



Texas A&M University - Central Texas

MGMT 4304-110, CRN 80276, RECRUIT, SELECT & PLACEMENT

Spring 2017 rev. 08.22.2017

Texas A&M University - Central Texas

August 28 – December 15, 2017

INSTRUCTOR INFORMATION

Instructor Contact Information

Course Instructor: Rebecca McPherson Ph.D., SPHR

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Cell phone: 254-780-2242

Email address: becca.mcpherson@tamuct.edu (Preferred Method)

If you have any questions or concerns, please send an e-mail to becca.mcpherson@tamuct.edu. E-mail is my preferred method of communication, but I will regularly check the Canvas classroom for Canvas messages. When sending an e-mail please identify MGMT 4304 in the subject line!

Instructor's TAMU-CT Office Hours

If you have any questions about this course or during the course, I am available *in my TAMU-CT office* Monday and Wednesday from 12:45 p.m. to 3:45 p.m. **Please contact me by e-mail to set up an appointment.** Finally, you can send Canvas messages or e-mails anytime; I usually respond to questions quickly, but not longer than 24 hours. If you need assistance outside the stated office hours, please send me an email request and we will find a time that works around our schedules.

Student – Instructor Interaction

As mentioned previously, e-mail is my preferred method of communication and I typically respond to e-mails within a few hours, but not more than 24 hours. If you do not receive a response within 24 hours, please contact me by phone. If you need assistance outside the stated office hours, please send me an email request and we will find a time that works around our schedules. Finally, I am available by phone or text message and typically respond to students up to 10:00 pm. If I do not answer, please leave a message and I will call you back as soon as possible.

Please note my *recurring calendar items* for the fall 2017 semester, I am on campus teaching from 11:30 to 12:45 on Monday and Wednesday (Founder's Hall 208), I am in San Antonio on Tuesdays, and

on Thursday and Friday I attend monthly meetings for TAMU-CT SHRM Student Association, CTHRMA, WilcoHR, and intermittently Austin ATD.

TAMU-CT SHRM Chapter #5395 – Faculty Sponsor

Our HR student group holds monthly meetings from 1:15 p.m. to 2:00 p.m., after the CTHRMA professional meeting. Students can choose to attend both the CTHRMA and TAMU-CT SHRM meetings or just student meetings. You can join our HR student group through [SHRM](#). There is a \$40.00 fee paid to SHRM. You will receive the SHRM student member benefits with this membership. When joining through SHRM, be sure to identify Texas A&M University Central Texas as your student chapter #5395. <https://www.shrm.org/Communities/student-resources/Pages/bufferpage.aspx>

You can also join our HR student community on Facebook: SHRM Chapter #5395 Texas A&M University-Central Texas.

Mode of Instruction and Course Access

This is a 100% online asynchronous course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>] as a course platform. You will use your Canvas username and password communicated to you separately to logon to this system. Additional information is located under Technology Requirements.

Syllabus Accessibility

This document is screen reader accessible. The following hyperlinks will direct you to the major sections of this syllabus: [course information](#), [course requirements](#), [technology requirements and support](#), [course outline and calendar](#), and [course and university procedures and policies](#).

911 Cellular

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](#) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description

In this course, students will study recruitment and selection of human resources for organizations. Examine optimal utilization of human resources within organizations, and the use of tests and other techniques in human resource management. Prerequisite(s): MGMT 3302 and BUSI 3301.

Course Objectives

Upon successful completion of MGMT 4304 Recruit, Select & Placement students will be able to:

1. Workforce Planning and Talent Management:

- a. Advise management on relevant labor market trends.
- b. Demonstrate an understanding of key workforce planning concepts including organizational design, HR planning, work management, downsizing, right sizing, retention, labor force supply and demand, and succession planning.

2. Job Analysis and Job Design:

- a. Understand components of a legally compliant job description.
- b. Demonstrate an understanding of key job analysis and job design concepts including job/role design and links to compliance with legal requirements, equal pay and comparable worth, overtime eligibility, equal employment, ergonomics and workplace safety; job evaluation and links to compensation, performance management, training and development, vocational and career counseling, needs assessment, career pathing.

3. Recruitment and Selection:

- a. Describe the full life cycle of staffing organizations beginning with organizational strategy and developing workforce planning goals, through recruiting, selection, placement, and measurement of outcomes.
- b. Describe how staffing organizations is similar and different for organizations operating locally, regionally, nationally, and internationally.
- c. Conduct research to identify sources of qualified applicants.
- d. Distinguish between sourcing qualified applicants and recruiting qualified applicants.
- e. Develop a legally compliant and effective interview protocol for pre-screening applicants as qualified job candidates and screening job candidates for best job and organizational match.
- f. Select appropriate assessments as well as administer and analyze assessment results to justify referral of top candidates to management.
- g. Understand a legally compliant job offer, impacts of the total rewards package on negotiation, as well as counter offer and closing the offer.
- h. Demonstrate an understanding of key recruitment and selection concepts including employment practices, employment relationship, external influences on staffing, external recruitment, internal recruitment, assessment and assessment methods, job offers, bona fide occupational qualifications, and employment brand.

4. Metrics and Measurement of HR:

- a. Select appropriate metrics for assessing staffing outcomes and describe how selected metrics will impact the staffing process.
- b. Demonstrate an understanding of key metrics and measurement concepts including absenteeism, turnover, calculating and interpreting yield ratios, return on investment (ROI), quantitative analysis, benchmarking, analyzing and interpreting metrics, and forecasting.

5. HR Career Planning:

- a. Demonstrate employer-demand technical skills for staffing professionals related to MS Office and Applicant Tracking.
- b. Demonstrate employer-demand soft skills for staffing professionals related to oral, written and cross-cultural communication; relationship building; conflict resolution; negotiation; customer service; professionalism; and ethics.
- c. Demonstrate an understanding of key HR career planning concepts including balancing work and life, career management systems, company policies to accommodate work and nonwork activities, coping with job loss, plateauing; skills obsolescence; and career development.

6. Professionalism:

a. Understand, apply and demonstrate professionalism as described under professional etiquette. Module and week level student outcomes are listed in the Canvas classroom at the beginning of each module and week content.

Required Textbook

Phillips, J. M., & Gully, S. M. (2015). *Strategic staffing* (3rd ed.). New York, NY: Pearson.
Strategic Staffing, 3rd Edition
Phillips, J. M., & Gully, S. M.
Textbook ISBN-10: 0-13-357176-9
Textbook ISBN-13: 978-0-13-357176-9
E-text ISBN: 9780133578256 (180-day access)

<https://www.vitalsource.com/products/strategic-staffing-jean-m-phillips-v9780133578256>

COURSE REQUIREMENTS

Course Requirements

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be announced within one week of the change decision in the Canvas classroom. Changes may be made within the last two weeks of the semester only in exceptional circumstances. Conflicts between Canvas and the syllabus will be resolved according to syllabus requirements. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

Professional Etiquette: Students are expected to embody professionalism to include the following: **Demeanor** – polite and well-spoken, demonstrating tact, respect, compassion, appreciation, inclusive, mature - not rude, belligerent, arrogant, or aggressive; **Reliable** – follow through on tasks in a timely manner, communicate unanticipated events; **Competent** – commit to learning and applying content from the course, act in a responsible manner and practice sound judgement, seek assistance when appropriate; **Ethical** – honest and trustworthy; **Equality** – refrain from giving or seeking preferential treatment unless supported by the office of Student Success, adhere to published policies of the university, seek assistance or clarification when appropriate. A student who violates professional etiquette in a manner that is egregious (as determined by the instructor) may result in a failing grade for the course. I reserve the right to provide a less severe penalty depending on the circumstances of the situation.

Understanding of Course Design: This course design is distinctly different from MGMT 4302 – a traditional approach to learning content. MGMT 4302 sought to ensure students' understanding of foundational information related to the human resource management discipline. As a result, MGMT 4302 assessed students' learning through quizzes, exams, and short essays. Unlike MGMT 4302, this course uses an **active learning approach** to the course design. As a result, MGMT 4304 seeks to challenge students in learning and applying concepts learned in this course. This means you are

expected to learn and apply skills unique – not taught in previous courses – to recruitment, selection, and placement of human resources for an organization.

About Discussions and Activities:

Students are expected to be prepared each week by completing the assigned readings prior to due dates as posted in course schedule. For the purpose of this online course the week begins on Monday and concludes the following Sunday at midnight Texas time, CST. Readings, videos/audios, and chapter quizzes are due by **Sunday**. Most weeks have an activity related to assignments also due on **Sunday**.

Please note: Discussions and activities are interactive and time sensitive; therefore, contributions to **discussions and activities will not be accepted after they close without written documentation of an unavoidable or unforeseeable event**. Further: A student's behavior that is unprofessional and or violates netiquette expectations will receive a Canvas Inbox message from me and a 10% deduction on the course requirement. A 25% deduction per occurrence will be assessed on the course requirement thereafter. Online netiquette and in-person professional conduct is related to course outcome 6, and is required at all times.

Discussions: (4 @ 25, 34, 25, 34 points respectively) 118 points total

Discussions are a critical part of the learning design and are intended to provide an opportunity for student-to-student discussion of required readings. Discussions are intended to facilitate students' creation of knowledge through applying learned content, asking clarifying questions, contributing personal representation of concepts and ideas, and engaging in analysis, evaluation, and synthesis of multiple perspectives.

Discussion are based on exercises in the required textbook. **For student convenience, a list of all discussion exercises (1-4) can be found in the left menu under Modules, Additional Resources**. When completing discussion, be sure to read the directions provided with discussion in Canvas, because some directions are different from what is listed in the text book. You may want to complete exercises related to the week's chapter during the week we are reading that chapter. However, you need to watch the schedule to ensure all initial responses submitted by Thursday of the required submission week. You have until Sunday of the closing week to complete follow-up responses. In your approach to discussions, it may be easier to finish the follow-up responses the weekend after initial responses are due, since it will still be fresh from the readings.

Initial responses. You are required to post one initial response *to each topic listed*. This is your response to the exercise. Keep in mind, initial responses are due at a time that allows students to work ahead if they want. However, students posting initial responses late will incur a late penalty, but you can still post late. This is to ensure students who need/want to work earlier in the course schedule have someone else to "discuss" the exercises with for posting follow-up responses. However, the discussion is open for several weeks to allow you to come back when it is convenient for you. Keep in mind, discussions are student-to-student discussions that require other students to "discuss with". Therefore, no late postings will be accepted for course credit after the discussion closes. Please note the discussion closing date in the course schedule. All closing dates are on Sunday, except the last discussion, which closes on Friday - the last day of class.

Follow-up responses. You are required to provide a minimum number of responses to other students for each discussion. Discussions #1 and #3 require you to provide at least 3 total follow-up responses: and Discussions #2 and #4 require at least 4 follow-up responses. Unlike initial responses, the follow-up responses can focus on one or two topics that most interest you. However, when responding

to students in discussions, be sure that your responses contribute to the discussion in a meaningful way. While responses to classmates can take a conversational tone, the comment should go beyond the summary of “I agree”. Students whose posts are insufficient in quality or quantity, or late will receive point deductions.

Submitting your posts. To submit an initial post, click on the link provided in the module for the week the discussion is open. This link will take you to the discussion board. Each topic within the discussion *requires a separate post*. You will see each topic listed as a separate point value in the course calendar. Be sure to label your response with an appropriate title heading so that you receive full credit for your initial submission. For example: RebeccaM DISCUSSION 1:1 or something similar. Please note: Professional etiquette is required at all times.

Discussions: Grading Criteria (1) 3 topics; (2) 4 topics

- Initial Responses: 45% (1) 11.25 points, (2) 15.3 points Provided initial responses to all required topics. Overall initial responses were complete, demonstrated understanding and comprehension of concepts. Answers were thorough and clearly demonstrated understanding of assigned reading material.
- Responses to Classmates: 45% (1) 11.25 points, (2) 15.3 points Actively participated in the discussion met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation beyond “good point” or “I agree”. Responses are intended to be conversational, but well written and add value.
- Timeliness and Academic Writing Style: 10% (1) 2.5 points, (2) 3.4 points Met expectations for active and timely responses. Writing quality was adequate with good sentence structure, spelling, effective word choice. APA formatting of citations was provided. Links to outside sources or APA formatted reference provided for sources other than the required textbook.

Assignment Activities (2 @ 5, 7@ 15, 1 @ 20 points) 135 points total

Activities are a critical part of learning and assignment completion. They are intended to provide an opportunity for student-to-student as well as student-to-instructor discussion of applied concepts. Activities are intended to facilitate students’ creation of knowledge through controlling the learning process in staged hands-on activities, contributing learner’s personal experiences, engaging in analysis, evaluation, and synthesis of multiple perspectives as well as engaging in collaborative assessment of learning.

Assignment activities are activities to help you complete your assignments. Assignment activities allow you to get feedback from other students as well as your instructor. These activities require at least 2 follow-up posts to other students, activity 1:1 and 2:1 are 5 points each, activity 1:3 – the peer review is 20 points. All other activities are 15 points each. It is in your best interest to actively engage other students and your instructor on these topics. You should think of these activities as mile markers toward completing assignments where you have ample opportunity to ask questions, assist other students, and share your own experiences (very conversational). Unlike Discussions 1-4, which focus on exercises from the text and span several weeks, assignment activities occur weekly with initial responses due and closing at the end of each week on Sunday. Three posts required for all activities except 1:1 (1 post), 1:3 (2 posts), and 2:1 (1 post).

Activity: Grading Criteria (1) 2 @ 5 points; (2) 7@ 15 points; (3) 1 @ 20 points

- Initial Responses: (1) 100% (5 points), (2) 75% (11.25 points), (3) 50% (10 points) Provided initial response to stated activity. Overall initial response was complete, demonstrated understanding and comprehension of concepts. Answers contributed to development of related assignment.
- Responses to Classmates: (1) 0% (0 points), (2) 20% (3 points), (3) 50% (10 points) Actively participated in the activity, met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation, be conversational in tone, and share your perspective.
- Academic Writing Style: (1) 0% (0 points), (2) 5% (.75 points), (3) 0% (0 points) **No late submissions accepted for course credit.** Writing quality was adequate with good sentence structure, spelling, effective word choice.

Assignments: (3 @ 100, 100, 45 points respectively) 245 points total

Assignments in this course are qualitative assessments of course learning objectives, which are designed to help you practice applying course concepts to demonstrate mastery of course objectives.

Assignments are an integrated part of the course and draw from class discussions and activities as well as individual work.

About assignments: Students should review more detailed Assignment Descriptions located in the left menu under Assignments for specific assignment requirements. A rubric entailing the grading criteria is located in assignment submission links.

Assignments may be turned in up to three days late with a 10% late penalty. Assignments are not accepted after three days without written documentation of an unavoidable or unforeseeable event. For more information about my policy regarding late work please review Late Assignments under the Instructor's Policies. While assignments represent the independent work of students; collaborative teamwork is appropriate in the related activities. Also note: any assignment not made up as approved and arranged by the professor will receive a zero.

Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs. However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under Instructor's Policies. If you are unfamiliar with APA, I encourage you to investigate the links provided in the Orientation Module labeled About Assignments. I also suggest that you purchase your own copy of the Publication Manual of the American Psychological Association (APA, 6th ed.). Keep in mind, you are required to use American Psychological Association (**APA formatting**) for assignment formatting, layout, citations, and references as part of your MGMT4304 assignments.

About Assignment 1

Trends in Workforce Planning and Talent Management is **worth 100 points** and supports learning outcome 1 and is due in week 5. This assignment is a written paper requiring research – a literature review - into the topic of workforce planning and employment trends. Your literature review will examine trends related to a specific APPROVED topic, which you will select in week 2.

Assignment activities. In-class activities allow you to engage other students and the instructor about hands-on activities designed to help you complete the assignment in stages. Assignment activities are worth low levels of points, but should not be overlooked. **Additional information will be provided in**

stages through required videos and/or related assignment activities listed in the course schedule. Failing to watch required videos and/or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.

Completing the assignment. The literature review includes a title page, abstract (150 – 250 words), **body of the paper 4-5 pages synthesizing 10 sources**, and a reference page (7-8 pages total). **This paper requires a minimum of 10 sources, which are peer-reviewed journal articles and less than 5 years old.** Be sure to paraphrase only, no direct quotes. Properly cite and reference in APA all sources of information.

Submitting your assignment. Your assignment should be uploaded as an MS Word document by midnight of the due date. For this assignment, you will need MS Word **to complete this assignment. To submit the assignment, go to the left menu under Assignments, then select Assignment 1.**

Assignment 1: Grading Criteria

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.

- **Formatting/Organization: 8% (8 points)** Student's paper was presented in an organized manner, using correct APA layout, and paper meets page requirement length.
- **APA Within Paper: 12% (12 points)** Student's paper had minimal grammatical errors, followed APA formatting rules, in-text and parenthetical citations as well as references are correct or show very few errors.
- **Content: 50% (50 points)** The paper demonstrated depth of understanding through an appropriate topic that was **well-developed, organized, balanced, integrated, and critical.**
- **Reference Requirement: 10% (10 points)** Student meets requirements set forth for references. 10 total appropriate sources, 10 journal articles are peer-reviewed and less than 5 years old.
- **Trend/Purpose: 10% (10 points)** The selected APPROVED topic reflected a recent and appropriate trend in workforce planning. The topic and purpose were clearly stated and guided the development of the paper. Student's paper had a strong writing style and sense of direction.
- **Directions: 10% (10 points)** Student followed directions, uploaded paper to submission link, submitted on time. Overall paper followed directions for page length, number and type of resources, and student's paper *and conduct* demonstrated professionalism.

About Assignment 2

Full Life Cycle Staffing is **worth 100 points**, supports learning outcomes 1 and 3, and is due in week 13. In this assignment, you will illustrate - through a systems approach – the organization's context as well as processes and components for workforce planning, sourcing and recruiting talent, assessing and selecting talent, acquiring and retaining talent, which makes up the Matchmaking Process. To do this, you will conduct Internet research to acquire needed information, then share ideas and engage other students' perspectives and experience to help you analyze and evaluate information, breaking down the components of your selected organization's staffing process.

Selecting an organization. Your choice of organization must be pre-APPROVED by the instructor. Your organization must have easily accessible information on their website as well as published articles and video. Consider organizations in your local area that are well documented and in an industry in which you are interested in working.

Assignment activities. In-class activities allow you to engage other students and the instructor about hands-on activities designed to help you complete the assignment in stages. Assignment activities are worth low levels of points, but should not be overlooked. **Additional information will be provided in stages through required videos and/or related assignment activities listed in the course schedule. Failing to watch required videos and/or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.**

Completing the assignment. Your response to this assignment is a power point presentation with notes and voice over narration. The power point should include a title slide, presentation overview, introduction to your organization, body of the presentation with notes – apx. 1-2 slides each based on assignment activities and transferable concepts, include a reference slide with the organization's website, sources of other information about the organization including any in-person conversations, and source of industry trends or research. Be sure to use power point best practices. *Be sure to download and use the assignment sample located in the left menu under Modules, and then at the bottom - Additional Resources, which includes more detailed information about slide content and demonstrates linkages to each assignment activity.*

Submitting your assignment. Your assignment should be uploaded as an MS PPT document by midnight of the due date. For this assignment, you will need MS Power Point and a microphone for audio recording. *To submit the assignment, go to the left menu under Assignments, then select Assignment 2.*

Assignment 2: Grading Criteria

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.

- **Systems Approach 45% (45 points)** The systems approach to staffing components were complete and well thought out. The content demonstrated an understanding of the full life cycle staffing process and its outcomes.
 - demonstrated collegiate quality Internet research and analysis
 - included organizational information, workforce planning, sourcing and recruiting talent, assessing and selecting talent, acquiring and retaining talent
 - A visual representation of the matchmaking process
- **Transferable Concepts: 25% (25 points)** Provided a well thought out and articulated critical evaluation of transferable concepts to other organizations.
 - demonstrated critical thinking
 - provided at least 3-5 well thought out points
- **Professional Presentation: 20% (20 points)** The presentation was professional demonstrating employer demand technology skills.
 - power point presentation

- voice over narration where appropriate (online)
- power point best practices
- Directions: 10% (10 points) Students followed directions for formatting, APA references and citations, submitted on time. *Utilized assignment sample located in Additional Resources.*

About Assignment 3

Negotiating Job Offers is **worth 45 points**, supports learning outcome 4 and 5, and is due in week 15. In this assignment, you will investigate impacts on financial worth, job offers, and the negotiation process.

Assignment activities. In-class activities allow you to engage other students and the instructor about hands-on activities designed to help you complete the assignment in stages. Assignment activities are worth low levels of points, but should not be overlooked. **Additional information will be provided in stages through required videos and/or related assignment activities listed in the course schedule. Failing to watch required videos and/or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.**

Completing the assignment. Provide a brief summary of the following:

- Application of Concepts Learned
 - How would you describe yourself in terms of target labor demographics?
 - What type of employer would be most appealing to you and why?
- Internet Research (Citations Required)
 - Is your chosen career experiencing a labor shortage or a labor surplus (2 sources)?
 - What will your financial worth be in the job market when you graduate (3 sources)?
- Critical Reflection
 - What can you do to improve your financial worth (range)?
 - What have you learned about negotiating job offers that you will use when you graduate?

Submitting your assignment. Your assignment should be uploaded as an MS Word document by midnight of the due date. For this assignment, you will need MS Word **to complete this assignment. To submit the assignment, go to the left menu under Assignments, then select Assignment 3.**

Assignment 3: Grading Criteria

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.

- Application of Concepts Learned: 28% (13 points) The responses were appropriate and well thought out. The content demonstrated an understanding of the talent acquisition process.
- Internet Research: 28% (13 points) The responses were appropriate and well thought out. The content demonstrated appropriate research.
- Critical Reflection: 28% (13 points) The responses were appropriate and well thought out. The content demonstrated an understanding of the talent acquisition process and critical reflection.
- Directions: 13% (6 points) Student followed directions, correct formatting, APA, included all required items, submitted on time.

Reflective Journals: (2 @ 10 points each) 20 points total

Reflective journals are a mile marker in your learning experience where you are provided the opportunity for self-reflection, sharing your learning experience to this point in the course, self-assessment of progress, and an opportunity to create needed change and control the learning process. The reflective journal is an individual assignment, and a descriptive account of your incremental learning over the duration of the course related to course outcomes 1-5. This journal not only provides you an opportunity to reflect on what you have learned so far, it also helps the professor to understand your unique learning experience. Information from journal entries will also help to improve the overall course experience for you and subsequent students.

Reflective Journal: Grading Criteria

- Responses: 100% (10 points) Student indicates confidential response was provided to the inquiry.

Weekly Quizzes: (13 @ 5 points each) 65 points total

Chapter review quizzes provide students an opportunity to self-assess progress in understanding concepts presented in the required textbook as well as to help prepare you for exams. Quizzes reinforce key concepts from the required readings related to module level objectives. Quizzes will be completed and submitted in Canvas, then scored automatically through TAMU-CT's Web-supported Canvas application.

Completing quizzes. Each quiz includes 10 questions and is anticipated to take approximately 10 minutes to complete. However, you may take up to 15 minutes to complete the quiz. *Quizzes are low stress based on their design allowing them to be retaken as many times as you like and you can keep the highest grade.* However, keep in mind that quizzes must be completed by the due date posted in the [course schedule](#). **A note of caution, choosing not to take the quizzes can have a negative impact on your grade over the duration of the course.** Finally, opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.

Exams: (4 @ 100 points each) 400 points total

There will be four objective exams administered during the semester, which assess knowledge and understanding of module level objectives. Similar to quizzes, exams will be completed and submitted by the due date posted in the course schedule.

Completing exams. Exams include 40 multiple choice and true/false questions, which **assesses content from both the required text book and required videos.** These are open book exams; however, if you do not study and choose to look up all of the answers during the exam you will not have sufficient time to complete the exam. Questions will be scored automatically through TAMU-CT's Web-supported Canvas application. Exams are anticipated to take approximately 55 minutes each, and they must be completed in one sitting by the due date posted in the course schedule. **Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event.** Exams represent the independent work of students; teamwork will not be permitted on exams. *Further: any exam not made up as approved and arranged by the professor will receive a zero.*

All exams open on Saturday 12:30 am before the scheduled week, and close on their due date at 11:59 p.m. CST. Exams can only be taken one time.

Instructor Policies:

Instructors policies can be found at the end of the syllabus under [Instructor Policies Related to Absence, Grading, etc.](#)

Course Grading Criteria:

Graded requirements support course objectives and include a combination of discussions, assignments, quizzes, and exams.

Grade Composition:

- 11.8% Discussions (4 @ 25, 34, 25, 34 points respectively) 118 points total
 - 13.5% Assignment Activities (2 @ 5, 7 @ 15 points, 1 @ 20 points) 135 points total
 - 24.5% Assignments (3 @ 100, 100, 45 points each respectively) 245 points total
 - 2% Reflective Journals (2 @ 10 points each) 20 points total
 - 6.5% Weekly Quizzes (13 @ 5 points each) 65 points total
 - 40% Exams (4 @ 100 points each) 400 points total
 - 1.7% Introduction, Syllabus Review, & Class Wrap-up (2, 5 points, 1, 7 points) 17 points total
- 100%= 1000 total points**

Grades will be computed using the following point scale. A= 1000-900, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less.

Posting of Grades: All student grades will be posted in the Canvas Grade book within 7 days of submission and/or close of discussions. However, most grades will be returned within 3-5 days. Students should monitor their grades through this tool and report any issues immediately.

Submitting Course Requirements: Please submit all course requirements (discussions, assignments, quizzes, and exams) through the Canvas classroom. If you are unable to post to the Canvas classroom due to an unexpected difficulty, please send the course requirement to me via e-mail (please explain the difficulty in submitting the course requirement). Be sure to place MGTK 404 in the subject line! Then, post or complete the course requirement in the Canvas classroom as soon as you can, so that you may receive feedback and a grade for the course requirement.

COURSE OUTLINE AND CALENDAR

Complete Course Outline

I reserve the right to make changes to the course schedule if the need arises. If changes are made you will be notified in advance of the change through a posted announcement in the Canvas classroom. Required video time commitment is estimated as ~ minutes. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. **Links to all course requirements are located in the Module for each week.**

Week 1: August 28, Monday – September 3, Sunday

Orientation

- Student Introductions (5 points, due Sunday)
- Course Information
- Syllabus Review (7 points, due Sunday)

Module 1 – Part 1

Read Ch. 1 Strategic Staffing SUPPORTS EXAM 1

Complete Chapter Review Quiz 1 (5 points, due Sunday) SUPPORTS EXAM 1

Watch Required Videos (~18 minutes) (due Sunday)

Topics Covered

Expectations

Staffing Links

Staffing Goals

August 28 Class Begins

August 28-30 Add/Drop/Late Registration

Week 2: September 4, Monday – September 10, Sunday

Module 1 – Part 2

Read Ch. 2 Business and Staffing Strategies

Chapter Review Quiz 2 (5 points, due Sunday) SUPPORTS EXAM 1

Watch Required Videos (~38 minutes) (due Sunday)

Assignment 1:1 Activity: Begin Assignment #1 Trends in Workforce Planning and Talent Management

SUPPORTS ASSIGNMENT 1

- Read the assignment 1 directions and pick a topic. Post your topic to this activity. Your topic must be approved by the instructor before posting to the next activity in week 3. (5 points) (One post due Sunday of week 2)

The theme for this course's literature review is *The War on Talent*. Your selected topic should be related to this theme.

Begin Discussion #1 (Initial posts due Thursday of week 3) SUPPORTS EXAM 1

- (DISCUSSION 1:1) Staffing Links and HRM Goals (8.33 points) (1 initial post)
- (DISCUSSION 1:2) Applying Staffing Trends (8.33 points) (1 initial post)
- (DISCUSSION 1:3) Target Labor Demographics (8.33 points) (1 initial post)

Topics Covered

Talent Oriented Staffing

Job Oriented Staffing

Human Capital Advantage

Human Process Advantage

Resource-Based View

Strategic Staffing Decisions

Week 3: September 11, Monday – September 17, Sunday

Module 1 – Part 3

Read Ch. 3 The Legal Context

Complete Chapter Review Quiz 3 (5 points, due Sunday) SUPPORTS EXAM 1

Watch Required Videos (~44 minutes) (due Sunday)

Discussion #1 initial responses to 1:1, 1:2, and 1:3 due by Thursday (3 follow-up posts due Sunday week 5) SUPPORTS EXAM 1

Assignment 1:2 Activity: Continue Working on Assignment #1 SUPPORTS ASSIGNMENT 1

- Find 1 Journal Article for Assignment 1 from the TAMU-CT Library. You need your approved topic from Assignment 1:1 Activity to submit to this activity. Check assignment 1 for journal article requirements. (15 points) (One initial post and 2 follow-up posts due Sunday of week 3)

Topics Covered

Plagiarism
Sources of Information
Employer Brand Management
Affirmative Action
Diversity Programs
Equal Employment Opportunity
Target Labor Demographics
Legally Defensible Staffing

September 13 Last day to drop with no record

Week 4: September 18, Monday – September 24, Sunday

Module 1 – Part 4

Read Ch. 4 Strategic Job Analysis and Competency Modeling

Complete Chapter Review Quiz 4 (5 points, due Sunday) SUPPORTS EXAM 1

Watch Required Videos (~53 minutes) (due Sunday)

Assignment 1:3 Activity: Continue Working on Assignment #1 SUPPORTS ASSIGNMENT 1

- Post a draft of your paper by Thursday. Please note - drafts can be at whatever stage you are at. (10 points). Peer Reviews, provide feedback to at least 1 student by Sunday. (10 points) (Draft posts due Thursday, peer review due Sunday of week 4)

Topics Covered

Labor Market Trends
Performance Management Feedback
Peer Reviews

Week 5: September 25, Monday – October 1, Sunday

Module 1 – Part 5

Complete Discussion #1 (3 follow-up posts) **(25 points, due Sunday)** SUPPORTS EXAM 1

Complete Assignment #1- Trends in Workforce Planning and Talent Management **(100 points, due Sunday)** SUPPORTS COURSE OUTCOME 1

Reflective Journal Entry #1 (10 points, due Sunday)

Complete Exam #1 (Major Assessment Ch. 1-4) (100 points, due Sunday) SUPPORTS COURSE OUTCOMES 1 & 2

Topics Covered

Types of Job Analysis
 Job Analysis Methods
 Conducting a Job Analysis
 Review Course Outcomes 1 and 3

Dr. Rebecca at ATD Core4 Conference September 28 and 29

Week 6: October 2, Monday – October 8, Sunday

Module 2 – Part 1

Read Ch. 5 Forecasting and Planning

Complete Chapter Review Quiz 5 (5 points, due Sunday) SUPPORTS EXAM 2

Watch Required Videos (~23 minutes) (due Sunday)

Assignment 2:1 Activity: Begin Assignment #2 Full Life Cycle Staffing SUPPORTS ASSIGNMENT 2

- Investigate companies in your local area (5 points) (One post due Sunday of week 6)
- Your choice must be approved by the instructor. Students cannot use the same company for this assignment, nor their own employer. Other companies that cannot be selected include Google, Zappos, Starbucks, Coca Cola, Target, Chick-fil-A, Wal-Mart, Blue Bell, or Ben& Jerries'
- When selecting a company, narrow down to your local area. If you are looking across too many entities this assignment will get big, broad, and difficult. The smaller you can narrow your investigation the easier the assignment will be. For example, if you choose a large corporation select either the corporate headquarters or a specific plant, warehouse, or establishment.
- Indicate the company you are interested in investigating
- Provide a list of websites you looked at to decide this company was a good choice

Begin Discussion #2 (Initial posts due Thursday of week 7) SUPPORTS EXAM 2

- (DISCUSSION 2:1) Labor Supply Investigate Current Skill Gaps (8.5 points) (1 initial post)
- (DISCUSSION 2:2) Managing Labor Gaps (8.5 points) (1 initial post)
- (DISCUSSION 2:3) Sourcing Recruits Distinguish Between Sourcing and Recruiting Talent (8.5 points) (1 initial post)
- (DISCUSSION 2:4) Identify Trends in Sourcing Non-Traditional Applicants (8.5 points) (1 initial post)

Topics Covered

Staffing Planning Processes
 Forecast Worker Demand
 Predict Business Activity
 Labor Gaps and Surpluses

October 6 Deadline to submit graduation application for participation in the commencement ceremony

Week 7: October 9, Monday – October 15, Sunday

Module 2 – Part 2

Read Ch. 6 Sourcing: Identifying Recruits

Complete Chapter Review Quiz 6 (5 points, due Sunday) SUPPORTS EXAM 2

Watch Required Videos (~37 minutes) (due Sunday)

Discussion #2 initial responses 2:1, 2:2, 2:3, 2:4 due by Thursday (4 follow-up posts due Sunday week 9)

Assignment 2:2 Activity: Continue Working on Assignment #2 SUPPORTS ASSIGNMENT 2

- Sourcing Applicants - What are the sources of applicant your company targets, which impacts either the number or types of individuals willing to apply for and accept job offers. Remember that sourcing and recruiting are not the same thing. (15 points) (One initial post and 2 follow-up posts due Sunday of week 7)

Topics Covered

Role of Sourcing

Sourcing Process

Sourcing Strategies

Sourcing Plan

Legally Compliant Job Descriptions

Week 8: October 16, Monday – October 22, Sunday

Module 2 – Part 3

Read Ch. 7 Recruiting

Complete Chapter Review Quiz 7 (5 points, due Sunday) SUPPORTS EXAM 2

Watch Required Videos (~35 minutes) (due Sunday)

Assignment 2:3 Activity: Continue Working on Assignment #2 SUPPORTS ASSIGNMENT 2

- Recruiting Talent - What types of recruiting practices are employed by your company? Remember that sourcing and recruiting are not the same thing. (15 points) (One initial post and 2 follow-up posts due Sunday of week 8)

Topics Covered

Recruiter Effectiveness

Spillover Effects

Recruiting Guides

EEOC's Best Practices

Week 9: October 23, Monday – October 29, Sunday

Module 2 – Part 4

Complete Discussion #2 (4 follow-up posts) **(34 points, due Sunday)** SUPPORTS EXAM 2

Complete Exam #2 (Major Assessment Ch. 5-7) (100 points, due Sunday) SUPPORTS COURSE OUTCOME 3

Topics Covered

Review Course Outcomes 1 and 2

Week 10: October 30, Monday – November 5, Sunday

Module 3 – Part 1

Read Ch. 8 Measurement

Complete Chapter Review Quiz 8 (5 points, due Sunday) SUPPORTS EXAM 3

Watch Required Videos (~70 minutes) (due Sunday)

Begin Discussion #3 (Initial posts due Thursday of week 11 – closes Sunday of week 13) SUPPORTS EXAM 3

- (DISCUSSION 3:1) Adverse Impact (8.33 points) (1 initial post)
- (DISCUSSION 3:2) Interviewer Assessment (8.33 points) (1 initial post)
- (DISCUSSION 3:3) Internal Goals Assessment (8.33 points) (1 initial post)

Assignment 2:4 Activity Continue Working on Assignment #2 SUPPORTS ASSIGNMENT 2

- Assessing Job Candidates How does your company assess job candidates and decide who to hire? Check the employer's website. However, you will also need to be creative about finding this information on this Internet. Check out websites where former employees and applicants share information. (15 points) (One initial post and 2 follow-up posts due Sunday of week 10)

Daylight Savings Time Nov 5

Topics Covered

Correlation and Regression

Reliability and Validity

Practical and Statistical Significance

Standardization and Objectivity

Select Appropriate Metrics

November 3 Last day to drop a course with a "Q" or withdraw with a "W"

Week 11: November 6, Monday – November 12, Sunday

Module 3 – Part 2

Read Ch. 9 Assessing External Candidates

Complete Chapter Review Quiz 9 (5 points, due Sunday) SUPPORTS EXAM 3

Watch Required Videos (~23 minutes) (due Sunday)

Discussion #3 initial responses 3:1, 3:2, 3:3 due by Thursday (3 follow-up posts due Sunday week 13)

Assignment 2:5 Activity: Continue Working on Assignment #2 SUPPORTS ASSIGNMENT 2

- Selecting Talent - Develop a partial interview protocol for your company. Focus on assessing 3 to 5 attributes for organizational fit. (15 points) (One initial post and 2 follow-up posts due Sunday of week 11)

Topics Covered

External Assessment Goals

Assessment Plan

Assessment Methods

Interview Protocol

Job and Organizational Match

Veteran's Day November 10

Week 12: November 13, Monday – November 19, Sunday

Module 3 – Part 3

Read Ch. 10 Assessing Internal Candidates

Complete Chapter Review Quiz 10 (5 points, due Sunday) SUPPORTS EXAM 3

Watch Required Videos (~35 minutes) (due Sunday)

Assignment 2:6 Activity: Continue Working on Assignment #2 SUPPORTS ASSIGNMENT 2

- Selecting Talent - How does your company retain successful talent? What are their target labor demographics? What were the selected 3-5 attributes? Develop a Scoring Key that reflects the linkage between target labor demographics, total rewards, and organizational fit. (15 points)
(One initial post and 2 follow-up posts due Sunday of week 12)

Topics Covered

Internal Assessment

Succession Management

Career Development

Week 13: November 20, Monday – November 26, Sunday

Module 3 – Part 4

Complete Discussion #3 (3 follow-up posts) (25 points, due Sunday) SUPPORTS EXAM 3

Complete Assignment #2 - Full Life Cycle Staffing (100 points, due by Sunday) SUPPORTS COURSE OUTCOME 1 & 3

Reflective Journal Entry #2 (10 points, due Sunday)

Complete Exam 3 (Major Assessment Ch. 8-10) (100 points, due Sunday) SUPPORTS COURSE OUTCOME 3 & 4

Topics Covered

Review Course Outcome 4

Week 14: November 27, Monday – December 3, Sunday

Module 4 – Part 1

Read Ch. 11 Choosing and Hiring Candidates

Complete Chapter Review Quiz 11 (5 points, due Sunday) SUPPORTS EXAM 4

Watch Required Videos (~25 minutes) (due Sunday)

Read Ch. 12 Managing Workflow

Complete Chapter Review Quiz 12 (5 points, due Sunday) SUPPORTS EXAM 4

Watch Required Videos (~40 minutes) (due Sunday)

Begin Discussion #4 (Initial posts due Thursday of week 15) SUPPORTS EXAM 4

- (DISCUSSION 4:1) Multiple Hurdles (8.5 points)
- (DISCUSSION 4:2) Negotiating Job Offers (8.5 points)
- (DISCUSSION 4:3) Turnover (8.5 points)
- (DISCUSSION 4:4) Socialization and Onboarding (8.5 points)

Assignment 3:1 Activity: Begin Assignment #3 Negotiating Job Offers SUPPORTS ASSIGNMENT 3

- Know your worth. Identify 3 sources of information to determine your financial worth in the job market. How would you describe yourself in terms of target labor demographics? What type of

job offer would be most appealing to you? (think total rewards) (15 points) (One initial post and 2 follow-up posts due Sunday of week 14)

Topics Covered

Combining Candidate Scores
Final Choice
Job Offer Strategies
Total Rewards Package
Legally Compliant Job Offer
Types of Turnover
Retention Strategies
Socialization

Week 15: December 4, Monday – December 10, Sunday

Module 4 – Part 2

Read Ch. 13 Staffing System Evaluation and Technology
Complete Chapter Review Quiz 13 (5 points, due Sunday) SUPPORTS EXAM 4
Watch Required Videos (~52 minutes) (due Sunday)
Discussion #4 initial responses 4:1, 4:2, 4:3, 4:4 due by Thursday (4 follow-up posts due Friday week 16)
Complete Assignment #3 – Negotiating Job Offers (45 points, due Sunday) SUPPORTS COURSE OUTCOME 4 & 5

Topics Covered

Staffing Metrics
Staffing Technology
Employer-Demand Technical Skills
Applicant Tracking

December 6 Last day to file for Degree Conferral

Week 16: December 11, Monday – December 15, Friday

Module 4 – Part 3

Complete Discussion #4 (4 follow-up posts) **(34 points, due Friday)** SUPPORTS EXAM 4
Complete Exam #4 (Major Assessment Ch. 11-13) (100 points, due Friday) SUPPORTS COURSE OUTCOMES 3, 4, & 5
Complete Final Discussion Class Wrap-up (5 points, due Friday)

Topics Covered

Review Course Outcome 5

December 15 Class ends

December 15 Commencement

Summary of Important Dates:

August 28 Class begins

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation

October 20, Last day to withdraw from the University (1st 8-week classes WF)

October 23, Add/Drop/Late Registration begins, 2nd 8-week classes

October 26, Add/Drop/Late Registration ends, 2nd 8-week classes

October 30, Last day to drop 2nd 8-week classes with no record

November 10, Veteran's Day

November 10, Last day to drop with a Q or withdraw with a W (16-week classes)

November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

November 23-24, Thanksgiving, CAMPUS CLOSED

December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 15, Last day to file for Degree Conferral (Registrar's Office)

December 15, Commencement

December 25-January 1, WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

For this course, you will need reliable and frequent access to a computer and to the Internet. If you do not have frequent and reliable access to a computer with an Internet connection, please consider completing Web-supported activities in the TAMU-CT computer lab (Founder's Hall, 113) or contact [Dr. Rebecca](#) to discuss your situation.

To complete assignments you will need MS Word and Power Point software. You will also need a headset or speakers, a microphone, and a webcam or other video recording device to be able to listen to on-line resources and record voice narration and video presentation for the Project. If you do not have MS Power Point you are able to get [Microsoft Office Suite free through your myCT](#).

This course will use the A&M-Central Texas Instructure Canvas learning management system.

- Logon to <https://tamuct.instructure.com> to access the course.
- Username: Your MyCT username
- (xx123 or everything before the "@" in your MyCT e-mail address)
- Initial password: Your MyCT password

Technology Support

For technology issues, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:

- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a *A&M-Central Texas* student. For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact [Dr. Rebecca](#). Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](#) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact [Dr. Rebecca](#) before taking a course of action. More information can be found at

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University’s programs, services and activities. If you believe you have a disability requiring

reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

Library Services

Library distance education services aims to make available quality assistance to A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the TAMU-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: <http://www.tamuct.edu/departments/library/deservices.php>

Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: <http://www.tamuct.edu/departments/library/index.php>

Instructor Policies Related to Absence, Grading, etc.

Late assignments: All discussions and activities are due on the date designated on the syllabus course schedule, unless otherwise posted in the classroom announcements. In some situations, an alternate due date can be arranged for assignments prior to the due date, with the exception of items due in week 16. **A ten percent penalty will be assessed for late assignments.** Assignments that are **late will not be accepted more than three days late without written documentation of an emergency or unavoidable unplanned event.**

All late assignments should be uploaded to the Canvas classroom. Contributions to discussions will not be accepted after the discussion closes, because it is dependent on the interaction of other students. Students with written documentation supporting an emergency or unplanned event may contact me for an alternate assignment of equal value and work related to each missed discussion. It is your responsibility to contact me and request the alternate assignment at the time you return to the virtual class.

Plagiarism: Students whose assignment contains plagiarized information, *i.e. failing to cite and reference the information source in properly applying APA formatting to citations and references*, will receive a 0 for the assignment and possibly a referral to Student Affairs. However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Students whose assignment contains inadequate effort will receive a substantial deduction in points, *i.e. a citation that does not include the author and date in the citation or a reference missing the majority of the required information.*

The operation of the online course and being an online student: Students' learning experiences will be largely impacted by interaction with the instructor and other students as part of a learning community. Therefore, by registering for a Web-based course, you have made a commitment to participate in your course discussions as well as other online activities. Plan to participate regularly.

Keep in mind that this course is a full sixteen-week course:

- The Canvas class begins on Monday and concludes on Sunday. Each week includes practices quizzes, discussions and activities supporting assignments and exams.
- I suggest briefly reviewing the discussion and assignment descriptions due in the current period, before you complete required reading assignments and view multimedia.

- Read assigned readings and provide your initial response to the topics as soon as the discussion opens. Then, go back and follow-up with other student postings. Remember this is a discussion. So, plan time to read other students' posts.
- Begin developing ideas for your assignment when you read the related chapter. Some students will complete assignments quickly and others will take much longer. Please plan accordingly to ensure you do not encounter technical difficulties trying to submit an assignment to Canvas at the last minute.
- Complete quizzes and retake them to increase your score. Quizzes are typically open in advance and due by Sunday of their respective week. However, exams are only open the week they are due and close on Sunday midnight. Remember the week for this course is Monday-Sunday.

Dr. Rebecca's Personal Statement: I view myself as a scholar-practitioner, committed to both teaching and research in the human resource management (HRM) and human resource development (HRD) disciplines. I enjoy teaching adult learners, and I approach teaching as a shared learning experience. As a scholar, I choose projects that will contribute to existing scholarship, but also projects that will enhance my students' learning experiences or broaden my knowledge within my chosen disciplines.

My approach to students draws from my own life experiences as an adult working student with family responsibilities and those of close family members struggling in the academic environment with severe dyslexia. I believe each student is different in their capacity to handle stress, which comes from the multiple and conflicting demands of being a non-traditional adult student. Because I acknowledge students' disparate life demands and unique backgrounds, I try to partner with students to ensure appropriate support and access to educational resources is provided when needed facilitating both self-efficacy and achievement. I have found that despite the heavy demands of adult non-traditional students' lives, the very nature of their demanding lives allows them to bring to the classroom a wealth of experience and knowledge that helps to shape the learning environment and enrich the learning experience of all involved – me included.

My approach to teaching and learning is student-focused, experience-based, and bridges academia with human resource practices in the workplace. This teaching approach is framed by the competency-based learning model, utilizes mixed teaching methodologies, and creates an interactive, outcomes-based learning experience. As the teacher and facilitator, I believe my role is to provide a challenging, well-designed learning environment that draws on students' life experiences, engages students in the educational content, and enables mastery of learning outcomes.

My background reflects a value for teaching and learning over the duration of my life course. I believe to be an effective teacher I must continue to be a learner. This means that I am committed to continuously increasing my knowledge in the HRM and HRD disciplines, maintaining professional certifications and memberships, participating in continuing education, as well as contributing to the research, theory, and practice in the HRM and HRD disciplines.

Have a wonderful winter break!