The University of Texas at Tyler
College of Business and Technology
Department of Human Resource Development and Technology

Ph.D. Program

Fall, 2015

HRD 6350: Disciplined Inquiry in Human Resource Development (HRD)
[Comprised of Fall, 2014 and 2015 Cohorts]

Saturday Mornings from 8:00 a.m. through 12:00 noon [as highlighted below]
Location: HPR Building – Room 251

Fall Semester Executive Schedule: Friday Evenings and Saturdays

- **August 28-29, 2015**
- **September 18-19, 2015**
- **October 16-17, 2015**
- **November 13-14, 2015**
- **December 4-5, 2015**

**Course Syllabus**

**Facilitator:** Andrea D. Ellinger, Ph.D.
Professor

**Address:**
The University of Texas at Tyler
College of Business and Technology
Department of Human Resource Development and Technology
3900 University Blvd. – HPR 226
Tyler, TX 75799
(903) 566-7310 [Department Phone]
(903) 565-5650 [Department FAX]
(903) 566-7260 [Direct Phone Line]

**Email:** Andrea_Ellinger@uttyler.edu
Office Hours: Given the nature of this executive format, face-to-face meetings may be appropriate and therefore designated office hours on Friday afternoons from 1:00 – 5:00 p.m. and on Saturday afternoons from 12:00 noon – 1:00 p.m. may be applicable or necessary on the scheduled weekend sessions. Arrangements to communicate via Zoom, Skype, or by phone conference may also be scheduled. Please email to confirm an appointment time in person or via Zoom, Skype, or phone conference. Special appointments outside of these hours throughout the semester can also be made via email. Email communication to schedule appointments is preferred over leaving a voicemail on the direct phone line or calling the main office number.

Required Course


http://www.apa.org

Please visit this website. On the Left Side Menu Bar you will find “Quick Links – APA Style”. Please explore this link as it will provide information on frequently asked questions, etc. Below this link, you will find “Especially for Students”. Click this link and then click “APA Style” and then “Help with Learning APA Style”. This link will provide you with free tutorials and other resources for learning APA 6th edition style which is the required writing and formatting style associated with the course and doctoral program.

Supplemental Readings:

Additional readings will be made available within Blackboard. The link to access the Blackboard to be created for this course will be:

https://blackboard.uttyler.edu/webapps/login/ [Main User ID and PW site]

NOTE: Additional reading material may also be required to stimulate class discussion and to supplement the textbook as necessary.

Course Description and Purpose:

This course is designed to provide learners with an overview of research in general and the research process in particular. There are three goals
associated with this course: (1) to increase the learner’s understanding of research concepts and procedures; (2) to develop the learner’s appreciation of the importance of research in human resource development, and (3) to develop the learner’s skill in preparing an initial draft of a research proposal for research projects required in the Ph.D. program and the dissertation proposal. The intent of this course is to assist in the initial development of the learner’s capability to effectively engage in the process of research in the field of human resource development.

Research typically involves several stages: planning (a research project or dissertation proposal), pilot study and development of measurement tools and/or interview protocols, data collection, analysis, and report writing. This course cannot fully develop the learner’s skills in all of these stages of a research study as many of these skills will be developed through other courses and practice in doing research. However, this course will focus on the development of an initial draft of a research proposal and may well serve as a foundation for subsequent further development for “pilot” data collection and presentation at future conference venues, or may stimulate ideas for future research in consultation with one’s adviser.

This course will be facilitated in a doctoral seminar/modified lecture/workshop format with an emphasis placed on cooperative learning. The facilitator will provide an overview of key concepts, procedures and examples for each step in the research and proposal development process and learners will be assigned the task of synthesizing, integrating, and using that knowledge to develop their respective research proposal drafts. The facilitator’s intent is to break the process of developing a research proposal into manageable pieces and then put them all together again by the end of the course so that learners will have developed a draft of a proposal in preparation to facilitate continued progress toward the completion of milestones of doctoral study.

Course Objectives: The objectives of this course are to enable learners to:

- Understand the nature, purposes, and types of business research;
- Consider the importance of theory in business research;
- Become knowledgeable about paradigms of research;
- Become aware of the importance of ethics in the research process and be committed to embracing ethics in the conduct of research;
- Understand the procedures for obtaining, reviewing, and synthesizing research literature;
- Understand sampling procedures used for research paradigms;
- Understand concepts and procedures related to different research designs: experimental design, cross-sectional design, longitudinal design, case study design, comparative design and others;
- Understand statistical techniques appropriate for analyzing data from different quantitative research designs;
- Become exposed to qualitative data collection and analysis approaches;
- Critique human resource development and related research literature, dissertations, and theses;
- Develop collaborative writing skills in preparing the various parts of a research proposal [Fall, 2015 Cohort];
- Experiment with technology to complete course assignments; and,
- Further develop research, writing, and critical thinking skills.

Course Requirements, Course Schedule, Assignments, and Evaluation:

Course Requirements, Assignments, and Evaluation:

The course facilitator’s intention is to create a comfortable, collaborative, and respectful learning environment that stimulates learners’ interests and enthusiasm about research in human resource development in general and the research process more specifically and further develops research, writing, and critical thinking skills. For this to occur, active participation is encouraged, valued, and necessary. The course is designed on the premise that each learner is a valued person with experiences and expertise that can be shared with others to enhance individual, group, and learning within the entire course community both during the compressed weekend sessions and online. Each learner has an opportunity to make unique contributions throughout this course, therefore, thorough preparation for each class session, an open-mind, and active engagement are critical requirements for learners. Learners should also be mindful of course requirements, and due dates for assignments. If learners have any concerns, or need any assistance in the course throughout the semester, please realize that the course facilitator is extremely receptive to working with learners to ensure a positive and rewarding learning experience occurs.

Course Requirements:

Reading Assignments and Class Participation:

Reading assignments are listed on the “Tentative Course Schedule” and should be read on the date listed prior to class meetings. Learners are expected to attend all five course sessions given the compressed executive format and should be prepared to engage in thoughtful class discussions of reading materials and actively participate in small group activities as deemed necessary and appropriate. Since lively, stimulating, and thought-provoking discussions both in class and via Blackboard (as deemed necessary and relevant) are critical to achieving the goals of this course, learners should diligently prepare for class by reading the assigned chapters (and any other specified articles), making notes, considering questions that can be generated to enhance further discussion, and should actively engage in class activities to demonstrate mastery of key concepts. The facilitator will use a portion of the session to overview/review content presented in the readings, but learners should view the class sessions as an opportunity to gain clarification as well as apply concepts. Being present and being prepared are critical. **NOTE:** The facilitator reserves the right to administer “surprise quizzes” that will count toward all or a portion of the class participation grade if it is determined that learners are not reading the articles and text and are not adequately prepared to engage in class discussions.
Attendance and Technology Device Policies:

Attendance at all five class sessions is expected and required for the accomplishment of course objectives. It is expected that learners will attend all class meetings in light of the condensed executive format. The facilitator recognizes that learners may have special issues and responsibilities that may impact attendance, however regular attendance is expected. If absences occur, the learner is responsible for contacting the facilitator in advance so that adjustments can be made to the instructional activities planned for a specific session. The learner is also responsible for all work that is missed due to the absence from any class meeting, or portion thereof. Since a portion of the learner’s grade is based upon class participation, engagement, and participation, it should be expected that any missed classes will affect the grade earned for class participation, and will affect the final course grade. One absence will likely result in a final grade that may be reduced by one letter grade for reasons other than documented illnesses or emergencies. Two or more absences from class will result in a grade of F. Please Note: excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

The facilitator asks that learners arrive on time for the start of class and following scheduled breaks to avoid disruptions that may negatively impact others’ learning. It is also expected that cell phones, I-phones, Androids, BlackBerries, I-pods, pagers, or any other mobile devices are not used during class. If learners bring these mobile devices to class, please turn the sound off and make necessary calls outside of the classroom if emergencies occur, or during the scheduled break. If learners should bring a laptop or I-pad to class, it is expected that the laptop is disconnected from the Internet while class is in session. Surfing the Internet, reading or composing email, and social media postings while in class are particularly disruptive to the facilitator and other learners, and learners doing so will be asked to leave the class session.

Important Dates:

Census Date = To be announced
Last Day to Withdraw from Classes = To be announced
Date of Final Exam = Submission of Final Research Papers on December 5, 2015

University Policies:

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: https://www.rettyler.edu/wellness/rightsresponsibilities.php
Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttlyer.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services

Rev. 06/2012
THE UNIVERSITY OF TEXAS AT TYLER HONOR CODE

*An honorable man, impoverished though he may be in talent, cannot fail to attain success and high standing in the eyes of the world. A dishonorable man, though he is possessed of a multitude of abilities, cannot hope to escape for long the condemnation of his fellow men.*  —Robert Wood

The University of Texas at Tyler is committed to providing a setting for free inquiry, excellent teaching, research, artistic performances and professional public service. As a community of scholars, the University develops each individual’s critical thinking skills, appreciation of the arts, humanities and sciences, international understanding for participation in the global society, professional knowledge and skills to enhance economic productivity, and commitment to lifelong learnings.

Such a commitment to a preeminent place in higher education also requires the ethical development of the entire UT Tyler community: students, faculty members, staff members, and administrators. The UT Tyler Honor Code is crucial to these ideals. The Honor Code is the means through which to apply the ethical ideal of honorable living to the lives of the UT Tyler community. Therefore, every member of the UT Tyler community joins together in saying:

**I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal,**

**nor to accept the actions of those who do.**

The purpose of the UT Tyler Honor Code is to foster a commitment to honorable living, and to exhort its community members (students, staff, faculty, and administrators) to adhere not simply to the minimum standard, but to transcend the letter of the code by committing to broader ideals consistent with the spirit of the Code. The honor code has many advantages which serve to promote a relationship of trust and respect across the entire UT Tyler community. The Honor Code strives to achieve this relationship through the following goals:

a. To assist the UT Tyler community in developing an understanding of the importance of integrity.

b. To enable the UT Tyler community to learn and practice ethical principles.

c. To instill in the UT Tyler community a strong desire to maintain honor in accordance with the Code.

d. To promote a level of commitment in the UT Tyler community to honorable conduct necessary to meet the ethical challenges faced throughout a lifetime of service to the global community.
e. To enable the UT Tyler community to develop essential leadership skills necessary to establish an ethical climate within their organizations.

f. To encourage members of the UT Tyler community to embrace the spirit of the honor code in their lives rather than merely verbalize endorsement.

g. To affirm that members of the UT Tyler community will not be disadvantaged for having done his or her own work while others have violated the honor code.

Educating students to take their place in the world engenders a serious responsibility for any educational institution. The University of Texas at Tyler recognizes that the future decisions made by these citizens must be grounded in ethics as well as in academic knowledge if these decisions will protect and benefit society.

For these reasons the University of Texas at Tyler takes a proactive stand and adopts an Honor code throughout the campus so that students may be equipped with an ethical framework for their future lives.

Notes


Here is the link to the Honor Code video - https://www.youtube.com/watch?v=xVMEQel1Q2A

**College of Business Statement of Ethics:**

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

► Ensure honesty in all behavior, never cheating or knowingly giving false information.

► Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
► Develop an environment conducive to learning.

► Encourage and support student organizations and activities.

► Protect property and personal information from theft, damage and misuse.

► Conduct yourself in a professional manner both on and off campus.

**Academic Dishonesty Statement**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

**PLEASE NOTE:** Plagiarism will not be tolerated and learners should be aware that all written course assignments will be checked by Plagiarism detection software. Violations of academic integrity will be reported and processed according the guidelines established by the University.

**Overview of Course Schedule:**

**Week #1 - August 29, 2015 Session:**

Getting Acquainted [Speed Dating], Review of the Syllabus and Overview of Chapters 1 – 4: Business Research Strategies, Research Designs, Planning a Research Project and Formulating Research Questions, and Getting Started: Reviewing the Literature

**Week #2 - September 19, 2015 Session:**

Overview of Chapters 5 – 7: Ethics in Business Research, The Nature of Quantitative Research, and Sampling
**Week #3 – October 17, 2015 Session:**

Overview of Chapters 16 – 19, 22: The Nature of Qualitative Research, Ethnography and Participant Observation, Interviewing in Qualitative Research, Focus Groups, Qualitative Data Analysis

**Week #4 – November 14, 2015 Session:**

Overview of Chapters 24 – 27: Breaking Down the Quantitative/Qualitative Divide, Mixed Methods Research: Combining Quantitative and Qualitative Research, E-Research: Internet Research Methods; Writing Up Business Research

**Week #5 – December 5, 2015 Session:**

Bringing the Course to Closure and Poster and Working Paper Sessions for the “Mini Research Conference.”

**Required Course Assignments:** [NOTE: Assignments are due on the date scheduled for submission online via Blackboard as well as a paper copy provided in person during scheduled class sessions. Late papers and projects will not be accepted without prior approval. Learners should notify the facilitator as soon as possible of special circumstances that could interfere with the timely completion of assignments. Even with prior approval, the facilitator reserves the right to lower grades in accordance with the tardiness of submitted late assignments].
1. **Active Class Participation (20% of Final Grade) [ALL COHORT MEMBERS]**

   Active class participation includes attending all sessions, thoroughly preparing for all class meetings, and actively being involved and engaged in all class activities, both facilitated in class and those deemed appropriate and necessary in an online format. In some cases, learners will be asked to complete exercises and assignments distributed for class sessions. Being present, being prepared, being respectful, and actively and thoughtfully engaged are critical aspects of this component of the final grade.

2. **Resource Inquiry Groups (10% of Final Grade) [ALL COHORT MEMBERS]**

   The purpose of this assignment is to build a resource of articles, chapters, and books that will supplement the forthcoming course in qualitative research. Learners will form (or be formed) into small groups and will each group be given a topic that they must further research so that supplemental materials (refereed articles, chapters, books, and other resources as appropriate) can be identified and placed into a zip folder for uploading into the respective assignment forum within Blackboard. A minimum of five distinct materials drawn from academic journals should be identified on the assigned topic in addition to other materials including book chapters, books, websites, blogs. Do not replicate sources used in the course. The topics to be further researched are:

   - Case Study
   - Phenomenology
   - Grounded Theory
   - Qualitative Data Analysis Approaches – Thematic Analysis
   - Qualitative Data Analysis Approaches – Constant Comparative Analysis
   - Reliability and Validity for Qualitative Research

3. **Completion of UT Tyler Office of Sponsored Research IRB Training Models and Passing Grade (10% of Final Grade) [FALL 2015 COHORT MEMBERS]**

   Before engaging in the collection of data for the conduct of research at UT Tyler, all primary investigators and co-investigators must complete online training before any IRB submissions are approved. Since doctoral students will be expected to engage in research activities during the course of the doctoral program, it will be expected that learners in this course will individually complete the 8 IRB modules and will be expected to attain a passing grade. You will be asked to complete the online test and submit evidence of your passing grade to receive credit for this assignment. Please upload the evidence (i.e. PDF of an email acknowledgement of your passing score or certificate) into the respective
Assignment Link in Blackboard. IRB Link: http://uttyler.edu/research/compliance/irb/training/

4. **Group in-class Article Critique Presentation (15% of Final Grade) [ALL COHORT MEMBERS]**

Learners will be assigned into small groups of 5 – 6 learners and will collectively select a published a full paper/refereed research conference proceeding from the *2015 Academy of Human Resource Development Conference* or from the *2015 UFHRD CD-ROM* that is of interest to critique and represents an empirical research study (i.e. a qualitative study, a quantitative study, a mixed method study). Following the *HRDQ* journal reviewer guidelines, the learners will develop a PowerPoint presentation that respectfully provides a critique of the selected proceeding. Learners should anticipate having a maximum of 15 minutes to present the critique of the proceeding. The presentation will be conducted in the class face-to-face session. Learners who become AHRD members can access the proceedings online as part of the membership benefits.

5. **Paired Written Dissertation Critique (15% of Final Grade) [ALL COHORT MEMBERS]**

Learners will form trios and will select a current (within the past three years) and relevant dissertation related to their respective research interests and will prepare a thorough written critique of it using guidelines provided by the facilitator. Learners must submit a paper copy of the dissertation along with the written critique. The written critique should not exceed 6 – 8 double-spaced pages. Please upload the assignment into the respective Assignment Link in Blackboard.

6. **Jointly Written Draft of Research Proposal and Poster Session Presentation in Class (25% + 5%* of Final Grade) [FALL 2015 COHORT]**

Learners will form pairs based upon their respective interests and will prepare a joint draft of a research proposal that identifies a gap in the literature that needs further attention, the relevant literature supporting the need for the proposed study, and an articulation of the research design approach to be proposed. This will include a fairly comprehensive Chapter 1, a fairly comprehensive Chapter 2, and an abstracted version of Chapter 3 [The document should not exceed 20 – 25 pages]. A portion of the research proposal grade will be based on the extensiveness of the learners’ reading program, along with thoughtful considerations of research design issues. Learners will also be asked to prepare a “Poster” for the in-class “Mini Research Conference” that will be held during the final class session on December 5, 2015. Please bring a printed copy of the draft of the jointly written research proposal to our final session for submission. Also, please upload the paper into the respective Assignment Link in Blackboard. *NOTE: Five (5) points of this grade will be determined
by the research/writing partners regarding degree of high quality participation and collaboration.

7. **Individually Written Draft of Dissertation Research Proposal and “Research Roundtable” Presentation in Class (40% of Final Grade) [FALL 2014 COHORT]**

Members of Fall Cohort 2014 will continue to delve into the literature on their respective topics and will continue to refine the proposed design, data collection, and analysis approaches for a proposed dissertation study. Members of this Cohort will develop a draft of Chapters 1, 2, and 3. [NOTE RE: Chapter 2: Since some of you may be continuing your immersions in topics identified in other courses, I will allow you to use/embed/integrate portions of these previously written papers as applicable and appropriate for this assignment. Please understand that simply “cutting and pasting” and fully duplicating previously submitted written papers is not the objective here, nor will it be acceptable. Rather, the intention is that you are focused on continual development and immersion in the literature so that your work is evolving and becoming more refined and that such refinement and movement forward towards further progress in the scholarly journey is evident. In essence, I do not want you to ‘reinvent the wheel’; however, I do not wish to see the same wheel replicated verbatim with every submission. Writing at the doctoral level evolves and continues to be refined, edited, expanded and further developed to get to the defensible proposal and dissertation stages]. The page length for this paper will be approximately 30 - 35 double-spaced pages. Please upload the paper into the respective assignment link in Blackboard. Please bring a printed final copy of the paper to our final class session. In addition to developing the draft of the dissertation research proposal, members of this Cohort will develop a “Working Paper” submission (following the UFHRD Guidelines) that will be featured in our “Mini Research Conference” to be held on the final class session.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Fall 2014 Cohort Percentage of Grade</th>
<th>Fall 2015 Cohort Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Active Course Participation</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>2. Resource Inquiry Groups</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>3. Completion of UTTyler Office of Sponsored Research</td>
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<td>10%</td>
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</table>
### Evaluation of Assignments:

Learners should note that all written assignments will be evaluated based upon the following criteria:

**Style:** Clarity of expression on the topic of the written assignment.

**Relevance:** Selection and expression of ideas, concepts, and information being provided to address the nature of the written assignment.

**Defensibility:** Demonstrated analytical and conceptual abilities that support the focus of the written assignment, and the quality of the support of evidence for statements included in the written assignments.

**APA Style:** All written assignments must be type written or prepared on a word processor or computer. All papers should be double-spaced and students are expected to use 6th edition APA reference style on all written assignments. All written assignments should be spell checked prior to submission.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>4. Group in-class Article Critique Presentation</td>
<td>15%</td>
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<tr>
<td>5. Written Dissertation Critique as a Trio</td>
<td>15%</td>
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<tr>
<td>6. Jointly Written Draft of Research Proposal and Poster Session Presentation in Class</td>
<td>30%</td>
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<tr>
<td>7. Written Draft of Chapters 1, 2, and 3 of the Dissertation</td>
<td>40%</td>
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<tr>
<td>Total Points</td>
<td>100%</td>
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</tbody>
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Grade Distribution: [Refer to “Graduate Policies and Programs Handbook”]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Grade Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>2</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D or F</td>
<td>Failing</td>
<td>1</td>
<td>60 – 69% = D</td>
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<td></td>
<td></td>
<td></td>
<td>&lt; 60% = F</td>
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Grade Replacement Policy:

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the census data for the semester. See the current semester’s schedule of classes for such date. During a normal semester, it is usually the 12th day of classes. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2008-10 Catalog, p. 26).

Additional Notes:

The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in advance.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignments Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Session #1</td>
<td>Preparation</td>
<td>Chapters 1 – 4</td>
<td>DUE: Read Chapters 1-4&lt;br&gt;DUE: Complete Contact Information/Learning Goals Forms&lt;br&gt;DUE: Bring 3 “research ideas” to the first session&lt;br&gt;DUE: Review AHRD Website</td>
</tr>
<tr>
<td>Session #1 – August 29, 2015</td>
<td>Getting Acquainted, Review of the Syllabus and Overview of Chapters 1 – 4: Business Research Strategies, Research Designs, Planning a Research Project and Formulating Research Questions, and Getting Started: Reviewing the Literature</td>
<td>Overview of Chapters 1 -4</td>
<td>DUE: Read Chapters 1-4&lt;br&gt;DUE: Complete Contact Information/Learning Goals Forms&lt;br&gt;DUE: Bring 3 “research ideas” to the first session&lt;br&gt;DUE: Review AHRD Website</td>
</tr>
<tr>
<td>In Between Session #1 and Session #2</td>
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<td></td>
<td>DUE: Upload a photograph and a brief biography into the “Getting to Know Our Learning Community” Blackboard Main Discussion Thread by September 19, 2015. Ideally, it would be optimal to embed a photo into a brief biography and then cut and</td>
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</tbody>
</table>

*NOTE: Additional readings may be provided to supplement chapter content and provide illustrations of different types of research.
Paste that material into the thread. Please avoid using attachments. Attachments of photographs may be permissible but do not attach Word or PDF files.

**DUE:** Read additional supplemental articles to reinforce topics between sessions

Alvesson & Sandberg (2013)  
Christensen & Raynor (2003)  
Torraco (2005)  
Boote & Beile (2005)  
Schminke (2009)  
Colquitt (2012)

**DUE:** Read Chapters 5 – 7, 14

Read the Relevant Literature as it relates to your interest area

Potential Guest Scholar on Library and Database Searching if Schedule Permits |
<table>
<thead>
<tr>
<th>In Between Session #2 and Session #3</th>
<th>DUE: Complete IRB Training Modules by October 17, 2015</th>
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<tr>
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<td>DUE: Read additional supplemental articles to reinforce topics between sessions</td>
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<tr>
<td></td>
<td>Agarwal, Echambadi, Franco, &amp; Sarkar (2006)</td>
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<td>Carpenter (2009)</td>
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<td>Ellinger et al. (2014)</td>
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<td>Gubbins &amp; Rousseau (2015)</td>
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<td>Kilduff (2007)</td>
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<td>Lepak (2009)</td>
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<td>Nimon &amp; Astakhova (2015)</td>
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<td>Session #3 – October 17, 2015</td>
<td>Overview of Chapters 16 – 19, 22: The Nature of Qualitative Research, Ethnography and Participant Observation, Interviewing in Qualitative Research, Focus Groups, Qualitative Data Analysis</td>
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<td>DUE: In class Group Article Critique Presentation Assignment on October 17, 2015</td>
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<tr>
<td>In Between Session #3 and Session #4</td>
<td>DUE: Read additional supplemental articles to reinforce topics between sessions</td>
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<td>Rocco (2003)</td>
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<td>Rocco (2010)</td>
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<td>Tracy (2010)</td>
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<td>Creswell (2007) Chapter 2</td>
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<td>Creswell (2007) Chapter 3</td>
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</table>

| In Between Session #4 and Session #5 |  |  | DUE: Read additional supplemental articles to reinforce topics between sessions |

Storberg-Walker (2012)
Bansal & Corley (2011)
Crescentini & Mainardi (2009)
Onwuegbuzie & Corrigan (2014)

DUE: Read Chapters 24 - 27

Read the Relevant Literature as it relates to your interest area

DUE: Trio Dissertation Critique on November 14, 2015

Summers (2001)
Ellinger & Yang (2011)

Please finalize the Resource Inquiry Group content for the zip file to be uploaded into Blackboard DUE: November 21, 2015

Read the Relevant Literature as it relates to your interest area
**Required and Suggested Supplemental Readings** (Listing is Incomplete)


**Some Published Examples of Different Research Designs**


*Please Also Refer to the Freely Available Award Winning and Highly Commended Articles in HRDQ – Special E-Issue*
Other Recommended Supplemental Textbooks and Readings
[Not Required for this Course]


A Listing of Potential Publication Outlets*

Adult Learning
Asian Pacific Education Review
New Horizons in Adult Education and Human Resource Development
Adult Education Quarterly
The Canadian Journal of Adult Education Studies
The International Journal of Lifelong Education
The Journal of Continuing Higher Education
The New Zealand Journal of Adult Learning
The Pennsylvania Association for Adult and Continuing Education (PAACE) Journal of Lifelong Learning
Human Resource Development Quarterly
Human Resource Development International
Human Resource Development Review
Advances in Developing Human Resources
Performance Improvement Quarterly
The Academy of Management Review
The Academy of Management Journal
The Academy of Management Executive
The Academy of Management Learning and Education
Strategic Management Journal
Asia Pacific Journal of Management
Leadership Quarterly
Human Resource Management Review
Journal of Organizational Behavior
Journal of Applied Behavioral Science
Journal of Managerial Inquiry
Organizational Dynamics
International Journal of Human Resource Management
International Journal of Manpower
Management Learning
Harvard Business Review
Sloan Management Review
California Management Review
The Journal of Workplace Learning
The International Journal of Training and Development
The Journal of Management Development
Human Resource Management
Human Resource Management Journal
International Journal of Human Resource Management
Journal of Applied Behavioral Science
Journal of Applied Psychology
Journal of Business and Psychology
Journal of Business Ethics
Journal of Career Development
Journal of European Industrial Training NOW European Journal of Training and Development
Journal of Occupational and Organizational Psychology
Organization Science
Organization Studies
Personnel Psychology
Personnel Review
Leadership and Organization Development Journal
Organization Development Journal
Journal of Organizational Behavior
Journal of Vocational Behavior
Journal of Vocational Education Research
Journal of Human Resources
Career Development International
Education & Training
Industrial and Commercial Training
The International Journal of Educational Management
Journal of Educational Administration
Journal of Knowledge Management
Employee Relations
Journal of Managerial Psychology
Journal of Change Management
Journal of Organizational Change Management
Personnel Review
Administrative Science Quarterly
Human Relations
Women in Management Review
Training
Training and Development Journal (ASTD)
Performance Improvement
The Learning Organization Journal: An International Journal
Business Horizons
International Business Review
Journal of International Management
Journal of World Business
International Journal of Management Reviews
The British Journal of Management
Journal of Management
SAM Advanced Management Journal
Journal of Management Studies
International Journal of Evidence Based Coaching and Mentoring

*Potential Conference Venues [Some may have published Conference Proceedings]:*

The Academy of Management (AOM)
The Academy of Human Resource Development (AHRD)
The Society for Advancement of Management (SAM)
The Southern Management Association (SMA)
The Society for Advancement of Management (SAM)
The Adult Education Research Conference (AERC)
The Annual Conference on HRD Research and Practice Across Europe [The UFHRD Conference Across Europe]
The AHRD Asian Chapter Conference
Midwest Research to Practice Conference
The American Association for Adult and Continuing Education (AAACE)
Association for Talent Development (ATD) (Formerly The American Society of Training and Development Conference (ASTD)
The International Society of Performance Improvement (ISPI)
The International Conference on Researching Work and Learning
Society of Human Resource Management Conference (SHRM)
SCUTREA Conference
Transformative Learning Conference (Columbia University)
The Institute of Behavioral and Applied Management (IBAM)

* Please note that these listings are suggestions only and may be incomplete

**Note 1: Tips for the Preparation of Written Materials [courtesy of Dr. Gary McLean]**

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. I don't expect you to be a master typist; correction of errors in pen will be acceptable.

All written materials should be produced in such a way that they are easy for the facilitators to read. They must be double spaced. All pages should be numbered. All written work must be produced in 12-point font. Do not use full justification for your margin (i.e., have all lines end at the same place). This practice adds considerably to reading time. Papers must meet these criteria in order to be graded. And please use a staple, not a paper clip, to hold the document together. Fancy plastic covers are unnecessary.

I assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Past 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 learner caught smoking in the halls will have their cigarettes confiscated. Better: Any learner caught smoking in the halls will have his or her cigarettes confiscated. Best: All learners 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.