DEPARTMENT/FACULTY INFORMATION

**Instructor:** Ericka Tillman, DBA, MBA  
**Location:** Daytona Beach Campus - Bldg. 200, R. 331  
**Office Hours:**  
- Monday: 11:00 a.m. - 3:00 p.m.  
- Tuesday: 12:00 p.m. - 2:00 p.m.  
- Wednesday: 12:00 p.m. - 2:00 p.m.  
- Thursday: 7:00 p.m. - 9:00 p.m. (virtual: OFFICE)  
Please email for best contact – check online class Homepage  
**Phone:** 386-506-3283  
**Email:** tillmae@daytonastate.edu [for best contact, please set an appointment via email]  
**Home Page:** BAS  
**Faculty Web Page:** BAS Faculty  

**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:** (https://class.daytonastate.edu/)  

COURSE INFORMATION

**Course Description:** This course examines Human Resource Management, relevant applications and cases, it focuses on HR issues and how it is used at work. 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).

Class Format: As a fully online accelerated course, you are not required to be present on campus during this course; however, weekly active participation is required (see “attendance” below). Access the course through Falcon Online at https://class.daytonastate.edu/

Learning Methodology: The instructor will lead the students in an active classroom-learning environment and each student is expected to follow this lead to influence other classmates in a positive manner. 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: HR5, Angelo DeNisi, Ricky Griffin, Copyright 2020, 5th Edition, Cengage
(Students have the option of Printed or Electronic | ISBN-13: 978-0-357-04818-4)

Daytona State College Bookstore: http://www.DaytonaStateShop.com or order books and materials online. No online access code is required/all work submitted via D2L.

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

Equipment and Supplies: You will need Internet access for this course as well as knowledge of PowerPoint, Word, and Falcon Online. A flash drive or access to an internet-storing site (OneDrive, Google Docs, Assignments, etc…) is also recommended but not required.

Students must have access to a personal computer. All assignments must be submitted in MS® Word format (pdf. file only other acceptable).

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/.
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.
Dr. Tillman Virtual Office: http://daytonastate.adobeconnect.com/tillmanvoh/

See specific sections for all online links.

CLASSROOM POLICIES

Disclaimer: Teaching policies and regulations for this course are not open for discussion or negotiation. This syllabus has been constructed to be as complete as possible but is by no means a binding document. I reserve the right to alter policies, procedures, and the syllabus as needed. Please utilize the website regularly, as any changes to the syllabus will be posted there in a timely manner, when necessary. Your continued participation in this course after the drop-add deadline period 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 course tools include the following: assignment rubrics, resources, course content modules, gradebook, student presentations, and student progress.

To accomplish the course objectives, the course material will be presented, and assessment done through (1) communications analysis (writing and discussion), (2) on-line discussions (3) case analysis, and (4) projects/presentations. Discussions will tend to supplement and advance the required readings, in-class discussions, and case analysis.

It is the responsibility of the student to do the required readings and assignments prior to the class meeting /discussion. The Instructor will check online course activity regularly. Again, the Instructor reserves the right to modify the syllabus as deemed appropriate without notice.

Active participation is part of your grade. It includes (1) asking questions, (2) answering questions with supportive evidence, claims and inference, (3) responding to other student’s comments, etc., and 4) Assignments must be prepared in a professional manner (**must be submitted in MSWord .doc, pdf., and Power-Point: 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. A template B.A.S. Coversheet (pg. 16) will be used for homework, and all weekly Assignments will be pasted under such coversheet, throughout the program of study. This means that all assignments will be typewritten using APA writing style (unless otherwise specified by the instructor) and be the students own original work.

**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 on SUNDAY 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).

Students are expected to be prepared to participate in all class activities. Daily preparation for, and regular participation in, exercises, activities, and class discussions is essential for all B.A.S. courses.

The best option is to pursue the completion of assignments **AHEAD OF SCHEDULE**...because **NO LATE WORK IS ACCEPTED**. The best option is to pursue the completion of assignments **AHEAD OF SCHEDULE**...because **NO LATE WORK IS ACCEPTED**. The best option is to pursue the completion of assignments **AHEAD OF SCHEDULE**...because **NO LATE WORK IS ACCEPTED**. Ask yourself, when did you know the Assignment was due? Correct, you knew from the first day of class! As you are given a schedule that you must adhere to. So yes, you may turn in your Assignments early but no, you may not turn in your Assignments late.
If a situation occurs that would warrant an excused absence, contact me by email in advance of the situation. 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 account. All correspondence will follow the guidelines of FERPA. **No DSC class information will be sent to personal e-mail accounts.** For this course: please use CLASSLIST and email from within the course. THANKS!

**Interaction:** Students are expected to log-in to the course for content material, lecture slides, quizzes and discussion forum activities several times during the week. Student login times and activities are monitored for course utilization.

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 get them answered at the earliest possible time. I will respond to you in a timely manner of up to 48 hours. If an assignment is due at midnight on Sunday and you reach out to me at 2:00 pm the day of, you may not get a response back that can be simply defaulted back to your lack of timing/planning. Be proactive not reactive. **TIME MANAGEMENT**

- Work Through the Course Content - make use of the resources on the content tab; such as, the narrated power point slides. They 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.

**BUT WAIT! DID YOU EVEN CHECK THE SYLLABUS FIRST?**

**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. AGAIN, student login times and activities are monitored for course utilization and attendance verification.

**Virtual Office Hours:** In addition to the traditional, on campus hours that I am on campus to assist you (listed on page 1), I also host virtual office hours session each week on THURSDAY evenings from 7:00-9:00 p.m. so that you can log in and chat with me live, connect with your team, or listen to your peers as they ask questions. Please create a username (if you have not before) or sign in as a guest to **TILLMAN VIRTUAL OFFICE**.

**Withdrawal Process:** It is the student’s responsibility to drop this course if circumstances develop that prevents their completion of the course. The instructor cannot drop a student except the first week for non-attendance. 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 FalconNet 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

Late Work/Make-up Work and Exams:  **LATE WORK IS NOT ACCEPTED.** I will repeat: **LATE WORK IS NOT ACCEPTED.** Exams must be taken by their due date to receive a grade. It is the responsibility of the student to submit the correct assignment to the ASSIGNMENT tab by the due date. The course schedule is included in this syllabus. If unforeseen circumstances ensue, student must provide proof of excuse.

I do not accept EXCUSES due to student’s lack of time management. When did you know an Assignment was due? Well look at the Course Schedule (pg. 17)! “...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 as **LATE WORK IS NOT ACCEPTED. LATE WORK IS NOT ACCEPTED. LATE WORK IS NOT ACCEPTED.** Do emergencies occur? Yes, they sure do!! However, when it comes to my schoolwork I am covered because I work ahead and ensure that I pace myself to get my Assignments in on time/before the due date just in case of an emergency! **Be ahead of schedule rather than fall behind schedule!** You can ask, but the answer is no.

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 DBC 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:
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.

**Assignments** – This is where all written assessments are to be submitted (no outside links allowed). 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 as
such:

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)**

**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.

**E-mail** – Classmail can be accessed by the email or classlist tab.
Gradebook - Check your progress in the course. Grades for assignments will be 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. I do read, review and provide feedback for submissions.

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 Professor.

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. The Instructor will check course activity regularly.
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 #16 (your consistent commitment to this document & statement therein will aid in maintaining DSC as an Institution of Integrity).
4. For Discussion forums: Providing pragmatic 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. Constructive feedback is more than just stating “good post.”
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. Your written work will be assessed in both dimensions. The expectation is that you will analyze and summarize article/writings assignments in your own words, and as briefly, yet comprehensively as possible. If you need writing assistance, the BAS Program offers various tools for assistance.

**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/finish it, even if it is opened earlier than the close time. So, if you have 90 minutes for a quiz, be sure to start by 10:29 p.m. at the latest to get your full amount of time - but wait I refuse to wait until the last minute to do any of my work)!

Quizzes will **NOT** be reopened for late credit [SO DO NOT ASK] – be sure to plan your schedule appropriately in order to complete the quizzes on time!! **A LACK OF PLANNING ON YOUR PART DOES NOT CONSTITUTE AN EMERGENCY ON MY PART.**

**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. Responding “good post Student X” or “I really enjoyed reading your post” is not acceptable.

When initially posting to the Discussion; students must **add their Name in Subject box.** EX:

![New Post Details](image)

**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 will 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** (pg. 16). 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 student handbook and submission of every assignment in full compliance. 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 Assignment rubric online.**

**General Writing Rubric:** *These writing considerations are applicable to all graded writing for the course and should be considered in addition to any other instructions given for an assignment, even if these items are not repeated in the directions of the assignment*

Overall writing evaluation: The assignments should follow the DSC Writing Rubric in the category of **exemplary** (the detailed DSC writing rubric for “exemplary” writing is posted in the syllabus). Please refer to it for explanation of each category. Overall, the submitted homework is exemplary in the areas of:

- Critical thinking
- Rhetorical Sophistication
- Organization
- Use of Language
- Information Literacy

**Best answers will write out the definition of any and all applicable concepts being discussed and apply facts and evidence from the question, situation, case study, etc. to the definition.**

**Best answers cite to the place the information was taken** (PDF, website, or power point, etc).

**Best answers reflect high comprehension of reading,** answer reflects critical analysis, critical thinking, ability to apply information, anticipate a further or deeper level of synthesis than merely repeating material back to instructor. Thoroughness, depth of discussion, analysis, evaluation of concepts and situation will be used to determine level of comprehension and commitment to task.

**Best answers do this AND bold, underline, or italicize where leadership terms and/or concepts are being.**

**Best answers MUST use material from the assigned homework readings and materials to support the position, argument, or reason for the answer.**

Students should utilize the available resources (instructors, classmates, co-workers, library resource center’s B.A.S. collection, case studies, vignettes, self-assessments, electronic media and BAS computer classroom) throughout the B.A.S. curriculum to successfully meet student learning outcomes and program outcomes. Varied resources are necessary for successful completion of this project.

**Grading Policy:** It is very important that the instructor be able to explain and understand their own grading policy. Include in this area requirements, policies, how grades are determined, extra credit, make up, term papers. Be specific. Use either a weighted grading system or a point system and give the grading scale. Policies for assigning incomplete grades must adhere to the College policy as stated in the catalog in effect at the time the section is offered. You can review that policy at **https://www.daytonastate.edu/catalog/adm/grading_system.html**.

Grades are based on overall points accumulated on class participation/attendance, assignments, quizzes, noted assessments, and the final exam. In addition, to successfully complete the course with a grade C or higher:
- 70% or more of all assignments must be completed by specified due dates,
- Completion of each assignment with 70% points or more.

Points per Task:

<table>
<thead>
<tr>
<th>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>150 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>150 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000 points</strong></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>60-66</td>
<td>600-669</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td>0-59</td>
<td>- 600</td>
</tr>
</tbody>
</table>

An incomplete grade will NOT be given **UNLESS ALL** of the following criteria are met *:
A grade of “I” may be issued only when a student who is passing the course but who, for valid and unforeseen reasons, is not able to complete the course requirements within the semester.

1) A request in writing is submitted to the instructor prior to the last two weeks of class,
2) All assignments, term paper, and quizzes were completed on time at that point in time,
3) The student has a grade of C+ (77%) or higher at that point in time.

The incomplete work must be made up before the middle of the next major semester. “I” grades automatically convert to “F” grades if the make-up requirements are not met and the appropriate grade change is not submitted by the deadline as published in the College Catalog.

*Incompletes are not granted to students who think they may fail or not pass a course who have not completed the requirements listed above.
Grading Standards:
- An “A” text is exceptional. This is the kind of document that might lead to a promotion in the workplace. It is professional and reflects the writer's careful consideration of audience and purpose. It contains all necessary information, is written in an appropriate and engaging style, is arranged in a logical manner, is memorable, and its delivery is visually appealing. It is free of mechanical errors.
- A text in the “B” range is strong. It would be considered acceptable in the workplace. It too is professional and reflects consideration of the rhetorical situation. It is above average in terms style, arrangement, and delivery, but falls short of excellence in one or more category. It is free of mechanical errors.
- A text in the “C” range is competent. It would probably be returned for revision in the workplace. It is generally average in terms of the major criteria listed above. It has few mechanical errors.
- Low C or D work is weak. It would probably get the writer into a bad situation in the workplace. It falls below average in terms of one or more of the major criteria.
- F work fails in terms of one or more of these criteria. One or more of these texts would probably get a writer fired in the workplace.

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. https://daytonastate.edu/help/dropclass.html

STUDENT RIGHTS & RESPONSIBILITIES

My Philosophy regarding this course: As a senior level course it is essential you realize your learning comes from reading the text, supplemental materials, the 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, others to management positions, therefore this is a good time to start the development of sophisticated 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) to your learning. Your success primarily resides with you. Please create course goals and objectives for yourself to ensure your success. As your Professor I will be happy to assist you in any appropriate way to help you achieve your academic and professional goals, thereby, serve as a resource to your success.

Student Rights & Responsibilities: 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.**

More information can be found here: [https://www.daytonastate.edu/academicintegrity/](https://www.daytonastate.edu/academicintegrity/). Cases of academic dishonesty will result in an assignment score of zero, with the opportunity for resubmission at the sole discretion of the instructor based on the circumstances. Cases of academic dishonesty will 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 more information, see website at [http://www.turnitin.com/static/index.html](http://www.turnitin.com/static/index.html)

Yes, Self-plagiarism is included…

**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 will be 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 will be 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 contribute to such an environment. Students should cooperate by willingly demonstrating interest and responsibility in the classroom. Respect for the individual will be 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 a 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 weakness.*

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 to 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 Counseling & Accessibility Office provides tools and resources to students with documented disabilities. Students who self-disclose a documented disability and provide the required documentation to the Counseling & Accessibility Office can receive confidential and reasonable accommodations to assist in their academic success. If you need accommodations, please contact the Counseling & Accessibility 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/cas](http://www.daytonastate.edu/cas).

**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/)

The Division of Library and Academic Support provides the following unlimited services to students via tuition and fees at the time of registration.

**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/)

**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)

**Student Self-Service Help:** Go to [http://daytonastate.edu/help](http://daytonastate.edu/help) to find help with registering, student accounts, financial aid, pulling your degree plan, etc.

**Technical Support:** is available for Falconmail, printing, web usage, Desire2Learn, and more. Students may call 386-506-4AID (4243) or e-mail (falconaid@falconmail.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.
# Assignment Cover Sheet

**Program:** Bachelor of Applied Science in Supervision and Management  
**Course Title:** Human Resource Management  
**Instructor:** Dr. Ericka Tillman

<table>
<thead>
<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>Type of Assignment:</td>
</tr>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Student Address:</td>
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<tr>
<td>Student Phone:</td>
</tr>
<tr>
<td>Student E-mail:</td>
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</tbody>
</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: [https://class.daytonastate.edu/](https://class.daytonastate.edu/))

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

Absolutely NO EXCUSES accepted for late work: the due dates are posted 1) here within the Course Schedule, 2) Calendar on the Homepage in D2L, 3) Content tab and 4) Weekly Checklist tab (both in D2L)

*** So I have known from the first day when an Assignment is due (and is available to me) but my lack of planning by waiting till the day of (or even day before) to contact my Professor and/or work on my Assignment does not make it an exception or priority for my Professor to accept my late submission... TIME MANAGEMENT is key!

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date * WHEN</th>
<th>Class Topic(s) HOW</th>
<th>Point Value WHY</th>
<th>Classwork &amp; Homework Assignment WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Learning Outcome must be submitted by 10/20) October 20, 2019</td>
<td>Chapter 1 - Introduction/ The Nature of Human Resource Management Chapter 13 - Motivation at Work</td>
<td>This is used for attendance verification Learning Outcome/ Introduction - 50</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. Discussion Forum: 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 4. 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?</td>
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</tbody>
</table>

1. 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:


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.
<table>
<thead>
<tr>
<th></th>
<th>October 27, 2019</th>
<th>Chapter 4 - The Competitive Environment</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>Chapter 5 - Information for Making Human Resource Decisions</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 6 - Human Resource Decision Making in Organizations</td>
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**PLEASE, please, please review the Online Discussion Rubric** (located in the content tab) as this course will follow strict adherence thereto…

5. **Submit Quiz #1** on Chapters 1 and 13

|   | Assignment #1 - 100 |   | 1. **Read** Chapters 4 through 6
|---|---------------------|---|---|
|   | This is used as an assessment tool in order to meet learning outcomes |   | 2. **Assignment #1** Submit in the Assignment the following: Write a job description used to communicate to job applicants and managers what skills and abilities are necessary to perform the job. **ALSO**, review all sections of 5-5 for specific information and thoroughness.
|   | Assignment #1 - 100 |   | * 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].
|   | This is used as an assessment tool in order to meet learning outcomes |   | * **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.
|   | Assignment #1 - 100 |   | * 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?
|   | Assignment #1 - 100 |   | 3. **Submit Quiz #2** on Chapters 4 through 6

**Quiz #1 - 50**

**Total: 250**

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

5. **Submit Quiz #1** on Chapters 1 and 13
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Chapter Title and Sections</th>
<th>Details</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 3  | November 3, 2019 | Chapter 7 - Recruiting, Selecting, Training, and Developing Employees | This is used as an assessment tool in order to meet learning outcomes Quiz #2 - 50 Total: 150 | 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 (carefully review sections of 7-1):  
   * 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 assignment in content area [Note that 2 pages does not include your advertisement]  
3. Submit Quiz #3 on Chapter 7 |
| 4  | November 10, 2019 | Chapter 2 - The Legal Environment  
Chapter 8 - Managing a New and Diverse Workforce  
Chapter 12 - Safety, Health, Well-Being, and Security | This is used as an assessment tool in order to meet learning outcomes Quiz #3 - 50 Total: 150 | 1. Read Chapter 2, Chapter 8, and Chapter 12  
2. Assignment #3 Develop a selection and training plan for the dream job [REF: Chpt. 7 and 8]  
   * What types of pre-employment testing you will use and why  
   * Discuss EEO  
   * Include how you will interview  
   * 5 questions you will ask in the interview relating to your dream job  
   * 10 questions you cannot ask in an interview and the correct format to ask a potential candidate [if any]  
   * Outline the new employee training that you will require and why. See details in content area (minimum 3 pages).  
3. Submit Quiz #4 on Chapters 2, 8, & 12 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading/Assignments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>November 17, 2019</td>
<td><strong>Chapter 9 - Compensation and Benefits</strong>&lt;br&gt;<strong>Chapter 14 - Managing and Enhancing Performance</strong>&lt;br&gt;This is used as an assessment tool in order to meet learning outcomes&lt;br&gt;<strong>Quiz #4 -50</strong>&lt;br&gt;Total: 150</td>
<td><strong>1. Read Chapters 9 and 14</strong>&lt;br&gt;<strong>2. Assignment #4</strong> Design an employee benefits program (Chpt. 9) for your dream job and discuss compensation/pay structure; include thoughts about flextime. <strong>Please reference the textbook as specific information must be included in your benefits package.</strong> * Discuss strategies and methods&lt;br&gt;<strong>3. Remember…this is your dream job so also be creative.</strong>&lt;br&gt;<strong>4. Minimum 3 pages</strong></td>
</tr>
<tr>
<td>6</td>
<td>November 24, 2019</td>
<td><strong>Chapter 3 - The Global Environment</strong>&lt;br&gt;<strong>Chapter 10 - Performance Appraisal and Career Management</strong>&lt;br&gt;<strong>Chapter 11 - Managing Labor Relations</strong>&lt;br&gt;This is used as an assessment tool in order to meet learning outcomes&lt;br&gt;<strong>Quiz #5 - 50</strong>&lt;br&gt;Total: 50</td>
<td><strong>1. Submit Quiz #5 on Chapters 9 and 14</strong>&lt;br&gt;<strong>2. Read Chapters 3, 10, and 11</strong>&lt;br&gt;<strong>3. Review Entire Textbook</strong>&lt;br&gt;<strong>4. Prepare for Final Exam [NOTE: this quiz is only ONE attempt]</strong></td>
</tr>
<tr>
<td>7</td>
<td>December 1, 2019</td>
<td><strong>Final Exam must be completed by midnight -</strong>&lt;br&gt;<strong>Final Exam - 150</strong>&lt;br&gt;Total Points Possible for the Course: 1000</td>
<td><strong>1. FINAL EXAM: Cumulative Quiz must be completed by 12/1/19</strong>&lt;br&gt;<strong>NO exceptions</strong>&lt;br&gt;<strong>all work must be submitted</strong>&lt;br&gt;<strong>ABSOLUTELY NO EXCEPTIONS</strong>&lt;br&gt;<strong>ABSOLUTELY NO EXCEPTIONS</strong></td>
</tr>
<tr>
<td>1-8</td>
<td>December 8, 2019</td>
<td><strong>Extra Credit</strong>&lt;br&gt;This is used as Active Learning Activity tool in order to consider learning outcomes</td>
<td><strong>Complete the Perfect Interview in the Announcement section (NOTE: this is optional and will be used for consideration of extra points)</strong></td>
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</table>
* Adhere to the specified due dates for ALL Assignments, Discussions, & Quizzes...NO EXCEPTIONS
  (BY THE WAY ‘ADHERE’ MEANS ADJUST YOUR SCHEDULE AND MANAGE YOUR TIME EFFECTIVELY)