1. INSTRUCTOR AND CONTACT INFORMATION

1-1. Instructor Contact Information

Course Instructor: YeongJoon (YJ) Yoon Ph.D.
Office location: Founders Hall, #318
Email address: yoon@tamuct.edu

If you have any questions or concerns, please send an e-mail to yoon@tamuct.edu. E-mail is my preferred method of communication, but I will regularly check the Canvas Learn (Canvas) classroom for Canvas Inbox.

1-2. Instructor’s TAMUCT Office Hours and Student – Instructor Interaction

If you have any questions about this course, I am available in my TAMUCT office Monday and Wednesday from 11:30 a.m. to 2:30 p.m. We can also set up an appointment for a virtual office hour through WebEx. You can also send Canvas Inbox or e-mails anytime; I usually respond to questions within 24 hours on weekdays and 48 hours on weekends.

1-3. 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, weekly checklist, and course and university procedures and policies.

1-4. 911 Cellular

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 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield
[https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

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.

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2. COURSE INFORMATION

2-1. Class Meeting Information

- Course Duration: 16 weeks (January 14th – May 10th, 2018)
- Meeting Time: 2:30 PM – 3:45 PM (Monday and Wednesday)
- Classroom: Founder’s Hall 313

2-2. Course Overview and Description

The main purpose of this course is to help students understand the various factors that affect the two crucial pay decisions that organizations need to make: How to (pay method) and how much (pay level) an organization should pay its employees. Integrating various perspectives from management and economics, this course explores how a variety of factors such as labor market, organization, and job characteristics affect (or are correlated with) the levels and methods of pay. The course also examines recent pay related issues in the news such as pay inequality and gender pay gap. Although the course title is Salary and Wage Administration, the course will also cover topics related to a broader concept of pay or compensation such as bonuses, contingent rewards, benefits, and working conditions. Compared to the graduate-level compensation course that TAMUCT offers (i.e., HRM 5316: Compensation Management), the emphasis is placed on the understanding of basic concepts, theories, current trends, and legal and social requirements related to the issue of compensation. Basic level of human resource management knowledge and quantitative applications skill is recommended to take this course.

2-3. Course Objectives

Upon successful completion of MGMT4303 Wage and Salary Administration, students will be able to do the followings:

1. **How much to pay employees (related to the issue of pay level)**
   Demonstrate an understanding of the factors that need to be considered in making pay level decisions as an organization and their consequences.

2. **How to pay employees (related to the issue of pay method)**
   Demonstrate an understanding of the factors that need to be considered in making pay method decisions as an organization and their consequences.

3. **Factors to consider as a job-seeker to earn more**
   Identify factors that can affect pay levels and consider these factors in looking for a job as a job-seeker.

4. **Professional Etiquette**
   Understand, apply and demonstrate professionalism as described under professional etiquette (Course Requirement 5 on page 5).
2-4. Module Learning Outcomes

Module level student outcomes can be viewed in the Canvas classroom at the beginning of each Module.

2-5. Required Readings and Videos

The textbook is *Pay: Why people earn what they earn and what you can do now to make more* by Kevin Hallock. The book is available online through the TAMUCT Library website (http://tamuct.libguides.com/index). But you may want to purchase the book since the number of readers that can access the online version in the TAMUCT Library website at the same time is limited. The detail of our main textbook is as follows.

- Title: Pay: Why people earn what they earn and what you can do now to make more
- Author: Kevin Hallock
- Publisher: Cambridge University Press
- Publication Year: 2012

Throughout the course, you will be required to watch two videos: *Moneyball* and *Inequality for All*. TAMUCT library has the online version of the movie *Moneyball*. The link to this movie will be provided through Canvas website. TAMUCT library, however, does not have the online version of the video *Inequality for All*. We will watch this video during our class meetings.

3. 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 in the virtual classroom and emailed to students within one week of the change decision. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

* IMPORTANT NOTICE

All the required works in this course represent the independent work of students; teamwork will not be permitted.

3-1. Requirement 1: In-Class Activities (Total 120 points)

In-class activities are intended to create student-to-student interaction in the course as well as teach and reinforce learning concepts. Students will be provided with instruction in class. You are expected to actively participate in these activities. Keep in mind that passive participation is not sufficient.

The total number of activities to be done throughout the semester is not determined. The points assigned for each activity will be determined based on the total number of activities done throughout the semester. For example, if there were a total of four in-class activities throughout the semester, each activity is worth 30 points (= 120 points / 4 activities). If there were a total of ten in-class activities throughout the semester, each activity is worth 12 points (= 120 points / 10 activities). If you have missed an activity, you will receive 0 points for that activity unless you provide written
documentation of an unavoidable or unforeseeable event that has prevented you from attending the class. The schedule for the in-class activity will not be released.

Please note: Professional etiquette is required at all times. I reserve the right to remove students from in-class activities whose conduct violates professional etiquette expectations for such comments that lack kindness, respect, and inclusive language towards students or the instructor. A student whose comments or behavior lacks professional etiquette and is subsequently removed from the activity will receive a 0 for that activity.

3-2. Requirement 2: Individual Assignments (13 assignments, points per assignment range from 30 to 70, total 590 points)

Assignments in this course are qualitative assessments of module-level learning objectives, which are designed to help you practice applying course concepts to solve compensation problems. A rubric entailing the grading criteria is provided with an instruction for assignment. An example of an assignment can be found in the Appendix.

Assignments should be saved as .doc with your last name first. If citations and references are needed, you are required to use the American Psychological Association (APA) formatting. 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.

Assignments are not accepted late without written documentation of an unavoidable or unforeseeable event preventing you from completing and turning in the assignment during the week it was available for submission.

3-3. Requirement 3: Review Quizzes (for Modules 2 to 15: 14 review quizzes, 10 points each, total 140 points)

Review quizzes are provided to ensure students are understanding concepts presented in the required readings and videos as well as to help prepare you for the final exam. Quizzes reinforce key concepts from the required readings and videos related to module level objectives. Quizzes will be completed and submitted to Canvas, then scored automatically through TAMUCT’s Web-supported Canvas application.

Students can take each quiz twice. The higher score of the two attempts will be recorded. Quizzes include 3 to 10 questions each and anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted in the weekly checklist. Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.

3-4. Requirement 4: Final Exam (150 points)

There will be a final exam at the end of the semester. Students can take this exam online from 12:00 a.m., April 29th (Monday) to 11:59 p.m., May 10th (Friday), 2019. Exams include 50 multiple choice and true/false questions, which assess content from the required readings and videos. 50 multiple choice and true/false questions will be scored automatically through TAMUCT’s Web-supported Canvas application. To complete the 50 multiple choice and true/false questions, 150 minutes will be given and must be completed in one sitting (multiple attempts are NOT allowed for this exam).
3-5. Requirement 5: Professional Etiquette

Students are expected to embody professionalism to include the following:

1. **Demeanor** – Being polite, well-spoken, inclusive and mature, and demonstrating tact, respect, compassion, and appreciation - not being rude, belligerent, arrogant, or aggressive.
2. **Reliability** – Following through on tasks in a timely manner, and communicating unanticipated events.
3. **Competency** – Committing to learning and applying content from the course, acting in a responsible manner and practicing sound judgment, seeking assistance when appropriate.
4. **Ethics** – Being honest and trustworthy.
5. **Equality** – Refraining from giving or seeking preferential treatment unless supported by the office of Student Success, adhering to published policies of the university, seeking 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. A less severe penalty may be assigned by the instructor depending on the circumstances of the situation.

3-6. Bonus Opportunities (total 95 points +)

3-6-1. Weekly Journal (for Weeks 2 to 16, 15 weeks, 5 points each, total 75 points)

Students can write weekly journals that answer the following questions.

1. Related to following course objectives, what are some implications that can be derived from this week’s learning? (Provide an answer(s) to at least one of the course objectives.)
   A. Course objective 1: How much to pay employees (related to the issue of pay level)
   B. Course objective 2: How to pay employees (related to the issue of pay method)
   C. Course objective 3: Factors to consider as a job-seeker to earn more
2. What was the most memorable part of the learning this week? Why?

The weekly journal should be no longer than one page.

3-6-2. Syllabus/Plagiarism Review Quiz (10 points)

This quiz is provided to ensure students are understanding the course requirements as well as the writing requirements to successfully pass this course. The quiz includes ten questions will take approximately 10 minutes to complete. This quiz can be retaken as many times as you like and keep the highest grade.

3-6-3. Introduction (10 points)

You can post your introduction at the beginning of the course.

3-6-4. Other

Other bonus opportunities can be created throughout the course by the instructor.

3-7. Grading Criteria
Graded requirements support course objectives and include a combination of discussions, assignments, quizzes, and a final exam.

**Grade Composition:**
- **Requirement 1:** In-Class Activities (total # of activities not determined) 120 points total
- **Requirement 2:** Assignments (13 assignments - 30 to 70 points each) 590 points total
- **Requirement 3:** Review Quizzes (14 quizzes - 10 points each) 140 points total
- **Requirement 4:** Final Exam (1 exam - 150 points each) 150 points total
- **Requirement 5:** Professional Etiquette (Can be a deduction factor)

100% = 1000 total points

Grades will be determined by the total points that you receive in this course: A= 900 or more, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less. Grades will NOT be determined by the percentage that you may view on our Canvas website.

**Posting of Grades:** All student grades are anticipated to be posted in the Canvas Grade book within seven days of the submission deadline. If I am unable to return grades within this timeline, I will post an announcement in the Canvas classroom with the anticipated posting date for grades. Students should monitor their grades through this tool and report any issues or concerns immediately.

**Submitting Course Requirements:** Please submit all course requirements (discussions, assignments, quizzes, and exams) through the Canvas classroom.

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**3-8. Instructor Policies Related to Absence, Grading, etc.**

**Late works:** All works are due on the date designated on the weekly checklist unless otherwise posted in the classroom announcements. **No late works will be accepted without written documentation of an unavoidable or unforeseeable event.** It is your responsibility to contact me and request the alternate assignment at the time you return to the Canvas classroom.

**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. **What will be considered as plagiarism in this course is outlined in Citations and References video in the Orientation Module. Please watch this video and cite and reference accordingly.** 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.

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**4. TECHNOLOGY REQUIREMENTS AND SUPPORT**

**4-1. Technology Requirements**

For this course, you will need reliable and frequent access to a computer and 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 the instructor to discuss your situation.

*This course will use the TAMU-CT Canvas Learn learning management system.*
Logon to https://tamuct.instructure.com to access the course.
Username: Your MyCT username
Initial password: Your MyCT password

**Technology issues are not an excuse for missing a course requirement.** Make sure your computer is configured correctly and address issues well in advance of deadlines. Be sure to identify a backup plan in the event of technology issues, such as using the TAMU-CT computer lab, a local library computer where available, a backup laptop of your own, or access to a friend, neighbor, or family member’s computer. If you do encounter technical difficulties, please send me an email.

### 4-2. Students New to Canvas

If you need a refresher on any Canvas tools, the Help link on the left menu (global Navigation) in the Canvas classroom provides you with a link to the Canvas Guides. You can get to the Canvas Student Video Guides by following the link to the Canvas Guides. Once you get to the Canvas Guides home page, please select Video Guide and then select Students in the table of contents to get to the Student Video Guides.

### 4-3. 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](http://hdc.tamu.edu)

When calling for support, please let your support technician know you are a TAMU-CT student. For issues related to course content and requirements, contact the instructor. 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.
5. WEEKLY CHECKLIST

This weekly checklist provides you with a list of the things that you need to do in a given week. You’ll need to check off all the things in the list to be considered as “complete” for that week.

Each week work for the course will begin on Monday and end on Sunday (except in Week 16). Most of the things that you need to do within each week have Friday or Sunday night at 11:59 p.m. deadlines.

Course materials for a given week will be open at 12:01 a.m. on Monday of that week. Course materials will not be opened in advance except for Week 16. Week 16 materials will be opened at 12:01 a.m. on Monday of Week 15.

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.

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Week 1: January 14th, Monday – January 20th, Sunday

In class (January 14th and 16th)

Module 1: Course Introduction & Total Compensation *(Read Chapters 1 and 4 BEFORE class)*

Other things to do

<table>
<thead>
<tr>
<th>Things to do</th>
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<th>Due date</th>
<th>Where to find</th>
<th>Done?</th>
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<tr>
<td>Upload your introduction</td>
<td>10</td>
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<td>Assignments &gt; Bonus Opportunities</td>
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<td>Complete the Syllabus/Plagiarism Review Quiz</td>
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Week 2: January 21st, Monday – January 27th, Sunday

In class (January 23rd)

Module 2: Neoclassical Economic Model of Pay *(No reading required)*

Other things to do

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<td>Complete Assignment 1: Econ Model of Pay and BLS Statistics</td>
<td>30</td>
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<td>Complete Week 2 Journal</td>
<td>5</td>
<td>Jan 27th, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
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Week 3: January 28th, Monday – February 3rd, Sunday

In class (January 28th and 30th)

Module 3: Limitations of Neoclassical Economics Model of Pay / Business Strategy and Pay (Read Chapter 5 BEFORE class)

Other things to do

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<th>Things to do</th>
<th>Points</th>
<th>Due date</th>
<th>Where to find</th>
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<td>Complete Module 3 Review Quiz</td>
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<td>Complete Assignment 2: Moneyball</td>
<td>50</td>
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<td>Complete Week 3 Journal</td>
<td>5 (Bonus)</td>
<td>Feb 3rd, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
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Week 4: February 4th, Monday – February 10th, Sunday

In class (February 4th and 10th)

Module 4: Relative Importance of a Job and Pay (Read Chapter 6 BEFORE class)

Other things to do

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<td>Complete Assignment 3: Job evaluation</td>
<td>60</td>
<td>Feb 10th, Sunday</td>
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<td>Complete Week 4 Journal</td>
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<td>Feb 10th, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
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Week 5: February 11th, Monday – February 17th, Sunday

In class (February 11th and 13th)

Module 5: Pay-For-Performance (Part 1) (Read Chapter 9 BEFORE class)

Other things to do

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<td>Complete Module 5 Review Quiz</td>
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<td>Assignments &gt; Review Quizzes</td>
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<td>Complete Assignment 4: Expectancy Theory</td>
<td>30</td>
<td>February 17th, Sunday</td>
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<td>Complete Week 5 Journal</td>
<td>5</td>
<td>February 17th, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
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Week 6: February 18th, Monday – February 24th, Sunday

In class (February 18th and 20th)

Module 6: Pay-For-Performance (Part 2) (No reading required)

Other things to do

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<td>Complete Assignment 5: Regression refresher 1</td>
<td>30</td>
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<td>Complete Week 6 Journal</td>
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<td>February 24th, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
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Week 7: February 25th, Monday – March 3rd, Sunday

In class (February 25th and 27th)

Module 7: Designing a pay structure: Combining labor market, strategy, relative importance of a job, and pay-for-performance altogether (Read Chapter 7 BEFORE class)

Other things to do

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<td>Complete Assignment 6: Pay structure design</td>
<td>60</td>
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<td>Complete Week 7 Journal</td>
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<td>March 3rd, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
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Week 8: March 4th, Monday – March 10th, Sunday

In class (March 4th and 6th)

Module 8: Pay/income inequality (Read Chapter 2 BEFORE class)

Other things to do

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<td>Complete Assignment 7: Income Inequality</td>
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<td>Complete Week 8 Journal</td>
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Week 9: March 18th, Monday – March 24th, Sunday

In class (March 18th and 20th)

Module 8: Pay discrimination (Part 1) *(No reading required)*

Other things to do

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<td>Complete Assignment 8: Regression refresher 2</td>
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<td>Complete Week 9 Journal</td>
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<td>Assignments &gt; Bonus Opportunities</td>
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Week 10: March 25th, Monday – March 31st, Sunday

In class (March 25th and 27th)

Module 10: Pay discrimination (Part 2) *(Read Chapter 3 BEFORE class)*

Other things to do

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<td>Complete Module 10 Review Quiz</td>
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<td>Complete Assignment 9: Assessing pay discrimination in an organization</td>
<td>60</td>
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<td>Assignments &gt; Assignments</td>
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<td>Complete Week 10 Journal</td>
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Week 11: April 1st, Monday – April 7th, Sunday

In class (April 1st and 3rd)

Module 11: Executive pay / Stock and stock options *(Read Chapters 8 and 10 BEFORE class)*

Other things to do

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<td>Complete Module 11 Review Quiz</td>
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<td>Complete Assignment 10: Executive pay</td>
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<td>April 7th, Sunday</td>
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</tr>
<tr>
<td>Complete Week 11 Journal</td>
<td>5</td>
<td>April 7th, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
<td>□</td>
</tr>
</tbody>
</table>

Week 12: April 8th, Monday – April 14th, Sunday

In class (April 8th and 10th)

Module 12: Pay secrecy

Module 13: Pay in Nonprofits *(Read Chapter 13 BEFORE class)*

Other things to do

<table>
<thead>
<tr>
<th>Things to do</th>
<th>Points</th>
<th>Due date</th>
<th>Where to find</th>
<th>Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Module 12 Review Quiz</td>
<td>10</td>
<td>April 14th, Sunday</td>
<td>Assignments &gt; Review Quizzes</td>
<td>□</td>
</tr>
<tr>
<td>Complete Module 13 Review Quiz</td>
<td>10</td>
<td>April 14th, Sunday</td>
<td>Assignments &gt; Review Quizzes</td>
<td>□</td>
</tr>
<tr>
<td>Complete Week 12 Journal</td>
<td>5</td>
<td>April 14th, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
<td>□</td>
</tr>
</tbody>
</table>
Week 13: April 15th, Monday – April 21st, Sunday

In class (April 15th and 17th)

Module 14: International Compensation (Read Chapter 12 BEFORE class)

Other things to do

<table>
<thead>
<tr>
<th>Things to do</th>
<th>Points</th>
<th>Due date</th>
<th>Where to find</th>
<th>Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Module 14 Review Quiz</td>
<td>10</td>
<td>April 21st, Sunday</td>
<td>Assignments &gt; Review Quizzes</td>
<td>□</td>
</tr>
<tr>
<td>Complete Assignment 11: Expat pay</td>
<td>30</td>
<td>April 21st, Sunday</td>
<td>Assignments &gt; Assignments</td>
<td>□</td>
</tr>
<tr>
<td>Complete Week 13 Journal</td>
<td></td>
<td>April 21st, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
<td>□</td>
</tr>
</tbody>
</table>

Week 14: April 22nd, Monday – April 28th, Sunday

In class (April 22nd and 24th)

Module 15: Why organizations provide benefits? (Read Chapter 11 BEFORE class)

Other things to do

<table>
<thead>
<tr>
<th>Things to do</th>
<th>Points</th>
<th>Due date</th>
<th>Where to find</th>
<th>Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Module 15 Review Quiz</td>
<td>10</td>
<td>April 28th, Sunday</td>
<td>Assignments &gt; Review Quizzes</td>
<td>□</td>
</tr>
<tr>
<td>Complete Assignment 12: Benefits plan</td>
<td>30</td>
<td>April 28th, Sunday</td>
<td>Assignments &gt; Assignments</td>
<td>□</td>
</tr>
<tr>
<td>Complete Weekly Journal</td>
<td>5</td>
<td>April 28th, Sunday</td>
<td>Assignments &gt; Bonus Opportunities</td>
<td>□</td>
</tr>
</tbody>
</table>
**Weeks 15 and 16: April 29th, Monday – May 10th, Friday**

**In class (April 29th)**

*Course Wrap-Up (No reading required)*

**Other things to do**

<table>
<thead>
<tr>
<th>Things to do</th>
<th>Points</th>
<th>Due date</th>
<th>Where to find</th>
<th>Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Assignment 13: What to do to earn more</td>
<td>70</td>
<td>May 5th, Sunday</td>
<td>Assignments &gt; Assignments</td>
<td>□</td>
</tr>
<tr>
<td>Complete Final Exam</td>
<td>150</td>
<td>May 10th, Friday</td>
<td>Assignments &gt; Final Exam</td>
<td>□</td>
</tr>
<tr>
<td>Complete Weekly Journal (Weeks 15 and 16)</td>
<td>10 (Bonus)</td>
<td>May 10th, Friday</td>
<td>Assignments &gt; Bonus Opportunities</td>
<td>□</td>
</tr>
</tbody>
</table>
6. COURSE AND UNIVERSITY PROCEDURES AND POLICIES

6-1. Drop Policy

If you need to drop this class, you must complete a Drop Request Form, 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.

6-2. 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.

For more information regarding the Student Conduct process, visit [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

6-3. 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 Office 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 Office of Access and Inclusion at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].
6-4. 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 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, 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.

6-5. 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.

6-6. 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.

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!
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 WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

6-7. 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/].
Appendix – Assignment Example

Assignment #1: Bureau of Labor Statistics (BLS) Pay Data (30 points)
Distributed: XXX
Due: XXX

Why this assignment?
This assignment is intended to achieve the goal of our Module 2 learning objectives, “demonstrate an understanding of how supply and demand of labor can affect pay level in the labor market” and “identify a data source for determining market pay level.” This assignment will also allow students to pre-think about the limitations of economics model of pay, which they will be learning in the following module (Module 3).

Instruction
Watch Video 3: BLS Pay data (Modules > Module 2 > Required Videos) and answer Questions 1 to 3.

Grading Rubric
See the Attachment.
Appendix – Assignment Example (Continued)

Question 1 (Total of 10 points)


Step 1) Inside the *Select a search type* box, click *Multiple occupations for one geographical area*, then click *Metropolitan or Non metropolitan Area*.

Step 2) Choose an area that is nearby where you live.

Step 3) Select two occupations of your choice. But for the learning purpose of this assignment, select two occupations that you would expect the pay levels to be largely different (e.g., fast food cooks vs. lawyers).

Step 4) Select annual mean, 10th percentile, 25th percentile, median, 75th percentile, and 90th percentile wages.

Step 5) Select an output type.

**Step 6)** Based on your output, fill in the following table. The words in *italic* should be replaced by the jobs and the area that you have searched. *(5 points)*

<table>
<thead>
<tr>
<th>Area</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>Annual mean wage</td>
<td>Annual mean wage</td>
</tr>
<tr>
<td>Occupation 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 7) From the economics model of pay point of view, explain why you would examine the pay difference between two occupations within a given area. *(5 points)*
Appendix – Assignment Example (Continued)

Question 2 (Total of 10 points)


Step 1) Inside the Select a search type box, click One occupation for multiple geographical areas.

Step 2) Choose an occupation of your choice.

Step 3) Click Metropolitan or Non Metropolitan Area and select two areas of your choice. For the learning purpose of this assignment, select one relatively large area and one relatively small area in terms of population (e.g., Houston, TX vs. Ithaca, NY).

Step 4) Select annual mean, 10th percentile, 25th percentile, median, 75th percentile, and 90th percentile wages.

Step 5) Select an output type.

Step 6) Based on your output, fill in the following table. The words in italic should be replaced by the areas and the job that you have searched. (5 points)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Area 1</th>
<th>Area 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual mean wage</td>
<td>Annual 10th percentile wage</td>
<td>Annual 25th percentile wage</td>
</tr>
<tr>
<td>Area 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 7) From the economics model of pay point of view, explain why you would examine the pay difference within the same job between two areas. (If your selection does not result in a noticeable pay difference between two areas, please change either the occupation or the areas for your search.) (5 points)

Question 3 (10 points)

Now, closely examine the tables that you have made in Questions 1 and 2. Is there an observation in your tables that cannot be explained by the economics model of pay? For example, in Question 1, the observed pay difference between the two occupations within a given area could be explained by the economics model of pay. And in Question 2, the observed pay difference within the same job between two areas could also be explained by the economics model of pay. What is the observation (or the pattern of statistics) in the two tables that cannot be explained by the economics model of pay?
# Appendix. Grading Rubric

<table>
<thead>
<tr>
<th>Question</th>
<th>Grading Standard</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 6</strong>&lt;br&gt;<strong>In Questions 1 and 2</strong>&lt;br&gt;(5 points each)</td>
<td>The student has filled in the table without any errors.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The student has filled in the table, but some errors can be observed.</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>The student has NOT filled in the table.</td>
<td>0</td>
</tr>
<tr>
<td><strong>Step 7</strong>&lt;br&gt;<strong>In Questions 1 and 2</strong>&lt;br&gt;(5 points each)</td>
<td>The student has explained the possible reason for the pay difference by properly using the logic from the economics model of pay.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The student has explained the possible reason but is not well backed-up by the logic from the economics model of pay.</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>The student has NOT explained the possible reason for the pay difference.</td>
<td>0</td>
</tr>
<tr>
<td><strong>Question 3</strong>&lt;br&gt;(10 points)</td>
<td>1) The student has identified the pattern in the table that cannot be explained by the economics model of pay.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2) The student has clearly articulated why the pattern cannot be explained by the economics model of pay.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BOTH 1) and 2) conditions are met.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ONLY ONE of the 1) and 2) conditions is met.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NEITHER of the 1) and 2) conditions are met.</td>
<td>0</td>
</tr>
</tbody>
</table>