



CLASSROOM: Web-Based Course
MEETING TIME: See Course Schedule for Assignment Due Dates
NOTE ABOUT TIMES: All times and deadlines for this course are listed as Central Standard Time (CST) Zone (Commerce, TX) times.

Instructor: Dr. Stephanie S. Pane
E-mail: Stephanie.Pane@tamuc.edu
Office: CBT 337C
Office Hours: Tuesdays 1:00-4:00 p.m. and by Appointment
Phone: 903-886-5686

REQUIRED TEXT:

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2010). *Human Resource Management: Gaining a Competitive Advantage (Seventh Edition)*. McGraw-Hill Irwin: New York. ISBN: 978-0-07-353047-5. **New: \$255.25; Used: \$204.20***.

***NOTE: These are the campus book store prices. You can probably find the book for a lower cost on Amazon or another website.**

COURSE OVERVIEW AND OBJECTIVES:

This course is designed to provide an analysis of current human resource management issues, emphasizing their impact on an organization's success. Upon completion of this course, you should be able to:

- Identify current issues facing human resource management.
- Develop strategies for dealing with these issues.
- Examine emerging issues in human resource management and assess their potential impact on organizations.
- Develop skills in solving human resource problems.
- Develop an understanding of the complex nature of human resource management problems.

COURSE FORMAT:

This course is entirely Web-based. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. Be sure to log onto eCollege and check your university e-mail regularly to see what work you are required to do. PowerPoint slides will be available for each of the Noe et al. book chapters, under the "Doc Sharing" tab. We will also utilize the "Discussion Board" feature of eCollege. I will post topics and/or questions to generate discussion among you and your classmates. You are encouraged to respond to your classmates' questions and comments. This is the main way in which everyone (regardless of your location, time zone, etc.) can actively participate in this course. I will also facilitate a few chat sessions during the course in order to answer any questions or concerns about the course and discuss some of the material. Dates and times for these chats will be announced at a later date. **ALL** assignments will also be posted on eCollege, under the Doc Sharing tab. You should submit all of your work in a format that is compatible with **Microsoft Word 2010** and post it in the appropriate "Dropbox" when it is due. The final exam will be available early in the semester in Doc Sharing. A dropbox for this exam can be found under the Week 13 tab. The group project and presentation dropbox can be found under the Week 15 tab.

COURSE SCHEDULE:

A course schedule is included at the end of this syllabus.

SYLLABUS SUBJECT TO CHANGE STATEMENT:

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

STATEMENT ON ACADEMIC INTEGRITY:

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

An academic honesty policy has been posted under the "Doc Sharing" tab. You should read this document, initial it, and submit it to me via its corresponding "Dropbox".

SPECIAL NEEDS/REASONABLE ACCOMODATIONS:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

TENETS OF COMMON BEHAVIOR STATEMENT:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during "electronic communication". Texas A&M-Commerce expects this from you, as do current and future employers. Since so much communication in the workplace is "electronic" nowadays, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.
- **Regular and Timely Attendance and Participation:** You are expected to log onto eCollege regularly.
- **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 592 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
 2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. All work and assignments for the entire course will be available on the first day of class. Start working on each assignment as soon as you possibly can and make sure that you have the all assignments submitted by the specified due dates. You **MUST** turn in all written assignments **ON TIME**. You will have until **1:00 PM CST** to submit the work that is listed in the far right, "All Assignments Due" column of the course schedule provided on the fifth page of this syllabus. I will accept late assignments. However, there will be a significant penalty. For each day that your assignment is late, I will deduct **10 POINTS** from your grade. If you do not meet the 1:00 PM deadline (even by one or two minutes), I will deduct 10 points. If you do not turn the assignment in by 1:00 PM CST the next day, I will deduct an additional 10 points, and so on. Saturdays and Sundays count towards the total days late.

3. Assignments must be complete. You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don't turn in work that is only "half-finished".

4. Please submit assignments in a format that is compatible with Microsoft Word 2010.

- **Back-ups Are Required:** You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.
- **Make-up Exams or Late Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.
- **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced via eCollege and e-mail. It is your responsibility to become aware of any such changes.

GRADE COMPONENTS:

Component	Type	Value
Assignments (4 @ 50 Points Each)	Individual	200 points (40%)
Final Exam	Individual	150 points (30%)
Project	Group	100 points (20%)
Presentation	Group	50 points (10%)
Course Total		500 points

GRADING SCALE:

A	90 – 100%	450-500 points	D	60-69%	300-349 points
B	80 – 89%	400-449 points	F	Below 60%	Less than 300 points
C	70-79%	350-399 points			

Incomplete - Must be previously agreed upon by student and instructor.

Withdrawal - Must be initiated by the student administratively.

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a week. This is your way of "attending" the class. Posting and responding to discussion board questions is your main way of actively participating in the class. You are **NOT REQUIRED** to post questions and/or responses on every discussion board, but it will help you be more involved in the class and gain more benefit from it. I will also facilitate a few chat sessions throughout the course. Times and dates for these chat sessions will be announced at a later date. It is not required that you participate in the chats, but it is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have. In order to get to the chat room: (1) Click the "Live" tab at the top of the eCollege course screen; (2) Click "**Main**" to enter the main discussion room for this course; Then "Click the Button to Enter Chat" **TWICE**.

WEEK & DATE (TUESDAY)	ASSIGNED CHAPTER READINGS	ALL ASSIGNMENTS DUE BY 1:00 PM ON THIS DAY
1. September 1	Chapter 1: HRM: Gaining a Competitive Advantage	
2. September 8	Chapter 2: Strategic Human Resource Management	
3. September 15	Chapter 3: The Legal Environment: EEO and Safety	Assignment 1 Due (9-15-15)
4. September 22	Chapter 4: The Analysis and Design of Work	
5. September 29	Chapter 5: HR Planning and Recruitment	
6. October 6	Chapter 6: Selection and Placement	Assignment 2 Due (10-6-15)
7. October 13	Chapter 7: Training	
8. October 20	Chapter 8: Performance Management (Appraisal)	
9. October 27	Chapter 10: Employee Separation and Retention	Assignment 3 Due (10-27-15)
10. November 3	Chapter 12: Recognizing Employee Contributions with Pay	
11. November 10	Chapter 13: Employee Benefits	
12. November 17	Chapter 15: Managing Human Resources Globally	Assignment 4 Due (11-17-15)
13. November 24	FINAL EXAM WEEK	FINAL DUE (11-24-15)
14. December 1	WORK ON PROJECTS WITH YOUR GROUP	
15. December 8	PROJECT & PRESENTATION WEEK	PROJECT DUE (12-8-15) PRESENTATIONS (12-10-15)
<ul style="list-style-type: none"> ❖ THIS WEEKLY SCHEDULE IS TENTATIVE. ❖ I MAY ASSIGN ADDITIONAL READINGS & EXERCISES THROUGHOUT THE SEMESTER. ❖ ANY ADDITIONAL ASSIGNED READINGS CAN BE FOUND IN DOC SHARING. 		

Group Project Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Thoroughness in Addressing the Assigned HR Function</p> <p>I will consider how detailed your discussion is, how far into depth you go, and whether you accurately address many of the critical issues pertaining to the HR function and how it is carried out in the selected organization.</p> <p>Score:</p>	<p>Thoroughly discusses, evaluates, and analyzes all critical issues regarding the assigned HR function, providing convincing and supported arguments as this function is carried out in the selected organization.</p> <p>(45-50)</p>	<p>Discusses, evaluates, and analyzes most critical issues regarding the assigned HR function, providing convincing and supported arguments, but could have gone into a bit more depth.</p> <p>(40-44)</p>	<p>Discusses, evaluates, and analyzes most critical issues regarding the assigned HR function, providing convincing and supported arguments, but could have gone into much more depth.</p> <p>(35-39)</p>	<p>Identifies few, if any, critical issues. Fails to discuss, evaluate, and analyze each issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p>(0-34)</p>
<p>Supported Recommendations Regarding the Best Approaches for Effectively Carrying Out the HR Function</p> <p>I will evaluate the number and quality of recommendations.</p> <p>Score:</p>	<p>Provided a thorough and well-supported discussion of several valid approaches for improving the HR function in the selected organization.</p> <p>(23-25)</p>	<p>Provided a sufficient and supported discussion of several valid approaches, but could have gone into more depth or provided a few more recommendations.</p> <p>(20-22)</p>	<p>Discussed some valid approaches, but could have gone into much more depth, provided more support, and/or provided several more recommendations.</p> <p>(17-19)</p>	<p>Discussed few, if any, approaches or recommendations and provided little or no support.</p> <p>(0-16)</p>
<p>Literature Review of the HR Function and Proposed Recommendations—Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why the approaches and recommendations were selected and offered. Several of the journal articles used came from</p>	<p>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, approaches and recommendations were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.</p>	<p>Provides an adequate and clear review of the journal literature, but several approaches and recommendations lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified approach and/or recommendation. The few articles that were used came from low-level journals or websites.</p>

Score:	top-tier journals. (23-25)	(20-22)	(17-19)	(0-16)
Total Score:	___ out of 100			

Group Presentation Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Importance and Accuracy of the Information Regarding the Assigned HR Function with Respect to the Selected Organization Score:	Includes a large amount of information that is both accurate and important for other students to know. (9-10)	Includes a moderate amount of information that is both accurate and important for other students to know. (8)	Includes a few pieces of information that are both accurate and important for other students to know. (7)	Includes one or two pieces of information that are inaccurate and not important for other students to know. (0-6)
Inclusion of Strong Recommendations Regarding the Assigned HR Function with Respect to the Selected Organization Score:	Includes several strong recommendations that are feasible and supported with references. (9-10)	Includes some strong recommendations that are feasible and supported with references. (8)	Includes a few recommendations that are feasible and partially supported with references. (7)	Includes no recommendations, or a few weak recommendations that are not supported with references. (0-6)
Reference Support Included on the Slides Score:	Provides several citations from scholarly journal literature that other students can find and read. (9-10)	Provides a moderate amount of citations from scholarly journal literature that other students can read. (8)	Provides a few citations from scholarly journal literature that other students can find and read. (7)	Provides one or two citations from questionable journal literature or Internet websites. (0-6)
Overall Appearance of the Presentation	Presents an aesthetically pleasing, professional, and creative presentation that is free from errors.	Presents an aesthetically pleasing, professional presentation, but it could have been more creative and polished.	Presents a professional presentation that could be more aesthetically pleasing and creative; there were several errors.	Presents an unprofessional presentation that was not aesthetically pleasing or creative; there were several errors throughout.

Score:	(18-20)	(16-17)	(14-15)	(0-13)
Total Score:	___ out of 50			

General Written Assignment Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Depth and Quality of the Response</p> <p>I will consider how detailed your discussion is, how far into depth you go, and whether you make a rational argument.</p>	Thoroughly discusses and evaluates the HR issue at hand, providing convincing and supported arguments.	Discusses and evaluates the HR issue at hand, providing supported arguments, but could have gone into a bit more depth.	Discusses and evaluates the HR issue at hand, providing supported arguments, but could have gone into much more depth.	Fails to discuss and evaluate the HR issue at hand, does not provide convincing or supported arguments, and lacks any significant degree of depth.
Score:	(23-25)	(20-22)	(17-19)	(0-16)
<p>Literature Review of the HR Issue—Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p>	Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.	Provides a substantial and clear review of the scholarly journal literature. Empirical research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.	Provides an adequate and clear review of the journal literature, but several parts of the discussion lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.	Provides an incomplete review of the journal literature and fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.
Score:	(23-25)	(20-22)	(17-19)	(0-16)
Total Score:	___ out of 50			

Exam Grading Rubric

- Exam responses will be evaluated based upon the quality and depth of the response and reference support for each essay response (see rubric below). Students will receive points for each multiple choice and short answer item they answer correctly.

General Exam Essay Item Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Depth and Quality of the Response</p> <p>I will consider how detailed your discussion is, how far into depth you go, and whether you make a rational argument.</p> <p>Score:</p>	<p>Thoroughly discusses and answers the question, providing convincing and supported arguments.</p> <p>(5)</p>	<p>Discusses and answers the question, providing supported arguments, but could have gone into a bit more depth.</p> <p>(4)</p>	<p>Discusses and answers the question, providing supported arguments, but could have gone into much more depth.</p> <p>(3)</p>	<p>Fails to discuss and correctly answer the question, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p>(0-2)</p>
<p>Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Empirical research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p>(5)</p>	<p>Empirical research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.</p> <p>(4)</p>	<p>Several parts of the discussion lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</p> <p>(3)</p>	<p>Fails to support the discussion. The few (if any) articles that were used came from low-level journals or websites.</p> <p>(0-2)</p>
<p>Total Score:</p>	<p>___ out of 10</p>			