Writing for Human Relations

HR 5100-491

The purpose of this course is to prepare students in Human Relations to effectively present information, evaluate sources, conduct online searches, evaluate library sources, draft and write research papers, think critically about arguments and positions, and to express thoughts in written discourse in a way that reflects respect for gender, difference, and inclusion. This course takes a building-block approach, with an emphasis on small, easily-achieved steps, and a friendly, collaborative spirit with fellow learners via the discussion board. The goal is to help you write effective papers and responses to comprehensive exam questions.

September 1 – December 31, 2011
Last day to enroll or drop without penalty: August 3, 2011

http://www.zenzebra.net/writing

This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

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M-W-F 6 - 9 pm CST

Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).

2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

OU E-Mail:
All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

Online Learning Resource Center:
The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to http://casweb.ou.edu/olr/ or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

Course Objectives:
The goal of this course is to prepare students in Human Relations to effectively present information, evaluate sources, conduct online searches, evaluate library sources, draft and write research papers, think critically about arguments and positions, and to express thoughts in written discourse in a way that reflects respect for gender, difference, and inclusion. This course takes a building-block approach, with an emphasis on small, easily-achieved steps, and a friendly, collaborative spirit with fellow learners via the discussion board. The goal is to help you write effective papers and responses to comprehensive exam questions.

You will write four papers, and will build brief annotated bibliographies to prepare you for writing for comprehensive exams, term papers, and other writing required in Human Relations careers.

Assignments Grading and Due Dates

Discussion Board Postings:
Please log on to the discussion board and post a thoughtful response to each prompt. One prompt will ask you to post a draft of your paper, which you will share with your fellow students. Please read your fellow student’s drafts and post for at least three of their drafts. Please
- Identify what you found most compelling about their paper
- Suggest where they might expand some of the definitions or descriptions
- Identify where a case study or example might be helpful
- Ideal length of post: 50-125 words per posting.
Unit 1:
Writing for Human Relations – What will I learn how to write well? Papers, Essay Exams, Literature Reviews

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<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Reading: Pit Bull Brainstorming <a href="http://www.beyondutopia.net/writing-survival-guide/pit-bull-brainstorming/">http://www.beyondutopia.net/writing-survival-guide/pit-bull-brainstorming/</a></td>
<td>Not Applicable</td>
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<tr>
<td>Videos in D2L</td>
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<td>Video: Introduction</td>
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<td>Video: Writing and Invention</td>
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<td>Video: Learning How Your Own Mind Perceives the World</td>
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<td>Articles and sample papers in D2L</td>
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<tr>
<td>Short Paper: Getting Started Free-write: Pit Bull Brainstorming (750 words)</td>
<td>September 25</td>
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Unit Overview:
This unit focuses on the ways in which graduate students of Human Relations are expected to present information, and the processes that are employed in order to arrive at the clear focus and presentation of information. Because Human Relations is an interdisciplinary field, students and individuals in the professions must be able to communicate clearly with individuals from many backgrounds who are in diverse contexts, situations, and occupations. The successful communications strategy is one that bridges fields and allows individuals to relay and receive information in ways that are timely, effective, and accurate.

Unit Learning Outcomes:
Upon successful completion of this unit, the student will be able to analyze a writing task and complete preliminary brainstorming tasks that lead to the effective development of an appropriate communication. This involved brainstorming, audience analysis, drafting, outlining, writing synopses, and analyzing standards. It also involves understanding the types of writing that are expected of Human Relations professionals who are writing for academic purposes or audiences.

Required Work:
750-word free write on a topic of your choice. Follow the “Pit Bull Brainstorming” guide. http://www.beyondutopia.net/writing-survival-guide/pit-bull-brainstorming/

Readings and Videos:
1. Pit Bull Brainstorming http://www.beyondutopia.net/writing-survival-guide/pit-bull-brainstorming/
2. Video: Introduction
3. Video: Writing and Invention
4. Video: Learning How Your Own Mind Perceives the World
Unit 2:
Incorporating Credible Relevant Sources in Your Paper

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<th>Assignments</th>
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<tr>
<td>Reading: Online Research Basics:</td>
<td>Not Applicable</td>
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<td><a href="http://www.zenzebra.net/writing/page8.html">http://www.zenzebra.net/writing/page8.html</a></td>
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<tr>
<td>Video in D2L: Avoiding Second-Order Sources</td>
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<td>Supplemental Reading:</td>
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<td>Articles and sample papers in D2L</td>
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<td>Articles linked on course website</td>
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<tr>
<td>Discussion Board / Student Response to Drafts</td>
<td>October 16</td>
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<tr>
<td>Video in D2L: Writing about what you care about</td>
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<tr>
<td>Writing When You Need Studies and Statistics to Support your Thesis</td>
<td>Not Applicable</td>
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<tr>
<td>Examples: Teenage Pregnancies and Homeless Youth //</td>
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<td>Incarceration Rates by Race</td>
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<td><a href="http://www.zenzebra.net/writing/page7.html">http://www.zenzebra.net/writing/page7.html</a></td>
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<tr>
<td>Short Essay: <em>750-1,200 word short essay on a topic of your choice that follows one of the flowcharts in the course website. Be sure to include at least five sources. Cite them using APA style.</em></td>
<td>October 30</td>
</tr>
<tr>
<td>Research: Brief annotated bibliography over your paper that contains 5 sources, each with a one-paragraph overview that describes how it connects to your topic</td>
<td>October 30</td>
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Unit Overview:
This unit enables the student to conduct research and then write about them. It also prepares the individual to evaluate library sources effectively and to share techniques and insights into finding high-quality digital sources. The student will write a 750-word paper and a brief annotated bibliography on the topic of his/her choice. A flowchart is presented that may help students structure / formulate their papers.

Unit Learning Outcomes:
- Writing papers on current topics in human relations
- Identify library databases
- Detail the disciplines covered by each database used in human relations
- Compare and contrast types of articles found in journals and other online publications
- Describe the process you used to find a journal article
- Share tips for finding high-quality sources and eliminating unreliable or irrelevant sources

Key Terms and Tasks:
- Finding journal articles
- Evaluating online resources
- Evaluating websites
- Constructing annotated bibliographies

Literature Reviews, Online Research
- Refereed, peer-reviewed journals
- Journals and articles from other sources
- Online resources: Websites, government statistics, government resources, blogs, online articles, etc.
- Library databases
- Problems with Wikipedia and other online encyclopedias and collaborative information sources
Reading:
  - Part 9, Section 42: Planning a Research Project
  - Part 9, Section 43: Finding Sources
  - Part 9, Section 44: Working with Sources
- Annotated Bibliography
  - Writing an Annotated Bibliography: [http://library.umcrookston.edu/annotate.html](http://library.umcrookston.edu/annotate.html)
  - How to Write an Annotated Bibliography: [http://library.ucsc.edu/ref/howto/annotated.html](http://library.ucsc.edu/ref/howto/annotated.html)
- Do Not Use Wikipedia!!
- Library databases
  - The New York Public Library’s databases - [http://www.nypl.org/databases/](http://www.nypl.org/databases/)
    - Online databases and websites in sociology - [http://www.fac.worcester.edu/library/databases/subjects/soc.htm](http://www.fac.worcester.edu/library/databases/subjects/soc.htm)
- Using and evaluating online sources

**Required Work:**
750-1,200 word short essay on a topic of your choice that follows the below. Be sure to include at least five sources. Cite them using APA style.

Brief annotated bibliography over your paper that contains 5 sources, each with a one-paragraph description of the article and how it applies to your paper.

**Flowchart**

Writing when You Need Studies & Statistics to Support Your Thesis: Social Issues

Examples: Teenage Pregnancies, Incarcerations Rates by Race, Homeless Youth, Terminal Sedation / Death Panels / Euthanasia / Suicide -- Death and the Elderly

1. What is the research problem / social issue? Identify and define clearly.
2. What has been written about the problem in the past? What are the core issues?
4. What can we find in the following areas?
   c. also: investigative journalism? look up documentaries / investigative journalism, etc.
5. What have people done to address the issue? What are the various interventions / solutions? Describe.
6. Case studies / examples / the human face.
7. Your analysis -- what do the facts tell you? What are things that can be done? What is being tried? Is it working? Is it not? Why not?
8. Conclusions and recommendations.
Unit 3:
Support for Your Arguments: Research Statistics, Case Studies

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<th>Assignments</th>
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<td>Reading: Effective Literature Reviews</td>
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<td>Articles linked on course website</td>
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<tr>
<td>Research Paper Basics</td>
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<td>Example: “The Children of Meth”</td>
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<td><a href="http://www.zenzebra.net/writing/page7.html">http://www.zenzebra.net/writing/page7.html</a></td>
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<tr>
<td>Discussion Board / Student Response to Drafts</td>
<td>November 13</td>
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<tr>
<td>Short Essay: 750-1,200 word short essay on a topic of your choice that follows one of the flowcharts in the course website. Be sure to include at least five sources. Cite them using APA style.</td>
<td>November 30</td>
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<tr>
<td>Brief annotated bibliography over your paper that contains 5 sources, each with a one-paragraph overview that describes how it connects to your topic</td>
<td>November 30</td>
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Unit Overview:
Follow the eight-step writing process to become more aware of your own writing procedures. Expanding your argument. Building a case. Look at evidence and support for your argument.

Unit Learning Outcomes:
- Writing papers on current topics in human relations
- Expand draft / brainstorming
- Find support: statistics, case studies, profiles, studies
- Describe how you'll support the argument
- Understand and describe how to determine the underlying assumptions behind arguments

Key Terms and Tasks:
- Narrowing down the subject and developing a thesis statement
- Evaluating types of evidence and support for arguments
- Citing sources

Thesis statement and outline
- Mission-driven writing
- Making a case, supporting with evidence
- Definition section
- Using theories, citing articles
- Case studies, examples, statistics
- Narrowing the thesis
- Developing an outline

Required Work:
750-1,200 word short essay on a topic of your choice that follows one of the flowcharts in the course website. Be sure to include at least five sources. Cite them using APA style.
Brief annotated bibliography over your paper that contains 5 sources, each with a one-paragraph description of the article and how it applies to your paper:
Look at the following flowcharts to follow. You may use the topic or choose your own. Please choose a topic / flowchart that you have not used before in this course.
Research Paper Flowchart
The Children of Meth

Here is an effective flow chart / guide for structuring a research paper on topics dealing with the impact of methamphetamine addiction and child welfare.

1. What is the research problem / social issue? Identify and define clearly.
   a. It is often a good idea to start with an "in medias res" opening. Provide an example or an illustrative scene. Often investigative journalism provides the best "human face" on the problem. Here's a series of articles from the Sacramento Bee -- "A Madness Called Meth" is a bit dated, but still relevant.

2. What has been written about the problem in the past? What are the core issues?
   a. There are a number of articles and studies which look at the problem from multiple perspectives: law enforcement, health and human services, child welfare, community development, rural poverty
   c. Here is the podcast: http://public.npr.org/anon.npr-mtp3/npr/me/2007/04/20070404_me_12.mp3?dl=1


4. What can we find in the following areas?
   a. While researching government statistics and sites, it is important to keep your primary focus in mind. You may find that your topic covers too many different possibilities and that you'll need to tighten the focus. Don't waste time by reading too many of the articles that seem interesting but that do not directly relate to your topic.
   b. In order to keep the information organized, be sure to develop an "electronic notebook" or a FAB, a "focused annotated bibliography." Copy the salient details; put the citation in APA style (for quick transformation and application of your information later), and then incorporate the website, along with comments. Your description should be no more than a sentence or two.
   c. Examples:
      i. http://www.fedstats.gov (search function)
      iii. also: investigative journalism? look up documentaries / investigative journalism, etc.

5. What have people done to address the issue? What are the various interventions / solutions? Describe. In this case, it's good to use a variety of sources.
   a. Documentaries / Reality Television:
      i. Example: Intervention (http://www.aetv.com/intervention), and others
6. Case studies / examples / the human face...
   a. Journal articles:
   b. Books / Studies:

7. Your analysis -- what do the facts tell you? What are things that can be done? What is being tried? Is it working? Is it not? Why not?
   a. This is a good place to list the key concerns and considerations that relate to the primary thesis.
   b. For example, you could discuss the different approaches and interventions and evaluate which ones work and which ones do not. You could then start to formulate recommendations.
   c. Another example could be that you discuss new trends and issues with methamphetamine abuse and the impact on children.

8. Conclusions and recommendations.
   a. Your final paragraph should be substantive and it should have an in-depth discussion.

Make sure that you use APA style, since this paper deals with social and psychological topics. You may find a very helpful bibliography making software program at Bibme.org (http://www.bibme.org). For APA style questions, check out http://owl.english.purdue.edu/owl/resource/560/01/ or APASTyle at http://www.apastyle.org

Reading:
- Thesis statements
- Evidence and support
  - Selecting evidence to support an argument: http://www.learnnc.org/lessons/sain152003187
- Understanding arguments
  - Determining the underlying assumptions within an argument: http://www.beyonduetopia.net/writing-survival-guide/arguments/
Unit 4:
Solid Theoretical Support for Your Argument

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<td>Articles and sample papers in D2L</td>
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<tr>
<td>Writing About Current Issues and Problems</td>
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<td>Video in D2L: Observing Cultural Diversity</td>
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<td>Example: “My Uncle with Alzheimer’s”</td>
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<td>Articles linked on course website</td>
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<tr>
<td>Discussion Board / Student Response to Drafts</td>
<td>December 11</td>
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<tr>
<td>Short Essay: *750-1,200 word short essay on a topic of your choice that follows one of the flowcharts in the course website. Be sure to include at least five sources. Cite them using APA style.</td>
<td>December 28</td>
</tr>
<tr>
<td>Research: *Brief annotated bibliography over your paper that contains 5 sources, each with a one-paragraph overview that describes how it connects to your topic</td>
<td>December 28</td>
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</table>

Unit Overview:
In this unit, you will write a short paper, and you will review it to make sure that you incorporate solid theoretical support for your argument.

Unit Learning Outcomes:
- develop draft for research paper
- develop draft for short papers
- expand evidence
- narrow focus

Key Terms and Tasks:
- incorporating theoretical foundations to support your argument
- developing a draft
- revising and editing your draft
- review citation styles

Required Work:

750-1,200 word short essay on a topic of your choice that follows one of the flowcharts in the course website. Be sure to include at least five sources. Cite them using APA style.

Brief annotated bibliography over your paper that contains 5 sources, each with a one-paragraph description of the article and how it applies to your paper. Focus on theoretical foundations (sociology, psychology, leadership theories, human relations theories, etc.) and be sure to incorporate them.

Please follow the flowchart listed below. You may use the topic or choose your own.
Flowchart
My Uncle with Alzheimer’s

Writing about Current Issues and Problems (examples: aging, special needs populations, health care access, mental health care, privacy and rights, technology and society)

1. A scene from the life of a person with Alzheimer's disease
   a. My uncle with Alzheimer's -- he's never been married, has no children, and is more or less estranged from his family, due to his obnoxious behavior

2. What is Alzheimer's disease? What do we know about it? What are its primary features? Why is it so hard on families?

3. Caregiver burnout -- the invisible victims
   a. Who are they? What do they do? What are they doing? Why are they invisible? What makes them so difficult to acknowledge? What makes people resist acknowledging them? What are the consequences of the refusal to acknowledge them?

   a. Anger / sadness / grief / loss / shame / regret / nostalgia / helplessness / paranoia about one's own mortality / superstition / detachment /
   b. Describe the emotional rollercoaster, and the elements that connect to your own experience / vision / insights.

5. Action Items: Social Justice and Access
   a. Where are the best places for HR programs to intercede? What can be done? Who can do it? What are the ethical issues?

6. The Big Picture: A Kaleidoscope of ethical dilemmas
   a. Look at the quickly changing social landscape when it comes to taking care of our aging population. Statistics, insights, views.

7. Your own views -- nothing sacred.
   a. It's okay to say things that are a bit outside the lines, even a bit embarrassing. Be honest. Disclosure can work miracles in terms of opening the lines of communication.

8. Conclusion

Readings:

- Little, Brown Handbook
  o Part 1, Section 3: Drafting and Revising
  o Part 1, Section 4: Writing and Revising Paragraphs
  o Part 2, Section 11: Reading and Using Visual Arguments

- APA Style Guide
  o OWL at Purdue: http://owl.english.purdue.edu/owl/resource/560/01/
  o Plonsky / sample references page: http://www.uwsp.edu/psych/apa4b.htm#A3

- In-text citations (important!!)

- Revision Flow Chart (print out and use)
  o Writing Survival Guide: http://www.beyondutopia.net/writing-survival-guide/revision/

Additional Video Resources On Desire 2 Learn

1. Merchants of Light - Philosophy of learning and sharing knowledge - e-learners are "Merchants of Light" (Francis Bacon) -- they bring knowledge from around the world to those who value it. Susan Smith Nash is your guide.
2. Merchants of Light – 2
3. Defining Your Concepts in Your Essay
4. Writing Thoughts
5. Effective Writing: Strategies and Insights
6. Route 66, Pop Architectures, and the Structure of Memory and Emotion - Use the experiences of engaging with architecture - especially popular architecture designed for people - to trigger memories, emotions, and connections to theories and thoughts about the nature of reality and meaning-making processes.

7. Route 66, Kitsch, Memorabilia, and the Artifacts of Recollection - When we stop along the road at historical sites, what do we encounter? How can we use the experience to reflect upon what it means to explore connections, and what kinds of memories and emotions are triggered? The American love affair with the car has shaped the American imagination, from Fitzgerald's The Great Gatsby to Kerouac's On the Road and all the wonderful road films.

8. Route 66 Rest Stop, Donley County, TX: New Technologies & Encounters - New technology leads to unexpected encounters. It's been that way from the very beginning. Let's think about it, Route 66 was built because of emerging, evolving transportation technology. People became mobile, and they also met people and had encounters they never envisioned before. Today, communications technology and social networking are also leading to surprising encounters -- with people, ideas, places. Earlier technologies, such as navigation technologies in Europe, as well as what I like to think of as "financial technologies" (early stock / trading companies, limited partnerships, in and after the Renaissance).

9. Planning Process: Composition - Pit Bull Brainstorming

10. Causes and effects: leaving home for the first time

11. Research Papers: when your sources are problematic - Avoid reporting statistics that come from "second order" articles / reports or "derivatives." Go back and do searches to find the original documents. Here are a few strategies. Susan Smith Nash is your guide.

12. Research Papers and Essays: Crafting a Good Conclusion - How to write an effective conclusion in your essay or research paper. Susan is your guide (Susan Smith Nash, Ph.D.) -- examples discussed include celebrity "train wrecks" and the underlying issues (psychological, sociological). Let's use the conclusion to reinforce metacognitive points that can the be applied to other situations, to help you look at the world with fresh, new eyes.

13. How to Use Encyclopedia Information in Your Papers and Essays - When and how should you use reference books, encyclopedias, and wikis as you write a research paper or essay for school (high school or college) is discussed in this video. Dr. Susan Smith Nash is your guide.

14. Audience Analysis

15. Telling Your Story: Writing Your Life - There are many ways to go about writing about your life and your life story. The most fruitful ways are ones that allow your audience to have a glimpse into your worldview and then to relate your own thoughts to their own. Sometimes the best approach is to anchor your story with current and historical events, which provide nice reference points. At other times, the best approach might be to discuss how and why a certain event or time in your life had a larger meaning than it might have seemed at the time. Susan Smith Nash discusses ways to tell your story as she stands on a pier on the Mohawk River near Lock 7 on the Erie Canal in Niskayuna, New York.

Grading:

This is a letter-graded course: A, B, C, D, or F.

A: An “A” paper is extraordinary work that more than fulfills the requirements of the assignment. This essay tackles the topic in an innovative way, with a clear sense of audience and purpose, an insightful thesis, and an appropriate and effective organization. The structure is carefully planned; each section of the essay develops the thesis with logical arguments and specific, conclusive evidence which has been interpreted and clearly related to the writer's point. The style is energetic and precise: the sentence structure is varied and the words are carefully chosen. How the writer says things is as excellent as what the writer says. There is evidence of careful editing since the essay contains few grammatical and/or mechanical errors and, if necessary, is correctly documented using MLA format.

B: A “B” paper is clearly above-average and more than meets the requirements of the assignment. Like the "A" paper, it has a clear thesis and organizational strategy; and each paragraph provides unified, coherent, and developed support for its thesis and subordinate assertions. If necessary, it properly documents sources. While the essay takes some "risks," attempts complex strategies of development, and
pays attention to audience, it falls short of the "A" essay in one or more of the following ways: the thesis may not be as interesting or insightful; there may be weaknesses in organizational strategy or its execution; the support may not be uniformly conclusive and convincing; and the style may not be as energetic or the diction as thoughtful. The essay shows strong evidence of editing since there are relatively few grammatical and/or mechanical errors.

C: A “C” paper is below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise but does not fully meet the requirements of the assignment. The essay may have one or several of the following weaknesses. It may have a general or implied thesis; but the idea may be too broad, vague, or obvious. The organizational plan may be inappropriate or inconsistently carried out. Evidence may be too general, missing, not interpreted, irrelevant to the thesis, or inappropriately repetitive. Documentation may be incomplete or inaccurate. The style may be compromised by repetitive or flawed sentence patterns and/or inappropriate diction and confusing syntax. Grammatical and mechanical errors may interfere with readability and indicate a less-than-adequate attempt at editing or an unfamiliarity with some aspects of Standard Written English.

F: An “F” paper is substantially below average for the assignment. It exhibits one or several of the following. It may be off-topic. It may be an attempt to meet the requirements of the assignment, but it may have no apparent thesis or a self-contradictory one, or the essay's point is so general or obvious as to suggest little thinking-through of the topic. It may display little or no apparent sense of organization; it may lack development; evidence may be inappropriate and/or off-topic or may consist of generalizations, faulty assumptions, or errors of fact. This essay may fail to handle borrowed material responsibly and/or to document appropriately. The style suggests serious difficulties with fluency which may be revealed in short, simple sentences and ineffective diction. Grammatical/mechanical errors may interfere with reader comprehension or indicate problems with basic literacy or a lack of understanding of Standard English usage.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Policy for Late Work:
Please inform me if your work will be late. If you inform me ahead of time, I will not count off or late work. If you do not turn in your work, you will receive a “0” for the grade.

Attendance Policy:
In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone BEFORE the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed

Incomplete Grade Policy:
A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:
If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).
Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the Advanced Programs Distance Learning webpage, [http://www.goou.ou.edu/distance_learn.html](http://www.goou.ou.edu/distance_learn.html). Students should click on the applicable semester link under “Course Evaluations” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

Important information you should know about online courses:

- To sign on to Desire2Learn (D2L), log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.

- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at [http://casweb.ou.edu/olr/public/students/orientation.htm](http://casweb.ou.edu/olr/public/students/orientation.htm)

- If the course is using a course website, you will find a link for the website on the first page of this syllabus. Please click on this link to start your course.

- Course Materials are available at Follett/AP Bookstore. On this syllabus you will find a link to the Follett Bookstore.

- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. You can drop a course after the add/drop date through the first day of class with a penalty. There will be a 25% penalty if you drop 16-29 days before the start of class, 50% penalty if you drop between 15 days before and the start of the class, or 100% penalty if you drop on the first day of class or later.

- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the ‘I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

SUSAN SMITH NASH, Ph.D.

Education

- 1996  Ph.D., University of Oklahoma – English, Outstanding Ph.D. Dissertation Award
- 1989  M.A., University of Oklahoma – English
- 1981  B.S., University of Oklahoma – Geology (Minor – Business)

Current Positions

- Director of Education and Professional Development, American Association of Petroleum Geologists (AAPG), Tulsa, OK (includes Petroleum Technology Transfer Council, PTTC) http://www.aapg.org
- Advanced Programs Professor since 2001
- Vice President, Victoria Resources, Norman, OK

Past Positions

- Associate Dean, Liberal Arts, Excelsior College, Albany, NY
- Programs Director, University of Oklahoma College of Continuing Education
- Director of International Projects, University of Oklahoma College of Liberal Studies
- Director of Online Curriculum Development, University of Oklahoma

Frequently Taught Advanced Programs Courses

- HR 5110 The Literature of Leadership
- HR 5110 Leadership in Difficult Times
- HR 5100 Graduate Research and Writing for Human Relations

Major Areas of Teaching and Research Interest

- Leadership, Online Instruction, International Strategies for Development, Literature, Translation, Cultural Understanding
- Technical Projects/Programs Developed and/or Managed: Small business and producer solutions for small, multipoint retail, marketing, production
- Developing interface, curriculum, and system for online university courses, avoiding third party turnkey solutions, but focusing on proprietary, in-house, cost-effective and easy-to-implement solution. Low startup costs. High return on investment, cash flow.
- Developing curriculum, interface, and delivery philosophy with subject matter experts for university-level online courses in private, public, and corporate university settings.
- Online courses developed, with faculty training tutorials including the following courses:
  - E-catalog interface, with third-generation relational database integration, with automated point-of-sale relating to logistics coordination, packaging, and production scheduling.
  - Sales and anticipated demand production scheduling for inter- and intranet applications for chemical (pigment and synthetic rutile) producer
  - Integrated logistics coordination for economies of scale for small and medium-sized producers; shipping, packaging, cold storage, warehousing, etc., for use in South America and U.S.
- International Economic Development Programs:
  - Packaging and Brand Image, March 2001 (Azerbaijan)
  - Private Sector Strengthening Mission, Fall 2000 (Azerbaijan)
- Best Practices for the Use of Internet-based Educational Programs in Developing and Transitional Economies (for Universidad Autonoma, Guadalajara, Mexico, Universidad el Bosque, Bogata, Colombia)
- English/Cultural Center Curriculum and Program Design, January 2000, (Cuidad del Este, Paraguay)
Representative Publications and Presentations

More than 75 articles and columns on distance learning and leadership, and more than 100 reviews, short stories (in the original Spanish and English), and poems (in the original Spanish and English) have been published in journals in the U.S., France, Germany, Japan, Australia, India, Azerbaijan, Paraguay. Poems have been translated in Russian, Bengali, and French.

Books:


**Book Chapters:**


• “Blended Mobile Learning in Developing nations and Environments with Variable Access: Analysis of Four Cases” *Mobile Information Communication Technologies Adoption in Developing Countries: Effects and Implications.* London: IGI Global, 2010. (forthcoming)


**Articles:**


• "E-Learning and the Geoscientist" The Correlator, AAPG Division of Professional Affairs. 1st Quarter, 2011: http://dpa.aapg.org/correlator/e_learnQ111.cfm


- Review of Ana Merino’s *Cell Mate*” *World Literature Today*. Winter 2009
- “On Jerome McGann’s *The Point is to Change it: Poetry and Criticism in the Continuing Present*” *Talisman*, Spring 2009
- “Subjectivity in Second Life: Enactments in the Space Between the Real and the Virtual” *Talisman*. Fall 2008
- Journal of Issues in Informing Science and Information Technology (IISIT), pages 811-818. It is also listed in the Proceedings of the 2007 Informing Science and IT Education (InSITE) conference

**Short Fiction, Poetry:**


**Edublogs and Online Journals:**

edublog: E-Learning Queen (http://www.elearningqueen.com) – theoretical articles, along with numerous online interviews with innovators and leaders in e-learning. E-Learning Queen has been widely recognized by educators and distance learning providers as a source of high-quality and up-to-date information on online learning, mobile learning, and new trends and technologies.

Papers Presented at Conferences:

- "Leadership and the Strategic Plan" co-presented with George Timmons, at presented at Sloan-C, The Eleventh Sloan-C International Conference on Asynchronous Learning Networks, "The Power of Online Learning: Mobilizing to Expand Community" November 16-18, 2005. (Sloan-C audience evaluation rating 4.6 out of 5.0)
- "Saving Face through Story: Paraguayan Myth and Folklore." presented at AGLSP - Association for Graduate Liberal Studies Programs Conference, October 2005, Minneapolis, MN.
Representative Honors and Awards Received

Many commendations and awards for initiatives and programs that promote democracy and democratic processes:

- ICEM / RIMA, Quebec City, Quebec – March 2004.
- Outstanding Faculty Teaching Award – The University of Oklahoma, April 2002, The University of Oklahoma.
- Trubar Fund (Ljubljana, Slovenia) – Travel grant to attend the Vilenica Literary Festival, Lipica, Slovenia.
- Oklahoma Fund for Poetry, January 2001, for *Flyover States of Mind*. Published by Light and Dust Books, Kenosha, WI.
- Outstanding Staff Award, February 2001, University of Oklahoma College of Continuing Education. Outreach Collaboration Award in Recognition of Unique and Extraordinary Collaborative Efforts for the BLS Internet-Guided Independent Study Program, University of Oklahoma, January 25, 2001.
- Outstanding Professional Staff Award, University of Oklahoma College of Continuing Education, 2001.
- Superior Teaching Award, University of Oklahoma College of Liberal Studies, 2000.
- Contemporary Authors Biography Series (Gale Research).
- Outstanding Achievement Award 00 Centro Cultural Paraguayo Americano and the Asociacion Paraguaya de Profesionales Graduados en USA – 1999.