University of North Texas at Dallas
Fall Semester, 2013
SYLLABUS

MGMT 4300: Recruitment, Selection and Placement
3 Credit Hours

Department of	Management	**Division of**	Urban and Professional Studies

Instructor Name:	Dr. Elizabeth Muñiz
Office Location:	DAL 2 - 333
Office Phone:	(972)338-1803
Email Address:	Elizabeth.Muniz@unt.edu NOTE: Use this email; **do not** email me via Blackboard Vista. I prefer e-mail to communicate with students, and I usually respond to e-mail messages within 24 hours. When you send a message, please make sure you specify in the subject line the course number for which you are enrolled (i.e., MGMT 4300), and do **not** use all CAPS when inquiring about a class issue. Note that the use of all CAPS in electronic messages is considered poor etiquette.

Office Hours:	Every Wednesday from 8:00 am to 10:00 am; 1:00 pm 2:30 pm Every Thursday from 12:30 pm to 4:00 pm Every Saturday from 8:00 am to 9:00 am

Classroom Location:	DAL 2 – 307
Class Meeting Days & Times:	Wednesdays from 10:00 am to 12:50 pm. NOTE: This course follows a blended instructional approach that includes a combination of face-to-face class sessions, online activities, and team activities.

Course Catalog Description:	MGMT 4300 is a senior-level survey course designed to provide you with an overview of topics of recruiting, selecting, and placing a culturally diverse work force. Other topics discussed include test validation and selection techniques relative to EEO, ADA, and AAP laws.

Prerequisites:	N/A
Co-requisites:	N/A

Required Text:	*The required textbook for this course is **Strategic Staffing**, 2nd Edition, J. M. Phillips & Stanley Gully, 2012.*

Access to Learning Resources:	UNT Dallas Library:
	      phone: (972) 780-3625;
	      web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	      phone: (972) 780-3652;
	      e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

The general/broad learning objectives of this course are as follows;

1. To develop an understanding of the foundations of measurement for human resource selection.
2. To understand the role of job analysis in human resource selection.
3. To introduce students to predictors of job performance.
4. To provide students with an understanding of the social, political, and legal environment affecting the personnel management function.
5. To encourage students to critically examine criteria measures of job performance.

Learning Objectives/Outcomes:

Upon the successful completion of this course, each student should be able to…

1. Understand the Selection and Legal Issues in Selection.
2. Study Human Resource Management in Selection.
3. Learn about the Reliability and Validity of Selection Measures.
4. Investigate Strategies for Selection Decision Making.
5. Identify the different types of Job Analysis Techniques in HR Selection.
6. Learn how to Incorporate Job Analysis Results in Selection Measures.
7. Understand the different types of predictors of job performance such as application forms, interviews, and paper and pencil tests.
8. Study the various Measures of Job Performance.

Course Outline

Date	Class Activities
WEEK 1 8/28	**In-Class Activities** • Introduction to Class • Introduction to Teams (We will form 6 teams) • Interview Questions – The Good, The Bad and The Ugly. **Assignments:** • Read Chapter 1. • Prepare for Quiz 1. Graded. Closed books. No notes. Bring green scantron. • Chapter 1: Strategy Exercise (p. 17). Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. No more than 3 slides. • Case Study#1. Graded – classroom discussion. *Strategic Staffing at DSM*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 1 will lead this discussion. • Resume Assignment. (Due 11/6) Graded. You must visit UNT's Career Services Office to complete this assignment. Make sure you make an appointment as soon as possible. The Career Services Office is a great resource available at UNT Dallas.
WEEK 2 9/4	**Learning Objectives** • Understand why staffing is critical to an organization's performance • Define strategic staffing and contrast it with less strategic view of staffing • Describe the seven components of strategic staffing • Understand staffing goals • Describe how staffing influences and is affected by the other functional areas of human resource management **In-Class Activities** • Interview Questions – The Good, The Bad and The Ugly • Quiz #1 – A 5 item multiple choice quiz • Discussion on Main Points – Chapter 1 • Presentations Chapter 1- Strategy Exercise • Case Study#1 Discussion: Team 1 leads the discussion. **Assignments:** • Read Chapter 2. • Prepare for Quiz 2. Graded. Closed book. No notes. Bring green scantron. • Chapter 2: Strategy Exercise (p. 44). Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. No more than 3 slides. • Case Study#2. Graded – classroom discussion. *Integrating McDonald's Business, Human Resource, and Staffing Strategies*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 2 will lead this discussion.

WEEK 3 9/11	**Learning Objectives** • Explain how different staffing strategies support different business strategies • Describe the resource-based view of the firm and how staffing can contribute to a company's sustainable competitive advantage • Explain when an organization would use talent oriented rather than job oriented staffing • Describe human capital advantage and human process advantage and the difference between them • Describe the strategic staffing decisions any organization must make **In-Class Activities** • <u>Interview Questions</u> – The Good, The Bad and The Ugly • <u>Quiz # 2</u> – A 5 item Multiple Choice Quiz • <u>Discussion on Main Points</u>: – Chapter 2 • <u>Presentations</u> Chapter 2- Strategy Exercise • <u>Case Study#2 Discussion</u> Team 2 leads the discussion. **Assignments:** • <u>Read Chapter 3.</u> • <u>Prepare for Quiz #3.</u> Graded. Closed book. No notes. Bring green scantron. • <u>Chapter 3: Strategy Exercise (p. 78) & Develop Your Skills Exercise (p. 79)</u>. Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. No more than 3 slides. Teams 1 – 3 will present Strategy Exercise. Teams 4-6 will present the Develop Your Skills Exercise. • <u>Case Study#3. Graded – classroom discussion</u>. *DNA Testing – Chicago Bulls*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 3 will lead this discussion.
WEEK 4 9/18	**Learning Objectives** • Explain why complying with staffing laws can be strategic • Discuss different types of employment relationships • Describe different types of staffing-related lawsuits • Discuss the role of affirmative action and equal employment opportunity play in a firm's staffing process • Describe various barriers to legally defensible staffing **In-Class Activities** • <u>Interview Questions</u> – The Good, The Bad and The Ugly • <u>Quiz # 3</u> – A 5 item Multiple Choice Quiz • <u>Discussion on Main Points</u>: – Chapter 3 • <u>Presentations</u> Chapter 3- Strategy Exercise & Develop Your Skills Exercise • <u>Case Study#3 Discussion</u> Team 3 leads discussion **Assignments:** • <u>Read Chapter 4</u> • <u>Prepare for Quiz 4.</u> Graded. Closed book. No notes. Bring green scantron. • <u>Chapter 4: Develop Your Skills Exercise (p. 111)</u>. Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. No more than 3 slides. • <u>Case Study#4. Graded – classroom discussion</u>. *Recruiting at RTMM*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 4 will lead this discussion.
WEEK 5 9/25	**Learning Objectives** • Explain why doing a job analysis can be strategic • Describe the different types of job analyses, for what they are used • Define job description and person specification, and describe how they are used • Describe the advantages and disadvantages of different job analysis methods • Describe how to plan a job analysis

- Describe how to conduct a job analysis

In-Class Activities
- Interview Questions – The Good, The Bad and The Ugly
- Quiz # 4 – A 5 item Multiple Choice Quiz
- Discussion on Main Points: – Chapter 4
- Presentations Chapter 4- Develop Your Skills Exercise
- Case Study# 4 Discussion Team 4 leads discussion

Assignments:
- Read Chapter 5
- Prepare for Quiz 5. Graded. Closed book. No notes. Bring green scantron.
- Chapter 5: Strategy Exercise (p. 137). Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. No more than 3 slides.
- Case Study#5. Graded – classroom discussion. *Sweet Tooth Inc*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 5 will lead this discussion.

WEEK 6 10/2	**Learning Objectives** - Describe the workforce planning process - Discuss how an organization can predict its future business activity - Describe how an organization can forecast its demand for workers - Explain how to forecast the likely supply of available workers from inside and outside the firm - Discuss how to develop action plans to address gaps between labor supply and labor demand - Describe the staffing planning process **In-Class Activities** - Interview Questions – The Good, The Bad and The Ugly - Quiz # 5 – A 5 item Multiple Choice Quiz - Discussion on Main Points: – Chapter 5 - Presentations Chapter 5 – Strategy Exercise - Case Study#5 Discussion Team 5 leads discussion . **Assignments:** - Read Chapter 6 - Prepare for Quiz 6. Closed books. No notes. Bring green scantron. - Chapter 6: Strategy Exercise (p. 164) and Develop Your Skills Exercise (p. 164). Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. No more than 3 slides. Teams 1 – 3 will present the Strategy Exercise and Teams 4 – 6 will present Develop Your Skills Exercise. - Case Study#6. Graded – classroom discussion. *Ernst & Young*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 6 will lead this discussion.
WEEK 7 10/9	**Learning Objectives** - Describe the role of sourcing in the staff process - Explain what makes one recruiting source more effective than another - List alternative recruiting sources and match them with specific jobs - Create a sourcing plan - Explain how to best source nontraditional applicant pools - Explain the role geographic targeting plays in the sourcing process **In-Class Activities** - Interview Questions – The Good, The Bad and The Ugly - Quiz # 6 – A 5 item Multiple Choice Quiz - Discussion on Main Points: – Chapter 6

- Presentations Chapter 6 – Strategy Exercise and Develop Your Skills Exercise
- Case Study#6 Discussion Team 6 leads discussion

Assignments:
- Read Chapter 7.
- Prepare for Quiz #7. Graded. Closed book. No notes. Bring green scantron.
- Chapter 7: Strategy Exercise (p. 192). Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. No more than 3 slides.
- Case Study#7. Graded – classroom discussion. *BNSF Railway*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 1 will lead this discussion.

WEEK 8 10/16	**Learning Objectives** - Describe the purpose of recruiting - Explain "recruitment spillover" - Understand what makes a recruiter more or less effective - Describe the various strategies used to attract applicants - Describe how recruiting guides and the EEOCs best practices promote recruiting consistency and quality **In-Class Activities** - Interview Questions – The Good, The Bad and The Ugly - Quiz # 7 – A 5 item Multiple Choice Quiz - Discussion on Main Points: – Chapter 7 - Presentations Chapter 7 – Strategy Exercise - Case Study#7 Discussion Team 1 leads discussion **Assignment:** - Study Chapters 1 – 7
WEEK 9 10/23	**In-Class Activity** - Exam 1 (Chapters 1 – 7). **Assignments:** - Read Chapter 8 and Chapter Supplement (pp. 227 – 231). - Prepare for Quiz 8. Graded. Closed book. No notes. Bring green scantron. - Discussion Questions 1 - 5. (p. 225) & Strategy Exercise 1 Non - Graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. No more than 3 slides. Team 1 will present question 1, Team 2 will present question 2, Team 3 will present question 3, Team 4 will present question 4 and Team 5 will present question 5. Team 6 will present Strategy Exercise # 6. I expect each team to use information from the textbook and any other supplementary materials from their library research to respond to each of these questions. The library is a great resource! - Case Study#8. Graded – classroom discussion. *BabyBots*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 2 will lead this discussion.
WEEK 10 10/30	**Learning Objectives** - Explain why measurement and assessment are important to staffing - Describe patterns in data - Understand correlation and regression and explain how each is used - Define practical and statistical significance and explain why they are important - Define reliability and validity and explain how they affect the evaluation of a measure - Explain why standardization and objectivity are important in measurement **In-Class Activities** - Interview Questions – The Good, The Bad and The Ugly

- Quiz # 8 – A 5 item Multiple Choice Quiz
- Discussion on Main Points: – Chapter 8
- Presentations Chapter 8 – Discussion Questions 1 – 5 and Strategy Exercise
- Case Study#8 Discussion Team 2 leads discussion

Assignments:
- Read Chapter 9
- Prepare for Quiz # 9. Graded. Closed book. No notes. Bring green scantron.
- Resume Assignment. Graded
- Case Study # 9. Graded – classroom discussion. *OSS – Selecting Spies*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 3 will lead this discussion.

WEEK 11
11/6

Learning Objectives
- Identify different external assessment goals
- Describe what is meant by an assessment plan
- Describe different assessment methods and how each is best used
- Discuss how to evaluate external assessment methods
- Identify ways to reduce the adverse impact of an assessment method

In-Class Activities
- Interview Questions – The Good, The Bad and The Ugly
- Quiz # 9 – A 5 item Multiple Choice Quiz
- Discussion on Main Points: – Chapter 9
- Resume Evaluation: Please bring all deliverables in a manila envelope
- Case Study#9 Discussion Team 3 leads discussion

Assignments:
- Read Chapter 10.
- Prepare for Quiz #10. Graded. Closed book. No notes. Bring green scantron.
- Chapter 10: Strategy Exercise (pp. 291 - 292). Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. No more than 3 slides.
- Case Study#10. Graded – classroom discussion. *Succession Management at GE*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 4 will lead this discussion.

WEEK 12
11/13

Learning Objectives
- Identify the goals of internal assessment
- Discuss how internal assessment can enhance a firm's strategic capabilities
- Describe different internal assessment methods
- Discuss the importance of integrating succession management and career development
- Describe two models of internal assessment

In-Class Activities
- Interview Questions – The Good, The Bad and The Ugly
- Quiz # 10 – A 5 item Multiple Choice Quiz
- Discussion on Main Points: – Chapter 10
- Presentations Chapter 10 – Strategy Exercise
- Case Study#10 Discussion Team 4 leads discussion

Assignments:
- Read Chapter 11
- Prepare for Quiz #11. Graded. Closed book. No notes. Bring green scantron.
- Chapter 11: Strategy Exercise (pp. 316). Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short

presentation. No more than 3 slides. Teams 4 – 6 will present.
- Develop Your Skills Exercise – Non Graded (p. 316). Read Develop Your Skills Exercise and develop a role – play scenario of a job offer negotiation. Be prepared to play these roles in class. Teams 1 – 3 will role play for the class. Visit the Career Services Office at UNT Dallas. They have very informational resources on salary negotiation.
- Case Study#11. Graded – classroom discussion. *Hiring FBI Agents*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 5 will lead this discussion.

WEEK 13 11/20	**Learning Objectives** - Describe different ways of combining candidates' scores on different assessment methods to calculate an overall score - Describe three different ways of making a final choice of whom to hire - Discuss the factors that influence the content of a company's job offer - Describe the four different job offer strategies - Describe different types of fairness and explain why candidates' perceptions of fairness are important to staffing **In-Class Activities** - SMA Luncheon TBA – <mark>** Activities for this day may be changed **</mark> - Interview Questions – The Good, The Bad and The Ugly - Quiz # 11 – A 5 item Multiple Choice Quiz - Discussion on Main Points: – Chapter 11 - Presentations Chapter 11 – Strategy Exercise & Develop Your Skills Exercise - Case Study#11 Discussion Team 5 leads discussion **Assignments:** - Read Chapter 12 - Prepare for Quiz #12. Graded. Closed book. No notes. Bring green scantron. - Develop Your Skills Exercise – Non Graded (p. 344). Read Develop Your Skills Exercise and make a 10 minute video on how to terminate an employee. Be prepared to show this video in class. The class will discuss the scenario and provide feedback. - Case Study#12. Graded – classroom discussion. *Tuition Assistance at Garden Gate*; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 6 will lead this discussion.
WEEK 14 11/27	**Learning Objectives** - Discuss ways to make socialization more effective - Describe the six different types of turnover - Discuss employee retention strategies - Discuss various ways of downsizing a company's workforce - Describe how to effectively terminate an employee **In-Class Activities** - Interview Questions – The Good, The Bad and The Ugly - Quiz # 12 – A 5 item Multiple Choice Quiz - Discussion on Main Points: – Chapter 12 - Video Presentations Chapter 12 – Develop Your Skills Exercise - Case Study # 12 Discussion Team 6 leads discussion **Assignments:** - Read Chapter 13 - Prepare for Quiz #13. Graded. Closed book. No notes. Bring green scantron. - Develop Your Skills Exercise – Non Graded (p. 369). Read Develop Your Skills Exercise and respond to each question. Each team will prepare a presentation. - Case Study#13 - Classroom discussion. *Staffing Evaluation at Hallmark Cards*; Read case study. Come prepared to discuss with your team and for an in-class discussion.

WEEK 15 12/4	**Learning Objectives** • Describe the effects staffing activities have on applicants, new hires and organizations • Explain different types of staffing metrics and how each is best used • Described a balanced staffing scorecard • Explain how digital staffing dashboards can help managers monitor and improve the staffing process • Describe how staffing technology can improve the efficiency and effectiveness of the staffing function **In-Class Activities** • <u>Interview Questions</u> – The Good, The Bad and The Ugly • <u>Quiz # 13</u> – A 5 item Multiple Choice Quiz • <u>Discussion on Main Points</u>: – Chapter 13 • <u>Presentations</u> Chapter 13 – Develop Your Skills Exercise • <u>Case Study#12 Discussion</u> Class discussion **Assignment:** • <u>Study Chapters 8 – 13</u>
WEEK 16 12/11 10 AM – 12 PM	**In-Class Activity** • Exam 2 (Chapters 8 – 13)

This schedule is subject to change by the instructor. Changes to this schedule will be communicated by WebCT email.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Components	Max Points
Exam 1	25
Exam 2	25
12 Quizzes (10 points each)	120
Case Study Team Presentation (10 points each)	20
Resume Assignment	20
Terminating an Employee Video	10
TOTAL	**220**
5 item quiz	10

At the end of the course,
198 points and above = A;
176 – 197 points = B;
 154 – 175 points = C;
132 – 153 points = D;
0 – 131 points = F.

Final numeric scores will NOT be rounded (e.g., 175 at the end of the course will be a "C", 197 will be a "B", etc.). Final scores/grades will NOT be "curved" or "adjusted". Adjustment of Exam scores *may* be made immediately after the exam (not at the end of the course) after analysis of the frequency of questions missed**.** Note that there no adjustments of scores for quizzes**.** *I do not discuss or disclose any grade information over the phone or by email. Please visit me during office hours to discuss grades.*

Attendance is expected and will be recorded at the beginning and end of each class. Attendance in this class is defined as a student present for the entire duration of the class. Late arrival to class will count as an absence. Late arrival is defined as a student not being present when his or her name is called. More than four absences from class for any reason will result in your final course average being lowered by one letter grade. This policy is posted on WebCT.

The social loafing policy may significantly affect your team project grade(s). Please read social loafing policy for team projects. This policy is posted on WebCT. Feel free to ask your instructor any questions about this policy.

Guidelines and Details for Quizzes and Assignments

Quizzes: You will take a 5 item multiple choice every week, except on exam days. There will be no opportunities to make-up quizzes. I do not curve quizzes. You will take 13 quizzes in class. Your grade is determined by computing the total points earned in 12 quizzes. You may take the last quiz as an extra credit opportunity, or to replace a quiz that you missed during the semester.

Case Study Presentations Graded (10 points each)

Each student is expected to come to class prepared by reading the case study, bringing notes to class and engaging in a lively discussion about the case study. Every week a different team will be assigned a case study and lead a discussion. Each team will be evaluated on the following components:
    (1) Brief review of case study (2 points)
    (2) Thorough response to each case study question (2 points)
    (3) Use of terminology defined in the chapter (2 points)
    (4) References topics discussed in the chapter (2 points)
    (5) Refers to diagrams, figures, and/or illustrations in the chapter. (2 points)

Assignment Presentations (Non-graded)

Every team will be expected to deliver a short presentation on the required assignments for that week. The class will be ready to provide feedback or comment on the presentation.

Resume Assignment (Graded). Please see instructions posted on Blackboard.

Terminating an Employee Video (Graded). Please see instructions on Blackboard.

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Policy on Missing Exams & Other Assignments:
SPECIAL NOTICE: There is no provision for missing or making up a missed assignment, case study, presentation, or any other syllabus specified component of this class. Further, no component of this course will be administered at a time different than that provided in the course syllabus.

Verifiable cases of birth; death; serious family and/health problems; act of God (unpreventable events resulting from natural causes such as hurricanes, tornadoes, floods, and storms – accidents which are not the results of human factors); transportation accidents, bona fide racial, ethnic, cultural, religious, age, gender, or disability factors; UNT official events may constitute grounds for accommodation and will be dealt with on a case-by-case basis. Work, marriage, personal or work-related travel, and other personal situations not described above DO NOT constitute grounds for accommodation. If the above policy does not suit your situation, then please make other enrollment arrangements.

Academic Integrity:
(Source: Code of Conduct and Discipline at the University of North Texas section of the <u>Student Guidebook</u>.)
 The University of North Texas Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating. The term **<u>cheating</u>** includes, but is not limited to the following:
- plagiarism of any kind, including intra- or inter-term copying of the Discussion Posts of others;
- the use of any unauthorized assistance in taking exams;
- dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and
- the acquisition, without permission, of exams or other academic material belonging to a faculty member or staff of the university (i.e., removing exams from the classroom or teaching assistant's office and accepting exams from fellow students).

If an individual engages in any form of academic dishonesty related to this course, he/she will receive a letter grade of "F" in the course in addition to a letter grade of "F" on the course activity to which the academic dishonesty pertains. The student's case will be immediately referred to the Dean of Students Office for appropriate disciplinary action. This policy is intended to protect honest students from unfair competition with unscrupulous individuals who might attempt to gain an unfair advantage through academic dishonesty.

The expectation is that the instructor and all students will adhere to all guidelines of UNT's Code of Student Conduct and all information at the Center for Student Rights and Responsibilities website http://www.unt.edu/csrr/student_conduct/index.html.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Student Evaluation of Teaching Effectiveness:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Miscellaneous:
Cell phones, entertainment devices (iPods/MP3 players) and all other communications devices must be turned off prior to class, and remain off throughout class. If special circumstances require a student to have a communications device active during class, the student is requested to make arrangements with the professor prior to class.

Please resist the urge to send email, texts or tweets, check Facebook, read the news, or otherwise engage online via your computer or phone during class.

Students who generally seem not to be paying attention in class (e.g., reading a newspaper, trying to check e-mail/sending text messages, chatting with classmates, etc.) or who are disruptive, will be presumed to be so well prepared for that day's class that they are actually frustrated at not being more actively involved in the class. Therefore, such behavior will serve as a signal to your professor that the student wishes to more actively participate in class and will be given the opportunity to do so.

Your professor also reserves the right to change any of the requirements, procedures, schedules, assignments, and criteria contained in this Syllabus. A waiver by the professor of any specific item in this Syllabus for the class or for a particular student for a particular instance does not constitute a waiver of any other item in this Syllabus nor does it constitute a subsequent waiver of that particular item.

Note: Although we will be discussing various rules of law as they relate to particular situations presented in the assigned readings, we cannot discuss any personal "legal" situations pertaining to students. In particular, no legal advice can or will be given to any student.