



**Employee and Labor Relations  
MGMT 4306 – 130 (80795)  
Online – Fall 2018**

**I. COURSE OVERVIEW AND INSTRUCTOR CONTACT INFORMATION**

**Instructor:** Dr. Larry Garner, Dean Emeritus

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**Office Hours:** Monday & Wednesday 12:30 -1:30pm and 4:00-5:00 pm or by appointment.

**College of Business Administration Information:**

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**a. Method of Instruction and course access:** This course is a 100% online course via 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 "Home" 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>

It will be essential that you have a familiarity with the use of Adobe Acrobat Reader, Power Point, Microsoft Word, the Internet, copying and pasting information and attaching documents at a minimum.

**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.**

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]

*Please let the support technician know you are an 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 your instructor.

**b. Student/Professor Email:** I am accessible through Canvas Inbox, which I check several times a day during the week and usually once a day on weekends. I will try to get back to you within 24 hours during the week and within 36 hours during the weekend. Do not use my TAMUCT email for course related matters. Please provide in the subject line of each Canvas Inbox message the course information “MGMT 4306.130” so that I can identify your class.

**c. 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 **911 Cellular** <https://portal.publicsafetycloud.net/Texas-AM-Central/alertmanagement> 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.

## **II. COURSE INFORMATION**

### **1.0 Course Description**

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

### **2.0 Course Level Objectives**

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

Week 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. Explain the four distinct schools of thought about the employment relationships and be able to identify alternative methods for making workplace rules.

Week 2 – Learn what happened during the major events in U.S. labor history and why each is important.

Week 3 – Learn the major provisions of US labor laws, understand the role of the NLRB and other agencies, and be able to compare and contrast private and public sector law.

Week 4 - Learn the traditional union strategies and their alternatives as well as the organizational structure of unions.

Week 5- Learn how unions organize and tactics used by employers to weaken support for unionizing.

Week 6- Describe the bargaining process.

Week 7- Be able to describe and discuss the material learned during weeks 1-7. Learn the different types of strikes, impasses, and forms of dispute resolution and how the strengths and weaknesses of each.

Week 8- Learn how union contracts work, identify important provisions, and how grievances are resolved.

Week 9- Gain hands on experience coming up with a team negotiation plan.

Week 10- Explain the pressures for increased workplace flexibility, employee empowerment, and labor-management partnerships in the contemporary employment relationship, and strategies for implementation.

Week 11- Learn about the labor relations challenges for managers in multinational companies and strategies for representing workers in a global economy.

Week 12- Gain hands on experience negotiating a collective bargaining agreement.

Week 13- Learn to compare and contrast labor relations in a variety of countries.

Week 14- Gain experience writing memorandums to your supervisors explaining why your negotiation strategy is advantageous.

Week 15- Discuss alternative directions for corporate behaviors and labor relations public policies in the 21st century.

Week 16- Be able to describe and discuss the material learned during weeks 9-15.

## **2.1 Module Level Learning Outcomes:**

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

1. Understand 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. Be able to discuss the current pressures on the US labor relations system on both the corporate side and the labor side.
4. Be able to 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 how workers have tried to form unions throughout U.S. history and the influences on their successes and failures.
10. Understand the major provisions of the Wagner Act, Taft-Hartley Act, and Landrum-Griffin Act.
11. Understand the role of the National Labor Relations Board and similar agencies.
12. Be able to compare the similarities and differences between private and public sector labor law.
13. Identify the current criticisms of U.S. labor law and possible directions for reform.
14. Be able to describe the following traditional union strategies: business unionism, job control unionism, and the servicing model.
15. Be able to describe the following alternative union strategies: social unionism, employee empowerment unionism, and the employment model.
16. Understand the organizational structure of unions and the labor movement in the United States.
17. Discuss the range of possible management strategies toward labor unions and how they relate to human resource strategies and business strategies.
18. Understand how new unions are formed through the organizing process.
19. Be able to describe the election process.
20. Discuss how employers and unions try to weaken or strengthen union support in the workplace.
21. Understand the various steps and stages of the bargaining process.
22. Discuss the pressures for changing from traditional to integrative bargaining and why this is difficult.
23. Identify and explain the different options for resolving bargaining disputes and impacts.
24. Identify the different types of strikes and lockouts and how they are used.
25. Compare and contrast mediation, arbitration, and fact-finding.
26. Understand the nature of U.S. union contracts and be able to explain important contractual provisions.
27. Discuss the process for how grievances are resolved.
28. Discuss the pressures for increased flexibility, empowerment, and labor-management partnerships.
29. 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.
30. Understand the debates over nonunion employee representation.
31. Discuss the key elements of globalization and how they affect the employment relationship and labor relations.
32. Explain various strategies for representing workers in a global economy.
33. Understand the labor relations challenges for managers in multinational companies.
34. 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.
35. 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.
36. Discuss alternative directions for corporate behaviors in the 21st century.
37. Identify alternative directions for labor relations public policies in the 21st century.
38. Understand strategic management and leadership issues pertaining to labor relations for managers and union leaders in the 21st century.

*Objectives Disclaimer: The above are simply the main focus areas, but they are by no means the only areas where Quiz, Paper or Exam questions may come from. All material in the text and anything discussed in lecture is fair game.*

### 3.0 Textbook and Required Materials

**Labor Relations: Striking a Balance**, John W. Budd, 5th Ed. – ISBN – 9781260303506. This is a loose-leaf version of the text with Connect access to complete online assignments that is being carried by our bookstore. The hardbound text with Connect would be over \$300. You can purchase just the Connect, which allows access to the e-text as well straight from McGraw- Hill for \$125 it appears -<http://www.mheducation.com/highered/product/1260197581.html>.

Note: 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.

#### 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.

#### 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 Power Point.

#### 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) modules. The lectures are very large files, but do open fairly quickly generally.

### III. COURSE REQUIREMENTS

*The assessments below will measure the applicable Course Learning Objectives (CLOs) and Weekly Learning Outcomes (WLOs) 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 is helpful for writing and citation. **All assignments must be submitted in .doc or .docx format.**

**Late Work Penalties:**

1. McGraw Connect Homework & Quizzes – Late Assignments are accepted up to three days after the due date, but will lose 10% per day.
2. Discussions – Late Discussions are accepted up to three days after the due date, but will lose 10% per day.
3. Collective Bargaining Simulation Website Quiz & Journal Entries: No late submissions are accepted.
4. 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 only if I feel the excuse warrants allowing a make-up.

*Below, you will find summary information concerning assignments and exams. Assignments 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 the Week 1 Module (Click on the “Modules” link on the Canvas course menu.) **The Syllabus Quiz is due Sunday,** 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 the Week 7 Module (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 need before the due date until you get the perfect score. There is no reason not to 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 the Schedule for due date.** *This assignment assesses CLO 8, 9, 12, and 16. Grading: A student can do this assignment until 100% is achieved.*

**3. Connect Homework & Quizzes – 200 total points (150 Points HW & 50 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 HWs and the worst three quizzes will be dropped, leaving a total of 200 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. *Taken together, these assess all CLOs and will generally be due on Saturdays. 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 Week 7 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. 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 to another student’s post.**

**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: In order to receive full credit, you must at least **(1) thoughtfully reflect on what you learned in the past two weeks or found interesting in at least two sentences, and in a separate paragraph, (2) state what you found confusing**

**(muddiest issues) 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.** There are no format requirements for requirement #2, other than it appearing separately from requirement #1. You will lose 2 points if you do not state whether you have questions or not. If you believe you understood all of the material and do not have any questions, just write that you understood the material and have no questions. I will generally respond to these within a week of their due date and if you have any questions, I will try to answer those by replying directly to your journal entry. You may access the Journals by clicking on “Modules” in Canvas, and then on the weekly units to see the work for that week. The link for each journal will open for the week that it is due. As such, each Journal entry should only consider material scheduled to be covered in that week per the syllabus and contained in that week’s content folder (points will be taken off if you stray from the topic for that week.) **Type in the text box and do not attach your journal in a Word document.** *Taken together, the journals assess all CLOs, and will be due on Sundays.*  
**Grading:** *Though there is no right or wrong, the requirements noted above must be met in order to avoid point loss.*

**6. Collective Bargaining Simulation – 200 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 2-4 students and will represent either the Zinnia or Service Workers Local H-56 as they engage in collective bargaining. A brief introduction to the exercise can be found in Appendix D of your textbook and even more information can be found at [www.thezinnia.com](http://www.thezinnia.com).

Students will be required to submit the following:

1. Each team must submit a negotiation plan.
2. The teams should negotiate for at least two weeks. Each member should contribute to the actual negotiations with the other team (to avoid some members contributing to just the negotiation plan and then doing nothing for two weeks).
3. Each team member must submit team contract input for the team contract outlining that particular student's input for team member roles, team deadlines, team rules, and the team’s plan B (should things go awry in the team).
4. Each team member must submit an individual draft of that student's input for the negotiation. This serves as evidence that each member is contributing to the negotiation planning, and it gives the team material to work from when creating the draft and final version of the negotiation plan.
5. Each team must submit a final paper detailing the negotiations process and final agreement (if any) or write a paper explaining why they went on strike to their boss.
6. Each team must submit a final paper detailing the negotiations process and final agreement (if any) or write a paper explaining why they went on strike to their boss. Each member should contribute to that final paper (I recommend having the team label who wrote what in the final paper).
7. Each student must write a peer evaluation of their fellow teammates. If you are on a team where one member does not respond or does not participate, please let me know ASAP!

**Every student must participate in the Collective Bargaining Simulation.**

More information will be provided closer to the simulation and in the Simulation assignment, in Canvas.

**7. Exams –400 points (200 Points each)**–There will be a **midterm** exam covering Chapters 1-7 and a **final** exam covering Chapters 8-13.

- The midterm exam will be open from Tuesday, Oct. 17th at 12:01 AM (00:01) through Thursday, Oct. 19th at midnight (23:59).
- The final exam will be open from Tuesday, Dec. 12th at 12:01 AM (00:01) through Thursday, Dec. 14th at midnight (23:59).
- You can access exams when the window opens by clicking on Module in Canvas, and then on Week 8 and Week 16 respectively. Please note that the links for the tests may not show up until the test is scheduled. **Check the syllabus calendar for dates and availability windows.**

**Please schedule around the available time 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 circumstance outside of your control. Make-up exams, if permitted, will be an entirely different structure (all essay), as 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 no higher than the lowest grade a class member received who took it on time and only if I feel 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. Plan for “long” exams since you will be tested over 6 or 7 chapters at a time and I want to make sure to cover the important material. 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 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 at the correct time for the Central Time Zone and not the time zone you are in at that moment. You are responsible for making sure that you make all of your deadlines when traveling.

<b>Grading Criteria Rubric and Conversion to Letter Grade Graded Coursework</b>	<b>Points/Percentage Weight</b>
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	200 Points = 20%
Exams (Mid-Term & Final 250pts ea.)	500 Points = 50%

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

900 -1000 = A – Excellent

800 – 899 = B – Good

700 - 799 = C – Acceptable

645-700 = D – Needs Improvement

644 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.

It is vital for business success to be able to communicate courteously and professionally, as saying the wrong things to the wrong person can ruin one’s career, thus we have CLO #16. As such, 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 one’s view or judgment, but we must learn how 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 section below: University Policies).***

### **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.

## **IV. COURSE OUTLINE AND CALENDAR**

### **Important University Dates:**

September 3, Labor Day, CAMPUS CLOSED

September 14, Last day to drop 16-week classes with no record

September 21, Last day to drop a 1st 8- week class with a Q or withdraw with a W

October 5, Deadline to submit graduation

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

November 11, Veteran’s Day

November 23-24, Thanksgiving, CAMPUS CLOSED

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 15, Commencement (End of Fall Term)

The following course schedule is provided to assist you in keeping up to date in your studies and in completion of your assignments. Note that changes to the schedule and to assignments may occur during the semester. I will let you know as far in advance as possible of any changes.

**Class Week:** 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 for Central Standard Time.

**Class Schedule:**

<b>Week</b>	<b>Dates</b>	<b>Topic/Activity</b>	<b>Assignments &amp; Due Dates (23:59 CST)</b>
1	Aug. 28 – Sept. 4	Read Syllabus, Read and Listen to Ch. 1 Contemporary Labor Relations Read and Listen to Ch. 2 Labor Unions: Good or Bad	Connect HW & Quiz <b>due Saturday Sept. 1 by 23:59 (CLO 1)</b> <b>Syllabus Quiz due Sunday Sept. 2, by 23:59 (CLO 16)</b>
2	Sept. 5 – 11	Read and Listen to Ch. 3 Historical Development Post Journal Entry #1	Connect HW & Quiz <b>due Saturday Sept. 8 by 23:59 (CLO 2)</b> Journal Entry #1 <b>due by Sunday, Sept. 9, 23:59 (CLOs 1 &amp; 2)</b> Discussion 1 (Introductions) <b>due by Monday, Sept. 10, 23:59 (CLO16)</b>
3	Sept. 12 – 18	Read and Listen to Ch. 4 Labor Law Bargaining team chosen: I will assign collective bargaining teams by Monday, Sept. 18	Connect HW & Quiz <b>due Saturday Sept. 15 by 23:59 (CLO 3)</b> Discussion 2 <b>due by Monday, Sept. 17, 23:59 (CLO 1)</b> Post team membership preferences if any <b>by Sunday, Sept. 16, 23:59 (CLO 16)</b>
4	Sept. 19 – 25	Read and Listen to Ch. 5 Labor and Management: Strategies, Structures, and Constraints	Connect HW & Quiz <b>due Saturday Sept. 23 by 23:59 (CLO 4)</b> Discussion 3 <b>due by Monday, Sept. 24, 23:59 (CLO 2)</b> Develop team contract and assign roles <b>by Sunday Sept. 23, 23:59</b>
5	Sept. 26 – Oct. 2	Read and Listen to Ch. 6 Union Organizing	Connect HW & Quiz <b>due Saturday Sept. 29 by 23:59 (CLO 5)</b> Journal Entry #2 <b>due by Sunday, Sep. 30, 23:59 (CLO 3-5)</b> Discussion 4 <b>due by Monday, Oct. 1, 23:59 (CLO 3)</b>
6	Oct. 3 – 9	Read and Listen to Ch. 7 Bargaining	Connect HW & Quiz <b>due Saturday Oct. 6 by 23:59 (CLO 6)</b> Discussion 5 <b>due by Monday, Oct. 8, 23:59 (CLO 6)</b>
7	Oct. 10 – 16	Take Collective Bargaining Simulation Website Quiz. Read and Listen to Ch. 8 Impasses, Strikes, and Dispute Resolution Read and Listen to Ch. 9 Contract Clauses and Their Administration	Simulation Website Quiz due by Saturday, Oct. 14 23:59 (CLO 12) Connect HW & Quiz due Saturday Oct. 16 by 23:59 (CLO 7 & 8) Journal Entry #3 due by Sunday, Oct. 15, 23:59 (CLO 6-8)

<b>Week</b>	<b>Dates</b>	<b>Topic/Activity</b>	<b>Assignments &amp; Due Dates (23:59 CST)</b>
8	Oct. 17 – 23	<b>Midterm:</b> Covers Chapters 1-7 Work on your Team Negotiation Plan (CLO 9)	Exam window opens at <b>12:01 AM (00:01) on Tuesday, Oct. 16th</b> and will close <b>on Thursday, Oct. 18th</b> at midnight (23:59)
9	Oct. 24 – 30	Work on your Team Negotiation Plan.	Team Negotiation Plan (draft) is <b>due by Monday, Oct. 29 by 23:59 (CLO 9)</b>
10	Oct. 31 – Nov. 6	Read and Listen to Ch. 10 Flexibility, Empowerment, and Partnership Work with your team to make any necessary changes to your Team Negotiation Plan.	Connect HW & Quiz <b>due Saturday Nov. 3 by 23:59 (CLO 10)</b> Team Negotiation Plan is <b>due by Monday, Nov. 5 by 23:59 (CLO 9)</b>
11	Nov. 7 – 13	Read and Listen to Ch. 11 Globalization Work on your Collective Bargaining Simulation (CLO 12) - begin negotiations with the other team.	Connect HW & Quiz <b>due Saturday Nov. 10 by 23:59 (CLO 11)</b> Journal Entry #4 <b>due by Sunday, Nov. 11, 23:59 (CLO 10-11)</b>
12	Nov. 14 – 20	Work on your Collective Bargaining Simulation. You should be getting close to finalizing your Collective Bargaining Agreement final terms with the other team this week.	

<b>Week</b>	<b>Dates</b>	<b>Topic/Activity</b>	<b>Assignments &amp; Due Dates (23:59 CST)</b>
13	Nov. 21 – 27	Read and Listen to Ch. 12 Comparative Labor Relations Collective Bargaining ceases on Sunday, Nov.26 at 23:59. If you and your opposing team have not reached an agreement as to ALL the terms of your collective bargaining agreement, you are deemed to have gone on Strike at 23:59. Work on your Collective Bargaining Simulation, Team Collective Bargaining Papers and Peer Evaluations (CLO 16). The Peer Evaluation link will be posted this week.	Connect HW & Quiz <b>due Saturday Nov. 24 by 23:59 (CLO 13)</b> Collective Bargaining Simulation negotiations end <b>by Sunday, Nov. 25, 23:59 (CLO 12)</b> The Peer Evaluation link (CLO 16) will be posted this week
14	Nov. 28 – Dec. 4	Work on your Team Collective Bargaining Papers Complete Peer Evaluations.	Team Collective Bargaining Papers and Peer Evaluations are <b>due by Sunday, Dec. 2 by 23:59 (CLO 12)</b>
15	Dec. 5 – 11	Read and Listen to Ch. 13 What Should Labor Relations Do?	Connect HW & Quiz <b>due Saturday Dec. 8 by 23:59 (CLO 15)</b> Journal Entry #5 <b>due by Sunday, Dec. 9, 23:59 (CLO 13-15)</b>
16	Dec. 12 – 15	<b>Final Exam: Covers Ch. 8-13</b>	<b>Opens at 12:01 AM (00:01) on Tuesday, Dec 11 will close on Wednesday, Dec. 13 at 23:59.</b>
Post-Course		<b><i>Have you registered for Spring Semester 2019 classes?</i></b>	

\* 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.

## **V. 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 webpage  
[<https://www.tamuct.edu/departments/access-inclusion>].

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, 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 [lldavis@tamuct.edu](mailto:lldavis@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/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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](mailto: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 72,000 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 twenty-four 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 [<https://tamuct.libguides.com/>].

### **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>].

**End of syllabus...**