

The University of Texas at Tyler
Soules College of Business
Department of Human Resource Development Ph.D. Program

Syllabus

Course: HRD 6360 Dissertation Proposal	Instructor: Greg G. Wang
Title: Development	Office: COB315.13
Section: 001	Office Hrs: 2:30-4:00pm Tue, Thur
Semester: Fall 2019	Other Avail.: By appointment
Class Time: See class schedule	Phone #: 903-565-5910
Location: COB112	Email: gwang@uttyler.edu

Course Description:

As an advanced doctoral seminar, this course is designed to assist learners in the preparation of their dissertation research proposal by integrating learning in all earlier courses. The focus will be on developing the first three chapters of a dissertation, from identifying research problems to defining research questions in Chapter 1, to literature analysis and synthesis for research gap in Chapter 2, and to research method selection and research planning.

Prerequisite:

Learners should have successfully completed HRD 6350, HRD 6312, and at least one quantitative and qualitative research methods course, respectively, prior to enrolling in this course.

Learning Objectives:

Upon completion of the course, learners should be able to:

- Describe the research process;
- Outline the components of a dissertation;
- Determine and justify a research topic of importance in HRD;
- Identify an appropriate theoretical base for their research;
- Develop a conceptual model relevant to their research;
- Write the first three chapters of their dissertation;
- Identify and reduce/eliminate barriers that may interfere with the development of a high-quality dissertation proposal.
- Develop and follow an appropriate timeline for completion of their dissertation;
- Produce an acceptable draft of the dissertation proposal consisting of first three chapters of their dissertation by the end of the course.

Required Textbooks:

Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2018). *Writing the winning thesis or dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin press. (JRG)

Terrell, S. R. (2015). *Writing a proposal for your dissertation: Guidelines and examples*. Guilford Publications.

Supplemental Readings:

APA publication manual (6th ed.). Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-0561-5 or www.apastyle.org

Other readings in the references section of this syllabus.

Grade Distribution

- Assignment 1. Chapter 1 (20%)
- Assignment 2. Chapter 2 (25%)
- Assignment 3. Chapter 3 (20%)
- 3 Online Discussions: (15%; each for 5%)
- Classroom participation (15%)
- Mock proposal defense (5%)

Final Course Grade:

Grade:	Level of Performance	Grading Scale
A	Excellent	90 – 100%
B	Average	80 – 89%
C	Poor	70 – 79%
D or F	Fail	< 69% = F

Date of Final Exam:

Final presentation-Mock proposal defense due Friday, December 6.

Date to Withdraw without Penalty:

Please see university policy

Class Calendar:

1. 8:00 to 12:00 pm, September 7,
2. 8:00 to 12:00 pm, September 27,
3. 8:00 to 12:00 pm, October 19,
4. 8:00 to 12:00 pm, November 16,
5. 8:00 to 12:00 pm, December 7.

Attendance and Make-Up Policy:

Attending all five class sessions is expected and required for successful completion of learning objectives. No absent is expected in normal situation as each session constitutes 20% of classroom learning. If emergency occurs, it is your responsible for contacting the instructor in advance for permissions of alternative arrangements so that adjustments 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 Engagement and Participation

This course is designed as a hybrid format combining face-to-face instructions and online learning through Canvas discussion forum. You are expected to attend all the scheduled classroom sessions and complete all required online discussion activities. Please also feel free to email me any time if you have learning related issues or questions.

Writing Style

All writing assignments are to follow APA style with 1” margins on all sides, double-spaced, 12 font-size Time New Roman, and left justified.

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.

Academic Dishonesty Statement

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, quit lines, 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 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.

Required Course Assignments and Activities

(Assignments must be submitted on the due date and time scheduled. Late submissions will not be accepted without prior approval. Approved late submissions may result in lower grades)

1. Writing Assignment 1 (20%)

This assignment will be the chapter 1 of your proposal. It must include the following components:

- Research problem or phenomenon under study
- Research questions
- Significance of the study
- (Optional) Overview of the study

2. Writing Assignment 2 (25%)

This assignment is the chapter 2 of your proposal on review of the literature. It must include the following components:

- Literature search strategies: Where and how you locate your literature
- Literature analysis strategies: How do you make sense of the literature
- Literature analysis in organized structure according to one or more of your specified coding or organizing strategies.
- Your research gap(s), research question(s), or hypotheses justified through the above literature presentation and analysis.
- Your conceptual model(s) based on your literature analysis outcomes.

3. Writing Assignment 3 (20%)

This assignment is the chapter 3 of your proposal on research method. It must include the following components:

- Review of relevant methodological literature to justify why your selected method is most appropriate for the study
- Your data source(s) and why they are selected
- Your data collection strategies: What if your data collection goes north—any contingency plan?
- Your current IRB process and/or plan
- Your data analysis strategies:

4. Three Online Discussions (15%)

- *Discussion 1:* Briefly describe the current status of your dissertation research in one page or less. Be sure to include: 1. Your topic, 2. your advisor if known, 3. the empirical data and methods. 4. Describe some of the major tasks you have been doing to move your research forward. Respond to at least two of your peers' posts.
- *Discussion 2:* Write a research memo in 1 page or less on key issues you are currently working on. It could be a sketch of a research idea in the dissertation, an outline of a new section of the proposal in Chapter 2 literature review, or a memo about a current roadblock and/or potential solutions. Respond to two other peers' research memos.
- *Discussion 3:* Write a summary of progress on your research goals for the quarter. If you fell short, why? Discuss strategies to improve in the future

5. Active Class Engagement and Participation (15%)

Active class engagement includes attending all sessions, thoroughly preparing for all class meetings, and being actively involved in all class activities to share your thoughts on issues under discussion or analysis, both facilitated in class and in online format. Being present, being prepared, being respectful, and actively and thoughtfully engaged are critical aspects of this component of the final grade.

6. Fish-bowl Activities: Mock Proposal Defense (5%)

Tentative Class Schedules

Session 1. Introduction: Basics on Dissertation Proposal (9/7)

- Review of syllabus and expectations
- What is a dissertation proposal?
- Expectations for dissertation research
- Working with your advisor and dissertation committees
- Getting organized: Managing time and priority
- Developing proposal = developing a process

Required textbook readings:

JRG: Part I, Chapters 1-4;

Terrell: Chapter 1;

Session 2. Components and decision-making for Chapter 1 (9/28)

- Structure of Chapter 1: Required vs. optional components
- What are required vs. optional components in Chapter 1
- Research Problem
- Research questions

Required textbook readings:

JRG: Chapter 5.

Terrell-Chapter 2.

Assignment 1 Due:

Chapter 1 Introduction of your proposal

Online Discussion 1 Due**Session 3. Components and decision-making for Chapter 2 (10/19)**

- Discussion of feedback on your assignment 1.
- Developing your own iterative process
- Identifying a theoretical base for your research in the literature
- Developing your own conceptual models
- Developing your theoretical contributions
- Structuring your Chapter 2
- Literature patterning, analysis and synthesis

Required Textbook Readings:

Terrell: Chapter 3; JRG: Chapters 6 and 7.

Assignment 2 Due:

Chapter 2 of your proposal is due.

Online discussion 2 Due**Session 4. Components and Consideration for Chapter 3 (11/16)**

- Discussion of feedback on Assignment 2, Chapter 2.
- Methodological issues: Quantitative, qualitative, vs. mixed methods
- Instrumentation / reliability and Data analysis decisions

- Ethics and conduct in research excellence

Required Textbook Readings:

JRG: Chapters 8 & 9

Terrell: Chapters 4, 5, 6, & 7

Assignment 3 Due:

Chapter 3 of your proposal

Online Discussion 3 Due

Session 5. Fish-bowl activities: Mock Proposal Defense (12/6)

- Discussion of Feedback on Assignment 3, Chapter 3.
- Fish-bowl activities
- Wrap-up

Required Readings

Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 125-133.

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(5), 3-15.

Ellinger, A. D., & Yang, B. (2011). Creating the whole from the parts. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.115- 124). San Francisco, CA: Jossey-Bass.

Kohler, T., Landis, R. S., & Cortina, J. M. (2017). From the editors: Establishing methodological rigor in quantitative management learning and education research: The role of design, statistical methods and reporting standards. *Academy of Management Learning & Education*, 16(2), 173-192.

Merriam, S. B., & Simpson, E. L. (1995). A guide to research for educators and trainers of adults (2nd ed.). Malabar, FL: Krieger Publishing Company. (Chapter 3).

Nimon, K. (2011). [Editorial] Improving the quality of quantitative research reports. *Human Resource Development Quarterly*, 22, 387–394.

- Nimon, K. F., & Astakhova, M. (2015). Improving the rigor of quantitative HRD research: Four recommendations in support of the general hierarchy of evidence. *Human Resource Development Quarterly*, 26(3), 231-247.
- Patriotta, G. (2017). Crafting papers for publication: Novelty and convention in academic writing. *Journal of Management Studies*, 54(5), 747-759.
- Twining, P., Heller, R. S., Nussbaum, M., & Tsai, C. (2017). Some guidance on conducting and reporting qualitative studies. *Computers & Education*, 106, A1-A9.
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884] [Chapter 5]
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884] [Chapter 6]
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884] [Chapter 8]
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884] [Chapter 13]

Other Recommended Supplemental Readings [Optional for this Course]

- Agarwal, R., Echambadi, R., Franco, A. P., Sarkar, MB (2006). Reap rewards: Maximizing benefits from reviewer comments. *Academy of Management Journal*, 49(2), 191-196.
- American Educational Research Association (2006). Standards for reporting on empirical social science research in AERA publications. *Educational Researcher*, 35(6), 33-40.
- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. Thousand Oaks, CA: Sage Publications, Inc.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(3), 1802-1811.
- Booth, A., Papaioannou, D., & Sutton, A. (2012). *Systematic approaches to a successful literature review*. London, England: Sage Publications, Inc.
- Boyatzis, R. E. (1998). *Transforming qualitative data*. Thousand Oaks, CA: Sage. Brown, K. G. (2012). From the editors: Thoughts on effective reviewing. *Academy of*

- Management Learning & Education*, 11(2), 152-154. doi: 10.5465/amle.2012.0132 Bryman, A., & Bell, E. (2015). *Business research methods* (4rd ed.). New York, NY: Oxford University Press.
- Callahan, J. L. (2010). Instructor's corner: Constructing a manuscript: Distinguishing integrative literature reviews and conceptual and theory articles. *Human Resource Development Review*, 9(3), 300-304.
- Carpenter, M. A. (2009). Editor's comments: Mentoring colleagues in the craft and spirit of peer review. *Academy of Management Review*, 34(2), 191-195. doi: 10.5465/AMR.2009.36982609
- Cascio, W. (2012). Methodological issues in international HR management research. *The International Journal of Human Resource Management*, 23(12), 2532-2545.
- Courville, T., & Thompson, B. (2001). Use of structure coefficients in published multiple regression articles: β is not enough. *Educational and Psychological Measurement*, 61(2), 229-248.
- Crescentini, A. & Mainardi, G. (2009). Qualitative research articles: Guidelines, suggestions and needs. *Journal of Workplace Learning*, 21(5), 431-439.
- Creswell, J. W., (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). *The landscape of qualitative research: Theories and issues* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Doh, J. P. (2010). Introduction: Implications for practice - Core contribution or afterthought? *Academy of Management Learning & Education*, 9(1), 98-99. doi: 10.5465/AMLE.2010.48661193
- Dul, J., & Hak, T. (2012). *Case study methodology in business research*. New York, NY: Routledge.
- Fitzpatrick, K. (2010). Peer-to-peer review and the future of scholarly authority. *Social Epistemology: A Journal of Knowledge, Culture and Policy*, 24(3), 161-179.
- Flick, U. (2002). *An introduction to qualitative research* (2nd ed.). London, Sage.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Boston, MA: Pearson Education, Inc.

- Geletkanycz, M., & Tepper, B. J. (2012). Publishing in AMJ - Part 6: Discussing the Implications. *Academy of Management Journal*, 55(2), 256-260. doi: 10.5465/amj.2012.4002
- Gubbins, C. & Rousseau, D. M. (2015). Embracing translational HRD research for evidence-based management: Let's talk about how to bridge the research-practice gap. *Human Resource Development Quarterly*, 26(12), 109-125.
- Holton, E. F., & Burnett, M. F. (2005). The basics of quantitative research. In R. Swanson and E. Holton (Eds.), *Research in Organizations*, pp. 29-44.
- Huberman, A. M., & Miles, M. B. (2002). *The qualitative researcher's companion*. Thousand Oaks, CA: Sage Publications.
- Imel, S. (2011). Writing a literature review. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.145-160). San Francisco, CA: Jossey-Bass.
- Jacobs, R. L. (2011). Developing a research problem and purpose statement. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.125- 141). San Francisco, CA: Jossey-Bass.
- Kilduff, M. (2007). Editor's comments: The top ten reasons why your paper might not be sent out for review. *Academy of Management Review*, 32(3), 700-702.
- Lincoln, Y. S., & Lynham, S. A. (2011). Criteria for assessing theory in human resource development from an interpretive perspective. *Human Resource Development International*, 14(1), 3-22.
- Lepak, D. (2009). Editor's comments: What is good reviewing? *Academy of Management Review*, 34(3), 375-381. doi: 10.5465/AMR.2009.40631320
- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2014). *Proposals that work: A guide for planning dissertations and grant proposals* (6th ed.). Thousand Oaks, CA: Sage Publications.
- Lynham, S. A. (2002). Quantitative research and theory building: Dubin's method. *Advances in Developing Human Resources*, 4(3), 242-276. doi: 10.1177/152342230204300
- Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success*. Thousand Oaks, CA: Corwin Press (Sage).
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research*, 26(13), 1753-1760.

- Merriam, S. B., (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.
- Miller, C.C. (2006). Peer review in the organizational and management sciences: Prevalence and effects of reviewer hostility, bias, and dissensus. *Academy of Management Journal*, 49(3), 425-431.
- Nathans, L. L., Oswald, F. L., Nimon, K. (2012). Interpreting multiple linear regression: A guidebook of variable importance. *Practical Assessment, Research & Evaluation*, 17(9), 1–19.
- Nimon, K. (2012). Statistical assumptions of substantive analyses across the general linear model: A mini–review. *Frontiers in Psychology*, 3(322), 1-5.
- Olejnik, S., & Algina, J. (2000). Measures of effect size for comparative studies: Applications, interpretations, and limitations. *Contemporary Educational Psychology*, 24, 241-286.
- Oliver, P. (2012). *Succeeding with your literature review: A handbook for students*. Berkshire, England: Open University Press.
- Onwuegbuzie, A. J., & Corrigan, J. A. (2014). Improving the quality of mixed research reports in the field of human resource development and beyond: A call for rigor as an ethical practice. *Human Resource Development Quarterly*, 25(3), 273-299.
- Onwuegbuzie, A. J., & Frels, R. (2016). *Seven steps to a comprehensive literature review: A multimodal and cultural approach*. Thousand Oaks, CA: Sage Publications, Inc.
- Osborne, J. W. (2000). Advantages of hierarchical linear modeling. *Practical Assessment, Research, & Evaluation*, 71(1). Retrieved from <http://pareonline.net/getvn.asp?v=7&n=1>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Rankin, E. (2001). *The work of writing: Insights and strategies for academics and professionals*. San Francisco, CA: Jossey-Bass.
- Ragins, B. R. (2012). Editor’s comments: Reflections on the craft of clear writing. *Academy of Management Review*, 37(4), 493-501.
- Rocco, T. S. (2003). Shaping up the future: Writing up the method on qualitative studies. *Human Resource Development Quarterly*, 14(3), 343-349.

- Rocco, T., S. (2010). Criteria for evaluating qualitative studies. *Human Resource Development International*, 13(4), 375-378.
- Shaw, J. D. (2012). From the editors: Responding to reviewers. *Academy of Management Journal*, 55(6), 1261-1263.
- Storberg-Walker, J. (2012). Instructor's corner: Tips for publishing and reviewing qualitative studies in applied disciplines. *Human Resource Development Review*, 11(2), 254-261.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Thousand Oaks, CA: Sage Publications.
- Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. *Journal of the Academy of Marketing Science*, 29(4), 405-415.
- Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. *Human Resource Development Review*, 4(3), 356-367.
- Tracy, S. J. (2010). Qualitative inquiry: Eight "big-ten" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(December), 837-851.
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884]
- Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Thousand Oaks, CA: Sage Publications.
- Zhang, Y., & Shaw, J. D. (2012). From the editors: Publishing in *AMJ* - Part 5: Crafting the methods and results. *Academy of Management Journal*, 55(1), 8–12. doi: 10.5465/amj.2012.4001