



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5093-111: Introduction to Graduate Studies in Human Relations

### Course Description:

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

### Class Dates, Location and Hours:

Dates: March 12 – 18, 2018

Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: February 11, 2018

### Site Director:

Email: [apwashington@ou.edu](mailto:apwashington@ou.edu). Phone: 703-418-4800.

### Professor Contact Information:

Course Professor: Janna Martin (Dr. J.), Ph.D.

Mailing Address: Physical Sciences Building, Room 808

Telephone Number: (405) 496-8688 (cell phone)

Email Address: [drjanna@ou.edu](mailto:drjanna@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 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@fhg.follett.com](mailto:0831mgr@fhg.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 4p.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.

1. Perry, J., & Perry, E. (2011). *Contemporary society: An introduction to social science* (13<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780205020898.
2. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author. ISBN 9781433805615.
3. 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.

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.

### **OU Email:**

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

### **Course Objectives:**

- To understand major theoretical approaches to human relations
- To become familiar with the historical foundations of the study of Human Relations
- To 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), 6<sup>th</sup> edition
- To define human relations as a multidisciplinary field
- To explain the relationship between the social sciences and diversity and inclusion and how this relationship informs the study of human relations
- To apply the knowledge and skills gained in the MHR program to possible career opportunities in human relations.

### **Course Process:**

The learning management system used for this course is: Canvas. Students will be able to retrieve course materials, submit their entries to Canvas, both for discussion and instructor assessment, and respond to the postings of other students enrolled in this course. Dialogue and communication will be encouraged as a means of sharing knowledge and examining assumptions and beliefs. As instructor, I will post articles, class notes, links, and highlights onto the various forums of Canvas. Communication will occur through Canvas and its email capability.

A Course Schedule will be prepared and posted on Canvas, outlining the expected progress of the course and the topics, activities, and assignments.

### **Note on plagiarism:**

Be aware that student papers 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, 6<sup>th</sup> ed.).

## **Assignments, Grading and Due Dates:**

Please see the course schedule for deadlines.

## **Readings:**

You are expected to become knowledgeable of the course materials including the primary text, *Contemporary society: An introduction to social science* (13<sup>th</sup> ed.). Our focus will focus primarily on Chapters 1, 7, 8, 9, 12, 13, 14, and 18 (eight chapters). The topics included in the textbook are comprehensive and students will find the book useful for this academic course and beyond.

## **Written Assignments:**

Before you begin your written assignments, carefully read the relevant sections in the *APA Manual* (6<sup>th</sup> ed.), or consult one of several online resources that provide APA guidelines. You are responsible for following all guidelines on these pages. To be acceptable, all written work must be grammatically and stylistically correct. Be sure to edit your written works carefully before submitting them.

## **Background:**

“Human relations in its broadest sense covers all types of interactions among people—their conflicts, cooperative efforts, and group relationships. It is the study of why our beliefs, attitudes, and behaviors sometimes cause relationship problems in our personal lives and in work-related situations. The study of human relations emphasizes the analysis of human behavior, prevention strategies, resolution of behavioral problems, and self-development” (Reece & Brandt, 2008, p. 4). Reece, B. L., & Brandt, R. (2008). *Effective human relations: Personal and organizational applications*. (10<sup>th</sup> ed.). Boston, MA: Houghton Mifflin Company.

As discussed in the OU-Human Relations Student Planner, human relations is an inter-disciplinary field, which draws on other academic disciplines, including the social sciences. Accordingly, the aim of the first paper is to provide students an opportunity to explore the field of social science as an introduction to the study of human relations.

## **Pre-Class Assignments:**

### **Chapter Quizzes (100 points):**

Four quizzes over specific chapters noted in the detailed schedule will be administered prior to the start of in person meetings. Each due date is in accordance with the class schedule. In this course, quizzes help to facilitate familiarity with and understanding of course terms, concepts, and theories related to the study of human relations. Quizzes may constitute a combination of matching terms to remember, fill in the blank questions, and multiple-choice questions. Students are expected to have read and studied assigned chapters prior to completing the associated quiz. Each quiz is timed and students will not have enough time to search and find each answer. Additionally, students are expected to incorporate terms, concepts, and theories in course papers and group paper. **Quizzes are worth between 20-30 points each.**

### **Power Point Over Final Paper (20 points):**

Prior to the first in class meeting, students will prepare a power point presentation containing approximately 15-30 slides. This power point presentation will outline the final paper components. Students will present their power point presentations to the class. The instructor will provide feedback to students which will also help with writing the final paper.

## In Class Assignments (During Class Session Time)

**Individual Presentation of PP for Final Paper (PP submitted prior to this assignment). (P/F Graded)**

**Group Project of Film Analysis (20 points) Students will have class time to prepare.**

A Conversation with George Henderson: <http://videos.oeta.tv/video/2365268209>. 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 are asked to examine the film in light of issues related to human relations as captured in the course materials including the Perry and Perry textbook (i.e., race, ethnicity, class, status, power, life chances, education) and to provide an oral analysis/presentation.

**Case Study (20 points). Students will have class time to prepare.**

Students will be given a case study to analyze prior to the first class meeting. Groups will be assigned, and students will present case study findings/analysis. There will be some in class work time to prepare for this presentation.

**Discussion/Participation (40 points)**

This is a graduate class and students are expected to fully participate in class discussions, activities and class projects. Students will be evaluated on participation of these expectations. A rubric and specific expectation will be outlined prior to the first in class meeting. This will be posted on Canvas.

## Post Seminar Assignment:

**Final Paper (Review of Literature--Social Issue--Change Agent Agenda) (100 points)**

Expected length for the paper is 15-20 pages. Assignment specifics and a rubric will be posted on Canvas. Students will research one of the “isms” in Human Relations (racism, sexism, ageism, ableism, classism). A social issue will be identified and discussed in relation to a social issue/topic (i.e., poverty, mental illness, depression, leadership, etc.). The framework will include a review of literature and personal insight into issues discussed. The paper will end with a discussion on steps to take in being a “change agent” with the topic (s) chosen.

## Grading:

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

Assignment	Due Date	Points
Get Acquainted/Discussion Board	Monday Feb. 12 by 11:59 p.m.	Pass/Fail (-20 if Fail)
Chapter Quiz One (CH 7 & 8)	Friday Feb. 16 by 11:59 p.m.	20
Chapter Quiz Two (CH 9 & 10)	Wednesday Feb. 21 by 11:59 p.m.	20
Chapter Quiz Three (CH 13 & 14)	Monday, Feb. 26 by 11:59 p.m.	30
Chapter Quiz Four (CH 12 & 18)	Sunday Mar. 4 by 11:59 p.m.	30
Power point of final paper components/highlights	Sunday Mar. 11 by 11:59 p.m.	20
Individual Presentation Over PP/Outline for Final Paper (power point)	Tuesday Mar. 13	Pass/Fail (-20 if Fail)
Team--Film Analysis (Dr. Henderson)	Wednesday Mar. 14	20

Assignment	Due Date	Points
Team--Case Study	Saturday Mar. 17	20
Participation/Discussion	N/A	40
Attendance	N/A	Penalty for missing; see policy
Final Paper	<b>Saturday April 14</b>	100
<b>Total Points</b>	<b>N/A</b>	<b>300</b>

**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.

**The following explains my interpretation of each letter grade:**

- 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. Work provides appropriate citations, and clearly addresses 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 and incoherent, citations are inadequate, interpretation is questionable, and analysis is weak.

**Criteria for Evaluation of 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 includes an APA style title page, communicates the purpose or focus of the paper, and presents a strong overview or forecast of the paper.
- Focusing & Sequencing: Paper only includes materials that are clearly related to subtopic and main topic evidences strong organization and integration of material within subtopics. Paper 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 or focus of the paper. It includes an insightful summary of the researched material on the topic.
- Grammar & Mechanics: Paper is free of grammatical, spelling, and punctuation errors.
- APA Style: Paper is free of errors in APA style and is written in a 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 6<sup>th</sup> edition guidelines. This includes properly formatted title and reference pages. Paper should be written in Times New Roman, 12-inch font, double-spaced.

**Policy for Late Work:**

Late work will be penalized -15% for each day it's late. Contact the instructor to discuss accommodations if/when necessary.

**Attendance Policy:**

Attendance is expected and mandatory for this course. Students who miss class without a medical or work-related document will be penalized **-15 points** for every in class meeting missed.

**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.

## **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 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 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](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](mailto: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**

**Janna Martin, Ph.D.**

### **Education**

- 1994 Ph.D., University of Oklahoma, Norman, Communications Department
- 1990 M.A., Oklahoma State University, Stillwater, OK, Communication Department
- 1987 B.A., East Central University, Ada, OK, Speech Communication Education

### **Current Position**

- Advanced Programs Professor since 2005
- 2001-present-- Instructor, Department of Human Relations, University of Oklahoma

### **Courses Taught for Advanced Programs**

- HR 5353 Organizational Communication in Human Relations
- HR 5093 Introduction to Graduate Studies in Human Relations
- COMM 5333 Organizational Communication
- COMM 5353 Conflict Management
- COMM 5013 Introduction to Graduate Study
- COMM 5313 Qualitative Research Methods

### **Major Areas of Teaching and Research Interest**

Health Communication as it intersects with Organizational Issues.

### **Representative Publications and Presentations**

#### **Book Chapter**

Martin, J.L. (2015). Life Interrupted: A Journey Through Postpartum Depression. In G. Hufnagel (Eds), *The Reproductive Lives of Twenty Middle Class North American Women: Autoethnographical Analyses with Bibliographical Extensions*. (pp. 383-400). The Edwin Mellen Press, New York.

#### **Paper Presentations**

- A Mother's Journey: Autoethnography of Postpartum Depression. Paper presented to the National Communication Convention, San Diego, California, 2010.
- Postpartum depression and social support. Paper presented at Women's Studies Department Conference, University of Oklahoma, 2009.

#### **Convention Presentations and Publications**

- Martin, J.L. (2008). Sharing experiences in the classroom. Spectra Publication for Speech Teachers.
- Friedrich, G., Cawyer, C., Storey, J., Wallace, J.D., & Chanslor, M. (1991). *Training Handbook for COMM 1113 Instructors*, University of Oklahoma, Communication Department, Norman, OK. New York, NY: Harper Collins.
- Storey, J.L. (1991), "A Sample Speech on Communication Apprehension," In C.S. Carlile and A.V. Daniel (Eds.). *Project Text for Public Speaking*, pp. 160-162.
- First days of class: Comparing student satisfaction to instructional behaviors. Paper presented
- at the Central States Communication Association Convention (with G. Friedrich and C. Cawyer), 1994.

- Communicating gender equity: Representation and portrayal of women and men in introductory communication textbooks. Paper presented at the Central States Communication Association Convention, (with C. Cawyer, D. Bystrom, J. Miller, C. Simonds, and M. O'Brien), 1994.
- Martin, J.L. (1994). A Collection of 15 Small Group Communication Activities for the Classroom. In Galanes & Brillhart (8<sup>th</sup> Ed.). Instructor's Manual for Effective Group Discussion.
- Women in Forensics: A discussion of program administration from multiple perspectives. Speech Communication Association, Miami, FL, 1993.
- Communication within families: A lifespan perspective. Panel presented at the Western States Communication Association, Albuquerque, NM (with L. Betini, D. Bystrom, M. Chanslor, M. DeLaurel, and C. Roper), 1993.
- Together again...For the first time: Student perceptions of the first day of class. Paper presented at the International Communication Association, Washington D.C, 1992.
- Helping students to make the transition from high school to college forensics. Panel presented at the Speech Communication Association Convention, Chicago, IL (with C. Brown, C. Hickey, and D. Scott), 1992.
- Evaluative apprehension: Teacher report of evaluative apprehension scale. Paper presented at the Speech Communication Association Convention, Chicago, IL, 1992.
- Integration and expansion of small group theories. Panel presented at the Central States Communication Association Convention, Cleveland, OH (with B Harville, P. Frazier, and J. Rickman), 1992.
- The effects of evaluative feedback on speakers' perceived level of communication apprehension. International Communication Association Convention, Chicago, IL, 1991.
- Communication apprehension among college freshman. Paper presented at the Speech Communication Association Convention, Chicago, IL, 1991.

### **Seminars and Workshops**

- Workshop submitted for Center for Teaching Excellence, University of Oklahoma (pending approval). Workshop on using technology in the classroom: Facebook as a social media in teaching human relations projects. (2012)
- National Communication Association, Autoethnography Workshop. (2011)
- Instructional training, University of Oklahoma. Developed training sessions and mentoring plan for graduate teachers in the department of Communication. (2010-2005)
- All teaching assistant training, University of Oklahoma. Topic: The First Day of Class. (2008-2010)

### **Major Professional Affiliations**

National Communication Association.