Required Text

©2013 • Paper, 432 pp

You will need to bring the book to class as we will be using cases from the book. I don’t have a preference if you use an E book or paper copy, do what works best for you.

In addition there will be supplemental files posted on Canvas. Please note which ones you will need to bring to class/use for activities.

Course Structure
This course will be a combination of theory and practice, which is typical for an average day in HR or as manager. Therefore, we will use a variety of assessment techniques. I am using the “flipped” course method, where we do a lot of activities and discussions regarding the material, and try to have very limited lectures focused on what is most important to you. I expect you all to read the chapter before class, and have reviewed the slides I have provided for you. The quiz material will come from things in the book/slides that we may not always discuss in-depth in class.

You will be in groups from day one. We’ll frequently do discussions in these groups before discussing things between the entire class. We’ll start each chapter with a discussion about the continuing case to help identify the problem and the concepts we need to know to solve the problem. We’ll then discuss anything you all have questions about, or is important to your career. Then we’ll do another case in class to apply what you have learned.

Course Objectives
Overall, the objective of this class is to have you able to function as an HR professional at an intern or entry level position. This will be achieved in a variety of ways, and assessed in numerous ways.

Knowing: Knowing what behaviors are appropriate, ethical, and legal when serving in an HR or managerial position.

Apply: Able to apply the concepts we have discussed or read about to solve complex cases and problems.

Critical Thinking: Recalling and effectively utilizing the skills you have learned and the theories you been exposed to in order to best resolve an issue, and defend/explain why you chose that course of action.

Writing- Students can demonstrate their ability to write effectively and professionally.

Oral presentation- Students can make a professional oral presentation.

Academic Survival Kit
To help you reach these learning objectives there are resources on writing and presentation skills is available on the College web page at http://business.nmsu.edu/students/survival-kit
Grades and Assessments
As not everyone performs well on every type of assignment, this course will use a variety of assessment formats. Except for things done in class, all your assignments will need to be submitted to me electronically. This can be done by submitting them through the assignments in canvas, or if you are having trouble with Canvas, by emailing me at svmp@nmsu.edu with the file attached and the assignment name in the subject line. **I WILL ONLY TAKE ELECTRONIC SUBMISSIONS.** I do this for a variety of reasons, including the ability to check for spelling, grammar, and plagiarism, to reduce the amount of printing you will need to do (thus reducing the carbon footprint), and to prevent my toddler from coloring on, ripping, or hiding your assignments from me. Please be sure to include your name and the assignment name in the file you turn in. In addition, please be aware of that spelling and grammar count and that is the most common reason people lose points on assignments. The assessments include (and are worth):

Group Assignments
*You will be working in teams for most projects and days in class. Thus it is important to pick your team mates carefully, and make sure that you all share the same goals and desires for the class. Teams should be no more or less than 5 members.*
*Once you have formed your teams, pick where you all will want to sit for the rest of the semester, as you will be there permanently.*

Tests (25%)
There will be 3 tests in this course and consist of case presentations and solving the problems in these cases. You will need to present to the class your case, and how you would resolve the issues mentioned in the text. Your peers and I will then ask you questions about your recommendations. Along with this presentation, you need a brief (no more than 2 page) submission that explains what you would do and answers the cases questions that must be turned in the night before you present.
Two of tests you will be during the regular semester. The third exam will be presented during finals week in class. The tests will be worth 25% of your total grade, and you will be given two weeks to complete the cases.

The presentation must be between 8-9 minutes long, and including questions the presentations should not take more than 15 minutes. Being able to get through all the questions will be important, so answering succinctly will be an important skill to have as well as thinking on your feet.

Weekly Activities (25%)
Each chapter we will start with a case provided from the book to help identify the key issues that we need to talk about and guide our discussion of what we need to learn from the chapter.

During the test weeks, the teams that are not presenting will be asking questions, posing alternatives, and critically assessing your peers.

In order to get credit for these weekly discussions and activities, you will need to be in class and participating (contributing to the group and class discussion). There will be a sign in binder in the front of class, please make sure you sign in to ensure you get credit. I will keep track on my seating chart as well, but this way just in case my records are wrong, we have a backup.
Training Project (25%)
You will be developing a curriculum and assessments for a client that is looking to develop certificate programs for researchers. The details of this assignment can be found online by clicking the assignment. This assignment will have several stages, and each stage will have its own due date. The final due date is tentatively set for the end of April where we will present everything to the client over Skype.

Individual Activities
Pop Quizzes (25%)
There will be pop quizzes to be completed on your own throughout the semester on the material we cover. These quizzes will assess your knowledge of particular laws, rules, and policies you as a manager or even employee should be aware of.

Extra Credit
For those of you who want extra credit there may be a few options for extra credit. One will be to complete a content validation study that will be posted online. Others may arise throughout the semester, but you need to take advantage of them when they are there, and not ask at the end of the semester what can I do to raise my grade.

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

Attendance (& participation/responsibility):

Attendance (absenteeism and tardiness) is an important part of your overall performance in a job and is extremely important in this class. This class begins at 10:30 A.M. and I will start at that time with whatever quiz or activity that will be going on that day. I suggest you plan to arrive early rather than risk being late, as you may otherwise lose participation points. Anyone entering the classroom after the Instructor begins is tardy. 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 are disruptive to other students and to the Professor. If you are texting in class, or chatting online/playing online or Facebook games, I will require you to place the electronic device up at the podium with me until the end of class and you will lose participation points. If the behavior is repeated, you will no longer be allowed to bring these devices into class.

Planned and preapproved absences: I understand that sometimes you can’t help but schedule an interview or doctor’s appointment that conflicts with class time. If you notify me ahead of time that you will be late/absent/leaving early, then we can work out what you will be missing and IF you can make up the work.
Student Athletes: For those of you on any athletic teams, I understand that you may have competitive events to attend. Please bring the appropriate paperwork from your coach at least 1-2 class periods BEFORE the day(s) you will miss and make arrangements with me before you go. Practice/Training sessions are not a valid reason to miss or be late for class, and you will need to explain to your coach that you have class at this time, and class comes first. Please note that being an athlete does not warrant an extension on assignments, and so it may be better that you turn in any assignments that are due before you leave rather than while away.

Unplanned Absences & Emergencies: I am a mom, and I understand emergencies happen where you cannot always give notice in advance. Bring your appropriate documentation to the next class so that your absence can be excused, and please contact me as soon as possible.

If you need to have your phone on because you are expecting a call, have the phone on vibrate. Please quickly step outside and take the call if you need to; however, if it is not the emergency call you are expecting, I encourage you to remain in class. If you need to leave because of the emergency, do so, but be sure to talk with me about what you missed by the next class meeting. Also as a mom, I know that sometimes our calendar and the public school academic calendar don’t match up on days off. If your child is able to entertain his/her self without being a distraction to the class, he/she is welcome to come along with you.

Excused Absences: If you provide a reason “after-the-fact,” -- it is an excuse. I do not take excuses beyond those that are University excused absences (documented illness/ hospitalization, proof of a death in the immediate family, other family hardship) and will require you to provide documentation to me the day you return to class.

In order to set up make up exams or assignments (if you had an unplanned absence), you need to talk to me and make arrangements and turn in your documentation. I am a busy person as well, and I do not have time to chase you down. You have 2 class periods after returning to class from your absence to make arrangements with me. If you have not made arrangements by then, I will assume that you are not planning to make up anything missed.

If you are too sick to come to class, you need to go to health center or your primary care provider and have them provide a note stating that you were/are indeed ill (it also will get you medical treatment that will start to get you better). As HR professionals and managers, you will require these from your employees, and so I require them from you. If your child is sick and you need to stay home, let me know as soon as possible and provide a doctor’s note verifying your child was sick when you return to class. If something happens on your way to class (car accident or flat tire) call the department secretary (575-646-1201) and ask her to leave me a message in my mailbox letting me know about the problem. This will count as giving prior notification, provided the message is waiting for me when I check after class that day.

Understandably, you might miss class, but this class is designed so that you will be learning and doing a lot in the classroom. Therefore, students are limited to two excused absences throughout the semester (for any reason) without a negative impact on their grade. Three or more missed classes (even when excused) will negatively affect your participation grade.
Excused and preplanned absences excuse you from physically being in class, **NOT ANY WORK THAT IS DUE**. Failure to turn in assignments on time will result in a zero on the assignment. You may have the opportunity to make up a missed class activity for the aforementioned university sanctioned excuses.

**UNEXCUSED ABSENCES**

Simply put, an unexcused absence is one where you have not let me know beforehand that you will be missing class for a good reason (interview, funeral) or did not bring a note from a doctor or other appropriate power to the very next class period. For unexcused absences, you do not get the potential opportunity to make up what you missed. You may still turn in the assignment due that day (if it is a case or team assignment) as long as it is in by the deadline. You will lose 5 points from your participation grade for each unexcused absence you have.

**ALL ASSIGNMENTS HAVE SPECIFIC DUE DATES AND TIMES. THESE ARE SET AT TIMES THAT SHOULD BE ACHIEVABLE BY EVERYONE, AND SO LATE SUBMISSIONS WILL NOT BE ACCEPTED. IF YOU HAVE TECHNOLOGY PROBLEMS, THAT IS NOT AN EXCUSE, AS I HAVE PROVIDED A NUMBER OF AVENUES FOR YOU TO GET YOUR ASSIGNMENT TO ME.**

Plagiarism & Academic Misconduct

**Academic Dishonesty**
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. In our program an act of academic misconduct, at a minimum, will lead to an F on the assignment and may lead to an F in the course or dismissal from the program.

Cheating includes copying the work of others on tests, use of unauthorized materials in completing exams or other graded activities (i.e., unauthorized notes, electronic devices, books, etc.), sharing your answers on tests, **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.

**Plagiarism Defined:**
Many people are unclear as to the meaning of academic plagiarism. 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. In the Management Department at NMSU, plagiarism is defined 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). This is why I require you in your cases to identify the theories that you are relying on, and can simply site the textbook or website you used when learning about them.

**Students with Disabilities:**
If you have or believe you have a disability and would benefit from any accommodations, you may wish to self-identify by contacting the Services for Students with Disabilities (SSD) Office:
Ms. Diana Quintana, Director of University Disability Services/Student Accessibility Services New Mexico State University P.O. Box 30001, MSC 4149 Las Cruces, NM 88003 (575) 646-6840 (voice) (575) 646-1918 (TTY/TDD) (575) 646-5222 (Fax) Location: Corbett Center, Room 244

All medical information will be treated confidentially. If you have already registered, please make sure that I receive a copy of the accommodation memorandum from SSD within the first 2 weeks of classes. It will be your responsibility to inform either me 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.

TENTATIVE COURSE SCHEDULE AND TOPICS.

It is my goal to at least start the listed chapter the week scheduled, but I reserve the right to change the pace based on how classes go and the activities we do.

| Jan 18 | Week 1 | Introduction to course, What is HR, Introduction to Team Project |
| Jan 21 | Week 2 | Select teams; Chapter 1: CARMA on Friday |
| Jan 28 | Week 3 | Chapter 2: EEO and Diversity |
| Feb 4  | Week 4 | Chapter 3: Personnel Planning, recruiting, & talent management |
| Feb 11 | Week 5 | Chapter 4: Testing and Selecting Employees |
| Feb 18 | Week 6 | Test 1 |
| Feb 25 | Week 7 | Chapter 5: Training and Developing Employees |
| Mar 4  | Week 8 | Chapter 6: Performance Management, Appraisals, & Careers |
| Mar 11 | Week 9 | Chapter 7: Compensating Employees |
| Mar 18 | Week 10 | Test 2 |
| Mar 25 | Week 11 | Spring Break |
| Apr 1  | Week 12 | Chapter 8: Ethics, Engagement, Retention, & Fair Treatment |
| Apr 8  | Week 13 | Chapter 9: Managing Labor Relations & Collective Bargaining |
| Apr 15 | Week 14 | Negotiation Activity |
| Apr 22 | Week 15 | Training Presentations Due |
| Apr 29 | Week 16 | Chapter 10: Protecting Safety & Health |
| May 6  |       | Final Exam |