

Methodology of Scientific Research

1 semester Syllabus

Part 1: Course Information

Instructor Information

Instructor: Dr. Sergei N. Polbitsyn
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Course Structure

Lectures and reading materials. Participating in the lectures and reading the assigned papers are the most essential parts of the course. All enrolled students are therefore expected to participate in all lectures and read all assigned papers.

Seminars. The seminars are organized and conducted by the Instructor. The student performance at the seminars will be assessed based on three criteria: attendance, preparedness, and activity.

Assignments. For each part of the course there will be an individual assignment to write a short paper addressing a specific question. The assignments will be graded and commented by the Instructor with one paragraph of comments.

Points for participation in role-plays and discussions are awarded if the students use additional information from supplementary readings and make explicit reference to the author and to the book/article they have used.

Mid-term exam consists of a multiple choice test of 20 questions that deal with terms, ideas, and facts covered during the previous weeks and a short (not exceeding 250 words) written answer to one of two questions based on material covered within the previous weeks.

Group presentation. A PowerPoint (or Prezi, or OpenOffice) presentation of 20-25 slides prepared by a working group (depending on the number of students in the class but not more than four students in a group) on one of the issues covered in the course. The presentation will be followed by a Q and A session. Presenters are expected to demonstrate their use of theoretical and methodological tools discussed during the course for analysis of the subject of their presentation.

Final Exam consists of an open-ended test that requires short (1-3 sentences) responses to 100 questions based on the material covered within the course and a short academic essay (200 words) on one of three suggested topics.

Part 2: Student Learning Outcomes

1. Enable students understand what research is and what is not.
2. Raise awareness of crucial aspect of the nature of Knowledge and the value of scientific method.
3. Introduce the concept at the heart of every research project –the research problem- and to discuss what a researchable problem is.
4. Evaluate literature, form a variety of sources, pertinent to the research objectives.
5. Identify and justify the basic components of the research framework, relevant to the tackled research problem.
6. Explain and justify how researchers will collect research data.
7. Put forward a credible research proposal.
8. Warn the common mistakes in the field of research methodology.

3. *Knowledge and Understanding*

- *employ* theoretical and conceptual knowledge to *identify* and *analyze* international logistics problems in global contexts, *select* the most appropriate form of international supply chain needed for the suggested type of activity and operation.
- *identify and place into practice* information-based decision-making approaches to logistic problems with regards to operational grounding.

4. *Intellectual Skills:*

- *gather, analyse, and evaluate* business data and information and *transform* empirical data into useful and actionable information using a set of strategic and descriptive tools,
- *interpret and analyse* complex business issues from multiple perspectives and critically *review* academic literature and other relevant information sources, *design* an international supply chains operating in the conditions of the diverse legal, socio-cultural and economic environment

5. *Practical Skills: Inter/Multicultural Competency*

- *apply* proven theoretical and conceptual knowledge of global logistic challenges, including economic life-cycles.

6. *Transferable Skills: Multicultural Communication*

- *communicate* effectively in English in oral, written and electronic formats *using* communication and information technology for business applications, and is able *prepare* and *present* reports.
- *exercise* initiative and *take* personal responsibility for one's own work in terms of timeliness, professional behaviour, personal motivation and planning skills.

Part 3: Topic Outline/Schedule

Week 01: Positivist tradition in the methodology of science

Week 02: Positivist tradition in the methodology of science

Week 03: Positivist tradition in the methodology of science

Week 04: Positivist tradition in the methodology of science

Week 05: Positivist tradition in the methodology of science

Week 06: Science in the context of globalization and informatization of modern society

Week 07: Science in the context of globalization and informatization of modern society

Week 08: Science in the context of globalization and informatization of modern society

Week 09: Science in the context of globalization and informatization of modern society

Week 10: Science in the context of globalization and informatization of modern society

Week 11: Science in the context of globalization and informatization of modern society

Week 12: Methodology and Paradigms of Modern Social Sciences

Week 13: Methodology and Paradigms of Modern Social Sciences

Week 14: Methodology and Paradigms of Modern Social Sciences

Week 15: Methodology and Paradigms of Modern Social Sciences

Week 16: Methodology and Paradigms of Modern Social Sciences

Part 4: Grading Policy

Graded Course Activities

ECTS Grade	Points	Russian grade
A	100-91 points	“excellent”: 100–80 points
B	90-81	
C	80-71	“good”: 79– 60 points
D	70-61	
F: failed	less than 60 points: failed	“satisfactory”: 59–40 points
		“unsatisfactorily”: failed, less than 40 points

Part 5: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects

of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Deputy Director for Academic Affairs. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.