Texas A&M University

Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
♦ Submit original form and attachments ♦

1. This request is submitted by the Department of Educational Administration and Human Resource Development

2. Course prefix, number and complete title of course: EHRD 620 Human Relations in Education and Industry

3. Change requested
   a. Prerequisite(s): From: ________________________ To: ________________________
   b. Withdrawal (reason): ________________________
   c. Cross-list with: ________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.


5. Complete proposed course title and proposed course description (not to exceed 50 words): Emotions in Education and Industry -- Exploring and understanding the emotional foundations of effective working relationships among teachers, trainers and trainees in educational, industrial and business settings.

6. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>EHRD</td>
<td>620</td>
<td>HUMAN RELATION EDUC &amp; IND</td>
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   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>EHRD</td>
<td>620</td>
<td>EMOTIONS IN EDUC &amp; IND</td>
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<th>Lab</th>
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<th>Admin. Unit</th>
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   Approval recommended by: 7/26/08

   Head of Department
   Date

   Chair, College Review Committee
   Date

   Head of Department (if cross-listed course)
   Date

   Dean of College
   Date

   Submitted to Coordinating Board by:
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07

1 of 23 B13
EHRD 620
Emotions in Education and Industry
Fall 2008
Tuesdays, 6:00 – 9:00
Harrington Tower

Instructor: Dr. Jamie L. Callahan
Office: 551 Harrington Tower
Telephone: 979-458-3584
Fax: 979-862-4347
E-mail: jcallahan@tamu.edu
Hours: By Appointment


We teach and preach on organizational life and management, usually acknowledging that our subject matter can be a bit messy--because people are not like machines. But at the same time we fail to square up to the essential emotionality of organizational processes… .
(Fineman, 1993, p. 1)

Course description

What is emotion? Why should we care about emotion in organizations? This course introduces the concept of emotion in organizations as an issue of importance for HRD research and practice. In the late 20th century, medical research confirmed social science research that suggested rational decisions rely upon emotions. This course will explore and help individuals understand the sociological foundations of emotion in working relationships among trainers and trainees in educational, industrial and business settings. In general, we will attempt to answer the question, “In what ways do emotions manifest within the social interactions of organizations?”

Objectives for the course

At the conclusion of this course, you will have:

- Demonstrated an understanding of how emotions are manifested in organizations
- Analyzed the influence of emotion on some aspect of your personal experiences in a work organization
- Explored the ways in which emotion can be engaged to enact social change or maintain social stability
- Conducted observations of emotions occurring among participants in publicly observable organizations
- Demonstrated the ability to incorporate scholarly literature into your understanding of emotion in organizations

Required Texts

Readings

1. **August 26**
   


2. **September 2**

   Barbalet, Chs 1 & 2


3. **September 9**

   Callahan, J.L. (Ed.) (2002). Perspectives of emotion and organizational change [Special journal issue]. *Advances in Developing Human Resources, 4*(1). (Read entire issue)

4. **September 16**


5. **September 30 (Social Structures)**

   Barbalet, Ch 3


6. **October 7 (Race & Gender)**


7. **October 14 (Culture & Cross-Culture)**


8. **October 21 (Leadership)**


9. **October 28 (Change)**


10. **December 2**

Barbalet, Epilogue
## Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 Aug</td>
<td>• Introduction</td>
<td>#1</td>
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<tr>
<td></td>
<td>• Overview of course</td>
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<td>2 Sept</td>
<td>• Form project groups</td>
<td>#2</td>
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<tr>
<td></td>
<td>• Overview of emotions in organizations</td>
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<tr>
<td>9 Sept</td>
<td>• CORE Perspectives</td>
<td>#3</td>
<td>Paper Ideas Due</td>
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<td></td>
<td>• Paper idea round robin</td>
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<tr>
<td>16 Sept</td>
<td>• Studying emotion</td>
<td>#4</td>
<td>Revised Paper Ideas Due</td>
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<td></td>
<td>• Emotion experience</td>
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<td></td>
<td>• Emotion management</td>
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<tr>
<td>23 Sept</td>
<td>No Class – Optional paper consultations</td>
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<tr>
<td>30 Sept</td>
<td>• Topical issues and emotion – Social Structures</td>
<td>#5</td>
<td>Proposed Outline Due</td>
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<td></td>
<td>Discussion Question #1</td>
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<tr>
<td>7 Oct</td>
<td>• Topical issues and emotion – Race &amp; gender</td>
<td>#6</td>
<td>Revised Outline Due</td>
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<td>Discussion Question #2</td>
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<tr>
<td>14 Oct</td>
<td>• Topical issues and emotion – Culture &amp; cross-culture</td>
<td>#7</td>
<td>Discussion Question #3</td>
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<tr>
<td>21 Oct</td>
<td>• Topical issues and emotion – Leadership</td>
<td>#8</td>
<td>Discussion Question #4</td>
</tr>
<tr>
<td>28 Oct</td>
<td>• Topical issues and emotion – Change</td>
<td>#9</td>
<td>Discussion Question #5</td>
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<tr>
<td>4 Nov</td>
<td>• Group Presentations (C/O)</td>
<td></td>
<td>Paper Draft Due to Peer Review</td>
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<td>Partner</td>
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<tr>
<td>11 Nov</td>
<td>• Group Presentations (R/E)</td>
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<tr>
<td>18 Nov</td>
<td>• Debrief group presentations</td>
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<td>Feedback Due to Peer Review</td>
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<td>• Peer review feedback</td>
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<td>25 Nov</td>
<td>Thanksgiving Week – No Class</td>
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<tr>
<td>2 Dec</td>
<td>• Synthesis</td>
<td>#10</td>
<td>Final Individual Paper</td>
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<tr>
<td></td>
<td>• Wrap up</td>
<td></td>
<td>Reflective Journal</td>
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</table>

### Course assignments

- Assignment #1
- Assignment #2
- Assignment #3
- Assignment #4
- Assignment #5
- Assignment #6
- Assignment #7
- Assignment #8
- Assignment #9
- Assignment #10
Scholarly Research Paper

35 points
Due dates listed below

This assignment has several purposes. First, it gives you the opportunity to explore in-depth some facet of emotion in organizations. Second, it gives you the opportunity to develop your critical thinking and writing skills; in my opinion, this is one of the primary goals of graduate school.

This assignment is relatively flexible. The objective is to present your understanding of some aspect of emotion in organizations while incorporating in your paper scholarly literature from academic journals. You should expect to incorporate at least ten references to articles from academic journals in addition to any references you include for scholarly books or practitioner books and journals. Please limit your papers to 30 pages. Although we do not have a minimum length requirement, you will probably need at least 20 pages to fully cover your topic. On average, I anticipate that your papers will be 22-25 pages long. This paper must be submitted electronically. Below are some options you might consider for this assignment:

- **Seminal works paper**: Trace the history of some aspect of emotion as it appears in the scholarly literature. How did this issue emerge in scholarly dialogue? In the dialogue of HRD scholars and practitioners? How, when, and why did the issue become of interest to the field of HRD? For those of you who will be doing a dissertation or thesis, this assignment is a good opportunity for you to begin your literature review.

- **Integrative paper**: Select a topic of interest to you and link that topic in a constructive way to some aspect of emotion in organizations as discussed in class.

- **OR**: Suggest your ideas to the class for further options……

This assignment also has several components, each of which is graded.

**Part I – 5 points**
Due: September 8, 2008 (Monday)

Draft paper idea and preliminary thesis statement

**Document Title**: “[Your name] Paper Idea” (example: Callahan Paper Idea.doc)

Electronically submit to ALL of your classmates and to jcallahan@tamu.edu an idea for a paper of no more than 150 words that describes what you intend to accomplish with your scholarly paper. You should also include a thesis statement that explicitly states the purpose of your paper. You will have the opportunity to share your feedback with your classmates in class on September 9, 2008.

If you choose to revise your paper idea after receiving feedback, your revision will be due to me (jcallahan@tamu.edu) no later than September 16, 2008.

**Part II – 5 points**
Due: September 29, 2008 (Monday)

Outline and preliminary bibliography

**Document Title**: “[Your name] Outline” (example: Callahan Outline.doc)
Electronically submit to ALL of your classmates and to jcallahan@tamu.edu a comprehensive outline of your paper (the outline should have at least three levels—I, A, 1). Include a bibliography of at least ten scholarly journal article references that you are likely to use in your paper.

*If you choose to revise your outline after receiving feedback, your revision will be due to me (jcallahan@tamu.edu) no later than October 7, 2008.*

**Part III – 5 points**

*Due: November 4, 2008 and November 18, 2006*

**Draft & Peer Review**

*Draft (November 4, 2008)*

**Document Title:** “[Your name] Draft” (example: Callahan Draft.doc)

Submit a complete electronic draft of your paper to a fellow student of your choice for a peer review; provide an electronic courtesy copy to the instructor. You will also receive a draft manuscript to review using the grading rubric included at the end of this syllabus. If you turn in a complete draft that is reasonably close to what would be your final draft, you will receive 2 points.

I have created a folder for this assignment on TurnItIn at www.TurnItIn.com. Although not mandatory, I strongly encourage you to create an account on the site and submit your draft paper as a learning experience. You may submit multiple revisions of the draft; however, the site for draft practices will close on November 30, 2008.

To register for TurnItIn, go to the above website and follow the below steps:

1. At the top right corner of the home page and below the log in box, click on ‘create user profile’
2. At the prompt, select your status as ‘student’ in the drop down menu
3. In the next screen type in the requested TurnItIn information:

   The TurnItIn class ID for this course is 2309248 and the password for this course is 6202008.

4. Enter your email address
5. Create and confirm a password
6. Select a secret question and response
7. Enter your name
8. Select ‘agree’***
9. Follow the instructions to submit your paper

*** Please note: If you choose to decline the TurnItIn agreement, your final paper will still be manually uploaded into TurnItIn.com to obtain an originality report on your paper.

*Peer Review (November 18, 2008)*

**Document Title:** “[Your name] Peer Review for [Colleague’s name]” (example: Callahan Peer Review for Smith.doc)

Deliver your peer review to your colleague; provide an electronic courtesy copy to me. The subject line of your review submission should be, “[Your last name] Peer Review for [Colleague’s last name]”.
DO NOT ASSIGN POINTS TO YOUR COLLEAGUE’S PAPER! Use the description areas as a guide to provide feedback. I encourage you to use MSWord Comment Feature in Track Changes to provide feedback. While feedback on grammar and spelling issues is a courtesy, your points for the peer review are based on more substantive content feedback including, but not limited to, organization issues for the paper, thought-provoking questions based on insights you’ve gleaned from the paper, logic and flow of argument, and other similar issues. The peer review is worth 3 points.

*Part V – 20 points*
*Due: December 2, 2008*

Final paper

Submit your final draft to jcallahan@tamu.edu.

I encourage all students to attempt to publish or present their scholarly research in academic outlets. I am happy to provide feedback to you to better enable you to target journals or conferences as an independent author. If you would like more than just feedback, I am happy to explore co-authorship as a possibility. If you choose to have another faculty co-author on a work that extends or refines a paper accomplished in one faculty member’s class, you should extend to the class instructor the first right of refusal to be part of the authorship team.

**Reflective Journal**

*15 points*
*Due: December 2, 2008*

Identify and describe an organization with which you are involved on at least a weekly basis. All names and titles should be ‘masked’ with pseudonyms to provide confidentiality. Maintain a reflective journal that documents your personal experiences of emotion in that organization. As a *minimum*, your reflections should include:

- **Experience**: a description of at least one experience (who, what, when, where, why, and how)
- **Felt emotion**: the emotions you felt in association with that experience (before, during, and after the experience, if applicable)
- **Displayed emotion**: the emotions you believed you displayed to others during the experience
- **Others’ emotion**: the emotions you perceived that others were experiencing (and why you had that perception) during the experience
- **Emotion management form**: an assessment of the form(s) of emotion management that was (were) evident during the experience

All labels for emotions or emotion experiences in your journal entries should be highlighted in some way (e.g. italicized, bolded). You should have at least seven (7) observations by the end of the semester. A spot check will be conducted with short notice (i.e. no more than one week) sometime during the second half of the semester to ensure that you have been maintaining your reflective journal.

**Group Project and Presentation**

*35 points*
*Due: November 4 or November 11, 2008*
Small groups will explore research and theory in each of the four domains of emotion research described in Callahan & McCollum (2002). Each group will prepare a portfolio of emotion theory and research as it relates to their domain. The portfolio should include, as a minimum, the following sections:

- an annotated bibliography of the scholarly journal articles in the portfolio
- scholarly journal articles
- implications for future research
- implications for practice

Portfolios may contain additional sections or subsections; be creative! The portfolios may be submitted in hard copy or they may be submitted on a CD-ROM.

The small groups will each have 60-75 minutes to present their portfolios and engage the class in a learning dialogue about their domain of emotion research. Each group should coordinate their presentation content and design with the instructor at least one week prior to the presentation.

This assignment is worth 35% of your course grade; 20% for the portfolio and 15% for the presentation and dialogue. We will construct a grading template for the presentation and dialogue during the second class session. In other words, we will collectively determine the criteria by which groups will be graded.

**Discussion Question submission**

5 points

*Due: September 29, October 6, 13, 20, and 27 (Mondays by 5:00pm)*

Have you read the topical issues readings closely enough to generate thoughtful, complex, yet accessible discussion questions? This assignment engages you in the governance of the class by asking that you submit at least one discussion question for each of the five topical issues class sessions. Bonus points will be available to the individual(s) whose discussion questions (which had been turned in on time!) are selected for use in the class dialogues.

Discussion questions should be submitted electronically to jcallahan@tamu.edu by 5:00pm on the Monday dates listed above. Questions submitted late, but before 2 hours prior to class, will still receive partial points toward the assignment, but are not eligible for bonus points even if used during the class dialogue.

**Participation**

10 points

Participation is not mere attendance in the class; although timeliness and presence do play a role in participation! In order to effectively participate in the course, it is critical that each member of the team read the course assignments and participate in class discussions and simulations and in group work. The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively.

To participate in class more fully, you might consider, for example, commenting on specific issues raised in the class readings; illustrating specific issues from the readings with examples from your personal
experience; raising questions not covered in the readings; comparing or contrasting ideas of various theorists from the readings; or supporting or debating the insight or conclusions of a classmate (or the instructor!) by referencing concepts, experiences or logical reasoning.

Part of participation also includes setting the tone of collegiality, whether that is through contributing to a snack table, engaging in conversation with classmates during breaks, taking responsibility for ordering lunch in one day, or making fellow students feel welcome. Participation is not merely an intellectual exercise; it is also a community building experience.

Grading

The grades for this course will be based on the number of points you receive for each of the graded areas. The total possible score is 100.

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<tr>
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<td>B</td>
<td>81-90</td>
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<td>C</td>
<td>71-80</td>
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<tr>
<td>D</td>
<td>61-70</td>
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<tr>
<td>F</td>
<td>60 or below</td>
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Incompletes

Texas A&M University policy requires that grades submitted as incomplete (I) be converted to a letter grade no later than the last class day following the semester in which the course was taken. If the coursework has not been completed and, therefore, a grade change is not submitted, the “I” automatically converts to an “F”.

Attendance

Attendance is expected in this course in order to achieve maximum learning for all participants. Unforeseen circumstances do sometimes arise, so periodic absences may occur. If you find that you must miss a class meeting, please contact the instructor prior to the start of class.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 979-845-1637.

Individuals who have any disability that might affect their ability to perform in this class are encouraged to inform the instructor at the start of the course. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation.

Please note: As the instructor of record, I am not authorized to make any adaptations without notification from the Office of Support Services for Students with Disabilities.

Scholastic Misconduct
Required Policy Statement: Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty or misconduct. Scholastic misconduct is broadly defined by this university as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct.” Scholastic dishonesty includes, but is not necessarily limited to:

- Cheating on assignments or examinations;
- Plagiarizing, which means misrepresenting someone else’s work as your own, or submitting the same paper or substantially similar papers to meet the requirements of more than one course without the approval of all involved instructors
- Interfering with another student’s work
- Depriving another student of necessary course materials

Any student who engages in scholastic misconduct will be subject to University disciplinary action. Please review the Student Rules at http://student-rules.tamu.edu for more information regarding these policies.

My perspective: In most cases, I honestly believe that the plagiarism is unintentional and is the result of either sloppiness in writing and punctuation or improper paraphrasing. Nevertheless, to allow our Aggie Honor System to work as it was intended and to impress the importance of academic integrity, I will file a violation report on ALL instances of scholastic misconduct, even if I believe it might be unintentional.

To help you learn the rules for grammar and paraphrasing, I suggest you review the information at the following websites EVEN IF YOU THINK YOU KNOW THE RULES!!! These websites are current as of December, 2007:

For tips on grammar and word usage: http://www.drgrammar.org/faqs/

For tips on how to avoid plagiarism: http://owl.english.purdue.edu/owl/resource/589/01/

For tips on how to properly paraphrase: http://owl.english.purdue.edu/owl/resource/563/01/

For general academic integrity resources (including a tutorial on avoiding plagiarism): http://www.tamu.edu/aggiehonor/student.html

Advising

My goal is to be as available as possible to meet your needs during the semester. To reach me:

- E-mail: This is the best way to contact me. I check e-mail frequently and, unless I am out of town, I will usually respond to your e-mail within 24 hours.
- In Person: Although I will try to make myself available to you if you ‘drop by’, please do not expect a substantive conversation; I may have other commitments. I am available for appointments, however, and will be happy to meet with you in person.
- Phone: If you are just trying to contact me, the phone is perhaps the least reliable mechanism since I often overlook voice mail! However, I do try to check voice mail at least once each week. I am happy to do advising by phone and will make appointments to do so.

Guidelines for Written Assignments

Written assignments should follow the below guidelines as a minimum, unless alternative arrangements are made with the instructor:
• Use APA 5th edition formatting for your papers.
• Please double-space, use 12-point font, and left justify your papers

For additional assistance, consult the Writing Center website at http://uwc.tamu.edu/.

Some basics you should consider in all written assignments (with thanks to Dr. Manda Rosser and the Dr. Grammar website for much of this information):

• Have a clear and concise thesis statement very near the beginning of your paper. Thesis statements in the social sciences are somewhat different than what you might have experienced in the humanities. While in the humanities the general preference is to make the thesis statement blend seamlessly with the introduction, the general preference in the social sciences is to make the thesis statement stand out very clearly in articulating the purpose of the paper. In many cases, thesis statements begin with phrases such as, “The purpose of this paper is” or “In this paper, I will.”
• If a sentence requires more than four lines, it is probably too long. Break it up into two or more sentences.
• If a paragraph takes up more than one computer screen or more than half of a double-spaced page, it is probably too long. Break it down into two or more paragraphs. I suggest that you try to have a minimum of three sentences per paragraph.
• Splitting infinitives is now considered perfectly acceptable in common language. However, because many traditionalists continue to be distracted by split infinitives, you might want to try to avoid their use. However, as the Dr. Grammar website notes, if you come up with “To boldly go where no man has gone before,” don’t destroy the essence of your work by trying to adhere to outdated grammatical rules!
• Speaking of outdated grammatical rules, the use of “I” is now considered acceptable, in moderation, in contemporary scholarly writing according to APA. In the past, scholarly writing emphasized passive voice (e.g. unidentified subjects) or third-person subjects in lieu of using ‘I’. In most cases for the types of papers required in my classes, you should be able to use language that requires neither passive voice nor ‘I’. However, if a choice must be made, I almost always prefer that you name the subject (i.e. use ‘I’ when necessary).
• Proofread before you turn in any materials. While I recognize that occasional errors occur, rampant errors can obscure the content of your work. If errors become distracting, your grade will suffer.
• Follow basic grammar guidelines (http://www.drgrammar.org/faqs/). For example, be sure that your sentences have subject-verb and tense agreement and that you are using punctuation appropriately. Do not trust blindly the spell and grammar checkers on your word processor; they are often incorrect!
• Make effective use of structuring techniques for your paper. Academic papers should be written in a professional, formal manner. (Note: Again, this does not mean that you cannot use “I” in your papers. See the APA manual for guidelines on when and how to use “I” in your writing.) Every paper should have a beginning, a middle, and an end. Help the reader understand the structure of your paper by including appropriate headings (e.g., Literature Review, Conclusion).
  o The introduction informs the reader where you are going by introducing the main points. It is the “roadmap” for the rest of the paper and should include the thesis statement.
  o The body of the paper often contains separate sections for each of the main points. In these sections, each of the points is explained in detail and, in particularly long papers, separate headings are even used for each point.
  o The conclusion or summary of the paper should summarize how the points you developed in the body of the paper support the main points you described in the introduction. Just as its name suggests, the summary ‘sums up’ your paper by tying it all together.
Library Resources

Quick Reference Sheets (Updated December 2006)

First and foremost, become familiar with the library resources. You can access many of them remotely!


The below reference sheets will help you critically assess the sources you have found:

Critically analyzing information sources:

Evaluating Web sources:

In general, I am skeptical about WWW sources. When they are reported as references for class assignments, it is difficult for me to easily assess the quality of the resource. While WWW sources are often quite appropriate for the topic at hand, I typically prefer scholarly journal articles as a primary source. That said, how do you find ‘scholarly’ journal articles?

The below reference sheets will help you identify scholarly journals and how to find articles within them:

Scholarly vs. Popular?

This reference sheet gives some basic guidelines about the differences between scholarly and trade/professional/popular journals. I would add a few more distinctions to help you identify the different types of publications.

1. Non-sequential ordering of page numbers on the citation usually indicates a popular article. For example, if the index for the article lists the page numbers as “31+”, it is probably a popular journal. If the pages are listed as “31-45” it is more likely to be a scholarly journal.
2. Very short (i.e., 1-2 pages) articles usually are either popular journal articles or non-refereed articles in scholarly journals. Abstract publications (such as Psychological Bulletin) are an exception to this guideline.
3. Some examples of popular journals in fields associated with HRD include: Training & Development, Phi Delta Kappan, HRMagazine, and OD Practitioner.
Finding articles in journals:
http://library.tamu.edu/portal/site/Library/menuitem.fd0e85de0f59b9a778dba4105a008a0c/imagelist.jsp?dirlocation=Database_Guides

The reference sheets on this site will help you understand what you’ll get when you use one of the hundreds of databases (or ‘indexes’) maintained by the TAMU Library system. You pay for this resource; use it! Some indexes I use frequently include: ABI-Inform, Web of Science Social Science Citation Index, ERIC, EBSCO, and Academic Search Premier.

Please remember that sometimes database search engines give you the opportunity to select whether or not you want ‘peer reviewed’ or ‘refereed’ or ‘scholarly’ publications. Just because you select that you do want this type of article does not mean that all the articles that emerge in your search will be from scholarly sources. I cannot stress this enough!!! You must follow the critical analysis guidelines to determine if you have a scholarly source or not (Ulrich’s database will prove especially useful in identifying whether a journal is refereed).

**My perception of the differences between books, conference papers, and journal articles**

I encourage the use of scholarly refereed journal articles as the primary source material for most work done in my classes. They typically represent the highest quality work because: 1) They have been blind reviewed (usually), and 2) They have been revised multiple times based on reviewer and editor comments in order to increase the quality of the document. Tips for identifying whether or not a journal is scholarly can be found in the quick reference sheet listed above. Just because an article is in a scholarly journal does not mean it is blind reviewed. For example, the Forum section of Human Resource Development Quarterly is a non-refereed section (i.e., the articles are not blind reviewed). So get familiar with the journals that you tend to use!

**Papers presented at conferences** and included in conference proceedings are useful if they are very recent. Typically, conference proceedings are the fastest way to get theoretical ideas and research to the public. However, although conference papers are often blind reviewed, the review process is rarely rigid; many people gain experience in how to review articles by reviewing for conferences. Those that do a good job of reviewing are often asked to review for scholarly publications. This means that conference papers may or may not have received substantive feedback to improve the quality of the paper and the author is rarely under obligation to address any of the reviewer concerns. When considering the use of a conference paper, first look at the date of the conference. Is it within the last two or three years? Have you checked the library indexes to see if a journal article has been published from the conference paper? If the conference paper is three or more years old and you cannot find a journal article from the paper, you must rigorously assess the quality of the paper yourself.

**Books** are a last line of resort in most cases. I advocate using books as resources when the book is seminal or core to the issue at hand and is generally considered to be a scholarly resource. For example, Karl Weick’s book *The social psychology of organizing* is a standard for those interested in issues associated with managerial and organizational cognition. John Dewey’s writings on *Experience and Education* would be another example of a seminal or core book. Scholarly books usually build on scholarly journal publications that have appeared before the book is published. A good example is Arlie Russell Hochschild’s book *The Managed Heart*. Her original ideas on the topic of the book appeared in a sociology journal four years before the book appeared! Most books are not blind reviewed, which means that there was not a ‘dialogue’ between reviewers and author about how to improve the quality of the publication.

**In summary, my first preference is always journal articles. If the paper is within the last three years, conference proceedings or independent conference papers might be acceptable or could be used as a supplement to journal articles. If the book is considered an indispensable**
resource or is used as a supplement to journal articles, a book might be appropriate in your reference list.

General Guidelines for Searching Databases
By
Polly Silva
Virginia Tech
&
Jamie Callahan
Texas A&M University

Searching for resources to support your research and writing is almost an art. It can be very difficult to begin a search when you don’t have a foundation of literature on which to build. The purpose of this brief handout is to help you develop strategies for finding a variety of works to use in your own writing as you study HRD.

If you are unfamiliar to a topic, we suggest the following approaches.

A. Look for general information
B. Search for information on some component of the topic
C. Look at the different worldviews, to find different approaches to the topic
D. Decide what disciplinary approach (or multidisciplinary approach) you want to take (psychology, business, linguistics, sociological) etc.
E. Relate the topic to a particular field.

A. General Information
1. Read the relevant materials provided in your class and use the bibliographies offered.

2. Databases --
   a. ABI-Inform: For topics associated with the field of management, such as HRD, you may want to start by using ABI (Business and social sciences) and search for the terms "human resource development" and whatever topic interests you at the time (e.g., leadership, globalization, technology); then select "combine" to see which articles have both terms. Keep in mind, however, that many articles that are very relevant to the field of HRD do not actually use the term ‘HRD’. Be open and creative in selecting the terms for your search.
   b. ERIC: Because we are concerned with human resource development, doing a similar search from ERIC (educational database) is also appropriate.
   c. Texas A&M University has hundreds of electronic databases that can be accessed by students from any location. Many of these databases include full-text articles! For other possible database sources, see the handout on library resources or contact the reference librarian.

3. ERIC Clearinghouse on Adult, Career, and Vocational Education (http://ericacve.org/) has many good summary pieces on topics. There are Trends and Issues Alerts and ERIC digests (and other reports) that give you overviews on major topics, including lists of the major theories and many references.

4. Annual Reviews -- this is another database that provides overview articles on topics. While not all of our areas of interest will be covered, it is an excellent resource to check out to get overviews (or at the end of your research to make sure you covered key topics/authors.

B. Search for information on some component of the topic

Sometimes, it is most useful to explore one or two aspects of complex or multi-faceted topics. You can use many of the tools listed above, but focus the research more narrowly. A few examples include -
- global leadership development
- cross-cultural or multi-cultural understandings
- diversity and HRD
- developing work groups from those with differing values and beliefs
- jobs of the future
- immigrant workforce
- ex-patriots/re-patriotization
- skills needed for a global marketplace
- virtual workplace
- HRD and varying political/legal requirements

C. Look at the different worldviews, to find different approaches to the topic

There are many different views of any topic that we might study within the field of HRD. One way to approach this is to look at literature from various countries and from various resource methods. Begin to ask questions about the assumptions held by the authors. What questions are the authors trying to address? What paradigm informs their work (i.e., functionalism, structuralism, interpretivism, etc.)?

Another good resource is to consider alternative research methods. Researchers taking a critical theory perspective provide one avenue. Another approach would be social constructionism or symbolic interactionism. How do researchers approach their topic methodologically?


You can also keep some issues central to your own mind as you read articles. Consider what the underlying norms of the authors. Also, consider what changes may need to be made in the field, based on what the authors are discussing. What changes will we want to incorporate into our HRD programs?

D. Decide what disciplinary approach (or multidisciplinary approach) you want to take (psychology, business, linguistics, sociological) etc.

Your preference will help guide which databases you use (librarians can help). Also, it may provide you some alternative approaches. For example, if you are looking at cross-cultural issues in the workplace, you may want to approach it through the study of linguistics, discourse analysis, or conversation. This can address both problems and solutions that we are likely to encounter in organizations on a day-to-day basis.

E. Relate the topic to a particular field.

This can be particularly useful if you have a specialty interest. For example, if you work in the school system and are interested in HRD as it relates to school administrators, use the research databases or resources that you are familiar with and focus on a component topic. This can lead to interesting discussions for your writing and for our class discussions as we can begin to look at themes and issues across disciplines. Sometimes, we may find the research is fairly similar. Other times, we may find that there are theories in one field (e.g., school administration) that would help inform another (e.g., business).
EHRD 620: Emotions in Organizations
Team Assessment Form

Name: _______________________________

Don't forget to include yourself in the table below!

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Primary Role in Process (What did you do?)</th>
<th>Percentage Contributed to Overall Assignment</th>
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Do you have any additional comments about the process? If so, please feel free to use the space below or an additional sheet of paper.
Scholarly Paper Grading Rubric

Paper Written By:

Paper Reviewed By:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Received Points</th>
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</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>4</td>
<td></td>
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<tr>
<td>Content</td>
<td>8</td>
<td></td>
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<tr>
<td>Organization</td>
<td>6</td>
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<tr>
<td>Mechanics</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>20</strong></td>
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</tr>
</tbody>
</table>

**Purpose**

_____The paper has a well-developed thesis with an insightful set of criteria. The introduction establishes the issues at stake and the conclusion indicates the implications of this argument. (4 pts)

_____The paper has a workable (though perhaps formulaic) thesis that leads the reader into the paper and serves as a guide to its contents, but the introduction or conclusion fails to adequately communicate the consequences of this argument. (3 pts)

_____The paper has some components of a thesis (subject, position, hint at organization) but may be underdeveloped or missing a clearly articulated motive for writing. (2 pts)

_____The paper lacks an argumentative thesis or the thesis does not accurately convey what the paper develops. (1 pt)

**Content**

_____The paper demonstrates excellent development of each idea and focuses on relevant details. Clearly explained examples support the claims and the topic is thoroughly researched. (8 pts)

_____The paper contains adequate evidence to support its claims, but will benefit from more research, more thorough interpretation of quotations, or from more specific development of relevant points. (5-7 pts)

_____The paper has some development but lacks sufficient evidence or contains irrelevant details that do not yet develop a clear sense of purpose. (2-4 pts)

_____The paper needs more details on every level (main ideas, related ideas, specific ideas). (1 pt)
**Organization**

_____The paper contains strong topic sentences and builds upon the argument suggested in the thesis. Clear transitions connect ideas both on the paragraph level and the sentence level. (6 pts)

_____The overall structure of the paper is clear, but some topic sentences are weak. Transitions that would clarify the relationships amongst main ideas are occasionally either missing or misleading. (4-5 pts)

_____The paper has one main idea per paragraph, but some topic sentences fail to adequately present the paragraph's argument or the paper fails to follow the order suggested in the thesis. Transitions are either missing or misleading. (2-3 pts)

_____Paragraphs are not organized around a central idea and the overall structure of the paper is difficult to follow. (1 pt)

**Mechanics**

_____The paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, and punctuation. It maintains a clear and efficient style. (2 pts)

_____The paper displays evidence of good control over mechanics, although some areas may still need sentence level revision. Occasional wordiness, passive voice, punctuation errors, pronoun references or unclear modifiers may be problems. (1.5 pts)

_____The paper shows that mechanics are an area of concern. There may be recurring sentence fragments, comma splices, word usage errors, or redundant clauses. Excessive wordiness or punctuation errors may also be a concern. (1 pts)

_____The paper lacks basic control over mechanics and contains excessive proof-reading errors or has habitual problems with subject-verb errors, sentence fragments or punctuation errors. (.5 pt)

*NOTE: This rubric was originally developed by Dr. Joanna Migrock and has been modified for use in this course.*
What does an ‘A’ paper look like?

The below description on classifying papers is from the University Writing Center. You can use this as a supplement to help you as you craft your scholarly paper.

**An "A" Paper**

- has a clearly defined audience and purpose
- has an appropriate tone
- employs a clear, concise writing style
- is clearly organized
- uses excellent page design
- follows all written or posted instructions precisely and thoroughly
- contains no distracting mechanical errors
- includes complete source citations as appropriate

**A "B" Paper**

- is very good
- follows all instructions thoroughly
- shows a clear understanding and completion of objectives
- demonstrates a good understanding of Standard English mechanics but may contain some very minor errors, inconsistencies, or awkwardness
- is thoroughly and competently completed, but perhaps somewhat less impressively thorough than an "A" paper

**A "C" Paper**

- is adequate (generally satisfactory but could clearly be improved in specific areas)
- follows all instructions but could be improved in terms of development/thoroughness
- seeks to fulfill all objectives competently
- is complete, but will improve with additional attention
- may have noticeable, but not habitual, mechanical errors
• may need clearer page design
• may misconstrue details requested in the instructions

A "D" Paper
May demonstrate some or all of the following:
• fails to follow some more minor instructions
• has an ambiguous audience
• employs a vague tone or inconsistent writing style
• contains a detrimental number of mechanical errors
• has organizational weaknesses, including poor page design
• needs clearly identifiable (and possibly substantial) improvement and/or development
• generally follows instructions but needs improvement
• shows only a partial understanding of objectives
• needs additional polish in the use of Standard English mechanics
• is not missing vital information, but clearly needs additional attention

An "F" Paper
May demonstrate some or all of the following:
• disregards instructions
• has no clear audience or purpose
• uses an inappropriate tone
• has no clear format
• uses inadequate or confusing page design
• employs a convoluted, illegible writing style
• contains no citation of sources
• contains an unreasonable or habitual number of mechanical problems
• needs major improvement and development
• fails to show understanding of objectives
• shows consistent carelessness concerning mechanics
• is demonstrably incomplete
Handout for Edited Standard Written English (ESWE)


Suppose a group of people were living on an island, all using the same language, until one day the island broke in two, separated by impassable water. In one hundred years, with no contact, would the people on both halves still use the same language forms? No. Human language is always changing. Language on each half of the island would evolve with different forms and rules. Neither would be better in any absolute sense—just different. Similarly, in the United States, language variations have developed among people separated by culture, socioeconomic status, or geography.

However, the language of the ruling class commonly comes to be regarded as standard. In the United States, the ‘standard’ is the language of white middle and upper classes. Forms of English developed by people of color and by people who have been poor or geographically isolated (as in Appalachia) are sometimes said to be ‘bad’ or ‘incorrect’ English, but such forms are only different, not bad. Each form of English has its own rules. People who say ‘she working’ are not speaking ‘bad’ English; they are using a different set of rules for forming the present tense.

One of the tasks of a good education is to make students aware of these facts about language. Another task of education, however, is to prepare students to function effectively in the world where readers generally expect writers to use Edited Standard Written English (ESWE). Thus, in this class, you must use ESWE. Here is the standard I will apply:

On finished, final, formal papers (not on drafts, in-class writings, or writing that I specifically label as informal), you must have no more than an average of two departures from ESWE per page, in any combination of the following areas:

- End-of-sentence punctuation (avoid run-on sentences, comma splices, fragments, or misuse of semicolon). Occasionally you may use a fragment or comma splice for a special effect.
- Verb forms (use ESWE rules for adding –ed and –s, for using helping verbs, and so on).
- Verb tense (avoid confusing shifts in verb tenses)
- Agreement of subject and verb
- Pronoun form (use ESWE rules to choose between I and me, she and her, who and whom, and so on)
- Agreement of pronoun with antecedent (the antecedent is the word the pronoun refers to)
- Use of apostrophe s and the suffix –es
- Use of quotation marks for all quoted words
- Spelling (a type counts as a misspelling)
- Proper sentence sense (no words omitted, scrambled, or incomprehensible)

Note that the policy only applies to finished, final, formal writing, not to drafts, in-class writing, or writing that I specifically label as informal.