

SYLLABUS

HRD research course offered in conjunction with the
2006 Annual Conference of the Academy of Human Resource Development

Columbus, OH, USA

February 22-26, 2005

Texas A & M University EHRD 628 Research and Publishing in HRD

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Class Meeting Times/Locations:

- Friday, January 20th; TAMU Harrington Tower (Room# TBA), 5-9 p.m.
- Wednesday, February 22nd –thru Saturday evening, February 25th
(Class starts on Wednesday at 9 a.m. in Hyatt on Capital Square, Columbus, OH)
- One-on-one meeting with instructor by phone or in-person before final class
- Friday, March 24th, TAMU Harrington Tower, 5-9 p.m.

OTHER UNIVERSITIES PARTICIPATING IN THE CONFERENCE COURSE INCLUDE:

Barry University	EDU 592HR Special Topics: Emerging Research in HRD
Colorado State University	VE 666 Program Evaluation
George Washington University	HRD 327 Applied Research in HRD
Northern Illinois University	CAHA 600-P1. Seminar: Trends and Issues in HRD
Oregon State University	ED 5xx Directed Study in HRD Research
University of Arkansas	VAED 660v: <i>Special Topics in HRD.</i>
University of Georgia	EOCS 6000 <i>Directed Study in Occupational Studies</i>
University of Houston	TRDE 6398 <i>Special Problems in TRDE</i>
University of Illinois, UIUC	HRE 549 <i>Independent Study</i>
University of Minnesota	HRD 5410 <i>Survey of Research Methods</i>
University of Wisconsin-Milw.	<i>Directed Study</i>

Course Description:

The role of research in HRD, emerging themes in HRD research, criteria for evaluating research in HRD, critique of past and future conference presentations, the role of professionalism and professional organizations in HRD. This course is offered in association with the annual conference of the Academy of HRD.

Course Objectives:

By the conclusion of the course, participants will be able to:

1. Describe the role of research in HRD.
2. Report perspectives on the “scholarly journey” as identified by experienced HRD scholars and practitioners.
3. Understand research paradigms and related methods used to conduct and report research.
4. Describe the standards for good research in HRD.
5. Outline the criteria to use in evaluating research in HRD.

6. Critique and, with a team, present a critique of a conference paper.
7. Describe how HRD research is reviewed and published and the standards used to review and judge papers submitted for publication.
8. As a group member, provide feedback to an author of a conference paper.
9. Participate fully in the Academy of Human Resource Development (AHRD) annual conference.
10. Provide critiques of AHRD conference programs, presentations, and activities.

Instructors

The instructors will all participate in facilitating the course and will be responsible for pre-conference and post-conference activities. They will also be responsible for finalizing course expectations and evaluating student performance from each of their respective institutions.

Course Outline:

This course consists of 48 contact hours and includes on-campus learning at your respective institution as well as large and small group work during the Academy conference. It also requires individual outside work to complete the assignments. A detailed schedule providing timelines for each area emphasized below will be provided on the morning of Wednesday, February 24th.

Pre-Conference:

- Introduction to your campus-based instructor, the course, and the syllabus
- Review and discuss portions of assigned text and articles
- Obtain answers to your questions about this class and the Academy conference

Conference Course format Wednesday, February 22 - Thursday, February 23.

Students will meet in three formats during the course:

1. *Learning Community*: Large group sessions with all class participants featuring panel presentations and facilitated discussion from HRD scholars and practitioners.
2. *Breakout Groups*: Three to four smaller groups facilitated by course instructors in individual rooms.
3. *Presentation Groups*: Three to five students collaborating to critique a Conference article and present results during the Thursday a.m. session.

Wednesday, February 22 - 9 a.m. to 5 p.m.

- Introductions, overview of syllabus, and course schedule. HRD definition review
- Exploring the practitioner and scholarly journey: The use of research in HRD.
- Approaches to research in HRD: Research paradigms
- Qualities of Good Research. Criteria for evaluating research in HRD
- Group critique of a paper for practice

Wednesday, February 22 - 6 - 9 p.m.

- Prepare small group preparation for next day

Thursday, February 23 - 8:00 a.m. to 1:00 p.m.

- Hands-on critique of papers;
- Publishing in HRD; What professional conferences offer; Research-practice linkages
- 2005 AHRD Conference Overview

Thursday, February 23 – Sunday, February 27

- Participate fully in conference activities; see conference program & proceedings

Post-Conference:

Dialogue with course participants to reflect on your learning process and results. Also conduct conference debrief and address assignment-based issues.

Required Text:

Swanson, R. A., & Holton, Elwood F. III. (2005). *Research in organizations: Foundations and methods of inquiry*. San Francisco: Berrett-Koehler. The text should be completely read prior to the first class session.

2006 Academy of Human Resource Development or specific papers to be distributed in class.

Additional Articles will also be provided.

Assignments

Course participants will complete the following activities, making reference to the core definitions of HRD as discussed, the textbook, and completed coursework. Students must complete a minimum of 100 points. If more than 100 points are completed, the points will be apportioned back to 100 points. All papers must be prepared using word processing. See language expectations attached. Papers must be in Times New Roman 12-point font, submitted by e-mail, and left justified ONLY. Grades will be assigned as follows:

- A. Participate in the seminar component of the course. (10 points; required of all students) (Criteria: 10 points = full attendance, active participation, insightful comments, appropriate use of class time, use of generally accepted small group dynamics, etc.)
- B. Write a 4-page report on a special conference event (one of the keynote addresses or Town Forum); include a summary and a critique. (20 points)
- C. Write a 4-page report on one (or more) of the many Food 'n Thought activities; include a summary and a critique. (20 points)
- D. Write a 7-9 page critique of the conference and the conference proceedings, using a minimum of 10 citations from the proceedings and 5 from session interactions. These cannot overlap with the symposium selected for assignment E. (40 points)
- E. Write a 6-page reflection paper on a selected symposium (consisting of 3-4 papers) the presentations, and the follow-up discussion. (30 points)

- F. Select one of the published papers. Write a 7-9 page paper suggesting how the theme of the paper could be pursued using alternative research paradigms. How would the research problem need to be stated differently? How would the methodology change? Why would one paradigm be chosen over another? What would fit best for your interests? Why? (40 points)
- G. (This assignment can be completed by students only if they have taken a previous research design course and with prior approval from their instructor.) Develop a research proposal for a paper you will submit to AHRD next year. Write a 7-9 page paper describing the proposed study. Identify your research questions; provide a review of related theory and research; describe the research methodology used; identify prospective study participants; describe data collection and analysis; and discuss the contribution this topic will make to HRD. (40 points)

All papers must be received by Friday, April 21. Earlier submission is encouraged.

PARTICIPATION/ACTIVE LEARNING APPROACH

Class participation will be considered in determining final grades. This grade will be based on the assumption that:

- a) Students will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course.
- b) Student participation will reflect prior preparation of presentations and completion of reading assignments.
- c) Participation will reflect awareness of appropriate interpersonal communication, i.e., use of "I" statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of appropriateness of amount of class time being used by an individual student; shared ownership of classroom activities; feedback to instructors, guests, and classmates; and so on.

IN-CLASS PRESENTATIONS

You will be assigned to a three to five member Presentation Group, consisting of students from different universities. The purpose of this group is to make a presentation to 15-20 students and faculty. The specific task for the Presentation Group will be detailed on Wednesday afternoon and the presentations will occur on Thursday morning. Presentation group members are to participate equally, and it is up to each Presentation Group member to assure that everyone in the group participates and works toward a collective understanding the material.

INCLUSIVE LANGUAGE

It is imperative in this class, as well as important in an educational setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usages such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g., "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s)he, s/he, he/she), or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of client or other organizations are white U.S. citizens. Respect for the diversity of the class and the multicultural world in which schools and other organizations operate will be expected.

The instructors recognize that both they and students may occasionally "slip" with regard to inclusive language; gentle and courteous reminders will help us all to continue to grow in this regard.

PREPARATION OF WRITTEN MATERIALS

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors. It is not expected that you will be a master typist; correction of errors in pen will be acceptable.

*****Please see the instructor from your institution regarding the paper submission guidelines provided below.***

All written materials should be produced in such a way that they are easy for the instructors to read. They must be double spaced. All pages should be numbered. All written work should be produced in Times New Roman 12-point font. Use only left justification for your margin (i.e., each line will end at a different place). This practice reduces considerably the reading time. Papers must meet these criteria in order to be graded. It is preferred that papers submitted by e-mail. If submitted as hard copy, please use a staple, not a paper clip, to hold the document together.

We assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.
2. its = possessive

it's = contraction for it is

3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.
4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."
5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax.
Poor: Any student caught smoking in the halls will have their cigarettes confiscated.
Better: Any student caught smoking in the halls will have his or her cigarettes confiscated.
Best: All students caught smoking in the halls will have their cigarettes confiscated.

Tense agreement:

- Poor: Jones and Smith (1984) discuss what happens when managers give bad performance appraisals. They reported about what happened in five companies.
Better: Jones and Smith (1984) discuss...report...
Better: Jones and Smith (1984) discussed...reported..
6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.
7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.
8. Each sentence must have a SUBJECT and a VERB.
9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.
10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.
11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.
12. An academic or professional paper should be written in a formal way, even if it has a "creative" thrust or content. This means that it should include a beginning, a middle, and

an end. Make it easy for the reader, when possible, by using labels for these components, e.g., "Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points. The body of the paper should contain a separate section for each of the main points. Sometimes writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize how your arguments have supported the main points you laid out in the introduction.

13. Papers must use APA style, just as is required for the submission of manuscripts to the Academy conference and its publications: *Publication manual of the American Psychological Association* (5th Ed.). Some assistance with APA can be found on line at <http://www.wisc.edu/writing/Handbook/DocAPA.html>

INCOMPLETES

A grade of I (incomplete) will not be assigned except in the case of a documented emergency. Late assignments will be penalized as identified with each project. Extra work to raise a grade is not permitted.

SPECIAL FACILITIES AND/OR ARRANGEMENTS

Individuals who have any disability that might affect their ability to perform in this class are encouraged to inform one of the instructors at the start of the course. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation.

SCHOLASTIC MISCONDUCT

Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work." Students who participate in any of these activities will receive an F in this course and will be subject to their university's disciplinary action.

SEXUAL HARASSMENT

Sexual harassment is prohibited. Complaints about sexual harassment should be reported to a course instructor, or AHRD President or Board member. Such an experience should also be reported to the appropriate office at your institution. Participating universities will have their own policies, which should be followed.

MAKE-UP ASSIGNMENTS

There will be no make-up assignments nor may they be redone.