

DBA 672: Doctoral Seminar II

School of Business and Management

2 Credits

Fall 2023

Grading Type: Decimal

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Recommended: Completed RESR 619 and RESR 621

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

Doctoral Seminar II is the second of three courses in the Doctoral Seminar series. In the Doctoral Seminar II course, students continue working on their Applied Business Research Project proposal which complements their specialized study and dissertation topic. This second course of the series focuses on developing arguments that support researchable topics and writing the components of the Applied Business Research Project proposal. Upon completion of this course, students will have formalized the proposal for their Applied Business Research Project.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- CO1 - Develop arguments that support researchable topics.
- CO2 - Build connections between the Applied Business Research Project and the student's dissertation.
- CO3 – Complete the Applied Business Research Project proposal.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

OVERVIEW OF REQUIRED ASSIGNMENTS	% OF FINAL GRADE	POINTS
Instructor Determined Activities	50%	500 points
Project Proposal and Agreement Paper – Final	50%	500 points
TOTAL	100%	1,000 points

Course Assignments and Grading

Instructor-Determined Activities: Discussions (50% of Final Grade)

Students participate in weekly discussions/other activities designed to enhance learning and meeting the course outcomes. Discussions/other activities are measured using formative rubrics that are connected to the discussion/other activities; all of which are an integral part of this course. Discussion/other activities may be journals, research exercises, group activities, short papers, quizzes, discussions, or other activities determined by the course manager and/or instructor. Each discussion/other activity includes a rubric and a due date as outlined within the discussion/other activity. Whether in-person, online, or in mixed mode, students will be graded on their ability to present, explain, and/or defend viewpoints and the degree to which they have mastered course concepts, principles, writing clarity, research, and APA style. Work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

Single component grading rubric:

Overall Score Row Value		0	80	85	92
Value Range		0.00 - 79	80.0 - 84	85 - 91	92 - 100
Decimal Range		0.0 – 2.4	2.5 - 2.9	3.0 - 3.6	3.7 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Overall Quality and Presentation: Including Course Concepts, Research, Writing, and Delivery	100	Little or no connections are made to course concepts. No researched sources used to develop an argument. Many opinions are stated as fact. Multiple perspectives are not acknowledged or evident.	Incorporates some course concepts, but accuracy and development are not consistent. Incorporates variable researched source types, none that are scholarly, to develop an argument but in the end, the argument is weak showing no critical evaluation. Most opinions are stated as opinions.	Incorporates many course concepts but sometimes does not fully develop the ideas of the concept. Incorporates multiple researched source types to develop an argument that includes both pros and cons but with limited critical evaluation. Evaluates multiple perspectives within the argument. Incorporates the minimum number of scholarly references to support analysis. Writing is clear, with minimal errors in organization and APA. Opinions	Incorporates course concepts accurately, consistently, and frequently. Critically evaluates variable researched sources to support a fully developed argument that is defended with both pros and cons. Compares and contrasts multiple perspectives and contexts. Incorporates more than the minimum number of scholarly references. Writing is clearly organized with no errors in mechanics and no errors in APA.

				are stated as opinions.	Opinions are stated as opinions.
TOTAL	100%				

Four component grading rubric:

Overall Score Row Value		0	80	85	92
Value Range		0.00 - 79	80.0 - 84	85 - 91	92 - 100
Decimal Range		0.0 – 2.4	2.5 - 2.9	3.0 - 3.6	3.7 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Contribution Quality	30	Superficial and undeveloped analysis. No argument developed. No insight or original perspectives or thoughtfulness. Not pertinent to class discussion topics.	Scattered and poorly developed analysis. Few, if any original perspectives or connections. Content is not structured into a logically understood argument. Merely rephrases or summarizes other postings. Some contributions are pertinent to class discussion topics.	Many comments are insightful and thoughtful. Some original perspectives. Content is developed, includes some synthesis, and attempts to show two sides of an argument. Some comments lack depth and/or detail. Most contributions are pertinent to class discussion topics.	Rich in content, thoughtful and insightful contributions. Original perspectives and/or connections. Content is logically written, synthesized, and includes two sides of an argument. Deliverable aligns with class discussions and broadens and/or deepens class understanding of topics.

Contribution Quantity and Interactions	30	Contributed less than 50% of required quantity and frequency criteria.	Contributed 50% to less than 80% of required quantity and frequency criteria.	Contributed 80% to less than 100% of required quantity and frequency criteria. Some peer and instructor comments were replied to on the student's initial post. Most comments were posted on time.	Contributed actively, answering all questions asked by both peers and instructor on student's initial post. Fully met the required quantity of peer postings. All comments were posted on time. Frequent visitations to the discussion activity, posting on at least 4 different days of the week.
Style, Mechanics, and Organization	20	Spelling, punctuation, and/or grammatical errors make understanding difficult. Contains numerous awkward or ungrammatical sentences. Paragraph and sentence structure are simple, to the point of monotonous. Frequently misuses words or uses words that are abstract or informal for the topic. No clear	Many spelling, punctuation, and/or grammatical errors may temporarily confuse the reader or impede the overall understanding. Paragraph and sentence structure are generally correct but may be wordy, unfocused, repetitive, or confusing. Sometimes uses abstract or informal words and/or misuses	Spelling, punctuation, and/or grammatical errors are minimal and do not impede understanding. Sentence and paragraph structure are generally clear and focused. Uses words accurately and effectively most of the time. Incorporates context to support writing credibility though style is limited. All major parts of	Almost entirely free of spelling, punctuation, and/or grammatical errors. Paragraph structure is well-defined with clearly written sentences that are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Chooses accurate, effective, and appropriate

		sections. No context provided. No writing credibility. No flow of ideas within paragraph sequence.	words. Occasionally incorporates context to support writing credibility. Some division of ideas built into sections but lacks logical flow from one to the next.	the report are included with ideas flowing logically from one idea to the next.	words that are specific and have precise meaning. All authors are introduced with context, giving credibility to the ideas presented in the report. All major parts of the report are included and fully integrated.
Research, References, and APA	20	Resources selected are not appropriate for the purpose of this work and demonstrate little to no research. APA citation style is not followed. Writing is not supported by academic sources. Fails to apply APA document formatting.	Some resources are appropriate for the purpose of this work with limited research demonstrated. There are frequent errors in APA citation style. Writing is supported by fewer than the required number of academic sources. Inconsistently uses APA document formatting.	Resources selected are from credible academic sources. APA citation style and formatting are used with minor errors. Writing is supported by the required number of academic sources.	Resources selected are from credible academic sources. APA citation style and formatting are used with no errors. Writing is supported by more than the required number of academic sources.
TOTAL	100%				

Project Proposal and Agreement Paper (50% of Final Grade)

Completing the Project Proposal and Agreement (PPA) is the primary assignment in this class. Students use the DBA Doctoral Seminar Series Handbook for detailed instructions on how to complete their PPA.

As you continue to develop the components of the PPA, update details that may be required for your final completed PPA. The PPA components completed in DBA 671 were:

- Organizational audit providing a background of the organization or business
- Identification of a problem and/or challenge the organization is experiencing
- Statement of the problem to be addressed in the proposed study
- Purpose statement explaining how the proposed study will address the problem being researched
- Gantt chart: Discuss the Gantt Chart to show expected progression of your study. Reference the Gantt Chart to the appendix.
- Explanation of how the project aligns with the DBA program outcomes and the student's specialized study
- Appendix: Gantt Chart in table format, signed Non-Disclosure Agreement, and additional items as necessary

The remaining components to complete the PPA in Doctoral Seminar II include the following:

- Research questions: One or two is an appropriate amount for the Applied Business Research Project (ABRP).
- Methodology: Discuss why the selected methodology is the right method for your study.
- Design: Discuss why the selected design is the right choice for your study and why other designs are not.
- Population and sample: Discuss the total population and the sample portion selected.
- Data Collection and Instrument: Discuss all data to be collected based on your design.
- Alignment to the DBA program outcomes.
- References. Cross check – ensure all in-text citations have a reference and all references have at least one in-text citation.
- Appendix includes (not limited to):
 - Specialized Study Form
 - Non-Disclosure Agreement
 - Transcriptions and coding

The Doctoral Seminar Series Handbook provides details, guidelines, and instructions for the completed PPA.

Within the PPA, students are expected to use concepts learned in the program and, as appropriate and where applicable, incorporate the writing styles: Application, analysis, synthesis, and evaluation. The PPA must meet APA requirements of format and style. Students must paraphrase, discuss, cite (in-text) and reference all sources of all ideas, facts, and information that are not their own, even if the student has put the information into their own words. Failure to do so is plagiarism, although the oversight may be unintentional.

Overall Score Row Value		0	80	85	92
Value Range		0.00 - 79	80.0 - 84	85 - 91	92 - 100
Decimal Range		0.0 – 2.4	2.5 - 2.9	3.0 - 3.6	3.7 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Organizational Audit	5	Key background information on the company/department and context for the intervention is missing.	Some background information on the company/department is included. The audit includes context that supports the need for the intervention yet lacks detail.	All relevant company background information is included. The audit includes context that supports the need for the intervention.	All relevant company/department is included to support a complete understanding of the organization. The audit is thematically unified and points to the clear need for intervention.
Problem identification	5	A problem is identified but is vague and not well defined.	Problems are discussed and one is identified but lacks detail to understand how it is a problem.	Problems/ issues are discussed. The discussion includes how a single researchable problem from the many is identified. A single problem is clearly identified.	Several organizational problems/ issues are discussed. A focused discussion includes the process of how the researcher determined the single researchable problem from the many discussed. Analysis of a single problem is clearly defined.
Problem Statement	5	The problem statement section misses the mark. Sections are missing, details are not present, no literature supports the problem. No lens to view the problem is included.	The problem statement is included but does not separate the general or specific components of the problem. Discussion is not well developed; synthesis of the literature is not present or appears vague. Theory, models, frameworks, and/or principles are present, but not well defined.	The problem statement section discusses both the general and the specific problem. Though each section is included, developing the context could be written in more concise language; increased literature synthesis is necessary to develop the statement. Some context includes theory, models, frameworks, and/or	The problem statement section contains two parts: the general and the specific problem. The general section provides context from synthesized literature along with theory, models, frameworks, and/or principles to act as a lens to view the problem. The specific problem is concise and points to the need for the proposed study.

				principles to act as a lens to view the problem. The specific problem is separate and provides an adequate view to understand the need for the study.	
Purpose Statement and Appendix	5	Some of the requirements discussing the purpose are included but are vague and not clear. Appendix components may not be included.	The purpose statement vaguely connects the study to the problem statement. The appendix is not complete.	The purpose statement connects the study to the problem statement. The appendix is nearly complete.	A clearly written purpose statement explains how the study addresses the problem being studied. The appendix is complete.
Research Questions and Methodology	20	Research questions do not relate to the problem statement and/or are also ambiguous. Did not provide a comparison between qualitative and quantitative methods to the research topic. No descriptions support why the chosen method is the right choice for the researched problem. No support from the literature.	Some research questions relate to the problem statement, but some do not. Minimal comparison between qualitative and quantitative methods to the research topic. Some descriptions are presented to support why this method is the right choice for the problem. Some support from literature.	Research questions relate to the problem statement. Comparison made between qualitative and quantitative methods to the research topic. Describes many nuances between the methodologies to support the problem. Support from the literature where appropriate.	Research questions relate very well to the problem statement. Strong comparison between qualitative and quantitative methods to the research topic. Clearly describes the pros and cons of methodology to support why the selected methodology is the right choice to address the problem. Strong support from the literature where appropriate.
Population and Sample	15	Lacks knowledge and understanding of population and sample. No limitations are included.	Identifies some aspects of the population for the study. Includes a definition of sample size but misses important details. Understanding of	Clearly defines the population for study. Clear definition of the sample size. Demonstrates understanding of both population and sample for the research study.	Comprehensive identification of the population for study. A thorough definition of the sample population. Demonstrates a deep understanding of both population and

			both the population and sample requires improvement. Limited understanding of what limitations to include for the sample in relation to the population.	Incorporates limitations of the sample in relation to the population.	sample for the research study. Limitations of the sample in relation to the population are clearly described and defined.
Instrument and Data Collection	15	The instrument is not discussed. The type(s) of data are incompletely described and are inappropriate for the research question(s). The level of measurement is inappropriate for the research question(s), and there is insufficient justification for the level chosen.	The instrument is not well defined but is appropriate. The type(s) of data being collected are mostly well-described and appropriate for the research question(s). The level of measurement is mostly appropriate for the research question(s), but other choices are apparent, and there is insufficient justification for the level chosen.	The instrument supports the type of data collected. The data collection approach is described and appropriate for the research question(s). The level of measurement is appropriate for the research question(s), and there is sufficient justification for the level chosen.	The instrument is clearly defined and would allow for a thorough collection of data. The type(s) of data are clearly described and appropriate for the research question(s). The level of measurement is appropriate for the research question(s), and there is a clear and concise justification for the level chosen.
Style, Mechanics, and Organization	20	Spelling, punctuation, and/or grammatical errors make understanding difficult. Contains numerous awkward or ungrammatical sentences. Paragraph and sentence structure are simple, to the point of monotonous. Frequently misuses words or uses words that	Many spelling, punctuation, and/or grammatical errors may temporarily confuse the reader or impede the overall understanding. Paragraph and sentence structure are generally correct but may be wordy, unfocused, repetitive, or confusing. Sometimes uses abstract or informal words and/or misuses	Spelling, punctuation, and/or grammatical errors are minimal and do not impede understanding. Sentence and paragraph structure are generally clear and focused. Uses words accurately and effectively most of the time. Incorporates context to support writing credibility though the style is limited. All major parts of the report are included with ideas flowing	Almost entirely free of spelling, punctuation, and/or grammatical errors. Paragraph structure is well-defined with clearly written sentences that are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Chooses accurate, effective, and appropriate words that are specific and have a precise meaning. All authors are introduced with context, giving

		are abstract or informal for the topic. No clear sections. No context was provided. No writing credibility. No flow of ideas within the paragraph sequence.	words. Occasionally incorporates context to support writing credibility. Some division of ideas is built into sections but lacks logical flow from one to the next.	logically from one idea to the next.	credibility to the ideas presented in the report. All major parts of the report are included and fully integrated.
References and APA	10	Resources selected are not appropriate for this work and demonstrate little to no research. APA citation style is not followed. Writing is not supported by academic sources. Fails to apply APA document formatting.	Some resources are appropriate for this work with limited research demonstrated. There are frequent errors in APA style. Writing is supported by fewer than the required number of academic sources. Inconsistently uses APA document formatting.	Resources selected are from credible academic sources. APA citation style and formatting are used with minor errors. Writing is supported by the required number of academic sources.	Resources selected are from credible academic sources. APA citation style and formatting are used with no errors. Writing is supported by more than the required number of academic sources.
TOTAL	100%				

Course Policies

Late Assignments

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student must contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are just some of the not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Your instructor will require you to provide an explanation for requesting an extension. You will also be requested to provide a date you expect to have the assignment submitted to the grade book.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade unless prior arrangements have been made.

Participation and Professional Writing

Detailed course policies on topics such as *Participation* and *Professional Writing* are found in the Brightspace course content. Students will be provided this information and they are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX

Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Online Tutoring

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.