UNIVERSITY OF NORTH TEXAS  
College of Business  
Department of Marketing & Logistics  

LSCM 6900  
[Doctoral] Special Problems  

Spring 2017 Course Syllabus  

Teaching Staff  

<table>
<thead>
<tr>
<th>Instructor</th>
<th>E-mail</th>
<th>Room</th>
<th>Telephones</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Charles Blankson</td>
<td><a href="mailto:Charles.Blankson@unt.edu">Charles.Blankson@unt.edu</a></td>
<td>BLB 365A</td>
<td>(940) 565-3136</td>
<td>Every day of the week when not in class from 9:00am-7:00pm &amp; Saturday 3:00pm-6:00pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(940) 565-3130 (Administrative officers’ office)</td>
<td>All other times by appointment. Appointments preferred for all meetings</td>
</tr>
</tbody>
</table>

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Acceptable Student Behavior:

The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Class meeting times is by appointment only

The UNT COB complies with the Americans with Disabilities Act. Reasonable accommodations are made for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

Course Description

This course is a closely supervised, one-on-one, “apprenticeship”-type doctoral training encompassing critical literature review, discussion of theories and latest development in the field. The course is geared toward development of theoretical/conceptual framework(s). It is hoped that the latter will underpin the student’s eventual decisions about dissertation
theme(s) and thus pave the way for smooth transition to the dissertation proposal and subsequent writing of the dissertation.

**Course Aim**

Student’s prior study from seminars and own reading and curiosity help to provide valuable experience and increase student’s knowledge in the field of interest. To that end, this course aims to provide an enabling conduit for transitioning to the dissertation stages.

**Course Objectives**

By the end of the course, it is hoped that student will:

- Gain the desired competencies in their critical review of pertinent literature that will lead to appreciation of theoretical/conceptual framework of the subject of interest.
- Acquire the necessary skills befitting a doctoral student in marketing who is capable of designing his/her dissertation theme.
- Appreciate key works in the marketing discipline that are transferable to his/her dissertation theme.
- Be able to apply the above in enhancing his/her dissertation proposal and defense.

**Performance metrics**

The main criteria for grading and performance assessment:

- **Participation** (10%). The student is expected and encouraged to actively engage in all assigned reading and discussions with faculty. This requires preparation and effective oral communication skills.
- **Final paper commensurate with journal-bound manuscript** (90%). The student will develop a comprehensive publishable conceptual or literature review manuscript for a journal that will include each of the following:
  - The topic must identify an agreed-upon relevant and timely marketing problem or issue, supported by own comprehensive investigation of the research to date. This should result in the development of a research questions, hypotheses/propositions.
  - The student will conduct a comprehensive literature review that supports a theory-driven approach to identifying relevant constructs, factors or concepts underlying research question.
  - Student should discuss the descriptive and/or normative contributions of the research proposed.