



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5203-495: Graduate Research and Writing for Human Relations

Course Description:

The purpose of this course is to prepare students in Human Relations to produce clear, effective, and well-argued graduate-level academic writing. Students will conduct online searches, evaluate sources, think critically about issues, and write various types of papers, including research papers. Expressing clear thoughts in a way that reflects respect for gender, difference, and inclusion will be part of all written exercises.

Course Dates:

September 1 – Dec 31, 2021

Last day to enroll or drop without penalty: August 3, 2021

Site Director:

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

Professor Contact Information:

Course Professor: Susan Nash, Ph.D.
Mailing Address: 1108 Westbrooke Terrace
Norman, OK 73072
Telephone Number: (405) 314-7730
Email Address: smithnash@ou.edu
Skype: beyondutopia (8 a.m. – 7 p.m. Central time)
Professor availability: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online.

1. Nash, S. S. (2016) *Quick-start writing guide for graduate research and writing*. Texture Press. ISBN 9781945784033. Note: this text will be made available for free in digital format within the course.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). New York: American Psychological Association. ISBN 9781433805615. (you may also use online resources available for free)
3. Galvan, J. L. (2012). *Writing literature reviews: A guide for students of the social and behavioral*

sciences (6th ed.). Glendale, CA: Pyrczak Publishing. ISBN 9781936523375. (earlier or later editions will work as well). E-TEXT HERE

https://uomustansiriyah.edu.iq/media/lectures/8/8_2019_03_09!10_09_36_AM.pdf

<http://marcuse.faculty.history.ucsb.edu/classes/204writingworkshop/pdfs/Galvan2009Ch8SynthesizingLiteratureReviewCr1.pdf>

4. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at:

<http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at

<http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Learning Goals:

1. To explain the definitions of and differences among several types of academic writing required of graduate students, such as literature reviews, class essays and comprehensive examination responses;
2. To define successful graduate-level academic writing;
3. To demonstrate specific practices and techniques associated with good academic writing;
4. To generate thesis statements, create good search terms, and conduct online library research;
5. To develop an ability to read and evaluate peer-reviewed journal and/or research articles critically and to grasp their major premises;
6. To write effective critical responses to peer-reviewed articles and student work;
7. To create short and longer research papers by following the writing process defined in class; and
8. To create a literature review that meets the detailed rubric shared with students.

Assignments, Grading, and Due Dates:

Date(s)	Unit	Topics or Activities	Learning Outcomes Addressed	Assignments, Exams, or Readings
Sept 3	1.1	Characteristics of excellent academic writing	1, 2	What are current issues that concern you? Discussion 1 Quick/7-18, 94-96
Sept 8	1.2	Effective writing involves self-discovery	5	Discovery Writing 1 Quick/19-31
Sept 13	1.3	Choosing topics	3,4	Literature Review 1 Quick/97
Sept 25	1.4	Ethics and integrity	5	Discovery Writing 2

				Quick-36 Quick/65-66
Oct 5	2.1	Planning a research strategy	6	Literature Review 2 Quick/67-76 Quick/97-100
Oct 10	2.2	Finding reliable sources of information	3, 4	Reliable Sources Discussion 2 Quick/77-93
Oct 20	2.3	Evaluating your sources	7	Short Essay 1 Quick/120-135 Or, Quick/140-150
Oct 25	2.4	How unreliable sources and disinformation can trick you	4	Really unreliable sources can trick you Discussion 3
Oct 26	3.1	Identifying your interests	4	Literature Review 3 Quick/99-110
Nov 12	3.2	Digging deeper into your interests; add more sources, and draft an outline	3	Literature Review 4 Quick/99-110
Nov 15	3.3	The social, political, and personal aspects of an issue that interests you	5	Short Essay 2 Quick/59-64 Quick/67-76
Nov 23	3.4	Putting the interests you have into a framework	5	Discovery Writing 3 Quick/99-115 Quick/38-45
Dec 3	4.1	Revision strategies for your literature review	5, 7	Discussion 4: Finding a common vision Quick/107-108
Dec 10	4.2	Incorporating your sources into your paper or literature review. Use your sources to write a draft.	6	Paper Draft (Lit Review 5) Quick/77-83 Quick/99-115 Quick/94-96
Dec 12	4.3	Additional reliable sources you may have overlooked	3	Quick/16-18 Quick/84-89 Quick/95-96
Dec 26	4.4	Final revisions and proofreading	8	Final Paper Quick/90-91

Reading Assignments:

All assigned readings must be completed prior to turning in your assignments for the corresponding unit.

Short Essays:

There are two short (300-word) essay assignments. Instructions and rubrics appear in Canvas. These essays will be submitted via the designated Canvas Dropboxes.

Individual Assignments:

There are three individual assignments. Instructions are included on the class schedule; they will be submitted via the designated Canvas Dropboxes.

Discussion Posts:

There are five discussion posts. They will be submitted via the designated Canvas Discussion board.

Literature Review / Final Paper:

Each student will identify, read, and analyze appropriate research articles to write an eight- to 10-page literature review paper on a topic in human relations study. Further instructions will be given online.

Literature Review Benchmarks:

In order to help you stay on a targeted timeline in preparing your literature review, several benchmarks have been defined, and each will result in feedback from your instructor. You will complete each and upload into the Canvas Dropbox by the required due date. You will identify your topic, find articles, write descriptions and analyses, and develop an outline / drafts for a paper based on your topic and papers.

Instructional Strategies:

Students will use written materials, lecture information, demonstrations, visuals, practice activities, and videos.

Grading:

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

Grading Scale:

A = 90% -100 % (900-1000 points)

B = 80% - 89 % (800-899 points)

C = 70% - 79 % (700-799 points)

F = below 60% (699 or fewer points)

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.

***Note: Due Dates and GRADE POLICY NOTICE**

All assignments are due at midnight CST on the date listed. Late assignments will receive 0 points. Deviations from this requirement on any one of the assignments must be coordinated with me in advance for approval. Exceptions will be made only for documented Provost-approved University-sponsored activities or legally required activities such as emergency military service, jury duty, or documented serious illness or emergency and then only after discussion with me. Contact me by telephone or email if an emergency situation occurs.

If a student has not completed at least half of the required assignments, a final grade of AW (Administrative Withdrawal) will be assigned with no grade or credit.

Incomplete:

A grade of Incomplete (I) will be given only for a justifiable reason (due to unavoidable circumstances, not lack of planning on the student's part) and only if the student is passing the course. It is the responsibility of the student to request a grade of "I" and to consult with me as early as possible to determine requirements for completing the course. Any incomplete granted must be removed by the deadline specified by the instructor. The time limit set for removal of an incomplete will take into account

the circumstances of the situation but may not exceed one calendar year. Professors are not required to allow students a year to make up grades of “Incomplete.” My requirement is more restrictive than the University maximum of one year. Exceptions will be made only for documented Provost-approved University-sponsored activities or legally required activities such as emergency military service, jury duty, or documented serious illness or emergency and then only after discussion with me. Contact me by telephone or email if an emergency situation occurs.

Requirements for Assignments:

Grading will be based upon the substantive content and the quality of the student's writing in all assignments, including discussion board postings. Substantive content includes following instructions for the content of the assignment. Quality of writing covers clarity of expression and organization, appropriate use of and citation of references within the text and in reference lists at the end of the paper using APA format. Academic writing style, use of inclusive language, and correct grammar, spelling, and punctuation will be included in the grade determination. Do not rely exclusively on the spell check feature of your word processor, which will not pick up errors such as homonyms, such as “principle” and “principal,” or homophones such as the correct use of “its” and “it’s.” Spelling, grammar, and punctuation will be taken into consideration in grading.

All written assignments should be double-spaced, typed, Arial 12-point font and submitted through CANVAS through the electronic Drop Box or as specified. Retain a copy for yourself of everything you submit.

If you have any questions on this matter, contact the instructor for clarification.

Discussion Board Policy:

Be considerate and appropriate when using the discussion board. It is neither a public forum nor a limited public forum. Your instructor has the right to remove any message for the purposes of saving space, focusing attention of students on relevant materials, and avoiding material inappropriate for the classroom. On this last note, with freedom comes responsibility. Please keep in mind, as you contribute to the discussion board, that not everyone comes from the same background, or shares the same values and ideals. Please be appropriate (professional) and considerate of others. If you have any questions on this matter, contact the instructor for clarification.

Late Work:

A late assignment will incur a penalty. If you miss class because of an emergency, please make arrangements with the professor. Two (2) points will be deducted from the total possible points for each day the assignment is late.

Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the Advanced Programs Online Learning Information webpage and click on the applicable semester link under “Online Course Evaluation” 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.

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 Incomplete 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. 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.

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.

Item	Points
Short Essay 1	100
Short Essay 2	100
Discovery 1	50
Discovery 2	50
Discovery 3	50
Discussion Post 1	50
Discussion Post 2	50
Discussion Post 3	50
Discussion Post 4	50
Discussion Post 5	50
Lit Review Benchmark 1	50
Lit Review Benchmark 2	50
Lit Review Benchmark 3	50
Lit Review Benchmark 4	50
Lit Review Benchmark 5 / Paper Draft	50
Literature Review / Final Paper	150
Total points possible	1000

Grading Scale:

A = 90% -100 %	(900-1000 points)
B = 80% - 89 %	(800-899 points)
C = 70% - 79 %	(700-799 points)
F = below 60%	(699 or fewer points)

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 contact the professor regarding his/her policy for late work

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).

Materials posted on the OU CANVAS system:

Access CANVAS at <http://canvas.ou.edu>; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local the IT Help desk at 405-325-HELP if you require assistance. IT is available 24/7

Statement about the MHR Program Planner and Human Relations Website

Students should become familiar with the MHR Program Planner that was sent to each student upon admission into the program. The planner has a description of the HR program objectives and requirements, suggestions for graduate study, financial assistance, and graduation information. Of particular interest is the information on the comprehensive exams and the internship. For further information please visit the Department of Human Relations Website at: <http://www.ou.edu/cas/hr>

Reasonable Accommodation Statement

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Students with disabilities must be registered with the Office of Disability Services prior to receiving accommodations in this course. The Office of Disability Services is located in Goddard Health Center, Suite 166, phone 405-325-3852 or TDD only 405-325-4173. For more information please see the Disability Resource Center website <http://www.ou.edu/drc/home.html>

Civility/Inclusivity Statement:

We understand our members represent a rich variety of backgrounds and perspectives. The Human Relations Department is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner

- keep confidential discussions the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the University of Oklahoma community.

Religious Holidays

It is the policy of the University to excuse absences of students that result from religious observances and to provide without a penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays, without penalty.

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.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. 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 making 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 Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7,

counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Extended Campus (also and formerly known as 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 e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

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 OU Extended Campus, visit our website at: <http://www.goou.ou.edu/>

University Policies

Academic Integrity

There is not specific language for the Academic Integrity policy to be included in the syllabus. It is good to become familiar with the policy and describe it in your own words.

[See http://integrity.ou.edu/faculty_guide.html]

Cheating is strictly prohibited at the University of Oklahoma, because it devalues the degree you are working hard to get. As a member of the OU community it is your responsibility to protect your educational investment by knowing and following the rules. For specific definitions on what constitutes cheating, review the Student's Guide to Academic Integrity at

http://integrity.ou.edu/students_guide.html

To be successful in this class, all work on exams and quizzes must be yours and yours alone. You may not receive outside help. On examinations and quizzes you will never be permitted to use your notes, textbooks, calculators, or any other study aids. Should you see someone else engaging in this behavior, I encourage you to report it to myself or directly to the Office of Academic Integrity Programs. That student is devaluing not only their degree, but yours, too. Be aware that it is my professional obligation to report academic misconduct, which I will not hesitate to do. Sanctions for academic misconduct can include expulsion from the University and an F in this course, so don't cheat. It's simply not worth it.

Religious Observance

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

[See [Faculty Handbook 3.15.2](#)]

Reasonable Accommodation Policy

There is not specific language for the Reasonable Accommodation policy to be included in the syllabus. It is good to become familiar with the policy and describe it in your own words.

Including the link to Disability Resources Center is encourage, <http://www.ou.edu/drc/home.html>.

[See [Faculty Handbook 5.4](#)]

Students requiring academic accommodation should contact the Disability Resource Center for assistance at (405) 325-3852 or TDD: (405) 325-4173. For more information please see the Disability Resource Center website <http://www.ou.edu/drc/home.html> Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

Title IX Resources and Reporting Requirement

For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, the University offers a variety of resources. To learn more or to report an incident, please contact the Sexual Misconduct Office at 405/325-2215 (8 to 5, M-F) or smo@ou.edu. Incidents can also be reported confidentially to OU Advocates at 405/615-0013 (phones are answered 24 hours a day, 7 days a week). Also, please be advised that a professor/GA/TA is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. Inquiries regarding non-discrimination policies may be directed to: Bobby J. Mason, University Equal Opportunity Officer and Title IX Coordinator at 405/325-3546 or bjm@ou.edu. For more information, visit <http://www.ou.edu/eoo.html>.

Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact your professor or the Disability Resource Center at 405/325-3852 as soon as possible. Also, see <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for answers to commonly asked questions.

Final Exam Preparation Period

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's Final Exam Preparation Period policy (<https://apps.hr.ou.edu/FacultyHandbook#4.10>).

Emergency Protocol

During an emergency, there are official university [procedures](#) that will maximize your safety.

Severe Weather: If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather *1. LOOK* for severe weather refuge location maps located inside most OU buildings near the entrances *2. SEEK* refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building. *3. GO* to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows. *4. GET IN, GET DOWN, COVER UP.* *5. WAIT* for official notice to resume normal activities.

[Link to Severe Weather Refuge Areas](#) , [Severe Weather Preparedness - Video](#)

Armed Subject/Campus Intruder: If you receive an OU Alert to shelter-in-place due to an active shooter or armed intruder situation or you hear what you perceive to be gunshots:

1. GET OUT: If you believe you can get out of the area WITHOUT encountering the armed individual, move quickly towards the nearest building exit, move away from the building, and call 911. *2. HIDE OUT:* If you cannot flee, move to an area that can be locked or barricaded, turn off lights, silence devices, spread out, and formulate a plan of attack if the shooter enters the room. *3. TAKE OUT:* As a last resort fight to defend yourself.

For more information, visit <http://www.ou.edu/emergencypreparedness.html>

[Shots Fired on Campus Procedure - Video](#)

Fire Alarm/General Emergency: If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates: *1. LEAVE* the building. Do not use the elevators. *2. KNOW* at least two building exits *3. ASSIST* those that may need help *4. PROCEED*

to the emergency assembly area 5 *ONCE safely outside, NOTIFY first responders of anyone that may still be inside building due to mobility issues.* 6. *WAIT* for official notice before attempting to re-enter the building.

OU Fire Safety on Campus

Mental Health Support Services

If you are experiencing any mental health issues that are impacting your academic performance, counseling is available at the University Counseling Center (UCC). The Center is located on the second floor of the Goddard Health Center, at 620 Elm Rm. 201, Norman, OK 73019.

To schedule an appointment call (405) 325-2911.

For more information please visit <http://www.ou.edu/ucc>.

INSTRUCTOR VITA

Susan Smith Nash, Ph.D.

Education

- 1996 Ph.D. in English, University of Oklahoma
- 1989 M.A. in English, University of Oklahoma
- 1981 B.S. in Geology, University of Oklahoma

Current Positions

- Advanced Programs Professor since 1998
- Adjunct Professor, Human Relations, University of Oklahoma
- Director of Education and Professional Development, American Association of Petroleum Geologists

Frequently Taught Advanced Programs Courses

- HR 5013 Current Problems in Human Relations
- HR 5203 Graduate Research and Writing
- HR 5033 Leadership in Organizations
- HR 5093 Introduction to Human Relations
- HR 5133 Change, Challenge, and Creativity in Organizations

Major Areas of Teaching and Research Interest

- Leadership, Strategic Decision-Making, Risk in Energy and Natural Resources
- Leadership in Difficult Times and the Apocalyptic Narrative
- Persuasive and Technical Writing
- E-Learning, Instructional Design, and Effective Knowledge Transfer
- Economic Development / Supply Chain
- Drones / UAS systems and applications, with emphasis on sensors / missions
- Big Data / Deep Learning applied to problem-solving / pattern recognition

Representative Publications and Presentations (Partial)

Review of *Jakarta*, by Rodrigo Marquez Tizano. *World Literature Today*. Winter 2020. pp. 84-85.

Strategically Leveraging Infrastructure and Financing Options for Sustainable Economic Growth in Resource-based Economies. Co-authors: Gary Stading and Larry R. Davis. (2019). *Journal of Education, Society, and Behavioral Sciences*. Vol 30: Issue 4. P. 1-12.

Jobs? Better Operations? Look Under a Different Rock. *GeoExpro*. October 2019. pp. 26-28.
<https://www.geoexpro.com/articles/2019/11/jobs-better-operations-look-under-a-different-rock>

Featured Review: *Carbon*, by Kate Ervine. *World Literature Today*. Summer 2019.
<https://www.worldliteraturetoday.org/2019/summer/carbon-kate-ervine>

The Role of Big Data and Machine Learning in the Integration and Implementation of Historical, Current, and Continuously Gathered Earth Data. *Acta Geologica Sinica* (English Edition), 2019. 93 (z1). <http://www.geojournals.cn/dzxben/ch/index.aspx>

Effective Learning Strategies in the Homes of Famous Artists and Writers Converted to Museums. 2019. *Frontiers in Education Technology*. Vol 2, No. 1: p. 1-16. <http://dx.doi.org/10.22158/fet.v2n1p1>

Eros and Saudade: Languages of Love in the Poetry of Rudencio Morais. *WLT Weekly*. June 4, 2019. <https://www.worldliteraturetoday.org/blog/book-reviews/eros-and-saudade-languages-love-poetry-rudencio-morais-susan-smith-nash>

Daughters of Prometheus: A Latin American Frankenstein. *WLT Weekly*. April 18, 2019.
<https://www.worldliteraturetoday.org/blog/book-reviews/daughters-prometheus-latin-american-frankenstein-susan-smith-nash>

The Role of Big Data and Machine Learning in the Integration and Implementation of Historical, Current, and Continuously Gathered Earth Data. *Acta Geologica Sinica (English Edition)*, 2019. 93 (z1). <http://www.geojournals.cn/dzxben/ch/index.aspx>

- Avoiding the “Dutch Disease” and “Resource Curse” Maladies through Strategically Deployed Infrastructure and Business-to-Business Economic Development Projects (2019) *Journal of Humanities and Social Sciences Invention*. Vol 1, No 1. p 21-23
<http://jhssi.com/index.php/JHSSI/issue/view/1> <http://jhssi.com/index.php/JHSSI/article/view/5/3>
- Review of *A Dream Called Home* by Reyna Grande. *World Literature Today*. Winter 2019.
<https://www.worldliteraturetoday.org/2019/winter/dream-called-home-reyna-grande>
- Revisiting Medieval Philosophers and their Writing: Lessons when Ideas Can Be Dangerous (2018) *Journal of Social Science and Humanities Research*. Vol 3, No. 12. p. 21-31
<https://ijrdo.org/index.php/sshr/article/view/2589>
- Infrastructure Project Financing Options: Traditional and New Sources, Strategies for Avoiding Dutch Disease, China’s White Knight Interventions, and the U.S. BUILD Act (2018) for Sustainable Development (November 2018) *IJRDO Journal. Journal of Social Science and Humanities Research (ISSN: 2456-2971) Vol. 3, No. 11. pp. 70-82.*
<https://ijrdo.org/index.php/sshr/article/view/2550>
<https://ijrdo.org/index.php/sshr/article/view/2550/2158>
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Video Programs Hosted

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Full list of publications available at: <http://www.beyondutopia.net/nashev>

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	Expert	Proficient	Apprentice	Novice
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships

Spelling and grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

