

HRD 6391 Advanced Topics in HRD: Critical Thinking in HRD Research

The University of Texas at Tyler

College of Business and Technology
Department of Human Resource Development and Technology

Syllabus

Course:	HRD 6391	Instructor:	Greg G. Wang
Title:	Critical Thinking in HRD Research	Office:	COB315.13
Section:	501	Office Hours:	By Appointment.
Semester:	Summer 2020	Phone #:	903-565-5910
Class Time:	1:00—5:00 pm	Email:	gwang@uttyler.edu
Zoom:		Preferred Contact:	Email
Location:	https://uttyler.zoom.us/my/gregwang		

Course Content:

This course challenges and develops your critical thinking scope and capacity based on your research interest and topic. Different thinking modes and styles will be introduced to reinforce your learning to strengthen and improve your critical thinking capacity.

Course Learning Objectives:

A major purpose of this course is to develop your critical thinking skills. Learning outcomes include:

- To develop an understanding on the importance of critical thinking in HRD research;
- To develop advanced skills in critical thinking in following areas
 - Rigorous logical thinking
 - Deductive reasoning
 - Inductive reasoning
 - Abductive reasoning
 - Scientific thinking
 - Independent thinking
 - Rational thinking

With the above skills in critical thinking, ultimately, this course prepares you with capacities in innovative thinking for HRD research.

Required Textbooks, Materials, and Readings:

Mardi, P. M. (2017). Critical thinking: Tools for evaluating research. University of California Press.

Other readings as assigned previously.

Grading Policy and Criteria to Determine Final Course Grade:

Grade distributions

- Literature Critiques (20%)
 - Presentation (3%)
- Team debate (20%)
- Final Paper--Critical Thinking Essay (30%)
- Learning participation and engagement (22%)
- Final presentation (5%)

Grading Standard

- 90% or above: A
- 80—89%: B
- 70—79%: C
- 69 or below: F

Class Meeting Schedule:

Saturday, May 16, 2020, 1—5pm
Saturday, June 13, 2020, 1—5pm
Saturday, July 11, 2020, 1—5pm
Saturday, August 1, 2020, 1—5pm

Date of Final Exam:

No exam; Final paper and presentation due online: Saturday, August 1, 2020.

Date to Withdraw without Penalty:

See the Registrar's office deadline.

Attendance and Make-Up Policy:

Attending all class sessions is expected and required for successful completion of learning objectives. If absences occur, it is your responsible for contacting the instructor in advance so that adjustments and arrangements can be made to the instructional activities planned for a specific session. You are also responsible for all work that is missed due to absent from any class meeting, or portion of it. Since a portion of your grade is based upon class participation and engagement, 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 is likely to result in a final grade that is one letter grade lower 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 days, university authorized sports activities, or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Class Participation

This course is designed as a hybrid format combining face-to-face instructions and online learning through Canvas discussion forum. Your participation in face-to-face and online discussions are critical for the designed learning. Please feel free to email me any time if you have learning related questions.

Online Participation:

Online activities may be assigned as needed and directed by the instructor.

Writing Style

All writing assignments are to follow APA style with 1” margins on all sides, double-spaced, 12 font-size Time New Roman. For rewritten assignments, please use first person. For example, instead of “this review of literature was conducted by...” it is preferred to use “I conducted the literature review...”

Scholarly writing takes time and effort. You may seek writing assistance in the UT Tyler Writing Center. A rule of thumb for this type of writing is to avoid colloquial or oral language, e.g., spell out “cannot” instead of “can’t” and avoid IM language such as LOL, OMG, etc.

UT Tyler Honor Code

According to UT Tyler Honor Code, every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Therefore, academic dishonesty, such as unauthorized collusion, plagiarism, and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. 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.

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://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and

keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

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 12th day of class (See Schedule of Classes for the specific date).

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

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

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.

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.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to,

cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
 - copying from another student’s test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules

on scholastic dishonesty.

UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](#) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)

Literature Article(s) Critiques and Presentation

Due: June 13, 2020
Points: Critiques—25%; Presentation: 5%

Objectives

This assignment is designed as an exercise to develop and practice your skills and ability in critical thinking on a topic of your choice.

Assignment

You are to identify as least one peer-reviewed published article deemed important and influential in your current research area and conduct thorough critiques. Ideally, you can select 2 or more related articles and conduct critiques by comparison and contrast, integrated with additional literature reviews and analysis.

If you are not able to identify targeted critiquing article(s), you may use McLean and McLean (2001), and/or Garavan, et al., (2018), or any of the NHRD literature listed in the readings of this course.

Content Requirement

1. Begin the critiques with a complete citation in proper APA format.
2. Briefly explain why you select the article(s) for the critical thinking exercise.
3. Briefly summarize the article's content: No more than 400 words of your own description. If you selected more than one article, each additional article may add 250 more words.
4. Critique the article in one or more of the following areas:
 - a. For empirical studies, identify any weaknesses or any occasions when you think the author's results may be challenged.
 - b. For theory or conceptual articles, identify occasions where the theory, model, process or ideas won't work with literature support.
 - c. Identify any logical and/or methodological inconsistency or inadequacy with literature support.
 - d. If you select multiple articles for critiques, necessary comparison and contrast of any of the above areas will be expected.
 - e. Note that a major portion of your grade will depend on the quality of your critiques and analysis.
5. The paper should be a minimum of 5 double-spaced typed pages in length excluding cover page and references. 20 percent points will be deducted for late submissions (all critiques must be completed to receive a grade for the assignment).
6. You are strongly encouraged to reference additional research articles. Please structure your writing with headings and subheadings.
7. Your presentation will also be focused on your critiques and analysis of the targeted article(s).

Final Paper and Presentation

Due: August 1. Presentation during the last class session

Points: Final paper--30%; Presentation 5%.

Objectives

These assignments are designed for you to initiate, develop, or improve your critical thinking skills and capability.

The focus will be on relevance and rigor of your writing in relation to the HRD topic of your choice.

Assignment

Select an issue related either to your dissertation topic or any other topics relevant to social, political, cultural or organizational related, and articulate (1) the popular or ongoing development or status of the topic, and (2) your critical thinking-based analysis and arguments.

You are encouraged to combining this assignment with your ongoing literature review for your dissertation research. However, you are free to select any other controversial sociocultural or political related topics, such as abortion, gun-control, death penalty, and so on. For the latter topics, however, you must justify why your selected topic is relevant and important for HRD.

Requirement:

1. Your writing does not have to be long. It is sufficient for the paper to be in 8-10 page range. I do expect high quality writing all things considered.
2. Your writing needs to be justified with legitimate and published sources such as those in research or trade journals, or even media reports.
3. No need to present research method. You do need to show clear reasonings of your critical thinking with a reasonable structural organization of the essay. You are strongly encouraged to refer to the inductive, deductive, and abductive reasoning we discussed in HRD 6312 in the previous semester.
4. Please keep in mind that relevance and rigor (in reasoning) are always useful criteria for scholarly writings.
5. Start the paper with an introductory paragraph highlighting your selected phenomenon, issue, or topic. Use justifications as necessary.
6. Structure your paper in appropriate subheadings when necessary.

Submission Requirement:

- Submit the completed paper following appropriate link under Assignment in Canvas by the due date
- Late submission will receive 20% deduction.
- Proofread your writing before submission.
- No hard copy assignment will be accepted.

Presentation: Your presentation will be no more than 8 minutes, followed by a brief Q&A session.

Team Debate

Due: Saturday, July 11. During class session.

Points: 20%

Objectives

This research-based activity is designed to engage students in team-based critical thinking through research, analysis and on-site debate.

Assignment

1. The participants will be divided into two teams and assigned to two opposite positions (pro vs. con) of the following resolution:
The Social Responsibility of Business is to Increase Profits.
2. Two teams will need to conduct research to review and analyze the literature and prepare for your corresponding position. The following references is available for you to start your research and debate arrangement.

Friedman, M. 1970. The Social Responsibility of Business is to Increase Profits. *The New York Times*.

Mulligan, T. 1986. A critique of Milton Friedman's essay "The social responsibility of business is to increase its profits." *Journal of Business Ethics*, 5: 265-269.

Dunn, C. P., & Burton, B. K. (2006, July). Friedman's "The social responsibility of business is to increase its profits": A critique for the classroom. In *Proceedings of the International Association for Business and Society* (Vol. 17, pp. 292-295).

3. Teams are to conduct your own brainstorm and coordination on the debate.

Requirement

Debate will take place during the third class session in the following procedure:

1. Positioning statement: Each team appoint 1 person to present positioning statement with logical derivation and research based rationale on why your position should be justified (Pro vs. Con)—Each team allows for 5 min.
2. Rebuttal and arguments: presenting pro and con speakers alternately until each debater in both teams present his/her relevant argument (untimed but must alternating team members)
3. Closing statement: Each team representative (different from step 1) to conclude the debate summarizing its position and arguments (3 min)

Note that this is a research-based activity, additional literature search and review is necessary to strengthen your team's positioning and arguments.

Tentative Learning Agenda

This course will be divided into five learning modules and combined with online discussions as outlined below

1. Basics in Critical Thinking (5/16)

- Introduction: Overview of agenda
- Modes of thinking
- What constitutes critical thinking?
- Why critical thinking is important?
- Principles of critical thinking
- Critical thinking and innovation

Required Readings: (Additional readings will be assigned)

Textbook: Introduction, Chapters 6 and 7.

- Chen, X. P. (2008). Independent thinking: A path to outstanding scholarship. *Management and Organization Review*, 4, 337-348.
- Cho, E., & McLean, G. N. (2004). What we discovered about NHRD and what it means for HRD. *Advances in Developing Human Resources*, 6, 382-393-And all articles in that issue.
- Lynham, S. A., & Cunningham, P. W. (2006). National human resource development in transitioning societies in the developing world: Concepts and challenges. *Advances in Developing Human Resources*, 8, 116-135.
- McLean, G. N. (2004). National human resource development: What in the world is it? *Advances in Developing Human Resources*, 6, 269-275.
- McLean, G. N. (2014). National HRD. In N. E. Chalofsky, T. S. Rocco, & M. L. Morris (eds). *Handbook of Human Resource Development* (pp. 643-660), Wiley.
- McLean, G. N., Lynham, S. A., Azevedo, R. E., Lawrence, J. E., & Nafukho, F. M. (2008). A response to Wang and Swanson's article on national HRD and theory development. *Human Resource Development Review*, 7, 241-258
- McLean, GN & Osman-Gani. (2015). National HRD. In R. Poell, TS Rocco, & GL Roth (eds). *Routledge companion to human resource development* (p. 171-180). Routledge.
- Paprock, K. E. (2006). National human resource development in transitioning societies in the developing world: Introductory overview. *Advances in Developing Human Resources*, 8, 17-27- All in that issue.
- Wang, G., & Swanson, R. A. (2008). The idea of national HRD: An analysis based on economic and theory development methodology. *Human Resource Development Review*, 7, 79-106.

2. Critical Thinking with Hands on Activities: Presentation (6/13)

- Examples of critical thinking in HRD research

- Sharing your critical thinking experience: Presentation of your article critiques

Required Readings:

Textbook: Chapters 2 and 3

- Alagaraja, M., & Wang, J. (2012). Development of a national HRD strategy model: Cases of India and China. *Human Resource Development Review*, 11, 407-429.
- Alagaraja, M., & Githens, R. P. (2016). Capacity and capability building for national HRD: A multi-level conceptual framework. *Human Resource Development Review*, 15, 77-100.
- Ennis, R. H. (1993). Critical thinking assessment. *Theory into practice*, 32, 179-186.
- Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational leadership*, 43, 44-48.
- Garavan, T., Wang, J., Matthews-Smith, G., Nagarathnam, B., & Lai, Y. (2018). Advancing national human resource development research: suggestions for multilevel investigations. *Human Resource Development International*, 21, 288-318.
- Wang, J. (2012). HRD for societal development: what can we learn from social entrepreneurship in the developing world?. *Advances in Developing Human Resources*, 14, 305-317 -- All articles in that issue.

3. Critical Thinking with Hands on Activities: Group Debate (July 11)

- Practicing critical thinking: Team debate.

Debate Topic: Corporate social responsibility is to increase profits

See Team Debate assignment page for details

Required Readings:

Textbook: Chapters 4 and 5.

- Friedman, M. 1970. The Social Responsibility of Business is to Increase Profits. *The New York Times*.
- Mulligan, T. 1986. A critique of Milton Friedman's essay "The social responsibility of business is to increase its profits." *Journal of Business Ethics*, 5: 265-269.
- Dunn, C. P., & Burton, B. K. (2006, July). Friedman's "The social responsibility of business is to increase its profits": A critique for the classroom. In *Proceedings of the International Association for Business and Society* (Vol. 17, pp. 292-295).
- McLean, G. N., & McLean, L. D. (2001). If we can't define HRD in one country, how can we define it in an international context? *Human Resource Development International*, 4(3), 313-326.
- McLean, G. N. (2006b). Rethinking adult learning in the workplace. *Advances in Developing Human Resources*, 8(3), 416-423.

Lack, C. W., & Rousseau, J. (2016). *Critical thinking, science, and pseudoscience: Why we can't trust our brains*. Springer Publishing Company.

4. Wrap-up and Final Presentation (8/1)

Final paper due: 8/10

(Note: Instructor reserves the right to revise the agenda and/or the outline)