

ATTD 5100 FALL 2014 Course Syllabus

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DESCRIPTION

The course Syllabus is available in PDF format – in “Orientation.”

Course Description

Seminar on the (1) basic theories of individual learning and organizational (team) learning; (2) understanding basic/core concepts of Human Resource and Organization Development (HROD); and (3) developing theory-oriented integrated conceptual framework for your research.

For effective course completion, you must regularly check your Blackboard email for communications from the instructor. Changes in schedule, announcements, etc. will be communicated to you via Blackboard email, so check Blackboard as often as possible (several times a week).

- All readings should be completed prior to doing the assignments and participating group discussions as required.
- Each session activity/assignment should be self-explanatory; however, if clarification is needed, *please do not hesitate to contact your instructor.*

LEARNING OBJECTIVES/ASSIGNMENTS/ASSIGNMENTS

Course Objectives

Upon completion of this course, students should be able to:

- Describe the basic theories of several types of learning in organization
- Describe the general and core concepts of training and human resources
- Describe the general and core concepts of organization development
- Develop your own research concept
- Develop theoretical/conceptual framework for your own research
- Understand the general technological tools for training and human resource
- Discuss and understand the relationship of training to the fields of adult learning, vocational education, psychology, organizational development, instructional systems and knowledge management.
- Develop your own research plan for your Master degree.

Instructional Style

This course will be 100% self-directed learning process based on the course reading and activity materials on CMS (course management system). The course will be delivered and conducted through mostly on-line tools. Required readings for each session will be assigned on the CMS and reflection paper based on your readings will be assigned for each assigned session. The course related communications and discussions would be conducted via multi-media systems (CMS, email, discussion board, and others). If necessary, students will be able to request face-to-face meeting with instructor, and advanced appointment is required.

Course Requirements & Expectations

The general course requirements and expectations include:

- Completion of **all assigned course readings** prior to each session;

- Submissions of **assigned reflection paper** (2-pages long, single space, excluding the cover and reference pages) for each assigned session on time;
- Completion of **all assignments** by the designated due dates; and
- Strive for **active and enthusiastic participation** in all class learning activities – discussions, case studies, debating practices, and others.

Major Assignments

*** 1 Final Project: Will be announced 2 weeks in advance. - 200 points**

- **5 Reflection papers:** based on assigned session readings --> *Not a summary of the readings – rather, a synthesis, analysis and constructive reflection on readings*
 - Read all session readings (they are related to session topics and contents);
 - Find and summarize key themes and write how they are connected and how to be applied for human and organizational performance improvement;
 - NOT a simple summary of the readings;
 - If necessary, a conceptual framework (using figures and/or tables) can be used.
 - **A total of 400 Points - 80 points for each**
- **4 On-line discussions and activities**
 - propose **your own** opinion (scholarly evidence/reference-based opinions) using citations;
 - Post at least **TWO comments** on other students' postings; *Same rules for all discussions and activities*
 - **A total of 400 points - 100 points for each**

**** No late submission will be accepted.** If you fail to submit on time, you will lose the whole points of that assignment.

Contact the instructor in advance if you need any type of special exception.

**** You will complete postings (your own/comments on others) by the given module due date.**

REQUIRED MATERIALS / OTHER INFORMATION

Recommended Readings and Supplemental Text Materials

1. Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: John Wiley & Son, Inc.
2. Rosenberg, M. J. (2006). *Beyond E-learning: Approaches and techniques to enhance organizational knowledge, learning, and performance*. San Francisco, CA: Pfeiffer.
3. Swanson, R. A., & Holton, E. F. (2009). *Foundations of human resource development* (2nd ed.). San Francisco, CA: Berrett-Koehler Publishers, Inc.

Supplemental research articles / readings will be uploaded to Blackboard for each session.

General Grading Policies:

1. Submit all work on Black Board – Submit reflection papers through “Learning Modules” and use the "Discussion Forum" for On-line Discussion and Activities

2. The student is responsible for all course deadlines. All assignments must be turned in by the due date for each module (see details below). Student must keep a copy of all assignments on your own storages.

Grading Rubric

	<u>Points</u>
5 Reflection paper submissions	400
4 On-line activity participations	400
Final project	200
Total	1000

900 – 1000 A (90%)

800 – 899 B (80%)

700 – 799 C (70%)

600 – 699 D (60%)

-- 599 F (Below 60%)

Reflection Paper: By the last Saturday midnight of each given module (Saturday 11:59 pm)

On-line discussion and activities: By the last Saturday midnight of each given module (Saturday 11:59 pm)

Final Project: See the Module 10

NOTE: NO late submissions will be accepted or considered for feedback/grading without prior written (email) from the instruction with approval of an exception.

Formatting for all paper submissions (reflection papers and final project)

- Word processing format – DOC, DOCX, or RTF format required.
- Single Spacing;
- 12 point font (Times New Roman);
- Papers should have a cover sheet indicating: (a) title of the paper (assignment), (b) your name(s), and (c) date. The reference list should be on a separate page. The page count does not include the cover page nor the reference list. These papers should be scholarly in nature and should be cited according to the American Psychological Association (APA) 6 (see <https://owl.english.purdue.edu/owl/resource/560/01/>). Appropriate literature should be cited in the text (citations) and referenced at the end of the document (references).
- All papers should be completed and submitted by the assigned due date.
- Plagiarism including self-plagiarism will cause seriously issues in terms of academic dis-honest. Check UNT website on cases of Plagiarism.
- If cases of plagiarism, including self-plagiarism, are found, your final grade will be “F” and will be reported to the Department / College and University for further actions.

Information for ATTD Web-based Courses

Required Software and Services:

- In addition to the software and hardware requirements listed by Blackboard (http://courses.unt.edu/webct/Blackboard/student/browser_plugins.htm)
- Additional requirements are:
 - Word processing program (e.g., Microsoft Word ®)
 - Presentation program (e.g., Microsoft PowerPoint ®)
 - Spreadsheet program (e.g., Microsoft Excel ®)
 - Graphics program - Must be capable of reducing graphic file size
 - Plugins (e.g., Authorware webplayer ® , Shockwave ® , Real One ® , Adobe Acrobat Reader ®)
 - External email service outside of Blackboard (e.g., Eaglemail ® , Hotmail ® , Yahoo ®)

Communication Parameters:

- Students should contact the instructor via the instructor's preferred communication mode (via instructor's - Dr. J. Michael Spector – email mike.spector@unt.edu) with the course number (ATTD 5100 in the subject line.
- The instructor will attempt to respond to student emails within three working days. *Working days do not include weekends or holidays.* Students should not expect the communication parameters in a web-based class to significantly differ from the parameters in traditional campus-based classes.
- Students are encouraged to develop communication networks with other class members via electronic communication vehicles such as Blackboard email, discussion boards, and/or chat.
- Students should consider the communication parameters with regard to assignment due dates. Please be aware that instructors will not be able to respond to “last minute” requests for assignment clarification, and students may encounter unforeseen problems with their Internet provider, software, or hardware. (*In other words, don't wait until the last minute to begin your assignments!*)

Student Responsibilities for Distributed Learning Courses:

Student should:

- Access course **ORIENTATION** webpage; complete "Introduction: Sharing basic personal information and research interests," and initiate contact with instructor within the first week of the semester.
- Be able to work independently on course objectives, given the format for interaction with faculty and students will be non-traditional.
- Verify appropriate hardware and software as described in the course description.
- Provide instructor with access to a working email account (Eagle mail, Blackboard or private provider), *This MUST be completed within the first week of the semester.*
- Contact instructor or instructor's assistant within two days if any problems develop with regard to accessing the course.
- Adhere to communication parameters of course (i.e., email, discussion, chat)
- Complete **UNT Blackboard Student Tutorial** prior to taking the first Blackboard course.
- Comply with appropriate electronic etiquette and abbreviations.
- Acquire all necessary software and books.
- Complete all course requirements by posted deadlines.

Additionally:

- It is the responsibility of the student to verify that all messages AND assignments are received by the course instructor.
- See *Course Attendance and Participation* section for more information.

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>