

**SYLLABUS
IDEAL PROGRAM
COURSE SYLLABUS**
MGMT 305 Human Resources Management: Tuesdays July 2- August 20th 6-9 pm
Stamford Campus

Dear Student,

***** Note that there is an assignment on the first day of class******

Dear Student,

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our classes build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, **it is recommended that you drop the course.**

Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.

Cheating and Plagiarism

It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook

E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

The IDEAL Program

Instructor: Laura Jacob Office (203) 961-0227

Email: ljacob@bridgeport.edu

Learning Objectives:

At the conclusion of the course, students should be able to:

1. Understand the past and current human resources management theories and practices in all areas of Talent Management and Total Rewards including but not limited to: manpower planning/forecasting, labor markets, selection and placement, training and development, basic compensation and benefits, recruitment and retention, modern interviewing techniques, the role of Social Networking sites, and technology in the practice of human resources.
2. Identify basic parameters and violations of various employment laws.
3. Explain how organizations find and attract qualified candidates to fill open positions.
4. Explain how business organizations select candidates for organizational fit.
5. Understand how compensation & benefits practices can influence employee behavior.
6. Describe how to motivate employees and the basic fundamentals of motivation.
7. Demonstrate how to conduct employee performance appraisals and use them for the basis of compensation and development plans.
8. Describe how training & development practices can result in high performance organizations.
9. Understand concepts related to the practice of HR management in a global environment.
10. Utilize their expanded body of knowledge in the application of successful practice to “real” workplace case studies by engaging in problem solving and decision making team work to solve specific common workplace issues.
11. Understand the issues relating to an expanded definition of Employee Relations.
12. Be aware of the impact of current legislation, bills and how the current business climate impacts human resources.

Writing Requirements and Academic Honesty - Wikipedia Policy

In academic research, it is important to distinguish between informal media, which are useful for background information and idea generation, and formal media, which are acceptable sources to cite in academic papers. Informal media include blogs, online discussion forums, and Wikipedia (as well as other Wikimedia)

None of these informal sources are acceptable as cited sources in your reference list **Papers that contain informal media including Wikipedia in their reference list will be subject to a grade penalty of 10% for each occurrence.**

Late Assignments - Late assignments will be penalized with a 10% grade deduction for each day late unless you have made prior arrangements with me.

Such arrangements will only be granted under dire circumstances (not due to business travel, illness or vacation, e.g.) Due dates are defined as of the start of class meeting on which the assignment is due. Any time you feel you might be falling behind in the course, I strongly urge you to contact me to discuss your situation. Please do not wait or procrastinate as I will not accept assignments after the final day of class.

Grading, Writing Requirements, Academic Honesty and Wikipedia Policy

In academic research, it is important to distinguish between informal media, which are useful for background information and idea generation, and formal media, which are acceptable sources to cite in academic papers. Informal media include blogs, online discussion forums, and Wikipedia (as well as other Wikimedia) **All papers will be submitted to Turnitin.com to check for plagiarism. You can also submit your papers to turnitin.com as well.**

None of these informal sources are acceptable as cited sources in your reference list. **Papers that contain informal media including Wikipedia in their reference list will be subject to a grade penalty of 10% for each occurrence.**

Late Assignments - Late assignments will be penalized with a 10% grade deduction for each day late. Due dates are defined as of the start of class meeting on which the assignment is due.

Weekly assignments must be written in paragraph format and no less than 2 paragraphs per question and a minimum of 500 words.

All papers must be typed, double spaced and free from typos and contractions and must be submitted in a WORD DOCUMENT as an attachment.

All papers are graded on content, grammar, spelling and general writing ability. Please see grading rubrics below. This is a Third Year University Course. If you have difficulty writing or English is not your first language please reach out to your Academic Advisor for assistance.

All papers must be typed, double spaced and there should be no use of contractions.

Text Book required:

“Human Resource Management” by Mathis & Jackson 13th ed. ISBN 9780538453158

***** Note that there is an assignment on the first day of class******

Class Number	Course Information and Discussion	Weekly Discussion Topics	Relevant Textbook Chapters
1	Changing nature of human resources, impact of the economy on the function	Introduction to Human Resources Team Selection Assignment Due Emailed to ljacob@bridgeport.edu and a printed copy brought to class	1, 2
2	Employment Law, Employee Relations	Employment Law	3, 14, and 15 Appendix C
3	Union / Management Relations	Unions	16
4	The Staffing Process; Workforce planning	Mid-term Law Paper Due Emailed to: ljacob@bridgeport.edu Printed copy brought to class. Staffing	4, 5, 6, 7
5	Talent Management	Performance Management	10
6	Talent Management	Training and Development	8, 9
7	Total Rewards	Compensation Benefits	11, 12, 13
8	Final Exam	Final Exam based on content of classes 1-7	

Research Sources:

1. Student membership in SHRM.
 - Go to: www.shrm.org
 - Click on the membership link. The student membership cost \$35.00/yr and is the best source for validated, current information pertaining to all aspects of Human Resources.
2. Access or subscription to two of the following sources of information:
 - Wall Street Journal
 - FastCompany Magazine

Assignments and Grades

A. Review of Your HR Department due July 2nd at 6 pm **15 Points**

Please write a 2-3 (minimum 500 words) page paper reviewing the HR department of your organization or organizations to which you have previously belonged to. Include discussion of:

- How your HR department is seen in the organization.
- Review your employee handbook, if you have one, and any unique practices.
- Is your department more of a personnel organization or a strategic business partner – talk to managers, your HR department and chapter 1 of the textbook for more information.

Be prepared to share this information with the class as it will be a large part of our first class discussion.

B. Class participation, Weekly Topic Discussions **20 Points**

- Students are expected to conduct research on assigned weekly topic and be prepared to “join” the discussion. Simply showing up for class will not get you full participation. You will also lose points for being late or using your cell phone in class

C. Mid-term Paper – **25 Points**

Please choose from the following list of employment laws:

- Civil Rights Act of 1964, Title VII
- Americans with Disabilities Act
- Fair Labor Standards Act
- Family Medical Leave Act
- Immigration Reform and Control Act
- Equal Pay Act
- Age Discrimination in Employment Act & Older Workers Benefit Protection Act
- Military Status and USERRA

Write a 1000-word paper discussing the following aspects of each law:

1. Summary of law including date enacted and a comparison of the Federal and State statute.
2. What might be considered a violation?
3. What should HR do if they think the law has been violated?

ALL PAPERS MUST BE EMAILED TO: ljacob@bridgeport.edu by 6 pm on July 24th

All papers are graded on content, grammar, spelling and general writing ability.

D. Weekly Posts to Canvas **20 Points**

Post After	Topic	Assignment These are all found in the critical thinking section of the textbook	Due Date
Week 1	Changing nature of human resources, impact of the economy on the function	In at least 2 paragraphs answer questions 1 and 2 on page 32 of the textbook	All Canvas Discussion Posts are due the Sunday night before the

Week 2	Employment Law, Employee Relations	In at least 2 paragraphs answer questions 3 and 4 on page 102 of the textbook	next class. I.e. Discussion after week one is due July 7 by 6 pm etc.
Week 3	Union / Management Relations	In at least 2 paragraphs answer questions 1 and 4 on page 571 of the textbook	
Week 4	The Staffing Process; Workforce planning	In at least 2 paragraphs answer questions 2 and 3 on page 171 of the textbook	
Week 5	Talent Management	In at least 2 paragraphs answer questions 3 and 4 on page 353 of the textbook	
Week 6	Talent Management	In at least 2 paragraphs answer questions 3 and 4 page 242 of the textbook	
Week 7	Total Rewards	In at least 2 paragraphs answer questions 1 and 4 on page 459 of the textbook	

E. Final Exam

25 Points

In class written exam based on the contents of weeks one through seven

Grade	Requirements & Performance Criteria
A	Students achieving this level will have demonstrated the following:
	<ol style="list-style-type: none"> 1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources. 2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well. 3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed. 4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses. 5. All assignments completed and submitted within the time allowed.
B	Students achieving this level will have demonstrated the following:
	<ol style="list-style-type: none"> 1. All of the "A" work, but with less accomplishment. 2. Accurate understanding of readings and issues, with the ability to do more than repeat the text. 3. A critical stance, with some effort, not always successful, to defend that stance. 4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought. 5. Very clear expression of thoughts and ideas.
C	Students achieving this level will have demonstrated the following:
	<ol style="list-style-type: none"> 1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophisticated understanding, such as the ability to infer from sources. 2. Some attempt to take a critical stance, but with little effort or success in defending that stance. 3. Some attempt to find personal meaning.

	4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties.
D	Students achieving this level will have demonstrated the following:
	<ol style="list-style-type: none"> 1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies. 2. Generally lacking in critical stance or in a defense of that stance. 3. Lack of understanding or an attempt to find personal meaning.
F	Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression, lack of attendance, lack of assignment submission.

Grading Policies

IDEAL Instructors are expected to submit final grades online in “WEB ADVISOR” through your account in MyUB. Each instructor should maintain a copy of the course grade list and the method for calculating the grade for each student. **It is imperative that grades are submitted in a timely manner.** Some students are dependent on tuition reimbursement from their employer or dispersal of financial aid based on achievement, so submitting the grades in a timely manner is very helpful. **University policy for grade completion is seventy-two (72) hours after the final class session.**

Letter grades may be assigned a “ + ” or “—”, further defining incremental differences, except that there is no A+ grade. Please feel free to use the following scale as a guide:

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

Incomplete Grades

An “I” (incomplete) can only be issued if the student has failed to complete assignments due at the final class session. All other assignments given throughout the course must have been completed prior to the final class session. The grade designates incomplete work in a course at the time of grading for reasons beyond the control of the student and determined to be legitimate by the instructor. These would include absence from a final examination or inability to complete terminal assignments due to illness, employment conflicts, etc. In such cases where the “I” grade is awarded the incomplete will revert to a failing grade if the unfinished work is not satisfactorily completed by the end of the next 5 or 8 week term immediately following the one in which the incomplete was granted.

It is mandatory to establish in writing a due date and specific requirements for completing all outstanding work. Upon issuing an “I” grade, the instructor must enter the due date for submission of a completed grade. If you are not certain of the date, please contact myself or Christine McDade at cmcdade@bridgeport.edu

The student must submit the completed work directly to the instructor, before the end of the next 5-week or 8-week term. Upon grading the completed work, the instructor should send an e-mail to Christine McDade with a detailed explanation for the grade change (from an “I” to another letter grade). Please include the following; student name; student ID#; course name and number; old grade and new grade. The IDEAL office will then submit the proper “Change of Grade” form to the Registrar.

General rule is to give the student ½ grade letter less because all work was not submitted on time. For example: a student is doing A- work but received an incomplete; once the work is submitted to your satisfaction, the student will receive a final grade no higher than B+.

Please note: according to University policy a failing grade of “F” cannot be changed to an incomplete “I”. However, the student has the right to challenge the “F” and submit a grade dispute.

Grade Disputes

A grade dispute is defined as disagreement between a student and an instructor over the final grade a student was awarded for a course. The basis for a disagreement is the belief, on the part of the student, that the grade awarded for his or her course performance was not correct or appropriate.

Informal Process: We encourage dialogue between students and faculty and in most circumstances; grade disputes can be mutually resolved between the faculty member and the student at the informal stage. However, there are those occasions where a mutually agreed to resolution is not possible. When a mutually agreed to resolution cannot be reached a student may formally present a grade dispute.

Formal Process: All formal grade disputes must be initiated no later than 8 weeks from the end date of the course. The student will submit the request in

writing to the IDEAL office. The request must describe the rationale for the grade dispute, a statement of the desired remedy, and include the following supporting materials; the course syllabus and all written graded assignments prepared by the student. The faculty member will be contacted and asked to respond in writing to the issues addressed in the formal grade dispute. Qualified faculty in the discipline will be asked to review both student and faculty materials and make an independent grade determination. After this review, the grade awarded may be raised, lowered or remain the same.

The student and faculty member will be notified of the result of the grade dispute within three weeks of receipt of the dispute. The resulting grade decision is final.

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- **Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of “B” in the course, the final grade would be a “C”).**
- **Missing two or more class sessions will be cause for a failing grade.**

Incomplete grade

An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

Starting Fall 2012

- Add and/or Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start of classes.....100% Tuition Refund
- Drop prior to the second class session.....75% Tuition Refund
- Drop prior to the third class session.....50% Tuition Refund
- Drop after the third class session.....0% Tuition Refund

****Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/first week. However, a grade reduction will apply.**

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at:
<http://www.bridgeport.edu/pages/2595.asp>

Cell Phones

Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic

means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:

http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at:

<http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at:

<http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: <http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library’s website:

<http://www.bridgeport.edu/library>.

Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNET account (see above).

Using Computers

Open access computer labs are available at three campuses:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations/ Weather Policy

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159

Waterbury - 203-573-8501

Stamford – 203-358-0700

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.edu
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**. Federal Student Aid Information: 1-800-433-3243.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:
<http://www.bridgeport.edu/include/pdf/AddDropForm.pdf>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at:
<http://www.bridgeport.edu/pages/2595.asp>

Use of electronic equipment (cell phones, iPods, Laptops) during class time: Cell phones and other electronic listening devices must be either turned off and/or put on mute during class time. Taking calls during class time is very disruptive and shows a lack of respect for your fellow students and the instructor.

Communication and debate:

This instructor encourages debate and communication with each student understanding that “side conversations” can be very distracting to your fellow students and the instructor. Please reserve personal one on one side conversations until the break and/or before and after class. Again this is a sign of respect and shows an understanding of proper communication skills for your future. This instructor encourages conversation and debate – please share your thoughts and ideas.

Written Assignment Grading Rubric

<p><u>Subject Matter(35%):</u></p> <ul style="list-style-type: none">• Key elements of assignments covered• Content is comprehensive/accurate/persuasive• Displays an understanding of relevant theory• Major points supported by specific details/examples• Research is adequate/timely	
<p><u>Higher-Order Thinking(15%):</u></p> <ul style="list-style-type: none">• Writer compares/contrasts/integrates theory/subject matter with work environment/experience• At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing	

Organization (15%)

<ul style="list-style-type: none">• The introduction provides a sufficient background on the topic and previews major points/deliverables• Central theme/purpose is immediately clear• Structure is clear, logical, and easy to follow• Subsequent sections develop/support the central theme• Conclusion/recommendations that summarize major points/deliverables follow logically from the body of the paper	
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Style/Mechanics (35%)

<p><u>Format--10%</u></p> <ul style="list-style-type: none">• Citations/reference page follow guidelines• Properly cites ideas/info from other sources• Paper is laid out effectively--uses, heading and other reader-friendly tools• Paper is neat/shows attention to detail <p><u>Grammar/Punctuation/Spelling--15%</u></p> <ul style="list-style-type: none">• Rules of grammar, usage, punctuation are followed• Spelling is correct <p><u>Readability/Style--10%</u></p> <ul style="list-style-type: none">• Sentences are complete, clear, and concise• Sentences are well-constructed with consistently strong, varied structure• Transitions between sentences/paragraphs/sections help maintain the flow of thought• Words used are precise and unambiguous• The tone is appropriate to the audience, content, and assignment	
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Oral Presentation Grading Rubric

Content (40%)

<ul style="list-style-type: none">• Presentation content clearly follows the written paper upon which it is based (if applicable)• Topic is relevant and addresses assignment specifications• Content presented is comprehensive, accurate, and believable• Key points are noted• Topic is researched adequately	
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Organization/Structure (20%)

<ul style="list-style-type: none">• Presentation is well-organized, clear, and effectively structured• If this is a group presentation, it is integrated rather than being a disjointed series of individual presentations• There is an introduction to gain the audience's attention and explain the purpose of the presentation	
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Style/Presentation/Appearance (10%)

<ul style="list-style-type: none">• Dress and grooming are appropriate to the setting• Non-verbal cues/gestures are appropriate to presentation and flow of ideas• Content knowledge/confidence are evident• Time was used well/not rushed	
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Use of Visual Aids (10%)

<ul style="list-style-type: none">• Visual aids are used where appropriate• Visual aids are appropriately professional given the presentation's context• They are easy to see/read• Media are used correctly, e.g., overheads, videos, Power Point slides, charts, etc.• Visual aids contribute to the overall effectiveness of the presentation	
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Class Operating Norms

The guidelines are the code of conduct expected in our class. Further clarification will be addressed in the first session.

1. **Turn off beepers, cellphones, and any other noise making device. They can be checked during breaks. If you are expecting an emergency let me know at the beginning of class.**
2. **Take responsibility for your own learning.** If there are concepts or points in the class you do not fully understand, ask me. There are no dumb questions. This is a time to learn.
3. **Honor time limits.** There are scheduled start/stop times as well as breaks during the class. I will announce return times. Please return to the classroom promptly. This respects your classmates' time. Classes will start promptly at 6 pm.
4. **Participate by sharing your opinions and experiences.** The more business examples you can share, the more interesting the training is for all participants. You also may be able to explain your own experiences or ideas in a way that clarifies a concept for another participant.
5. **Listen and consider the opinions and feedback of others.** There are two aspects to this rule:
 - a. Be attentive when someone is speaking and listen to understand his/her point so that you can respond or react in a helpful way that will help everyone learn.
 - b. Avoid side conversations. At their worst, they are distracting to other participants. At their best, if there are side conversations good points might be missed by the larger group.
6. **If you have to leave the session for an emergency, please let me know.**