Purpose of Assignment:

This assignment is intended to give you the opportunity to visit the library, learn about new materials in the field, learn how to use computer databases, practice putting references in a particular style, and learn about a specific topic in HRD. As you continue in the program, you will probably refer back to your own work, as well as your classmates' work, to help you in your research.

In general, reference lists are intended to help the reader learn where an author gained ideas about a topic, and to give proper credit to an author. Also, the style is important since the consistency helps the reader know where to find a particular reference. In a cursory way, also, the reader can determine if the authors were using very old, out-dated references in making their case, or if they had up-to-date information/research. Your opinion of an article on e-learning might vary if you saw that the author had not used any references later than 1940!

The abstracts done in an annotated bibliography (see examples starting on page 5) also have a purpose in trying to help readers learn enough about a reference to determine whether they should investigate further. The information should not be a book report but should highlight the main information in the reference. It should be short enough that readers don't have to spend a lot of time on it; each annotation should be **ONLY 2-3 sentences. More does not equal better** (and will count against you when we grade!). When you're doing this, imagine yourself reading an abstract: What questions about the article/book do you have before you know whether you should order/go find the material? **IT IS VERY IMPORTANT THAT YOUR ANNOTATION TELL THE READER WHY THE REFERENCE RELATES TO YOUR TOPIC.**

When you review your colleagues' bibliographies, you will notice that the same topic may have different references. And some references you might expect on a topic aren't there. The importance of doing multiple searches can't be over-emphasized. HRD has so many names and definitions that you really need to look at them all. For example, continuing education is also referenced under adult education, training, staff development, industrial training, job training, etc. Spend some time looking at these items, and you will definitely want to keep a running list of those key words/phrases that you need to use when doing library research. It takes time, but the rewards are great!

Our Library Liaison, Margaret Groeschen, has put together a guide with links to the appropriate databases. Go to [http://libguides.xavier.edu/HRD_Annotated_Bib](http://libguides.xavier.edu/HRD_Annotated_Bib) or click on the link she has set up in Canvas. It's your best tool to remain focused on the correct databases to use. There are many, many, many databases out there, and this guide will point you in the right direction.

General Instructions on Format:

-- Your bibliography should include **10 references, no more and no less,** representing a variety
of types of resources. For example, a bibliography consisting totally of articles from TD (formerly T+D) or only articles from magazines, or only books, etc., is not acceptable. For this assignment, accessing journal/magazines in electronic databases such as ERIC, Business Source Complete, Academic Search Complete, etc. is acceptable with correct APA citations. (The information given in the databases is usually not in APA format, nor is the online reference citation software always accurate.) This is NOT an assignment on how to do searches on the internet using popular search engines such as Yahoo or Google; citations for individual, personal, or organizational websites (such as SHRM or ASTD – now ATD), bulletin boards, listservs, blogs, internet-only journals, Wikipedia, or newsletters, or discussion groups are NOT acceptable. (Do not use our class textbooks as references. USE XU Library databases only!)

--As noted above, you need to have resources from at least TWO different XU databases, and no more than one:

- Resource per author/co-author
- Book of training activities
- TD at Work (formerly InfoLine)
- Chapter in the same book
- Article based upon studies/work done in a different country Note: any articles in the reference list should be published from the 1990’s to present
- Video/DVD

--Bring 1 original (single-sided) with you to class at 6:30 pm on September 21, 2018. Put the original in the folder with your name on it which was given to you the first day of class. Bibliographies will be collected at the beginning of class. You will also need to post your final bibliography in Canvas by noon on 10/4/18. (Directions will be given to you in class.)

--Be sure to include a cover page with your name, course number and title, topic title, and date on the original. (All pages, including the cover page, should be Times New Roman 12 font, 1” margins all the way around.)

--Number each page of the bibliography; the cover page is not page 1.

--Don't justify right margins.

--Staple upper left-hand corner of paper. Do not turn in any paper with report covers, binders, paper clips, etc.

--Single space references and abstract; double space (that means only 2 spaces, not double-double) between references and abstract. See attached examples. (This is not APA style but is preferable for student papers.)

--Be sure to review the sample bibliography posted on Canvas in the 2020-HRDE 100 > HRDE 650 course section.

American Psychological Association (APA), 6th Edition Style:
--References should be in **APA style**. See pages 180-215 of the *Publication Manual of the American Psychological Association, 6th ed.* for the rules regarding how to reference books, articles, etc.

--As you will see, there are very definite rules on how to reference almost any type of resource. One of the best things you can do when reviewing materials is to note all the information about the source when you start, so you have the information to just "fill in the blanks" when you start organizing your references for this assignment and for your written reports.

--To avoid COMMON ERRORS in using APA style for references, be sure to do the following; it is **STRONGLY SUGGESTED** that when you finish your bibliography, you review it with the following APA and writing guidelines in mind.

1. **Alphabetize** your references always. (See pages 180-215). References are not the same as footnotes, which when identified by a number in the text are put at the end of the paper in consecutive numerical order.

2. The form of the references should be **indented 5-7 spaces** on the first line of the reference. (The style of references outlined in the book is using hanging indents, but you do not need to do it this way. The important thing is to be CONSISTENT throughout your reference list.)

3. Use authors' **first and middle initials only**, NOT THEIR FULL FIRST NAMES; there should be a space between the initials.

4. In referring to a book, chapter, article, etc., capitalize only the first word of the title and subtitle, if any, and any proper names. Example: **Organization development: Process of an American economy.** Italicize titles of books, but italicize the **journal and volume number**, not the title of the article.

5. Give the location (city and state or, if outside the United States, city and country) where the publisher is located. Use the official two-letter U.S. Postal Service abbreviations for U.S. states. If two or more publisher locations are given in the book, give the location listed first or, if specified, the location of the publisher’s home office. Give the name of the publisher in as brief a form as intelligible. Write out the names of associations, corporations, etc., but omit superfluous terms, such as *Publishers, Co.*, and *Inc.*, which are not required to identify the publisher. Retain the words *Books* and *Press.*

6. If a journal/magazine does not use an issue number, you need to note the month, as well as the year in the reference. If it does use an issue number, don't reference the month.

7. If you're referring to an entire book/monograph/report, you don't need page numbers. If you're referring to an article in a magazine/journal, you do need page numbers. If you're referring to a chapter in an edited or non-edited book, you need page numbers and authors of the chapter, and the reference should start with the authors of the chapter's name, the chapter's title, then "In M. A. Jones (Ed.), Book title...", or "In M. A. Jones, Book title..." (See page 184 of the
APA book.)

8. For all HRD program bibliographies and reference lists, if you find an article in one of the XU Library databases, include the date retrieved and the name of the database (i.e., Retrieved August 27, 2018 from Academic Search Complete). You do not need to include the Digital Optical Identifier (DOI) after the citation.

9. If your source is a 2nd or 3rd or Revised edition, be sure to include that in your listing. You do not need to indicate if your source is a 1st edition.

10. Do not rely on citation generators in the article databases. In some databases you can click on a button to automatically create a citation for your article in your choice of format. Beware. Most of the APA examples are incorrect.

Not all sources fit into one of the listed styles, but they come close. Remember, the main purpose of a reference is to help the reader locate and credit the source.

**Writing Guidelines:**

You will probably need to review the sections of the *Publication Manual* regarding writing style (Sections 3.05-3.11) and grammar (Sections 3.18-3.23).

As well, review the guidelines for reducing bias in language (Pages 70-77, Sections 3.12-3.17). All HRD Program papers and materials need to be in non-sexist, non-discriminatory, inclusive language.

Typing hints on spacing, punctuation, and quotations are listed in Sections 4.01-4.38; seriation hints are in Section 3.04.

Although not applicable for this assignment, you need to learn how to cite an author's work in your written reports. See Sections 6.01-6.21 for guidelines.

Here are some common problems in all types of student (and professor!) papers; I am not trying to sound simplistic or condescending with some of these comments, but they really are common.

1. Run-on sentences: These are those that go on and on forever and don't use the correct punctuation and I feel like I should be going to sleep after a while because I don't remember what the subject was when I first started reading the line and anyway it doesn't really matter. Use the ";" and "," appropriately. Review the rules again on their use.

2. ITS is possessive: For example, "The company used its materials..." IT'S is a contraction: For example, "It's snowing outside" means "It is snowing outside." The use of both of these is a very common error; when you type them, say out loud what you're trying to say. If you can break it into two words, then it's a contraction.

3. YOUR is possessive: "Your paper was..." YOU'RE is a contraction: "You're going to
school" means "You are going to school."

4. **THEIR** is possessive: "Their group was..." **THEY'RE** is a contraction: "They're going to school" means "They are going to school." **THERE'S** means “there is.” **THERE** is an object: It means "Put the paper there."

5. When you want to make a singular noun possessive, add an apostrophe plus an s. If you want to make a plural noun possessive, add an apostrophe after the s only. If the noun ends in an s normally, just add the apostrophe. Example: The boat's motor... (One boat). The boats' motors... (More than one boat and motors). Mr. Jones' car, not Mr. Jones's car.

6. **USE COMPLETE SENTENCES.** A sentence without a subject and a verb is not acceptable for academic or business writing. Unless otherwise indicated, writing in "outline" form is not enough; be sure to put your thoughts in narrative form.

7. **PROOF, PROOF, AND PROOF SOME MORE!** If you're not used to writing reports or letters, get someone to read your materials to determine if they are clear, make sense, and are free of typographical and grammatical errors. Spell checkers in word processors tell you if a word is spelled right, not if it's the appropriate word or grammatical structure.

When you're writing papers, you might find it helpful to "free flow" with your ideas and not get hung up on grammar, style, etc. until after you've let your ideas come forth. This may help in letting loose your creativity and not stifle your thoughts. However, the written word needs to be clear, concise and easily understood by the readers. If there are a lot of unclear sentences, spelling/typing/grammatical errors, the readers' thoughts may be directed to those, and not to the content of what you're trying to say. So proof more than once, question the way you're phrasing something complex, and keep things simple. Of course, have fun!

**SAMPLE ANNOTATED BIBLIOGRAPHY ENTRIES**

*5 A Sample Annotated Bibliography is posted on Canvas in 2020 HRDE 100 > HRDE 650*

**Note: The headings “Article in a Journal--TD”, “Book”, etc. are just to show you examples. Do NOT number your entries or use these headings in your bibliography; the references should be alphabetized by author.**

1. **Article in a Journal--TD** *(is published by ATD, the Association for Talent Development, formerly ASTD, the American Society for Training & Development; it has been published under a number of names, including Training & Development and T+D)*


   Organizations spend millions of dollars each year orienting their new employees; this article describes the Mayo Clinic’s effort to redesign their new employee reorientation. The authors describe the methodology for the study to research best practices.
2. **Article in a Journal--Training** (this journal is currently published by the Lakewood Media Group and is a magazine for HRD practitioners)


This brief article highlights four important decisions to make before taking the leap to start your own training consulting business. The important first step is to have a vision of your business that considers your strengths and specialties. Then, decide if you want to be independent or launch a company with others, and determine how you will scale your business to meet the needs of your clients.

3. **Article in a Journal**


Organizations using personality tests in management development programs must choose from an array of personality tests and formats. This article discusses a study which examines the advantages and disadvantages of using a forced-choice format for these tests.

4. **Book (one or more authors wrote the entire book)**


This book describes how HRD leaders can achieve dramatic business results by breaking away from the usual approaches to training that have not been successful. Case studies and stories are used to illustrate the four pillars that are the foundation of the courageous training model. One of the key components is to win the hearts and minds of make-or-break partners in the organization you are serving.

5. **E-Book (Electronic Book) – available in XPLORE or through the Electronic Book Collections**


This book provides an overview of how to make effective decisions related to managing training and aligning it with organizational objectives. Tips are included for seeing the “big picture” and communicating with top management. Numerous checklists and worksheets are provided.

6. **Chapter in Edited Book** (there is an editor or editors overall and different authors for chapters) **Do NOT use more than 1 chapter from the same book**

This chapter explores the similarities and differences between analysis and evaluation. Analysis is proposed as a planning process, while evaluation is described as a judging process, but they are both strategic approaches to understanding and measuring what is needed for organizational success. Obstacles to performing effective analyses and evaluations are discussed as well as opportunities to overcome the obstacles and get out of the “blame game”.


In this chapter, authors Bonk and Kim explain how cultural and social influences affect adult learning. As cultures change with time, learning is adversely affected as a result of changes in our environment.

7. Chapter in Non-Edited Book (there is an author overall and the same author wrote the chapters) **Do NOT use more than 1 chapter from the same book. (Note: If the chapter does not have a title, call it “Chapter One” or “Chapter Two”, etc., but make sure that you include the page numbers of the chapter.)


Effective facilitators spend a great deal of time determining whether they should and can work with a group. This chapter describes a process to help facilitators understand and design a process to contract expectations between the client and facilitator. The process can be used by both internal and external facilitators in an organization.


The authors explore the concept that adults learn when they can construct their own ideas and beliefs rather than having ideas and beliefs coming from an outside source. This chapter emphasizes the importance of an individual’s ability to learn when they feel they took part in the discovery or creation of ideas concerning knowledge.

8. ERIC Document **The ERIC database accesses references to journal articles, documents available on microfilm or in .pdf files, such as conference papers, and others. Use sources where the full text is available in ERIC, not ones where only the summary is provided. Here are 2 examples:

This extensive analysis of more than a thousand empirical studies found that students in online learning performed better than those receiving face-to-face instruction. However, the difference was larger in studies that compared “blended learning” that integrated online and face-to-face instruction with strictly face-to-face instruction, due to the additional time and instructional elements in the blended settings. While the study was initially focused on a K-12 population, most of the online learning studies were from other settings, such as medical training or higher education, so the results may be more generalizable to adult populations than to K-12 students.


Much research has been done in large organizations in the field of HRD; this article discusses the importance of strategic human resource development in small and medium-sized enterprises (SMEs). It suggests that these SMEs should develop a comprehensive corporate strategy which includes changes to the way they develop their employees.

9. **TD at Work (Formerly Info-Line) from ATD (formerly ASTD)**


   This booklet explains how to create a career portfolio as a powerful professional development tool that communicates and demonstrates your knowledge, skills, abilities, and competencies in ways that your resume cannot. In this difficult economy, a portfolio can showcase your talents and distinguish you from other training professionals. A job aid is included that helps match competencies to accomplishments.


   The ability to communicate effectively is key to the success of HRD professionals. This booklet provides guidelines and tips for presentations, including how to align visuals with the message, and how to find and select appropriate visuals. A job aid is included that helps select the best ideas, concepts, or points to represent visually.

10. **New Directions for Adult and Continuing Education (entire copy);** (Note: these are referenced as journals at the Xavier library.)

11. New Directions for Adult and Continuing Education (specific chapter)


12. Streaming Video


What is Wrong with these Citations????


Here’s what it should really be:


* Here’s what was wrong: The indentation; the listing of the full names, not initials; there was no comma after the first name; there was an “and” rather than an ampersand between the names; the date was in the wrong place; the capitalization and italicization and using a comma rather than a colon for the 2nd part of the title of the book; not using a state abbreviation after the location of the publisher; and spelling out the entire name of the publishing company.

An example from a journal citation:


Here’s how it should be:


* Here’s what was wrong: Again, the indentation; the listing of the full names, not initials; there was no comma after the first name; there was an “and” rather than an ampersand between the names; there should be a period after the year; an article in a journal is not uppercase for the whole title; the name of the journal goes right after the title of the article, not “in the”; the name of the journal should be italicized; there should be an italic volume number, then parentheses
around the issue number, not italicized, then the page #'s just listed. Finally, it is “it’s” rather than “its.”

We know this may look overwhelming. Follow the common examples we’ve given you; don’t just cut and paste information from the databases, or it will almost in all cases be wrong. And remember to go back and check your annotations for the most common errors and the citation examples to see if yours follow the examples.

**Citing Articles From Electronic Databases**

There is a section devoted to citing references from electronic media. See pages 187-192 of the APA book for information. Examples are included in pages 193-215. For this assignment, you do not need to include the DOI, but do include the date you retrieved an article and name of the Xavier Library database so that faculty and classmates can readily find your source.

For this assignment, accessing journal/magazines in electronic databases (accessed on-site at a library or through remote access into the McDonald Library) such ERIC, Business Source Complete, Academic Search Complete, etc. is acceptable with citations formatted in APA style. Many times, however, you will not be able to retrieve the full text of the article. Be sure not to limit your search to those references that are only easily accessible; some of the best journals are not necessarily indexed and available full text electronically. If you find a reference to an article on-line, but you are only able to access the article in a paper copy, that’s fine. Just add in your citation “Retrieved August 28, 2018 (paper copy) from Academic Search Complete”, for example. This is NOT an assignment on how to do searches on the internet using popular search engines such as Yahoo or Google; citations for individual, personal or organizational (such as SHRM or ATD) websites, bulletin boards, listservs, blogs, internet-only journals, Wikipedia, or newsletters or discussion groups are NOT acceptable. (Do not use our class textbooks as references.) **USE the XU library databases only!**

***Remember: References are in alphabetical order, indented, not right-hand or full justified, and follow APA style. Annotations are short and to-the-point (2-3 SENTENCES ONLY) and will provide enough information for readers to decide whether they want to investigate the source more fully. The annotation should indicate WHY the source is relevant to the topic.***

****Don’t forget the Library has tutorials on identifying resources and improving your search at [http://www.xu.edu/library/xu-tutor/index.cfm](http://www.xu.edu/library/xu-tutor/index.cfm).****

*****The Xavier Writing Center is a resource for you if you need help with writing structure, grammar, and other mechanics of writing. Do NOT use the Writing Center for APA advice; use your APA book, this assignment’s examples and tutorials we’ve noted. Visit the Writing Center’s website at [https://www.xavier.edu/writingcenter/](https://www.xavier.edu/writingcenter/) to get more info on their services, and great links to writing resources.*****

******Also Remember: Use Times New Roman 12 font, 1” margins all the way around, do NOT double-double space between citations (only 2 spaces between), and page #’s on each
In Word 2010, this is how your paragraph settings should look for spacing:

![Paragraph settings in Word 2010]

AND………Go back and check the common errors and citation examples BEFORE you hand in your assignment!!!
### TOPICS FOR ANNOTATED BIBLIOGRAPHY DUE SEPTEMBER 21, 2018

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization development theories &amp; processes</td>
<td>1. New employee orientation training programs for adults</td>
</tr>
<tr>
<td>2. Motivating adult learners</td>
<td>2. Diversity training for adults</td>
</tr>
<tr>
<td>3. Transfer of training in organizations</td>
<td>3. Evaluating training programs in organizations</td>
</tr>
<tr>
<td>4. Change management in organizations</td>
<td>4. One-on-one on-the-job training for adults</td>
</tr>
<tr>
<td>5. Mentoring programs for adults in organizations</td>
<td>5. Instructional design for adult populations/organizations</td>
</tr>
<tr>
<td>7. Techniques for assessing training needs in organizations</td>
<td>7. Learning styles in adults</td>
</tr>
<tr>
<td>8. Career development for employees within an organization</td>
<td>8. Coaching employees in organizations</td>
</tr>
<tr>
<td>9. Outdoor adventure leadership training for adults</td>
<td>9. Presentation skills for trainers</td>
</tr>
</tbody>
</table>

*Note: The focus of these topics should be related to **adults** and to developing people and improving **organizational** results. For example, the topic of learning styles should **NOT** include references on learning styles for children or learning styles for students in university or K-12 education.*

XXVIII-BIB.F18
8-17-18
### HRDE 650: Introduction to Adult & Organizational Learning & Behavior

#### Annotated Bibliography Rubric—Class XXVIII

<table>
<thead>
<tr>
<th></th>
<th>Total Pts Possible</th>
<th>Total Pts Awarded</th>
<th>Exceptional</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Formatting</td>
<td>30</td>
<td>Total of 0 APA errors (30)</td>
<td>Total of 1-3 APA errors (29-27)</td>
<td>Total of 4-6 APA errors (26-24)</td>
<td>Total of 7+ APA errors (23-0)</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>30</td>
<td>Exemplary writing (sentence structure, grammar and punctuation, appropriate language, clarity of message, 2-3 sentences (30)</td>
<td>High quality writing (sentence structure, grammar and punctuation, appropriate language, clarity of message, 2-3 sentences ) (29-27)</td>
<td>Some errors in writing (sentence structure, grammar and punctuation, appropriate language, clarity of message, 2-3 sentences ) (26-24)</td>
<td>Numerous errors in writing (sentence structure, grammar and punctuation, appropriate language, clarity of message, 2-3 sentences ) (23-15)</td>
<td></td>
</tr>
<tr>
<td>Selection of Resources</td>
<td>20</td>
<td>Exceptional resources – relevant, timely, and varied (20)</td>
<td>Resources are relevant, timely, and varied (19-18)</td>
<td>Some issues with relevance, timeliness, or variety of resources (17-16)</td>
<td>Numerous issues with relevance, timeliness, or variety of resources (15-0)</td>
<td></td>
</tr>
<tr>
<td>Paper Formatting</td>
<td>10</td>
<td>No errors in formatting (margins, page #s, title page, font, line spacing, etc.) (10)</td>
<td>Minimal errors in formatting (margins, page #s, title page, font, line spacing, etc.) (9)</td>
<td>Some errors in formatting (margins, page #s, title page, font, line spacing, etc.) (8)</td>
<td>Many errors in formatting (margins, page #s, title page, font, line spacing, etc.) (7-4)</td>
<td></td>
</tr>
<tr>
<td>Number of Resources</td>
<td>10</td>
<td>10 resources (10)</td>
<td>10 resources (10)</td>
<td>9 resources (7)</td>
<td>8 or fewer resources (6-0)</td>
<td></td>
</tr>
</tbody>
</table>

As always, if for any reason an assignment is late, 4 points will be deducted from the assignment. If the assignment is late by more than 1 week, 8 points will be deducted from the assignment grade. If the assignment is late more than 2 weeks, 12 points will be deducted. If the assignment is 4 weeks or more late, 16 points will be deducted.