



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGMT 4303-115 MANAGING COMPENSATION (Online)

Summer 2023, revised date: 5.31.2023
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. 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 and grading](#), [instructor policies](#), [technology requirements and support](#), [weekly checklist](#), [college and university procedures and policies](#), [frequently asked questions](#), and [appendix](#).

1-4. 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. Mode of Instruction and Course Access

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

2-2. Course Overview and Description

The main purpose of this course is to help students understand the various factors that affect the two crucial pay decisions that organizations need to make: *How* (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 are recommended for taking this course.

2-3. 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](#)).

2-4. Module Learning Outcomes

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

2-5. Required Readings and Videos

The textbook is *Pay: Why people earn what they earn and what you can do now to make more* by Kevin Hallock. The book is available online through the TAMUCT Library website (<http://tamuct.libguides.com/index>). But you may want to purchase the book since the number of readers that can access the online version 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 an online version of this movie. The link to the movie will be provided through our Canvas website.

3. COURSE REQUIREMENTS AND GRADING

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.

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. Detailed instructions for each discussion will be provided through Canvas. 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](#)). **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](#).

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

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

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

Students can take each quiz twice. The higher score of the two attempts will be recorded. Quizzes include 3 to 10 questions each and 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 [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).**

Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event.

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 [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 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, and 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.

3-8. Bonus Assignments

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

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
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	-	Can be deduction (or failing) factors
Plagiarism		
Teamwork		
Improper Use of AI-Generated Content		
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. INSTRUCTOR POLICIES (VERY IMPORTANT)

A syllabus serves as an instructional and study planning document for both faculty and students.

4-1. Late Works

All works are due on the date designated on the [weekly checklist](#) unless otherwise posted in the classroom announcements. **No late work will be accepted without written documentation of an unavoidable or unforeseeable event.**

4-2. Plagiarism

A student who turns in a plagiarized assignment 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 American Psychological Association (APA) format.**
- 2) Paraphrase the original writing so that no more than seven consecutive words are identical.**

*** Here, a “source” also includes the use of AI-generated content and 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.

4-3. Teamwork

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 be referred to Student Affairs.**

The definition of teamwork is not limited to working with another human being in real time. It also includes utilizing sources from past students (e.g., their past submissions), materials uploaded to study aid webpages like Course Hero, and AI-generated content like ChatGPT and Bard.

4-4. “Just” Paraphrasing Others’ Works

A large portion of a student’s work done by paraphrasing someone else’s work (including AI-generated content like ChatGPT, Bard, etc.) 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 of someone else’s work, it will be viewed as **“teamwork,”** as outlined above.

4-5. Use of AI-Generated Content

According to the official announcement made by Student Affairs, “Artificial intelligence engines generating content do not represent a true and honest evaluation of the student’s academic performance. **As such, students are prohibited from using artificial intelligence engines for academic purposes.**” See the [original announcement made by Student Affairs](#) on the Student Conduct Canvas community webpage for further details.

Although students may use AI services (ChatGPT, Bard, etc.) as a tool to work more efficiently, the final answer and the writing should be their own based on how they have understood the relevant content. **If a student’s answer is to be too similar to AI-generated content in a way that is difficult to be viewed as independent work (determined by the instructor), it will be viewed as a result of “teamwork,” which is prohibited in this course.**

4-6. Copyright of Course Materials

Students should assume that all course material is 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 of “F” and a referral to Student Affairs.**

4-7. 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.

5. TECHNOLOGY REQUIREMENTS AND SUPPORT

5-1. 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.

5-2. Technology Support

For Canvas issues Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can 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.

6. WEEKLY CHECKLIST

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

Each week’s work for the course will begin on Monday and end on Sunday. *Most* of the things that you need to do each week have *Friday or Sunday night at 11:59 p.m.* deadlines.

Course materials for a given week will be open at 12:01 a.m. on Monday of the week earlier except for Week 1. Week 1 materials will be opened on Monday of Week 1. So, except for Week 1, you’ll have about two weeks to complete the required activities (e.g., quizzes and assignments) from the opening of the materials. **Course materials will not be opened in advance of this schedule.**

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](#).

Week 1: June 5th, Monday – June 11th, Sunday

Orientation Module

Things to do	Points	Due date	Where to find	Done?
Watch the Instructor Welcome Video Message	-	-	Home	<input type="checkbox"/>
Read the syllabus	-	-	Syllabus	<input type="checkbox"/>
*Upload your introduction	10	June 11 th , Sunday	Assignments > Others	<input type="checkbox"/>
*Complete the Syllabus/Plagiarism Review Quiz	10	June 11 th , Sunday	Assignments > Others	<input type="checkbox"/>
Watch the Citations and References video	-	-	Modules > Orientation	<input type="checkbox"/>
Read posts in the Orientation Module	-	-	Modules > Orientation	<input type="checkbox"/>

Module 1: Introduction

Things to do	Points	Due date	Where to find	Done?
Read Required Readings	-	-	Modules > Module 1	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 1	<input type="checkbox"/>

Module 2: Neoclassical Economic Model of Pay

Things to do	Points	Due date	Where to find	Done?
Watch Required Video(s)	-	-	Modules > Module 2	<input type="checkbox"/>
*Complete Module 2 Review Quiz	10	June 11 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #1 (Water Tank Cleaning Case)	30	June 11 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 1: Econ Model of Pay and BLS Statistics	60	June 11 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.*

Week 2: June 12th, Monday – June 18th, Sunday

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

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 3	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 3	<input type="checkbox"/>
*Complete Module 3 Review Quiz	10	June 18 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

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	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 4	<input type="checkbox"/>
*Complete Module 4 Review Quiz	10	June 18 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #2 (Pay-For-Performance)	40	June 18 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 2: Job Evaluation	60	June 18 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.*

Week 3: June 19th, Monday – June 25th, Sunday

Module 5: Pay-For-Performance

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 5	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 5	<input type="checkbox"/>
*Complete Module 5 Review Quiz	10	June 25 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Module 6: Simple Linear Regression

Things to do	Points	Due date	Where to find	Done?
Watch Required Video(s)	-	-	Modules > Module 6	<input type="checkbox"/>
*Complete Module 6 Review Quiz	10	June 25 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #3 (Expectancy Theory)	40	June 25 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 3: Simple Linear Regression	60	June 25 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.*

Week 4: June 26th, Monday – July 2nd, Sunday

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	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 7	<input type="checkbox"/>
*Complete Module 7 Review Quiz	10	July 2 nd , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Module 8: Pay in nonprofit

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 8	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 8	<input type="checkbox"/>
*Complete Module 8 Review Quiz	10	July 2 nd , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #4 (Pay Secrecy)	40	July 2 nd , Sunday	Assignments > Discussion	<input type="checkbox"/>
*Complete Assignment 4: Pay Structure Design	60	July 2 nd , 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.*

Week 5: July 3rd, Monday – July 9th, 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	July 9 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	July 9 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #5 (Pay Discrimination)	30	July 9 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 5: Multiple Linear Regression	60	July 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.*

Week 6: July 10th, Monday – July 16th, 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	July 16 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	July 16 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #6 (Executive Pay in DEF 14A)	40	July 16 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 6: Assessing Pay Discrimination	60	July 16 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.*

Week 7: July 17th, Monday – July 23rd, 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	July 23 rd , 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	July 23 rd , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion & Assignment

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #7 (Defined Benefits vs. Defined Contribution Plan)	40	July 23 rd , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 7: Pay/Income Inequality	60	July 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.*

Week 8: July 24th, Monday – July 28th, 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	July 28 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>

Discussion, Assignment & Exam

Things to do	Points	Due date	Where to find	Done?
*Complete Assignment 8: What to Do to Earn More	60	July 28 th , Friday	Assignments > Assignments	<input type="checkbox"/>
*Complete Final Exam	100	July 28 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.*

7. COLLEGE AND UNIVERSITY PROCEDURES AND POLICIES

7-1. 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>).

7-2. 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 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.

7-3. 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 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 the following web page.

[\[https://www.tamuct.edu/student-affairs/student-conduct.html\]](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.

[\[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0\]](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0).

7-4. 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>]

7-5. 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 US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#). 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

7-6. Title IX Rights and Reporting Responsibilities

A&M-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#).

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

7-7. Tutoring and Success Coaching

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact Warriorcenter@tamuct.edu or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at Warriorcenter@tamuct.edu. You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

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.

7-8. The University Writing Center

For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering 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-to-one session with a trained and experienced writing tutor 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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

7-9. 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](#).

7-10. A Note about Sexual Violence at A&M-Central Texas

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

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

7-11. Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can [complete the referral online](#).

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team website](#) for more information. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

8. 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 the ['Weekly Checklist'](#) section. 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. 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 has been 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 the '[Instructor Policies](#)' section. 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 of your writing are identical to those in 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 is viewed as an outcome of teamwork. What your friend can only do is help you to understand the learning contents related to the assignment. 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.

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 '[Grading Criteria](#)' section 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 '[Instructor Polices](#)' section 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.

FAQ 13. Can I submit course materials (e.g., discussions and assignments) using AI-generated content like ChatGPT, Bard, etc.?

Answer: No. According to the official announcement made by Student Affairs, "Artificial intelligence engines generating content do not represent a true and honest evaluation of the student's academic performance. As such, students are prohibited from using artificial intelligence engines for academic purposes." See the [original announcement made by Student Affairs](#) on the Student Conduct Canvas community webpage for further details. Students who utilize AI-generated content in submitting their course materials will be viewed as violating the "teamwork" policy outlined in this syllabus. Although

students may use these AI services as a tool to work more efficiently, the final answer and the writing should be their own based on how they have understood the relevant content. If a student's answer is too similar to AI-generated content 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.

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 4.

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 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. In submitting your answers, please **use the answer sheet (word file) that is provided with this instruction file**. If the provided format is not utilized, the assignment will be sent back.
3. See the Appendix for the grading rubric.

Appendix – Assignment Example (Continued)

Question 1 (The assignment will not be graded if you do not answer “yes” to this question.)

Do you confirm that your writing in this submission is original and has not violated any policies under section ‘4. Instructor Policies’ (i.e., plagiarism, teamwork, “just” paraphrasing, and the use of AI-generated content) in our syllabus?

Question 2 (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 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. **(15 points)**

Appendix – Assignment Example (Continued)

Question 3 (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 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.) **(15 points)**

Question 4 (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
Question 1	The student answered “yes” to the question.	Proceed with grading
	The student did NOT answer “yes” to the question.	Do not proceed with grading
Step 6 in Questions 2 and 3 (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 2 and 3 (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 4 (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