



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5023-221: Research in Human Relations

Course Description:

This course provides an introduction to the concepts of research design, methodology, sampling techniques, measurement, internal and external validity and the scientific method in problem solving. This course will also offer a critical analysis of research studies. The quantitative portion of the class will focus on descriptive calculations and the use and interpretation of inferential statistics.

Class Dates, Location and Hours:

Dates: March 13 - 18, 2018

Location: Wiesbaden, Germany. See Site Director for classroom site.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: February 12, 2018

Site Director:

Email: apwiesbaden@ou.edu. Phone: 0611-143-548-1309; DSN 548-1309.

Professor Contact Information:

Course Professor: Robert Terry, Ph.D.

Mailing Address: Dept. of Psychology

DAHT 815B

Norman, OK 73072

Telephone Number: (405) 325-4593

E-mail Address: rterry@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications. ISBN 9781452226101

Note: Follett 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 Follett.

Course Objectives:

The course is intended to provide the student with:

1. an understanding of various statistical and research methods and an understanding of the ways in which these methods can be appropriately applied;
2. an opportunity to learn basic statistical procedures (basic descriptive and inferential statistics) useful in summarizing and analyzing data;
3. an understanding of quantitative and qualitative research methods and appropriate utilization;
4. an understanding of the issues of validity and reliability;
5. basic knowledge related to different types of research designs and program evaluation;
6. the knowledge to critically evaluate research projects;
7. the ability to develop a research question/research proposal with hypotheses; and
8. awareness of some the ethical considerations in research with human subjects.

Course Outline:

Unit 1 - Research philosophies.

Creswell - Chapter 1: Selection of Research Design; Chapter 4: Writing Strategies and Ethical Considerations

Unit 2 - Theory & literature.

Creswell - Chapter 2: Review of the Literature; Chapter 3: The Use of Theory

Unit 3 - Research design.

Creswell - Chapter 5: The Introduction; Chapter 6: The Purpose Statement; Chapter 7: Research Questions and Hypotheses

Unit 4 - Research methodologies.

Creswell - Chapter 8: Quantitative Methods; Chapter 9: Qualitative Procedures; Chapter 10: Mixed Methods Procedures

Assignments, Grading and Due Dates:

In the period of time available for research methods, it will be impossible for us to cover all the information in the textbook. Therefore, before the first day of class, you should have read each chapter. However, for the statistics chapters, do not worry if each detail is understood since these readings will form the basis for class lectures and discussions.

Students complete 3 tasks:

1. Oral Presentation - student critique of published research –Saturday in class, March 17, 2018. Students will critically evaluate empirical published research using a guide provided by the instructor. Critiques should be between 10 and 15 minutes long.
2. Final Examination – last day of class, Sunday, March 18, 2018.
3. Online Survey Assignment – due Saturday, April 7, 2018. Students will complete an online survey assignment using a guide and examples shared by the instructor.

Online Survey Assignment:

This assignment is worth 30% (90 points) of the final course grade. Instructions: Working in a group of 2 or 3 (not more than 3), develop a short questionnaire and administer it online to your fellow classroom members (you may also use friends) using the Qualtrics online survey tool (oucas.qualtrics.com). You may also use survey monkey <https://www.surveymonkey.com/>. Your questionnaire should contain the following:

1. A title (brief but informative)

2. A brief informed consent statement with opportunity to check a response to indicate desire to 1) participate in survey or 2) not participate
3. Here are guidelines on questions.
 - a. Ten questions minimum (may count multiple questions within a given question format according to number of actual questions: e.g. 4 questions asked within a matrix format question = 4 questions)
 - b. At least two questions should be “multiple choice” format questions.
 - c. At least four questions should be “matrix table” questions. (These should all pertain to a single concept that you are measuring).
 - d. At least one question should use the “TextEntry” format to create an open-ended response question.
 - e. At least one question format other than those just listed should be included.

Following development of questionnaire:

1. Administer your questionnaire to fellow class members.
2. Use Qualtrics “report” feature to create a briefly summarize selected responses to close-ended questions.
3. Also, use the report feature to pull out key themes in the open-ended questions.
4. Please provide professor with a link to your questionnaire for professor to participate in survey.
5. You should prepare a report of about 10-15 slides for the class. You will email **your results to the class and professor. This is due no later than Saturday, April 7th at 11:59 PM.**

Grading:

Assignment	Due Date	Percent of Grade
Required reading	Prior to first day of class	Required
Participation	Duration of Class	10% or 30 points
Oral presentation – Critique	Saturday in class	30% or 90 points
Final examination	Last day of class	30% or 90 points
Online Survey Assignment	Within 21 days of last day of class – Saturday, April 7, 2018 by 11:59PM	30% or 90 points

This is a letter-graded course: A, B, C, D, or F, based on 300 total points. The course is graded as follows:

Grade	Range
A	≥ 90%
B	≥ 80% < 90%
C	≥ 70% < 80%
D	≥ 60% < 70%
F	< 60%

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.

Late Assignment Policy

Students have the ability to have an assignment extension if they have an excused absence such as military duty, jury duty, a documented medical excuse, or a University sanctioned activity such as a sports event. I reserve the option to determine if late assignments or extensions are in order due to emergencies or other unforeseen circumstances. **Assignments up to 24 hours late lose 5 points. Assignments more than 24 hours late, but less than 1 week late lose 10 points. Assignments lose 10 additional points (additional letter grade) for each additional week late or part of a week late.**

Respect Statement

We will respect one another's views. Disrespectful dialogue is not allowed by students or the instructor (i.e., personal attacks, insults, harassment, etc.).

POLICIES AND NOTICES

Attendance/Grade Policy

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. 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

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. Advanced Programs does not provide duplicating services or office supplies.

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

Robert Terry, Ph.D.

Education

- 1982 University of Oklahoma, Mathematics and Psychology.
- 1989 University of North Carolina at Chapel Hill, Ph.D. Psychology

Current Position

- Advanced Programs Professor since 1997
- Associate Professor, Psychology Department

Frequently Taught Advanced Programs Courses

- HR 5023 Research Methods
- PSY 5013 Psychological Statistics II
- HR 5113 Performance Appraisal

Major Areas of Teaching and Research Interest

Statistics, Measurement, Methodology:

- Correlation and Regression Analysis
- Structural Equation Modeling
- Factor Analysis
- Item Response Theory
- Multi-level Modeling
- Network Analysis

Social, Developmental, Educational Psychology:

- Emotional Intelligence
- Graduation and Retention
- Performance Management and Training
- Intellectual Development
- Test Bias

Representative Publications and Presentations

- Terry, R. and Lee, S. (2005). IRT-FIT: SAS Macros for Fitting Item Response Models. Proceedings of SUGI, 30, 12-117.
- Lee, S. and Terry, R. (2006). MDIRT- FIT: SAS® Macros for Fitting Multidimensional Item Response. Proceedings of SUGI, 31, 191-30.
- Allen, K., Reed-Rhoads, T., Terry, R., Murphy, T.T., and Stone, A.D. (2008). Coefficient Alpha: An Engineers Interpretation of Test Reliability. *Journal of Engineering Education*, 97, 17-23.
- Freeland, Elizabeth M.; Terry, Robert A.; Rodgers, Joseph L. (2008). Emotional intelligence: What's in a name? *In: Emotional intelligence: Perspectives on educational and positive psychology*. Cassady, Jerrell C. (Ed.); Eissa, Mourad Ali (Ed.); New York, NY, US: Peter Lang Publishing, 2009. pp. 93-117.
- Freeland, E.M., Terry, R.A., and Rodgers, J.L. (2009). Emotional Intelligence and Personality. Saarbrucken, Germany: VDM Publishing House.