

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

**HRD6310 Advanced Theoretical Foundation in HRD
Syllabus**

Course: HRD 6310 Advanced Theoretical	Instructor: Greg G. Wang
Title: Foundation in HRD	Office: COB315.13
Section: 001	Office Hrs: By appointment
Semester: Spring 2023	Other Avail.: By appointment
Class Time: 3:00-7:00 pm	Phone #: 903-565-5910
Location: SCOB 212	Email: gwang@uttyler.edu

Course Description:

The review and assessment of human resource development theories and the methodological process that are required to develop sound theory in applied disciplines. Students will explore opportunities to learn most recent HRD theory research and apply theoretical underpinnings for HRD research and practices, especially geared to their own theories.

Prerequisites: HRD 6312 and HRD 6350

Learning Objectives:

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

- Describe the importance of theory in HRD research and practice;
- Specify and analyze core theories in and related to HRD;
- Apply deductive and inductive reasoning processes for theory development research;
- Familiarize with theory development process for research applications;
- Become aware of other relevant theories and models relevant to HRD research and practice;
- Critique HRD theories based on theory assessment criteria;
- Identify and articulate theoretical underpinnings for your dissertation research;
- Further develop research, writing, and critical thinking skills.

Required Textbooks:

No formal textbook will be required in this course, a set of required readings will be assigned throughout the learning process.

Required Readings:

APA publication manual (2020, 7th ed.). American Psychological Association. ISBN: 978-1-4338-3217-8, or www.apastyle.org

Cornelissen, J. (2017). Editor's comments: Developing propositions, a process model, or a typology? Addressing the challenges of writing theory without a boilerplate. *Academy of Management Review*, 42(1), 1-9. <https://doi.org/10.5465/amr.2016.0196>

Cornelissen, J., Höllerer, M. A., & Seidl, D. (2021). What theory is and can be: Forms of theorizing in organizational scholarship. *Organization Theory*, 2(3), 1-19. <https://doi.org/26317877211020328>

Corvellec, H. (2013) (Ed.). *What is theory? Answers from the social and cultural sciences*. Copenhagen, Denmark: Copenhagen Business School Press. (Google Books has chapters 1—5).

Jaccard, J., & Jacoby, J. (2020). *Theory construction and model-building skills: A practical guide for social scientists*. New York: The Guilford Press.

Kuhn, T. S. (2012). *The structure of scientific revolutions: 50th anniversary edition* (4th ed.). Chicago: The University of Chicago Press.

Han, S. H., Chae, C., Han, S. J., & Yoon, S. W. (2017). Conceptual organization and identity of HRD: Analyses of evolving definitions, influence, and connections. *Human Resource Development Review*, 16(3), 294-319. <https://doi.org/10.1177/1534484317719822>

Lee, M. (2001), A refusal to define HRD, *Human Resource Development International*, 4(3), 327-341. <https://doi.org/10.1080/13678860110059348>

McGoldrick, J., Stewart, J., & Watson, S. (2001). Theorizing human resource development. *Human Resource Development International*, 4(3), 343-356. <https://doi.org/10.1080/13678860126443>

McLean, G. N. (2004). National human resource development: What in the world is it? *Advances in Developing Human Resources*, 6(3), 269-275. <https://doi.org/10.1177/1523422304266086>

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., & McLean, L. (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. <https://doi.org/10.1080/13678860110059339>

Reynolds, P. D. (2015). *Primer in theory construction: An A&B classics edition*. Routledge.

- Stewart, J., Gold, J., & Hamlin, B. (2011). What is HRD? A definitional review and synthesis of the HRD domain. *Journal of European Industrial Training*.
- Sun, J. Y. and Wang, G. G. (2016). Human resource development in China and North Korea. In T. N. Garavan, A. McCarthy & M. Morley (eds). *Global Human Resource Development* (pp. 86—103). Routledge.
- Swanson, R. A. (1995). Human resource development: Performance is the key. *Human Resource Development Quarterly*, 6(2), 207-213. <https://doi.org/10.1002/hrdq.3920060208>
- Swanson, R. A. (2001). Human resource development and its underlying theory. *Human Resource Development International*, 4(3), 299-312. <https://doi.org/10.1080/13678860110059311>
- Swanson, R. A. (2007a). *Analysis for improving performance: Tools for diagnosing organizations and documenting workplace expertise*. Berrett-Koehler Publishers.
- Swanson, R. A. (2007b). Theory framework for applied disciplines: Boundaries, contributing, core, useful, novel, and irrelevant components. *Human Resource Development Review*, 6(3), 321-339. <https://doi.org/10.1177/1534484307303770>
- Swanson, R.A. & Holton, E. (2009, 2nd ed.). *Foundations of Human Resource Development*. Berrett-Koehler Publishers.
- Van de Ven, A. H. (2007). *Engaged scholarship: A guide for organizational and social research*. England: Oxford University Press.
- Wang, G. G. (2008). National HRD: a new paradigm or reinvention of the wheel? *Journal of European Industrial Training*, 32(4), 303-316. <https://doi.org/10.1108/03090590810871397>
- Wang, G. G., & Holton III, E. F. (2005). Neoclassical and institutional economics as foundations for human resource development theory. *Human Resource Development Review*, 4(1), 86-108. <https://doi.org/10.1177/1534484304273733>
- Wang, G. G., Lamond, D., and Zhang, Y. (2013). Innovation and Chinese HRM research and practice: problems and promises. *Journal of Chinese Human Resource Management*, 4(2), 105-116. <https://doi.org/10.1108/JCHRM-06-2013-0025>
- Wang, G. G., & Sun, J. Y. (2009). Clarifying the boundaries of human resource development. *Human Resource Development International*, 12(1), 93-103. <https://doi.org/10.1080/13678860802638875>
- Wang, G. G., & Sun, J. Y. (2012). Theorizing comparative human resource development: a formal language approach. *Human Resource Development Review*, 11(3), 380-400. <https://doi.org/10.1177/1534484312445558>

- Wang, G. G., & Sun, J. Y. (2012). Toward a framework for comparative HRD research. *European Journal of Training and Development*.
<https://doi.org/10.1108/03090591211263521>
- Wang, G. G. & Sun, J. Y. (2009). Clarifying the boundaries of human resource development. *Human Resource Development International*, 12(1), 93-103.
<https://doi.org/10.1080/13678860802638875>
- Wang, G. G., & Swanson, R. A. (2008). The idea of national HRD: An analysis based on economics and theory development methodology. *Human Resource Development Review*, 7(1), 79-106. <https://doi.org/10.1177/1534484307311415>
- Wang, G. G., Werner, J. M., Sun, J. Y., Gilley, A., & Gilley, J. W. (2017). Means versus ends: Theorizing a definition of human resource development. *Personnel Review*, 46(6), 1165-1181. <https://doi.org/10.1108/PR-11-2015-0306>
- Wang, G. G. & Doty, D. H. (2022). Theorizing human resource development practices in extended contexts. *Human Resource Development Review*. 21(4), 410—441.
<https://doi.org/10.1177/15344843221130918>
- Wang, G. G., Doty, D. H. & Yang, S. (2022). Re-examining the History of HRD Policy in China: From Local Indigenous Phenomena to Global HRD Knowledge. *Advances in Developing Human Resources*, 24(1), 26-48. <https://doi.org/10.1177/15234223211054457>
- Weinberger, L. A. (1998). Commonly held theories of human resource development. *Human Resource Development International*, 1(1), 75-93.
<https://doi.org/10.1080/13678869800000009>

Additional readings are listed in the references section and on Canvas.

Grade Distribution

Theory Critiques Paper (15%)
 Critiques Paper Presentation (5%)
Critiques on Theory Informed Empirical Studies (20%)
Final Paper (30%)
 Final Paper Presentation (5%)
Facilitated theory discussion (10%)
Online discussion (10%)
Classroom engagement (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

Class Calendar:

1. 3:00 to 7:00 pm, January 13
2. 3:00 to 7:00 pm, February 3
3. 3:00 to 7:00 pm, February 24
4. 3:00 to 7:00 pm, March 31
5. 3:00 to 7:00 pm, April 21

Required and Optional Course Activities and Assignments

Theory Critiques Paper and Presentation

1. Identify a theory in HRD or related field published in a peer reviewed journal. You may choose any theory, e.g., human capital theory, social exchange theory, social identity theory, social learning or motivational theories, or any other theories that are related to your future dissertation research. Note: There is a new journal, *Organization Theory*, publishing the latest HRD related organization theories since 2020. Any articles in that journal may be sufficient for this assignment.
2. Conduct review, critique, compare, and analysis of the theory(ies).
3. Requirements and Format:
 - Begin the Critiques with a complete bibliographic citation in APA 7.
 - Briefly summarize why the theory chosen is important for students in HRD 6310. (e.g., How does it relate to HRD research and practice? How important is the theory to your selected dissertation topic?)
 - Briefly summarize the theory in your own words to capture the essence of the theory. Please avoid copying from the article abstract.
 - Discuss the research and/or practical implications of the theory and address what researchers and/or practitioners can do differently by applying the theory?
 - Critique the theory for any weaknesses or any contexts when you think the theory or ideas won't applicable by offering literature support or logical derivations. Note that a significant portion of your grade will depend on the quality of your critiques and analysis of the theory.
 - The paper should be at least 6 double-spaced typed pages in length excluding cover page and references.
 - You are strongly encouraged to reference additional research articles. Please structure your writing with headings and subheadings according to the requirements.
4. Timeline:
 - Please prepare a short presentation (8-10 min.) for your first theory critiques paper. The first paper is also due in class meeting 2 (CM2).

Critiques on Theory Informed Empirical Studies

1. Identify an empirical study published in an HRD or related peer reviewed journal. The published work must have explicitly identified at least one guiding or underpinning theory to inform the study. Or it is to validate or confirm a proposed theory.
2. Conduct review, critique, compare, and analysis of the study by emphasizing the following areas:
 - a. What is(are) the theory(ies) guiding or underpinning the empirical study?
 - b. What are the methodological attributes of the study?
 - c. What are the key contributions or empirical evidence supporting and/or disconfirming the theory?

- d. Critique on the following detailed aspects:
 - i. Research design
 - ii. Selection in sample frames/population
 - iii. Measurement scale/schema
 - iv. Results and relationship to the theory
3. Requirements and Format: Follow applicable format outlined in the first writing assignment (e.g., how does it relate to HRD research and practice? How important is the theory to your selected dissertation topic?)
4. Due in CM4. No presentation will be required for this paper.

Final Paper and Presentation

1. The Assignment:

This assignment is to prepare you to develop the theoretical underpinning required in your dissertation research aligned with your conceived empirical study. You may consider this assignment as a significant portion in your literature review and part of the method chapters.
2. You need to undertake a thorough literature review to identify one or two HRD related theories that may inform, guide, or underpin your selected dissertation research topic and are important for HRD research and practices.
3. Requirement and format:
 - Describe the theories and its theoretical components. If necessary, trace and review its theoretical evolution and development with literature support.
 - Specify how the theories may inform, guide, and/or underpin your conceived dissertation topic and empirical exercises;
 - Discuss and present the relationships between your selected constructs/variables and the underpinning theories and their relationship with HRD research and practices;
 - Present available empirical studies in the literature using the same theoretical underpinnings you selected;
 - If your dissertation is a quantitative study, you need to show a deductive analytical process and derive a set of hypotheses, and based on which to derive a conceptual model to capture the relationships of the constructs under study;
 - If your dissertation is a qualitative study, you need to show an inductive analytical process in relation to your theoretical underpinnings. Ideally, you should be able to project what will be involved in your qualitative data sources and expected research outcomes based on the existing literature.
 - Regardless of your methodological preferences, your theoretical model must be expressed in one or more formal languages in the form of figures, diagram and/or equations;
 - In summary, your final paper is an integral combination and extension of your first two critiques. It will be at least 20 pages excluding, title page, abstract, and references.

- Individual Presentation: Present your final paper in the CM5 (5%)
4. Timeline:
 - The final paper is due on CM5.
 - You will present your final paper on CM5;
 5. Important Reminders:

The three writing assignments are logically sequentially connected. You should mentally take the three writing together as a semester-long individual project. To successfully complete the course, you'll need to start early in the semester with the following mindset and thinking modes.

 - Perform frequent and deep thinking on the topic(s) you plan for your dissertation research;
 - Take the Critique Papers 1 and 2 as starting and logical steps in preparing for the final paper;
 - Take advantage of your writing and research outcomes from your lit review class;
 - The ultimate goal is to make your life easier in your prelim exam and dissertation research.

Class Activities (CM4): Help-me-get-there)

Facilitated Group Brainstorm and Discussion on Your Dissertation Topics. While these activities may take place throughout the semester in all CMs, in CM4 we will have blocked time for a facilitated group brainstorm and discussion on your dissertation research. So please be prepared to share your research ideas and topics you plan for your dissertation research. You may also take this as an opportunity to learn from, and contribute to your peers' research thinking and ideas.

Format: While this activity is not a formal class presentation (no formal PPT is needed), you may need to have a structured talk to show the class what you have done on your research and theory related. You may also ask for input from the class and the facilitator for recommendations in any aspects of your research. In short, this activity is to serve your needs and a session of "help-me-get-there."

Optional Extra Credit Activity: UT Tyler Lyceum Participation (5-8% extra points)

The Lyceum is an annual student research showcase event sponsored by the university often held in early to mid-April each year. It divided into undergraduate and graduate sections. To receive the extra credit, your submission(s) to the graduate section in the form of oral presentations or posters must be accepted by the Lyceum committee. Specific requirement and schedule are to be announced by the university. You may search previous years' Lyceum information on uttyler.edu for more details.

Final Project Rubrics:

- 70% -- Effort apparent, but logic not well executed and not well developed;
- 80% -- Effort apparent, well written, but significant logical or clarity issues;
- 90% -- Good effort, on target with evidence of deep thinking and sound presentation;
- 100% -- Exceptional – Rises to the level of acceptance on the initial submission without revision.

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

Tentative Class Agenda

Module 1. Introduction: Basics on Theory Development

- Review of syllabus and expectations
- A review of HRD core theory and models
- What is theory
- What theory is not
- Theorizing and use of theory
- What constitutes a theoretical contribution?
- Theory development

Required readings

Cho & McLean, (2004)
Christensen & Raynor (2003)
DiMaggio (1995)
Lee (2001)
McLean & McLean (2001)
McLean et al. (2008)
Shapira (2011)
Sutton & Staw (1995)
Swanson (1995, 2001, 2007b)
Thomas (1997)
Wang & Swanson (2008)
Wang et al. (2017)
Whetten (1989)
Weick (1995)

Module 2. Theory development method and process: A general theory of HRD

- Theory development: deductive and inductive perspectives,

- The importance of theory in business and management from scholarly and practice-based perspectives,
- Criticisms of theories

Activity: First Article Critiques Presentation

Due: First Theory Critiques Paper due.

Wang & Sun (2009);

Wang & Swanson (2008);

Wang, et al. (2017);

Wang, et al. (2022);

Wang & Doty, (2022);

Module 3. Organizational and HRD Theories

- HRD theory development: From definition to a general theory
 - Theoretical Units
 - Law of interactions
 - Boundary conditions
 - System states
 - Axioms and theorems of HRD
- Organizational theories relevant to HRD
- HRD related theories
- Other theories and models relevant to HRD.

- Final project update and discussion

Module 4. Theory Informed Empirical Studies

- Theoretical and practical implications in theory development

Activities: Help-me-get-there

Reflection on theories

Module 5. Presentation: Underpinning Theory Comparison and Critiques

- Final Project Presentation and Discussion
- Wrap-up

Assignment Due: Final paper due—Upload to Canvas

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.
- 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. 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.

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.
- 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* (3nd 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.
- 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.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. 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, 837-851.
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Sage. [ISBN: 9781452257884]
- Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Sage.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.
- 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: <https://doi.org/10.5465/amj.2012.4001>

Class Meeting Attendance

Attending all five class sessions demonstrates the learner’s personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. The facilitator recognizes that learners may have special issues and responsibilities that may impact physical attendance. If physical 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. With approval from the instructor and the department chair, the learner may participate virtually. The instructor may provide limited access to the class through Zoom. It is the learner’s responsibility to arrange with an in-class peer to provide virtual access to the class to ensure the quality of classroom learning. The learner is responsible for all work that is missed due to their absence from any class meeting, or portion thereof. It should be expected that physical absence from classes for reasons other than documented illnesses, emergencies, or other matters that prohibit the learner from traveling due to COVID restrictions may affect the final course grade.

Excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

Learning 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 7 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.

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:
 - a. copying from another student's test paper;
 - b. using, during a test, materials not authorized by the person giving the test;
 - c. failure to comply with instructions given by the person administering the test;

- d. 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;
 - e. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - f. collaborating with or seeking aid from another student during a test or other assignment without authority;
 - g. discussing the contents of an examination with another student who will take the examination;
 - h. 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;
 - i. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - j. 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;
 - k. falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - l. 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
 - m. 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.
 - iv. All written work that is submitted will be subject to review by plagiarism software.

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)