

**MANAGEMENT 332.M02 Human Resources Management  
TTH 4:00 – 5:15 (Spring 09), BC 103**



**WARNING! WARNING! WARNING! This Instructor is *passionate* about the subject matter and about the *business of learning*.**

**TRANSLATION: TO DO WELL IN THIS CLASS YOU MUST ALSO BE PASSIONATE ABOUT LEARNING**

**PROFESSOR: Dr. “C” (Carolyn Chavez)**

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**REQUIRED TEXTS AND MATERIALS:** Mathis, R.L. & Jackson, J.H. (12th ed.). Human Resource Management (12<sup>th</sup> ed.). Thomson/Southwestern Publishing), ISBN # 978-0-324-54275-2

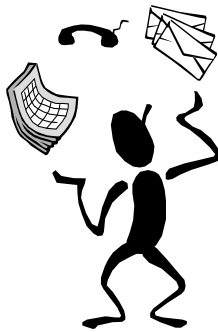
Class Handouts

**Optional Study Guide:** Packet to be picked up in the Business Complex Computer Lab (3<sup>rd</sup> floor). Note quiz questions will come from this study guide.

## **BRIEF DESCRIPTION OF COURSE**

This is an introductory survey course in human resource management. The HRM function within an organization is concerned with the management of people at work. Thus, this course is a natural extension of Mgt. 309: Human Behavior in organizations. Once you understand the psychological, anthropological, and sociological underpinnings of human behavior, you must learn to apply that knowledge to the management of human behavior. To do so effectively, you need additional knowledge about political and legal influences on human behavior. We will study the various organizational policies and practices that comprise HR management, & the external factors that affect HR management (e.g., government regulation & unions). Topics covered include recruitment, selection, legal issues, performance appraisals, training, compensation & benefits, health & safety in the workplace, employee rights and discipline, and union-management relations. Additionally, we will explore contemporary issues such as globalization, workforce diversity, sexual harassment, executive compensation, employee drug testing, and HRM ethics.

## **COURSE GOALS**



***WORK HARD!***



***HAVE FUN!***



***LEARN A LOT!***

- 1. Memorize the laws affecting HRM practices.**
- 2. Learn to critically evaluate and apply those laws to HRM practices by applying concepts learned to “real-world” HRM problems. Therefore, you must develop analytical & critical thinking skills through complex problem solving.**

3. To establish the following concepts as a way of life rather than just vocabulary terms: Appreciation for Diversity, Adaptability, Learning-as-a-life-long-process, open-mindedness, ethical behavior, and an “it depends” (interactionist) perspective.
4. To provide you, the student (in exchange for a significant amount of work), knowledge that will be of lasting value throughout your career(s) both in and out of the workplace.

### **COURSE OUTCOMES:**

Upon satisfactory completion of this course, participants will be able to:

1. Understand the importance of strategically managing *for* diversity.
2. Understand the impact of external environmental issues on human resource management (what they are, why they exist, how to apply them).
3. Carry out managerial planning and problem-solving activities as an individual and in a team in a way that demonstrates responsibility to constituents, and team members.
4. Utilize motivational principles in evaluating and developing programs for attaining organizational goals.

### **PREREQUISITES**

You must each possess a willingness to put forth the effort necessary to do well in this course. If you are unwilling or unable to do so, please feel free to take the course at another time when you are more willing or able to do your part. This course is a core business course and will be taught as a junior/senior level business course. Additionally, you should have junior standing. Those of you that do not – may find the course difficult. **DO NOT MAKE THE MISTAKE OF THINKING THAT YOU KNOW ABOUT HUMANS JUST BECAUSE YOU ARE HUMAN – HUMANS ARE FAR MORE COMPLEX THAN ANY COMPUTER.**

## **COURSE REQUIREMENTS**

### **Attendance (& participation/responsibility):**

Attendance (absenteeism and tardiness) is an important part of your overall performance in a job. It is also an important part of this class. This class begins at 04:00 P.M. sharp. Not at 04:00:01. I suggest you plan to arrive early rather than risk being late. **Clock of record is my watch - not your watch, or the hall clock, or the radio, or any other clock.**

Anyone entering the classroom after the Instructor begins is tardy. Whether or not the tardy is excused depends on whether or not you planned to be late. The same principle applies to leaving before the class period ends, and returning late from breaks. **Please use the facilities, get your water, and turn off your cell phones BEFORE class begins. Arriving late, leaving early, and walking in and out of the classroom is disruptive to other students and to the Professor.**

Any unexcused absences or tardies will result in the forfeiture of any attendance bonus points, and will detrimentally affect your participation/responsibility grade. **This includes leaving during class sessions.**

**Excused absences:** You have notified me ahead of time that you will be late/absent/leaving early. This is one way you can behaviorally demonstrate your grasp of planning ahead and taking responsibility – both very important aspects of effective management. If you let me and your groups (when applicable) know of absences/lateness ahead of time - you have planned. If you provide a reason "after-the-fact," -- it is an excuse. I do not take excuses. The only unplanned absence/tardy that will be forgiven are University excused absences (documented hospitalization, or proof of a death in the immediate family).

Understandably, circumstances (job & family matters, etc.) may cause you to miss class. However, much learning takes place in the classroom. Therefore, **students are limited to four excused absences throughout the semester (for any reason)** without a negative impact on their grade. More than four missed classes (even when excused) will negatively affect your participation/responsibility grade. Likewise, more than four (4) planned abbreviated class attendances will negatively affect your grade.

**Warning:** Missing more than (12) classroom *hours* **for any reason** will result in withdrawal from the course either for cause (medical or other hardship), administrative (Professor drop), or an "F" grade.

Excused absences excuse you (the body) **NOT ANY WORK THAT IS DUE**. Failure to turn in assignments **on time** will result in a loss of participation/responsibility points, and a zero on the assignment. Similarly, an excused absence does not excuse you from obtaining handouts and assignments that you may have missed. **It is your responsibility to find out what you have missed and to obtain any handouts, make-up quizzes, etc., either by having a friend pick-up the handouts or by coming to the office. I will not e-mail assignments separately. Nor will I bring extra copies of handouts to the next class.** You may be required to make up a missed class discussion as determined by the Professor (me). This can take many forms – depending on what you missed (paper, presentation, etc.). If you are excused, you must either fax, e-mail, or have someone deliver your work. All work is due before class begins at 4:00 p.m. **Therefore, if you arrive to class late, I will not accept your homework.**

**Classroom demonstrations of your ability to take responsibility for your actions includes being in class when you are supposed to be; minimizing disruptions to the**

**class (arriving late, leaving early, or walking in and out of the classroom); arriving prepared to discuss the readings; and being actively engaged in the learning process during class sessions. You are not actively engaged in the learning process when you are sleeping, doing other work, reading during lectures, talking during presentations, etc. Sleeping is defined as having your eyes closed.**

**WARNING!** Any appeals regarding an unexcused absence, or tardy, or failure to turn in work on time, or complete a quiz/test/assignment correctly must be presented within two class sessions of the occurrence. This includes returned papers. Be aware that I will ask for proof of an excuse. Remember that you have two class sessions to make an appeal. After that, I will not consider **any** excuse-including University excused absences.

I strongly recommend that you attend all classes for the following worthwhile reasons.

- 1). To establish good habits that will carry over into your job.
- 2). Walking in late, leaving early is disruptive to the class and to the instructor.
- 3). A significant portion of the qwests/exams is derived directly from material presented in the lecture that is **not** in the text. Therefore, attendance is crucial for doing well.
- 4). Because experiential (concrete) learning is more effective than book reading.
- 5). This class draws on the experiences of students as a teaching resource. You cannot learn from others, nor contribute your own unique views and experiences if you are not present.
- 6). To earn bonus points and/or silly but fun prizes.
- 7). To enhance your participation/responsibility grade
- 8). So that you can get the assignments and notes handed out in class without having to come to my office.
- 9). All homework must be turned in before class starts. Once class starts I will not accept late homework FOR ANY REASON, unless it was prearranged with the instructor.
- 10). Qwests are timed and if you arrive late you are still held to the end time.
- 11). You may not make up a missed qwest unless doing so was prearranged with the instructor.
- 12). You may not join a group test if you arrive late.
- 13). You may not make up a missed group test unless doing so was prearranged with the instructor.
- 14). You are a mature, responsible adult who wants value for your money

**Please use the bathroom before class begins. This class is only 1 hr and 15 min. long. Walking in and out of the class is disruptive and will be reflected on your participation/responsibility grade.**

Classroom demonstrations of your ability to take responsibility for your actions includes minimizing disruptions to the class; arriving prepared to discuss the readings; and being actively engaged in the learning process during class sessions. **You are not actively engaged in the learning process when you are sleeping, doing other work, reading during lectures, talking during presentations, asking personal questions on class**

**time, being argumentative, using ANY electronic devices either inside or outside the classroom, and/or walking in and out during class time. Sleeping is defined as having your eyes closed.**

**WARNING!** Any appeals regarding a missed Qwest, or test, failure to turn in work on time, or complete a qwest/test/assignment correctly must be presented within two class sessions of the occurrence. Be aware that I will ask for proof of a university accepted excuse. Remember that you have two class sessions to make an appeal. After that, I will not consider any excuse-including University excused absences.

## **Homework**

Homework will take many forms. Absence does not excuse you from doing the homework or turning it in on time. If you plan to be absent, make sure your homework is not.

You will have three HW assignments worth 63 pts. each. Dates of HW assignments will be provided after the reading and discussion schedule is complete.

I will not accept late homework unless I have prearranged with you to do so.

**Written English DOES COUNT** and can negatively impact your grade. All written assignments are to be typed and double-spaced. All references are to be properly documented (including your text book and lectures).

## **Exams/Qwests**

If you are excused from class during a qwest, I will develop a “special” qwest for you to take before the next class period. Makeup qwests will not include bonus point opportunities. Makeup qwests will be more difficult as the student has more time to prepare for them. If you are not in class when a qwest is given, you will receive a zero on that qwest, unless your absence and a make-up qwest was prearranged with the instructor. You must rearrange to make up any assignment or qwest if you are not going to be in class. If you enter class late and we have begun the qwest – you will only have the remaining time to work on the qwest.

If you are late to class when the group test is given – you will be required to take the test by yourself and will only have whatever time is remaining to do so. If you are absent when a group test is given, you will receive a zero for that test, unless you have prearranged the absence and a makeup exam with the instructor. All group makeup exams will be taken individually.

Qwest (Quiz & Test) questions will come from reading assignments, lectures, and student presentations.

**NOTE: Qwests that you are allowed to make up (when prearranged) must be COMPLETED before 3:30 p.m. on the day of the next class meeting. Examples: If you prearrange to miss a qwest on a Tuesday, you must make up the qwest before 3:30 p.m. on Thursday. If you prearranged to miss a qwest on a Thursday, you must make up the qwest before 3:30 p.m. on Tuesday.**

### **Weekly Quizzes:**

Weekly quizzes can not be made up for any reason. I will be administering 14 weekly quizzes throughout the semester. The top twelve scores will count (12 @ 23 points each for a total of 276 possible points). If you miss a quiz then it is one of the two that do not count. Quiz 1 will be based on the reading that is due on that date (1/22/09) and any lecture material presented on 1/15 & 1/20. Beginning with quiz 2 (1/29/09) all quizzes will be based on the material presented in the study guide. Quiz questions may be multiple choice, T/F, fill in the blank, short answer or essay. Note: Answer stems may be reordered and/or reworded from the study guide. However, the essence of the question will be taken from the study guide (in many cases directly).

### **Class Participation/responsibility**

Class participation or in class discussion is a significant part of your grade. Each student is expected to be an active participant and to give meaningful comments, examples, questions, etc. Your grade on class participation is something you earn via consistent, daily contributions to class discussions. You should make a conscientious effort to attend all classes and always be prepared to contribute to class discussions. Merely **coming to class** is necessary but not sufficient to earn a good participation grade. The bare minimum number of times you are expected to **voluntarily** display your analytical skills by speaking out is 8 (all on separate discussions) and this will be judged as no better than a C-. If necessary, I will call on students (that are not volunteering) to answer questions in order to provide them a chance to earn the minimal D grade.

**Note:** Merely **speaking** is necessary but not sufficient for earning a good participation grade. Contributions must have substance. I will actively seek volunteers. The opinion(s) of all class members is important to the learning process. **However, be aware that being argumentative is disruptive. While it is proper to question how science applies to an experience, it is not proper to assume that your experience reflects science.**

Your responsibility grade is determined by your behaviors. As stated before I expect you to demonstrate your ability to act responsibly. Behaviors assessed include, meeting deadlines, doing assigned work, taking proactive actions, class participation, respect for the values of others, **being a responsible team member**, sleeping in class, doing other work in class, reading outside material during class, using electronic devices, talking

during lectures or presentations, wasting class time with individual questions, arguments, or opinions, walking in and out of the classroom, etc.

**NOTE: Personal Electronic devices are not allowed in the classroom. If I see them, it will Negatively impact your grade. If I see them during any assignment, you will be reported for academic dishonesty which can lead to an “F” grade in the class and withdrawal from the college of business.**

**Hints: I will often ask for opinions or examples (to which there are not necessarily right or wrong answers) – be ready to share your view, but don’t go so far as to insist your view is the only view (parochialism) or that your view is the only correct view (ethnocentrism) – Both are irresponsible management traits and will negatively impact your participation/responsibility grade.**

**As you read – take notes. Hi-lite what you found interesting in the reading(s) and/or what you have questions on.**

**Do not use personal electronic devices, read newspapers or other books, do not do homework (for any class) during class time. In other words – be attentive.**

**Be ready to volunteer for exercises.**

**Class Photographs:** I will be taking your photograph. Doing so:

- Allows me to get to know each of you by your first or nick names
- Assures you and I that the correct participation/responsibility grade is assigned to the right person.
- Aids in my ability to write letters of recommendation for jobs, scholarships, graduate schools, etc. should you ask for one. I have had students call me up to 5 years later for reference letters – hoping that I remember them.
- Photos will only be used in-class for first or nick name identification
- No last names, ID no’s, etc. will be attached to the photographs
- Photos are kept in my personal files only and will not be shown to anyone else.

### **Discussions and discussion papers:**

Each student(s) will lead a discussion. Discussions should be approximately 15 minutes. Creativity in discussions is encouraged. You **must** facilitate a discussion among class members. Use your imagination – get the class involved. Topics will be selected from topics sprinkled throughout the book in the sections on “**New HR best Practices**”, “**HR On-the-Job**,” “**HR Headlines**,” “**HR Perspectives**” or “**Proven end-of-chapter cases.**”

Discussion Leaders must provide me with an outline of their topic including all exercises, videos, etc., one class period before they lead the discussion. Discussion leaders must also provide the class with a “cheat sheet” highlighting important concepts from the chapter that pertain to the topic.

## **Academic Dishonesty**

Any suspected dishonesty (e.g., strained eyeballs) will result in the student taking a different exam under controlled conditions.

Other forms of academic dishonesty, commonly referred to as “cheating,” are subject to the same sanctions as plagiarism. Cheating includes copying the work of others on exams or other graded activities, use of unauthorized materials in completing exams or other graded activities (i.e., “cheat sheets”, unauthorized notes, electronic devices, books, etc.), **assisting others to engage in such activities**, unauthorized possession of exams prior to their administration, and so forth.

**NOTE:** Individual’s allowing or helping others cheat are also cheating and are subject to the same sanctions as the person turning in the work. **DO NOT ALLOW OTHERS TO READ YOUR WORK** before it is turned in. Whether a student intended to cheat or not, if someone plagiarizes your work – you will both be charged with academic misconduct.

In our program an act of academic misconduct, at a minimum, will lead to an F in the course in which the action occurs. It is more likely that a student will be immediately dismissed from the program.

**ANY use of electronic devices is automatically considered cheating. Sharing Homework papers is cheating. Plagiarism is cheating. In all cases, you will receive an “F” grade in the class and your name will be submitted for judicial action.**

Any determined dishonesty (cheating) will result in a “0” for the exam/qwest and the student’s name will be sent to the department for consideration for dismissal from the program, and to the office of the Vice President for Student Affairs for Judicial action.

### **Plagiarism Defined:**

As college students, you are expected to adhere to the highest standards of academic conduct. Any violation of policies and standards in this realm is grounds for discipline, including immediate dismissal from the college and/or university.

Many people are unclear as to the meaning of academic plagiarism, citation, and other such issues. In its most basic form, plagiarism is taking undue credit for the work of others by implying that it is your own. Plagiarism is academic dishonesty, a form of poor scholarship, and may also involve legal difficulties such as copyright violation.

When standards of conduct are breached by violations such as plagiarism, cheating, non-disclosure or misrepresentation of academic credentials, fabrication of data, or other

forms of academic misconduct, the procedures will take effect (see also NMSU Student Code of Conduct & Guidelines for Preparing research papers, thesis or dissertations). The following standards apply:

1. It is academically dishonest
  - a. & often illegal, to present someone else's ideas or writing as your own. Even short phrases or parts of sentences obtained from other sources need to be documented (i.e., with citations, footnotes or end notes, or a reference listing).
  - b. to submit your own previously written work for a current assignment.
  - c. to submit the same written work for more than one class without previous knowledge & permission of the instructors.
  - d. to add your name as a contributor to a paper that you did not help develop (write, research, statistical analysis, etc.). I will not give you credit as a contributor on a paper if your name is not typed on the submission. I will only credit those names that are typed.**
2. Upon request, you must produce your sources & preliminary work (notes, rough drafts, etc.) used to prepare written assignments.
3. Plagiarism of any kind constitutes grounds for failing a course & being terminated from the program and/or university.
4. Plagiarism is not limited to the direct use of lengthy sections of another's words without proper citation and use of quotation marks. You can commit plagiarism by using another author's outline to present a body of knowledge if you don't cite the author's structuring system. If you write an outline that essentially follows someone else's published work, you must cite the source for that outline or structure or plagiarism can be inferred.
5. The most egregious form of plagiarism is to copy, verbatim, large amounts of another's written work, without citation or use of quotation marks. However, paraphrasing by changing a few words is not enough to warrant your claim of authorship, and is also plagiarism. Plagiarism occurs if you substantially rewrite a document, but fail to credit the source for underlying concepts and ideas. Submitting as your own work a paper which someone else wrote for you, whether done by them for pay or as a favor, is also an egregious form of plagiarism.
6. Academic misconduct can also apply to misusing your own previous work. Submitting a paper in a class as original, when it was actually written for and submitted in another class, is academic misconduct. When you write multiple papers on a similar topic, do not re-use sections like literature reviews, even though the source is your own work. An original work is just exactly that, original. This extends to the publication process; your work can only be presented once at a professional meeting, can only be published in one journal, and should never be submitted to more than one conference or journal at the same time. However, guidelines differ across conference disciplines; please check with your advisor before submitting papers.
7. Authorship is also related to questions of academic integrity. As an author, you are responsible for the integrity of your work. Claim authorship only when you are certain that your co-authors uphold the same standards outlined in this policy.

When in doubt, consult academic sources such as the Publication Manual of the American Psychological Association, the Modern Languages Association, and other

academic sources. Err in the direction of giving too much credit for the work of others, not of giving too little credit. You can also seek the advice of your course professor, academic advisor, or other faculty. And, always remember that “unintentional” plagiarism is still plagiarism.

Academic writing tends toward much higher standards against plagiarism than typically found in other aspects of life; as a scholar, you are responsible for setting your personal standards as high as possible. Within academe, plagiarism is universally abhorred, and can easily lead to dismissal, or later in your career, can lead to dismissal from a job and become a block to securing a future job. Academic misconduct will not be taken lightly.

**In the Management Department at NMSU, we define plagiarism as any act that claims authorship or credit for any form of creative input to a written or presentation work that uses the words, ideas, organization, underlying concepts, or other features of another author’s work, without proper citation and credit being given to the author(s), as well as any sharing of work, or covering for another student (clickers, attendance, simulation scores, etc.).**

**Grade Appeals:** Procedures for grade appeals are on page 20, under academic appeals, in the 2007-08 catalog. Be aware that there are deadlines for appealing grades.

**WARNING:** Any appeals regarding failure to turn in work on time, or complete a qwest/test/assignment correctly, or regarding an assignment grade must be presented to the Instructor within two class sessions of the occurrence. Be aware that I will ask for proof of an excuse. Remember that you have two class sessions to make an appeal. After that, I will not consider any excuses-including University excused absences.

**Students with Disabilities:**

If you have, or believe you have, a disability and would benefit from any accommodation(s), Call the Coordinator of Services for Students with Disabilities at 505.646.6840 regarding student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially. If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SSD within the first 2 weeks of classes. It will be your responsibility to inform either your instructor or SSD representative (in a timely manner) if the services/accommodations provided are not meeting your needs. If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss any concerns with the instructor.

**Employee Relations:**

Call the Director of Institutional Equity at 505.646.3635 with any questions you may have about NMSU's Non-Discrimination Policy & complaints of discrimination, including sexual harassment.

### **Extra Credit/Bonus Points**

These points are **not** needed to do well in this class. They are being used to encourage specific behaviors, as motivation for those that wish to excel, and as “just in case” points. The nature of the points is such that they must be planned for. Earn them now, “just in case” you need them later. **You cannot make up bonus points. If you are not present when they are given, you forfeit your chance at those bonus points.**

**DO NOT COME TO ME AT THE END OF THE SEMESTER AND ASK TO DO EXTRA CREDIT. TAKE ADVANTAGE OF THE OPPORTUNITIES AS THEY ARE PRESENTED.**

15 bonus points: Extraordinary Perfect Attendance is worth 15 bonus points. This means you must have zero (0) absences and/or tardies -- **for any reason**. **You can not miss even one second of scheduled classroom time. It is normal (not extraordinary) to miss class for a variety of planned reasons (e.g., home, work, and family obligations).**

10 bonus points: If you do not have **any** unexcused absences/tardies, leaving early, etc. And, you have no more than two excused absences/tardies/leaving early, etc. Note: adding the class late is an excused absence. Not showing up for the first class (when you are on the class roster) is an **un**excused absence.

5 bonus points: If you do not have **any** unexcused absences/tardies, leaving early, etc. And, you have no more than four excused absences/tardies/leaving early, etc.

10 bonus points: Best discussion as determined by the class

? **Determined at Instructor discretion.** Spontaneous bonus point opportunities will be offered during the semester. Only those students present have a chance to earn them. Bonus points cannot be made up even when the absence was excused.

### Grade Distribution

Individual Qwests	360 points	36%	( 5 @ 72 pts. ea.)
Weekly Quizzes	276 points	27.6 %	(12 @ 23 pts. ea)
Homeworks	189 points	18.9%	( 3 @ 63 pts. ea)
Discussions	75 points	07.5%	
Class participation/Responsibility	<u>100 points</u>	<u>10%</u>	
	1000 points	100%	

### GRADES (1,000 point maximum)

929.6 - 1000	A	769.6 – 799.5	C+	599.5 or less	F
899.6 - 929.5	A -	729.6 – 769.5	C		
869.5 - 899.5	B+	699.6 – 729.5	C-		
829.6 - 869.6	B	669.6 – 699.5	D+	699.6 or higher	= S
799.6 – 829.5	B-	629.6 – 669.5	D		
		599.6 – 629.5	D-	699.5 or less	= U

**NOTE: AT THIS POINT EACH STUDENT HAS ZERO (0) POINTS – I DO NOT TAKE POINTS AWAY – RATHER YOU EARN THEM. THE POINTS TRANSLATE INTO GRADES – THE GRADES THAT YOU EARN.**



**LET'S GO FOR IT!**

### Tentative Schedule as of 1-06-09

<b>Date</b>	<b>Readings due</b>	<b>Assignments</b>
<b>1/15 - Th</b>		
<b>1/20 - T</b>	<b>Syllabus Chapt. 1: Changing nature of HR Mngnt.</b>	
<b>1/22 - Th</b>	<b>Chapt. 2: Strategic HRM &amp; Planning</b>	<b>Qz. 1</b>
<b>1/27 - T</b>	<b>Chapt. 3: Organizational/individual Relations &amp; retention</b>	
<b>1/29 - Th</b>	<b>Handout: Diversity Training</b>	<b>Qz. 2</b>
<b>2/3 - T</b>		
<b>2/5 - Th</b>		<b>Qz. 3</b>
<b>2/10 - T</b>		<b>Qwest 1</b>
<b>2/12 - Th</b>		<b>Qz. 4</b>
<b>2/17 - T</b>		
<b>2/19 - Th</b>		<b>Qz. 5</b>
<b>2/24 - T</b>		
<b>2/26 - Th</b>		<b>Qz. 6</b>
<b>3/3 - T</b>		
<b>3/5 - Th</b>		<b>Qz. 7</b>
<b>3/10 - T</b>		
<b>3/12 - Th</b>		<b>Qz. 8</b>
<b>3/17 - T</b>		<b>Qz. 9</b>
<b>3/19 - Th</b>		<b>Qwest 3</b>

<b>3/23 – 3/27</b>	<b>Spring Break</b>	
<b>3/31 – T</b>		
<b>4/2 – Th</b>		<b>Qz. 10</b>
<b>4/7 – T</b>		
<b>4/9 – Th</b>		<b>Qz. 11</b>
<b>4/14 – T</b>		<b>Qwest 4</b>
<b>4/16 – Th</b>		<b>Qz. 12</b>
<b>4/21 – T</b>		
<b>4/23 – Th</b>		<b>Qz. 13</b>
<b>4/28 – T</b>		<b>Qz 14</b>
<b>4/30 – Th</b>		<b>Qwest 5</b>
<b>5/7 -- TH</b>		<b>Bonus Point Qwest</b>
<b>5/11 – M</b>	<b>“Whine” and Cheese Day</b>	