

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

## Syllabus

<b>Course:</b> HRD 6360 Dissertation Proposal	<b>Instructor:</b> Greg G. Wang
<b>Title:</b> Development	<b>Office:</b> COB315.13 3-4:30pm Tue/Thur
<b>Section:</b> 001	<b>Office Hrs:</b> <a href="https://uttyler.zoom.us/my/gregwang">https://uttyler.zoom.us/my/gregwang</a>
<b>Semester:</b> Fall 2021	<b>Other Avail.:</b> By appointment
<b>Class Time:</b> See class schedule	<b>Phone #:</b> 903-565-5910
<b>Location:</b> COB212	<b>Email:</b> <a href="mailto:gwang@uttyler.edu">gwang@uttyler.edu</a>

### Course Description:

As an advanced doctoral seminar, this course is designed capstone class 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 in Chapter 3. Multi-paper format of proposal will also be addressed. The same process also helps learners prepare for the prelim exam to obtain their PhD candidacies.

### 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*. Corwin press. (JRG)

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

**Supplemental Readings:**

*APA publication manual* (7<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.  
[www.apastyle.org](http://www.apastyle.org)

Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Sage.  
 [ISBN: 9781452257884] Focus on Chapters 5, 6, 8, and 13.

Other readings in the references section of this syllabus.

**Grade Distribution**

- Assignment 1. Chapter 1 (20%)
- Assignment 2. Chapter 2 (20%)
- Assignment 3. Chapter 3 (20%)
- Reading Circle activities (10%)
- 3 Online Discussions: (15%; each for 5%)
- Classroom participation (10%)
- 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 Saturday, December 4.

### **Date to Withdraw without Penalty:**

Please see university policy

### **Class Calendar:**

1. Saturday 1:00 to 5:00 pm, August 28,
2. Saturday 1:00 to 5:00 pm, September 25,
3. Saturday 1:00 to 5:00 pm, October 16,
4. Saturday 1:00 to 5:00 pm, November 6,
5. Saturday 1:00 to 5:00 pm, December 4.

**Office Hours:** Due to the pandemic, I will maintain my office hours on zoom for the time specified at <https://uttyler.zoom.us/my/gregwang>. In case you cannot connect to my virtual office through the link, please text my cellphone. I will leave my cell phone with you during the first class.

### **Class Meeting Attendance Policy**

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 facilitator and the department chair, the learner may participate virtually. The facilitator may provide limited access to the class through Zoom. However, 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 also 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.

### **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.

### **UT Tyler COVID-19 Statements:**

Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

**Office Hours:** Due to the pandemic, I will maintain my office hours on zoom for the time specified at <https://uttyler.zoom.us/my/gregwang>. In case you cannot connect to my virtual office through the link, please text my cellphone. I will leave my cell phone with you during the first class.

### **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%)**

Option One: Chapter Format

This assignment will be the chapter 1 of your proposal if you take the chapter format option. It must include the following components:

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

Requirements:

- Minimum page #: 10-12 excluding references, cover page, tables & figures
- APA 7 format

Option Two: Multi-Paper Format

If you take the paper format for your dissertation, you will submit your first paper as the first assignment. It must include the following components:

- Topic or article title and current research status.
- Research problem or phenomenon
- Research question and significance
- Preliminary literature review
- Method—Data collection: Quant, qual, lit review, or conceptual
- Anticipated Results/Findings

Requirements:

- Minimum page # for all options: 15-20 excluding references, cover page, tables & figures
- APA 7 format

## **2. Writing Assignment 2 (20%)**

Option One: Chapter 2 of your proposal on literature review. It must include the following components:

- Literature search strategies: Where and how you locate your literature
- Literature analysis method and/or 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.
- The 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.

Requirements:

- Minimum page #: 20 excluding references, cover page, tables & figures
- APA 7 format

Option Two: Paper Format

If you take the paper format for your dissertation, you will submit your second paper as your second assignment. It must include the following components:

- Topic or article title and current research status.
- Research problem or phenomenon
- Research question and significance
- Preliminary literature review
- Method—Data collection: Quant, qual, lit review, or conceptual
- Anticipated Results/Findings

Requirements:

- Minimum page #: 10 excluding references, cover page, tables & figures
- APA 7 format

## **3. Writing Assignment 3 (20%)**

Option One: 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 sampling strategy and justification
- 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.
- Your research timeline and milestones assuming you pass the prelim.

Requirements:

- Minimum page #: 10-12 excluding references, cover page, tables & figures
- APA 7 format

Option Two: Paper Format

If you take the paper format for your dissertation, you will submit your second paper as your second assignment. It must include the following components:

- Topic or article title and current research status.
- Research problem or phenomenon
- Research question and significance
- Preliminary literature review
- Method—Data collection: Quant, qual, lit review, or conceptual
- **Anticipated Results/Findings**
- Your research timeline and milestones for all three papers assuming you pass the prelim.

Requirements:

- Minimum page #: 8-10 excluding references, cover page, tables & figures
- APA 7 format

#### **4. Three Online Discussions (15%)**

*Discussion 1:* Briefly describe the current status of your dissertation research. Be sure to include:

1. The optional format you selected: Chapter vs. Multi-paper
2. Your topic(s) and conceived content for paper option, or your topic and method (Quant vs. qual)
3. The empirical data and methods, including lit review and conceptual for the paper option.
4. Describe some of the major tasks you have been doing to move your research forward.

5. Respond to at least two of your peers' posts.

*Discussion 2:* Write a research memo on key issues you are currently working on. It could be a sketch of a research idea in the dissertation or one of the optional papers, 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 semester. If you fall behind the plan, why? Discuss strategies to improve in the future. Respond to two other peers' posts.

### **5. Reading Circle Activities (10%)**

A required and a supplemental reading list are provided in the syllabus for an assignment that requires all participants to form 3 groups of 3 members (2 groups for 4) per group to discuss aspects of the selected book(s) that provide tips, insights, and possibly different perspectives about the literature review, proposal development process and the overall dissertation journey. Although it is optimal and preferred that all group members consider reading the entire book selected, it is possible that the members of the reading circle/book club group may elect to divide the reading of chapters among the members. However, it is expected that the full book selected will be covered and that insights gleaned from the specific textbook are provided. An in-class group presentation on "tips," "insights/guidance", "key learnings," "ideas," will be conducted during a class session.

### **6. Active Class Engagement and Participation (10%)**

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.

### **7. Fish-bowl Activities: Mock Proposal Defense (5%)**

- Option One:** For traditional chapter format, you present your three chapter
- Option Two:** For paper format, you present your three paper structure and demonstrate the relationship of the papers.

## **Tentative Class Schedules**

### **Session 1. Introduction: Basics on Dissertation Proposal**

- Review of syllabus and expectations
- General issue: Determine your dissertation format-Monograph vs. JAF
  - Expectations for dissertation research
  - Chapter Format

- Paper Format
- PRISMA: Preferred reporting items for systematic reviews and meta-analysis
- Working with your advisor and dissertation committees
- Getting organized: Managing time and priority
- Developing proposal = developing a process
- Reading Circle group formation

Activity: Presentation of your ideas about your dissertation research as the following: In no more than 5 Powerpoint slides in no more than 10 min.

- Traditional structure: 1. Background of the Phenomenon; 2. Need for the research; 3. Significance; 4. Design Consideration; 5. Work has been done and to be done.
- Paper format: 1. Paper #1, 2. Paper #2, and 3. Paper #3.

**Required textbook readings:**

JRG: Part I, Chapters 1-4;  
Terrell: Chapter 1;

**Session 2. Components and decision-making for Chapter 1**

- Structure of Chapter 1: Required vs. optional components
- What are required vs. optional components in Chapter 1
- What are required vs. optional elements for multi-paper format
- Research Problem
- Research questions
- Chapter 2 requirement

**Required textbook readings:**

JRG: Chapter 5.  
Terrell-Chapter 2.

**Assignment 1 Due:**

Chapter 1 Introduction of your proposal, or  
Article 1 proposal (for JAF option)  
Reading Circle group presentations

**Activity Due:** Assembly your dissertation committee. Write on a piece of paper the following information:

1. Your conceived dissertation topic and/or title;
2. Your preferred research method, quant vs. qual
3. If you select multi-paper option, please list the titles for each paper and methodological approaches currently planned.
4. Your preferred 3 faculty member's names in a priority order.

**Online Discussion 1 Due**



### **Session 3. Components and decision-making for Chapter 2**

- 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
- Reading Circle group presentations

#### **Required Readings:**

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

Aguinis, H., & Solarino, A. M. (2019). Transparency and replicability in qualitative research: The case of interviews with elite informants. *Strategic Management Journal*, 40(8), 1291-1315.

Bergh, D. D., Sharp, B. M., Aguinis, H., & Li, M. (2017). Is there a credibility crisis in strategic management research? Evidence on the reproducibility of study findings. *Strategic Organization*, 15(3), 423-436.

#### **Assignment 2 Due:**

Chapter 2 of your proposal or 2<sup>nd</sup> paper due.  
Article 2 proposal

#### **Online discussion 2 Due**

### **Session 4. Components and Consideration for Chapter 3**

- Discussion of feedback on Assignment 2, Chapter 2.
- Methodological issues: Quantitative, qualitative, vs. mixed methods
- Instrumentation, reliability duplicability 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 or your 3<sup>rd</sup> paper due

#### **Online Discussion 3 Due**

## Session 5. Fish-bowl activities: Mock Proposal Defense

- Discussion of Feedback on Assignment 3, Chapter 3.
- Dissertation Defense Process
- Processes after dissertation defense
- Fish-bowl activities: Mock Proposal Defense
- Wrap-up

Assignment Due: Mock defense presentation

### 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.

Booth, A., Sutton, A., & Papaioannou, D. (2016). *Systematic approaches to a successful literature review*. Sage.

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* (2<sup>nd</sup> 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.
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Corwin Press.
- 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]

### **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:  $\beta$  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* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry & research design: Choosing among five approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). *The landscape of qualitative research: Theories and issues* (2<sup>nd</sup> 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* (2<sup>nd</sup> ed.). London, Sage.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8<sup>th</sup> 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* (6<sup>th</sup> 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* (4<sup>th</sup> 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* (3<sup>rd</sup> 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.
- Yin, R. K. (2012). *Applications of case study research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6<sup>th</sup> 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

## **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.

## **Dress Code**

In an attempt to avoid defining a rigid dress code, I simply ask that you come to class respectfully dressed. This program is housed in the Soules College of Business, as such we are held to a higher standard. Please be aware that while in this program the Provost, Dean or other guest speakers may present without notice.

## **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](http://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.