

MANA 7355 – Staffing and Talent Management
Spring 2022 Course Syllabus
Professor Dennis P. Bozeman - dbozeman@uh.edu

I. Course Description

MANA 7355 is concerned with how to best select workers and staff an organization. Employee selection is a critical human resource management function for organizations because it can - when done well - aid significantly not only in (1) ensuring that persons hired have ‘the right stuff’ to do their jobs well but also in (2) avoiding the costs of bad hiring decisions. The course will cover areas such as the legal environment for selection, the various types of selection methods that are available, and the technical issues that determine how well the various selection tools ‘work’ toward producing favorable organizational outcomes. Please read over this syllabus carefully to gain a sense of what is involved in the course and how it will unfold. It’s actually pretty simple, and I hope to have covered all possible questions here in the syllabus, but email me as necessary if there is something that is not clear to you.

II. Course Textbook

Required

Human Resource Selection (2019) 9th Edition, ISBN-13: 978-0-9995547-5-3 by Robert D. Gatewood, Hubert S. Feild, and Murray Barrick (Wessex Press Inc.)

- I have provided a picture of the textbook cover in Blackboard; be sure to use this exact, specific 9th edition with the exact, specific ISBN#. I will not assist with ‘translating’ content differences between this edition and other earlier or later editions -> if you buy a different edition, *you are on your own*. Note: for the same reason, do not get the ‘international version’ of this text, even if it is of the correct 9th edition. You should get the 9th edition, domestic/US version only. Finally, for what it’s worth, the Wessex 9th edition (sometimes listed improperly as a ‘1st edition’ because it’s with a new publisher) is a much, much, much easier ‘read’ than past editions and it has a lot more student-friendly features (e.g., better structure/organization, less ‘run on’ lengthy material, key terms highlighted and defined in the margins – which was *not* the case with past editions).
- Each text chapter as assigned is accompanied by power-point slides and topical outlines (or key terms instead of outlines for certain chapters) that are provided in Blackboard. These *Study/Prep Tools* (along with the quizzes) will be extremely important for helping students to synthesize the information covered in this course and performing well on the course assessments.

Optional

Evidence-Based Recruiting: How to Build A Company of Star Performers Through Systematic and Repeatable Hiring Practices (2020) 1st Edition, ISBN# 978-1260461416 by Atta Tarki (McGraw-Hill Education).

If the student so chooses, an *optional* 5th Course Exam may be taken based on the material from this text. See the following section.

III. Evaluation of Student Course Performance

*(Note: The Grading Scale runs to **105**, which is a ‘true’ 105%, i.e., not 105/105 or 1.0/100%, - but rather 105/100 or 1.05/105%)

Exams Only Course Models (105%)

Exams I – IV (75%) / Quiz Assignments I – IV (25%) / Extra Credit (5%) - *Minimum Course Requirements (Default Option)
Exams I – V (75%) / Quiz Assignments I – V (25%) / Extra Credit (5%)

Exams with *Optional Course Paper or Article Reviews* Models (105%)

Exams I – IV (50%) / Quiz Assignments I – IV (25%) / Paper or Article Reviews (25%) / Extra Credit (5%)
Exams I – V (50%) / Quiz Assignments I – V (25%) / Paper or Article Reviews (25%) / Extra Credit (5%)

** For any of Exams I – IV or I - V, when a student has an individual Raw Exam Score below 80.00, the above is voided and the Raw Exam Score counts directly at 100% value for that exam in an ‘Exams Only Model’ and 75% in an ‘Exams with Course Paper or Article Reviews Model’. There are no upward adjustments for Quiz Points *or* Extra Credit on such test scores - thus, for example, a 76.00 would be a 76.00, period. Future test scores of 80.00+ would qualify for the grading ‘add-ons’ of Quiz Points and Extra Credit as part of a Total Exam Score (TES). Why this policy? Graduate programs typically require at *least* a 3.0 or ‘B’ level GPA + only a very limited number of ‘C’ or lower grades are allowed. I cannot in good conscience give grading ‘extras’ or ‘add-ons’ for what are otherwise generally unacceptable scores/grades...when earning good grades here is so very easily achievable in the first place.

** For Optional Exam V, there are no grading add-ons, only the Raw Exam Scores (RESs) will count toward the course

A. Course Exams (75%)

Testing Format for the Course Content Exams

All course exams will consist of 50 multiple-choice and true-false questions with a time limit of 55 minutes – i.e., more than *one minute* per question on average to answer a multiple-choice or true-false question. Each exam is given via the *Blackboard* testing function.

MANA 7355 Testing Conditions and Scoring Advantages

1. ‘Open Book’/‘Open Materials’ Allowed During the Tests. Tests are ‘open’ meaning that students are allowed to use any and all *official* course materials at their disposal during the exams as time allows (basically, the course textbook plus any materials that I have directly provided to students).

2. Quiz Questions are Repeated ‘as is’ on the Actual Course Exams. Some of the *Quiz Assignment* Questions will appear on each Exam, and in the very *same* form (verbatim) in which they appeared on the quizzes. *No one should miss any of these* - especially when the answers to the questions are already provided to students in advance.

2. Automatic Partial Credit for Certain Answers. I provide partial credit for certain ‘all of the above’ type questions where ‘all of the above’ is the best answer but where other individual answers are correct (see the *Overview of Exams* document for details on how this works).

Makeup Tests for Excused vs. Non-Excused Exam Absences - Note: No Early Exams

Given the multi-day testing windows, make-up exams will be given at full credit and under normal testing conditions *only* when a student is able to provide a documented unforeseeable, unavoidable circumstance.

Makeup Tests for Excused Exam Absences. *Excused absences per the above* will normally involve ‘life and death’ circumstances for the student or an immediate relative (e.g., unexpected hospitalization of student; death/funeral of immediate relative) – i.e., *very rare situations*. Otherwise, at a somewhat lesser extreme - for severe cases of illness or injury, a student is expected to let me know what is going on before missing a test – unless there is a specific, logical, valid reason for *why* he or she could not. Along these lines, I use what I refer to as the ***‘Missing a Day at Work Model’*** to determine what is and is not an excused exam absence. The rationale of this model is as follows: if a person were *not* going to show up for work as expected on a particular day, then an acceptable reason or explanation for the absence from work would generally need to involve:

- (A) *a compelling or emergency circumstance*
- (B) *documentation/evidence of the compelling or emergency circumstance*
- (C) *advance notice prior to the absence - unless prior notification is not possible (e.g., a severe emergency)*

A responsible person would be expected to adhere to the above; one does not just unexpectedly miss work (or, you know... a *test*) - and provide an explanation for the absence only later on, *after-the-fact*...when the reason for not showing up for work (much less for an *online test*) as expected could have been easily communicated *before-the-fact*. As an example: “But I was very sick” – but not to the point of being *hospitalized* – is not a satisfactory explanation if no advance notice is given and a student just completely ‘no shows’ for a test. As I said to a Fall 2021 student: “Okay, so...*very sick at home - but too sick to send an email? Even after I explained in detail in the Course Syllabus about the policy for an excused exam absence - you just could not even take a few minutes to send an email to let me know anything - at all? Really?*” I felt like asking: “So, did you use your phone, check social media, or watch television while you were sick? I ask this because anyone who is able to do those things is certainly able to send an email.”

In my view, a valid reason will withstand such logical, specific, and surprisingly simple scrutiny; an excuse will not. Valid reasons are clear, compelling, and obvious – and students with valid reasons for missing a course exam should have no problems with sharing those reasons beforehand if possible (i.e., and that is most of the time). In my experience, when the ‘reasons’ for missing an exam are only provided after-the-fact, the post-hoc explanations are virtually if not literally never valid - rather, they tend to be excuses that - on closer examination - are without any logical, specific merit (per my example above: “Okay - but too sick to email?”). I see no good reason to withhold advance notice of missing an exam if: (1) one expects it to be excused, (2) there were no significant obstacles to being able to provide advance notice, and, (3) well...you know... the need to miss the exam is for good reason.

→ Similarly, See the following [UH Excused Absence Policy](#) excerpts (full policy in link):

2. EXCUSED ABSENCE APPROVAL

a. Notification

- i. Students are required to submit an excused absence request in writing (email is acceptable) to the instructor(s) of the course(s) in which absences occur. Students should contact their instructor(s) by phone if written or email communication is not possible.
- ii. When possible, requests for planned absences should be submitted to instructors as soon as possible but no later than 5 business days before the anticipated absence.
- iii. Unexpected absences should be communicated to the instructor before the next class meeting or as soon as possible afterwards with an explanation as to why the notice could not be sent before the next class meeting.

b. Documentation

- i. Documentation to support requests for excused absences may include but is not limited to the following:
 - Written confirmation from the student’s medical provider if medical professionals are involved in the care of the student. Confirmation should include the date and time of the medical assessment and the date at which the student may return to classes. Students cannot be required to provide detailed medical information.
 - Written confirmation from the medical provider involved in the care of the student’s close family member or dependent if medical professionals are involved in the care of the family member or dependent. Students cannot be required to provide detailed medical information.
 - Death notice, obituary, or death certificate for a student’s immediate family member.
 - Copy of appropriate legal documentation related to legal activities that may be redacted for privacy
- ***Professor Bozeman’s Note:** The above UH policy statements are merely for an ABSENCE for a NORMAL OR REGULAR CLASS MEETING... How much MORE then would they apply to an ABSENCE for a COURSE EXAM (with a THREE DAY/62 HOUR testing window)?

Notes: Per the above, hospitalization will be accepted as a reason for not making contact before missing an exam. Even so, to be completely clear, obviously not all hospitalizations are necessarily ‘obstacles’ to the very simple task of sending an email as advance notice of a necessary exam absence – which is a completely separate thing entirely from expecting a student to complete an exam while hospitalized. While we’re on this topic... if a student misses an exam due to being hospitalized, whether advance notice is given or not, I absolutely will ask to see the official documentation for the hospitalization (or emergency medical treatment otherwise). Now, I have no idea whatsoever as to why any students who have legitimately been hospitalized and obviously must possess the required medical/hospitalization documents to support that (e.g., discharge papers) would want to or choose to withhold from submission those very documents that would excuse a presumably important exam absence and allow for a makeup test that, you know... bears significantly on their overall course grade → that’s a ‘head scratching baffler’ for me. Moreover, being defensive about being asked to support an exam absence with documentation/paperwork so that the absence might be properly excused – much less refusing to submit the documentation – but then still expecting the exam absence to be excused (umm... wha???) is just ‘not a good look’ for a student. Overall – students should know that there is no equivalent of a ‘get out of jail free card’ on these things – and no students should decide that they have an ‘automatic pass’ for missing a test (note: ‘medical’ and ‘family’ reasons will be vetted just like any other reasons that are cited for missing an exam; contrary to the belief of some students, ‘medical’ and ‘family’ do not carry ‘hands off’ or ‘How dare you ask me to provide documentation!’ status, ‘not in my book’ – see below). No documentation for a missed exam, no excused makeup exam. In all then – there is a very ‘high bar’ here for excused exam absences - and that ‘bar’ is intentionally consistent with the UH Excused Absence Policy. I cover this issue at length because experience shows that despite course announcements and reminders about assessment dates/times and the use of multi-day flexible testing windows, a surprising number of students are nonetheless negligent to the point of missing scheduled exams.

Makeup Tests for Non-Excused Exam Absences. Students who miss a test without due cause will have the choice to make up a missed exam - rather than receive a ‘0’ - under the following alternative, restricted conditions:

- 1) Students can only make up one non-excused exam absence; all others will receive a ‘0’.
- 2) All non-excused makeup exams are given with 45 minutes allowed and a 2.0 points-per-incorrect answer penalty. This penalty is to discourage random guessing of test answers in order to collect ‘garbage points’.
- 3) Students have 48 hours after the original closing time/date of an exam to make up a non-excused exam absence.
- 4) Only the makeup test Raw Score applies to a student course average – not Quiz points, not Extra Credit points.

*Students who attempt to have the restricted conditions / penalties cited above reduced or removed will forfeit eligibility for the non-excused makeup test. The same applies to students who provide false information for an exam absence in order to have it excused so as to avoid the restrictions / penalties.

B. Quiz Assignments (25%)

1. Each Quiz Assignment will CLOSE for Student Access at 10:00pm on the Wednesday prior to each Thursday-to-Saturday Exam Window and it will NOT be re-opened thereafter. Students need to access the quizzes before each exam - “You snooze, you lose.” It is Course Policy that there are NO re-opened or makeup quizzes provided, period. Students who ‘ask anyway’ for a policy exception in this regard will receive a *partial letter grade reduction* on their final grades (e.g., ‘B+’ to ‘B’, ‘B’ to ‘B-’, etc).

2. Each Quiz Assignment allows for THREE Attempts with Feedback/Explanations/Comments both for Correct and Incorrect responses after EACH Attempt. The 15 quiz questions will remain the same for all attempts, so everyone should earn 100% scores for the quizzes given a *can’t miss setup* of having all of the answers provided. The ONE way to ‘mess this up’ is to FAIL to access the quizzes IN TIME, so be mindful of the TIMELINE for quizzes and understand that once the quizzes close – they’re CLOSED, period. Students are better off accessing them sooner than later, and if someone waits until the last day of availability or ‘last minute’ and something goes wrong...then it’s just too bad. The window of opportunity for Quiz Assignments is *two weeks long*. In all, then, there is no good excuse for: (A) scoring less than 30.00/100% when students are given not only the correct answers but also three attempts to enter them, much less (B) missing Quiz Assignments given their long, extended windows of access – I have yet to see a ‘two week excuse’ for missing them.

***NOTE:** Any score less than a full credit 30-point score on any quiz – whether it be a ‘0’ or a 29.99 - will not be counted toward a Total Exam Score (TES). In such cases, for that particular TES, the Raw Exam Score will count 100% (instead of the normal 75%) and the Extra Credit 5% for that section of the course will be *forfeited*. Although this removes the *grade-damaging effect of missing a quiz* altogether (which should not happen for anyone paying any attention!), it also means that a student will needlessly miss out on receiving what is basically a guaranteed perfect score for 25% of a Total Exam Score (TES) + lose out on 5 EC points for that exam. If scores of anything less than 30 points do not count, then ‘got a 28, I’m good’ will actually mean that students are leaving that 25% portion of a TES that would have been covered by the Quiz subject to how well they do on the Exam itself AND costing themselves 5 free EC points on that test as well.

3. The REAL VALUE of the QUIZZES is to MAKE CLEAR for the EXAMS:

- (a) *The presentation format of the questions and sense of average response time per question*
- (b) *The question structures, question content, and ranges of question difficulty*
- (c) *How I write questions...* e.g., the ‘behind the scenes’ comments on the questions included here are somewhat similar to the ‘Director’s Commentary’ for a Blu-Ray/DVD movie
- (d) *When and where partial credit is given* for some types of multiple-choice questions/answers
- (e) *How the vast majority of correct answers relate specifically to the Study/Prep Tools* that I recommend be the absolute core of each student’s preparation and information-knowledge base
- (f) *That studying the quizzes and taking note of the feedback/explanations/comments contributes substantially to student ‘test-wisdom’ on the actual exams* (signed, the author of the exams :)

C. Optional Course Paper or Article Reviews *(N/A or 25%, depending on the grading option)

1. Course Paper Option - Each student will have the *option* to write a paper on one area of selection or staffing as covered during the course. If elected, the course paper will constitute 25% of the final course grade. Students so inclined should find a topic of interest and review articles that they find useful in researching that particular area of interest. Each paper should be at least 15 pages long and should contain a title/cover page, abstract, introduction, review, summary/conclusion, and list of references. At least 15 references should be used, and I would suggest using publications targeted to the practicing manager (I can assist with this as needed). All papers are due by Friday, 4/22.

2. Article Reviews Option – Similar to the above for a Course Paper, a student can elect to research and report on any variety of topics covered in the course. In this instance, 15 articles will need to be *thoroughly* and *critically* reviewed (see note below) and not just be a rewording or restatement of the bullet points of the articles. Reviews are due as a 15-article collection by Friday, 4/22.

***Note:** As indicated earlier, the *standard or default/minimal requirements option* is the typical situation with students. In fact, over several years of offering these written options, I’ve had zero ‘takers’ so far. It is my own preference to have grades based more so on more objective ‘facts’ such as those presented in the course materials and tested on the exams. Once one forays into the much more

subjective prospect of something like a course paper for example, well, things change a bit. My overall experience is that most students take *offense* when their written works/efforts are critiqued basically at anything below the 'A' level, and, of course, not *all* papers or written work in general are necessarily going to be 'that good' - but it seems that most students expect an 'A' for making *any* type of effort at all and are often upset with any grade other than an 'A'. Understand that if either of these written options is elected (i.e., course paper; article reviews), then I am required to grade the works on their merits, not on the *politics* of the situation. It's a lot more direct and less trouble overall for the 25% value here for students to just to prepare and perform well on a course exam, i.e., the grade is 'much more in the student's hands' that way. These written 'dig in and get your hands dirty' options are for the student who prefers 'more' in terms of a challenge than is presented within the standard or minimum requirements. That said, I am not going to force the prospect of writing a paper or an extensive collection of reviews onto everyone – and especially not on to those who have *no* interest whatsoever in producing either type of extensive written work. *So, these are cases of 'want to', not 'have to'*. I will also offer that anyone who fails to earn an 'A' via testing is extremely unlikely to earn an 'A' on a written course paper or across 15 in-depth article reviews in light of the deeper effort *and* insight that each of the latter truly requires in excess of the former. In all, then, a student should *really* want to do these if either option is chosen. If so, then it's a 'go' for deeper learning (i.e., the *elective* option); if not, then the *standard* or 'default' minimum option is perfectly fine too – your choice.

D. Extra Credit* (5%)

A unique feature of this course is the provision of free *extra credit* – i.e., extra credit without having to perform any additional student work or assignments. The asterisk is to denote that the 5% extra credit is the 'above and beyond' grade component that takes the grade up to the 105% total.

To Be and Remain Eligible for the 5.0 Extra Credit Points, Students MUST:

1. Adhere to the **Quiz Assignment and Testing Schedule** (or have an *excused* reason for any exam absence)
2. Know and Comply with the **Extra Credit Policy** in full (explained in the next section directly below)
3. Know + Respect the **IV. Final Course Grade Assignment Policy** (explained in a following section),
4. Practice Appropriate **V. Student Citizenship** in the course (explained in a following section)
5. Avoid Asking for **Course Policy Exceptions** – e.g., 'asking anyway' to have a quiz missed without due cause re-opened to: (a) complete for credit or (b) access to the quiz questions (a *very bad* idea - that's actually two violations!)

* *Students must have logged into the course no later than the end of the first week of class to be extra credit eligible.*

Extra Credit (EC) Policy

One requirement for being able to keep or retain the assigned 5.0 Extra Credit points is that students must not attempt to *pursue any further form of grading enhancement* beyond the grading advantages that are built into the course by design. By 'pursue any further form of grading enhancement', I refer to inquiring about things such as: a. 'other extra credit' (no), b. grading exceptions (no), c. grading modifications (no), or d. any types of grading accommodations otherwise (no). I essentially 'pay' students with these *free* 5.0 grade points added to the final course average in return for not being bothered with: 1. intimations (hints), questions, requests related to having me *do something* - or comments related to the fact that I *will not do something* - to further raise student course grades. In other words, I 'pay' students to not be 'pushy' / try to impose upon me for 'more' in terms of grading – especially after I have already done A LOT to help with the grades.

Bottom-line: *After the extra credit is included – that's it – there is nothing more, and this includes everyone. "But professor, I'm a(n) _____!" - no, no, no, just...no – stop. The policies apply to all students – including: students who are 'graduating this semester', older students, students who are military veterans, students who are first-responders, students who've taken my prior courses, students who know and work for a billionaire UH benefactor whose name is closely tied to UH collegiate and Houston professional sports (basketball in particular, cough, cough), students who are UH student government officers, students who work on-campus in some capacity and thus think "Hey, we're on the same team here; by golly - we're colleagues bruh! Go Coogs!" (Yah? That's not going to work...); students who work in the Bauer Dean's Office, students whose parents are also professors in the UH system, students who are civic-minded and active in the community at large, students who work full-time, students who have small children at home, foreign students for whom English is a second language, students who claim to have a dire GPA need and *must* have a certain grade in my class ('A' of course) '... or they'll get kicked out of their program' (Hmm, even if that's true - what about the low grades in *all* of those *other courses* that led to the GPA problem in the first place? Is it fair after a student did *that* to then try to 'saddle' *me* with the make-or-break responsibility for the student's college future? *I think not.*)*

(The reason I've listed the numerous examples above is that students have attempted to use ALL of the cited factors as a 'wedge' for a higher grade than they actually earned. No go, not here. Everyone is equally special in my eyes; no students are preferred above the others ;)

IV. Test Score Ranges, Letter Grades, and Final Course Grade Assignment

<u>Score Range</u>	<u>Letter Grade</u>
90.00 - 105.00	A
87.00 - 89.99...	B+
80.00 - 86.99...	B
77.00 - 79.99...	C+
70.00 - 76.99...	C
67.00 - 69.99...	D+
60.00 - 66.99...	D
00.00 - 59.99...	F

**** The grading scheme that I use is ‘whole grades’ and ‘plus grades’ only – no minus grades.** This practice is to the student’s benefit. I decided that because there was no A+ at our institution, there likewise should be no A-. I further decided to remove all minus grades. In particular, what would have earned a ‘minus’ grade in a ‘plus/minus’ system earns a *whole grade* here (so the down-side of minus grades is removed).

Students who become ineligible for receiving the 5.0 Extra Credit Points by violating any of the above-stated EC policies will, however, be subject to minus course grades (if applicable) after the 5.0 points are removed: A- (90.00-92.99), B- (80.00-82.99), C- (70.00-72.99), D- (60.00-62.99).

For Exams I or II, when a student has an individual Raw Exam Score below 70.00, the Raw Exam Score counts directly at 100% value for that Exam. That is, there are no upward adjustments or ‘add-ons’ in terms of Quiz Points or Extra Credit on that specific test – so, for example, a 66.00 would be a 66.00, period. Future individual test scores of 70.00+ would, however, qualify for the grading ‘add-ons’ of Quiz Points and Extra Credit

Summary of Grading Advantages in MANA 7355 - Students are:

- (1) Awarded only ‘whole grades’ or ‘plus grades’ – w/o the negative effects of ‘minus grades’...
- (2) Allowed to use the course materials to help with answering exam questions...
- (3) Provided automatic partial credit for certain types of multiple-choice exam questions...
- (4) Afforded an easy path to receive 25 full course grade points at ‘perfect score’ value via the quizzes...
- (5) Given some exam questions w/ answers in advance via quiz questions appearing ‘as is’ on the tests...
- (6) Assigned 5% of the final course grade as a full 5.0 bonus points added to their course averages...
- (7) Graded on a total 105% - instead of the 100% found in virtually all other courses, everywhere...

How Final Course Grades are Assigned

When I’ve done all of those things cited directly above, I feel that I have ‘stacked the deck’ quite heavily in favor of student grades and that I have been much more than fair about it, so I ‘*draw a line in the sand*’ at that point about further grading enhancement. In my view, students are getting an exceptional ‘deal’ on the Final Grade, and once that has been done - *that’s it, the shop is closed.*

Therefore - ALL Minimum Letter Grade Thresholds Must Be Achieved Without Any Rounding, for the respective course grade designations - i.e., the grade thresholds are applied directly ‘*as is.*’ Note the specification of, for example, 89.99... with the ellipsis to indicate *anything* in that range or regard that is ‘short’ of an *actual* 90.00 or 90%. In truth, any ‘close’ course averages will already be quite enhanced - see the *Quick Grade Conversion Sheet* as testimony to/evidence of this. Moreover, any ‘close grade’ would not be on the verge of the next highest grade ‘*but for*’ the numerous grade benefits built into the course.

Additionally - The Grading Standards Shown Above Will Be Followed To-The-Letter In ALL Cases – NO Exceptions. Unless there is an *error* in calculating course averages or assigning course grades (see Section VI. B. 2. parts (a) and (b) below), **ALL** assigned course letter grades are **FINAL**. Student intimations, questions, requests, or comments otherwise that I view as attempts to skirt the grading standards set forth here will be cause for the *withholding* or *removal* of extra credit points. I absolutely **DO** enforce the extra credit policy by taking back the 5.0 points, and students who believe they are so clever as to ‘ask without asking’/‘thread the needle’ – or that they are somehow immune to or otherwise ‘above’ the course policies in this regard – will find out otherwise. This is not a time or a place to disregard/ignore or ‘*play dumb*’ concerning the course rules and policies.

Disposition of Final Course Grades

Final Course Grades will fall into one of three 'Net Dispositions' or 'statuses' *(Note: per the below, the term *grading add-ons* refers to the inclusion of additional Extra Credit and Quiz Assignment points as part of a *Total Exam Score* or TES – see *Grade Conversion Sheet* for details on the TES calculation):

- (1) '**Net Positive**' (+): a student has no course policy violations and thus receives the full grading add-ons,
- (2) '**Net Even**' (=): a student has 1 course policy violation and thus the grading add-ons are withheld/removed, or
- (3) '**Net Negative**' (-): a student has > 1 course policy violation(s) and thus not only are the grading add-ons withheld/removed, but also the Final Course Grade is reduced by one partial letter grade per additional violation.

V. Student Citizenship

Although student citizenship is not included as part of the core course grade, poor citizenship *can* cost a student in terms of the Extra Credit opportunity and the Final Course Grade. Poor citizenship includes things such as: (1) *unethical behavior* such as cheating on exams, attempting to sell exam information to other students, etc., (2) *nuisance behaviors* such as repeated requests for policy exceptions, and (3) *rude communications* – e.g., 'digs' or snarky comments; I will treat you professionally/respectfully, and I absolutely do expect the same in return.

VI. A Few Other Things...

A. I am unable to post the test questions with correct answers online. This is because if I do post questions and answers online, I must assume that those items are 'gone forever' - that's a nicer way of saying *stolen and shared*. I do not assume that about *every* student, but, at the same time, in having had tests/questions stolen from before when I had a more 'non-cynical'/naive view on this, I ultimately learned that to protect the integrity of the testing process, I need to be ever-vigilant and dare I say 'on-guard' against ethical lapses by *some* test takers. Having that position is simply part of being responsible in my job. That said, I *will* provide the correct answers for up to four missed questions - no more. Please note from the *Quiz Assignment* feedback, explanations, comments, etc. that I am extremely careful to ensure that the correct answers are *clearly supported* in the course materials.

B. There is NO forfeiture of the extra credit for asking about which test questions were missed or for bringing to light a possible grading error. Students who contact me about a *grading error* on a test score, course average, or course grade need to cite which of the following they believe to be the case:

- (1) **Grade calculation error** – Students citing a *grade calculation error* need to 'show the math' on where the error is believed to have occurred. I do mean *show the math* – i.e., how the student arrived at a different numerical result for the score, average, or grade in question.
- (2) **Grade assignment error** – Students citing a *grade assignment error* need to note where the letter grade was incorrectly assigned – e.g., where 'B' was assigned for 89.99 instead of the correct 'B+' grade.

VII. Accommodations for Students with Disabilities

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. In order to receive academic accommodations, students are required to have first registered with the University of Houston Center for Students with Disabilities (CSD) (713-743-5400).

Course Activities, Assignments, and Assessments Schedule

Week 1 1/18 – 1/22	Read through ALL Non-Textbook Course Materials and Documents <i>Extra Credit Qualification and Affirmation</i> – (Open: 8:00am, Friday, 1/21)
Week 2 1/23 – 1/29	Assigned Readings: Gatewood, Feild, Barrick Chapters 1, 2, 3 Materials <i>Quiz Assignment I</i> - (Open: 8:00am, Wednesday, 1/26) <i>Extra Credit Qualification and Affirmation</i> – (Open all of this Week)
Week 3 1/30 – 2/5	Assigned Readings: Gatewood, Feild, Barrick Chapters 1, 2, 3 Materials <i>Quiz Assignment I</i> – (Open all of this Week) <i>Extra Credit Qualification and Affirmation</i> – (Close: 10:00pm, Friday 2/4)
Week 4 2/6 – 2/12	Assigned Readings: Gatewood, Feild, Barrick Chapters 1, 2, 3 Materials <i>Quiz Assignment I</i> - (Close: 10:00pm, Wednesday, 2/9) <i>Exam I</i> – (Open: 8:00am, Thursday, 2/10 // Close: 10:00pm, Saturday, 2/12)
Week 5 2/13 – 2/19	Assigned Readings: Gatewood, Feild, Barrick Chapters 4, 5, 6 Materials <i>Optional Student Paper / Article Reviews Consultations</i>
Week 6 2/20 – 2/26	Assigned Readings: Gatewood, Feild, Barrick Chapters 4, 5, 6 Materials <i>Quiz Assignment II</i> - (Open: 8:00am, Wednesday, 2/23) <i>Optional Student Paper / Article Reviews Consultations</i>
Week 7 2/27 – 3/5	Assigned Readings: Gatewood, Feild, Barrick Chapters 4, 5, 6 Materials <i>Quiz Assignment II</i> - (Open all of this Week) <i>Optional Student Paper / Article Reviews Consultations</i>
Week 8 3/6 – 3/12	Assigned Readings: Gatewood, Feild, Barrick Chapters 4, 5, 6 Materials <i>Quiz Assignment II</i> - (Close: 10:00pm, Wednesday, 3/9) <i>Exam II</i> – (Open: 8:00am, Thursday, 3/10 // Close: 10:00pm, Saturday, 3/12)
Week 9 3/13 – 3/19	Spring Break
Week 10 3/20 – 3/26	Assigned Readings: Gatewood, Feild, Barrick Chapters 9, 10, 11 Materials <i>Quiz Assignment III</i> - (Open: 8:00am, Wednesday, 3/23) <i>Optional Student Paper / Article Reviews Consultations</i>
Week 11 3/27 – 4/2	Assigned Readings: Gatewood, Feild, Barrick Chapters 9, 10, 11 Materials <i>Quiz Assignment III</i> - (Open all of this Week) <i>Optional Student Paper / Article Reviews Consultations</i>
Week 12 4/3 – 4/9	Assigned Readings: Gatewood, Feild, Barrick Chapters 9, 10, 11 Materials <i>Quiz Assignment III</i> - (Close: 10:00pm, Wednesday, 4/6) <i>Exam III</i> – (Open: 8:00am, Thursday, 4/7 // Close: 10:00pm, Saturday, 4/9)
Week 13 4/10 – 4/16	Assigned Readings: Gatewood, Feild, Barrick Chapters 12, 13, 14 Materials <i>Quiz Assignment IV</i> - (Open: 8:00am, Wednesday, 4/13) <i>Optional Student Paper / Article Reviews Consultations</i>
Week 14 4/17 – 4/23	Assigned Readings: Gatewood, Feild, Barrick Chapters 12, 13, 14 Materials <i>Quiz Assignment IV</i> - (Open all of this Week) <i>Optional Student Paper / Article Reviews Due: Deadline - Friday, 4/22</i>
Week 15 4/24 – 4/30	Assigned Readings: Gatewood, Feild, Barrick Chapters 12, 13, 14 Materials <i>Quiz Assignment IV</i> - (Close: 10:00pm, Wednesday, 4/27) <i>Exam IV</i> – (Open: 8:00am, Thursday, 4/28 // Close: 10:00pm, Saturday, 4/30)

OPTIONAL

Week 16

5/1 – 5/7

Tarki Book

Optional Exam V – (Open: Thursday, 5/5 // Close: Saturday, 5/7)

NOTES:

1. Other than the dates for the *Quiz and Exam Windows* – which are for fixed *periods of time* or for a *number of days*, the layout of dates for the Noe Chapter Materials provide here is a guide. That is, the ‘weekly assignment’ factor for the individual chapters is presented for a general sense of ‘where things are’ in terms of content or coverage, but, that said, they are really a ‘fielder’s choice’ in terms of when and how you choose to approach them. Whatever works for you – do that. 😊

2. **ALL** Activities, Assignments, and Assessments **CLOSE** at **10:00pm** on their respective closing dates. That’s 10:00pm, **not** midnight.

3. Needlessly Missed Quizzes and Exams will cause students to ‘sub-optimize’ their grades – i.e., any missed Quiz and Non-Excused Exam Absences are cause for the forfeiture of grading ‘extras’ or ‘add-ons’ (i.e., the inclusion of Quiz Points and Extra Credit to enhance Raw Exam Scores).