

Each project will be evaluated for its completeness, and for the depth of the analysis and reasoning. Grading will depend on the level of conceptual understanding of the issues the student demonstrates in his or her writing as well as in the organization, structure and quality of writing in each paper.

Scoring will be on the following basis:

A: 93-100 A-: 90-92 B+: 87-89 B: 83-86 B-: 80-82
 C+: 77-79 C: 73-76 C-: 70-72 D+: 67-69 D: 60-66 F: Below 60

Grading: Discussion Board Participation: All discussion board participation must be made in the week in which the posting is due. Retroactive postings will not be graded. Students are expected to discuss issues respectfully and to honor differing points of view.



Discussion Board Participation – Grading Rubric	
Grade	Expectations
A Exceptional for collegiate-level work	Remarks are well written and argued effectively, above the level normally expected of college students. Student visit the discussion board 3 times per week starting on Thursday, reads the discussion posts and responds to the postings of his or her fellow students. The student engages collaboratively with others, interacting intelligently and thoughtfully, while supplementing existing posts with additional new and relevant material (properly cited). The student may challenge existing posts and ask probing questions. Personal experiences, if used, are concise and on topic and are used only to make a significant contribution to the course and the material covered in the session.
B Above average for collegiate-level work	Remarks are at or above the collegiate level in writing and argument. The student visits the discussion board 2 times per week, reads the discussion posts and responds to the postings of his or her fellow students. Most interactions are collaborative and advance the conversation; they are thought provoking and motivate responses from others. Responses to existing posts are well-articulated and demonstrate an understanding of course concepts. Personal experiences, if used, are generally relevant and make a contribution to the class understanding of the course material.
C Average participation for collegiate-level work	Remarks, in general, are at the collegiate level in writing and argument. The student visits the discussion board at least once per week and contributes to the dialogue. Interactions with others, however, are generally one-way and do not lead to probing thought; they seldom advance a conversation. Personal experiences, if used, are only marginally relevant and make little contribution to the class understanding of the course material.
D Below-average participation	Remarks are poorly written and/or argued. The student visits the discussion board 0 – 1 times per week, or inconsistently throughout the semester. Contributions are rarely interactive or engaging and do not advance the conversation. Personal experiences, if used, are not generally relevant to the course material and do not contribute to the discussion of the course material.
F Unacceptable level and quality of participation	Little or no participation; remarks, when written, do not advance the conversation. The student visits the discussion board less than once every other week and makes little or no meaningful contribution to the dialogue. Personal experiences, if used, are irrelevant to the course material and make no meaningful contribution to the class dialogue.



Research Paper Grading Rubric	
Grading Rubric (22 points)	Final Paper
Topic	Standards
A Exceptional for collegiate-level work	The thesis is well developed and clearly focused. Supporting evidence is thorough and relevant, and the narrative and description are kept to the minimum needed for analysis. Conflicting evidence is consistently acknowledged and distinguished or explained. Counter-arguments are consistently anticipated and refuted. The conclusion emerges logically from the main arguments. In-line citations and the bibliography are used well and formatted correctly.
B Above average for collegiate-level work	The thesis is well developed but may not be as clearly focused as in an “A” paper. Supporting evidence is substantial, but there may be minor gaps in substantiating a central argument. The narrative or description is longer than needed. Conflicting evidence is usually acknowledged and distinguished or explained, and counter-arguments are usually anticipated and refuted. The conclusion is a logical extension of the essay, but may be somewhat attenuated. In-line citations and the bibliography are used well and formatted correctly. The paper is well organized and clearly written.
C Average (expected) writing for collegiate-level work	The argument is adequate but may need further explanation or definition. Supporting evidence is adequate, but sketchy, or its relevance is not always made clear. There is too much narrative or description. The student presents little or no conflicting evidence or counter-arguments, and if they are presented, they are not handled successfully. The conclusion is perfunctory. Footnotes are not used when needed, or are used improperly; the bibliography may sometimes be in an incorrect format.
D Below-average research and writing for collegiate-level work	The argument is not well constructed and supporting evidence is often missing. The narrative or description does not lend itself to analysis by the evidence presented. There is no conflicting evidence presented or considered. The conclusion does not flow from the argument. The paper is not well organized. References do not generally conform to the APA style guide.
F Unacceptable quality for collegiate-level work	The research question is not clearly articulated. The evidence presented does not directly address the research question. The argument is not based on the research and the conclusion cannot be derived from it. The writing style is poor and there are grammatical and/or punctuation errors. References do not conform to the APA style guide.

Rubric adapted from the work of Prof. Luther Spoehr

Elements of the Research Process:

The Proposal¹

A research proposal is the presentation of an idea that you wish to pursue. A good research proposal presumes that you have already thought about your project and have devoted some time and effort in gathering information, reading, and then organizing your thoughts. The actual proposal will indicate what research question you wish to address.

A research question explores the “how” and the “why” of something. For example, a typical paper submitted in a college class may answer the question: What are the ways in which managers can influence work motivation? A research question is not something that would be merely descriptive, but would explore the reasons why something works (or does not work) as expected. A research question addressing the same topic should be phrased as “Why did behaviorism not succeed as a motivational theory?”

The specific parts of the research proposal are as follows:

1. Statement of the question your paper will answer. Again, remember, the point of your paper is to explain something.
2. Brief literature review in which you review the major works on your topic and indicate what the arguments are. (See below).
3. A statement as to what your argument/explanation will be.
4. A statement about how your explanation/argument will differ from that which has been made by other authors. How is your explanation original or different?
5. A brief outline of the parts of the paper.
6. A short bibliography/statement as to the major sources you will use.

¹(Adapted from: http://faculty.smu.edu/swegren/writing_a_research_proposal.htm)

The Annotated Bibliography²

An annotated bibliography is a list of citations to books, articles, and documents. **It is expected that between seven and ten works will be cited. At least five of the works must be from peer-reviewed, scholarly journals;** Wikipedia is not an acceptable source. Each citation is followed by a descriptive and evaluative paragraph (150 to 200-words). This paragraph is the heart of the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Remember you are highlighting how the article applies to your argumentation. You are not copying the abstract or reciting the authors' biographies.

How to prepare an Annotated Bibliography

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, use the library to locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic. Cite the book, article, or document using the APA 6th edition style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE

The following example uses the APA format for the journal citation.

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51 (4), 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living. This study is helpful to my research because it directly supports the previously cited



study by Klonoski (2012). Further support for changing attitudes among young males is needed to better support my overall thesis.

² Adapted from: <http://olinuris.library.cornell.edu/ref/research/skill28.htm>

Structure of the Paper

The research paper should be no more than 20 pages in length NOT including the title page and reference page(s). **Specifically, the final paper should be 15 to 20 pages in length or approximately 2500 to 3750 words including citations representing 7 to 10 scholarly research sources.** Anything outside of this parameter will have difficulty achieving the goals of this assignment. As this is a paper submitted in the Business discipline, it should be completed using APA 6th edition formatting. Please consult <http://owl.english.purdue.edu/owl/resource/560/01/> for details on APA formatting. Also, a sample paper may be found at: http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Sections

- 1) Title page
- 2) The introduction
 - a) This should clearly lay out the topic of the paper and what you intend to explain. In this part, you should state your research question and summarize your findings.
- 3) The literature review
 - a) In this part of the paper, you will identify the most important/critical works written on your topic and summarize their arguments or main points. How does each of these works contribute to the body of knowledge you are considering? It is important to note this is not where you copy your annotated bibliography.
- 4) The analysis
 - a) This is the part of the paper in which you make your argument. How do the works you have reviewed in part three (the literature review) come together to contribute to the points you are making? What has been unaddressed by the literature? This is your opportunity to prove the point you are intending to make. Solid argumentation is key here.
- 5) Conclusion
 - a) In this section, you will summarize the findings you have made and the answer to the question you posed in part (2).
- 6) References
 - a) Listed in alphabetical order by author's last name in APA 6th edition format.

Note: Writing a research paper is an iterative process (see: the "Evaluation Standards" section of this syllabus). It should be expected that your first draft will be sent back with comments and suggestions for further work and that the final product will be built through a process of revision and refinement. Failure to complete all of the steps in this process will result in a less than optimum grade for the effort you expended.

Sample Topics from Previous Classes – Do Not Feel Tied to These Topics!

- 1) Work Life Balance
- 2) Religion in the Workplace
- 3) Government Regulations in the Workplace
- 4) Generation X and Y, and Baby Boomers
- 5) Technology and the Missing Worker