HRD 6391: Advanced Seminar in Human Resource Development (HRD): Literature Review and Proposal Development

Spring, 2013
Saturday Mornings from 8:00 a.m. through 12:00 noon
Location: College of Business – Room 104

Fall Semester Executive Schedule: Saturday Mornings

January 12, 2013
February 2, 2013
February 23, 2013
March 23, 2013
April 20, 2013

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. Arrangements to communicate via Skype or by phone conference may also be scheduled. Please email to confirm an appointment time in person or via Skype or phone conference. Special appointments outside of these hours throughout the semester can be made via email. To make an appointment, please call (903) 566-7310 and leave a message with Jessica Crain or contact me by 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
Textbooks:


“Reading Circle/Book Club” Assignment textbook – A supplemental listing of additional relevant textbooks will be provided for an assignment that requires all learners to form 7 groups of no more than 5 members per group to discuss aspects of the selected book that provide tips, insights, and possibly different perspectives about the literature review, proposal development process and the overall dissertation journey.

Supplemental Referencing Resource:

http://www.apa.org

APA 6th Edition Free Tutorial:

There is a free tutorial and additional information regarding corrections to the 6th edition. Please complete this tutorial as this format will be used for all written assignments in this course. It will be expected that learners
have familiarized themselves with this format so that it can be correctly used for course assignments.

RefWorks Tutorial:

I believe that a free tutorial/training session is available on the use of this referencing software, therefore, I would like you to complete it. I will provide more information about this offering after conferring with Spencer Acadia, our Professional HRD librarian at The University of Texas at Tyler.

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/?action=relogin

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

Course Description and Purpose:

As an advanced doctoral seminar, this course will introduce learners to the concepts of a literature review and research proposal which are critical to the dissertation process. The research proposal is typically comprised of three chapters, of which, chapter 2 typically synthesizes and critiques the relevant literature in support of developing the compelling rationale and need for the research. Therefore, a well-focused, logical, well-organized, and well-written literature review is an integral part of this proposal document process. The integration of readings, in-class discussions, writing exercises, in-class workshops, and guest scholar(s) will be the primary approaches to facilitating this course.

Course Objectives:

During and upon completion of the course, learners will be challenged to become knowledgeable about the overall dissertation process, with a particular focus on delving into the literature and developing a foundational draft of the literature review (Cohort 2012) as well as a comprehensive foundational draft of the dissertation proposal (Cohort 2011). Learners will explore, discuss in small groups, and critically examine streams and domains of literature that are essential for understanding their phenomena of interest. Learners will also engage in
discussions about the overall dissertation process, and the elements required to develop a thorough and defensible proposal. It is anticipated that those in Cohort 2011 will have an opportunity to experience a mock dissertation proposal defense. It is anticipated that learners will:

- Understand the procedures for reviewing, critiquing and synthesizing the research literature and gain insights about how to organize, manage, and conduct a literature review.
- Critique and evaluate the quality of human resource development, management, change, and related research literature.
- Develop skills in preparing the various parts of a research proposal.
- Prepare foundational drafts of Chapters 1, 2, and 3 (Cohort 2011) and a foundational draft of Chapter 2 (Cohort 2012).
- Experience group dynamics through collaborative learning projects and in-class activities; 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 academic writing for the dissertation journey and further develops research, writing, and critical thinking skills specifically focused on the literature review and development of a defensible proposal. 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 as deemed necessary and relevant. 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, largely drawn from the required textbooks for this course 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.

Attendance, Cell Phone, Mobile Devices, Pager, and Laptop 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, BlackBerries, I-pods, I-phones, and pagers 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, or sending instant messages
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 = Please refer to “staggered submission schedule for final documents”

**April 22, 2012 – 9:00 a.m. CST**

Paula Anthony  
Afton Barber  
Bo Chapman  
Cathy Cockrell  
Gayle Haecker  
Ame Lambert  
Mary Lynn Lunn  
Steve Maffei  
Diana McBurnett  
Abbe Ulrich  
Joe Atiwate

**April 29, 2013 – 9:00 a.m. CST**

Susan Adams  
Katrina Baxter  
Demetra Baxter-Smith  
Garnesha Beck  
John Beck  
Jana Belzer  
Laura Briscoe  
Tammy Burnette  
David Gano  
John Kirkpatrick  
Elva Resendez  
Jimmy Rumsey

**May 6, 2013 – 9:00 a.m. CST**

Beth Adele
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: http://www2.uttyler.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.uttyler.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

**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.

**Overview of Course Schedule:**

- **Week #1 – January 12, 2013 Session #1:**
  - Getting re-acquainted and reconnected relative to our cohorts and learning community; Review of the Syllabus and Overall Expectations; and, Getting Started: Machi & McEvoy Text Chapters 1 and 2; Locke, Spirduso & Silverman Text Chapters 1, 3, and 4; Guest Scholar: Spender Acadia – Professional Librarian (Muntz Library Overview of relevant databases, search tools; hands-on experiences in the Library Computer Lab)

- **Week #2 - February 2, 2012 Session #2:**
  - Continuing our Journey: Machi & McEvoy Text Chapters 3, 4, and 5; Locke, Spirduso & Silverman Text Chapters 2 and 5

- **Week #3 – February 23, 2013 Session #3:**
  - Continuing our Journey: Machi & McEvoy Text Chapter 6; Locke, Spirduso & Silverman Text Chapters 6 and 7

- **Week #4 – March 23, 2012 Session #4:**
  - Writing Workshop – Preliminary Feedback Through Discussion Circles

- **Week #5 –April 20, 2013 Session #5:**
  - Bringing the Course to Closure, “Mock ‘Fishbowl’ Dissertation Proposal Defenses” for Cohort 2011 with members of Cohort 2012 actively observing or participating on the mock committees.
Required Course Assignments: [NOTE: Assignments are due on the date scheduled for submission. All assignments are required to be submitted online via Blackboard assignment links as well as submitting a copy of the assignment in person during scheduled class sessions. This approach ensures that all assignments are date/time stamped and archived in Blackboard, processed through the Plagiarism software, as well as personally submitted in print copy format. Late papers and projects will not be accepted unless learners have made special arrangements with the facilitator. 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, it should be anticipated that the grade received will be lowered in accordance with the tardiness of submitted late assignments].

1. ALL COHORT MEMBERS - ACTIVE COURSE PARTICIPATION (20% of Final Grade)

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 milestone 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. [NOTE: Milestone Assignments Will Not Be Graded. These assignments are intended to create milestone markers to ensure that progress is being made. Feedback will be provided to the fullest extent possible.]

2. ASSIGNMENT FOR NEW COHORT MEMBERS (Fall, 2012 Cohort): “Paired Learners” Dissertation Critique (20% of Final Grade)

Learners in Cohort Fall, 2012 will form pairs (or possibly one group of three in addition to the pairs or an individual) and will select a current (within the past two 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 copy of the dissertation along with the written critique. Please upload the critique to the respective assignment link on Blackboard along with the dissertation (but please note that a paper copy of the dissertation must be submitted in person with the dissertation critique. Please be prepared to provide a brief overview of key observations, key learnings, or questions based upon the paired critiqued for an in-class discussion.

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3. **“READING CIRCLE/BOOK CLUB” ASSIGNMENT FOR ALL COHORT MEMBERS: Article Assignment (10% of Final Grade)**

   A supplemental listing of additional relevant textbooks will be provided for an assignment that requires all learners to form 7 groups of no more than 5 members per group to discuss aspects of the selected book that provide tips, insights, and possibly different perspectives about the literature review, proposal development process and the overall dissertation journey. Although it is optimal and preferred that all group members consider reading the entire textbook selected, it is possible that all members of the reading circle/book club group may elect to read specific chapters and then report on those insights gleaned from this specific reading. An in-class group presentation on “tips,” “insights/guidance”, “key learnings,” “ideas,” will be presented during an in-class session.

4. **ASSIGNMENT FOR NEW COHORT MEMBERS (Fall, 2012 Cohort) Review of Literature (50% of Final Grade)**

   Members of Cohort 2012 will continue to delve into the literature on their respective topic and will develop a literature review that is well-organized, logical in sequence in flow, and well-focused on their phenomenon of interest. The page length for this paper will be approximately 20 - 25 double-spaced pages. The final paper will be due on May 6, 2013 at 9:00 a.m. CST. Please upload the paper into the respective assignment link in Blackboard. If learners are on campus, a printed final copy of the paper would also be welcome in addition to the uploaded paper.

5. **ASSIGNMENT FOR FALL 2011 COHORT MEMBERS (Fall, 2011 Cohort) Draft of Dissertation Proposal – Chapters 1, 2, and 3 (70% of Final Grade)**

   Members of Cohort 2011 will continue to delve into the literature on their respective topic and will develop a literature review that is well-organized, logical in sequence in flow, and well-focused on their phenomenon of interest. In addition to this chapter devoted to the literature review, members of this Cohort will also develop a draft of Chapters 1 and 3. The page length for this paper will be approximately 40 - 50 double-spaced pages. The final paper will be staggered as noted by the due dates below. Please upload the paper into the respective assignment link in Blackboard. If learners are on
campus, a printed final copy of the paper would also be welcome in addition to the uploaded paper.

11 Proposal Drafts Due on April 22, 2013 at 9:00 a.m. CST

11 Proposal Drafts Due on April 29, 2013 at 9:00 a.m. CST

11 Review of the Literature Drafts Due on May 6, 2013 at 9:00 a.m. CST

Summary of Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>1. All Members of the Cohorts: Active Course Participation</td>
<td>20%</td>
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<tr>
<td>2. New Members of the Cohorts (Fall, 2012): “Paired Learners” Dissertation Critique</td>
<td>20%</td>
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<tr>
<td>3. All Members of the Cohort (Fall, 2011 and Fall, 2012): “Reading Circle/Book Club” Presentations</td>
<td>10%</td>
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<tr>
<td>4. New Members of the Cohorts (Fall, 2012): Foundational Draft of the Literature Review (Chapter 2)</td>
<td>50%</td>
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<tr>
<td>5. Fall 2011 Cohort Members: Foundational Draft of the Dissertation Proposal Chapters 1, 2, and 3</td>
<td>70%</td>
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<td>Total Points</td>
<td>100%</td>
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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 and should be page numbered.

**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>
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</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>
</table>
| **Pre-Session #1 Preparation** |                                                                               | M & M Chapters 1 and 2  
L, S & S Chapters 1, 3, and 4 | *NOTE: Additional readings may be provided to supplement chapter content.          |
| **Session #1 – January 12, 2013** | Getting re-acquainted and reconnected in Our Learning Community;  
Review of the Syllabus and Overall Expectations; and, Getting Started | Review of Pre-Session #1 Readings  
File Card Topic Activity  
Selection of “Reading Circle/Book Club” Books  
Guest Scholar: Professional Librarian Spencer Acadia | **DUE:** Ensure that pre-reading is completed in advance of Session #1.  
**DUE:** Bring a copy of syllabus to Session #1.  
**DUE:** Complete Contact Information/Learning Goals Forms and bring to Session #1. **DUE:** Contact Information/Learning Goals Forms. |
| **In Between Session #1 and Session #2** | Continuing Our Journey | M & M Chapters 3, 4 and 5  
L, S & S Chapters 2 and 5  
Supplemental Readings TBA  
Boote & Beile (2005)  
Torraco (2005) | **DUE:** Complete Readings and Tutorials on APA 6th Edition and RefWorks  
**DUE:** Work on Milestone Assignment 1: Develop a 1 – 2 page overview of your topic, the gap, the significance/so what (for members of Cohort Fall, 2011, you may also consider the anticipated design associated with your study). |
|---|---|---|
| **Session #2 – February 2, 2013** | Continuing Our Journey | Review of Readings from “In Between Session #1 and #2”  
Supplemental Readings TBA | **DUE:** Milestone Assignment 1: Develop a 1 – 2 page overview of your topic, the gap, the significance/so what (for members of Cohort Fall, 2011, you may also consider the anticipated design associated with your study). |
| In Between Session #2 and Session #3 | Continuing Our Journey | M & M Chapter 6  
L, S & S Chapters 6 and 7  
Supplemental Readings TBA  
Rocco (2003) | **DUE:** Work on “Reading Circle/Book Club” Presentations.  
**DUE:** Work on Milestone Assignment 2: Work on creating a “Literature Grid” and a preliminary outline of your literature review chapter. |
| Session #3 – February 23, 2013 | Continuing Our Journey | Review of Readings from “In Between Session #2 and #3 Readings”  
Supplemental Readings TBA | **DUE:** “Reading Circle/Book Club” Presentations (approximately 15 minutes per group to share key insights, tips, learnings, etc. to full learning community).  
**DUE:** Milestone Assignment 2: Submit a “Literature Grid” and a preliminary outline of your literature review chapter. |
<table>
<thead>
<tr>
<th>In Between Session #3 and Session #4</th>
<th>Continuing Our Journey</th>
<th>Supplemental Readings TBA</th>
<th><strong>DUE:</strong> Continue to read the relevant literature as it relates to your interest area for the required papers</th>
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<td><strong>DUE:</strong> Members of Fall, 2012 Cohort work on Dissertation Critique.</td>
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<td><strong>DUE:</strong> Milestone Assignment 3: Work on developing a not to exceed 5 page overview of either your literature review and/or dissertation proposal.</td>
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<tr>
<th>Session #4 - March 23, 2013</th>
<th>Continuing Our Journey</th>
<th>Review of Readings as Necessary (Text Chapters or Supplemental Readings) “Pass-A-Long Discussion Circle Feedback on Executive Summaries”</th>
<th><strong>DUE:</strong> Fall, 2012 Cohort Members: Dissertation Critique. Bring a paper copy of the dissertation and your critique (also upload both to Blackboard) and be prepared to provide a brief overview of the dissertation and key learnings.</th>
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<td></td>
<td><strong>DUE:</strong> Milestone Assignment 3: Develop and submit a not to exceed 5 page overview of either your literature review and/or dissertation proposal.</td>
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<tr>
<td>In Between Session #4 and Session #5</td>
<td>Continuing Our Journey</td>
<td><strong>DUE:</strong> Continue to read, synthesize and write up the document due for your respective Cohort. Members of Cohort Fall, 2011 will, based upon feedback received on Session #4, prepare a revised 5 page overview that synthesizes the content of Chapters 1, 2, and 3 in preparation for the Mock Proposal Defenses. This revised “executive summary document of these chapters” will be due on April 15, 2013 to enable colleagues to read and prepare questions for the defense.</td>
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| Session #5 – April 20, 2013 | Bringing the Course to Closure, “Mock ‘Fishbowl’ Dissertation Proposal Defenses” | **DUE:** Bring paper copies of your Executive Summaries in preparation for the “Mock Defenses”  

[**NOTE:** Final papers are due on a “staggered schedule”. Please upload all final papers to the respective assignment link on Blackboard and, if possible, mail or deliver a paper copy to the facilitator].  

**DUE DATES:**  
April 22, 2012 – 9:00 a.m. CST  
Paula Anthony  
Afton Barber  
Bo Chapman  
Cathy Cockrell  
Gayle Haecker  
Ame Lambert |
<table>
<thead>
<tr>
<th>April 29, 2013 – 9:00 a.m. CST</th>
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<tbody>
<tr>
<td>Mary Lynn Lunn</td>
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<td>Steve Maffei</td>
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<td>Diana McBurnett</td>
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<td>Abbe Ulrich</td>
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<td>Joe Atiwate</td>
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<td>Garnesha Beck</td>
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Required Supplemental Readings (Listing is Incomplete)


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
Organization Science
Organization Studies
Personnel Psychology
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
*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 Adult Education Research Conference (AERC)
The Annual Conference on HRD Research and Practice Across Europe
The AHRD Asian Chapter Conference
Midwest Research to Practice Conference
The American Association for Adult and Continuing Education (AAACE)
The American Society of Training and Development Conference (ASTD)
The International Society of Performance Improvement (ISPI)
The International Conference on Researching Work and Learning
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.
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. Useful reference books (bibliographies, punctuation, etc.):
   - Publication manual of the American Psychological Association (6th Ed.) This can also be found online at: http://www.apa.org