



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5093-224: Introduction to Graduate Studies in Human Relations

Course Description:

This course presents an introduction to and survey of the program of graduate study in Human Relations. The class provides research, knowledge, and skills to work with diverse individuals and to confront systemic inequities. Designed to familiarize students with the standards and expectations of multidisciplinary graduate coursework, the course includes writing standards and research strategies. The course introduces students to what is required of practitioners engaged in promoting social change in individuals, groups, communities, and organizations. Students also will examine historical and theoretical perspectives related to the field of Human Relations.

Class Dates, Location and Hours:

Dates: February 4 – 9, 2020
Location: Lakenheath, England. See Site Director for classroom location.
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: January 6, 2020

Site Director:

Email: aplakenheath@ou.edu . Phone: 44-1638-52-6186; DSN 226-6186.

Professor Contact Information:

Course Professor: Brenda Lloyd-Jones, Ph.D.
Mailing Address: 4502 East 41st Street
Tulsa, OK 74135
Telephone Number: (918) 660-3483
Email Address: blloydjones@ou.edu
Professor availability: The professor will be available via email 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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. 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. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615.
2. Perry, J. & Perry, E. (2016). *Contemporary society: An introduction to social science* (14th ed.). Boston: Allyn and Bacon. ISBN 9781138100275.

Course Objectives:

Students will:

- develop communication competence, an understanding of graduate education standards, and the tools needed for graduate study including familiarity with the writing format described in the *Publication Manual of the American Psychological Association (APA)*, 6th edition;
- define human relations as a multidisciplinary field;
- become familiar with the historical and theoretical foundations of the study of human relations;
- explain the relationship between the social sciences and diversity and inclusion and how this relationship informs the study of human relations;

Course Outline:

1. Introduction
2. Writing in APA format
3. Expectations of graduate human relations study
4. Purpose of the social sciences and the link with diversity and inclusion
5. Historical and theoretical foundations of the field of human relations
6. Definitions of human relations
7. Conclusion

Note on plagiarism:

Be aware that student papers when submitted to Canvas are automatically submitted to turnitin.com, a plagiarism database that scans your paper and adds it to the database to be used for future searches. The scan gives a percentage for how much of a paper is found in other sources and gives links to those other sources as evidence. Please cite and paraphrase your material appropriately (see *APA Publication Manual*, 6th ed.).

Assignments, Grading and Due Dates:

Readings:

Students are expected to read all six assigned chapters in the Perry and Perry course text *Contemporary society: An introduction to social science* (14th edition) before class begins. Our focus will be primarily on Chapters 1, 7, 8, 9, 12, and 13 (six chapters) prior to the start of class.

Students are expected to read Chapters 1, 2 and 3 of American Psychological Association (2009). *Publication manual of the American Psychological Association* before class starts.

Attendance: 10 points

Students are expected to attend class meetings and team project meetings. Class attendance is mandatory; thus failure to attend class meetings will result in the lowering of students' grades by five points for each class missed.

Literature Review Paper: 50 Points - Due Feb 16 by 11 p.m. via Canvas

The written Literature Review is an organized narrative that conveys to the readers the relevance of published research as it relates to your assigned chapter. The purpose of a Literature Review is to integrate and summarize what you have learned from an immersion in the research literature related to your assigned chapter or an issue within the chapter. These peer reviewed journal research articles need to have been published within the last 5 years. Additionally, your papers should respond to a question that you pose and should:

1. contain in-text citations;
2. include a reference page;
3. use standard size (12 pt.) Times Roman font;

4. omit the abstract;
5. use a separate coversheet containing the title of your paper, your name, title of the course, and the date;
6. contain 8-10 pages of double-spaced text;
7. include 5 peer-reviewed journal articles within the last 5 years (2015-2020);
8. number each page; and
9. use APA style manual – 6th edition

Refer to the *APA Publication Manual* for assistance in using proper in-text citations, and citations on the reference page. You may also contact OU's Writing Center for APA assistance. Contact the Center at www.ou.edu/writingcenter or at 405-325-4402.

Chapter Assignment: Perry & Perry (2016)

Students are assigned chapters according to the first letter of your last name. See below:

A- E: Chapter 7

F-J: Chapter 8

K-O Chapter 9

P-T Chapter 12

U-Z Chapter 13

Class Assignment Based on Film: 15 points

A Conversation with Dr. George Henderson <http://videos.oeta.tv/video/2365268209/>.

In class students will view the film, "A Conversation with Dr. George Henderson," an OETA/PBS film that features the creator of the OU Human Relations program. Students will be given questions to answer based on the film.

Multiple Choice Exam: Complete on last class session: 25 points

The final exam will cover Chapters 1, 7, 8, 9, 12, and 13 of Perry and Perry (2016) and the format will be multiple choice.

Criteria for Evaluation Writing Assignments:

Grading papers requires my subjective evaluation. Unlike true/false, multiple-choice or any other kind of objective examinations, no one right-or-wrong response exists. Instead, a variety of responses are possible, varying only in that some are better responses than others. When writing your papers, please consider the following:

Introduction:

Paper presents a purpose and/or objective of the paper, provides a preview of the paper and includes topic's key question(s) and terms.

Focusing & Sequencing:

Paper only includes materials that are clearly related to subtopic and main topic evidences strong organization and integration of material within subtopics demonstrates strong transitions, linking subtopics and main topic.

Support:

Paper constitutes peer-reviewed research based support of the topic.

Discussion:

Paper thoroughly assesses and evaluates the topic of discussion and exhibits thorough explanations, examples and illustrations relevant to the topic.

Conclusion:

Paper provides a strong review of key conclusions and returns to the purpose statement and/or key question. It includes an insightful explanation of the impact of the researched material on the topic.

Grammar & Mechanics:

Paper is free of grammatical and spelling and punctuation errors.

APA Style:

Paper is free of errors in APA style and is written in scholarly style. Writing is organized, flows well, and easy to follow.

References & Citations:

Paper includes a reference page and both references and citations are correctly written and presented. Your paper should be formatted according to APA 6th edition guidelines. This includes properly formatted title and reference pages. Paper should be written in Times New Roman, 12-inch font, double spaced. An abstract and running head are not necessary for the assignments in this course.

Grading:

This is a letter-graded course: A, B, C, D, or F. A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60
A = Superlative work. It reflects scholarship, depth, accuracy, and good grammar. Papers, critiques, and presentations receiving an A grade are well organized, cogently address almost all appropriate points, leave little in the way of questions unless purposely designed to stimulate questions, provide appropriate citations, and clearly address the stated objectives. Interpretation, analysis, and synthesis flow clearly from the information base.

B = Above average work. It reflects sound scholarship, but may contain a few distracting presentation and process errors such as grammatical mistakes, spelling errors and lack of clarity. Interpretation may be challenged; analysis and synthesis may be criticized easily.

C = Average work. The work reflects marginal scholarship. It contains frequent grammatical mistakes and spelling errors. Objectives are not clear, sentence structure may be flawed, citations are inadequate, interpretation is questionable, and analysis is weak.

D = No comment.

Assignment	Due Date	Percent of Grade
Attendance	All class sessions	10
Written Literature review	February 16 by 11 pm	50
In-class Film	During class sessions	15
Final exam	Last class session	25
NA	NA	Total Points: 100

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.

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

Brenda Lloyd-Jones, Ph.D.

Education

- Ph.D. University of Tulsa; Major: Education Administration and Research with an emphasis on Leadership
- M.A. Illinois State University; Major: Speech, Language Pathology and Audiology
- B.S. Northern Illinois University; Major: Communication Disorder; Minor: Psychology

Current Positions

- Associate Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK
- Extended Campus Professor, University of Oklahoma
- Certified Mediator, State of Oklahoma

Frequently Taught Advanced Programs Courses

- HR 5093 Introduction to Graduate Studies in Human Relations
- HR 5083 Seminar in Group Dynamics
- HR 5053 Diversity and Justice in Organizations
- HR 5073 Creative Problem Solving
- HR 5193 Intervention and Practice in Training

Major Areas of Teaching and Research Interest

- Women and Leadership
- Diversity and Inclusion in Organization
- Auto-ethnography
- Intergenerational Tension in Organizations
- Volunteering & Philanthropy, Community Engagement, and Under-resourced Communities

Selected Publications

- Byrd, M. & Lloyd-Jones, B. (2016). Developing a social justice-oriented workforce diversity concentration in human relations academic programs. In C. L. Scott & J. D. Simms (Eds.), *Developing workforce diversity programs, curriculum, and degrees in academic programs* (pp. 179-196). Hershey, PA: IGI Global.
- Jean-Marie, G., Lloyd-Jones, B. (Eds.) (2011). Women of color in higher education: Turbulent past, promising future, Volume 8, Diversity in Higher Education Series. Emerald Groups Publishing.
- Jean-Marie, G., Lloyd-Jones, B. (Eds.) (2011). Women of color in higher education: Contemporary perspectives and new directions, Volume 9, Diversity in Higher Education Series. Emerald Groups Publishing.
- Lloyd-Jones, B. (2019). Where are the African American Women Leaders Call for more Nuanced Research in Higher Education? *International Journal of Humanities and Social Science Review*; 5 (1) 7-15.
- Lloyd-Jones, B. & Jean-Marie, G. (2019). Mentoring women faculty of color in the academy for career advancement. In L. A. Searby & B. Irby (Eds.), *The Wiley-Blackwell international handbook of mentoring: Paradigms, practices, programs, and possibilities*. Hoboken, NJ: Wiley-Blackwell.

- Lloyd-Jones, B. & Worley, J. A. (2018). Intergenerational tensions in the workplace. In M. Byrd and C. Scott (Eds.), *Workforce diversity: Current and emerging issues and case studies*. New York, NY: Routledge.
- Lloyd-Jones, B. (2009). Implications of race and gender in higher education administration: an African American woman's perspective. *Advances in Developing Human Resources*, 11(5), 606-618.
- Lloyd-Jones, B. (2011). Diversification in higher education administration: Leadership paradigms reconsidered. In G. Jean-Marie & B. Lloyd-Jones (Eds.), *Women of color in higher education: Changing directions and new perspectives*, (Vol. 10) (3-18). Bingley, UK: Emerald Groups Publishing.
- Lloyd-Jones, B. (2014) Scholarship that advocates for social justice: Empowering community leadership. In L. J. Santamaria, G. Jean-Marie, & C. Grant (Eds.), *Cross-Cultural women scholars in academe: Intergenerational voices*. New York: Routledge Book.
- Lloyd-Jones, B. (2014). Remaining connected to the socio-cultural experiences of underserved populations: Volunteering and advocacy in research and practice in the academy. In G. Jean-Marie, C. Grant & B. Irby (Eds.), *The duality of women scholars of colors: Transforming and being transformed in the academy. Research on Women and Education Series*. Charlotte, NC: Information Age Publishing.
- Lloyd-Jones, B. (2016). Women of color and applied critical leadership: Individual, professional, and institutional strategies for advancement. In L. J. Santamaria & A. P. Santamaria (Eds.), *Culturally responsive leadership in higher education: Praxis promoting access, equity and improvement* (pp. 61-75). New York, NY: Routledge Books.
- Lloyd-Jones, B. (2014). African American women in the professoriate: Addressing social exclusion and scholarly marginalization through mentoring. *Mentor & Tutor*, 22(4), 269-283.
- Lloyd-Jones, B., Bass, L., & Jean-Marie, G. (2018). Gender and workforce diversity. In M. Byrd & C. Scott (Eds.), *Workforce diversity: Current and emerging issues and case studies*. New York, NY: Routledge.