



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGMT 4303-110
MANAGING COMPENSATION
(Initially an offline format, changed to an online format from Week 9)

Spring 2020, revised date: 3.13.2020
Texas A&M University - Central Texas

1. INSTRUCTOR AND CONTACT INFORMATION

1-1. Instructor Contact Information

Course Instructor: YeongJoon (YJ) Yoon Ph.D.

Office location: Founders Hall, #318

Phone: 254-501-5944 (Melanie Mason, Administrative Assistant)

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, 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. Mode of Instruction and Course Access

This is a 100% online asynchronous course (as of Week 9) and uses TAMUCT Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to login to this system. Additional information is located under [Technology Requirements](#).

1-4. 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](#), [bi-weekly checklist](#), and [course and university procedures and policies](#), [frequently asked questions](#), and [Appendix](#).

1-5. 911 Warrior Shield

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

Warrior Shield 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 to Warrior Shield by [911 Cellular](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.

2. COURSE INFORMATION

2-1. 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* (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 other pay related issues in the news such as pay inequality and gender pay gap. **Compared to the graduate-level compensation course that TAMUCT offers (i.e., HRM 5316: Compensation Management in Practice), 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.

2-2. Course Objectives

Upon successful completion of *MGMT4303 Managing Compensation*, 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 8 on page 5](#)).

2-3. Module Learning Outcomes

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

2-4. 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
- ISBN: 978-1-107-01498-5
- Publisher: Cambridge University Press
- Publication Year: 2012

To do the assignment on Pay/Income Inequality, you will be required to watch the movie *Inequality for All*. TAMUCT library has three DVD copies of the movie as a reserve for this course. You can rent the DVD to watch it within the library for four hours. If watching the movie in our library is not a feasible option for you, **you will need to rent or purchase the video at your own expense**. Netflix has this movie online, and it can also be rented for \$2.99 in HD format from Amazon.com (as of 1/3/2020).

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 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. A student who turned in a course requirement that is a result of teamwork, will receive a failing grade "F" and a referral to Student Affairs.

3-1. Requirement 1: In-Class Activities (A total of 150 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.

There was a total of five in-class activities carried out before this course was transitioned to an online format. So, each in-class activity will worth 30 points (= 150 / 5). So, if you have participated in all five in-class activities, you will receive 150 points (= 30 * 5), if you have participated in four in-class activities, you will receive 120 points (= 30 * 4), and so on.

3-2. Requirement 2: On-line Discussions (4 discussions, points per discussion range from 30 to 40, a total of 150 points)

Discussions are intended to create student-to-student interaction in the course as well as teach and reinforce module concepts. Some discussions are intended to make students think about issues that will be taught in the following week's module. *A rubric with the grading criteria will be provided with the discussion instruction.*

Discussion instructions are located in the discussion link posted in the module content folders of the week they open. Discussions are interactive and time sensitive; therefore, contributions to **discussions will not be accepted late without written documentation of an unavoidable or unforeseeable event.**

Professional Conduct Expectations: Online netiquette and in-person professional conduct are required at all times. I reserve the right to delete student posts that violate netiquette expectations, including those posts that lack kindness, respect, and inclusive language towards students or the instructor. A student whose post lacks netiquette will be deleted and receive a 0 for that discussion. A student's behavior that is unprofessional and or violates netiquette expectations will be viewed as a violation of professional etiquette ([Course Requirement 8 on page 5: Section 3-8](#)). **A reduction in one final grade level (e.g., from A grade to B grade) will occur per case of behavior that is unprofessional and/or violates netiquette expectations.** However, I reserve the right to reduce the penalty if I believe the behavior was unintentional or very minor in impact.

3-3. Requirement 3: Individual Assignments (8 assignments, points per assignment range from 50 to 60, a total of 440 points)

Assignments in this course are 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 instruction for assignment.* An example of an individual assignment can be found in the [Appendix](#).

If citations and references are needed in writing your answers, you are required to use the **American Psychological Association (APA)** formatting. **Students whose assignment includes plagiarism will receive a failing grade "F" on this course and be referred 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.

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.

3-4. Requirement 4: Review Quizzes (for Modules 2 to 15: 14 review quizzes, 10 points each, a total of 140 points)

Review quizzes are provided to ensure students are understanding concepts presented in the lectures, videos, and required readings as well as to help prepare you for the final exam. Quizzes reinforce key concepts from the lectures, videos, and required readings. 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 on the [bi-weekly checklist](#). **Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-5. Requirement 5: Final Exam (100 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 27th (Monday) to 11:59 p.m., May 8th (Friday), 2020**. Exams include 50 multiple choice and true/false questions, which **assess content from the lectures, videos, and required readings**. 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)**.

3-6. Requirement 6: Introduction (10 points)

You need to post your introduction at the beginning of the course (10 points).

3-7. Requirement 7: 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.

Students can take this quiz twice. The higher score of the two attempts will be recorded. This quiz includes 10 questions 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 this quiz must be completed by the due date posted on the [bi-weekly checklist](#). **Opportunities to complete the quiz late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-8. Requirement 8: 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.

3-9. Grading Criteria

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

Grade Composition:

Requirement	Percentage	Detail
In-Class Activities	15%	150 points total
Online Discussions	15%	150 points total
Assignments	44%	8 assignments – 50 to 60 points each: 440 points total
Review Quizzes	14%	14 quizzes - 10 points each: 140 points total
Introduction	1%	10 points total
Syllabus/Plagiarism Quiz	1%	10 points total
Final Exam	10%	100 points total
Professional Etiquette	-	Can be a deduction factor
Total	100%	1,000 points total

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 (assignments, quizzes, and exams) through our Canvas classroom.

3-10. Instructor Policies

Late works: All works are due on the date designated on the [bi-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: **A student who turned in a plagiarized assignment, i.e., failing to cite and reference the information source properly, will receive a failing grade “F” and 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.

When you are using an idea from another source (including your past assignments from this as well as other courses) in your writing, you need to do the following two things.

- 1) **Cite and reference the source properly (using the APA format).**
- 2) **Paraphrase the original writing, so no more than seven consecutive words are identical.**

* Here, a ‘source’ also includes your past assignments from this as well as other courses.

Any writing (that uses an idea from another source) that does not meet BOTH of the above two criteria will be considered as plagiarism.

How to properly cite, reference, and paraphrase are outlined in *Citations and References* video in the Orientation Module. Please watch this video and cite, reference, and paraphrase accordingly.

4. TECHNOLOGY REQUIREMENTS AND SUPPORT

4-1. Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Login to [A&M-Central Texas Canvas](https://tamuct.instructure.com/) [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in [myCT](https://tamuct.onecampus.com/) [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

This course will use the TAMUCT Canvas Learn learning management system.

- Login 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 TAMUCT 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. Technology Support

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

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

When calling for support, please let your support technician know you are a TAMUCT 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.

5-1. BI-WEEKLY CHECKLIST (Up to Week 8, offline format)

This bi-weekly checklist provides you with a list of the things that you need to do in a given two-week period. You'll need to check off all the things in the list to be considered as "complete" for that two-week period.

Each two-week period work for the course will begin on Monday of the odd number week (Week 1, Week 3, Week 5, ...) and end on Sunday of the even number week (Week 2, Week 4, Week 6, ... ; except in the final week). *Most* of the things that you need to do within each two-week period have *Sunday night at 11:59 p.m.* deadlines (except in the final week).

Course materials for a given two-week period will be open at 12:01 a.m. on Monday of the odd number week. **Course materials will not be opened in advance.**

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.

Weeks 1 and 2: January 13th, Monday – January 26th, Sunday

In class (Jan 13th / Jan 15th / Jan 22nd) – NO CLASS on Jan 20th

Module 1: Course Introduction & Total Compensation
(Read Chapters 1 and 4 BEFORE the class on January 15th)

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

Things to do

Things to do	Points	Due date	Where to find	Done?
*Upload your introduction	10	January 26 th , Sunday	Assignments > Others	<input type="checkbox"/>
*Complete the Syllabus/Plagiarism Review Quiz	10	January 26 th , Sunday	Assignments > Others	<input type="checkbox"/>
*Complete Module 2 Review Quiz	10	January 26 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>
*Complete Assignment 1: Econ Model of Pay and BLS Statistics	50	January 26 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

Weeks 3 and 4: January 27th, Monday – February 9th, Sunday

In class (Jan 27th / Jan 29th / Feb 3rd / Feb 5th)

Module 3: Limitations of Neoclassical Economics Model of Pay / Business Strategy and Pay
(Read Chapter 5 BEFORE the class on Jan 27th)

Module 4: Relative Importance of a Job and Pay
(Read Chapter 6 BEFORE the class on Jan 29th)

Things to do

Things to do	Points	Due date	Where to find	Done?
*Complete Module 3 Review Quiz	10	February 9 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>
*Complete Module 4 Review Quiz	10	February 9 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>
*Complete Assignment 2: Job evaluation	60	February 9 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the ‘Assignments’ menu on the left side of our Canvas website, try clicking the ‘Syllabus’ menu instead. You can find links to these pages under the ‘Course Summary’ section.*

Weeks 5 and 6: February 10th, Monday – February 23rd, Sunday

In class (Feb 10th / Feb 12th / Feb 17th / Feb 19th)

Module 5: Pay-For-Performance
(Read Chapter 9 BEFORE the class on Feb 10th)

Module 6: Simple Linear Regression
(No reading required)

Things to do

Things to do	Points	Due date	Where to find	Done?
*Complete Module 5 Review Quiz	10	February 23 rd , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>
*Complete Module 6 Review Quiz	10	February 23 rd , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>
*Complete Assignment 3: Simple linear regression	50	February 23 rd , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the ‘Assignments’ menu on the left side of our Canvas website, try clicking the ‘Syllabus’ menu instead. You can find links to these pages under the ‘Course Summary’ section.*

Weeks 7 and 8: February 24th, Monday – March 8th, Sunday

In class (Feb 24th / Feb 26th / Mar 2nd / Mar 4th)

Module 7: Designing a Pay Structure: Combining Labor market, Strategy, Relative Importance of a Job, and Pay-For-Performance Altogether

(Read Chapter 7 BEFORE the class on Feb 24th)

Module 8: Pay in Nonprofit

(Read Chapter 13 BEFORE the class on Feb 26th)

Things to do

Things to do	Points	Due date	Where to find	Done?
*Complete Module 7 Review Quiz	10	March 8 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>
*Complete Module 8 Review Quiz	10	March 8 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>
*Complete Assignment 4: Pay structure design	60	March 8 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

5-2. BI-WEEKLY CHECKLIST (from Week 9, online format)

This bi-weekly checklist provides you with a list of the things that you need to do in a given two-week period. You'll need to check off all the things in the list to be considered as "complete" for that two-week period.

Each two-week period work for the course will begin on Monday of the odd number week (Week 1, Week 3, Week 5, ...) and end on Sunday of the even number week (Week 2, Week 4, Week 6, ... ; except in the final week). *Most* of the things that you need to do within each two-week period have *Friday or Sunday night at 11:59 p.m.* deadlines (except in the final week).

Course materials for a given two-week period will be open at 12:01 a.m. on Monday of the odd number week. **Course materials will not be opened in advance.**

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.

Weeks 9 and 10: March 16th, Monday – March 29th, Sunday

Module 9: Pay secrecy

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 9	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 9	<input type="checkbox"/>
*Complete Module 9 Review Quiz	10	March 29 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Module 10: Multiple linear regression

Things to do	Points	Due date	Where to find	Done?
Watch Required Video(s)	-	-	Modules > Module 10	<input type="checkbox"/>
*Complete Module 10 Review Quiz	10	March 29 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Online Discussion #1 initial response	20	March 27 th , Friday	Assignments > Discussions	<input type="checkbox"/>
*Complete Online Discussion #1 (At least 2 follow-up posts)	10	March 29 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 5: Multiple linear regression	50	March 29 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

Weeks 11 and 12: March 30th, Monday – April 12th, Sunday

Module 11: Pay Discrimination

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 11	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 11	<input type="checkbox"/>
*Complete Module 11 Review Quiz	10	April 12 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Module 12: Executive Pay and Employee Stock / Stock Options

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 12	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 12	<input type="checkbox"/>
*Complete Module 12 Review Quiz	10	April 12 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
* Online Discussion #2 initial response	25	April 10 th , Friday	Assignments > Discussions	<input type="checkbox"/>
*Complete Online Discussion #2 (At least 2 follow-up posts)	15	April 12 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 6: Assessing pay discrimination	50	April 12 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

Weeks 13 and 14: April 13th, Monday – April 26th, Sunday

Module 13: Pay/Income Inequality

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 13	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 13	<input type="checkbox"/>
*Complete Module 13 Review Quiz	10	April 26 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Module 14: International Compensation

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 14	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 14	<input type="checkbox"/>
*Complete Module 14 Review Quiz	10	April 26 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
* Online Discussion #3 initial response	25	April 24 th , Friday	Assignments > Discussions	<input type="checkbox"/>
*Complete Online Discussion #3 (At least 2 follow-up posts)	15	April 26 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 7: Pay/Income inequality	60	April 26 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

Weeks 15 and 16: April 27th, Monday – May 8th, Friday

Module 15: Benefits

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 15	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 15	<input type="checkbox"/>
*Complete Module 15 Review Quiz	10	May 8 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion, Assignment & Exam

Things to do	Points	Due date	Where to find	Done?
* Online Discussion #4 initial response	25	May 6 th , Wednesday	Assignments > Discussions	<input type="checkbox"/>
*Complete Online Discussion #4 (At least 2 follow-up posts)	15	May 8 th , Friday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 8: What to do to earn more	60	May 8 th , Friday	Assignments > Assignments	<input type="checkbox"/>
*Complete Final Exam	100	May 8 th , Friday	Assignments > Others	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

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](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 a 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 [\[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel\]](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, [\[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0\]](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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion web page [\[https://www.tamuct.edu/student-affairs/access-inclusion.html\]](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 [\[https://www.tamuct.edu/student-affairs/index.html\]](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 [\[http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf\]](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) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 [WCOonline](#). 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 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>].

7. FREQUENTLY ASKED QUESTIONS (FAQs)

FAQ 1. Can the course contents be opened in advance?

Answer: No, course materials will not be opened in advance. I develop course content and make adjustments to course materials during semesters for a better student learning experience.

FAQ 2. I have missed an assignment deadline. Can you extend the deadline for me?

Answer: Yes, but ONLY IF the reason for missing the deadline is due to an unavoidable or unforeseeable event. You'll also need to provide me with written documentation that verifies the reason.

FAQ 3. The reason that I have missed the assignment is private. So, I cannot provide you with a reason or documentation. Can you extend the deadline for me?

Answer: I value your privacy. However, in this case, I cannot provide you with a deadline extension. I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

FAQ 4. I have finished the assignment before the deadline. But I wasn't able to submit the assignment in time because there was a problem with my internet. Can you extend the deadline for me?

Answer: Yes, I understand that this can happen and you can submit your assignment late. However, in this case, your submitted assignment (either in word or pdf file format) should have been “last modified” before the deadline (this can be verified through the ‘properties’ menu in word or pdf program). If your file has been last modified after the deadline, I cannot accept your assignment. Again, I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

FAQ 5. I have copy-and-pasted a writing that is more than seven consecutive words from another source. However, I have clearly cited the source in my assignment. Is this plagiarism?

Answer: Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source.

FAQ 6. I have copy-and-pasted a writing that is more than seven consecutive words from my past assignment in another course. Is this plagiarism?

Answer: Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. “Another source” also encompasses your past assignments from this as well as another course that you have taken in the past. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source. You also need to cite and reference your past work accordingly.

FAQ 7. I have taken this course in the past, but I’m taking this course again this semester. When I was taking this course the last time, I have completed Assignments #1, #5, and #7. Can I re-submit these assignments without any changes?

Answer: No, they will be considered as plagiarism for the same reason in my answer to FAQ 6 above. Please read the answer to the Q6 above for more detail.

FAQ 8. The syllabus says that teamwork is not allowed in this course. Does this mean that I cannot help out a classmate in understanding the learning contents or assignments that he or she is having trouble with (or vice versa for getting help from a classmate)?

Answer: No, a student helping out another student to better understand the learning contents is a kind gesture and is, in fact, somewhat encouraged. I’d rather have my students to study together and have a better understanding of the learning contents than to just give up on understanding the contents. (And of course, you can always reach out to me for help too.)

However, students have to answer the questions on their own based on how they have understood the learning contents. If a student’s answer is too similar to another student’s answer in a way that is difficult to be viewed as an independent work, this is now viewed as “teamwork,” which is prohibited in this course.

So, if you are helping out John, please make sure that John writes the answers on his own based on how he understood the learning contents (and vice versa if you are the student that is getting help from John). And if seven or more consecutive words are identical to a writing from John’s assignment, it will be viewed as plagiarism.

FAQ 9. Our Canvas website shows that I have achieved 92% of the grades available. Does this mean that I'm getting "A" in this course?

Answer: It depends. As outlined in the section '[3-9. Grading Criteria](#)' of this document, your final grade will be determined by the total points that you have achieved in this course and not by the percentage that you may see on our Canvas website. So, if your total point in the end is 900 points or greater and you see 92% on the website, your grade will be "A" grade for this course. But if your total point in the end is less than 900 points and you see 92% on the website, your grade will be "B" for this course.

FAQ 10. My total point in the end is 903 points. But our Canvas website shows that I have achieved 88% of the grades available. Does this mean that I'm getting "A" in this course?

Answer: Yes, your grade will be "A" in this course because your total point for this course is 900 or greater.

Appendix – Assignment Example

* *This is only an example. The finalized assignment may differ.*

Assignment #1: Bureau of Labor Statistics (BLS) Pay Data (50 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

Review the lecture on *BLS Pay data* and answer Questions 1 to 3.

Important Notes

1. In writing your answers, NEVER copy-and-paste any part of the textbook or any other sources. Write the answers in your own words. If more than seven consecutive words are identical to a writing from another source (including the textbook, your past works, and any other sources), it will be considered as plagiarism, and you will receive 0 points for this assignment. You will also be referred to Students Affairs.
2. See the grading rubric on the last page for grading standards.

Appendix – Assignment Example (Continued)

Question 1 (Total of 20 points)

Go to the United States Bureau of Labor Statistics web-site (www.bls.gov/oes/data.htm) that allows you to find data on compensation for people in the United States. In the database *Occupational Employment Statistics*, click on one-screen data search.

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 occupations and the area that you have searched. **(10 points)**

Area

Occupation	Annual mean wage	Annual 10 th percentile wage	Annual 25 th percentile wage	Annual median wage	Annual 75 th percentile wage	Annual 90 th percentile wage
<i>Occupation 1</i>						
<i>Occupation 2</i>						

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. You **MUST** use the concept of “supply of labor” and/or “demand of labor” in writing your answer. **(10 points)**

Appendix – Assignment Example (Continued)

Question 2 (Total of 20 points)

Again, go to the United States Bureau of Labor Statistics web-site (www.bls.gov/oes/data.htm). In the database *Occupational Employment Statistics*, click on one-screen data search.

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 occupation that you have searched. **(10 points)**

Occupation

Area	Annual mean wage	Annual 10 th percentile wage	Annual 25 th percentile wage	Annual median wage	Annual 75 th percentile wage	Annual 90 th percentile wage
<i>Area 1</i>						
<i>Area 2</i>						

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. You **MUST** use the concept of “supply of labor” and/or “demand of labor” in writing your answer. (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.) **(10 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 – Assignment Example (Continued)

Appendix. Grading Rubric

Question	Grading Standard	Points
<p>Step 6 In Questions 1 and 2 (10 points each)</p>	The student has filled in the table without any errors.	10
	The student has filled in the table, but some errors can be observed.	5
	The student has NOT filled in the table.	0
<p>Step 7 in Questions 1 and 2 (10 points each)</p>	The student has explained the possible reason for the pay difference by properly using the logic from the economics model of pay (i.e., used the concept of supply and/or demand of labor).	10
	The student has explained the possible reason but is not well backed-up by the logic from the economics model of pay (i.e., used the concept of supply and/or demand of labor).	5
	The student has NOT explained the possible reason for the pay difference.	0
<p>Question 3 (10 points)</p>	1) The student has identified the pattern in the table that cannot be explained by the economics model of pay. 2) The student has clearly articulated why the pattern cannot be explained by the economics model of pay. BOTH 1) and 2) conditions are met.	10
	ONLY ONE of the 1) and 2) conditions is met.	5
	NEITHER of the 1) and 2) conditions are met.	0