

BUSI 4306.110 CRN 80279 Employee and Labor Relations

Fall 2018

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: D. Tevis Noelting, MBA, JD, Attorney at Law (AZ)

Office: 323

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Email: dnoelting@tamuct.edu or Canvas “Inbox”. It is recommended that you keep course-related communication inside Canvas (Click on “Inbox” and then on the icon to compose a new message). Use TAMUCT email only when Canvas is not available.

Office Hours:

By appointment for virtual meetings via Skype (d.noelting), What’s App, or similar.

Mode of instruction and course access:

- This course is a 100% online course using TAMUCT’s Canvas Learn system (<https://canvas.instructure.com>). ***An online course offers great flexibility but only students with strong self-discipline can enjoy the benefit and succeed in passing the course.*** Students often find an online course more time consuming than a traditional face-to-face course. Specific guidelines for taking an online course using TAMUCT’s Canvas classroom are available under the “Modules” tab on the left-hand menu (then click “Orientation”).
- **Note:** *Technology issues are not an excuse for missing a course requirement or deadline – make sure your computer is configured correctly and address issues well in advance of deadlines.*

Specific technical guidelines for using online course materials in TAMUCT’s Canvas classroom are available below in the “**TECHNOLOGY REQUIREMENTS AND SUPPORT**” section and under the “Modules” tab on the left-hand panel (course menu) when you log into the classroom.

- Tutorials for using Canvas can be found under the “Canvas Help” tab in the online classroom.
- To check browser specifications: <https://community.canvaslms.com/docs/DOC-10720-67952720329>
- To check computer specifications: <https://community.canvaslms.com/docs/DOC-10721-67952720328>

Student-instructor interaction:

During office hours listed above, I will be available for virtual conversations via Skype, Messenger, or other modes. If you wish to meet by phone or web-conference, please email me with a time “window” you will be available and I will respond with a confirmed time. I check my emails daily during weekdays and will respond to your messages within 24-48 hours. I check Canvas daily, M – F, but less frequently Saturday and Sunday. *Occasionally, a University meeting or conference travel will preempt a prompt response to your message. When this occurs, I will post a message via an Instructor Announcement in Canvas.*

911 Cellular:

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

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support:

1. For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

2. 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.

3. For issues with McGraw-Connect

- CALL: (800) 331-5094
- EMAIL & CHAT: mhhe.com/support
 - MONDAY-THURSDAY: 24 hours
 - FRIDAY: 12 AM - 9 PM EST
 - SATURDAY: 10 AM - 8 PM EST
 - SUNDAY: 12 PM – 12 AM EST

4. For issues related to course content and requirements, contact your instructor.

COURSE INFORMATION

Course Overview and description:

The study of the principles of law concerning collective bargaining, labor market fundamentals, unionism, and related issues of labor economics.

Course Objectives & Outcomes (CLOs)

At the conclusion of the course the student should be able to, at an acceptable level per the grading scale:

1. Describe the basic features of the U.S. labor relations system such as collective bargaining, detailed union contracts, and private sector union density decline. (MLO 2, 3, 9)
2. Explain the four distinct schools of thought about the employment relationships and identify alternative methods for making workplace rules. (MLO 4-6, 9)
3. Explain what happened during the major events in U.S. labor history and why each is important. (MLO 7-10)
4. Describe the major provisions of US labor laws, the role of the NLRB and other agencies, and be able to compare and contrast private and public-sector law. (MLO 11-14, 40)
5. Describe the traditional union strategies and their alternatives as well as the organizational structure of unions. (MLO 15-17, 40)
6. Explain how unions organize and tactics used by employers to weaken support for unionizing. (MLO 18-21, 40)
7. Describe the bargaining process. (MLO 22-24, 40)
8. Describe the different types of strikes, impasses, and forms of dispute resolution and how the strengths and weaknesses of each. (MLO 25, 26, 40)
9. Explain how union contracts work, identify important provisions, and describe how grievances are resolved. (MLO 27, 40)
10. Gain hands on experience developing a team negotiation plan for a collective bargaining simulation. (MLO 1-27)
11. Gain hands on experience negotiating a collective bargaining agreement. (MLO 1-27)
12. Gain experience writing memorandums to your supervisors explaining why your collective bargaining negotiation strategy is advantageous. (MLO 1-31)
13. Explain the pressures for increased workplace flexibility, employee empowerment, and labor-management partnerships in the contemporary employment relationship, and strategies for implementation. (MLO 1, 29-31, 40)
14. Describe the labor relations challenges for managers in multinational companies and strategies for representing workers in a global economy. (MLO 1, 32-36, 40)
15. Compare and contrast labor relations in a variety of countries. (MLO 35, 40)

16. Discuss alternative directions for corporate behaviors and labor relations public policies in the 21st century. (MLO 1, 36-39)
17. Demonstrate and maintain professionalism in communications. (all class interaction within Canvas, or outside). (MLO 8, 10-12, 40)

Student Weekly Module Learning Outcomes (MLOs):

At the conclusion of the course the student should be able to (at any acceptable level per the grading scale):

1. Explain how labor relations can affect your future work environment.
2. Define how the objectives of the employment relationship (efficiency, equity, and voice) relate to labor relations (striking a balance).
3. Discuss the current pressures on the US labor relations system on both the corporate side and the labor side.
4. Compare and contrast the mainstream economics, human resource management, industrial relations, and critical or Marxist industrial relations.
5. Identify alternative methods for making workplace rules that do not involve unions.
6. Compare and contrast employee representation through labor unions to other methods of workplace governance.
7. Describe the major events in U.S. labor history including the Great Uprising of 1877.
8. Identify how employers tried to stay union-free in the early 1900s.
9. Discuss the material learned during weeks 1-8 in essay format.
10. Discuss how workers have tried to form unions throughout U.S. history and the influences on their successes and failures.
11. Understand the major provisions of the Wagner Act, Taft-Hartley Act, and Landrum-Griffin Act.
12. Understand the role of the National Labor Relations Board and similar agencies.
13. Be able to compare the similarities and differences between private and public-sector labor law.
14. Identify the current criticisms of U.S. labor law and possible directions for reform.
15. Be able to describe the following traditional union strategies: business unionism, job control unionism, and the servicing model.
16. Be able to describe the following alternative union strategies: social unionism, employee empowerment unionism, and the employment model.
17. Understand the organizational structure of unions and the labor movement in the United States.
18. Discuss the range of possible management strategies toward labor unions and how they relate to human resource strategies and business strategies.
19. Understand how new unions are formed through the organizing process.
20. Be able to describe the election process.
21. Discuss how employers and unions try to weaken or strengthen union support in the workplace.
22. Understand the various steps and stages of the bargaining process.
23. Discuss the pressures for changing from traditional to integrative bargaining and why this is difficult.

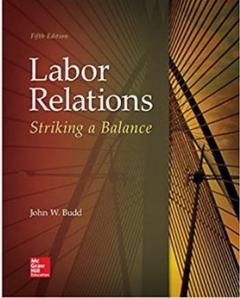
24. Identify and explain the different options for resolving bargaining disputes and impacts.
25. Identify the different types of strikes and lockouts and how they are used.
26. Compare and contrast mediation, arbitration, and fact-finding.
27. Understand the nature of U.S. union contracts and be able to explain important contractual provisions.
28. Discuss the process for how grievances are resolved.
29. Discuss the pressures for increased flexibility, empowerment, and labor-management partnerships.
30. Describe the conflicts between flexibility, empowerment, and labor-management partnerships on the one hand, and the traditional U.S. model of job control unionism on the other.
31. Be able to understand the debates over nonunion employee representation.
32. Discuss the key elements of globalization and how they affect the employment relationship and labor relations.
33. Explain various strategies for representing workers in a global economy.
34. Understand the labor relations challenges for managers in multinational companies.
35. Understand the basic features of labor relations systems in: Canada, Mexico, Great Britain, Ireland, France, Germany, Sweden, Eastern Europe, Australia, New Zealand, Japan, and developing Asian countries.
36. Understand various options in labor relations systems for reacting to the pressures of globalization, decentralization, and flexibility while trying to balance efficiency, equity and voice.
37. Discuss alternative directions for corporate behaviors in the 21st century.
38. Identify alternative directions for labor relations public policies in the 21st century.
39. Understand strategic management and leadership issues pertaining to labor relations for managers and union leaders in the 21st century.
40. Discuss the material learned during weeks 9-16 in essay format.

Objectives Disclaimer: The above are simply the main focus areas, but they are by no means the only areas where assignment or exam questions may come from. All material in the Text, Audio Lectures, and articles posted in Canvas is fair game. The audio lectures are beneficial for both general knowledge, but also exam success.

Competency Goals Statements (certification or standards): NA

Required Reading and Textbook(s):

1. Text

	<p><u>Labor Relations: Striking a Balance</u>, John W. Budd, 5th Ed. – ISBN – 9781260303506.</p> <p>This is a loose-leaf version of the text with Connect access to complete online assignments that is being carried by our bookstore.</p> <p>The hardbound text with Connect would be over \$300.</p> <p>You can purchase just the Connect, which allows access to the e-text as well straight from McGraw- Hill - http://www.mheducation.com/highered/product/1260197</p> <p>There is at least a one-week free trial available if your book is late in arriving to get you started.</p>
<p><i>A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.</i></p>	

2. Instructional Materials:

Reference Guide for Professional Writing

American Psychological Association. (2010). Publication manual of American Psychological Association (6th ed.). Washington, D.C. (ISBN-13: 978-1-4338-0561-5)

- Proper citation, both in-text and references, are a critical part of academic writing.
- Proper citation involves diligent research of relevant previous work from credible sources, accurate representation of those credible sources, and proper attribution to those sources (i.e. giving credit where credit is due).
- Hence, in this course you are required to properly cite your sources, in-text and in a reference list, for all assignments. The APA guideline listed above will help you generate a consistent format of citations and references. For online help formatting your citations, consult the [Owl at Purdue](#).

Equipment

A properly configured computer, per the previous technology requirements section above in this syllabus, with: speakers or a headset (to listen to audio/video files), reliable Internet access, MS Word, Adobe Acrobat Reader, and PowerPoint.

Articles

For these, good Internet access, MS Word, and Adobe Acrobat for pdf files are required.

Instructional Software

Both normal **power point slide notes** and **audio presentations** of my lectures for that chapter,

in Canvas in the relevant (weekly) module. The lectures are very large files, but do open fairly quickly generally.

COURSE REQUIREMENTS

The assessments below will measure the applicable Course Learning Objectives (CLOs) and Module Learning Outcomes (MLOs) stated above. In some instances, a particular outcome may be assessed by multiple methods, ex. homework and an exam question.

General Note: Use APA-style citations to cite the sources of your information in all assignment submissions. If you are unacquainted with APA citation style, the reference guide listed (in 2. Instructional Materials) above in this syllabus is helpful for writing and citation. **All assignments must be submitted in a .doc or .docx format.**

Late work penalties:

1. Syllabus Quiz – Late submissions allowed through the end of week 2.
2. Discussions - Late Discussions are accepted up to three days after the due date, but will lose 10% per day late.
3. McGraw Connect Homework & Quizzes – No late Assignments are accepted (a certain number (low-grade or not completed) will be dropped at the end of the term).
4. Journals - No Late submissions are accepted.
5. Collective Bargaining Simulation & Website Quiz: No Late submissions are accepted.
6. If you fail to take an exam without notifying me **prior to** the exam, you can score no higher than the lowest grade a class member received who took it on time and may sit for a make-up exam *only if* the excuse warrants allowing a make-up.

Below, you will find summary information concerning assignments and exams. Assignment details are outlined in Appendices to this syllabus.

1. Syllabus Quiz - 5 points - Please complete the syllabus quiz to understand both the structure and content of this course. You will find the link for the quiz in Module 1 (Click on the 'Modules' link on the Canvas course menu). **See Course Schedule & Canvas Calendar for due date.** *This assignment assesses CLO 16. Grading: A student can do this assignment until 100% is achieved.*

2. Collective Bargaining Simulation Website Quiz- 25 points - This quiz will contain a few T/F and multiple-choice questions about the Collective Bargaining Simulation Website. You will find the link for the quiz in Module 4 (Click on the 'Modules' link on the Canvas course menu). You may reference the website during the quiz. You may take it as many times as you want before the due date until you get the perfect score. There is no reason to not get a perfect score. This quiz is to test how well you have read the website and understand the material that has been posted on the website. **See Course Schedule & Canvas Calendar for due date.** *This assignment assesses CLO 10 and 11. Grading: A student can do this assignment until 100% is achieved.*

3. McGraw Connect Homework & Quizzes - 300 total points (200 Points HW & 100 Quizzes) – Each week you will utilize Connect to complete Homework (HW) questions and quizzes related to the chapter(s) covered that week. We cover 13 chapters, but the worst three HWs and the worst three quizzes will be dropped, leaving a total of 300 points available. They do come with

short time limitations, so you need to be very familiar with the content prior to taking them. There are minimal hint/answer checks programmed in. **See Course Schedule & Canvas Calendar for due date.** *Taken together, these assess all CLOs.* **Grading:** Answers are either right or wrong. Connect gives you immediate grade feedback on each of the quizzes and exercises.

4. Discussions – 20 points (4 points each) – Prior to Module 4 when you begin working in teams, you will have the opportunity to get to know one another and share thoughts concerning various employee and labor relations concepts, events, and issues. **See Course Schedule & Canvas Calendar for due date.** *Taken together, these assess all CLOs.*

Grading: In order to receive full credit for each discussion, you must at least (1) submit a thoughtful **original post** *and*, in a separate post (2) **reply** substantively to another student's post. For both posts, attention to the Discussion Grade Rubric is necessary.

5. Journal Postings – 50 Points (10 points each) – Every few chapters (5 total entries), you will reflect on what you have learned during the last couple of chapters and what you found troubling or confusing in the following manner:

Grading: In order to receive full credit, you must at least (1) **thoughtfully & substantively** reflect on what you learned in the past two weeks or found interesting, in at least two sentences. In a separate paragraph, (2) **state** what you found confusing (muddiest issue) and either write any questions that you have or, if you have no questions on the material, write "I have no questions" or something similar. Finally, you must (3) type your journal post **in the text box and do not attach** your journal in a Word document (journals submitted as attachments or not in the textbox will not be graded). I will generally respond to Journal posts within a week of their due date and if you have any questions, I will answer by replying directly to your journal entry. There are no format requirements for requirement #2, other than it must appear separately from requirement #1. You will lose 2 points if you do not state whether you have questions or not. Each Journal entry should only consider material covered during the relevant two-week period (4 points will be taken off if you stray from the chapter topics covered during that period). There is no right or wrong answer - the requirements noted above need to be met in order to avoid point loss. **See Course Schedule & Canvas Calendar for due date.** *Taken together, these assess all CLOs.*

6. Collective Bargaining Simulation – 150 Points – Students will participate in the collective bargaining simulation known as "The Zinnia and Service Workers Local H-56." In this simulation, students will be put into small groups of between 3-5 students and will represent either the Zinnia or Service Workers Local H-56 as they engage in collective bargaining. A brief introduction to this exercise can be found in Appendix D of your textbook and even more information can be found at www.thezinnia.com.

Students will be required to submit the following:

1. Each team must submit a team contract (15 points), outlining team member roles, team deadlines, team rules, and the team's plan B.
2. Each team must submit a negotiation plan (draft (5 points); and final version (25 points)).
3. Teams will negotiate for two modules (50 points total: 25 points for each AAR

submission).

- Round 1 After Action Review (AAR): Detail what went right with the strategy you planned for round 1 (in your negotiation plan), and what went wrong. Explain what needs to be changed in your negotiation plan for Round 2.
 - Round 2 After Action Review (AAR): Detail what went right with your Round 2 strategy, and what went wrong, and whether you ended negotiation without coming to agreement (If so, you are officially “on strike”).
4. Each team must submit a final paper detailing the negotiations process and final agreement (if any) or if “on strike”, submit a paper explaining why they went on strike to their boss. Exact paper details are in the assignment & grade rubric (50 points)
 5. Each student must write a peer evaluation of their fellow teammates (5 points)

If you are on a team where one member does not respond or does not participate, please let me know ASAP!

More information will be provided closer to the simulation in the Collective Bargaining Simulation assignment (posted in Canvas along with a grade rubric).

7. Exams –450 points (150 Points each)– Exam 1 covers Chapters 1-5, Exam 2 covers Chapters 6-9, and Exam 3 covers Chapters 10-13.

- You can access exams **only** when the exam window opens. Please note that the links for the tests may not show up until the test is scheduled. **See the Schedule and Canvas Calendar for dates and availability windows.**

Please schedule around the available exam window. If there is an unavoidable conflict, you must let me know **ahead of time**, not after. You cannot retake the exam or reschedule the exam after the fact unless you have documentation of an extenuating circumstances outside of your control. Make-up exams if permitted, will be an entirely different structure (all essay), so it is important to contact me before the exam. *If you fail to take an exam without notifying me prior to the exam window, you can score will no higher than the lowest grade a class member received who took it on time and only if the excuse warrants allowing a make-up.*

Exams are not easy and will be comprised of multiple choice, T/F questions, and short essay questions. You will have 180 minutes to complete each online examination. Given the time constraints, I highly suggest that you study hard before the test because you will not have time to look all of the answers up. You may use your text, personal notes, and anything I put in Canvas to assist you, but **you may not use another person’s help or the internet.** **Googling is cheating! Cutting and pasting from the internet is cheating!** Follow exam instructions closely and watch the clock as your answers will ‘auto-submit’ once time has expired.

****PLEASE NOTE:** All assignment & exam due dates and times are for the central time zone. Therefore, if you travel to another time zone, you must still turn in all assignments in at the correct time for the central time zone and not the time zone that you are in at that moment. You are responsible for making sure that you make all of your deadlines when traveling to other time zones.

Grading Criteria Rubric and Conversion to Letter Grade

Graded Coursework	Points/Percentage Weight
Syllabus Quiz	5 Points = .5%
Simulation Website Quiz	25 points = 2.5%
Connect Assignments (13 exercises / 13 quizzes)	300 Points = 30%
Discussions (5 @ 4 points each)	20 points = 2%
Journals (5 @ 10 points each)	50 Points = 5 %
Collective Bargaining Simulation	150 Points = 20%
Exams (3 @ 150 points each)	450 Points = 40%
Total Points & Weight:	1000 Points = 100%

Communications note (CLO 17): It is vital for business success to be able to communicate courteously and professionally, as saying the wrong thing to the wrong person could ruin one’s career, thus we have CLO #17. I reserve the right to reduce the grade of a student who communicates in a grossly unprofessional manner (email, classroom, Canvas, etc.) with respect to another student or myself. We can disagree with each another, however we must learn to do so respectfully in order to maintain employment and be successful in business today.

Disrespectful communication in class & team interactions, course messaging, email, or communications using other communication modes & platforms can result in a lower grade, and if severe enough, will be reported to the university for action consistent with university policy (see below section: university policies).

Grading Scale and Adjustments: Note the C, D, and F ranges

- 895-1000 = A - Excellent
- 795-895 = B - Good
- 715-795 = C – Acceptable
- 645-715 = D – Needs Improvement
- 645 or less = F – Unacceptable

Posting of Grades

- Generally, assignment feedback and grades will be available in Canvas under the “Grades” tab, allowing you to monitor your progress during the semester.
- I endeavor to give you feedback within a week of due dates, though in exam weeks this may vary somewhat.
- Grades may also be adjusted at the end of the semester based on class results. This means that an average may qualify for a higher letter grade than the scale normally provides for, to facilitate an appropriate grade distribution.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’

Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

COURSE OUTLINE AND CALENDAR

Import University Dates:

August 27, Classes begin

August 29, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 3, Labor Day, CAMPUS CLOSED

September 4, Last day to drop 1st 8-week classes with no record

September 12, Last day to drop 16-week classes with no record

October 5, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 5, Deadline to submit graduation

October 19, Last day to withdraw from the University (1st 8-week classes WF)

October 22, Add/Drop/Late Registration begins, 2nd 8-week classes

October 24, Add/Drop/Late Registration ends, 2nd 8-week classes

October 29, Last day to drop 2nd 8-week classes with no record

November 9, Last day to drop with a Q or withdraw with a W (16-week classes)

November 12, Veteran's Day (Observed), No Class

November 22-23, Thanksgiving

November 30, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

December 14, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 14, Last day to file for Degree Conferral (Registrar's Office)

December 14, Commencement

December 24-January 1, WINTER BREAK

The following **course schedule** is provided to assist you in keeping up to date in your studies and in completion of your assignments. **These dates are also reflected in the Canvas Course Calendar.** **Note** that changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

Class Week: Except for Week 1, our class week begins on Tuesdays.

All Assignments are due as stated below. Pay attention, as there are multiple things due many weeks and all times are Central Standard Time.

Noelting Syllabus Fall 2018 MGMT 4306.110 CRN 80279

MGMT 4306.110 Tentative Course Schedule*			
Module	Dates	Learning Topics	Assignments & Due Dates (23:59 CST)
1	Aug. 27 – Sept. 10	Read Syllabus, Read and Listen to Ch 1 Contemporary Labor Relations Read and Listen to Ch 2 Labor Unions: Good or Bad Read and Listen to Ch 3 Historical Development	Chapters 1-3 Connect HW & Quiz <i>due Friday Sept. 7 by 23:59, CST (CLO 1-3)</i> Journal Entry #1 (Chapters 1-3) <i>due by Saturday, Sept. 8, 23:59, CST (CLO 1-3, 17)</i> Discussion 1 (Introductions) <i>due by Sunday, Sept. 9, 23:59 (CLO 17)</i> Project: <u>Post team membership preferences</u> if any <i>by Sunday, Sept. 9, 23:59, CST (CLO 17)</i> Syllabus Quiz due Monday Sept. 10, by 23:59, CST (CLO 17)
2	Sept. 11 – 24	Read and Listen to Ch. 4 Labor Law Read and Listen to Ch. 5 Labor and Management: Strategies, Structures, and Constraints	<u>Team - group assignments posted by Monday Sept. 17</u> Chapters 4-5 Connect HW & Quiz <i>due Friday Sept. 21 by 23:59 (CLO 4-5)</i> Journal Entry #2 (Chapter 4-5) <i>due by Saturday, Sept. 22, 23:59 (CLO 4-5, 17)</i> Discussion 2 <i>due by Sunday, Sept. 23, 23:59 (CLO 1-5, 17)</i>
3	Sept. 25 – Oct. 8	Exam 1: Covers Chapters 1-5 Read and Listen to Ch. 6 Union Organizing Read and Listen to Ch. 7 Bargaining Project: Work on your Team Negotiation Plan (CLO 10, 17)	Exam 1 window opens at 12:01 AM (00:01) on Tuesday, Sept. 25 and will close on Thursday, Sept. 27 at midnight (23:59, CST) (CLO 1-5, 17) Chapters 6-7 Connect HW & Quiz <i>due Friday Oct. 5 by 23:59 (CLO 6-7)</i> Journal Entry #3 (Chapter 6-7) <i>due by Saturday, Oct. 6, 23:59 (CLO 6-7, 17)</i> Discussion 3 <i>due by Sunday, Oct. 7, 23:59 (CLO 6-7, 17)</i> Project: <u>Team contract & team roles</u> <i>due by Sunday Oct. 7, 23:59 (CLO 17)</i>
4	Oct. 9 – 22	Read and Listen to Ch. 8 Impasses, Strikes, and Dispute Resolution Read and Listen to Ch. 9 Contract Clauses and Their Administration Project: Work on your Team Negotiation Plan (CLO 10, 17)	Chapters 8-9 Connect HW & Quiz <i>due Friday Oct. 19 by 23:59 (CLO 8-9)</i> Journal Entry #4 (Chapter 8-9) <i>due by Saturday, Oct. 20, 23:59 (CLO 8-9, 17)</i> Discussion 4 <i>due by Sunday, Oct. 21, 23:59 (CLO 8-9, 17)</i> Project: <u>Simulation Website Quiz</u> <i>due by Sunday, Oct. 21 23:59 (CLO 10-11)</i> Project: <u>Submit draft Team Negotiation Plan</u> <i>due by Sunday, Oct. 21 23:59 (CLO 10, 17)</i>
5	Oct. 23 – Nov. 5	Exam 2: Covers Chapters 6-9 Project: Teamwork – review my feedback to draft & revise Team Negotiation Plan (CLO 10, 17)	Exam 2 window opens at 12:01 AM (00:01) on Tuesday, Oct. 23 and will close on Thursday, Oct. 25 at midnight (23:59, CST) (CLO 6-9, 17) Discussion 5 <i>due by Sunday, Nov. 4, 23:59 (CLO 1-9, 17)</i> Project: <u>Team Negotiation Plan</u> is <i>due by Sunday, Nov. 4 by 23:59 (CLO 10, 17)</i>
6	Nov. 6 – Nov. 19	Read and Listen to Ch. 10 Flexibility, Empowerment, and Partnership Read and Listen to Ch. 11 Globalization Project: Collective Bargaining Simulation - begin negotiations with the other	Chapters 10-11 Connect HW & Quiz <i>due Friday Nov. 16 by 23:59 (CLO 13, 14)</i> Journal Entry #5 (Chapter 10-11) <i>due by Saturday, Nov. 17, 23:59 (CLO 13-14, 17)</i> Project: <u>Round 1 negotiation AAR</u> <i>due by Sunday, Nov. 18, 23:59 (CLO 11, 17)</i>

		team: Round 1 (CLO 11, 17)	
7	Nov. 20 – Dec. 3	Read and Listen to Ch. 12 Comparative Labor Relations Read and Listen to Ch. 13 What Should Labor Relations Do? Project: Collective Bargaining Simulation - begin negotiations with the other team: Round 2 (CLO 11, 17)	Chapters 12-13 Connect HW & Quiz <i>due Friday Nov. 30 by 23:59 (CLO 15-16)</i> Project: <u>Collective Bargaining Simulation negotiations end punctually, on Saturday, Dec. 1 at 23:59.</u> Project: <u>Round 2 negotiation AAR due by Sunday, Dec. 2, 23:59 (CLO 11, 17)</u>
8	Dec. 4 – 14	Project Work on your Collective Bargaining Simulation Paper and Peer Evaluation (The Peer Evaluation link will be posted this week): If you and your opposing team have not reached an agreement as to ALL terms you negotiated, <i>you are deemed to have gone on Strike at 23:59, Saturday Dec. 1 – See paper assignment for what must be included in your paper.</i> (CLO 12, 17) Exam 3: Covers Chapters 10 - 13	Project: <u>Team Collective Bargaining Papers and Peer Evaluations are due Monday, Dec. 10 by 23:59 (CLO 12, 17)</u> Exam 3 window opens at 12:01 AM (00:01) on Tuesday, Dec. 11 and will close on Thursday, Dec. 13 at midnight (23:59, CST) (CLO 13-16, 17)
Post-Course	nl Dec. 18	<i>Have you registered for Spring Semester 2019 classes?</i>	

* Changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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) [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 your instructor before taking a course of action.

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/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also

contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 [WCOOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

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 UWC is here to help!

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

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

End of syllabus...