DEPARTMENT/FACULTY INFORMATION

Instructor: Tristan Davison, DBA
Location: Daytona Beach Campus - Bldg. 200, R. 330
Office Hours: TBD

Please email for best contact
Phone: 386-506-4304
Email: Tristan.davison@daytonastate.edu [for best contact, please set an appointment via email]

Credit: 3 semester hours

Weekly Class Meeting Schedule: ON-LINE
[You MUST logon AND POST to the discussion board within 48 hours of the first day of class or you will be marked as “non-attending”]

Falcon Online: (http://daytonastate.edu/falcononline)

COURSE INFORMATION

Course Description: This course examines Human Resource Management, relevant applications and cases, it focuses on HR issues in the workplace. This course is an upper division course for students that have met the admission requirements for upper division courses.

This course is an upper division course for students that have met the admission requirements for upper division courses. This course is about Human Resource Management fundamentals. Following graduation most students will find themselves working in businesses or not-for-profit organizations. Regardless of their position or career aspirations, their role in either directly managing other employees or understanding human resource management practices is critical for insuring both company and personal success. This course will provide B.A.S. students the competencies in communication and presentation skills by learning interactive and discussion-oriented learning methods throughout the B.A.S. program of study.

Student Learning Outcomes: Upon completion of this course, (MAN-4301) B.A.S. students should have acquired new skills, knowledge and/or attitudes to objectively evaluate and understand various human resource fundamentals and how they relate in practice.

The student should be prepared to:
1) Describe the functions of human resource management.
2) Explain the strategic role of human resources within an organization.
3) Discuss human resource management and its role in the management of organizations.
4) Acquire a variety of human resource management skills and be able to apply these skills in problem solving, including diagnosis, critical thinking, and evaluation.
5) Develop creative and effective solutions for various human resource challenges as students progress through their careers.
6) Demonstrate ability to communicate at a professional (affective) level for all assignments by integrating concepts (cognitive) from this and other course(s).

**Learning Methodology:** This is an online course. Students access the main course through DSC’s Falcon Online classroom and through the publisher Web site.

Individually and through teamwork students will utilize all six levels of learning:

2. Comprehension - ability to paraphrase and interpret information in one’s own words.
3. Application – use knowledge in a new situation.
4. Analysis - break down knowledge into parts and show interrelationships.
5. Synthesis - bring together parts of knowledge to form a whole.

These six-learning methods will create a framework for a learning environment that integrates student experiences, current events, and the instructors’ real-world experiences.

**Required Textbook(s) and/or Materials:** HR4, DeNisi/Griffin, 4rd Edition, Cengage (ISBN13: 9781337116381)

**Daytona State College Bookstore:** [http://www.DaytonaStateShop.com](http://www.DaytonaStateShop.com) or order books and materials online.

**Supplemental Texts:** Reference books and video resources available in the Daytona State College Library.

**Equipment and Supplies:** Students must have access to a personal computer. Students will need Internet access for this course as well as knowledge of PowerPoint, Word, and Falcon Online. Use of a flash drive or a cloud storage site (OneDrive, Google Docs, Assignments, etc.) is recommended.

All assignments must be submitted in MS® Word format.

**Important Links:** Falcon On-Line is used to supplement course work and access material throughout the semester [http://www.daytonastate.edu/falcononline/](http://www.daytonastate.edu/falcononline/).

Electronic databases are available via Daytona State College Library for full-text periodical articles (i.e. Wall Street Journal). Student may contact Rachel Owens – B.A.S. librarian via email at owensr@daytonastate.edu or by phone at (386) 785-2018 for any reference material questions or their instructors.

**Minimum Technical Requirements**
Students enrolled in this course must be able to:
- Use all required features of Falcon Online such as discussion boards and the Assignments
- Send and receive attachments by e-mail
Create and submit files using Microsoft Word processing or Excel spreadsheet programs
Create, edit, and present using programs such as PowerPoint

Important Links: Falcon On-Line will be used to supplement course work and access material throughout the semester [http://www.daytonastate.edu/falcononline/](http://www.daytonastate.edu/falcononline/).
E- Databases are available in the Daytona State College Library for full-text periodical articles (i.e. Wall Street Journal). Student may contact Rachel Owens – B.A.S. librarian via email at owensr@daytonastate.edu or by phone at (386) 785-2018 for any reference material questions or their instructors.

CLASSROOM POLICIES

Disclaimer: Teaching policies and regulations for this course are not open for discussion or negotiation. This syllabus is as complete as possible but is subject to change by the instructor. The instructor reserves the right to alter policies, procedures, or assignments as needed. Changes to the syllabus will be posted in the online classroom “Announcements” tab. Your continued participation in this course after the add/drop date constitutes an agreement with and an acceptance of the conditions presented in this syllabus.

Course Evaluation: The instructor reserves the right to alter the grade structure and modify assignments including additional assignments and unannounced quizzes. Evaluation will take into account student's attentiveness, active participation in the on-line class, writing ability, willingness to ask questions, and class etiquette.

How to proceed through the course: Students should plan to have three hours of study time per week for each credit hour of class time. Example: when taking a typical 3 credit hour course, students should plan to spend at least 9 hours per week doing coursework and studying for that course regardless of the mode of delivery (online, hybrid, face-to-face).

The learning management system (Falcon Online) course tools include the following: assignment rubrics, resources, course content modules, gradebook, student presentations, and student progress.

To accomplish the course objectives, the course may include, (1) communications analysis (writing and discussion), (2) on-line discussions (3) case analysis, and (4) projects/presentations. Discussions will supplement the required readings, in-class discussions, and case analyses.

It is the responsibility of the student to do the required readings and assignments before the due date. Late work is not accepted in this course. The Instructor will check online course activity regularly. Again, the Instructor reserves the right to modify the syllabus as deemed appropriate without notice.

Daily preparation for, and regular participation in, exercises, activities, and class discussions is essential for all B.A.S. courses. Active participation is part of your grade. Active participation includes asking questions; responding to questions (with supportive evidence, claims and inference); responding to other student's comments; and completing all assignments on or before the due date. Assignments must be prepared in a professional manner (must be submitted in MSWord® and PowerPoint®: when applicable, only) and must include the student's name and student number, the course and which section, the instructor's name, and the date submitted.

Assignments will be typewritten using APA writing style (unless otherwise specified by the instructor) and be the students own original work (avoid plagiarism).

Handling of assignments: Students are required to complete the weekly assignments provided by the instructor,
participate in online class discussions, and complete assignments on time. Each week assignments/quizzes open on MONDAY and close the following Tuesday at midnight. The dates on the course schedule are DUE DATES.

Students must submit assignments electronically in the designated Assignments area. Discussions are due within the Discussion tab and all other assessments are submitted respectively (i.e. Quizzes within the online Quiz tab).

The best option is to pursue the completion of assignments AHEAD OF SCHEDULE. If a situation occurs that would warrant an excused absence, contact the instructor by email in advance. If it is an emergency, please leave a detailed message explaining the situation prior to the due date of the assignment. The Instructor will use a case-by-case basis to address issues.

**Communication:** Students must submit all personal class inquiries to the Professor via e-mail from their DSC email account. All correspondence will follow the guidelines of FERPA. No DSC class information will be sent to personal email accounts. For this course: please use CLASSLIST and email from within the course.

**Interaction:** Students should to login to the course for content material, lecture slides, quizzes and discussion forum activities several times during the week.

The due dates for the assignments are located on the class schedule. The Instructor reserves the right to modify the schedule without notice. If you have any questions about the assignment or due date, it is your responsibility to contact the instructor at least 48 hours prior to the due date. The instructor will respond to students within 48 hours. If an assignment is due at midnight and a student reaches out the day it is due, the student may not get a response in time to answer their question. A student's lack of timing/planning is not an excuse for missing an assignment. Be proactive not reactive. TIME MANAGEMENT

- **Work Through the Course Content** – The content will reinforce the student learning outcomes.
- **Get Involved in Your Class** - Form a study group, ask questions in our discussion forum, and visit our online classroom frequently.
- **Seek Assistance When Needed** - Let your instructor know you need help and utilize the Academic Support Center.

**Attendance Policy:** You MUST logon AND POST to the discussion board within 48 hours of the first day of class or you will be marked as “non-attending” and withdrawn from the class.

Students who stop attending this class may be withdrawn from the class and receive a final grade of W1 (Withdrawn). Attendance includes participating in online activities.

**Withdrawal Process:** It is the student's responsibility to drop this course if circumstances develop that prevents their completion of the course. Please discuss your situation with the instructor before going through any formal drop procedures. Also check with the Office of Financial Aid to determine how this withdrawal might affect your current and future aid eligibility. Please review Refund/Repayment Policy and if the decision has been made to withdraw, you should:

1. Go to MyDaytonaState.edu and log in
2. Click on MyAcademicst in the menu bar
3. Using the left hand menu, click on Registration
4. Click on Class Registration link
5. Read the message about tuition payment and then scroll down to acknowledge the information
6. Click on the Continue button
7. Select the current term you and year
8. Click on the Registration button
9. Select the course you want to withdraw from by clicking in the radio button; then click the Drop Course button

Use the following link for more information on dropping a class: https://daytonastate.edu/help/dropclass.html.

Students who stop attending this class may be withdrawn from the class and receive a final grade of W1 (Withdrawn). Attendance includes participating in online activities.

**Late Work/Make-up Work and Exams:** **LATE WORK IS NOT ACCEPTED.** The Discussion, Quizzes and the Final are not available or accepted after the due date. If unforeseen circumstances occur, the student must submit proof or evidence to the instructor.

The instructor does not accept EXCUSES due to a student’s lack of time management. When did you know an Assignment was due? Look at the Course Schedule (pg. 15)! “…my computer stopped working,” “…I turned in the wrong Assignment,” “…my Aunt’s cat is sick,” etc. Ask yourself, did you wait until the last minute to complete your Assignment that you knew about since the first day of class? How do I ensure that my work is complete and on time; in case there are any last minute “accidents?” Well, glad you ask! Save your work up to four different ways: flashdrive, cloud account, desktop, and email it to yourself. Finally, pace yourself so that you are not trying to complete your Assignment the day that it is due. I always set the due date for myself at least two days before it is actually due. So again, I do not accept EXCUSES due to student’s lack of time management. Let me restate….I do not accept EXCUSES.

**Classroom Etiquette:** For **face-to-face:** All students should be on time for class. Attend to your needs before entering the room. Students who come late or leave during the class are a distraction to both the instructor and other students. The use of cellular phones, MP3 players and other electronic devices is also a distraction. Please ensure electronic devices are off (or on silent alert). If an emergency arises, please be courteous to your fellow students and leave quietly. For **online:** “Netiquette” has evolved to aid us in infusing our electronic communications with some missing behavioral pieces. “Emoticons” and other tools have become popular and I encourage their use only when it will add to the clarity of your communication. Viruses: A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee and Norton). Also, back up your files. Excuses such as “My hard drive crashed” “My modem doesn't work” “My printer is out of ink” are today’s equivalents of “My dog ate my homework.” While these events do occur and are inconvenient when they do, **they are not valid reasons for failing to submit your work on time.**

You have access to the **BAS computer lab** (Bldg. 200, 4th Floor) to complete this course. **Lack of computer access is not an acceptable reason for missing due dates for Online classes.**

**Classroom Expectations:** The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

1. **Academic integrity** will be appraised according to the student academic behavior standards outlined in the DSC Student Handbook. Keep up with the reading. You have quite a few chapters, quizzes, discussion postings, and homework assignments for this class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
2. **Work with others.** You are encouraged to form study groups (online and/or in person), and participate in the Graded Discussion Forum.
3. Familiarize yourself with the College’s policies governing usage of your online account. You may view this document at http://www.daytonastate.edu and locate the link

**Online Course Map:** Please take a few minutes to read about the many features of our online classroom. Using all of these features will help you succeed in the course. Access to each feature is easy. Just click on the link: http://www.daytonastate.edu/falcononline/ for further instructions.

**Syllabus** - Print a copy of your syllabus. It will serve as your outline and guide to all the requirements of the course. Review it weekly. Enter important dates on your course calendar.

**Content** - This is where you will find the following interactive learning tools for each chapter.

**Discussion** - This is where we meet to exchange ideas, report research findings, and add value to the course beyond the scope of the text. There are several discussion forums. This syllabus provides a thorough explanation of how the discussion forum works and grading. You should check the discussion forum several times a week and read all new posts. Remember, the discussion forum takes the place of our in-class time. Proper discussion protocol is to log into the week’s Forum within 48 hours of its opening, and post a well-formatted opinion, using outside resources as appropriate/instructed. On two other days, you should read peer submissions and make at least two meaningful comments (as discussed in the Assignment Protocols section below) also with supporting links if appropriate.

**Assignments** – Submit written assignments to this tab (formally known as the dropbox). Review the due dates and instructions to ensure optimal success of assignments.

**Quizzes** - This link contains the graded quizzes and exams. Just click on the link and scroll down until you find the quiz/exam you want to take. Then click on that quiz/exam. Please review the Course Schedule for the final day to take each quiz/exam. You have *two attempts at each quiz/exam so make sure you are prepared, have your necessary resources ready and have the time and environment necessary to do your best.  
* NOTE: for the final cumulative quiz there is only one attempt with adjusted time

The online environment is set up for the student’s optimal access of all available resources and guidance. In doing so, the course is designed by Weeks so that students may have a clear schedule of their navigation throughout and up to the successful completion of the class. The layout is:

I. Assignments (if any required that week)
   II. Chapter Resources (indicated by a #)
       1) Electronic book
       2) Practice quizzes (non-graded)
       3) Extra Chapter resources, i.e. games, videos, etc. (non-graded)
   III. Discussions (if any required that week)
   IV. Quizzes (if any required that week)

**E-mail** – Classmail can be accessed by the email or classlist tab.

**Gradebook** - Check your progress in the course. Grades for assignments are posted after the due dates of assignments. Turn-around time is dependent upon the class and assignment size. Email your instructor if you need specific assistance.

**Announcements** - Get updates regarding the course, Daytona State College, and content germane to your
academic success. **Check here regularly.**

When you sign into the classroom, **check the class Announcements on the front page. Important announcements will appear there. Also, check your e-mail regularly for messages from your instructor.**

**RULES:**

1. Check your e-mail at least two times per week (more often is better).
2. Be patient. Do not expect an immediate response when you send a message. Two days is considered a reasonable amount of time to receive a reply. If you have not received a response by then please re-send your email.
3. For EACH Assignment: Always include the course name in the subject line and refer to a particular assignment or topic. **ALWAYS include or attach the Assignment Cover Sheet** found on page #14 (your consistent commitment to this document & statement therein will aid in maintaining DSC as an Institution of Integrity).
4. For Discussion forums: Providing practical information to encourage the discussion is key along with giving constructive feedback to as many of your classmates as possible (at least five). Be courteous and considerate. Being honest and expressing your position thoroughly is very important, but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use ALL CAPS. This is considered “shouting” and the message is very hard to read. Check spelling, grammar, and punctuation (you may want to compose in word processing software then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a blank line between paragraphs.
8. If you have a question regarding the course material, post the question in the Discussion Forum under the appropriate chapter/topic. Other students will appreciate seeing the question and responses. Students are encouraged to respond to other students' questions. Learning by teaching is a powerful tool. Please do not send your instructor e-mail related to the course content.
9. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your e-mail. Never send or keep anything that you would not mind seeing on the evening Announcements.
10. Keep all postings professional. Correct grammar and spelling are an important part of the business environment. Review your comments before you post them. Write as though you were sending the correspondence to an officer of your company.
11. **If you want to know a grade, the Gradebook displays all graded work. Please do not ask the instructor how you are doing. See Gradebook.** A grade calculation example is provided in the Announcement section on the Homepage midway through the course.

**Evaluation/Assessment Methods**

The goal of written business communications is to be error-free, while conveying the required information. Written work for this class is assessed in both dimensions. Students should analyze and summarize articles/writings
assignments in their own words. Business wiring should be concise, brief and comprehensive. Writing assistance is available through the DSC Writing Center.

**Quizzes:** In the Falcon Online classroom, students will take quizzes under the “Quizzes” tab that review and relate to the reading materials from the specified timeframe. Students should prepare for these quizzes by reading the materials, taking notes, highlighting, tabbing and organizing the materials for easy access. The quizzes are open-notes, open-materials, but not open-friends; meaning, these are to be completed individually. Ensure proper amount of study time prior to beginning a quiz and ample time prior to the close of the quiz. (Ex: if the quiz ends at 11:59, you MUST have started the quiz early enough in the evening to get your full amount of time. The online classroom will automatically kick you out of the quiz and forbid you to take it, even if it is opened earlier than that close time. So, if you have 90 minutes for a quiz, be sure to start by 10:29 at the latest to get your full amount of time.) Quizzes will **NOT** be reopened for late credit [SO DO NOT ASK] – be sure to plan your schedule appropriately to complete the quizzes on time!! A lack of planning by the student does not constitute an emergency for the instructor.

**Online Discussion Forum:** Students will actively participate in the online discussion providing both personal and scholarly insight. Responding to at least three other classmates is required. Citations of work cited is required. See rubric online for FULL requirements.

When posting an initial Discussion students must add their Name in the Subject box. EX:

**Final Exam:** This is a cumulative exam of all Chapters covered in this Term. The exam will be open to students for several days and must be submitted by 11:59 on the due date. **ABSOLUTELY NO** exceptions [NO NEED TO EVEN ASK].

**Assignments:** Students will be assigned online assignments that cover material to assess specified outcomes. See detailed assignment rubric on the Content page for further instructions. You MUST follow those instructions completely for success on these assignments. **For EACH Assignment, the Assignment Cover Sheet must be submitted.** As a Student, Professional, and a Leader, I expect each of you to **read and understand** the ACADEMIC INTEGRITY POLICY in accordance with the Daytona State College student handbook and submit every assignment in full compliance of this policy. Also, as a DSC Falcon, you give your word that any work submitted is your own and that you have neither given nor received unauthorized help. Citations of work cited is
required. See rubric online.

Students should utilize the available resources (instructors, classmates, co-workers, case studies, vignettes, self-assessments, electronic media and BAS computer classroom, the librarian, and the Writing Center) throughout the B.A.S. curriculum to successfully meet student learning outcomes and program outcomes.

**Grading Policy:** To view the College policy: [https://www.daytonastate.edu/catalog/adm/grading_system.html](https://www.daytonastate.edu/catalog/adm/grading_system.html).

**Points per Task:**

<table>
<thead>
<tr>
<th>Points per Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/Student Learning Outcome</td>
<td>50 points</td>
</tr>
<tr>
<td>1 Discussion Forum</td>
<td>100 points</td>
</tr>
<tr>
<td>5 Quizzes</td>
<td>(50 points each) 250 points</td>
</tr>
<tr>
<td>4 Assignments</td>
<td>(100 points each) 400 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 points</td>
</tr>
<tr>
<td>Total</td>
<td>1,000 points</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Definition</th>
<th>Grade Point Value</th>
<th>Numeric Avg.</th>
<th>Points Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>90-100</td>
<td>900 +</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.3</td>
<td>87-89</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>80-86</td>
<td>800-869</td>
</tr>
<tr>
<td>C+</td>
<td>Above Average</td>
<td>2.3</td>
<td>77-79</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
<td>70-76</td>
<td>700-769</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>1.3</td>
<td>67-69</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td>65-66</td>
<td>650-669</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td>0-64</td>
<td>- 649</td>
</tr>
</tbody>
</table>

An *incomplete grade* will NOT be given UNLESS the following criteria are met:

- A request in writing is submitted to the instructor prior to last two weeks of class,
- All assignments, term paper, and quizzes were completed at that point in time,
- The student has a grade of "C" (70%) or higher at that point in time.

**Class Withdrawal Process:** Students can withdraw from this class prior to the date listed in the Academic Calendar. It is not necessary to have approval from the instructor to withdraw from the course, but you should discuss the situation with the instructor prior to any action. Many times issues and concerns can be resolved with communication. Please review Refund/Repayment Policy in the current college catalog and also check with the Office of Financial Aid to determine how this withdrawal might affect your current and future aid eligibility.
Students who stop attending this class may be withdrawn from the class and receive a final grade of W1 (Withdrawn). Attendance includes participating in online activities.

**STUDENT RIGHTS & RESPONSIBILITIES**

My Philosophy regarding this course: As a senior level course it is essential students realize learning comes from reading the text, using supplemental materials, completion of assignments, and the exchange of ideas among ALL class members. The primary teacher in this course is the textbook. Your voice in the class provides a valuable contribution by your participation. Every voice in the class is important. Students with prior work and/or experience in course topics are encouraged to share in order to create a rich learning environment. Some of you will go on to graduate work (continue into Master's programs), and others into management positions, therefore this is a good time to learn the importance of critical thinking, analysis, and communication. It is an opportunity to move beyond black and white concrete thought to the many shades of gray that are reflected in graduate work and management positions. For example the use of terms like: “as demonstrated by research/data/analysis,” “typically,” “significant/insignificant,” and “in general” are preferable. The Professor’s role is as a facilitator (guide) for your learning. Your success primarily resides with you. Please create course goals and objectives for yourself to ensure your success. As your instructor I am happy to assist you in achieving your academic and professional goals.

Students are responsible for reading and following all college policies outlined in the Student Handbook. Some of the most important are summarized below. The Handbook can be accessed at http://www.daytonastate.edu/academics.html under “Student Resources.”

**Academic Integrity**: Daytona State is committed to providing you with quality instruction, guidance, and opportunities for academic and career success by fostering academic excellence in a supportive and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced and submitted by you.

**Cases of suspected academic dishonesty may be reported to the Judicial Affairs Office for resolution.**

**Forms of Academic Dishonesty:**

**Cheating** - Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.

**Plagiarism** - Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the APA. Instructors in the Bachelor of Applied Science in Supervision and Management program will be using Turnitin.com to assist in determining the originality of the student’s work. Check with the instructor to properly document information from other sources. For
Fabrication - Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.

Other Academic Misconduct might include, but is not limited to:
- In a testing situation, conduct, such as, looking at a classmate’s test, talking to a classmate, or leaving the classroom without the instructor’s or proctor’s permission.
- Obtaining by the theft/purchase OR selling/ giving part or all of a test.
- Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.
- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.

Honor Pledge: I, as a member of the DSC community, pledge that I will neither give nor receive unauthorized aid in my work nor will I present another’s work as my own, nor will I tolerate anyone who does. For more information on academic integrity, view Honor Code.

Academic Integrity Policy: I have read and understand the ACADEMIC INTEGRITY POLICY in accordance with the Daytona State student handbook and submit this assignment in full compliance. As a DSC Falcon, I give my word that this work is my own and that I have neither given nor received unauthorized help.

My Class Policy: Class and online sessions simulate the work environment. A business professional behaves their way to success. Think of sessions as a business meeting. When you attend a business meeting, you are expected to be on time, up to speed on the agenda, and ready to participate. You are expected to participate in the free exchange of ideas and to maintain a climate of civility and mutual respect for the values, beliefs, ideas, and opinions of others. You are expected to demonstrate conduct appropriate to a business professional during online class, team/study meetings, and any outside class activities, etc.

BAS Policy: Personal behavior that promotes a classroom atmosphere favorable to instruction and learning is always appropriate. Concern and respect for others contributes to such an environment. Students should cooperate by willingly demonstrating interest and responsibility in the classroom. Respect for the individual is expected and a lack of respect will not be tolerated. Instead of attempting to itemize a comprehensive list of unacceptable behaviors, two general criteria will be stated:

1. A Bachelor degree graduate is expected to be a professional, well rounded, and motivated job candidate. Towards that end, a professional student attitude is encouraged. The ideal individual would arrive at each class meeting on time and in appropriate attire. They would address other individuals with respect avoiding the use of profanity or inflammatory remarks. They would project an attentive and concerned classroom demeanor.

2. The campus environment will be maintained in a manner conducive to learning. Distractions such as cell phones, pagers, digital assistants, video games, music players, or extraneous talking will not be allowed to interfere with student learning.

HOW TO SUCCEED IN THIS COURSE

If you need help please ask for it. Asking for help when needed is a sign of maturity and strength, not
All students must logon into the course at least 2-3 times a week. **It is expected any Announcements items posted on the course homepage will be read by the student.**

**Time Management** - Set a schedule for reading, studying, participating in discussion forums (NOTE: not all students post when **YOU** think they should), and preparing for quizzes and exams. Allow sufficient time for homework. Stick to your schedule. Stay on task. A lack of planning on your part does not constitute an emergency on someone else's part.

**Work Through the Course Content** - Make use of the resources that the publisher provides. They will reinforce the major learning outcomes of the course.

**Get Involved in Your Class** – Form/use a study group, ask questions in our discussion forum, and help other students.

**Seek Assistance when Needed** - We have live tutors and other resources to help you succeed. If you need academic accommodations, such as private testing, interpreters, note takers, etc. you must give me a current letter from Student Disability Services (SDS) that verifies that you need specific accommodations. Please make an appointment to meet with me as soon as possible to discuss the accommodations. I cannot give accommodations until you provide a letter from SDS. Please do not give me a copy of any medical information.

**Academic Support Services**

**Students with Disabilities:** The Student Disability Services (SDS) Office provides tools and resources to students with documented disabilities. Students who self-disclose a documented disability and provide the required documentation to the SDS Office can receive confidential and reasonable accommodations to assist in their academic success. If you need accommodations, please contact the SDS Office at (386) 506-3238. To call Florida Relay dial 7-1-1, or the appropriate toll-free number: 1-800-955-8771 (TTY), 1-800-955-8770 (Voice). You can also find more information at [http://www.daytonastate.edu/sds](http://www.daytonastate.edu/sds).

**Veterans:** If you are currently serving or have ever served in the U.S. Military, please feel free to visit the Veterans Center in the Lenholt Student Center (Bldg. 130, room 124) for any assistance or phone 386.506.3065. Please visit [https://www.daytonastate.edu/admsvet/](https://www.daytonastate.edu/admsvet/)

**Academic Support Center:** The Academic Support Centers (ASC) assist students on every campus to achieve their potential by providing the resources they need to become successful, independent learners. For more information please go to [http://www.daytonastate.edu/asc/](http://www.daytonastate.edu/asc/) or email ASC@DaytonaState.edu.

**Writing Center:** For assistance with all stages of the writing process please visit the Writing Center (appointments recommended) [www.daytonastate.edu/cwc](http://www.daytonastate.edu/cwc).

**Library and Research Services:** The Daytona State Library offers many types of resources to support your research materials and assistance. [http://library.daytonastate.edu/index](http://library.daytonastate.edu/index).

**Technical Support:** is available for Falconmail, printing, web usage, Desire2Learn, and more. Students may call 386-506-4AID (4243) or e-mail (FalconAid@Daytonastate.edu). Local access numbers for your area are:
DeLand/Deltona   (386) 785-2000 ext. 4243  
Flagler/Palm Coast  (386) 246-4800 ext.4243  
New Smyrna  (386) 427-3472 ext. 4243  
Ormond/Daytona  (386) 506-4243  
or e-mail FalconAid@Daytonastate.edu.

The FalconAid after hours of operation are:

Monday – Thursday  8:00 AM – 10:00 PM  
Saturday  9:00 AM – 4:00 PM  
Times may vary during holidays and special circumstances.

Help! My Computer Died:  Computers are available at each campus.  
•  Daytona Campus, Bldg 210, Library Computer Commons and the ASC Building 500 & the BAS  
  computer lab bldg 150, 4th floor  
  ▪  New Smyrna Campus, Bldg 2, Room 104  
  ▪  DeLand Campus, Building 1, Room 114  
  ▪  Deltona Campus, Building 1, Room 230

Important Information/Phone numbers:  
▪  Florida Online website:  http://online.daytonastate.edu/index2.php  
▪  Florida Online Helpdesk:  386-506-3849  
▪  IT Helpdesk:  386-506-3950  
▪  BAS Department:  386-506-3086

Safety on Campus:  Check your FalconMail after you register for information on accessing and updating your free Daytona State College Rave Alert account. You can also visit https://www.getrave.com/login/daytonastate.

This syllabus is intended to give you an initial preview of the semester and help you plan for important due dates. However, please refer to the syllabus posted in Falcon Online as the official syllabus. Any necessary updates to the official syllabus will also be posted in the Announcements section of Falcon Online.
Assignment Cover Sheet

<table>
<thead>
<tr>
<th>Program:</th>
<th>Bachelor of Applied Science in Supervision and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Dr. Tristan Davison</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Type of Assignment:</td>
<td></td>
</tr>
<tr>
<td>Student Name:</td>
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<td>Student Address:</td>
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<td>Student Phone:</td>
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<td>Student E-mail:</td>
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</table>

ACADEMIC INTEGRITY POLICY:

I have read and understand the ACADEMIC INTEGRITY POLICY in accordance with the Daytona State student handbook and submit this assignment in full compliance. As a DSC Falcon, I give my word that this work is my own and that I have neither given nor received unauthorized help.

__________________________________________  ______________________________________
Student Signature                                      Date
COURSE SCHEDULE

Human Resource Management - Weekly Schedule
WEB (Log-on to Falcon Online: [http://daytonastate.edu/falcononline](http://daytonastate.edu/falcononline))

Navigation:
RED - like a stoplight, stop and pay attention
GREEN - green means go, this is what you must take action on

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date * WHEN</th>
<th>Class Topic(s)</th>
<th>Point Value WHY</th>
<th>Classwork &amp; Homework Assignment WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 16-21</td>
<td>The introduction discussion is due 1/18/2018</td>
<td>The introduction post helps students meet their classmates and for attendance verification. It is due by January 18. Failure to post by 1/18/2018 may result in being dropped from the course.</td>
<td>1. Read Chapters 1 and 13 2. Syllabus Acknowledgement: PLEASE read and review the Syllabus carefully in support of your success in this course. 3. When you post your introduction, identify the learning outcome that you find to be the most significant to you personally and why. THIS MUST BE COMPLETED WITHIN 48 HRS. OF CLASS BEGINNING FAILURE TO POST WILL MARK YOU AS ABSENT AND YOU MAY BE WITHDRAWN FROM THE COURSE</td>
</tr>
<tr>
<td>2</td>
<td>Jan 22-28</td>
<td>January 30 Chapter 1 - Introduction/ The Nature of Human Resource Management Chapter 13 - Motivation at Work</td>
<td>Learning Outcome/ Introduction - 50 This is used as an assessment tool in order to meet learning outcomes Discussion - 100</td>
<td>1. Read Chapters 1 and 13 2. Discussion Forum: Discuss this FIVE part section [identify each numbered section within your post as such] I. What do you believe is the top human resources issue in the US at this time - and why? II. Discuss your views on the future of HR based on the following websites: <a href="http://www.business2community.com/human-resources/build-hrdepartment-future-0806749">http://www.business2community.com/human-resources/build-hrdepartment-future-0806749</a> [<a href="http://www.hrmorning.com/hr-ready-for-the-">http://www.hrmorning.com/hr-ready-for-the-</a>]</td>
</tr>
</tbody>
</table>
### Quiz #1 - 50

Total: 200

http://www.business2community.com/human-resources/2015-will-different-hr-01056914

Be sure to identify: your agreement or disagreement with the articles, concerns with the future of HR, comments on each article specifically, and overall what will the future of HR look like from your perspective [simply stating “I agree with the articles does not make for an intellectual reflection of the premise].

**III.** Come up with your own five trends for the future of HR/What are the most important factors that will be relevant to HR (in order of importance - 1 being most important) and explain your reasoning with **at least 2 sentences** per trend (based on your scholarly findings, textbook, online resources, etc.).

**IV.** A growing trend in HR is the need for diversity in talent pools. As diversity can bring about new ideas, debate, and innovation; discuss HRs role in diversity.

Identify skill sets that diversity can bring about.

Discuss what the diverse workforce looks like and how these groups impact the organization; ex: Generation Y, women representation, aging workforce, etc.

**Address self-regulatory initiatives and legislative insight of diverse workplaces.**

**V.** Discuss HRMs role with Social Media.

Provide actual organizational cases of reference.

**PLEASE, please, please review the Online Discussion Rubric (located in the content tab) as this course will follow strict adherence thereto...**

1. **Read** Chapters 4 through 6

2. **Assignment #1** Submit in the Assignment the following: Write a job description used to communicate to job applicants and
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Learning Outcomes</th>
<th>Assignment</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Feb 5</td>
<td>Chapter 5 - Information for Making Human Resource Decisions</td>
<td>meet learning outcomes Assignment #1 - 100</td>
<td></td>
<td>managers what skills and abilities are necessary to perform the job. ALSO, review all pgs. 108-114 for specific information and thoroughness.</td>
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<tr>
<td></td>
<td>Chapter 6 - Human Resource Decision Making in Organizations</td>
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<td></td>
<td>* Develop it on what you would consider your dream job [If you are currently working in your dream job; come up with another job that you have thought about pursuing or would like to pursue]. * Ensure that you include the following: Tasks, Essential Duties of the job, Administrative Information about the job/Hierarchy, all and additional Responsibilities, Statement of the job’s Purpose, Major Elements of the job, along with your complete description. * Submit 2-4 pages APA format - you will be graded on content, connection to the textbook material, clarity, grammar, spelling, originality – see rubric in content tab online [Note that 2-4 pages does not include your cover sheet or reference page]. TIP: Can I take your completed job description and post it for possible candidates to apply!</td>
</tr>
<tr>
<td></td>
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<td>This is used as an assessment tool in order to meet learning outcomes Quiz #2 - 50 Total: 150</td>
<td></td>
<td>3. Submit Quiz #2 on Chapters 4 through 6</td>
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<tr>
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<td>1. Read Chapter 7 2. Assignment #2 Develop a recruitment plan for how you will hire someone for your dream job description that you developed last week: * Include an advertisement for the job * Ensure that you thoroughly discuss the goals for recruiting, recruitment process, recruitment strategy, * How you will manage the influx of resumes * Minimum 2 pages – see details for</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics</td>
<td>Assignment Details</td>
<td>Notes</td>
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</table>
| 5    | Feb 12 - 18 | Chapter 2 - The Legal Environment<br>Chapter 8 - Managing a New and Diverse Workforce<br>Chapter 12 - Safety, Health, Well-Being, and Security | 1. **Read** Chapter 2, Chapter 8, and Chapter 12  <br>2. **Assignment #3** Develop a selection and training plan for the dream job [REF: Chpt. 7 and 8]<br>  * What types of pre-employment testing you will use and why <br>  * Discuss EEO <br>  * Include how you will interview <br>  * 5 questions you will ask in the interview relating to your dream job <br>  * 10 questions you cannot ask in an interview and the correct format to ask a potential candidate [if any] <br>  * Outline the new employee training that you will require and why. <br>  See details in content area (minimum 3 pages). | 3. **Submit Quiz #3** on Chapter 7  

**Note that 2 pages does not include your advertisement** |
| 6    | Feb 19-25  | Chapter 9 - Compensation and Benefits<br>Chapter 14 - Managing and Enhancing Performance | 1. **Read** Chapters 9 and 14  

2. **Submit Quiz #5** on Chapters 9 and 14 |  

**Quiz #3 - 50**<br>**Total: 150**  

**Quiz #4 - 50**<br>**Total: 150**  

**Quiz #5 - 50**<br>**Total: 50**  

**Assignment #3** - 100  

**Assignment #4** - 100  

**Assignment #4** Design an employee benefits program for your dream job and discuss compensation/pay structure; include thoughts about flextime. **Please reference the textbook as specific information must be included in your benefits package.**<br>  * Discuss strategies and methods <br>  * Remember...this is your dream job so also be creative. <br>  * Minimum 3 pages |
| 7    | Feb 26 – Mar 4 | Chapter 3 - The Global Environment<br>Chapter 10 - Performance Appraisal and Career Management<br>Chapter 11 - Managing Labor | 1. **Read** Chapters 3, 10, and 11  

2. **Assignment #4** Design an employee benefits program for your dream job and discuss compensation/pay structure; include thoughts about flextime. **Please reference the textbook as specific information must be included in your benefits package.**<br>  * Discuss strategies and methods <br>  * Remember...this is your dream job so also be creative. <br>  * Minimum 3 pages | 3. **Submit Quiz #4** on Chapters 2, 8, & 12 |
<table>
<thead>
<tr>
<th>Relations</th>
<th>Total: 100</th>
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<tbody>
<tr>
<td>3. Review Entire Textbook</td>
<td></td>
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<tr>
<td>4. Prepare for Final Exam [NOTE: this quiz is only ONE attempt]</td>
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</tbody>
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<tr>
<th>8 Mar 5 – Mar 9</th>
<th>March 6</th>
<th>Final Exam must be completed by midnight March 6, 2017</th>
<th>Final Exam - 200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Total Points Possible for the Course: 1000</td>
<td>1. FINAL EXAM: Cumulative Quiz must be completed by 3/6/2018</td>
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<td>2. [NOTE: this quiz is only ONE attempt]</td>
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<td>NO exceptions</td>
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<td>all work must be submitted</td>
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<td>ABSOLUTELY NO EXCEPTIONS</td>
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</table>

* Adhere to the specified due dates for ALL Assignments, Discussions, & Quizzes...NO EXCEPTIONS

*Beware: ‘Adhere’ means students should adjust their schedule and manage their time effectively*