COURSE NUMBER: TSTD 6270

COURSE TITLE: Tourism and Hospitality Management Research
Spring 2017
Time: Wednesdays, 7:10-9:40 pm
Location: Room 214 Elliott School of International Affairs Building,
1957 E Street NW, Washington, DC

COURSE DESCRIPTION: Survey research methods and qualitative research methods and their applications
to tourism and hospitality management. The mechanics of research methods and
applications are equally emphasized in this course through learning principles
and current techniques.

PREREQUISITES: Previous coursework in business, tourism, development, or hospitality
management is beneficial, but not required. Completion of Quantitative
Applications in Tourism and Hospitality Management (TSTD 6251) is useful.

PROFESSOR: Dr. Hannah R. Messerli
Department of Management
Office: Funger 301R
Office Hours: Wednesdays 2pm – 3pm & Thursdays from 9am – 11am.
Understanding that student schedules are varied, it is a pleasure to meet outside
of office hours as helpful. For specific discussions outside of office hours, please
email and confirm meeting ahead of time.
Phone: 202-994-7087
E-mail: hmesserli@gwu.edu

GRADUATE ASSISTANT Wendy Li
E-mail: wendylg@gwmail.gwu.edu
Available to support student learning in this course. Contact via email.

LEARNING OBJECTIVES: The student who successfully completes this course will be able to:

1. Prepare a literature review demonstrating capability with accessing,
citing, reading, and synthesizing research.
Develop a sample survey plan to gather data useful to managing a tourism-
related organization that acknowledges client needs and ethical
considerations.
2. Conduct a survey of a probability sample of a population, analyze resulting
data, and present results.
3. Evaluate a probability sample survey conducted by others.
4. Use the results of a sample survey to resolve management issues.
5. Develop reports on a sample survey through a group process.
6. Apply ethical principles to the conduct and reporting of survey research.
7. Deliver an effective oral informational presentation using technology appropriately to an audience.
8. Prepare effective visual explanations of quantitative information and research findings integral to reporting research.

READINGS & MATERIALS:

Required

2. Edward R. Tufte e-books (available for download on line for $2 each (!) at https://www.edwardtufte.com/tufte/ebooks)

*Visual and Statistical Thinking: Displays of Evidence for Making Decisions*
This booklet reprints chapter 2 of Visual Explanations, analyzing a cholera epidemic in London in 1854 and the evidence used to decide to launch the space shuttle Challenger in 1986. Topics include cause and effect, data errors and credibility, evidence selection, and statistical graphics. (32 pages)

*The Cognitive Style of PowerPoint: Pitching Out Corrupts Within*
The famous analysis of PowerPoint, second edition. How computer slideware for presentations corrupts content and reasoning. Suggestions for improving technical reports. This essay also appears in Beautiful Evidence. (32 pages)

*Seeing Around*
How to see and reason about optical experiences in 3-space and time: scale, form, color, airspace, landscape, and animals, shadows, dapples, reflections moving in space and time. How words control our optical experiences. (36 pages)

Recommended Resources

Other materials will be assigned for reading through the Blackboard course site.

Online References
Purdue OWL MLA Formatting: List of Works Cited
https://www.youtube.com/watch?v=EaFcoJ3f4fJk&index=2&list=PL4917D9E21FA6EDFF

MLA In-Text Citations
https://www.youtube.com/watch?v=HTaUHS1mnvw

Gelman Library (in person and electronically)
Prepared Guides to research materials in Tourism and Hospitality Management, Event Management, and Sport Management.
Business Librarian: Mr. Shmuel Ben-Gad (shmuelb@gwu.edu)
http://www.gwu.edu/gelman/guides/

**GRADING:**

Students are evaluated by their performance in the following academic requirements:

<table>
<thead>
<tr>
<th>Learning Component</th>
<th>%</th>
<th>Evaluation Summary</th>
</tr>
</thead>
</table>
| I. Class Engagement     | 12%  | • Class Preparation Questions: Best 5 out of 7 submitted prior to class; up to 5 points each for up to 25 points total; Total of 5 to be completed to receive any points  
                              • Class contribution: up to 25 points per criteria below  
                                                                       Total 50 points |
| II. Experiential Research| 18%  | • Observation paper – 35 points  
                                      • Interview paper – 35 points  
                                                                       Total 70 points |
| III. Examinations       | 25%  | • Examinations: Best 2 out of 3 one-hour exams (multiple choice and short answer) – 50 points each  
                                                                       Total 100 points |
| IV. Survey Research Project | 50% | • Group project including:  
                                      a. Project research design and client engagement  
                                      b. Literature review  
                                      c. Project analysis and report  
                                      d. Project presentation  
                                      e. Project team contribution and management (self and peer)  
                                                                       Total 180 points |

100%  
Total = 400 points

Your performance on the **Experiential Research** papers (Observation and Interview) will be evaluated for:
• Focus, scope, and clarity  
• Thoroughness  
• Levels of analysis and insight  
• Quality of reasoning  
• Use of evidence to illustrate your conclusions  
• Lack of grammatical and spelling errors

Your performance on the **Examinations** will be evaluated for:
• Knowledge of the subject matter  
• Ability to apply concepts accurately  
• Appropriateness of examples or illustrations  
• Clarity of short answers  
• Completeness of answers
Your performance on the Group Project components will be evaluated as follows:

a. Project research design component:
   - Client identification, engagement, and management
   - Focus and scope of research clearly defined
   - Realistic and appropriate scope (i.e., meets client needs and expectations)
   - Effective selection of quantitative and qualitative research method(s)
   - Discrete pilot activity and incorporation of findings to research design
   - Professional, thorough implementation with defensible sampling frame
   - Integrity and honesty in data collection; validity and reliability of findings

b. Literature review component:
   - Focus and clarity
   - Support for your statements
   - Comprehensiveness
   - Logic of the argument
   - Level of insights about the status of the studies in the field
   - Support for your statements
   - Lack of grammatical and spelling errors
   - Accuracy in using the MLA guidelines for citations and bibliography

c. Project analysis and report component:
   - Focus
   - Support, in the correct format, for your statements
   - Clarity in explaining your research design
   - Comprehensiveness
   - Logic of the argument
   - Effective use of evidence
   - Effective use of an applied research technique
   - Lack of grammatical and spelling errors
   - Accuracy in using the MLA guidelines for citations and bibliography

d. Presentation component:
   - Focus of the presentation
   - Design of the slides
   - Effective use of images
   - Effective use of evidence
   - Clarity and coherence of the design
   - Effective use of applied research techniques
   - Lack of grammatical and spelling errors
   - Clarity of voice projection and volume
   - Audience engagement

e. Project team contribution and management component (self and peer evaluation):
   - Quality and quantity of contributions
   - Timeliness and dependability
   - Consistent and honest communication
   - Developing and sharing relevant knowledge and skills
• Commitment to team success
• Professional resolution of conflict

Your grades will be assigned according to the following:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Average standard</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Requires significant improvement</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Requires more significant improvement</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Requires extensive improvement</td>
</tr>
<tr>
<td>D</td>
<td>66-69%</td>
<td>Requires very extensive improvement</td>
</tr>
<tr>
<td>F</td>
<td>65% and below</td>
<td>Fail; Did not meet minimal course requirements</td>
</tr>
</tbody>
</table>

The grading rubric for key components of this course is:

<table>
<thead>
<tr>
<th>Papers</th>
<th>Hourly Exams</th>
<th>Group Project Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior: A</td>
<td>Shows strong understanding of concepts, principles, and practices; applies them, effectively, to industry situations without error; draws many insightful conclusions based on analysis; excellent use of evidence</td>
<td>Makes no errors in explaining concepts, applying them, or providing industry examples</td>
</tr>
<tr>
<td>Excellent: A-</td>
<td>Shows strong understanding of concepts, principles, and practices; applies them, effectively, to industry situations with rare or minor errors; draws several insightful conclusions based on analysis; excellent use of evidence</td>
<td>Makes no errors in explaining concepts, applying them, or providing industry examples</td>
</tr>
<tr>
<td>Very Good: B+</td>
<td>Shows good understanding of concepts, principles and practices; applies them, adequately, to industry situations with occasional minor errors; draws insightful conclusions based on analysis; very good use of evidence</td>
<td>Makes occasional minor errors in explaining concepts, applying them, or providing industry examples</td>
</tr>
</tbody>
</table>
CONTRIBUTIONS and ASSIGNMENTS:

I. Class Engagement (50 points total)
   a. Class Preparation (25 points) For selected weeks (as noted by * in the course calendar) questions will be posted on Blackboard in the Class Information folder that relate to the assigned readings. The questions help to facilitate more active reading by soliciting your thoughts about the reading assignment content and preparing you for class discussion and activities. The following guidelines can help you maximize class preparation points:

   1. Follow the instructions on Blackboard to submit your responses to the questions online by 12pm (noon) on the day before class. This allows review time as input to class the next day.
2. Class preparation questions for each class are worth up to 5 points and are assigned for 7 weeks. You may select 5 of the 7 weeks to submit answers. To receive any points for this class activity, you must submit your responses for 5 classes.

3. For full credit, post on time your complete answers to all questions fully, integrating class readings appropriately. Two points will be deducted automatically for a late response but made prior to noon of the day of class.

4. Part or all of an answer may be shared (anonymously) by the professor or discussed in class. Since these will be discussed in class, there will be no individual comments provided to students. Evaluation points will be posted on BB by the day after class.

b. Classroom Contribution (25 points) Class discussion and activities help to improve learning for everyone. Therefore, students will be rewarded for respectfully responding to and elaborating on the remarks of others, refraining from long monologues, contributing to and taking leadership role in class activities, and asking meaningful questions during team presentations. This is fundamental to your learning throughout the course. Quality of contribution means more than just coming to class. All class sessions, except for the first class and the exams, are eligible for class contribution points as shown below.

<table>
<thead>
<tr>
<th>Points</th>
<th>Level of Class Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Exemplary</td>
<td>consistently makes multiple meaningful contributions in most class sessions (&gt;80% of eligible class sessions)</td>
</tr>
<tr>
<td>&gt;20 Good</td>
<td>above average level of contribution, but not at the exemplary level</td>
</tr>
<tr>
<td>&gt;18 Average</td>
<td>contributes at a moderate level (in about 60% of eligible class sessions)</td>
</tr>
<tr>
<td>&gt;10 Below Average</td>
<td>contributes to some extent, but less than average</td>
</tr>
<tr>
<td>&gt;5 Limited</td>
<td>contributes only once in a while</td>
</tr>
<tr>
<td>0</td>
<td>Generally disengaged in class or displays unprofessional behaviors (see note below)</td>
</tr>
</tbody>
</table>

Important notes about class contribution:

* Class contribution is not an attendance grade. As shown in the grading rubric, it is possible to earn full class contribution points without contributing in 100% of classes. Therefore, if an emergency or other university obligation causes you to miss a class, you do not need to inform the professor or the graduate assistant that you will miss the class (although as a professional courtesy, you may wish to inform your team members). Nevertheless, missing multiple sessions of a class that meets once per week will significantly impact your learning and limit opportunities for class contributions. Therefore, if a legitimate situation arises that will cause you to miss multiple classes (e.g., major illness), please inform the professor and the graduate assistant in writing quickly so that situation can be addressed.

* Since professionalism in class is a basic expectation, you will earn no credit for contributions in classes where you engage in unprofessional behaviors, including: being habitually late or leaving early from class or break, surfing the web, texting, doing other classwork, or chatting with classmates.

It will be particularly important to prepare for the required sessions and activities where we have external guests. These visitors are experts in their field generously sharing their knowledge. Please honor them by dressing well, listening actively, and asking thoughtful questions.

II. Experiential Research (70 points total)
a. Observation Paper (35 points)
To help you learn how to design and implement a research observation, you will work in a small group of three (3) persons that you have not worked with previously. Following completion of related text readings, your group will start with identifying a topic or persons for observation. You will need to start
by developing a coding scheme and then use it to conduct several observations, obtaining permission beforehand (if appropriate or needed). The group can choose who you want to observe and how and when you will conduct the observations and analysis. The advantage of this group assignment is the chance to conduct a number of discrete observations and combine the scores for analysis.

When you have completed the observations and analyzed what you found, the group will then create a common three (3) page paper describing what you did and analyzing what you learned. It will be due on Tuesday, February 7th. It should explain five aspects of the assignment:

1. What behavior you chose to observe and why
2. How you conducted the observations
3. Why you used this technique
4. What you found — content — from the observations
5. What you learned — process — about using observation as a research technique

The paper should be a coherent essay, with one voice — not three — and not just responses to these five questions. It should also be accompanied by a copy of the permission letter you used, if any, and the coding system or manual that you used. This paper needs to be uploaded to BB by noon on Tuesday, February 7th. It will be discussed in the following class.

b. Interview Paper (35 points)
To help you learn how to design and implement research techniques, you will interview a person and write a paper discussing that interview and what you learned about interviewing. To conduct an interview, you need to start by determining what you want to learn about and who would be the best person to interview. Then you will develop an interview schedule — or protocol (the list of questions and the introductory and concluding speech) — and then arrange for the interview and conduct it, following the principles explained in the course textbook and in class. You only need to interview one person, and it should be a professional in hospitality, tourism, sports, or events. However, if you wish to interview two persons, feel free to go ahead; you will learn much more.

When you have completed the interview and analyzed what you found, you will then prepare a 2.5 page paper explaining whom you interviewed and why, what you learned about the content of the interview, and what you learned about interviewing. It will be due by noon on Tuesday, February 21st (one day prior to class); it should explain four aspects of the assignment:

1. What topic and person you chose and why
2. How the interview went
3. What you found — content or information gleaned from the interview
4. What you learned — process — about conducting a research interview

The paper should be a coherent essay and not just responses to these four questions. It should also be accompanied by a copy of the permission letter you used, if any, the interview schedule (you do not need to submit a transcript of the interview), and any thank you letters sent (if appropriate). This paper needs to be uploaded to Blackboard.

All paper submissions are to be uploaded via Blackboard. Papers should be submitted by noon on the due date, with this naming convention: Your number-Last name-First name-assignment (e.g., 41-Jones-Brigette-Interview Paper). Additional paper format guidelines will be provided in class, including for group papers.

III. Examinations (100 points)
This course will include three (3) one-hour long exams of multiple choice and short answer questions as noted on the schedule. These will cover both text and class content. The exams are non-cumulative, meaning
they do not overlap in content. There will be no make-up exams. Two of the exams will be administered during class for one hour. (Students are expected to stay for the full class on these evenings). A final exam, comparable to previous in-class exams, is scheduled for this course during finals period. This final exam is optional if you have completed and are pleased with the average of your two in-class exams. You will notify the professor in writing at the end of the course that the two in-class exams will serve as your assessment for this part of the course. If you wish to improve your average exam grade, you may opt to take the final exam. If you have missed an exam during the semester, this final exam will also serve as your make-up exam. Your best two exam grades will be counted.

IV. Survey Research Project (180 points)
To assist you in developing critical skills in client management, project design and implementation, data analysis, and effective presentation, you will conduct a survey research project. Students will organize into groups of four (4) (preferably by concentration or interest) to identify and secure a client; determine the client’s needs through effective consultations; design and pilot-test a survey plan; collect data in the field; analyze results; and present your findings and recommendations through a written report and an oral presentation. Students will be graded for both their individual contributions to the group (as determined through peer and self-evaluations) and the team outputs. Please refer to the course calendar for milestones in planning and executing your research project. The Professor and graduate assistant will provide guidance throughout this process and there will be opportunity in class for peer team reviews and suggestions.

Presentations will be captured live; students will review and reflect individually on presentation contribution as part of the learning in this course.

CLASS CONDUCT:
Please turn off cell phones and other mobile communication devices at the beginning of each class session and keep them off during class; there will be breaks to check on people who need to contact you. Not hearing them ring or chime will help all participating in the learning experience to stay focused and use the class time to maximum advantage. It is also a mark of professional respect for your fellow students.

In class, you may use laptops or tablets to take notes as directed, but if you are reading email, using social media and other software, or in other ways not using it for notes, you will be asked to close your laptop. This may also affect your classroom contribution grade.

Participation in class exercises, problem solving, and small group discussions is expected to be attentive and focused.

ACADEMIC INTEGRITY:
The code of academic integrity applies to all courses in the George Washington University School of Business. Please become familiar with the code. You are expected to maintain the highest level of academic integrity throughout the course of the semester. Please note that acts of academic dishonesty during the course will be prosecuted and harsh penalties may be sought for such acts. Students are responsible for knowing what acts constitute academic dishonesty. The code may be found at: http://www.gwu.edu/~ntegrity/code.html

For many students, the specifics and extent of academic integrity is not always clear. To proactively address this, the following excerpt from the GW Code of Academic Integrity (Article II: Basic Considerations) provides key information that may be helpful.

Section 1: Definition of Academic Dishonesty
(a) Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

(b) Common examples of academically dishonest behavior include, but are not limited to, the following:

1) Cheating - intentionally or knowingly using or attempting to use unauthorized materials, information, or study aids in any academic exercise; engaging in unauthorized collaboration in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same or substantially the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.

2) Fabrication - intentionally or knowingly, or unauthorized falsification or invention of any data, information, or citation in an academic exercise; giving false or misleading information regarding an academic matter.

3) Plagiarism - intentionally or knowingly representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; or failure to attribute any of the following: quotations, paraphrases, or borrowed information.

4) Falsification and forgery of University academic documents - intentionally or knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record; making false statements or concealing material information from a university employee that results in the creation of a false academic record or document. Such academic documents or records may include transcripts, registration/add-drop forms, requests for advanced standing, requests to register for undergraduate or graduate-level courses, etc. (Falsification or forgery of non-academic University documents, such as financial aid forms, shall be considered a violation of the non-academic student disciplinary code.)

5) Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

6) Sanction Violation - violating the terms of any disciplinary sanction imposed in accordance with this “Code”.

KEY CLASS POLICIES:

Late Assignments – The grade for assignments submitted after the due date and time will be lowered by 10% for each day or fraction thereof.

Class Absences – You are responsible for all materials covered in every class session. If you miss a class session, please coordinate with other class members to find out what you can on content missed during your absence. The Professor and graduate assistant can then answer any further questions.

Grade Appeals – Communicate any concerns about your grades in writing to the Professor within three days of receipt of the grade in question. You will receive a written response, which will be a final decision regarding the grade.

Record-keeping – Mistakes happen, so please keep back-up copies of all assignments/exams.

Grades of Incomplete – Grades of incomplete will not be given for this course.
Class Schedule Changes – Changes to the class schedule may occur, and will be both announced in Blackboard announcements section and email to students.

Writing Center – You are expected to have a professional standard of writing and will be evaluated as noted. Since this course requires significant writing, if you have written communication challenges, obtain assistance with your writing. Be proactive. The GW Writing Center is available to help you with any questions or writing challenges prior to submitting your work. It is located at Gelman Library, Suite 221 and can be reached at gwriter@gwu.edu or 202-994-3765. Time invested in building your capacity will have a high return in this course and others throughout your graduate education.

UNIVERSITY POLICIES:

Please notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. Faculty should extend to these students the courtesy of absence without penalty on such occasions. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

Disability Support Services (DSS)
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: disabilitysupport.gwu.edu

Mental Health Services 202-994-5300
The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. Please refer to: counselingcenter.gwu.edu/

***Course calendar starts on next page***
### COURSE CALENDAR:

**Schedule of Topics, Readings, Assignments, and Group Research Project**

(Subject to change in response to learning opportunities and events)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s) and Guest Speakers</th>
<th>Readings and Assignment(s) Due</th>
<th>Research Project Flow</th>
</tr>
</thead>
</table>
| 1. January 18 | *Class Welcome & A Few Fundamentals*  
Citation resources and plagiarism guidelines  
*Guest speaker: Dr. Bryan Andriano,*  
G&EE, GWSB  
Student questionnaire  
Syllabus distribution | Thoroughly read course syllabus  
Read Chapter 12:  
Research Techniques: Observations, Focus Groups, and Content Analysis + articles as assigned for class (on BB) | Project framing and overview |
| 2. January 25 | *Course Overview & Methods of Collecting Data (Part I) —*  
Observations, Focus Groups, Content Analysis, and Expert Panels  
• Course syllabus, policy and procedures  
• Conducting research observations  
• Participant observer roles  
• Recording  
• Noticing vs. seeing  
• Organizing focus groups  
• Analyzing historical data  
• Implementing a content analysis  
• Accessing individuals and groups  
• Types of research: theoretical, applied, action  
• Online and onsite learning  
Observation paper guidelines presented and discussed | | |
| 3. February 1 * | *Methods of Collecting Data (Part II) — Interviews and Sampling*  
• Planning, conducting, and structuring interviews  
• Types of interviews  
• Bias  
• Permission, privacy and confidentiality  
• Interview practice | Read Chapter 8 and Chapter 10: Research Techniques: Interviews and articles as assigned for class (on BB) | |
| 4. February 8 * | *Methods of Collecting Data (Part III) — Questionnaires*  
• Writing questionnaires  
• Administering surveys  
• Analyzing results  
• Increasing response rates  
• Pilot studies  
• Analyzing questionnaires | Read Chapter 11: Research Techniques: Questionnaires, and articles as assigned for class (on BB)  
2/7: Assignment due: Observation paper | Client and scope of work identified |
| 5. February 15 | *Hourly exam #1: Chapters 8, 10-12*  
*Guest speaker: Dr. Milena Nikolova,*  
American University of Bulgaria,  
International Tourism Product Development Research | Review text chapters and class materials. Online research of guest speaker background | |
| 6. February 22 * | *Literature Review and Quantitative Methods*  
*Guest speaker: Dr. Fred Mayo,* New York University | Read Chapter 3 and Chapter 5 | |

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Tourism and Hospitality Management Research Syllabus  
Spring 2017  
12
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. March 1</td>
<td><strong>Quantitative and Qualitative Methods</strong></td>
<td>Read Chapters 6 and 7</td>
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<tr>
<td></td>
<td><strong>Methods of Analyzing Data</strong></td>
<td>Survey design and pilot in class</td>
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<tr>
<td></td>
<td>Validity and Reliability</td>
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<tr>
<td></td>
<td>• Collecting and organizing data</td>
<td></td>
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<tr>
<td></td>
<td>• Immersion in data</td>
<td></td>
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<tr>
<td></td>
<td>• Relationships and patterns</td>
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<tr>
<td></td>
<td><strong>Guest Speaker: Dr. Terry Keenan, Director AARP Research</strong></td>
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<tr>
<td>8. March 8</td>
<td><strong>Methods of Analyzing Data</strong></td>
<td>Literature review, survey finalized (including external pilot), data</td>
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<tr>
<td></td>
<td>Validity, Reliability, and Credibility in Research</td>
<td>collection</td>
</tr>
<tr>
<td></td>
<td>• Collecting and organizing data</td>
<td></td>
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<tr>
<td>March 15</td>
<td>S-P-R-I-N-G B-R-E-A-K</td>
<td></td>
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<tr>
<td>9. March 22</td>
<td><strong>Survey Research Clinic &amp; Methods Review</strong></td>
<td>Review Chapters 3, 5, 6, 7, 9, 13</td>
</tr>
<tr>
<td></td>
<td><strong>Hourly exam #2:</strong> Chapters 3, 5, 6, 7, 9, 13</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td><strong>Guest Speaker: Hospitality/Sports Industry</strong></td>
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<tr>
<td>10. March 29</td>
<td><strong>Illustrating Quantitative Data</strong></td>
<td>Online research of guest speaker background</td>
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<td></td>
<td>• Tufts Principles</td>
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<td></td>
<td>• Design workshop</td>
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<tr>
<td>11. April 5</td>
<td><strong>Emerging Research Techniques &amp; Trends</strong></td>
<td>Edward Tufte readings</td>
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<td></td>
<td><strong>Guest Speaker: Big Data and Market Research</strong></td>
<td>Report writing</td>
</tr>
<tr>
<td>12. April 12</td>
<td><strong>All team reports due:</strong> April 14</td>
<td>Presentation design and group picture</td>
</tr>
<tr>
<td></td>
<td><strong>Guest Speaker: Big Data and Market Research</strong></td>
<td></td>
</tr>
<tr>
<td>13. April 19</td>
<td><strong>Presentations (#1-6) and video review</strong></td>
<td>Note: presenting teams plan to arrive 30 minutes early and stay until 10:15 pm</td>
</tr>
<tr>
<td>14. April 26</td>
<td><strong>Presentations (#7-12) and video review</strong></td>
<td>Note: presenting teams plan to arrive 30 minutes early and stay until 10:15 pm</td>
</tr>
<tr>
<td>May 10</td>
<td><strong>Final Exam</strong></td>
<td>7-9pm (TBC)</td>
</tr>
</tbody>
</table>

**NOTE:** In accordance with university policy, the final exam will be given during the final exam period and not the last week of the semester

* Class preparation questions due for this class by noon the day before class.