



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS™

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## ***MGMT 4388***

### ***MANAGEMENT PROBLEMS – HUMAN RESOURCE MANAGEMENT***

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Summer 2023, revised date: 5.31.2023  
Texas A&M University - Central Texas

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## **1. INSTRUCTOR AND CONTACT INFORMATION**

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### **1-1. Instructor Contact Information**

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**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](mailto:yoon@tamuct.edu)

If you have any questions or concerns, please send an e-mail to [yoon@tamuct.edu](mailto: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**

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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**

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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**

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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

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## 2. COURSE INFORMATION

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### 2-1. Mode of Instruction and Course Access

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**This is a blended course** utilizing both online and face-to-face modalities. Students are required to be physically present at their workplaces to complete the assignments in this course. Students will also need to use TAMUCT Canvas Learning Management System (<https://tamuct.instructure.com>) for communication and submission of assignments in this course.

### 2-2. Course Overview, Description, and Duration

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In this course, students will apply the knowledge and skills related to the fundamental functions of human resources management (HRM) and its strategic role in their workplaces to solve various HRM problems. Completion of MGMT 3302 prior to taking this course is highly recommended.

### 2-3. Course Objectives

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Upon successful completion of this course, students will be able to apply the below knowledge and skills to solve their workplace HRM problems:

1. **Strategic Human Resource Management (SHRM):** Demonstrate an understanding of HRM's strategic role in an organization to design and implement HRM practices that can effectively support the organization's business strategy.
2. **Staffing:** Identify and explain effective organizational staffing practices such as job analysis, job descriptions, job design, workforce planning, employer branding, recruiting, selection, and retention.
3. **Human Resource Development:** Identify training/development needs, design and implement training programs and development systems, and evaluate the effectiveness of these programs and systems.
4. **Performance Management:** Describe the benefits of performance management and the difference between various performance management and evaluation methods, list the possible sources of performance information, and design and implement an effective performance management system.
5. **Compensation:** Identify and describe the components of the total rewards and plan and implement effective compensation and benefits practices.
6. **Risk Management:** Identify and describe the impact of risk management, employee protection, and employee rights.

## 2-4. Required Textbook and Videos

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- Title: **HRM Core Concepts**
- Author: Jean Phillips
- ISBN: 978-1-948-42685-5
- Publisher: Chicago University Press
- Publication Year: 2019

## 3. COURSE REQUIREMENTS AND GRADING

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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. An example of an assignment can be found in the [Appendix](#).

### 3-1. Assignment #1: Recruiting and Selection (125 points)

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In this assignment, students will evaluate the recruiting and selection practices of their organization and make suggestions. And based on these suggestions, the students will design recruiting and staffing policies for the organization. This assignment supports Course Objective #2 (Staffing).

### 3-2. Assignment #2: Training and Development (125 points)

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In this assignment, students will evaluate the training and development practices (e.g., onboarding training) of their organization and make suggestions. And based on these suggestions, the students will design training and development policies for the organization. This assignment supports Course Objective #3 (Human Resource Development).

### 3-3. Assignment #3: Job Analysis and Description (125 points)

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In this assignment, students will analyze their current job, utilizing various methods outlined in the textbook. Based on the analysis, students will also develop a job description that can be used by the organization. This assignment supports Course Objective #2 (Staffing).

### 3-4. Assignment #4: Performance Management (125 points)

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In this assignment, students will evaluate the performance management system in their organization and make suggestions. And based on these suggestions, the students will design a performance management system for the organization. This assignment supports Course Objective #4 (Performance Management).

### 3-5. Assignment #5: Compensation (125 points)

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In this assignment, students will evaluate the compensation system (e.g., base pay, variable pay, benefits, and other non-cash compensation) of their current job and make suggestions. And based on

these suggestions, the students will design a compensation system for the job. This assignment supports Course Objective #5 (Compensation).

**3-6. Assignment #6: Risk Management (125 points)**

In this assignment, students will identify risk factors (e.g., customer and employee safety) in their workplace. Based on the analysis, the students will make suggestions and design a policy that can mitigate the risks identified. This assignment supports Course Objective #6 (Risk Management).

**3-7. Assignment #7: Strategic Human Resource Management (125 points)**

In this assignment, students will evaluate whether the policies examined in Assignments 1 to 6 are designed in a way to properly support the business strategy of their organization. Based on the evaluation, the students will make suggestions to improve the “fit” between business strategy and HRM policies.

**3-8. Assignment #8: Writing a letter to the Manager (125 points)**

In this assignment, students will write a letter to their managers and make necessary suggestions for changes in HRM policies based on the findings in Assignments 1 to 7. Students are not required to actually send the letter written to the managers.

**3-9. Grading Criteria**

*Grade Composition:*

Requirement	Percentage	Detail
Assignment #1	12.5%	125 points
Assignment #2	12.5%	125 points
Assignment #3	12.5%	125 points
Assignment #4	12.5%	125 points
Assignment #5	12.5%	125 points
Assignment #6	12.5%	125 points
Assignment #7	12.5%	125 points
Assignment #8	12.5%	125 points
Plagiarism	-	Can be deduction (or failing) factors
Teamwork		
Improper Use of AI-Generated Content		
Copyright Violation		
<b>Total</b>	<b>100%</b>	<b>1,000 points total</b>

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 (i.e., assignments) through our Canvas classroom.

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## 4. INSTRUCTOR POLICIES (VERY IMPORTANT)

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

### 4-1. Late Works

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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

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**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

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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

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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

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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

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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

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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

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### 5-1. Technology Requirements

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***This course will use the TAMUCT Canvas 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

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**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](mailto: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

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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., 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***

***Readings and Videos***

Things to do	Points	Due date	Where to find	Done?
Read the syllabus	-	-	Syllabus	<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"/>
Read Chapters 5 and 6	-	-	Textbook	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 1: Recruiting and Selection	125	June 11 <sup>th</sup> , Sunday	Assignments	<input type="checkbox"/>

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

***Readings***

Things to do	Points	Due date	Where to find	Done?
Read Chapters 7 and 8	-	-	Textbook	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 2: Training	125	June 18 <sup>th</sup> , Sunday	Assignments	<input type="checkbox"/>

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

***Readings***

Things to do	Points	Due date	Where to find	Done?
Read Chapter 4	-	-	Textbook	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 3: Job Analysis and Job Description	125	June 25 <sup>th</sup> , Sunday	Assignments	<input type="checkbox"/>



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

***Readings***

Things to do	Points	Due date	Where to find	Done?
Read Chapter 8	-	-	Textbook	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 4: Performance Management	125	July 2 <sup>nd</sup> , Sunday	Assignments	<input type="checkbox"/>

***Week 5: July 3rd, Monday – July 9th, Sunday***

***Readings***

Things to do	Points	Due date	Where to find	Done?
Read Chapters 9, 10, and 11	-	-	Textbook	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 5: Compensation	125	July 9 <sup>th</sup> , Sunday	Assignments	<input type="checkbox"/>

***Week 6: July 10th, Monday – July 16th, Sunday***

***Readings***

Things to do	Points	Due date	Where to find	Done?
Read Chapter 12	-	-	Textbook	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 6: Risk Management	125	July 16 <sup>th</sup> , Sunday	Assignments	<input type="checkbox"/>

***Week 7: July 17th, Monday – July 23rd, Sunday***

***Readings***

Things to do	Points	Due date	Where to find	Done?
Read Chapters 1 and 2	-	-	Textbook	<input type="checkbox"/>
Review Assignments 1 to 6	-	-	Past Assignments	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 7: Strategic HRM	125	July 23 <sup>rd</sup> , Sunday	Assignments	<input type="checkbox"/>

***Week 8: July 24th, Monday – July 28th, Friday***

***Readings***

Things to do	Points	Due date	Where to find	Done?
Review Assignments 1 to 7	-	-	Past Assignments	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 8: Writing a letter to the Manager	125	July 28 <sup>th</sup> , Friday	Assignments	<input type="checkbox"/>

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## 7. COLLEGE AND UNIVERSITY PROCEDURES AND POLICIES

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### 7-1. College of Business Administration (COBA) Learner Access and Success

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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

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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

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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

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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)  
[\[https://tamuct.instructure.com/courses/717\]](https://tamuct.instructure.com/courses/717)

### **7-5. Important information for Pregnant and/or Parenting Students**

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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 [\[http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf\]](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](mailto: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**

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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](mailto: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](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto:ssa@tamuct.edu), located in founder Hall Room 317D.

## 7-7. Tutoring and Success Coaching

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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](mailto: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](mailto: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

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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](mailto: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

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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](#).

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

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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](#).

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## 7-11. Behavioral Intervention

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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.

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## 8. FREQUENTLY ASKED QUESTIONS (FAQs)

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### 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

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

### **Assignment #1: Recruiting and Selection (125 points)**

**Due: by XXX**

#### **Why this assignment?**

This assignment supports Course Objective #2, listed in our syllabus.

#### **The overall structure of the assignment**

In this assignment, there are three tasks that you need to complete. The first task is confirming the originality of your submission. The second task is related to recruiting, and the third task is related to selection. You need to complete all three tasks.

#### **Task 1 (Originality) Instruction**

Answer the following 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? **(The assignment will not be graded if you do not answer "yes" to this question.)**

#### **Task 2 (Recruiting) Instruction**

**Step 1.** Read Chapter 5 of our textbook with a focus on the section 'Recruiting Sources' (pages 98 to 105).

**Step 2. Answer the following three questions.**

**Q1)** Through which method outlined in the section 'Recruiting Sources' (pages 98 to 105 of our textbook) were you recruited to the current job? **(10 points)**

**Q2)** What are some advantages and disadvantages of the method that your employer has utilized to recruit you to the current job? **(10 points)**

**Q3)** What are some other recruiting methods that your employer can utilize to mitigate the disadvantages that you have outlined in Q2? **(10 points)**

**Step 3. Now, to your employer, write a proposal to adopt the recruiting method(s) that you have outlined in Q3 in Step 2.** In the proposal, the following four pieces of content must be present. **(35 points)**

**1)** Analysis of the current method: its advantages and disadvantages in recruiting target population or people characteristics.

**2)** How the proposed method can mitigate the identified disadvantages of the current recruiting method.

## Appendix – Assignment Example (Continued)

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3) What can be some disadvantages of the proposed method or unintended consequences of adopting the method.

4) How can these disadvantages or unintended consequences can be mitigated.

### Task 3 (Selection) Instruction

**Step 1.** Read Chapter 6 of our textbook with a focus on the section ‘Interviews’ (pages 130 to 132).

**Step 2.** Read the Introduction and Section 1 of the document ‘[Structured Interviews: A Practical Guide](#).’ You need to have a clear understanding of what structured and behavioral interviews are.

**Step 3.** Watch the video ‘[Structured Interview Example](#).’ The interview questions that are shown in this video are great examples of behavioral interview questions that are structured.

**Step 4.** Now, think about the questions the interviewers have asked you during the interview that you have taken for the current job. **Answer the following three questions.**

**Q1)** What was the most memorable question that the interviewers asked you? **(10 points)**

**Q2)** In your opinion, which characteristics (e.g., knowledge, skills, and behavior) of an interviewee were the question trying to assess? For example, a question like “Tell us your experience of working with people from different cultures” can be expected to measure criteria like adaptability. **(10 points)**

**Q3)** In your opinion, was the question effective in assessing the characteristics that you outlined in Q2? Why or why not? Do you think the question was easy to “game?” Or do you think the answer to the question can be easily faked? Why or why not? **(10 points)**

**Step 5.** Now, let’s make an actual behavioral interview question for your employer. In the video that you need to watch in Step 3 (Structured Interview Example), Professor Yoon has provided examples of interview questions for assessing ‘adaptability,’ ‘acceptability,’ and ‘bi-lingual communication ability.’ In this step, let’s make a set of STAR questionnaires (i.e., as in the case of ‘adaptability’ and ‘acceptability’ in the video) for a characteristic that you feel is the most important for doing your current job. In doing this, **answer the following six questions.**

**Q1)** In your opinion, what is the most important characteristic that a person needs to possess in doing your current job? For example, if working with people from various countries and cultures is an important aspect of a job, you may feel that ‘adaptability’ is the most important characteristic. **(5 points)**

**Q2)** What can be the main question (utilizing the STAR framework shown in the video) for assessing the characteristic that you have identified in Q1? For example, if you have identified ‘adaptability’ as an important characteristic in Q1, the main question can be “Tell us your experience of working with people from different cultures.” **(5 points)**

## Appendix – Assignment Example (Continued)

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**Q3)** What can be the follow-up question(s) asking about the ‘situation’ aspect of the STAR framework? The video that you need to watch in Step 3 (Structured Interview Example) provides you with some examples of the follow-up question(s) asking about the ‘situation’ aspect. **(5 points)**

**Q4)** What can be the follow-up question(s) asking about the ‘task’ aspect of the STAR framework? The video that you need to watch in Step 3 (Structured Interview Example) provides you with some examples of the follow-up question(s) asking about the ‘task’ aspect. **(5 points)**

**Q5)** What can be the follow-up question(s) asking about the ‘action’ aspect of the STAR framework? The video that you need to watch in Step 3 (Structured Interview Example) provides you with some examples of the follow-up question(s) asking about the ‘action’ aspect. **(5 points)**

**Q6)** What can be the follow-up question(s) asking about the ‘result’ aspect of the STAR framework? The video that you need to watch in Step 3 (Structured Interview Example) provides you with some examples of the follow-up question(s) asking about the ‘result’ aspect. **(5 points)**

### Some tips for Step 5 in Task 2 (Developing interview questions)

1. As in the reading in Step 2 in Task 3, **the purpose of the behavioral interview is to gather information on past experiences**. So, **your questions should NOT be future-oriented**. For example, your questions should not be asking about an ‘opinion’ or ‘what would the applicant do in a certain situation (or the future).’
2. In writing the interview questions, make sure that the interview questions are **valid**. Validity is about assessing the things that we should assess. So, for assessing the criterion of ‘doing one’s work with perfection,’ the interview question “Tell us your experience of working with people from different cultures” would be low in validity. The question would be high in validity in assessing criteria like ‘adaptability’ or ‘openness.’ (Rather, a question like “Tell us an experience in which you received compliments from others for doing your work with perfection.” would be high in validity in assessing the ‘doing one’s work with perfection’ criterion).

### What you need to submit

In the end, all you need to submit are the answers utilizing the Answer Format attached at the end of this document. Please use the attached Answer Format (Attachment 1) in submitting your assignment.

### 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 Attachment 2 for the grading rubric.

## **Appendix – Assignment Example (Continued)**

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### **Attachment 1. Answer Format**

<b>1. Task 1. 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?</b>
Your answer:
<b>2. Task 2 – Step 2 – Q1. Through which method were you recruited? (10 points)</b>
Your answer:
<b>3. Task 2 – Step 2 – Q2. What are some advantages and disadvantages of the above recruiting method? (10 points)</b>
Your answer:
<b>4. Task 2 – Step 2 – Q3. What are some other methods that your employer can utilize to mitigate the disadvantages that you have outlined in Q2? (10 points)</b>
Your answer:
<b>5. Task 2 – Step 3. Write a proposal to your employer. (35 points)</b>
Your proposal:

## **Appendix – Assignment Example (Continued)**

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### **Attachment 1. Answer Format (Continued)**

<b>6. Task 3 – Step 4 – Q1. What was the most memorable interview question? (10 points)</b>
<b>Your answer:</b>
<b>7. Task 3 – Step 4 – Q2. Which characteristics of an interviewee was the question trying to assess? (10 points)</b>
<b>Your answer:</b>
<b>8. Task 3 – Step 4 – Q3. Was the question effective in assessing the characteristics that you outlined in Q2? Why or why not? Was the question easy to “game?” Or can the answer to the question easily be faked? Why or why not? (10 points)</b>
<b>Your answer:</b>

## **Appendix – Assignment Example (Continued)**

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### **Attachment 1. Answer Format (Continued)**

<b>9. Task 3 – Step 5 – Q1. What is the most important characteristic? (5 points)</b>
Your answer:
<b>10. Task 3 – Step 5 – Q2. What can be the main question? (5 points)</b>
Your answer:
<b>11. Task 3 – Step 5 – Q3. What can be the ‘situation’ follow-up question? (5 points)</b>
Your answer:
<b>12. Task 3 – Step 5 – Q4. What can be the ‘task’ follow-up question? (5 points)</b>
Your answer:
<b>13. Task 3 – Step 5 – Q5. What can be the ‘action’ follow-up question? (5 points)</b>
Your answer:
<b>14. Task 3 – Step 5 – Q6. What can be the ‘result’ follow-up question? (5 points)</b>
Your answer:

**Appendix – Assignment Example (Continued)**

**Attachment 2. Grading Rubric**

<b>Criteria</b>	<b>Grading Standard</b>	<b>Points</b>
<b>Task 1</b>	The student answered “yes” to the question.	Proceed with grading
	The student did NOT answer “yes” to the question.	Do not proceed with grading
<b>Task 2 - Step 2 - Q1 (10 points)</b>	The student has outlined a method that he or she has been recruited to the current organization.	10
	The student has NOT outlined a method.	0
<b>Task 2 - Step 2 - Q2 (10 points)</b>	1) The student has identified the advantages and disadvantages of the method. 2) The student’s explanation is logical. BOTH of the above conditions are met.	10
	1) is met, BUT 2) is not met.	5
	1) is NOT met.	0
<b>Task 2 - Step 2 - Q3 (10 points)</b>	1) The student has identified methods that can be utilized to mitigate the disadvantages identified in Q2. 2) The student’s explanation is logical. BOTH of the above conditions are met.	10
	1) is met, BUT 2) is not met.	5
	1) is NOT met.	0
<b>Task 2 - Step 3 (35 points)</b>	All four aspects are present in the proposal.	35
	Three out of four aspects are present in the proposal.	27
	Two out of four aspects are present in the proposal.	19
	One out of four aspects are present in the proposal.	11
	None of the aspects are met.	0
<b>Task 3 - Step 4 – Q1 (10 points)</b>	The student has outlined the most memorable question.	10
	The student has NOT outlined a question.	0
<b>Task 3 - Step 4 – Q2 (10 points)</b>	The student has outlined a characteristic.	10
	The student has NOT outlined a characteristic.	0



**Appendix – Assignment Example (Continued)**

**Attachment 2. Grading Rubric (Continued)**

<b>Task 3 - Step 4 – Q3 (10 points)</b>	1) The student has conveyed his or her opinion on the effectiveness of the interview question. 2) The student has conveyed his or her opinion on the “gaming” of the interview question. 3) The student’s explanation is logical. All three criteria are met.	10
	Two out of three criteria are met.	7
	One out of three criteria is met.	4
	None of the criteria are met.	0
<b>Task 3 - Step 5 – Q1 (5 points)</b>	The student has outlined the most important characteristic.	5
	The student has NOT outlined a characteristic.	0
<b>Task 3 - Step 5 – Q2 (5 points)</b>	1) The student has outlined the main question. 2) The question is valid. 3) The question is past-oriented. 1) is met, and both of the other two criteria are met.	5
	1) is met, BUT only one of the other two criteria is met.	3
	1) is met, BUT none of the other two criteria are met.	2
	1) is not met.	0
<b>Task 3 - Step 5 – Q3 (5 points)</b>	1) The student has outlined a ‘situation’ follow-up question. 2) The question is valid. 3) The question is past-oriented. 1) is met, and both of the other two criteria are met.	5
	1) is met, BUT only one of the other two criteria is met.	3
	1) is met, BUT none of the other two criteria are met.	2
	1) is not met.	0
<b>Task 3 - Step 5 – Q4 (5 points)</b>	1) The student has outlined a ‘task’ follow-up question. 2) The question is valid. 3) The question is past-oriented. 1) is met, and both of the other two criteria are met.	5
	1) is met, BUT only one of the other two criteria is met.	3
	1) is met, BUT none of the other two criteria are met.	2
	1) is not met.	0

**Appendix – Assignment Example (Continued)**

**Attachment 2. Grading Rubric (Continued)**

<b>Task 3 - Step 5 – Q5</b> <b>(5 points)</b>	1) The student has outlined an ‘action’ follow-up question. 2) The question is valid. 3) The question is past-oriented. 1) is met, and both of the other two criteria are met.	5
	1) is met, BUT only one of the other two criteria is met.	3
	1) is met, BUT none of the other two criteria are met.	2
	1) is not met.	0
	<b>Task 3 - Step 5 – Q6</b> <b>(5 points)</b>	1) The student has outlined a ‘result’ follow-up question. 2) The question is valid. 3) The question is past-oriented. 1) is met, and both of the other two criteria are met.
1) is met, BUT only one of the other two criteria is met.	3	
1) is met, BUT none of the other two criteria are met.	2	
1) is not met.	0	