



**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:** By Appointment  
**Phone:** 903-886-5686

### REQUIRED TEXT:

Portolese, L. (2020). Human Resource Management (Version 3.1). FlatWorld. ISBN: 978-1-4533-3581-9.

**\*If you order the text via the TAMUC bookstore, the cost is \$46.45 and the information is:**

### BRONZE ACCESS CODE

Author: FLAT WORLD  
Edition: 20  
Published Date: 2020  
ISBN: 9781453399309  
Publisher: FLAT WORLD

**\*The 3.1 version of this book (ISBN: 978-1-4533-3581-9) can be purchased directly from Flat World Knowledge (<https://catalog.flatworldknowledge.com/>) with the following available options:**

- **Online Access [Required]: \$32.95 \*\*\*This \$32.95 option is acceptable for my class☺!!!**
- **Color Printed Textbook with Online Access: \$57.95**

**\*\*Go to <https://students.flatworldknowledge.com/course/2604413> to purchase your textbook in the affordable format of your choice or redeem your Digital All Access Pass code.**

### COURSE OVERVIEW AND OBJECTIVES:

This course is designed to provide a study of principles, policies, and practices related to staffing, employee development, compensation, and employee and labor relations in profit, non-profit, domestic, and international organizations. Upon completion of this course, you should be able to:

- Identify and explore the primary areas of human resource management, including the legal framework for each of those areas.
- Develop an appreciation for the complexity of managing human resources in organizations and the critical role it plays in organizational success.
- Become innovative and creative in addressing human resource problems through case studies.

### 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 D2L course management website. Be sure to log onto D2L 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 book chapters, under the "Content" tab. **ALL** written assignments will be posted on D2L, under the "Content" tab (then scroll down to the "Course Materials" tab). You should submit all of your work in a format that is compatible with **Microsoft Office** and post it in the appropriate "Assignment Submission Folder" (under "Activities" and then "Assignments") when it is due. The chapter quizzes can be found under the "Activities" tab (then "Quizzes" from the dropdown menu) on the top of the D2L screen.

### **COURSE SCHEDULE:**

A course schedule is included on page 5 of this syllabus.

### **SYLLABUS SUBJECT TO CHANGE STATEMENT:**

I anticipate that we will follow the schedule I have 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 will be distributed in class. You should read this document, initial it, and return it to me.

### **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 162**  
**Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **STUDENT WELLBEING:**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **OPEN CARRY LEGISLATION:**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to: (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 (or call 9-1-1).

### **UNIVERSITY'S PANDEMIC RESPONSE**

Texas A&M-Commerce strongly recommends, but does not require, the use of face-coverings in all instructional and research classrooms/laboratories. This response may change as the semester progresses if state and

university requirements change. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Refusal to comply with state and university mandates can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

### **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).

### **UNIVERSITY NONDISCRIMINATION STATEMENT:**

Texas A&M University-Commerce is commitment to a safe, accepting environment for all students regardless of sexual orientation, gender identification, or gender expression.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **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, both during live class sessions and "electronic communication". Texas A&M-Commerce expects this from you, as do current and future employers. This course will be a good place to practice interacting in a manner appropriate to a professional setting.
- **Regular and Timely Attendance and Participation:** You are expected to attend class, participate during class, and log onto D2L regularly.
- **Assignments:**
  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 394 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 may detract from your grade!
  2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** (the beginning of class) listed. All work and assignments for the entire course will be available on the first day of class (hard copies and in D2L). 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**. 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.
  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".
- **Please submit assignments in a format that is compatible with Microsoft Word.**
- **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.
- **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 outside of 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 in class, via D2L, and e-mail. It is your responsibility to become aware of any such changes.

## GRADE COMPONENTS:

Component	Type	Value
Chapter Quizzes (15 @ 20 Points Each)	Individual	300 points (60%)
Assignments (4 @ 25 Points Each)	Individual	100 points (20%)
Project	Group/Individual	100 points (20%)
<b>Course Total</b>		<b>500 points</b>

## 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 attend class each week, participate while attending class, and log onto the D2L site for this course **SEVERAL TIMES** a week in order to access information, obtain documents, and keep yourself informed of any updates/notifications.

<b>WEEK &amp; DATE (MWF)</b>	<b>ASSIGNED CHAPTER READINGS</b>	<b>ALL ASSIGNMENTS DUE BY 11:59 PM ON THIS DAY</b>
1. June 5 (M)	<b>Chapter 1:</b> The Role of Human Resources	<b>Chapter 1 Quiz</b>
1. June 7 (W)	<b>Chapter 2:</b> Developing & Implementing Strategic HRM Plans	<b>Chapter 2 Quiz</b>
1. June 9 (F)	<b>Chapter 3:</b> Diversity & Multiculturalism	<b>Chapter 3 Quiz</b> <b>Assignment 1 Due: 6-9-23</b>
2. June 12 (M)	<b>Chapter 4:</b> Recruitment	<b>Chapter 4 Quiz</b>
2. June 14 (W)	<b>Chapter 5:</b> Selection	<b>Chapter 5 Quiz</b>
2. June 16 (F)	<b>Chapter 6:</b> Compensation & Benefits	<b>Chapter 6 Quiz</b> <b>Assignment 2 Due: 6-16-23</b>
3. June 19 (M)	<b>Chapter 7:</b> Retention & Motivation	<b>Chapter 7 Quiz</b>
3. June 21 (W)	<b>Chapter 8:</b> Training & Development	<b>Chapter 8 Quiz</b>
3. June 23 (F)	<b>Chapter 9:</b> Successful Employee Communication	<b>Chapter 9 Quiz</b> <b>Assignment 3 Due: 6-23-23</b>
4. June 26 (M)	<b>Chapter 10:</b> Employee Performance Management	<b>Chapter 10 Quiz</b>
4. June 28 (W)	<b>Chapter 11:</b> Employee Assessment & Talent Management	<b>Chapter 11 Quiz</b>
4. June 30 (F)	<b>Chapter 12:</b> Working with Labor Unions	<b>Chapter 12 Quiz</b> <b>Assignment 4 Due: 6-30-23</b>
5. July 3 (M)	<b>Chapter 13:</b> Safety & Health at Work	<b>Chapter 13 Quiz</b>
5. July 5 (W)	<b>Chapter 14:</b> International HRM	<b>Chapter 14 Quiz</b> <b>PROJECT DUE: 7-5-23</b>
5. July 6 (THUR)	<b>Special Topic: HR Planning</b>	<b>Special Topic Chapter Quiz</b> <b>***ALL Quizzes Must Be Completed <u>NO LATER THAN 7-6-23!</u></b>

- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- ❖ **I MAY ASSIGN ADDITIONAL READINGS & EXERCISES THROUGHOUT THE SEMESTER.**
- ❖ **ANY ADDITIONAL ASSIGNED READINGS CAN BE FOUND IN D2L.**

## Project Grading Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Thoroughness in Addressing the HR Issues</b> I will consider how many HRM issues you identify and how detailed your discussion is (i.e., how far into depth you go) when you explain how they are carried out in the selected organization.</p> <p><b>Score:</b></p>	<p>Thoroughly discusses, evaluates, and analyzes several (if not all) of the HRM issues covered in this course, as they are carried out in the selected organization.</p> <p><b>(45-50)</b></p>	<p>Discusses, evaluates, and analyzes most of the HRM issues covered in this course, as they are carried out in the selected organization, but could have gone into a bit more depth.</p> <p><b>(40-44)</b></p>	<p>Discusses, evaluates, and analyzes many of the HRM issues covered in this course, as they are carried out in the selected organization, but could have gone into much more depth.</p> <p><b>(35-39)</b></p>	<p>Identifies few, if any, of the HRM issues covered in this course, as they are carried out in the selected organization. Fails to discuss, evaluate, and analyze the issues; lacks a significant degree of depth.</p> <p><b>(0-34)</b></p>
<p><b>Analysis/Discussion of How Well the Company Approaches the HRM Issues; Recommendations</b> I will consider your evaluation of each HRM issue and the number and quality of recommendations.</p> <p><b>Score:</b></p>	<p>Provides a thorough and well-supported discussion of how well the company approaches each identified HRM issue. Offers valid, well-supported recommendations when necessary.</p> <p><b>(23-25)</b></p>	<p>Provides a sufficient and supported discussion of how well the company approaches each identified HRM issue. Offers valid recommendations when necessary.</p> <p><b>(20-22)</b></p>	<p>Evaluates some of the identified HRM issues in the company, but could have gone into much more depth, provided more support, and/or provided several more recommendations.</p> <p><b>(18-19)</b></p>	<p>Discusses few, if any, of the identified HRM issues; Did not address whether the company is doing a good job with respect to the issues. Offers few (if any) recommendations.</p> <p><b>(0-17)</b></p>
<p><b>Peer-Reviewed Journal Article Reference Support</b> The more reference support you use, the better. The quality of the journals is also important.</p> <p><b>Score:</b></p>	<p>Empirical research from multiple journal articles provides support; Several of the journal articles used come from top-tier journals.</p> <p><b>(23-25)</b></p>	<p>Some, but not all, issues and recommendations are supported by empirical research from journal articles. More and higher quality articles could have been used.</p> <p><b>(20-22)</b></p>	<p>Several issues and recommendations lacked strong support from the empirical research presented in journal articles. Most articles came from lower-level journals.</p> <p><b>(18-19)</b></p>	<p>Fails to support the knowledge associated with each identified issue and/or recommendation. The few articles that were used come from low-level journals or websites.</p> <p><b>(0-17)</b></p>
<p><b>Total Score:</b></p>	<p>___ out of 100</p>			

## Assignment Grading Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Accuracy of the Response</b> Did you answer the main question correctly? What is the plausibility of your response?</p> <p><b>Score:</b></p>	<p>Provided the most accurate answer to the question posed, supported with a strong and convincing discussion.</p> <p><b>(5)</b></p>	<p>Provided an answer that was possible and this answer was supported via a strong and convincing discussion.</p> <p><b>(4)</b></p>	<p>Provided an answer that was highly unlikely, but did make a strong argument via the discussion.</p> <p><b>(3)</b></p>	<p>Provided a response that was inaccurate and did not present a strong argument for support.</p> <p><b>(0-2)</b></p>
<p><b>Depth and Quality of the Response</b> I will consider how detailed your discussion is, how far into depth you go, and whether you make a rational argument.</p> <p><b>Score:</b></p>	<p>Thoroughly discusses the HRM issue at hand, providing convincing and supported arguments.</p> <p><b>(9-10)</b></p>	<p>Discusses the HRM issue at hand, providing supported arguments, but could have gone into a bit more depth.</p> <p><b>(8)</b></p>	<p>Discusses the HRM issue at hand, providing supported arguments, but could have gone into much more depth.</p> <p><b>(7)</b></p>	<p>Fails to discuss the HRM issue at hand, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p><b>(0-6)</b></p>
<p><b>Literature Review of the HR Issue—Reference Support</b> The more reference support you use, the better. The quality of the journals is also important.</p> <p><b>Score:</b></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><b>(9-10)</b></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><b>(8)</b></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><b>(7)</b></p>	<p>Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.</p> <p><b>(0-6)</b></p>
<p><b>Total Score:</b></p>	<p>___ out of 25</p>			

## Chapter Quiz Grading Rubric

- Each chapter quiz consists of 10 multiple choice questions. Each question is worth 2 points. There is one correct/best answer for each question and students will receive 2 points for each question they answer correctly and 0 points for each question they answer incorrectly. Students have the opportunity to appeal questions that they get wrong. If they can present a reasonable case for the “incorrect” response they selected, they could be awarded points back for those questions.