Course Syllabus
MGT 421 – Human Resource Management
Spring Semester 2015

PROFESSOR INFORMATION

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Phone Number: (805) 613-7745
Office Location: Sage Hall, #2038
Office Hours: Thursdays, 5:00-6:00 PM
Email: Silvina.Bamrungpong@csuci.edu

DATES/TIME/PLACE

Semester Dates: January 17 to May 15, 2015
Course Sessions: Thursdays, 6:00-8:50 PM
Location/Classroom: Broome Library, Room #2480

COURSE DESCRIPTION

Prerequisite: MGT 307

Examines principles, methods and procedures in the management of human resources. Topics include developing planning objectives for HR management, legal compliance, job analysis, recruiting, selection, training, compensation, and employee relations.

COURSE SUMMARY

Human Resource (HR) management is a central function of any organization. HR management can be defined the design of formal systems in an organization to manage human talent for accomplishing organizational goals. This is done through the management of human capital assets: physical, financial, intellectual, and human. It also significantly influences the organizational culture and norms.

A basic understanding of human resource management is essential whether the student works in a government agency, financial services, hospital, high technology industry, retail, educational institution, or other type of organization. A key objective of this course is to show that HR management is more than just accepting employment applications and keeping records; it is a central and strategic organizational activity of increasing complexity and importance in our ever changing domestic and global environments. In essence, human resource management deals with human capital—people who work in organizations that make valuable contributions towards the organization’s mission and values.

Managing people ultimately has to do with the choices the human resources and managers make from among the wide range of possible choices on formal polices, practices, and methods for managing employees.
## COURSE TEXTBOOK

<table>
<thead>
<tr>
<th>Authors:</th>
<th>Robert Mathis, John Jackson, and Sean Valentine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Title:</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Year of publication:</td>
<td>2014</td>
</tr>
<tr>
<td>Edition:</td>
<td>14th</td>
</tr>
<tr>
<td>Publisher:</td>
<td>Cengage</td>
</tr>
<tr>
<td>ISBN Number:</td>
<td>978-1-133-95310-4</td>
</tr>
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</table>

Selected supplemental materials will be provided in class or posted on Blackboard (CI Learn).

## STUDENT COURSE LEARNING OBJECTIVES

At the end of this course students will be expected to:

<table>
<thead>
<tr>
<th>Student Course Learning Outcomes</th>
<th>Program Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the importance of human resource management as a field of study and as a central and strategic management function.</td>
<td>X  X  X  X</td>
</tr>
<tr>
<td>Understand the implications for human resource management from the perspective of behavioral sciences, management, legal, ethical, and operational perspectives.</td>
<td>X  X  X  X  X</td>
</tr>
<tr>
<td>Know the elements of the human resources management function (e.g. – recruitment, selection process, training and development and so on) and be familiar with each element’s key concepts and terminology through oral and written assignments and activities.</td>
<td>X  X  X  X  X  X</td>
</tr>
<tr>
<td>Apply and practice theories and techniques of human resource management gained through this course to the discussion of personnel issues towards problem solving of typical organizational issues.</td>
<td>X  X  X  X  X  X</td>
</tr>
</tbody>
</table>
TECHNOLOGY REQUIREMENTS AND INFORMATION

This course will use Microsoft Office software for assignments and presentations. Students should have access to a personal computer at home or on campus. CSUCI utilizes Blackboard (CI Learn) to enhance course learning. Technology information for the Blackboard (CI Learn) system can be found at the following website: http://www.csuci.edu/ats/irs/students/index.htm. If you are new to using myCI, information can be found here: http://www.csuci.edu/tc/newtoci/index.htm.

There are a number of ways offered to receive assistance with technical issues:
- Contact the help desk at (805) 437-8552 (or dial extension 8552 from a campus phone)
- E-mail: helpdesk@csuci.edu

Campus wireless connection information can be found here: http://www.csuci.edu/tc/wireless/index.htm.

For student protection, please take whatever precautions are necessary to safeguard and to back-up all documents and course material. Computer and/or printer issues are not valid excuses for late assignments.

TEACHING APPROACH AND METHODOLOGY

This course incorporates a student-centered approach that uses inquiry-based and cooperative learning. Inquiry-based learning is a method that focuses on student investigation and hands-on learning. Students play an active and participatory role in their learning process. Cooperative learning emphasizes group work and a strong sense of community that fosters student academic and social growth and reciprocal teaching and learning. In both these approaches, student learners are responsible for their learning and development.

Beyond the two above-mentioned approaches, the Socratic method of inquiry will be utilized. This approach promotes critical thinking. In Socratic teaching the focus is on offering students questions, not answers. The professor takes on the role of a Socratic agent that assists students to think in a disciplined and intellectually responsible manner. This type of inquiry aids students by directing questions that keep the discussion focused and intellectually responsible, yet stimulate the discussion with exploratory questions, while periodically summarizing what has/has not been dealt with and resolved. This method draws as many students as possible into the discussion and makes the course much more stimulating.

Class lectures are provided to supplement the textbook. We will cover several areas of human resource management; however, not all through lecture, but through various formats to enhance student learning. It is the student’s responsibility to bring up for discussion any material not completely understood. Various media, such as videos, will also be used to enhance student learning.

Textbook Chapter Readings

At the beginning of each class session, weekly textbook chapter readings should be completed. This course is reflective and thought intensive and as such students are highly encouraged to keep up with the course readings each week.

In-Class Activities and Exercises (individual and group)

Activities and exercises, such as case studies, videos, textbook end-of-chapter questions, or other materials will be used to supplement student learning. At the professor’s discretion, some of these activities and exercises may be graded. In-class activities and exercises cannot be made up, and no extra credit given if a student is absent the day of the graded in-class activity or exercise.
Course Exams

There will be three exams in this course. The last examination will be on a date and time according to the university schedule. Exam questions may come from the course textbook, class discussions, and any supplemental information provided by the professor (this includes articles, videos, class discussion and so on), during class lectures. Exams cannot be made up or dropped.

Participation

Active participation includes but is not limited to: engagement in group activities, small and large group discussions, and both online and offline environments. Students are also expected to participate through active listening in response to contributions made by the professor, other students, and guests.

Students are expected to participate in all class and group discussion(s). Student course evaluation includes participation and professionalism in class discussions and group projects. For the student’s overall course grade, many aspects of student performance in and engagement with the course will be considered, including class attendance and punctuality, professional submission of assignments. Remember to proofread your work (spelling, grammar, sentence structure, and so on, prior to submitting your final draft). Be courteous toward classmates, professor(s), and guest speakers.

Keep up with the textbook readings; don’t assume that you will be able to “wing it” as the chapters require reflection and depth of understanding of complex ideas. Students are expected to have read the assigned textbook chapter(s) and any other materials and have a general idea of what we will discuss during class time/lecture and discussions.

Every section of the course will involve interaction in the form of class discussion, activities, and exercises. The expectation is that each student will be prepared to comment on course readings and materials in any class session. The professor reserves the right to cold call throughout the ensuing discussion—though the preference is for students to engage on their initiative.

ASSIGNMENT INFORMATION

It is the student’s responsibility to understand the assignment(s) given. If a student does not understand what is expected of the assignment, please see the professor for clarification prior to leaving the class session when the assignment is given. If after class time is not feasible, students must make every effort to contact the professor through CSUCI email within 24 hours to for assignment clarifications.

Students will perform professionally and ethically in preparing the work required for this course. Please turn in all assignments, unless otherwise asked, using Microsoft Word (or Microsoft Word compatible software). Please make sure that the appropriate file extension of .doc (if an alternative compatible software is used, students must save the file in this format prior to submission) is used when uploading/submitting documents on Blackboard (CI Learn).

All assignments must be typed, using Microsoft Word (or compatible software), spell and grammar checked, and proofread prior to submission for grading. Failure to do this, will impact the assignment grade. Please read assignment instructions, questions, and so on, carefully. Misunderstanding the assignment will receive a score of zero. No exceptions.

All assignments should follow these requirements:

- Use 12-point Times New Roman font, one-inch margins all around, and line spacing double-spaced format throughout the document (an exception is work submitted on the Blackboard (CI Learn) discussion forums). A paragraph for this course consists of 3-4 sentences.
- Student(s) full name, class section, and date, on the left hand side of the top of the first page. On research papers and presentations the name of the assignment should be provided on the title page.
• Should reflect standard American English grammar and usage rules and use APA 6th edition citation documentation on all sources used.
• Remember to proofread your work prior to submission – this will affect the work score.

Reading Assignments

Must be completed prior to the beginning of each class session (by 6 PM).

Written Assignments

All written assignments are submitted the beginning (6 PM) of each class session on the date due. Each assignment should be submitted according to the guidelines specified on the syllabus, or on Blackboard (CI Learn) assignment, unless otherwise specified by the professor. No late work accepted.

RESEARCH INFORMATION

Citation Information

There are several resources for citations provided on Blackboard (CI Learn) for student reference. Citations format for this course will use APA 6th edition. Some information can be found here: http://www.apastyle.org/learn/index.aspx or here http://owl.english.purdue.edu/owl/resource/560/01/.

Should you need assistance with citations, please make an appointment with the writing center staff for assistance. Unless otherwise approved by the professor in advance, all information cited and referenced in this course must come from credible sources that are no more than five (5) years old. One area at student disposal for credible sources is the CSUCI Broome Library. There are several library databases available for student use that can be found here: http://www.library.csuci.edu/.

Sources, such as Wikipedia, other free encyclopedias, and any non-credible sources, will not be accepted in this course. A deduction of five points will occur for each invalid source used on group project papers or oral presentations. Ask the writing center staff or the professor about credible sources on assignments.

STANDARDS FOR GRADING

Grading rubrics will be provided and made available to students on Blackboard (CI Learn) as applicable. Grading in this class is based on the following criteria, and the grading scale provided below:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;95%</td>
<td>665 - 700</td>
<td>A</td>
</tr>
<tr>
<td>90% to 94%</td>
<td>630 - 664</td>
<td>A-</td>
</tr>
<tr>
<td>87% to 89%</td>
<td>609 - 629</td>
<td>B+</td>
</tr>
<tr>
<td>84% to 86%</td>
<td>588 - 608</td>
<td>B</td>
</tr>
<tr>
<td>80% to 83%</td>
<td>560 - 587</td>
<td>B-</td>
</tr>
<tr>
<td>77% to 79%</td>
<td>539 - 559</td>
<td>C+</td>
</tr>
<tr>
<td>74% to 76%</td>
<td>518 - 538</td>
<td>C</td>
</tr>
<tr>
<td>70% to 73%</td>
<td>490 - 517</td>
<td>C-</td>
</tr>
<tr>
<td>67% to 69%</td>
<td>469 - 489</td>
<td>D+</td>
</tr>
<tr>
<td>64% to 66%</td>
<td>448 - 468</td>
<td>D</td>
</tr>
<tr>
<td>60% to 63%</td>
<td>420 - 447</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;59%</td>
<td>0 - 419</td>
<td>F</td>
</tr>
<tr>
<td>Criteria</td>
<td>Percentage of FINAL Grade</td>
<td>Total Points</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------</td>
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</tr>
<tr>
<td>Weekly Article Discussion Board (8 @ 10 points each)</td>
<td>11%</td>
<td>80</td>
</tr>
<tr>
<td>Quizzes (4 @ 50 points each)</td>
<td>29%</td>
<td>200</td>
</tr>
<tr>
<td>Group Research Paper</td>
<td>14%</td>
<td>100</td>
</tr>
<tr>
<td>Group Research Presentation</td>
<td>8%</td>
<td>50</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>17%</td>
<td>120</td>
</tr>
<tr>
<td>Final Exam</td>
<td>21%</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100%</strong></td>
<td><strong>700</strong></td>
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</table>

In this course each student begins with zero points and works their way up to a total possible point scale of 600.

This course incorporates plus/minus grading. Grading for each assignment will follow a standard distribution with an average of 2.5 (between a B- and C+). If student work is of average quality, this will be reflected in the score for the assignment.

The purpose of this approach is to ensure that grades reflect the relative quality of student work based upon the grading criteria for each assignment.

There are no grade changes except for grade calculation errors; please send a detailed email to the professor if you believe this to be the case—a face-to-face meeting will be scheduled with you and the professor accordingly to discuss the situation.

**NOTE:** Student grades suffer because they fail to turn in assignments. It is highly suggested that each student keep current with the course textbook readings and attend class regularly. Both of these suggestions increase the chance to do well in this course.
COURSE POLICIES

Attendance

Students who miss class are not able to share their insights and help develop in-class discussions. They are not exposed to the unscripted discussions and comments that invariably happen in most class sessions. As such, students lose out on the richness and perspective that is so important to understand truly how human resource management works. Class sessions cannot be made up and can impact a student’s course grade.

Students should make every effort to attend all components of this course in order to fulfill course requirements and support their learning outcomes.

Active Learning and Listening

Includes active learning and listening in response to contributions made by the professor, other students, or guests.

Active learning includes, but is not limited to:

- Asking questions about the course material
- Short writing exercises in which students react to lecture material or through mediated debate
- Involvement in complex group exercises in which students apply course material to "real life" situations and new problems

Active listening includes, but is not limited to:

- Hearing: Listening attentively to make sure you understand what someone is saying
- Interpretation: Confirming your understanding of what you have heard
- Evaluation: Asking questions regarding what you have heard
- Response: Letting the person know that they have been heard, including the use of non-verbal techniques that show your interest, such as nodding your head

Students are expected to participate in all class and group discussion(s) and be professional in every aspect of their class participation and interaction. Respect the professor, guests, and peers. Disruptive behavior (speaking to a classmate while others are speaking, not being punctual and entering the classroom late during an oral presentation or class session, and so on) is not tolerated.

Electronic media

Laptops and tablets are allowed in class and encouraged for taking notes. Browsing the Internet, while class is in session, without the consent of the professor, is prohibited. Unless told otherwise, using class time to work on any course assignments is prohibited, even if the assignment is for this course.

Turn off cell phones before class begins and store out of sight for the entire class session. If a student does not abide by this request, the phone will be taken away and returned after the class session ends.

Please refrain from web surfing or the use of chat applications during class; it is unprofessional and disrespectful to the professor and fellow peers or guests.

Check e-mail and Blackboard (CI Learn) regularly for class information/communication over the course of the semester. Students should check their CSUCI email (at least once a day and once 30 minutes before class). These two channels of communication will alert students to any announcements, course updates, schedules changes, reminders, and other pertinent information.
Late work

Late work for in-class oral presentations, activities, class sessions, or other cannot be made up. The course syllabus provides the course schedule and due dates in advance. Students should plan and manage their time accordingly. **No late work is accepted. No Exceptions, unless extenuating circumstances apply (see below).**

Extra Credit in Extenuating Circumstances

Extra credit will neither be assigned nor accepted, beyond extenuating circumstances and at the sole discretion of the professor. Extenuating circumstances are considered to be circumstances beyond the student’s control. In this case, nothing reasonably in the student’s power could be done to prevent such an event.

Examples that would not be regarded as extenuating circumstances are (but not limited to):

- Computer failure of student equipment or storage media
- Computer failure of university equipment or storage media
- Transportation problems
- Misreading assignment information and due dates
- Inadequate planning, organization, or time management

Examples of extenuating circumstances are (but are not limited to):

- Unforeseeable events that a student had no prior knowledge
- Unpreventable events or acts of God that a student could do anything reasonably in their power to prevent
- Events expected to have a serious impact on a student’s performance

Many things may have an impact on student performance—a poor night’s sleep, minor illness (such as a cough or cold), financial worries, and so on. These types of events can impact performance but would not be a serious impact.

An example of serious impact on student performance is regarded as a serious personal illness (not a permanent medical condition), but perhaps one that may require hospitalization or other circumstance beyond the student's control.

Students are expected to make reasonable plans to take into account commonly occurring circumstances (such as transport or computer problems). In most circumstances, good time management skills, contingency planning, and accountability should eliminate most situations.

**GROUP PAPER AND PRESENTATION ASSIGNMENTS**

**PAPER**

Working in groups of 3-4 students you will choose a topic to research.

**PRESENTATION**

Each group will have a timed (dependent on class size) presentation of their work and research on their selected topic. Each group is required to use PowerPoint slides that will be submitted through blackboard as part of this assignment assessment. A rubric for this presentation piece of this assignment will be posted on Blackboard (CI Learn) for your review and reference.
Further details on each of the above assignments will be provided in class and on Blackboard (CI Learn).

**Tips for Successful Public Speaking**

- **Know the room:** Be familiar with the place and space in which you will speak. Arrive early, walk around the area and get a feel for the space. If you will be using any props, make sure to find the best space to place them.
- **Know the audience:** Greet the audience members (guests, student peers, and so on) as they arrive. Remember that in this is a learning environment and a safe environment for you and your group.
- **Know your material:** If you are not familiar with your material or are uncomfortable with it, your nerves will increase. Practice your material and revise as necessary. Then, practice some more.
- **Visualize yourself giving the presentation:** Imagine yourself speaking, your voice projecting across the room in a good tone and with good pace. Visualizing yourself in a positive light will help you be successful on presentation day.
- **Realize that your peers and the professor and/or guests want you to succeed:** Audiences want you to be interesting, stimulating, informative, and entertaining. They don’t want you to fail.
- **Do not apologize:** If you mention that you are nervous or apologize for any problems you think you have with your presentation, you may be calling the audience’s attention to something they had not noticed. Keep it to yourself.
- **Concentrate on the message—not the medium:** Focus your attention away from your own anxieties and outwardly toward your message and your audience. Your nerves will calm.
- **Turn nervousness into positive energy:** Harness your nervous energy and transform it into vitality and enthusiasm. Think positive thoughts and breathe deeply.
- **Gain experience:** Experience builds confidence and that is key to effective speaking.

**Working in groups**

- **A good way:** Working in groups is meant to improve the quality of your paper and deepen your understanding of the material (that can lead to higher exam scores). Those benefits come mainly from the exchange of ideas, discussions (in person or online), and from each group member checking the work of others. I consider group work as a way for you to deliver a product with much higher quality than if done individually. Even if busy schedules do not allow for frequent, in-person meetings, if you plan ahead and get organized, you should be able to collaborate remotely via e-mail, Skype, and so on. I know it is possible: in the last few years I have presented research with people who live in other states and worked on projects with people in other countries, and some without ever working in the same room.
- **A not so good way:** Unfortunately, many students view group work as a way to deliver the same average-quality assignment with each student doing less of the work. Trust me: it is very clear when groups “split the work” and have some members write about the chosen topic without ever discussing a hypothesis and the proper arguments to support it. These parts prepared in isolation never come together in the way they would if the group followed my recommendations. It is also fairly common that students wait until the last minute to get started, which makes it much more difficult to reconcile their schedules and to get my help before the submission deadline (remember that I would be glad to provide comments and suggestions on any of your work if you come to my office hours or catch me before/after class).
- **Free-riders and other group problems:** It is unfortunate that some students make no effort to contribute to the group work and expect to tag along on the assignment grade. Remember that adding the name of a student who did not contribute to a group project may represent a violation of academic honesty, and all group members may suffer the consequences. If someone in your group is not contributing to the work, it is your duty to exclude that student from the group assignment submission. I expect that each group would find its own preferred way to organize the internal work.
and solve minor disagreements: learning to manage a group project is a highly desirable skill not only inside, but outside of your academic education. However, if disagreements and lack of participation become a serious issue, please report the problem to me. I will then assess the situation with your group and we will work towards resolution or modifications as needed. The sooner your group brings up the issue the sooner I can help you; waiting longer will only make matters worse and risk further consequences.

CONFIDENTIALITY

One of the cornerstones of the course’s learning model is the practical application of theoretical concepts and students are encouraged to share personal and professional experiences as a means to integrate the knowledge by reflecting on its application. However, it is important to note that we all are bound by confidentiality in this class. In order to assure that we can have a free and open discussion in which students may elect to discuss company events, policies, and procedures as they apply to the course material it is expected that each student respect the confidentiality of what classmates are willing to share in the classroom. At the same time students should exercise good judgment in what they choose to share, avoiding non-public, competitive, and/or other sensitive information.

ACADEMIC HONESTY

To use another person’s or even ones own ideas (when taken from previous works), words, expressions, or findings in writing without acknowledging the source is to plagiarize. A writer, who does not give appropriate credit when quoting, or even paraphrasing, another’s writing is guilty of plagiarism and in violation of academic policy.

Regarding academic honesty, the corporate world of today places significant emphasis on ethics, as does CSUCI and the Martin V. Smith School of Business and Economics. Suspect papers will be checked carefully and plagiarism will be disciplined appropriately. Please review the current university policy on academic honesty (page 25) and other information using this link: http://www.csuci.edu/academics/catalog/2012-2013/pdfs/sec7-policies-and-regulations.pdf.

DISABILITY STATEMENT

CSU Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations. Please discuss approved accommodations with the professor. For further information use this link: http://www.csuci.edu/drp/index.htm.

CSUCI’s LIBRARY AND WRITING CENTER


The Learning Resource Center offers individual and team tutoring for many general education and undergraduate courses. Trained tutors guide and assist students to develop content area knowledge and skills. Tutoring is offered for subjects such as ASL, Biology, Chemistry, Physics and Spanish. Students should contact the Learning Resource administrative assistant to obtain information regarding discipline tutoring available each semester. Students can receive extensive assistance in courses dealing with basic mathematics, geometry, statistics, calculus, as well as higher mathematics. Drop-in assistance is available throughout the semester.
At the University Writing Center, trained tutors are available to assist students with composing a first draft, organizing their ideas, and polishing their completed work. Students who would like to review the fundamentals of grammar, syntax, and word usage are invited to work with tutors on an individual basis or in small group sessions with the center’s director. The center is also available to assist students with organizing their studies, taking notes, and using research materials.

The University Writing Center is open to talk with any student about writing -- whether it’s a term paper, lab report, or employment letter. Our writing tutors are available to help with editing, organizing a paper, and improving writing skills. Tutors assist students with any step in the writing process, from brainstorming to creating a final draft. The Writing Center provides individual and group tutoring, writing workshops, and other services to meet the writing needs of undergraduate and graduate students. Appointments are at least 30 minutes and can be as long as an hour.

DISCLAIMER

The content of this syllabus, other than that mandated by the university, may be modified as necessary to accommodate changing circumstances. Sincere efforts will be made to alert students of the changes that occur in a timely manner through Blackboard (CI Learn) announcement or in-class communication.
OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES

Guest speakers will be announced prior to the class session in which they are to speak or as soon as confirmation becomes available. The professor reserves the right to modify the course readings and course schedule as necessary. Students are responsible for any schedule changes announced during class sessions or other channel of communication.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus Review&lt;br&gt;Introductions &amp; Activity&lt;br&gt;&lt;b&gt;Section 1&lt;/b&gt;: The Environment of Human Resource Management&lt;br&gt;&lt;b&gt;Chapter 1&lt;/b&gt;: Human Resource Management in Organizations</td>
<td>Read: Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>January 22</td>
<td></td>
<td></td>
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<tr>
<td>January 29</td>
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<tr>
<td>Week 3</td>
<td>&lt;b&gt;Quiz 1&lt;/b&gt;&lt;br&gt;&lt;b&gt;Section 1&lt;/b&gt;: The Environment of Human Resource Management&lt;br&gt;&lt;b&gt;Chapter 3&lt;/b&gt;: Equal Employment Opportunity&lt;br&gt;&lt;b&gt;Preview Section 2&lt;/b&gt;: Jobs and Labor&lt;br&gt;&lt;b&gt;Chapter 4&lt;/b&gt;: Workforce, Jobs, and Job Analysis</td>
<td>Read: Chapter 5&lt;br&gt;Assignment:&lt;br&gt;Weekly Article Discussion #2</td>
</tr>
<tr>
<td>February 5</td>
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<tr>
<td>Week 4</td>
<td>&lt;b&gt;Section 2&lt;/b&gt;: Jobs and Labor&lt;br&gt;&lt;b&gt;Chapter 4&lt;/b&gt;: Workforce, Jobs, and Job Analysis&lt;br&gt;&lt;b&gt;Preview Chapter 5&lt;/b&gt;: Individual/Organization Relations and Retention</td>
<td>Read: Chapter 6&lt;br&gt;Assignment:&lt;br&gt;Weekly Article Discussion #3</td>
</tr>
<tr>
<td>February 12</td>
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<tr>
<td>Dates</td>
<td>Topics</td>
<td>Assignments</td>
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<tr>
<td>Week 5</td>
<td><strong>Section 2: Jobs and Labor</strong></td>
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<tr>
<td>February 19</td>
<td><strong>Chapter 5: Individual/Organization Relations and Retention</strong></td>
<td><strong>Read:</strong> Chapter 7</td>
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<td></td>
<td><strong>Preview Chapter 6: Recruiting and Labor Markets</strong></td>
<td><strong>Assignment:</strong></td>
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<tr>
<td></td>
<td></td>
<td>Weekly Article Discussion #4</td>
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<tr>
<td>Week 6</td>
<td><strong>Quiz 2</strong></td>
<td></td>
</tr>
<tr>
<td>February 26</td>
<td><strong>Section 2: Jobs and Labor</strong></td>
<td><strong>Read:</strong> Chapter 8</td>
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<td><strong>Chapter 6: Recruiting and Labor Markets</strong></td>
<td><strong>Assignment:</strong></td>
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<td><strong>Chapter 7: Selecting Human Resources</strong></td>
<td>Weekly Article Discussion #5</td>
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<tr>
<td>Week 7</td>
<td><strong>Section 3: Training, Development, and Performance</strong></td>
<td><strong>Study for Mid-term Exam</strong></td>
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<td>March 5</td>
<td><strong>Chapter 8: Training Human Resources</strong></td>
<td><strong>Chapters 1-8</strong></td>
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<td>Week 8</td>
<td><strong>Mid-Term Exam</strong></td>
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<td>March 12</td>
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<tr>
<td>Dates</td>
<td>Topics</td>
<td>Assignments</td>
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| SPRING BREAK  
March 16-22 |                                                   |                                                  |
| Week 9  
March 26 | **Section 3**: Jobs and Labor                    | **Group Research**  
**Paper Sign-ups**  
**Read**: Chapters 9 & 10  
**Assignment**:  
Weekly Article Discussion #6 |
| Week 10  
April 2   | **Quiz 3**                                       | **Read**: Chapters 11 & 12                       |
| Week 11  
April 9   | **Section 4**: Compensation                      | **Group Research Paper**  
**DRAFT for Review/Feedback**  
**Submitted on Blackboard**  
(CT Learn) by 6 PM  
**Read**: Chapter 13 |
| Week 12 | April 16 | Section 4: Compensation  
Chapter 13: Managing Employee Benefits  
Section 5: Employee Relations  
Chapter 14: Risk Management and Worker Protection | Read: Chapter 14  
Assignment:  
Weekly Article Discussion #7 |
|---|---|---|
| Week 13 | April 23 | Quiz 4  
Group Research Paper Presentations  
Final Group Paper and Presentations Due | Read: Chapter 15 |
| Week 14 | April 30 | Section 5: Employee Relations  
Chapter 15: Employee Rights and Responsibilities | Read: Chapter 16  
Assignment:  
Weekly Article Discussion #8 |
| Week 15 | May 7 | Section 5: Employee Relations  
Chapter 16: Union/Management Relations | Study for Final Exam |
| Week 16 | May 14 | 7:00-9:00 PM  
Final Exam  
Chapters 9-16 | Final exam date and time set according to university schedule |