TEXAS A&M UNIVERSITY CENTRAL TEXAS™

MGMT 4303-130
MANAGING COMPENSATION (Hybrid)

Spring 2023, revised date: 1.9.2023
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, #217
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 set up an appointment for a virtual office hour through WebEx. You can also send Canvas Inboxes 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

All the course contents will be delivered in an online asynchronous manner through the use of 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.

In addition to the online instruction, this course will meet face-to-face on selected days. **See** Section 5. BI-WEEKLY CHECKLIST **for the time, dates, and places that we meet face-to-face**. However, these face-to-face meetings will be utilized to supplement online instruction. Students can come to these meetings for a better understanding of the online content. Attendance at these face-to-face meetings is not mandatory. **However, attending our first face-to-face meeting (on Wednesday, January 18th, 11:00 AM – 12:15 PM at Founders Hall 208) is highly encouraged.**

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](#), [course and university procedures and policies](#), [frequently asked questions](#), and [Appendix](#).

1-5. SafeZone

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](#) website.

To register SafeZone on your phone, please follow these three easy steps:

1. Download the SafeZone App from your phone store using the link below:
   o [iPhone/iPad](#)
   o [Android Phone/Tablet](#)

2. Launch the app and enter your myCT email address (e.g., {name}@tamuct.edu)

3. Complete your profile and accept the terms of service

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 the gender pay gap. **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**. A basic level of human resource management knowledge and quantitative application skills is recommended for taking this course.

2-2. Course Objectives

Upon successful completion of *MGMT4303 Managing Compensation*, students will be able to do the following:
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 7: Section 3-7).

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 on the TAMUCT Library website at the same time can be 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

We will also read some more recent articles from WorldatWork throughout the course. To do the assignment on Pay/Income Inequality, you will be required to watch the movie *Inequality for All*. TAMUCT library has the online version of this movie. The link to the movie will be provided through our Canvas website.

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

3-1. Requirement 1: Discussions (7 discussions, points per discussion range from 30 to 40, a total of 260 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.* 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 7: Section 3-7). **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.

3-2. Requirement 2: Individual Assignments (8 assignments, 60 points per assignment, a total of 480 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 instructions for the 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 (Section 3-9). 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 two-week period it was available for submission.

3-3. Requirement 3: 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 understand concepts presented in the required readings and videos, as well as to help prepare them 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 are 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.

3-4. Requirement 4: Final Exam (100 points)

There will be a final exam at the end of the semester. The exam includes 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: Introduction (10 points)

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

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

This quiz is provided to ensure students understand 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 is 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.**

3-7. Requirement 7: Professional Etiquette

Students are expected to embody professionalism by including 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, and seeking assistance or clarification when appropriate.

A student who violates professional etiquette in a manner that is egregious (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.

3-8. Bonus Assignments

The instructor may provide students with bonus assignments throughout the semester.

3-9. 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 work will be accepted without written**

documentation of an unavoidable or unforeseeable event. It is your responsibility to contact me and request a deadline extension or an alternate assignment if needed.

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 of "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 ideas, facts, statements, etc., 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 that 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 the idea, facts, statements, etc., from another source) that does not meet BOTH of the above two criteria will be considered plagiarism.

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

Paraphrasing others' works: A large portion of a student's work done by paraphrasing (even though properly citing and referencing) someone else's work (including your past assignments from this as well as other courses) will not be viewed as a result of independent work. A student can paraphrase, cite, and reference someone else's work to make certain points within the student's writing. However, if a too large portion (determined by the instructor) of the student's submission is just a paraphrasing (and thus citing and referencing) of someone else's work, it will be viewed as an unauthorized "teamwork," as outlined in Section 3. COURSE REQUIREMENTS of this syllabus. **A student who turns in a course requirement that is a result of unauthorized teamwork will receive a failing grade of "F" and a referral to Student Affairs**.

Copyright of course materials: Students should assume that all course materials are copyrighted by the respective author(s). Reproduction of course material or sharing it with others through any means (e.g., directly or indirectly through various websites like Course Hero) is prohibited without consent by the author and/or course instructor. **A student whose course material(s) has been shared through any means will be viewed as violating this copyright policy. Violation of copyright is against the law and the Texas A&M University-Central Texas Code of Academic Honesty. Any alleged violations will result in a failing grade "F" and a referral to Student Affairs.**

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

3-10. Grading Criteria

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

Grade Composition:

Requirement	Percentage	Detail
Discussion	26%	7 discussions - 30 to 40 points each: 260 points total
Assignments	48%	8 assignments - 60 points each: 480 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		
Plagiarism	-	Can be deduction (or failing) factors
Teamwork		
Copyright Violation		
Bonus Assignments	-	Can be bonus factors
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 (discussions, assignments, quizzes, and exams) through our Canvas classroom.

4. TECHNOLOGY REQUIREMENTS AND SUPPORT

4-1. Technology Requirements

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 Canvas issues Use the Canvas Help link, located at the bottom of the left-hand menu. Select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For log-in issues For log-in problems, 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 course contents and requirement issues 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. BI-WEEKLY CHECKLIST

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 on the list to be considered "complete" for that two-week period.

Each two-week period of 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, with Friday night at 11:59 p.m. deadline).

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.

For other important dates of our university (e.g., add, drop, and withdraw deadlines), please refer to the university academic calendar.

Weeks 1 and 2: January 16th, Monday (or January 17th, Tuesday) – January 29th, Sunday

Face-To-Face Meetings

Date	Meeting (Topic)	When and Where
January 16th (Mon)	No face-to-face meeting	
January 18th (Wed)	**Face-to-face meeting** **(Course Introduction)**	11:00 AM – 12:15 PM FH 208
January 23rd (Mon)	No face-to-face meeting	
January 25th (Wed)	**Face-to-face meeting** **(Weeks 1 and 2 Review)**	11:00 AM – 12:15 PM FH 208

Orientation Module

Things to do	Points	Due date	Where to find	Done?
Watch the Instructor Welcome Video Message	-	-	Home	□
Read the syllabus	-	-	Syllabus	□
*Upload your introduction	10	January 29th, Sunday	Assignments > Others	□
*Complete the Syllabus/Plagiarism Review Quiz	10	January 29th, Sunday	Assignments > Others	□
Read posts in the Orientation Module	-	-	Modules > Orientation	□

Module 1: Introduction

Things to do	Points	Due date	Where to find	Done?
Read Required Readings	-	-	Modules > Module 1	□
Watch Required Video(s)	-	-	Modules > Module 1	□

Module 2:Economics Model of Pay

Things to do	Points	Due date	Where to find	Done?
Watch Required Video(s)	-	-	Modules > Module 2	□
*Complete Module 2 Review Quiz	10	January 29th, Sunday	Assignments > Review Quizzes	□

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #1 (Water Tank Cleaning Case)	30	January 29th, Sunday	Assignments > Discussions	□
*Complete Assignment 1: Econ Model of Pay and BLS Statistics	60	January 29th, Sunday	Assignments > Assignments	□

* 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 30th, Monday – February 12th, Sunday

Face-To-Face Meetings

Date	Meeting (Topic)	When and Where
January 30th (Mon)	No face-to-face meeting	
February 1st (Wed)	No face-to-face meeting	
February 6th (Mon)	No face-to-face meeting	
February 8th (Wed)	**Face-to-face meeting (Weeks 3 and 4 Review)**	11:00 AM – 12:15 PM FH 208

Module 3: Limitations of Economics Model of Pay / Business Strategy and Pay

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 3	□
Watch Required Video(s)	-	-	Modules > Module 3	□
*Complete Module 3 Review Quiz	10	February 12th, Sunday	Assignments > Review Quizzes	□

Module 4: Relative Importance of a Job and Pay

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 4	□
Watch Required Video(s)	-	-	Modules > Module 4	□
*Complete Module 4 Review Quiz	10	February 12th, Sunday	Assignments > Review Quizzes	□

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #2 (Pay-For-Performance)	40	February 12th, Sunday	Assignments > Discussions	□
*Complete Assignment 2: Job evaluation	60	February 12th, Sunday	Assignments > Assignments	□

* 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 13th, Monday – February 26th, Sunday

Face-To-Face Meetings

Date	Meeting (Topic)	When and Where
February 13th (Mon)	No face-to-face meeting	
February 15th (Wed)	**Face-to-face meeting (Simple Linear Regression)**	11:00 AM – 12:15 PM Computer Lab (TBN)
February 20th (Mon)	No face-to-face meeting	
February 22nd (Wed)	**Face-to-face meeting (Simple Linear Regression / Weeks 5 and 6 Review)**	11:00 AM – 12:15 PM Computer Lab (TBN)

Module 5: Pay-For-Performance

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 5	☐
Watch Required Video(s)	-	-	Modules > Module 5	☐
*Complete Module 5 Review Quiz	10	February 26th, Sunday	Assignments > Review Quizzes	☐

Module 6: Simple Linear Regression

Things to do	Points	Due date	Where to find	Done?
Watch Required Video(s)	-	-	Modules > Module 6	☐
*Complete Module 6 Review Quiz	10	February 26th, Sunday	Assignments > Review Quizzes	☐

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #3 (Expectancy Theory)	40	February 26th, Sunday	Assignments > Discussions	☐
*Complete Assignment 3: Simple linear regression	60	February 26th, Sunday	Assignments > Assignments	☐

* 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 27th, Monday – March 12th, Sunday

Face-To-Face Meetings

Date	Meeting (Topic)	When and Where
February 27th (Mon)	No face-to-face meeting	
March 1st (Wed)	No face-to-face meeting	
March 6th (Mon)	**Face-to-face meeting (Pay Structure Design)**	11:00 AM – 12:15 PM Computer Lab (TBN)
March 8th (Wed)	**Face-to-face meeting (Pay Structure Design / Weeks 7 and 8 Review)**	11:00 AM – 12:15 PM Computer Lab (TBN)

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

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 7	□
Watch Required Video(s)	-	-	Modules > Module 7	□
*Complete Module 7 Review Quiz	10	March 12th, Sunday	Assignments > Review Quizzes	□

Module 8: Pay in nonprofit

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 8	□
Watch Required Video(s)	-	-	Modules > Module 8	□
*Complete Module 8 Review Quiz	10	March 12th, Sunday	Assignments > Review Quizzes	□

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #4 (Pay Secrecy)	40	March 12th, Sunday	Assignments > Discussion	□
*Complete Assignment 4: Pay structure design	60	March 12th, Sunday	Assignments > Assignments	□

* 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 9 and 10: March 20th, Monday – April 2nd, Sunday

Face-To-Face Meetings

Date	Meeting (Topic)	When and Where
March 20th (Mon)	No face-to-face meeting	
March 22nd (Wed)	No face-to-face meeting	
March 27th (Mon)	**Face-to-face meeting (Multiple Linear Regression)**	11:00 AM – 12:15 PM Computer Lab (TBN)
March 29th (Wed)	**Face-to-face meeting (Multiple Linear Regression / Weeks 9 and 10 Review)**	11:00 AM – 12:15 PM Computer Lab (TBN)

Module 9: Pay secrecy

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 9	☐
Watch Required Video(s)	-	-	Modules > Module 9	☐
*Complete Module 9 Review Quiz	10	April 2nd, Sunday	Assignments > Review Quizzes	☐

Module 10: Multiple linear regression

Things to do	Points	Due date	Where to find	Done?
Watch Required Video(s)	-	-	Modules > Module 10	☐
*Complete Module 10 Review Quiz	10	April 2nd, Sunday	Assignments > Review Quizzes	☐

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #5 (Pay Discrimination)	30	April 2nd, Sunday	Assignments > Discussions	☐
*Complete Assignment 5: Multiple linear regression	60	April 2nd, Sunday	Assignments > Assignments	☐

* 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: April 3rd, Monday – April 16th, Sunday

Face-To-Face Meetings

Date	Meeting (Topic)	When and Where
April 3rd (Mon)	No face-to-face meeting	
April 5th (Wed)	**Face-to-face meeting (Pay Discrimination)**	11:00 AM – 12:15 PM Computer Lab (TBN)
April 10th (Mon)	No face-to-face meeting	
April 12th (Wed)	**Face-to-face meeting (Pay Discrimination / Weeks 9 and 10 Review)**	11:00 AM – 12:15 PM Computer Lab (TBN)

Module 11: Pay Discrimination

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 11	□
Watch Required Video(s)	-	-	Modules > Module 11	□
*Complete Module 11 Review Quiz	10	April 16th, Sunday	Assignments > Review Quizzes	□

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	□
Watch Required Video(s)	-	-	Modules > Module 12	□
*Complete Module 12 Review Quiz	10	April 16th, Sunday	Assignments > Review Quizzes	□

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #6 (Executive Pay in DEF 14A)	40	April 16th, Sunday	Assignments > Discussions	□
*Complete Assignment 6: Assessing pay discrimination	60	April 16th, Sunday	Assignments > Assignments	□

* 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 17th, Monday – April 30th, Sunday

Face-To-Face Meetings

Date	Meeting (Topic)	When and Where
April 17th (Mon)	No face-to-face meeting	
April 19th (Wed)	No face-to-face meeting	
April 24th (Mon)	No face-to-face meeting	
April 26th (Wed)	**Face-to-face meeting** **(Weeks 13 and 14 Review)**	11:00 AM – 12:15 PM FH 208

Module 13: Pay/Income Inequality

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 13	☐
Watch Required Video(s)	-	-	Modules > Module 13	☐
*Complete Module 13 Review Quiz	10	April 30th, Sunday	Assignments > Review Quizzes	☐

Module 14: International Compensation

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 14	☐
Watch Required Video(s)	-	-	Modules > Module 14	☐
*Complete Module 14 Review Quiz	10	April 30th, Sunday	Assignments > Review Quizzes	☐

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #7 (Defined Benefits vs. Defined Contribution Plan)	40	April 30th, Sunday	Assignments > Discussions	☐
*Complete Assignment 7: Pay/Income inequality	60	April 30th, Sunday	Assignments > Assignments	☐

* 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: May 1st, Monday – May 12th, Friday

Face-To-Face Meetings

Date	Meeting (Topic)	When and Where
May 1st (Mon)	No face-to-face meeting	
May 3rd (Wed)	**Face-to-face meeting (Weeks 15 and 16 Review)**	11:00 AM – 12:15 PM FH 208
May 8th (Mon)	No face-to-face meeting	
May 10th (Wed)	No face-to-face meeting	

Module 15: Benefits

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 15	□
Watch Required Video(s)	-	-	Modules > Module 15	□
*Complete Module 15 Review Quiz	10	May 12th, Friday	Assignments > Review Quizzes	□

Discussion, Assignment & Exam

Things to do	Points	Due date	Where to find	Done?
*Complete Assignment 8: What to do to earn more	60	May 12th, Friday	Assignments > Assignments	□
*Complete Final Exam	100	May 12th, Friday	Assignments > Others	□

* 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. College of Business Administration (COBA) Learner Access and Success

This website has been specially designed to provide "one-stop shopping" for the University and College resources that College of Business Administration students are likely to need throughout the semester. This includes setting up an appointment with an advisor, tutoring, and career and professional development, among other services and many helpful videos. Check it out and bookmark it. It will be very useful: COBA Learner Access and Success (https://www.tamuct.edu/coba/coba-learners.html).

6-2. Drop Policy

If you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show up as enrolled, FOLLOW UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid the 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.

6-3. 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt about collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, visit the following web page. [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report through the following web page. [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

6-4. 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 Warrior Center for Student Success, Equity, 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 Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

6-5. Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from the 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 pregnancy as possible. For more information, please visit the Student Affairs web page. 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.

6-6. Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or are in need of success coaching, contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services or visit the Tutoring Center at 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except for writing support. Access Tutor.com through Canvas.

6-7. The University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well), with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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-to-one session with a trained and experienced writing tutor 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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

6-8. University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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 virtually through WebEx, Microsoft Teams, or in person at the library. Schedule an appointment here. 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.

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 of the schedule outlined in section '5. Bi-Weekly Checklist'. 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 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 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 or the Canvas system. 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 the word or pdf program). If your file is shown as last modified after the deadline (for whichever reason, including the case that your file's last modified time cannot be verified), 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. But in this case, even if you have paraphrased, cited, and referenced the original writing accordingly, there is a chance that your submission will be viewed as unauthorized teamwork, as outlined in 'Section 3-9. Instructor Policies.' Therefore, I highly recommend that you avoid utilizing your past work in other courses.

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 completed Assignments #1, #5, and #7. Can I re-submit these assignments without any changes?

Answer: No, they will be considered plagiarism for the same reason in my answer to FAQ 6 above. And for the same reason outlined in FAQ 6, there is a chance that your submission will be viewed as unauthorized teamwork. 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 understand 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 study together and have a better understanding of the learning contents than 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 independent work (determined by the instructor), 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 also be viewed as plagiarism.

FAQ 9. I have referenced (or used) my friend's work (or someone else's work from the internet). But I have paraphrased every sentence. Is this a problem?

Answer: Yes, this can be a problem, as your submission can be viewed as an outcome of teamwork. In this case, your answer will be too similar to your friend's answer in a way that is difficult to be viewed as independent work. What your friend can only do is help you to understand the learning contents related to the assignment.

FAQ 10. Our Canvas website shows that I have achieved 92% of the grades available. Does this mean that I'm getting an "A" in this course?

Answer: It depends. As outlined in the section '3-10. 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 an "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 11. 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 an "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.

FAQ 12. Can I upload the course materials to websites like Course Hero?

Answer: No. Please read the section '3-9. Instructor Polices' of this document for more detail. You'll also receive a failing grade of "F" and be referred to Student Affairs if the copyright policy is violated in any way.

Appendix – Assignment Example

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

Assignment #1: Bureau of Labor Statistics (BLS) Pay Data (60 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" (also related to Course Objective #1). This assignment will also allow students to pre-think the limitations of the 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.

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 plagiarism, and you will receive a failing grade of "F" in this course. 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 25 points)

Go to the United States Bureau of Labor Statistics website (www.bls.gov/oes/data.htm), which allows you to find data on compensation for people in the United States. In the database *Occupational Employment Statistics*, click on the 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 10th percentile wage	Annual 25th percentile wage	Annual median wage	Annual 75th percentile wage	Annual 90th percentile wage
Occupation 1						
Occupation 2						

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. **(15 points)**

Appendix – Assignment Example (Continued)

Question 2 (Total of 25 points)

Again, go to the United States Bureau of Labor Statistics website (www.bls.gov/oes/data.htm). In the database *Occupational Employment Statistics*, click on the 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 10th percentile wage	Annual 25th percentile wage	Annual median wage	Annual 75th percentile wage	Annual 90th percentile wage
Area 1						
Area 2						

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.) **(15 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
Step 6 in Questions 1 and 2 (10 points each)	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
Step 7 in Questions 1 and 2 (15 points each)	The student has explained the possible reason for the pay difference by properly using the logic from the economics model of pay (i.e., using the concept of supply and/or demand of labor).	15
	The student has explained the possible reason but is not well backed up by the logic from the economics model of pay (i.e., using the concept of supply and/or demand of labor).	8
	The student has NOT explained the possible reason for the pay difference.	0
Question 3 (10 points)	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