

SMLR HONORS
Course Number: 37:624:498:1R

Rutgers University
School of Management and Labor Relations

Fall 2024
Tuesday, September 3rd – Monday, December 23rd

Spring 2025
Tuesday, January 21st – Wednesday, May 14th

Instructor: Professor Rebecca Greenbaum (She/Her/Hers)
Class Day/Location: **Fall** – Thursdays, 3:50 pm – 5:10 pm, JLB 219
Spring – TBD
Office: 203 Janice H. Levin (JLB) Building
E-mail: Rebecca.greenbaum@rutgers.edu (best way to contact me)
Phone: (848) 445-5830 (office phone)
Office Hours: Zoom/phone meetings are available upon request.

Course Materials

You are expected to come to class with research notebooks for taking notes. Instructions / explanations for completing your research projects will mostly occur via extensive notetaking based on in-class discussions and illustrations with / from Dr. Greenbaum. At any time during the semester, Dr. Greenbaum will ask to review your notes to give guidance on how to improve notetaking for your improved success on assignments.

- During the first class, Dr. Greenbaum will ask you to determine your best mode of taking notes while also paying attention (physical notebook versus computer).
 - If you choose to use a computer to take notes, all email, chats, social media, browsers should be disabled / turned off during class.
- Dr. Greenbaum will ask to see your note pages at the end of each class.

In addition to learning about research from Dr. Greenbaum, your research projects will be supported by your **Research Advisor / Mentor**. These advisors/ mentors are leading scholars in their fields and will be able to provide you with feedback and guidance on the specific topics of your research. **Required meetings** with your Research Advisors are noted via the course schedule at the end of this document.

AI Assistance

- For this type of class, artificial intelligence (e.g., ChatGPT or comparable AI) is **NOT** to be used for **any** assignments, **nor** should it be used for any aspect of the overall Honors Thesis. Discovery of the use of AI for your assignments could result in failing the course, per the determination of the academic integrity process.

Required Reading

The required readings for this course are shown via the Course Schedule at the end of this syllabus and are provided on CANVAS.

Course Description and Purpose

The objective of this course is to teach you how to complete an honors thesis in the form of a testable theoretical model. You will learn how to (1) create interesting ideas / theoretical models that make a theoretical contribution to the literature, (2) identify appropriate theory for explaining your model, (3) create hypotheses, and (4) overall, write an academic manuscript. Although testing the theoretical model is not a requirement of the SMLR Honors Thesis, you will learn how you could test your theoretical model via a survey-based research design (unless you decide on an alternative arrangement with your research advisor). Additionally, you will be shown how to use basic regression to test research models that use survey-based data. You will also be exposed to other ways of testing management and work research models (e.g., archival data, qualitative data, experimental data, historical data).

Overall, your final SMLR Honors Thesis will be comparable to a smaller-scale dissertation proposal (viz., nearly all aspects of a research paper *except* for an extensive literature review and Results section).

Learning Goals

This course fulfills the following learning objectives as outlined by the *School of Management and Labor Relations*. The highlighted sub-goals will be addressed in this class.

Cognitive Skills and Processes
<p>I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.</p> <ul style="list-style-type: none">○ Communicate complex ideas effectively, in standard written English○ Analyze and synthesize information and ideas from multiple sources to generate new insights○ Produce quality research papers with proper convention of attribution/citation○ Produce high quality executive summaries○ Make an argument using contemporary and/or historical evidence○ Present ideas and arguments in a logical and effective way
<p>II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.</p> <ul style="list-style-type: none">○ Formulate, evaluate, and communicate conclusions and inferences from quantitative information○ Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)○ Apply qualitative methods appropriately, alone and in combination with quantitative methods

III) Research Skills – Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace. Use evidence to evaluate hypotheses, theories and approaches to workplace issues.

- Employ current technologies to access information, to conduct research, and to communicate findings
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Assess and critique relevant evidence and research findings
- Access high-quality historical, qualitative, and quantitative evidence or research
- Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues

Knowledge of Theory, Practice and Application

IV. *Theoretical Perspectives* – Demonstrate an understanding of relevant theories and apply them given the background of a particular work situation.

- Demonstrate an understanding of the practical perspectives, theories and concepts in the management field of study
- Evaluate and apply theories from social science disciplines to workplace issues

V. *Understanding Context* – Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person’s experience of, and perspectives on work
- Analyze a contemporary global issue in the management field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues related to selection, motivation, and development of talent in a local and global context

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

Professional Development

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one’s career

- Develop capabilities to work and lead in a multicultural and diverse environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal and professional development skills

Course Format

Each class occurs on a single day of the week over an **80-minute** period. The structure of each class is shown via the class schedule at the end of this document and on Canvas.

Grading Criteria

<u>Criteria</u>
1. <u>Mid-semester</u> : Student self-assessment of learning goals
2. <u>Mid-semester</u> : Professor assessment of learning goals
3. <u>End-of-semester</u> : Student self-assessment of learning goals
4. <u>End-of-semester</u> : Professor assessment of learning goals
5. <u>End-of-semester</u> : Research advisor assessment of learning goals
6. <u>Conduct</u> – timely completion of assignments, professionalism in class (e.g., paying attention, respect, thoughtful participation)

<u>Learning Goal</u>	<u>Fall – Expected Level of Mastery</u>	<u>Spring – Expected Level of Mastery</u>
1. Written / Oral	S / G	G / O
2. Quantitative	S	G
3. Research	S / G	G / O
4. Theoretical	S / G	G / O
5. Context	S / G	G / O
6. Application	S	G
7. Professionalism	G	O

O = Outstanding

- Demonstrates complete understanding and execution of the learning goal.

G = Good

- Demonstrates considerable understanding and execution of the learning goal.

S = Satisfactory

- Demonstrates some understanding and execution of the learning goal.

U = Unsatisfactory

- Demonstrates little or no understanding and execution of the learning goal.

NA = Not applicable; did not observe.

Final letter grades will be based on these main considerations.

1. Growth / improvement from mid-semester (fall semester) to the end-of-the semester (spring semester) as assessed by the (a) student, (b) Dr. Greenbaum, and (c) research advisor (for the research advisor, this will only be compared from the end of fall to the end of spring semesters).
2. Overall mastery of learning goals as specified in the chart above. The highest performing students will master the learning goals at the highest ends of what's expected.
3. Students receiving a "U" in any category above by the end of that semester will not receive higher than a "C" for their letter grade.

Make-Up Policy

You are strongly encouraged to attend classes because most of your education on "how to complete a thesis" will occur in class. If you do have to miss class, you are expected to ask a classmate for their notes and not your professor; your professor does not have sharable notes on the topics beyond what is provided in this syllabus.

Students will only be given an extension on assignment due dates if they have an excused absence that includes (a) an illness accompanied by a doctor's note, (b) a documented critical circumstance, such as a car accident (police report) or death in the family (tribute page), (c) involvement in a university sponsored event, or (d) the observance of a religious holiday. Please see Rutgers policy regarding religious holidays:

<https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

Inclusive Voice

Class discussions are particularly vibrant and interesting when students provide a range of perspectives. When discussing our own experiences and opinions, as well as offering feedback to others, it is important that we refrain from comments or terms that may come across as disrespectful. By showing respect, more students are likely to speak up and to educate us on their opinions and insights. Sometimes individuals use offensive language / terms without recognizing it. In these instances, I hope that our class will kindly speak up as to educate one another on our views/opinions, as well as some of the best practices regarding showing respect to other people.

University Guidelines and Resources

Rutgers Resources for Student Success

The School of Management and Labor Relations website has resource page for current students that includes information regarding:

1. Victim and Mental Health Support
 - a. CAPS (Counseling, Alcohol and Other Drug Assistance and Psychiatric Services)
2. Academic Support
3. Financial Emergency Support

Please use the following link to receive access to this information:

<https://smlr.rutgers.edu/academic-programs/current-students>

Academic Honesty

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

Students with Disabilities

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine their Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding requests for accommodations: <https://ods.rutgers.edu/>

Statement as a Responsible Employee

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu

FALL 2024 SCHEDULE

Note. For the most updated information, please see the weekly schedules posted on CANVAS. The schedule is subject to change at the discretion of the instructor.

September 5 (Week 1)

- Topic – Syllabus
 - *Read*
 - Syllabus
 - *In-class Activities*
 - Review of syllabus
 - Expectations of faculty mentor-mentee relationship
 - Discussion of IRB expectations
 - *Assignments / Due Dates*
 - IRB – [CITI certification process](#)
 - Social & Behavior Research **Basic**
 - Turn in via CANVAS certificate of completion *before September 12th, 2024*
 - Email your faculty advisor and **set an appointment** (preferably to occur the week of **September 9th, 2024**) to discuss research commonalities.
 - Ask your advisor to point you to review pieces (1-2 is sufficient) on topics that you both find interesting.
 - Submit review articles to CANVAS *before September 19th, 2024.*
 - Do not read articles.

September 12 (Week 2)

- Topic – Idea Generation
 - *Read*
 - No pre-reading required.
 - *In-class Activities*
 - Discussion – thinking before you read
 - Illustrative examples of building research ideas
 - Professor tells you “X” has been scientifically substantiated.
 - What are your questions?
 - How do we use your questions to build new ideas?
 - Discussion – context and self-investments that improve idea generation
 - *Assignments / Due Dates*
 - Identify a work-related or labor-related event or experience (preferable related to the “review” topics provided by your mentor) that perplexes you or makes you curious—you want to learn more.
 - Step 1: “Overview” – write about the event / experience.
 - Paragraph 1: What is the event/experience.
 - Paragraph 2: What aspect of the event or experience perplexes you or makes you want to learn more?
 - **STOP**: Take a break before completing the next step.

- Step 2: Think! Go to your best thinking place (e.g., a coffee shop, the library, your room with headphones on and music playing, walking your dog), and simply think about the circumstances that you have experienced surrounding the perplexing event. Time allocation: About 30 minutes.
- Step 3: “Story” – provide an anecdote or story that plays out the circumstance / event. One or two paragraphs.
- Step 4: “Insights” – write down your own clarifying thoughts or ideas surrounding the event. Is there something about the characters in your story that made the event trend in one direction versus the other? Do people usually think one way about the event, but you have thoughts / ideas that suggest another way to think about the event. 5-10 bulleted points.
- **Submit via Canvas by Wednesday, September 18th, 2024.**
 - The “Overview” as noted above (two paragraphs)
 - The “Story” as noted above (one-two paragraphs)
 - “Insights” as noted above (about 5-10 bulleted points)

September 19 (Week 3)

- Topic – Building Research Models
 - *Read*
 - No reading due *before* class; reading due *after* this week’s class.
 - *In-class Activities*
 - Boxes and arrows – antecedent, outcome, mediator, moderator variables
 - Antecedent x Moderator → Mediator → Outcome
 - Discuss the relationship between mediators and theory
 - Use your own insights to build research models
 - As a class, we will build 1-2 research models using the “Idea Generation” assignment.
 - Rely on classmates / professor to refine ideas.
 - *Before* leaving class, sign up for one-on-one meetings with Dr. Greenbaum
 - Options for in-person meetings on **September 26th**: 2:20, 2:40, 3:00, 3:20, 4:50, 5:10, 5:30
 - *Assignments / Due Dates*
 - It’s time to read your reviews!
 - **Read the review** provided by your mentor that most relates to your “idea generation” assignment.
 1. What does the review say about your topic / idea?
 2. Do you have ideas that are different than what (appears) to have been researched so far?
 - **Submit via CANVAS by Wednesday September 25th, 2024**
 - Answer the two questions above. Answers in bulleted format is acceptable.
 - Also, answer this third question:

- How should you revise your research idea, if at all, based on what you learned from the review?
- **Set an appointment** with your research advisor to occur *after* our September 26th class, but *on or before* October 2nd, 2024.
 - **Goal of Meeting:**
 - i. Review your research ideas / model with your advisor.
 - ii. Revise based on their ideas / feedback.
 - iii. Ask your advisor for a list of more recent research articles (viz., those articles published *after* the review piece you read) that relate to your research model / idea (about five articles)
 - iv. Ask research advisor for their advice on appropriate theories.
 1. Note 1-2 theories that can explain your theoretical model.
 2. Ask your advisor for key articles that explain the 1-2 theories.

September 26 (Week 4)

- Topic – Refine Research Ideas / Models
 - *Read*
 - No required readings before class.
 - *In-class Activities* – **Shortened class from 3:40 – 4:40 PM**
 - Discussion – What is a research question?
 - Discussion – What is a hypothesis?
 - Individual Meetings with Professor Greenbaum – Review of Models
 - Appointment times to occur before or after class, as noted under September 19th
 - *Assignments / Due Dates*
 - Meet with research advisor
 - Refine research model with feedback provided by your advisor – you don't have to turn this in.

October 3 (Week 5) **Rosh Hashanah / No Class

- Topic – Finalize Model with Advisor
 - *Read*
 - Read the “theory” papers provided by your research advisor. Highlight extensively and take notes regarding key explanatory points.
 - *In-class Activities*
 - Class time “made up” via one-on-one meetings on September 26th
 - Class time “made up” via meetings with mentors
 - *Assignments / Due Dates*
 - Create “Research Progress” Document – **Due to CANVAS by Wednesday, October 9th.**
 - Provide revised research model in “boxes and arrows format”

- Example: Ethical Leadership x Employee Moral Identity → Employee Psychological Safety → Employee Voice Behaviors
- Create Hypotheses – this is harder than it seems. Do your best, and I will help you to revise them.
- Theory Notes
 - State theory’s name. Under the theory, provide bulleted points of the theory’s core arguments.
 - Example: **Note. This is a limited example. I don’t go into all the complexities of the theory. If needed, your theory may require you to provide more points than my example.
 - Theory Name: Humans’ Adaptive Capacity (Shepard, 1965)
 - Environments shape whether humans display primary or secondary adaptation.
 - Primary adaptation – a focus on scarcity and limited resources.
 - Humans behave in ways that suggest self-protection and self-interest.
 - They perceive “threats” that make them concerned about their survival, ability to make money, ability to provide shelter and food for their families.
 - Secondary adaptation – a focus on personal growth and team building to foster creativity and innovation.
 - Humans perceive adequate resources in the environment and feel safe.
 - Because of an abundance of resources, people can focus on their growth, other people, and demonstrate innovation and creativity.
 - Possible mediators (explanatory variables):
 - Self-concern versus other concern

October 10 (Week 6)

TOPIC – Defining Constructs and Reviewing Existing Research

- *Read*
 - Read *before class* the Abstracts (i.e., the short summary of research) of the five articles that were provided by your research mentor. (Not the reviews; you already read those. I’m referring to the “more recent research articles” provided by your mentor).
- *In-Class Activities*
 - Discussion of stated hypotheses
 - Defining your constructs
 - Reviewing the literature
 - How to use Google Scholar and Rutgers Library Resources
 - How to use “Abstracts” to identify relevant articles.
 - Building your Reference list
- *Assignments / Due Dates*
 - Using the same “Research Progress” document from last week (submitted October 9th), create an updated document and resubmit. **Due by Wednesday, October 16th, 2024.**
 - Revise per feedback provided by Dr. Greenbaum.
 - Add to this document:
 - Define constructs immediately following the research model.
 - Please highlight in yellow the construct definitions, *as well as* any other changes you made due to my feedback.
 - Example of how to define constructs:
 - Construct Definitions
 - Bottom-line mentality: “...1-dimensional thinking that revolves around securing bottom-line outcomes to the neglect of competing priorities” (Greenbaum, Mawritz, & Eissa, 2012, p. 343).
 - Submit preliminary Reference list (i.e., bibliography) **by Wednesday, October 16th, 2024.** This preliminary list should include the following. Also, use APA format.
 - References of the theory articles provided by your research advisor.
 - References of the reviews provided by your research advisor.
 - References of the newer articles provided by your research advisor.
 - At least **ten** articles you have identified on your own as being relevant to your research model.
 - **Examples of APA Format**
 - Article:
 - Aarts, H., Gollwitzer, P. M., & Hassin, R. R. (2004). Goal contagion. Perceiving is for pursuing. *Journal of Personality and Social Psychology*, 87, 23-37.
 - Book Chapter:
 - Aron, A. (2003). Self and close relationships. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of Self and Identity*, 442-461. New York, NY: Guilford Press.

- Book:
 - Baumeister, R. F. (1986). *Identity: Cultural change and the struggle for self*. New York: Oxford University Press.
- Online Source:
 - Lampe, C., & Ellison, N. B. (2016, June 22). Social media and the workplace. *Pew Research Center*. Accessed on March 1, 2021, <https://www.pewresearch.org/internet/2016/06/22/social-media-and-the-workplace/>

October 17 (Week 7)

TOPIC – Notes Pages

- *Read*
 - Reading embedded within assignments due on October 16th (as noted above).
- *In-class Activities*
 - Beyond the Abstracts, how to read / skim articles for relevance?
 - How to build “notes” pages?
 - Common mistakes when citing research.
 - Re-citing the same articles without the introduction of another research article.
 - Relying too much on one article.
 - Possible exceptions: (a) primary theory article, (b) meta-analyses, (c) quantitative reviews.
- *Assignments / Due Dates*
 - Start building your own notes pages. Organize in relation to specific hypotheses.
 - **Submit via Canvas your (preliminary) notes pages for Hypothesis 1** (a minimum of five articles reviewed). **DUE: October 23rd, 2024.**
 - **Email your research advisor your “Research Progress” document and receive additional feedback and general approval. Request to receive approval by October 23rd, 2024.**

October 24 (Week 8)

TOPIC – Introductions

- *Read*
 - Setting the Hook by Grant and Pollock (2011)
- *In-Class Activities*
 - Discussion of “Setting the Hook”
 - Examples of “Setting the Hook”
 - Sign up for one-on-one Zoom conferences for Tuesday, October 29th: 2:00, 2:20, 3:20, 3:40, 4:00, 4:20, 4:40
- *Assignments / Due Dates*
 - **Submit via Canvas your (preliminary) notes pages for Hypothesis 2** (a minimum of 5 articles reviewed). **DUE: Thursday, October 31, 2024.**

- **Submit via Canvas your (preliminary) Introduction (using the “Setting the Hook” guidelines) by Sunday, October 27th, 2024.**
- **Email your advisor to setup an appointment (about 1 hour) for the week of November 4th. Details of what to cover shown under that date.**

October 31 (Week 9) **Halloween

TOPIC – Notes Pages (*continued*)

- *Read*
 - No reading other than (skimming) the articles for your note pages.
- *In-Class Activities*
 - We will not meet on Thursday. Class time “made up” via one-on-one meetings on Tuesday, October 29th, 2024.
 - One-on-one meetings with Dr. Greenbaum – We’ll go over your “Introductions” and general progress.
- *Assignments / Due Dates*
 - **Submit via Canvas Notes Pages for Hypothesis 3, due 11/6.** (a minimum of five articles).
 - **Submit via Canvas Notes Pages for Hypothesis 4, due 11/6** (a minimum of five articles).
 - **Submit mid-semester self-assessment** by answering and submitting responses to the following. Include all in one document.
 - Complete learning goal assessment.
 - What have you done well so far this semester?
 - Where do you need to improve?

November 7 (Week 10) **Dr. Greenbaum attends the Big Ten Leadership Conference

TOPIC – Check Ins with Dr. Greenbaum

- *Read*
 - No reading other than (skimming) the articles for your note pages.
- *In-Class Activities*
 - We will not meet on Thursday. Class time “made up” via your one-on-one meetings with your research advisors.
 - **Meetings with Research Advisors:**
 - **Give them an update of what you’ve accomplished since their approval of your “Research Progress” document. You don’t have to go through every single detail; mainly tell them that you’ve create a preliminary introduction that is currently being revised and that you are almost finished with your note pages for your hypotheses.**
 - **Create at least one question (more if you need additional help) to ask your advisor about your research so far. Is there something about the literature that you don’t quite understand? Are you having a hard time finding appropriate literature? Your advisor might be able to direct you to proper key words to use as you continue to search the literature for appropriate articles to cite.**

- **30 minutes** of the meeting should be spent on research-related questions.
- **Ask your advisor questions** to learn more about them and their motivation to become scholars. You can create your own questions and/or use some of my questions below. This should make up the **second 30 minutes** of your one-hour meeting.
 - What events led up to you deciding to pursue a doctorate or higher-level degree that allowed you to become an academic?
 - What led you to your main area of scholarship (e.g., “why did you become a trust scholar?”)?
 - What advise would you give someone who is considering pursuing a PhD?
 - Do you view research as being important to people who decide to pursue jobs in industry? Why?
- *Assignments / Due Dates*
 - If you have more than four hypotheses, **submit any additional Notes Pages** for your additional hypotheses (this is unlikely to apply to most of you). **DUE: November 13th, 2024.**
 - **Submit revised Introductions** – relying on Dr. Greenbaum’s feedback. **DUE: November 13th, 2024.**

November 14 (Week 11)

TOPIC – Storytelling

- *Read*
 - Storytelling by Pollock & Bono (2013)
- *In-class Activities*
 - Discussion of “Storytelling” – **20 minutes**
 - We’re ready to start writing!
 - Brief discussion of “outline” – provided by your professor. **15 minutes**
 - Brief discussion of supplementing your ‘preliminary’ notes. **15 minutes**
 - Use your own words! Avoid plagiarism.
 - Best practices for making progress (time management). **30 minutes**
 - Starting each day by completing your hardest task first.
 - Try 30-45 timed “chunks.”
 - Remember the importance of breaks, exercise, rest, functional self-talk, and novel experiences.
- *Assignments / Due Dates*
 - **Submit written Overview of Primary Theory. Due by Wednesday, November 20th.**

November 21 (Week 12)

TOPIC – Theoretical Write Up of Hypotheses

- *Read*

- Reading embedded within research / writing progress.
- *In-class Activities*
 - Review of core features of theorizing in support of hypotheses.
 - Define constructs
 - Explain constructs – what is the construct? Why is it important to management / labor research?
 - Use theory to explain why one construct is expected to have a relationship with another construct. Make sure you describe the direction of the relationship.
 - Cite past, related research that supports your ideas.
 - End with stated hypothesis.
 - Go over an **example** in class / provided by your professor.
- *Assignments and Due Dates*
 - **Submit** write up of **Hypothesis 1** by **Tuesday, November 26th**.

November 26 (Week 13) **Meets on Tuesday due to Thanksgiving.

TOPIC – Ethics and Research

- *Read*
 - Reading embedded within research / writing progress.
 - *In-class Activities*
 - Discussion of common ethical pitfalls in academic research.
 - Data piracy
 - Plagiarism
 - How do I know it's plagiarism?
 - Turn-it-in
 - Self-plagiarism
 - Using AI
 - Relying on quotes too heavily.
 - Making up results
- *Assignments and Due Dates*
 - **Submit** write up of **Hypothesis 2** by **Wednesday, December 5th**.
 - **Submit** revisions of “**Overview of Primary Theory,**” by **Wednesday, December 5th**.

December 5 (Week 14)

TOPIC – Making Progress

- *Read*
 - Reading embedded within research / writing progress.
- *In-Class Activities*
 - No class to allow for more time to complete assignments.
- *Assignments and Due Dates*
 - **Submit** write up of **Hypothesis 3** by **December 11th**
 - **Submit** write up of **Hypothesis 4** by **December 11th**
 - **Submit** revisions of **Hypothesis 1** by **December 11th**

December 12 (Week 15) **Reading Day

TOPIC – Making Progress

- *Read*
 - None
- *In-class Activities*
 - *Class does not meet.*
- *Assignments and Due Dates*
 - **Submit** revisions of **Hypothesis 2, Hypothesis 3, and Hypothesis 4** by **Wednesday, December 18th.**

December 19 (Week 16) **Exam Week

TOPIC – Making Progress

- Self-assessment – provide answers to the following and **submit** by **Thursday, December 19th.**
 - Complete learning goal self-assessment.
 - What have you done well this semester?
 - Where do you need to improve?
- Professor Greenbaum will ask your research advisors to complete a learning goal assessment of your progress.

SPRING 2025 SCHEDULE

Note. For the most updated information, please see the weekly schedules posted on CANVAS. The schedule is subject to change at the discretion of the instructor.

January 21 (Week 1)

TOPIC – Welcome Back! 1. Putting it all together. 2. First steps in creating surveys.

- *Read*
 - Skim the schedule for Spring 2025
- *In-class Activities*
 - Review of Spring 2025 expectations. **10 Minutes**
 - Dr. Greenbaum will have returned her comments on your revised work.
 - Brief discussion of “putting it all together.” **10 Minutes**
 - Where to start for finding measures.
- *Assignments and Due Dates*
 - Combine each section of your paper (introduction, overview of theory, writeup of each hypothesis) into one document. Address Dr. Greenbaum’s additional feedback *up to and including Hypothesis 1*. **Submit** the day before next week’s class.
 - **Setup meeting** with your **Research Advisor** to occur during the week of January 27th.
 - Update them on the status of your paper. Feel free to ask them any lingering questions you might have about your research topic.

- Ask them for recommendations of good measures for your constructs.
 - Expectation: Ideally, they will be able to give you good references for pulling appropriate measures. If there are one or two measures that they do NOT know off hand, you make ask them for a lead article or two that could point you in the right direction.

January 27 (Week 2)

TOPIC – Abstract and Titles

- *Read*
 - No pre-reading required
- *In-class Activities*
 - Discussion of core aspects of Abstracts
 - Discussion of “what makes for a good title”
 - Catchy – not required, but can be fun
 - Key words for search purposes
- *Assignments and Due Dates*
 - In your main manuscript, **submit** the day before the next week’s class with the following addressed:
 - Add Title
 - Add Abstract
 - Address Dr. Greenbaum’s unaddressed feedback (Hypotheses 2-4).
 - **Meet** with your Research Advisor as detailed under January 21st.

February 3 (Week 3) **End of week (TH-SA), Dr. Greenbaum will attend the Big 10 Leadership Conference.

TOPIC – Testing Your Research via Survey-based Field Studies

- *Read*
 - Skim a survey-based research protocol submitted to the IRB.
- *In-class Activities*
 - Why survey-based research?
 - Ecological validity
 - External validity
 - Limitations
 - Common method variance
 - Percept-percept biases
 - Same source biases
 - Cooperative participants
 - Causality
- *Assignments / Due Dates*
 - Submit measures, including references for the measures, and all items that would allow you to test your research model via a survey. **Due** the day before next week’s class.

February 10 (Week 4)

TOPIC – What is a theoretical contribution?

- *Read*
 - Dr. Greenbaum will ask you to read the Theoretical Implications of a journal article.
- *In-class Activities*
 - Preparing to write your Discussion – Theoretical Implications
 - State what prior research has done.
 - Explain how your research advances beyond these prior papers.
 - If you extend theory, explain how and why this is important.
 - Aim for at least three theoretical contributions written within about three paragraphs total.
- *Assignments / Due Dates*
 - Submit the Theoretical Implications of your Discussion, **due** the night before the next week's class.

February 17 (Week 5)

TOPIC – **1.** What is a practical contribution? **2.** How to get access to data? What type of sample is appropriate?

- *Read*
 - Dr. Greenbaum will ask you to read the practical implications of a published article.
 - Dr. Greenbaum will ask you to read the sample and procedure of a published article that uses survey-based research.
- *In-class Activities*
 - Adding Practical Implications to your Discussion section
 - What makes for a good practical implication?
 - What do you want to tell managers, employees, unions about your findings that might be helpful to them?
 - Aim for two to three practical implications, about two to three paragraphs total (one paragraph per implication).
 - Discussion of finding appropriate research samples for survey-based research.
- *Assignments / Due Dates*
 - Submit Practical Implications of your Discussion, **due** the night before next week's class.
 - **Check in with your research advisor.**
 - As a minimum requirement, email your research advisor to let them know about your progress thus far. Ask them any questions that you may have.
 - If you have extensive questions, setup either a Zoom or in-person meeting with your research advisor.

February 24 (Week 6)

TOPIC – **1.** What makes for a strong conclusion? **2.** An illustration of cleaning and running preliminary analyses for survey-based research.

- *Read*
 - Dr. Greenbaum will provide you with an example of a strong conclusion to read.
- *In-class Activities*
 - How to craft a strong conclusion? **20 minutes**
 - Pithy
 - Confident
 - Memorable
 - Try not to simply rehash the study findings.
 - Illustration of working with survey-based data
 - Compare raw data with cleaned data
 - Review “what is an attention check?” and other considerations when cleaning data.
 - Reliabilities
 - Means, standard deviations, correlations
- *Assignments / Due Dates*
 - Submit your conclusion **by** the day before next week’s class.
 - Submit your revisions to your Theoretical Implications, **due** the day before next week’s class.

March 3 (Week 7)

TOPIC – An Illustration of Basic Regression – Testing Models with Survey-based Research

- *Read*
 - Dr. Greenbaum will provide you with a Method / Results section of a manuscript to read.
 - Dr. Greenbaum will provide you with an example of a “planned” Method / Results from a PhD Student’s Dissertation Proposal.
- *In-class Activities*
 - Illustrations of basic regression to test models using data from survey-based research.
 - Discussion of Method / Results in a “proposal” of research.
- *Assignments / Due Dates*
 - Submit your revised Practical Implications, **due** on the day before next week’s class.
 - Submit a write up of a proposed method. Use the doctoral student’s dissertation proposal as a guide. **Due** on the day before next week’s class.

March 10 (Week 8) ****Professor Greenbaum possibly out of town on a work trip.**

TOPIC – Testing Your Research via Archival Data and Qualitative Data – Guest Lecturers

- *Read*
 - TBD based on selected guest lecturers
- *In-class Activities*
 - Guest lecturer on panel data (40 minutes) – professor TBD
 - Guest lecturer on qualitative data (40 minutes) – professor TBD
- *Assignments / Due Dates*

- Submit revisions of your conclusion, **due** the day before our next class, which will occur *after* Spring Break.
- **Submit** mid-semester **self-assessment** by answering and submitting responses to the following. Include all in one document.
 - Complete learning goal assessment.
 - What have you done well so far this semester?
 - Where do you need to improve?

March 17 (Week 9) **Rutgers Spring Break

TOPIC – *No Class!* Rest and enjoy yourselves!

March 24 (Week 10)

TOPIC – **1.** How to organize your PowerPoint (or a comparable presentation platform) presentation? **2.** Best practices for “performing” an interesting presentation.

- *Read*
 - TBD – I might give you reading on Ted Talk tips.
- *In-class Activities*
 - Go over an example of a decent PowerPoint presentation.
 - Go over “what makes for an interesting versus boring presentation?”
 - What do the folks from Ted Talk say?
- *Assignments / Due Dates*
 - Submit your PowerPoint presentation, **due** the day before next week’s class.
 - Submit revisions of your proposed Method/Results, **due** the day before next week’s class.

March 31 (Week 11) **End of week (TH-SA), Dr. Greenbaum will attend the Big 10 Leadership Conference.

- *Read*
 - None or TBD
- *In-class Activities*
 - Dr. Greenbaum will reserve a second classroom space. The class will be divided between our main classroom and the second classroom.
 - Students will present their work to each other and provide each other with feedback.
 - What was good about your classmate’s presentation style? What could be improved?
 - Eye contact, varied eye movement, pace of speech, pausing for effect and comprehension, projecting voice, showing confidence, demonstrating a command of the material.
 - What was interesting about the content of the presentation?
 - What was unclear about the content of the presentation?
 - Where does your classmate need to slow down?
- *Assignments and Due Dates*

- All second revisions of your main document **need to be emailed to your research advisors by Sunday, April 7th.**

April 7 (Week 12)

TOPIC – Testing Your Research via Experiments and Historical Data – Guest Lecturer

- *Read*
 - Dr. Greenbaum will give you two experimental manipulations.
 - Critical incident
 - Manipulated effect
 - TBD based on guest lecturer of “historical data”
- *In-class Activities*
 - Experiments (40 minutes) – Dr. Greenbaum
 - Guest lecturer on historical data (40 minutes) – professor TBD
- *Assignments / Due Dates*
 - Submit changes to your PowerPoint presentation by the day before next week’s usual class.
 - Practice your presentation!

April 14 (Week 13) ****No Class****

TOPICS – *Practice*

- *Read*
 - No reading due
- *In-class Activities*
 - None – class will not meet.
- *Assignments / Due Dates*
 - Keep practicing your presentation!
 - **Set a meeting with your research advisor for the week of April 28th.**

April 21 (Week 14)

TOPIC – It’s time to earn your “SMLR Honor!”

- *Presentations to Faculty and Future Honor’s Students*
 - This most likely will occur on **Friday morning, April 25th**, followed by (possible) lunch, or **Friday afternoon, April 25th**, followed by a (possible) reception with snacks.
 - Like a dissertation proposal defense, students will exit the room after their collective presentations. The faculty will discuss their “success.” Students will then be brought into the room and given a status update.
 - If warranted, reception / celebration.

April 28 (Week 15)

TOPIC – Final Feedback

- *Read*

- Read and contemplate the feedback you have received from your research advisor on your honor's thesis.
- *In-class Activities*
 - Class will not meet, but you will meet with your **research advisor** for final feedback. You might ask the following?
 - Take three aspects of the professor's feedback that you found to be particularly important / insightful. Ask the professor one clarifying question for each of the three pieces of feedback.
 - Ask the professor for general feedback regarding your presentation from April 25th.
 - Ask your professor any additional questions that you might have about the research, life of an academic, or just general career / life advice.
- *Assignments / Due Dates*
 - **Submit** end-of-semester **self-assessment** by answering and submitting responses to the following. Include all in one document.
 - Complete learning goal assessment.
 - What have you done well so far this semester?
 - Where do you need to improve?
 - Professor Greenbaum will ask your research advisors to complete a learning goal assessment of your progress.

May 5 (Week 16)

- Reading days – You're done with this class! Good luck on your other exams!

May 12 (Week 17)

- No exam – You worked hard! No written exam for this class.