

University of North Texas at Dallas

Fall Semester, 2012

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 Tuesday from 8:00 am to 10:00 am; 12:50 pm 1:50 pm Every Wednesday from 8:00 am to 10:00 am; 12:50 pm 1:50 pm Every Thursday from 11:00 am to 1:00 pm; 4:00 pm to 7:00 pm
Classroom Location:	DAL 2 – 304
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:	<i>The required textbook for this course is Strategic Staffing, 2nd Edition, J. M. Phillips & Stanley Gully, 2012.</i>
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@fhcg.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 8/29	<p>In-Class Activities</p> <ul style="list-style-type: none"> • Introduction to Class • Introduction to Teams (We will form 6 teams) <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Read Chapter 1</u> • <u>Chapter 1: Strategy Exercise (p. 17). Non-graded – classroom discussion.</u> 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#1. Graded – classroom discussion.</u> <i>Strategic Staffing at DSM</i>; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 1 will lead this discussion. • <u>Self Reflection Paper#1. Individual Assignment - Graded.</u> Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise and Case Study discussions.
WEEK 2 9/5	<p>Learning Objectives</p> <ul style="list-style-type: none"> • 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 <p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Discussion on Main Points – Chapter 1</u> • <u>Presentations Chapter 1- Strategy Exercise</u> • <u>Case Study#1 Discussion:</u> Team 1 leads the discussion. <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Read Chapter 2</u> • <u>Chapter 2: Strategy Exercise (p. 44). Non-graded – classroom discussion.</u> 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#2. Graded – classroom discussion.</u> <i>Integrating McDonald's Business, Human Resource, and Staffing Strategies</i>; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 2 will lead this discussion. • <u>Self Reflection Paper#2. Individual Assignment - Graded.</u> Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise and Case Study discussions.

<p>WEEK 3 9/12</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • 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 <p>In-Class Activities</p> <ul style="list-style-type: none"> • <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. <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Submit Self Reflection Paper 1 Due at 11:59 PM</u> • <u>Read Chapter 3</u> • <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> <i>DNA Testing – Chicago Bulls</i>; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 3 will lead this discussion. • <u>Self Reflection Paper#3. Graded.</u> Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise, Develop Your Skills Exercise and Case Study discussions.
<p>WEEK 4 9/19</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • 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 <p>In-Class Activities</p> <ul style="list-style-type: none"> • <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 <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Submit Self Reflection Paper 2 Due at 11:59 PM</u> • <u>Read Chapter 4</u> • <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> <i>Recruiting at RTMM</i>; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 4 will lead this discussion. • <u>Self Reflection Paper#4. Graded.</u> Write a self assessment/retrospective paper describing lessons learned from the Develop Your Skills Exercise and Case Study discussions.

WEEK 5

9/26

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

- Discussion on Main Points: – Chapter 4
- Presentations Chapter 4- Develop Your Skills Exercise
- Case Study#4 Discussion Team 4 leads discussion

Assignments:

- Submit Self Reflection Paper 3 Due at 11:59 PM
- Read Chapter 5
- 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.
- Self Reflection Paper#5. Graded. Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise and Case Study discussions.

WEEK 6

10/3

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

- Discussion on Main Points: – Chapter 5
- Presentations Chapter 5 – Strategy Exercise
- Case Study#5 Discussion Team 5 leads discussion

Assignments:

- Submit Self Reflection Paper 4 Due at 11:59 PM
- Read Chapter 6
- 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.
- Self Reflection Paper#6. Graded. Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise, Develop Your Skills Exercise and Case Study discussions.

<p>WEEK 7 10/10</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • 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 <p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Discussion on Main Points</u>: – Chapter 6 • <u>Presentations</u> Chapter 6 – Strategy Exercise and Develop Your Skills Exercise • <u>Case Study#6 Discussion</u> Team 6 leads discussion <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Submit Self Reflection Paper 5 Due at 11:59 PM</u> • <u>Read Chapter 7</u> • <u>Chapter 7: Strategy Exercise (p. 192)</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#7. Graded – classroom discussion.</u> <i>BNSF Railway</i>; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 1 will lead this discussion. • <u>Self Reflection Paper#7. Graded.</u> Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise, Develop Your Skills Exercise and Case Study discussions.
<p>WEEK 8 10/17</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • 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 <p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Discussion on Main Points</u>: – Chapter 7 • <u>Presentations</u> Chapter 7 – Strategy Exercise • <u>Case Study#7 Discussion</u> Team 1 leads discussion <p>Assignment:</p> <ul style="list-style-type: none"> • <u>Submit Self Reflection Paper 6 Due at 11:59 PM</u> • <u>Study Chapters 1 – 7</u> • <u>Submit Self Reflection Papers</u>

<p>WEEK 9 10/24</p>	<p>In-Class Activity</p> <ul style="list-style-type: none"> Exam 1 (Chapters 1 – 7) <p>Assignments:</p> <ul style="list-style-type: none"> <u>Submit Self Reflection Paper 7 Due at 11:59 PM</u> <u>Read Chapter 8 and Chapter Supplement (pp. 227 – 231).</u> <u>Discussion Questions 1 - 5. (p. 225) & Strategy Exercise 1 Non - Graded – classroom discussion.</u> 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! <u>Case Study#8. Graded – classroom discussion.</u> <i>BabyBots</i>; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 2 will lead this discussion. <u>Self Reflection Paper#8. Graded.</u> Write a self assessment/retrospective paper describing lessons learned from <u>each</u> Discussion Question, the Strategy Exercise, and Case Study discussions.
<p>WEEK 10 10/31</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> 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 <p>In-Class Activities</p> <ul style="list-style-type: none"> <u>Discussion on Main Points:</u> – Chapter 8 <u>Presentations</u> Chapter 8 – Discussion Questions 1 – 5 and Strategy Exercise <u>Case Study#8 Discussion</u> Team 2 leads discussion <p>Assignments:</p> <ul style="list-style-type: none"> <u>Read Chapter 9</u> <u>Chapter 9: Strategy Exercise (p. 264) and Develop Your Skills Exercise (p. 264).</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 on Strategy Exercise and Teams 4 – 6 will present original résumés and corrected résumés after receiving feedback. One suggestion is to visit the Career Services Office to learn about tools for writing résumés and receive valuable feedback. The Career Services Office is a great resource available at UNT Dallas! <u>Case Study#9. Graded – classroom discussion.</u> <i>OSS – Selecting Spies</i>; Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 3 will lead this discussion. <u>Self Reflection Paper#9. Graded.</u> Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise, Develop Your Skills Exercise and Case Study discussions.

WEEK 11

11/7

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

- Discussion on Main Points: – Chapter 9
- Presentations Chapter 9 – Strategy Exercise and Develop Your Skills Exercise
- Case Study#9 Discussion Team 3 leads discussion

Assignments:

- Submit Self Reflection Paper 8 Due at 11:59 PM
- Read Chapter 10
- 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.
- Career Development Plan – Graded (p. 292). Read Develop Your Skills Exercise and submit your responses into the assignment box labeled “Career Development Plan”. Work individually on this assignment. Follow the format in Figure 10-3 of your textbook (p. 289).
** Due 11/14/12@11:59 pm.**
- 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.
- Self Reflection Paper#10. Graded. Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise, Develop Your Skills Exercise and Case Study discussions.

WEEK 12

11/14

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

- Discussion on Main Points: – Chapter 10
- Presentations Chapter 10 – Strategy Exercise
- Case Study#10 Discussion Team 4 leads discussion

Assignments:

- Submit Self Reflection Paper 9 and Career Development Plan Due at 11:59 PM
- Read Chapter 11
- 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.
- Self Reflection Paper#11. Graded. Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise, Develop Your Skills Exercise and Case Study Exercise discussions.

WEEK 13

11/21

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

- Discussion on Main Points: – Chapter 11
- Presentations Chapter 11 – Strategy Exercise & Develop Your Skills Exercise
- Case Study#11 Discussion Team 5 leads discussion

Assignments:

- Submit Self Reflection Paper 10 Due at 11:59 PM
- Read Chapter 12
- Develop Your Skills Exercise – Non Graded (p. 344). Read Develop Your Skills Exercise and develop a role – play scenario on how to terminate an employee. Be prepared to play these roles in class. Each team will role play the scenario. 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.
- Self Reflection Paper#12. Graded. Write a self assessment/retrospective paper describing lessons learned from the Strategy Exercise, Develop Your Skills Exercise and Case Study Exercise discussions.

<p>WEEK 14 11/28</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • 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 <p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Discussion on Main Points</u>: – Chapter 12 • <u>Presentations</u> Chapter 12 – Develop Your Skills Exercise • <u>Case Study#12 Discussion</u> Team 6 leads discussion <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Submit Self Reflection Paper 11 Due at 11:59 PM</u> • <u>Read Chapter 13</u> • <u>Develop Your Skills Exercise – Non Graded (p. 369)</u>. Read Develop Your Skills Exercise and respond to each question. Each team will prepare a presentation. • <u>Case Study#13 - Classroom discussion</u>. <i>Staffing Evaluation at Hallmark Cards</i>; Read case study. Come prepared to discuss with your team and for an in-class discussion. • <u>Self Reflection Paper#13. Graded</u>. Write a self assessment/retrospective paper describing lessons learned from the Develop Your Skills Exercise and Case Study Exercise discussions.
<p>WEEK 15 12/5</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • 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 <p>In-Class Activities</p> <ul style="list-style-type: none"> • <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 <p>Assignment:</p> <ul style="list-style-type: none"> • <u>Submit Self Reflection Paper 12 Due at 11:59 PM</u> • <u>Study Chapters 8 – 13</u> • Submit Team Member Effort and Etiquette Forms (One per team)
<p>WEEK 16 12/12 10 AM – 12 PM</p>	<p>In-Class Activity</p> <ul style="list-style-type: none"> • Exam 2 (Chapters 8 – 13) <p>Assignment:</p> <ul style="list-style-type: none"> • <u>Submit Self Reflection Paper 13 Due at 11:59 PM</u>

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	100
Exam 2	100
Self Reflection Papers (4 points each)	52
Career Development Plan	20
Case Study Team Presentation (40 points each)	80
TOTAL	352
Team Effort and Etiquette	10

At the end of the course,
316 points and above = A;
281 – 315 points = B;
246 – 280 points = C;
211 – 245 points = D;
0 – 210 points = F.

Final numeric scores will NOT be rounded (e.g., 280 at the end of the course will be a “C”, 315 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. *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 Assignments

Self Reflection Papers

After each class, you will write a self assessment/retrospective paper describing how the learning objectives have been achieved for you specifically. Your paper will contain the following parts:

- Mastery of Learning Objectives. What did you learn? In this section, you will write a description of the learning objectives and how they influenced your mastery of the topics discussed in class. (1 point)
- Practical Applications. How did the topics discussed in the seminar prepare you to meet the responsibilities of an HR manager? In this part, you will write a description of what you learned in the seminar that will influence the way you practice recruitment, selection and/or placement in the future. (2 points)
- Skill Development. In this section, you will write a description of the competencies you need to develop to be a more effective HR manager, as related to the topics discussed in class. (1 point)

Note: Please label clearly each part. *You are encouraged to keep a journal of your in-class experiences to use as a resource in writing these papers.* Limit your paper to one page (12 pt., 1.5 margins, Times, double spaced). Copy and paste your paper to the self assessment answer box in Blackboard. *****NO ATTACHMENTS PLEASE*****. You will find a drop box for each assignment in the folder labeled “Self Reflection Papers”.

If you miss class, you are responsible for gathering the necessary materials to write these papers.

Case Study Presentations (20 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 (4 points)
- (2) Thorough response to each case study question (4 points)
- (3) Use of terminology defined in the chapter (4 points)
- (4) References topics discussed in the chapter (4 points)
- (5) Refers to diagrams, figures, and/or illustrations in the chapter. (4 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.

Team Effort and Etiquette Form (5 Extra Credit Points)

This form is available in Blackboard. The team agrees on the rating for each team member. Each team submits one form.

Career Development Plan (20 points)

You will submit this assignment to a box labeled "Career Development Plan" available in Blackboard. No late papers will be accepted.

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 Student Guidebook.)

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 **cheating** 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.