



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5203-493: Graduate Research and Writing

### 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:

January 2 – April 30, 2020

Last day to enroll or drop without penalty: December 4, 2019

### 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](mailto: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](mailto: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>. 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](mailto: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* (6<sup>th</sup> 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* (6<sup>th</sup> ed.). Glendale, CA: Pyrczak Publishing. ISBN 9781936523375. (earlier or later

editions will work as well).

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](mailto: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
January 10	1.1	Characteristics of excellent academic writing	1, 2	What are current issues that concern you? <b>Discussion 1</b> Quick/7-18, 94-96
January 15	1.2	Effective writing involves self-discovery	5	<b>Discovery Writing 1</b> Quick/19-31
January 20	1.3	Choosing topics	3,4	<b>Literature Review 1</b> Quick/97
January 30	1.4	Ethics and integrity	5	<b>Discovery Writing 2</b> Quick-36 Quick/65-66
February 5	2.1	Planning a research strategy	6	<b>Literature Review 2</b> Quick/67-76 Quick/97-100

<b>Date(s)</b>	<b>Unit</b>	<b>Topics or Activities</b>	<b>Learning Outcomes Addressed</b>	<b>Assignments, Exams, or Readings</b>
February 10	2.2	Finding reliable sources of information	3, 4	Reliable Sources <b>Discussion 2</b> Quick/77-93
February 15	2.3	Evaluating your sources	7	<b>Short Essay 1</b> Quick/120-135 Or, Quick/140-150
February 20	2.4	How unreliable sources and disinformation can trick you	4	Really unreliable sources can trick you <b>Discussion 3</b>
February 5	3.1	Identifying your interests	4	<b>Literature Review 3</b> Quick/99-110
February 15	3.2	Digging deeper into your interests	3	<b>Literature Review 4</b> Quick/99-110
February 20	3.3	The social, political, and personal aspects of an issue that interests you	5	<b>Short Essay 2</b> Quick/59-64 Quick/67-76
March 5	3.4	Putting the interests you have into a framework	5	<b>Discovery Writing 3</b> Quick/99-115 Quick/38-45
March 15	4.1	Revision strategies for your literature review	5, 7	<b>Finding a common vision</b> Quick/107-108
March 25	4.2	Incorporating your sources into your paper or literature review	6	<b>Paper Draft (Lit Review 5)</b> Quick/77-83 Quick/99-115 Quick/94-96
April 10	4.3	Additional reliable sources you may have overlooked	3	Quick/16-18 Quick/84-89 Quick/95-96
April 15	4.4	Final revisions and proofreading	8	<b>Final Paper</b> 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:**

Each student will identify, read, and analyze appropriate research articles to write an eight- to 10-page literature review 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.

**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.

<b>Item</b>	<b>Points</b>
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
<b>Total points possible</b>	<b>1000</b>

**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

**Attendance Policy:**

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

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

**Incomplete Grade Policy:**

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

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

**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.

## Essay Rubric

Focus	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.

<b>Focus</b>	<b>Expert</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
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.

## **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 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.

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

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

## INSTRUCTOR VITA

Susan Smith Nash, Ph.D.

### Education

- 1996 Ph.D. 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
- Shale Plays / Unconventional Resource Plays (emphasis on North America)
- 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)

- Strategically Leveraging Infrastructure and Financing Options for Sustainable Economic Growth in Resource-based Economies. (2019) *Journal of Education, Society and Behavioural Science*, 30(4), 1-12. <https://doi.org/10.9734/jesbs/2019/v30i430135>  
<http://www.journaljesbs.com/index.php/JESBS/article/view/30135>
- 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>
- 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>

- "Mary Elizabeth Braddon's Thou Art the Man (1894): Scoundrel Fathers, Fugue States, and the Problematized Real in Victorian Sensation Novels," IJRDO Journal. Journal of Social Science and Humanities Research (ISSN: 2456-2971) Vol 3, No. 6, pp 13-15.  
<https://ijrdo.org/index.php/sshr/article/view/2101/1851>
- The Victorians' Opioid Epidemic. IJRDO Journal. Journal of Social Science and Humanities Research (ISSN: 2456-2971) Vol 3, No. 6, pp 9-12.  
<https://ijrdo.org/index.php/sshr/article/view/2100/1850>
- New Technologies in the Development of Unconventional Resources in the U.S., Susan Nash, #70359 (2018). adapted from oral presentation given at AAPG Latin America & Caribbean Region, Optimizing Exploration and Development in Thrust Belts and Foreland Basins, Santa Cruz de la Sierra, Bolivia, June 6-8, 2018  
[http://www.searchanddiscovery.com/pdfz/documents/2018/70359nash/ndx\\_nash.pdf.html](http://www.searchanddiscovery.com/pdfz/documents/2018/70359nash/ndx_nash.pdf.html)
- Using Thermal/IR and Multispectral Sensors on Drones to Find the Origin of and Extent of Contamination from Saltwater Spills from Producing Wells, Susan Nash, #80650 (2018). Adapted from oral presentation given at 2018 AAPG Annual Convention and Exhibition, Salt Lake City, Utah, May 20-23, 2018  
[http://www.searchanddiscovery.com/pdfz/documents/2018/80650nash/ndx\\_nash.pdf.html](http://www.searchanddiscovery.com/pdfz/documents/2018/80650nash/ndx_nash.pdf.html) Basin Analysis: Overview and New Uses. PetroPulse. No. 5, July, 2017, p. 10-11.
- Fracking Novels: Scrabble, Zombies, and the Problematized Real. World Literature Today. March 2017. <https://www.worldliteraturetoday.org/2017/march/fracking-novels-scrabble-zombies-and-problematized-real-susan-smith-nash>
- Inhalaciones, o, la capacidad negativa. Periodico de Poesia. No. 96, Febrero 2017. Mexico City, Universidad Autonoma de Mexico. <http://www.periodicodepoesia.unam.mx/index.php/4496>
- Drones and UAVs for Methane Emissions Detection, Monitoring, and Regulatory Compliance Jan 2, 2017 IJRDO-Journal of Biological Science <http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Biological%20Science/January-2017/Bio-2017-January-2.pdf>
- Sesiones Plenarias NOC e IOC: El "Escalofrio" del ICE. Petroleum Revista (Caracas, VE), Octubre 2016, pp. 23-24.
- Review. Absolute Solitude by Dulce María Loynaz. World Literature Today. November 2016. <http://www.worldliteraturetoday.org/2016/november/absolute-solitude-dulce-maria-loyna>
- Sesiones Plenarias NOC e IOC: El "Escalofrio" del ICE. Petroleum Revista (Caracas, VE), Octubre 2016, pp. 23-24.
- Blood-Soaked Feathers: Urban Farming Meets Urban Flood Control-Created Habitats. IJRDO: Journal Agricultural Research. Volume 2, Issue 8, August 2016.  
<http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Agriculture%20and%20Research/August-2016/Agricultural%20Research-August-3.pdf>
- The "Honor Killing" of Social Media Star Qandeel Baloch: Technological Change, the Changing Roles of Women, and Grassroots Backlash. IJRDO: Journal of Social Science and Humanities Research. Volume 2, Issue 7, July 2016.
- An Apocalyptic yet Abject "Jubilee" Narrative in George Robert Gissing's *In the Year of Jubilee*: Mobility, Restoration, and Materiality, Journal of English Language and Literature, Vol 4, No. 2 (2015) <http://www.hrpub.org/download/20160130/UJES3-14605339.pdf>
- Effective Technology Strategy for Shale Plays, Universal Journal of Engineering Science Vol. 3(4), pp. 79 - 87 /Horizon Research December 2015
- "La educación y la innovación transformadora en condiciones turbulentas" Petroleum April 2015. <http://www.petroleum.com.ve/>
- "Geologists as Successful Entrepreneurs in Times of Low Oil Prices: The Importance of Innovation and Education" WTGS Bulletin. Vol 54, No. 4 (March/April 2015), pp 8-14.
- "Trije eseji: Postpostmoderniaem: Tehnokratske kulture?" (Three essays: Postpostmodernism: Technocratic Culture?" and "Nepreputnost tu ni dovoljena" (Impermeability Not Allowed Here)

and "Pasolini, Boccaccio in Dekameron: Podlage za razumevanje sodobne kozmologije in iskanje odgovorov na tehnologo" in *Sodobnost 2014* (Ljubljana, Slovenia): p 1-10.

- "Museum Education in Transition: What Are the Essential Elements? Responses to Interview Questions" (co-authored with Elaine Bontempi) *Education Research Journal*, Summer 2012
- "Assistive Technologies: Accessing Voice and Selfhood in an Age of Digital Technologies" *Feminist Cyberspaces: Pedagogies in Transition*. Ed. Sharon Collingwood, Alvina E. Quintana, and Caroline J. Smith. Cambridge, UK: Cambridge Scholars Publishing, 2012: pp. 202-229.

### **Recent Books**

Moodle 3.0 Teaching Techniques, 4th edition. Packt Publications. Birmingham, England. 2018

Moodle Course Development Best Practices, 2nd edition. Packt Publishing (Birmingham, England), 2018

Quick-Start Guide for Graduate Research and Writing. Texture Press, 2017.

Road Trip of the Mind / Random Thoughts. bilingual edition; translated by Maja Kraigher. *Sodobnost*: Ljubljana, Slovenia, 2015.

### **Video Programs Hosted**

- **LifeEdge** – 2014 – present (70 shows so far) – co-hosted with Rick Zanotti, RelateCasts. Interview program / format
- Full list of publications available at: <http://www.beyondutopia.net/nashcv>