

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

**HRD 6312 Contemporary Issues in the HRD Literature
Syllabus**

Course:	HRD 6312	Instructor:	Greg G. Wang
Title:	Contemp Issues-HRD Literature	Office:	COB315.13
Section:	001	Office Hours:	2 - 4:30 pm, Tue, Thur, / by appt.
Semester:	Spring 2020	Phone #:	903-565-5910
Class Time:	1:00—5:00 pm	Email:	gwang@uttyler.edu
Location:	COB 227	Preferred Contact:	Email

Class Dates: Jan 18, Feb 8, Mar 7, April 4, April 25,

Course Content:

This course covers the method and process of search, review, analysis of contemporary HRD literature. The focus will be on what, why, when, how, and so-what in conducting HRD literature analysis to develop advanced skills in literature synthesis, including framing research questions, identify gaps, organizing analysis and critiques, and writing of a literature review.

Course Learning Objectives:

A major purpose of this course is to prepare you to develop literature review chapter of your doctoral dissertation. Learning outcomes include:

- To develop an understanding of literature review as required in scientific research;
- To apply deductive, inductive, or abductive reasoning in literature analysis;
- To develop advanced skills in literature search, selection, review, analysis, and synthesis;
- To identify research gap(s) from literature review and analysis;
- To derive research questions from the outcomes of literature analysis;
- To develop an understanding of scholarly research requirements;
- To deliver a final literature review paper consistent with the dissertation requirement and demonstrate your learning.

Ideally, your final literature review paper can be developed into a conference paper for the 2021 AHRD International Research Conference.

Grading Policy and Criteria to Determine Final Course Grade:

Grade distributions

- Literature review: first major paper (20%)
- Peer Reviews (15%)
- Literature Review: Final Paper (40%)
- Literature paper presentation (5%)
- Class participation (20%)
 - Classroom participation (10%)
 - Online discussion participation (10%)

Grading Standard

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

Assignment Rubrics:

- A—Done well and well done in literature coverage, sequencing, logic reasoning, analysis and integration. Research gap is clearly identified with justifiable significance of research. Writing is well structured with coherence that is sufficient and lead to a new study.
- B—Good effort with evidence of deep thought and sound presentation.
- C—Effort apparent, but logic and reasoning not well organized and not well written.
- F—Minimum effort and poorly written.

Date of Final Exam:

No final exam; Final paper due online: Saturday, April 25, 2020.

Date to Withdraw without Penalty:

January 27, 2020

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.

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.

Required Textbooks, Materials, and Readings:

Galvan, J. L. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th Ed). Glendale, CA: Pycszak Publishing (Available at UT Tyler bookstore. Note: It should be ok if you have 2014 6th edition)

Optional Textbooks:

Fink, A. (2010). *Conducting Research Literature Reviews: From the Internet to Paper* (3rd Ed). Thousand Oaks, CA: Sage (Google books preview for Chapter 1; amazon.com has more preview if you sign in with your account).

Ridley, D. (2012). *The literature review: A step-by-step guide for students*. Thousand Oaks, CA: Sage (Preview at books.google.com or amazon.com).

American Psychological Association (2010). *Publication Manual* (6th Ed). Washington, D.C: APA (Most content of the book is available at www.apastyle.org)

Other required reading materials: It is your responsibility to locate and read the assigned readings listed in the tentative course agenda prior to a class session in order to engage in meaningful discussions.

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:

For the first three modules (class meetings), students are required to engage in online discussions in addition to the peer review activities described below. The discussion could be before or after a session on topics from challenges you face in research and learning to reflections on particular learning points. For each module, you are required to initiate at least one original post and respond to at least two others' posts.

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.

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](http://writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](http://tutoring@uttyler.edu) (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](http://counseling@uttyler.edu) (903.566.7254)

Literature Review: First Major Paper and Final Papers

Due: First major paper—**Feb 8**; Final paper: Monday, **April 25**, 2020.

Points: 20% for the first paper; 40% for final paper

Objectives

These assignments are designed for you to initiate, develop, and improve your dissertation research by reviewing, analyzing, and synthesizing an area of literature of your choice to demonstrate the following integrated outcomes:

- Master and understand the literature structure, content, and development trend in your selected topic area,
- Integrate the literature, including analytical logic, organization, synthetic connection and research gap,
- Identify deficiency, inadequacy, or challenges in methods or findings in the literature.
- Derive and specify general literature-based research directions.

The focus will be on relevance and rigor.

Assignments

The first and the final papers are deemed at different learning stages. The importance of the two can be seen by different percentage of weight in the proportion of the grade. The following can be considered rubrics and minimum requirements for assessing your writing:

1. Start the paper by an introduction highlighting the importance of the phenomenon or the topic under study, funneling quickly to the topic of interest in a general paragraph or two;
 - i. Include subheading about the significance of the review;
 - ii. Must have a purpose statement or research questions for the literature paper.
2. Contain a section reporting the method of literature search, literature selection criteria, and analytical approaches for transparency of the research;
3. Report the review in logical sequence by identifying patterns of the literature in topical evolution, focus, chronology, or other content development pattern;
4. Must show your analysis or critiques of the literature including your interpretation of the analysis;
5. As a standalone piece, your paper should include a subheading on “future research directions” to propose your research and to fill the research gap(s) you identify;
6. Your writing must show independent thinking through analysis and critiques of the literature, not simply a literature dump or a summary of the literature.

Note: Differences in topical selections and analytical approaches may have additional requirements.

Writing Style and Format:

- Scholarly writing is required for all writings:

- No colloquial or oral language,
 - Use first person instead of third person, e.g., “I” instead of “the author of this paper”.
 - Use active instead of passive tense when appropriate, e.g., “I conducted literature review...” instead of “the literature review was conducted by...”
- Requirement on lengths: minimum of 3500 words for the first paper, and 4500 words for the final paper excluding references and appendices.
 - The paper should be double spaced with 12 point font size in Time New Roman, 1” margin on all sides, and appropriate pagination.
 - All format related style must be APA compliance.

Submission Requirement:

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

Peer-Review Activities and Online Discussions

Due: Revised first paper due for peer-review—**3/7/2020**;
Online peer-review/discussion due- **4/4/2020**

Points: Peer-review: 15%

Objective:

Given the design of this course, a significant portion of the learning interactions will take place on the online learning system. The peer-review activity is designed to practice your literature analysis skills, critical thinking skills, and for learning from your peers.

The Assignment

After revising your first major paper based on my feedback and classroom learning, you will upload your revision to the online discussion forum in the designated link. Each participant will select two of your peers' revised paper for the peer-review activities, and comment on one more.

Online discussion: Your next step after the peer-review activity is to revise your paper again based on your peers' feedback and develop it into the final paper as described above.

Requirement for Peer-Review

- You need to select revised paper by your peers. You need to coordinate with each other on the discussion forum or in classes when we meet to make sure each paper at least has one reviewer.
- I will provide sample papers and review report I did for journal submissions. Please also refer to my review comments on your first paper for review remarks and comments.
- The review must be substantive, analytical, and literature-based. As such, you may find it necessary to conduct some literature search and/or review for a good job on the peer-review activity.

Requirement for Online Discussions

For papers by the rest of the class beyond the ones you selected, you are also required to participate in online discussions in the following way:

- Comment on at least **one more** peer-reviews or literature review papers other than the ones you reviewed. Namely, review the reviewers' comments in relation to the original papers and contribute to additional ideas or critiques for further development of the writing as if you were a peer reviewer, or comment on a revised paper in a general way.
- Your comments must be constructive and contributive.
- Please keep in mind that this is a discussion post, not a peer-review as in the above one-on-one review. Your responses to the posts of others' peer-reviews and revised papers by others do not have to be long, but it must contain substantive feedback. Please avoid "me-too" responses.
- For all online discussions, you may wish to start early to avoid last minute rush. Also remember that your fellow participants are waiting for your feedback, or for responding

to your reviews. If you post your discussion on the due date, you may not be able to receive a response, and your peers may not have sufficient time to complete their portion of required assignments. So please be considerate of your peers' time.

Tentative Learning Agenda

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

1. Getting Started: Literature Review and Your Doctoral Research (1/18)

- Introduction: Overview of agenda
- Modes of thinking
- What is a literature review?
- Purpose of literature review
- Why lit review?
- When literature review is needed
- General Requirement and criteria for lit review: Relevance and rigor
- Procedural and process requirement
- Overview: A general model for lit review

Required Readings:

Galvan (2014), the textbook): Chapters 1-4.

Ridley, D. (2012). Chapter 1. Free preview at books.google.com

McLean, G. (2010). The Human Resource Development scholar as rebel. *Human Resource Development Quarterly*, 21(4), 317-320.

Wang, G. G. (2011). The Human Resource Development scholar as a disciplined rebel. *Human Resource Development Quarterly*, 22(1), 1-5.

Wang, G. G., Xiao, J., Zhang, Y. and Tang, T. (2013). Promoting research integrity and excellence in Chinese HRM studies. *Journal of Chinese Human Resource Management*, 4(1), 1-11.

Wang, G. G. and Sun, J. Y. (2012). Toward a Framework of Comparative Strategy for Human Resource Development. *European Journal of Training and Development*, 36(8), 791-808. DOI: 10.1108/03090591211263521

Wang, G. G. & Sun, J. Y. (2012). Theorizing Comparative Human Resource Development: A formal language approach. *Human Resource Development Review*, 11(3), 381 – 400.

Wang, G.G., Werner, M. J., Sun, J. Y., Gilley, J. W., & Gilley, A. (2017). Means versus ends: Theorizing a definition of HRD. *Personnel Review*, 46 (6), 1165-1181. (available at www.researchgate.net).

2. The Logical Processes and Criteria for Literature Reviews (2/8)

- Literature as raw data for analysis
- Method of Literature Review:
 - Data collection
 - Data processing

- Data analysis
- General Process: Deduction, induction, and abduction
- Literature review as a
 - deductive process
 - inductive process
 - abductive process
- Criteria for literature review and research
 - Duplicability
 - Transparency

Required Readings:

Textbook: Chapters 5-8.

Anderson, N., Potočník, K., & Zhou, J. (2014). Innovation and Creativity in Organizations A State-of-the-Science Review, Prospective Commentary, and Guiding Framework. *Journal of Management*, 40(5), 1297-1333.

Short, J. (2009). The art of writing a review article. *Journal of Management*, 35, 1312-1317.

Torraco, R. (2005). Writing Integrative Literature Reviews: Guidelines and Examples. *Human Resource Development Review*, 4(3), 356-367.

3. How to Conduct Literature Reviews (3/7)

- Literature review as a deductive research process
 - For identifying research gaps
 - For testing hypotheses
 - For deriving future research directions
- Literature review as an inductive research process
 - For identifying research gaps
 - For deriving future research directions
 - For theory building research
- Literature review as an abductive research process

Readings:

Textbook chapters 9-11.

Sun, Y. J. and Wang, G. G. (2011). Integrating Disparate Literatures on Voluntary Career Transition and Voluntary Turnover: Implications for Research in the Chinese Context. *Journal of Chinese Human Resource Management*, 2(1), 23-42.

4. Organizing and Presenting Lit Review (4/4)

- Inductive Literature Analysis
 - Keyword analysis

- Content analysis
- Thematic analysis
- Grounded theory approach
- Historical analysis
- Deductive Literature Analysis
 - Logical derivation process
 - Case analysis
- Abductive Literature Analysis
- Writing for success
 - Literature synthesis
 - What to look in literature review writing
 - General guidelines in writing
 - Criteria and standards in scholarly writing

Readings:

Textbook chapters 12-14

Tsui, A. S., Nifadkar, S. S., & Ou, A. Y. (2007). Cross-National, Cross-Cultural Organizational Behavior Research: Advances, Gaps, and Recommendations. *Journal of Management*, 33(3), 426-478.

5. Writing for success (4/25)

- Writing related issues on research
- Showcase and present your literature review
- Reflections of learning and planning out your research

Final paper due: 4/25

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