

WED 560--INTRODUCTION TO WORKFORCE DEVELOPMENT RESEARCH

Syllabus--Fall, 2009

Marcia Anderson, Ph.D., Instructor

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* (6th 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 (7th ed.)*. Boston: Allyn and Bacon.

Publication Manual of the American Psychologist Association: Sixth Edition. (2010). Washington, DC: American Psychological Association.

COURSE EVALUATION COMPONENTS

Attendance (no make-up) and Participation	150 points
In-Class Activities (points for each activity will be announced)	200 points
<ul style="list-style-type: none"> • Definitions—Labor force and article summary/citation • APA Questions • APA Reference List • Activities on Writing a Literature Review • Chapter Assignments 	
Literature Review (Issues, Trends, & Research in Student’s Specialty)	175 points
Professional Presentation--students’ specialty area professional groups/periodicals	75 points
Midterm Exam	175 points
Final Exam	175 points
Course Dossier	50 points
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A = 930 points B = 860 points	TOTAL POINTS 1,000 points

POLICIES

1. Attendance points are recorded at the beginning of class and reviewed after class for participation.
2. To receive the grade of A or B on an assignment, it must be submitted on scheduled date.
3. There will be 10-minute class break time each hour.

4. There will be no retakes on exams.

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.

INSTRUCTOR INFORMATION

Office:	PUL 219	Hours: 10 a.m. – 2 p.m.
Phone:	Office: 618.453.1968	Home: 618.549.3121
E-mail:	mandersn@siu.edu	

COURSE SCHEDULE

August 24	Orientation to course and general expectations Discussion of Workforce Development Discussion of APA Style standards/formats and assignment expectations Review of fields comprising workforce education and workforce development Workforce Workforce development Adult education Human resource development and management Career and technical education in the education system Specific areas in career and technical education Instructional systems in training and education Employment development (Dept. of Labor)
August 31	Submit definitions on labor force assignment and article summary Review APA assignment Review of fields comprising workforce education and workforce development Review workforce education and development websites

	Review workforce education and development professional associations
Sept. 7	Labor Day—no class
Sept. 14	Morris Library session—manual and electronic literature search Submit APA Assignment
Sept. 21	Discuss Chapter 1—Introduction to Evidence-Based Inquiry Submit APA Reference List assignment Chapter assignment TBA
Sept. 28	Discuss Chapter 1—Introduction to Evidence-Based Inquiry Chapter assignment TBA
October 5	Discuss Chapter 2—Research Designs and Reading Research Articles Chapter assignment TBA
October 12	Discuss Chapter 2—Research Designs and Reading Research Articles Chapter assignment TBA
October 19	Midterm Exam
October 26	Review Midterm Exam Discuss Chapter 3—Research Problems, Questions, and Hypotheses Chapter assignment TBA
November 2	Discuss Chapter 3—Research Problems, Questions, and Hypotheses Submit Writing a Literature Review assignment
November 9	Discuss Chapter 4—Review of Literature Chapter assignment TBA
November 16	Discuss Chapter 4—Review of Literature Discuss Professional Presentations Discuss components of Professional Dossier
November 23	Break
November 30	Presentations on students' specialty area, professional groups, websites, and periodicals Submit Literature Review
December 7	Presentations on students' specialty area, professional groups, websites, and periodicals Submit dossier
December 14	Final Exam