HRA 502: Human Resource Management

Course: HRA 502: Human Resource Management
Semester Offering: Fall 2008, Web-based
Completion Date: December 12, 2008
Course Enrollment: 14 Graduate
Students Enrolled: Will be reporting on 12 student completion data (two students dropped the course midway) Course Credits: Three Graduate Credits

Course Purpose

This is an online (web based in ANGEL) survey course of the human resources functions utilized within an organization and their implications for line and staff personnel. A new graduate student would take this course normally during their first semester of their proposed program. It is intended to provide the graduate student with: (a) an overview of the human resources function in organizational settings, (b) an introduction to campus information systems available, and (c) an introduction to current research resources available for success in the program. We will discuss core human resource functional topics such as human resource planning, recruitment, selection, compensation, performance review training, the legal regulatory environment affecting human recourses. Ethical perspectives, international themes, as well as support activities as motivation, job design, job analysis, and planning. The course will draw upon both current HR practices and relevant research. It is imperative that new graduate students have knowledge of library literacy services in a distance learning format for them to be successful in future web-bases coursework here at the University of Scranton. The aim of incorporating information literacy into this course is to create an environment that strengthens the self-efficacy level of the adult learner returning to school and for future success as an HR practitioner.

Library Literacy Course Goals

Class members will:

- Gain practical and factual knowledge regarding the difference in professional resources and scholarly (peer) resources and research.
- Learn fundamentals of accessing this information through library links and professional websites
- Develop skills in analyzing and presenting research using APA format
- Develop researching skills using the UOFS library system and ANGEL system for projects

Library Literary Course Objectives (outcomes)

Students will:

1. Practice how to search, access, and evaluate current scholarly empirical research, dated 2005-2007, used in a written scholarly project with 100% accuracy.
2. Present current scholarly empirical research in a paper identifying the following: the Hypotheses, Methods, Population, and Results, inclusive of a personal critical analysis of the cited research with 100% accuracy
3. Search, access, and evaluate current HR laws, court cases, and litigation findings, using various types of research databases, used in a paper identifying 3 current HR laws integrating found information for current organization use
4. Develop research skills utilizing the library system, utilizing 6 online tutorial sessions, regarding library literacy at the beginning of the course with 90% on a post-exam.
5. Gain knowledge on Academic Integrity by participating in an online tutorial focused on the importance of academic integrity and philosophical dilemmas at the beginning of the course with 100% proficiency.

<u>Proposed Course Objectives and Projects</u>
<u>Final Course Outcomes</u>
<u>Information Literacy Standard Accomplished</u>

1. Each Performance Indicator Accomplished
   - Outcomes Specified By Each Indicator

<u>Proposed Course Objectives/Outcome (Project-Research Article Summary Paper)</u>
Students will:

1. Practice how to search, access, and evaluate current scholarly empirical research, dated

<u>Information Literacy Standards Accomplished in the Project-Research Article Summary Paper</u>

[Standard One](): The information literate student determines the nature and extent of the information needed.

1. Performance Indicator: The information literate student defines and articulates the need for information. Outcomes:
   - Conferred with instructors and participated in online- discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
   - Explored general information sources to increase familiarity with the topic
   - Defined or modified the information need to achieve a manageable focus
   - Recognized that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
2. Performance Indicator: The information literate student identifies a variety of types and formats of potential sources for information.
   Outcomes:
   - Knows how information is formally and informally produced, organized, and disseminated
   - Identified the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
   - Identified the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
3. Performance Indicator: The information literate student reevaluates the nature and extent of the information need.
   Outcomes:
   - Reviewed the initial information need to clarify, revise, or refine the question

[Standard Two](): The information literate student accesses needed information effectively and efficiently.

1. Performance Indicator: The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
   Outcomes:
   - Selected efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system.
2. Performance Indicator: The information literate student constructs and implements effectively-designed search strategies.
   Outcomes:
   - Developed a research plan appropriate to the investigative method
   - Identified keywords, synonyms and related terms for the information needed
   - Selected controlled vocabulary specific to the discipline or information retrieval source
   - Implemented the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
   - Implemented the search using investigative protocols appropriate to the discipline
3. Performance Indicator: The information literate student retrieves information online or in person using a variety of methods.
   Outcomes:
   - Used various search systems to retrieve information in a variety of formats
   - Used specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

4. Performance Indicator: The information literate student refines the search strategy if necessary.
   Outcomes:
     - Assessed the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
     - Identified gaps in the information retrieved and determines if the search strategy should be revised
     - Repeated the search using the revised strategy as necessary
5. Performance Indicator: The information literate student extracted, recorded, and managed the information and its sources.
   Outcomes:
     - Differentiated between the types of sources cited and understood the elements and correct syntax of a citation for a wide range of resources
     - Recorded all pertinent citation information for future reference

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

1. Performance Indicator: The information literate student summarizes the main ideas to be extracted from the information gathered.
   Outcomes:
     - Read the text and selects main ideas
     - Restated textual concepts in his/her own words and selects data accurately
     - Identified verbatim material that can be then appropriately quoted
2. Performance Indicator: The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
   Outcomes:
     - Examined and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
     - Analyzed the structure and logic of supporting arguments or methods
3. Performance Indicator: The information literate student synthesizes main ideas to construct new concepts.
   Outcomes:
     - Recognized interrelationships among concepts and combined them into potentially useful primary statements with supporting evidence
     - Extended initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
4. Performance Indicator: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
   Outcomes:
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6. Performance Indicator: The information literate student determines whether the initial query should be revised.
   Outcomes:
   - Determined if original information need has been satisfied or if additional information is needed
   - Reviewed search strategy and incorporated additional concepts as necessary
   - Reviewed information retrieval sources used and expands to include others as needed

Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

1. Performance Indicator: The information literate student applies new and prior information to the planning and creation of a particular product or performance.
   Outcomes:
   - Organized the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
   - Articulated knowledge and skills transferred from prior experiences to planning and creating the product or performance
   - Manipulated digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
2. Performance Indicator: The information literate student communicates the product or performance effectively to others.
   Outcomes:
   - Chose a communication medium and format that best supports the purposes of the product or performance and the intended audience
   - Used a range of information technology applications in creating the product or performance
   - Incorporated principles of design and communication
   - Communicated clearly and with a style that supports the purposes of the intended audience
3. Performance Indicator: The information literate student acknowledges the use of information sources in communicating the product or performance.
   Outcomes:
   - Selected an appropriate documentation style and used it consistently to cite sources

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

1. Performance Indicator: The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

   Outcomes:
   - Used approved passwords and other forms of ID for access to information resources
   - Complies with institutional policies on access to information
   - Preserved the integrity of information resources, equipment, systems and facilities
   - Legally obtains, stores, and disseminates text, data, images, or sounds
   - Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own

Proposed Course Outcome (Project- Law Paper HR Research Project)
Students Will:

1. **Search, access, and evaluate current HR laws, court cases, and litigation findings, using various types of research databases, used in a paper identifying three current HR laws integrating found information for current**

organizational use.

Final Course Outcomes
Students met with Bonnie W. Oldham on Wednesday, September 24, 2008 from 4:30-7:10 PM (PC lab McGurrin Hall 406) for hands-on library instruction on how to search, access, and evaluate Law/Legal research using Lexis Nexis for research projects. The project item was worth 80 points out of a total of 350 for the course. The average score was 75.92 with a SD of 3.68, a variance of 13.54. The high score was 79 and low score was 67. The criterion for evaluation for the project (Level 2 Evaluation: Learning) was as follows:

- Research any three laws affecting the workplace- Find three laws, Human Resources related, such as:

    The Civil Rights Act Of 1964; The Family And Medical Leave Act (FMLA); Sarbanes-Oxley Act Of 2002; McNamara-O'Hara Service Act Of 1965; The "Right To Know" Legislation; Negligent Hiring Theory, Drug Testing And The 4th Amendment- Government Violation Of Search And Seizures?; Drug Testing And The 4th Amendment- Private Sector Testing; PA Law On Polygraph Testing For Pre-Employment Screening; FSLA And The Portal To Portal Act; The Uniformed Service Employment And Re-Employment Rights Act (USERRA) Of 1994; National Origin And English Only Rules;

- Give a brief overview of the law
- Discuss the implications the law have had or has on your particular industry or (organization)
- Project how the laws will continue to affect the industry of your choice.
- The entire content of the assignment should not exceed five (5) word-processed pages in length.
- Must use APA 5th edition (Never count the cover page or the reference page)

Presented next are the information literacy standards linked to the specific performance indicators and outcomes achieved through this *Course Objective/Outcome*. These Literacy Standards are cited as written in the *ACRL Information Literacy guidelines* located at www.scranton.edu/department/wml/infolit.html

Outcomes:

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- Determined probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusion
- Integrated new information with previous information or knowledge
- Selected information that provides evidence for the topic

5. Performance Indicator: The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcsbbe]TJT*[(diff

Outcomes:
- Demonstrated an understanding of intellectual property, copyright, and fair use of copyrighted material

2. Performance Indicator: The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
   Outcomes:
   - Used approved passwords and other forms of ID for access to information resources
   - Complies with institutional policies on access to information
   - Preserved the integrity of information resources, equipment, systems and facilities
   - Legally obtains, stores, and disseminates text, data, images, or sounds
   - Demonstrated an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own

3. Performance Indicator: The information literate student acknowledges the use of information sources in communicating the product or performance.
   Outcomes:
   - Selected an appropriate documentation style and uses it consistently to cite sources

Proposed Course Outcome (Project-Distance Learning Library Resources)

Students Will:

II. **Develop research skills utilizing the library system, utilizing 6 online tutorial sessions, regarding library literacy at the beginning of the course with 90% (13.5 out of 15) on a post-exam.**

Final Course Outcomes
Students were required in Week 1, 2 and three to successfully complete a post-test that required six online library research sessions. This project was called "Get to Know Our Library". The post exam and 6 online sessions were developed by Bonnie Oldham. The projects required all online students to access ANGEL for instructions and links to six tutorials on how to use the library. Afterward the students completed an online post-test and uploaded the answers to a drop-box for grading and review. This project was due on September 28, 2008 as was worth 15 points out of a total of 350 points for the course. The average score was 14.33 with a SD of 1.49, and a variance of 13.83. The high score was 15 and low score was 11.

The six (6) online sessions covered the following library literacy concepts/projects.

1. After completing the Online Catalog tutorial, the students used the Weinberg Memorial Library's online catalog to answer a question.
2. After completing the PALCI tutorial, the students used the PALCI catalog to search for the book titled,Legacies of the 1964 Civil Rights Act to answer a question.
3. After completing the Databases by Subject tutorial, the students used the Subject databases for "Health Administration & Human Resources." Searching the ProQuest (Full Text) database- Using the keyword self-directed learning to answer a question.
4. After completing the Databases by Title tutorial, the students used the ABI/Inform Complete database. to E-mail a copy of this article title to Dr. Smith.
5. After completing the Electronic Reserves tutorial, the students used retrieved the electronic reserve for the course Library 101 to answer a question.
6. The student was asked to complete the Passwords tutorial and answers a question

During the Graduate course offering in Fall of 2008 in an online format Bonnie Oldham, our University of Scranton Distance Learning Library Services Coordinator, managed an online

"**Discussion Board for Library Questions**" located under the lessons tab in ANGEL for students who had questions regarding Distance Learning Library Services. Bonnie also noted tips and ideas for online research in this discussion board weekly. Sixteen (16) posts were recorded from the dates of 8/2008 and 11/2009.

Proposed Course Outcome (Academic Integrity Tutorial Project)
Students will:

III. **Gain knowledge on Academic Integrity by participating in an online tutorial focused on the importance of academic integrity and philosophical dilemmas**

Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context

Standard Two: The information literate student accesses needed information effectively and efficiently..

1. Performance Indicator: The information literate student retrieves information online or in person using a variety of methods.
   Outcomes
   - Uses various search systems to retrieve information in a variety of formats
   - Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
2. Performance Indicator: The information literate student extracts, records, and manages the information and its sources.
   Outcomes:
   - Uses various technologies to manage the information selected and organized
   - Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
   - Creates a system for organizing the information
   - Records all pertinent citation information for future reference

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

1. Performance Indicator: The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
   Outcomes:
   - Examined and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
   - Analyzed the structure and logic of supporting arguments or methods
   - Recognized prejudice, deception, or manipulation
   - Recognized the cultural, physical, or other context within which the information was created and
2. Performance Indicator: The information literate student synthesizes main ideas to construct new concepts.
   Outcomes:
   - Recognized interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
   - Extended initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may re quire additional information
   - Utilized computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
3. Performance Indicator: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
   Outcomes:
   - Drew conclusions based upon information
   - Integrated new information with previous information or knowledge
4. Performance Indicator: The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners. Outcomes:
   - Participates in online discussions

- Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)

<u>Standard Four</u>: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

1. Performance Indicator: The information literate student applies new and prior information