Global Executive Ph.D. Track in Industrial Engineering

http://engineering.wayne.edu/ise/get/index.php

IE8960: Literature Review & Research Orientation (1 Credit)
Course Syllabus – Spring/Summer 2013

Instructors: Drs. Chinnam, Chelst, Murat, and Gluesing
Industrial & Systems Engineering Department

Classroom: MEB Room 2062, 4815 Fourth Street, Detroit, MI 48202 (ISE Department Conference Room)
Contact: Ratna.Chinnam@wayne.edu; 313.577.4846
Offices: 4815 Fourth Street, Detroit, MI 48202
Office Hours: By Appointment.
Web Site: http://blackboard.wayne.edu

Prerequisites: Executive Ph.D. Track Student

Software: EndNote

Web Site: PowerPoint Slides, articles, handouts, syllabus, answers to homework, and online access to grades are available on http://blackboard.wayne.edu. Additionally, announcements will be posted on Blackboard and emailed out to the email addresses registered on Blackboard.

Program Mission: To provide the opportunity for working executives to combine real-world experience with academic skills to create a new class of technical leaders who embrace integrative thinking, are globally aware, and are capable of producing sustainable value to any organization throughout the world.

Course Objectives:
1. Develop library search skills for identifying key authors, articles, journals, books, dissertations, case studies, conferences, web sites, professional associations, and NSF, NIH or NIST funding for a scholarly area of interest.
3. Identify gaps in the scientific knowledge worthwhile to pursue for your own doctoral studies.
4. Determine with whom you would like to have a scholarly dialogue (within the academic/professional community) related to your topic of interest.
5. Identify the case study learning objective(s) you wish to pursue.

Schedule: Classes will run from 6-8:30PM on the following dates:

May 22: Course Overview, Expectations, Deliverables & Library Guest Speaker (Discuss Search and Organization Tools)
- Assignment (advised by faculty mentor) – Due June 5th
  - Complete the Mentor, Library Research, and Academic Associations sections. You should be prepared on June 5th to show an endnote library in progress and answer the questions about the academic associations.
- Readings to be read by June 19th:
  - The Literature Review, pp. 1-57
  - Writing for Scholarly Publication, pp. 1-64.

June 5: Literature Review: Multiple Perspectives – Dr. Ken Chelst
- Continue building reference list and endnote library.
- Complete a one-page summary to answer questions on funding programs. Include URLs to relevant NSF, NIH or NIST web pages.
- Readings to be read by July 10th:
  - The Literature Review, pp. 59-125
June 19: Organizing Your Literature – Dr. Julia Gluesing
• Assignment - Due July 10th
  o Detailed outline of literature review paper.
• Readings to be read by August 7th:
  o The Literature Review, pp. 127-154.

July 10: Writing Literature Review – Dr. Alper Murat
• Assignment - Due August 7th
  o First significant draft of literature review paper.

Aug 7: Developing Case Studies: Panel – Drs. Attila Yaprak, Toni Somers, Leslie Monplaisir

Aug 21: Student Presentations
• Post Literature Review Paper and Presentation to Blackboard
• Prepare and present a 15-minute PowerPoint presentation, with five additional minutes of Q & A, of your literature review and proposed case study topic/learning objectives.

Textbooks:

Final Literature Review Paper:
1. Prepare a 20-30 page review of the scholarly literature around your topic area of interest with a reference list created from your Endnote database.
   i. On average, you should have 20 plus journal articles, at least 3 teaching case studies, and at least 1 dissertation and relevant books as applicable.
   ii. Be sure to conclude with a synthesis and summary of the current theoretical approaches and empirical research, identifying gaps in the knowledge domain.
   iii. Your literature review should conclude with future directions for research and a proposed list of research questions for future study.
   iv. Format your paper according to the style specifications of a top journal in your topic area. Each journal, if you visit their website, will specify the format for publication. Often the styles follow standard Modern Language Association (MLA), American Psychological Association (APA) or Chicago style.
2. Include an Appendix A with a critique of current teaching case studies and link this critique to your literature review to propose your own teaching case study, identifying the learning objectives and a target class (undergraduate or graduate) to pilot test the case study after you complete it.
3. Include an Appendix B with a list of the key: authors, journals, theories, and relevant NSF, NIH or NIST funded research programs related to your topic area.
4. Include an Appendix C summarizing what you have learned personally from this literature review exercise and case study preparation.

Mentor:
1. Meet with your faculty mentor (seek input in selection if necessary) to discuss your topic area of interest.
2. Establish summer meeting schedule for at least bi-weekly dialogue.
3. Ask for initial help in identifying seminal articles, key authors, top peer reviewed journals, books, dissertations, professional conferences, professional associations, web sites, publishers, etc.
4. Explore what is “hot” in this field of study.
Library Research:
1. Contact a reference librarian to discuss your topic and develop a search strategy.
2. WSU Library Help (IM, Chat, phone, face2face) http://www.lib.wayne.edu/services/help/
   James Van Loon, College of Engineering, jenvanloon@wayne.edu, (313) 577-6446
3. Use online databases such as: Dissertation Abstracts, Web of Knowledge, Google Scholar, and Engineering village 2.
   All can be accessed at http://www.lib.wayne.edu.
4. Use HistCite, a software package designed to help professionals make better use of their literature searches. HistCite lets you analyze and organize the results of a search to obtain various views of the topic's structure, history, and relationships. See: http://thomsonreuters.com/products_services/science/science_products/a-z/histcite/.

Academic Associations:
1. What academic associations does your topic align with?
2. When and where is the next conference?
3. Review past few years' annual programs and conference proceedings, abstracts.
4. What are the top Journals in this area?
5. Do they have a “Best Paper” award? If so, obtain the last one and review it.
6. Do they have a “Best Dissertation” award? If so, obtain the last one and review it.
7. What reward and recognition honors do they have? Can this help you identify key leaders in the field?

Funding:
1. What Directorates/Programs (e.g., NSF, NIH, NIST, DOE, DOT, DOD) fund research in your topic area?
2. What has recently been funded?

Journal Ranking, Impact Factors:

How do I evaluate journals?
From College of Staten Island Library, a description and links to resources regarding referee process, how impact factors are calculated, a definition of acceptance rates.

Journal Article Acceptance Rates
Developed by University of North Texas Libraries, a multidisciplinary resource for locating information on acceptance rates.

Eigenfactor.org
Provides an alternative measure of a journal's importance in the research community using the same body of journals covered in Journal Citation Reports (JCR Online).

Journal Citation Reports
The place to search for journal impact factors by subject or specific journal.

Special Needs:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, we will be glad to meet with you privately during office hours to discuss your special needs. Please refer to the SDS website for further information about students with disabilities and the services we provide for faculty and students: http://studentdisability.wayne.edu

Attendance:
We strongly recommend that learning partners attend all classes in person. In case of travel, join the class remotely. Contact Mr. Mark Garrison at mark.garrison@wayne.edu for making arrangements for remote participation.

Honesty:
Learning partners registered for this course should obey the rules of academic integrity and follow the code of conduct. Please look at the following document: http://www.doso.wayne.edu/codeofconduct.pdf.

Grading:
Final grade will be based on class participation and quality of the final literature review paper and presentation.