

WED 560--INTRODUCTION TO WORKFORCE DEVELOPMENT RESEARCH
Syllabus
Spring, 2009

INSTRUCTOR INFORMATION

Faculty: Dr. Cynthia Sims
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COURSE DESCRIPTION:

This course provides an exploration of the scope, values, and purposes of research in workforce development. Focus is on (a) identifying how theory and research are practical tools to solve workforce development challenges that practitioners face on a daily basis; and (b) developing academic writing skills.

COURSE GOALS:

Students will understand:

1. the scope of topics constituting workforce development.
2. procedures for conducting a comprehensive literature search on education for work topics.
3. the writing requirements and technical preparation of academic and professional reports.
4. the processes whereby research should be used to solve workforce development issues faced by practitioners.

COURSE OBJECTIVES:

Students will:

1. define fields of study comprising workforce education and development and identify professional groups and periodicals associated with those fields.
2. select three topics and prepare a two- to four-page prospectus on each topic, based on course readings.
3. select one topic covered in course readings, locate an additional five to ten articles, and write an integrative literature review.
4. display correct use of guidelines in the *Publication Manual of the American Psychological Association* (5th ed.) in all writing.
5. cite specific research used in solving education for work issues faced by practitioners.
6. create professional products and presentations using standards expected for graduate level work.

REQUIRED TEXTBOOKS

McMillan, J., & Schumacher, S. (2006). *Research in education: Evidence based inquiry* (6th ed.). Boston: Allyn and Bacon.

Publication Manual of the American Psychological Association: Fifth Edition. (2001). Washington, DC: American Psychological Association.

COURSE REQUIREMENTS

POINTS

Attendance (no make-up) and Participation	150 points
In-Class Activities (20 points each)	100 points
• APA Rules Quiz	
• Writing a Literature Review	
• Library Assignment	
• Chapter Assignments (2)	
Workforce Education Research Prospectus (3)	150 points
Literature Review	150 points
Professional Presentation	100 points
Course Dossier	<u>50 points</u>
Total	700 points

A=630+ B=629-560 C=559-490

GRADING POLICIES

To receive a grade of A, the assignment must be submitted on time. Grades that are within 1 or more points of the next higher grade will not be increased. Grades are based on points, not percentages.

OTHER POLICIES

1. Attendance points are recorded at the beginning of class and reviewed for participation. Students are not allowed to miss more than one full day of class in order to complete this weekend course, even if you notify the instructor ahead of time or during class.
2. You may miss 1 class **without** a doctor's note and not have points deducted. Missing class for your job is **not** an excused absence and will result in missed points. Asking for permission to miss class or leave early **does not** constitute an excused absence.
3. Laptops are not allowed unless a student has a letter from the Office of Disabilities stating one is needed for note-taking or other purposes.
4. It is **each student's responsibility** to get class information from classmates when s/he misses a class. The professor will not repeat lectures during office hours.
5. Hard copies of assignments are required; you may e-mail them in **emergency situations** for timeliness only. **A hard copy is still required** by the next class period.
6. Students will not be allowed to make up in-class assignments if a class is missed unless there is documentation of an emergency.

STUDENTS WITH DISABILITIES/NEEDING ACCOMMODATIONS

Any student with a disability that may require reasonable accommodations (seating, hearing, testing, reading, etc.) should contact me early in the course for assistance.

ACADEMIC HONESTY

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Unauthorized copying of software and violation of copyright laws are also serious infractions. Each will result in the grade of an F and report to the department chair.

EMERGENCY PROCEDURES:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.