COURSE DESCRIPTION

Strategic planning and management of human resources is critical to the long-term vitality of any organization, and leaders' clear understanding of the role human resources plays in achieving and maintaining organizational effectiveness is vital. In this course, students gain a deeper understanding of the strategic human resources function through an examination of workforce and employment issues, including compensation and performance appraisal systems, hiring and training processes, and the broader roles of HR in employee relations. Five credit hours. This course is open to NCS students only.

Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

COURSE INFORMATION

- Course code: ORGL 4040
- Credit hours: 5
- Location: HUNT, Rm 110
- Classroom times: 6:00pm – 8:05pm
  - First session: 04/03 (Monday)
  - Last session: 06/05 (Monday)

INSTRUCTOR INFORMATION

- Instructor: Dr. Junhee Kim
- Phone: 206-296-5783
- Email: kimju@seattleu.edu
- Office: LSAX
- Office hours: 10:00am – 4:30pm (M&TH)
  (Please email to arrange appointments.)

You can email me at any time, but you may not receive a response outside regular business hours. Business days are Monday–Friday, except for holidays.

REQUIRED TEXT


ADDITIONAL REQUIRED READINGS


LEARNING OBJECTIVES

On successful completion of this course (i.e. by passing this course), you will be able to

1. Identify strategic issues in Human Resource Management in contemporary organizations in terms of organizational performance, change, diversity, ethics,
social justice, and globalization.
2. Describe the strategic functions of Human Resource Management such as HR planning, recruitment, training, reward, performance management, and workplace relations.
3. Chart your own path to your desired leadership/management roles, responsibilities, and philosophy working closely with HR leaders in the organization of your interest.
4. Evaluate HR practices in terms of their compliance with legal or ethical requirements and contribution to organizational performance.

INSTRUCTIONAL METHODS
As aligned with principles of adult education and Ignatian pedagogy of Seattle University (SU), this will not be a traditional lecture-based course. Instead, you can expect me to act as the facilitator of your learning process. Education research shows that your learning is greatest when you are actively involved in making sense of new concepts, when you apply your learning to real-life situations in your work and life, and when you use your experiences as a resource for learning in the learning community. Our goal will be to generate deep discussions of concepts and engagement with learning materials and to clarify, supplement, and analyze the materials for workplace application. We will take this approach throughout the course in a hybrid course delivery format, in which you will be attending both asynchronous online (Canvas) and synchronous face-to-face (Classroom in Hunthausen Hall) learning sessions.

Thus, you are expected to
• engage in plenty of online discussions and classroom activities to build on the readings you have done for each class
• take command of your own learning, not relying on being taught
• bring your goals, experiences, and desires to learn to the class
• creatively connect the course materials to your situation and future career
• work in both a small group and entire class during this course
• be respectful of others in the class and learning community
• be flexible on asynchronous online work with your team, but manage time effectively to meet the assignment deadlines

If you find that you haven’t managed to complete a reading and assignment before class, you will likely find that particular class frustrating, since we will build on and apply the readings/assignments each time (including trouble-shooting the issues you found most perplexing). Class will not involve regurgitating the content of the readings. I hope you find this an engaging and enjoyable approach to learning.
## COURSE SCHEDULE

* Each submission of assignments via Canvas is due by 11:59 p.m. (PST) of the date.

<table>
<thead>
<tr>
<th>W</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Tasks/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03/28 – 04/03</td>
<td>HRM and HR Leader</td>
<td>Syllabus</td>
<td>• Classroom session 1 (04/03)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Crawshaw (2014). Ch.1</td>
<td>- Introduction and course overview</td>
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<tr>
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<td></td>
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<td>• Online Discussion 1 begins</td>
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<tr>
<td>2</td>
<td>04/04 – 04/10</td>
<td>Theories and Models of Strategic HRM</td>
<td>Crawshaw (2014). Ch.2</td>
<td>• Online Discussion 1 due (04/10)</td>
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<td>3</td>
<td>04/11 – 04/17</td>
<td>Organizational Change and HR Leader</td>
<td>Crawshaw (2014). Ch.3</td>
<td>• Reflective Presentation submission due (04/17)</td>
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<td></td>
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<td>• Online Discussion 2 begins</td>
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<tr>
<td>4</td>
<td>04/18 – 04/24</td>
<td>Ethical Organization and HR Leader</td>
<td>Crawshaw (2014). Ch.4</td>
<td>• Classroom session 2 (04/24)</td>
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<td></td>
<td>- Present your Reflective Presentation</td>
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<td>• Online Discussion 2 due (04/24)</td>
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<td>5</td>
<td>04/25 – 05/01</td>
<td>Globalization and Diversity</td>
<td>Crawshaw (2014). Ch.5&amp;8</td>
<td>• SHR BP Proposal submission due (05/01)</td>
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<td>• Online Discussion 3 begins</td>
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<td>6</td>
<td>05/02 – 05/08</td>
<td>Workforce Intelligence Planning</td>
<td>Crawshaw (2014). Ch.6</td>
<td>• Classroom session 3 (05/08)</td>
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<td>- Present SHR BP Proposal</td>
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<td>• Team Member Performance Evaluation Form 1 submission due (05/08)</td>
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<td>• Individual Case Study 1 submission due (05/08)</td>
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<td></td>
<td>• Online Discussion 3 due (05/08)</td>
</tr>
<tr>
<td>7</td>
<td>05/09 – 05/15</td>
<td>Recruitment and L&amp;D</td>
<td>Crawshaw (2014). Ch.7&amp;9</td>
<td>• Online Discussion 4 begins</td>
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<tr>
<td>8</td>
<td>05/16 – 05/22</td>
<td>Reward and Performance Management Strategies</td>
<td>Crawshaw (2014). Ch.10&amp;11</td>
<td>• Classroom session 4 (05/22)</td>
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<td></td>
<td>- Individual Case Study 2 discussion (Bring your text)</td>
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<td></td>
<td>• Individual Case Study 2 submission due (05/22)</td>
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<td></td>
<td>• Online Discussion 4 due (05/22)</td>
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<td>9</td>
<td>05/23 – 05/29</td>
<td>Workplace Relations and Regulations</td>
<td>Crawshaw (2014). Ch.12 (pp. 252-255, 261-266)</td>
<td>• SHR BP Report submission due (05/29)</td>
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<td></td>
<td></td>
<td>• US Labor Law. (n.d.)</td>
<td>• Team Member Performance Evaluation Form 2 submission due (05/29)</td>
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<td></td>
<td>• Online Discussion 5 begins</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Assignment</td>
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<tr>
<td>10</td>
<td>05/30 – 06/05</td>
<td>HR Leader in SMEs and Three Sectors</td>
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<td></td>
<td><strong>Crawshaw (2014). Ch.13&amp;14</strong></td>
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<td><strong>Classroom session 5 (06/05)</strong></td>
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<td>- Present SHR BP Presentation</td>
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<td>- SHR BP Presentation submission due (06/05)</td>
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<td></td>
<td>- Team Member Performance Evaluation Form 3 submission due (06/05)</td>
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<td></td>
<td></td>
<td>- Online Discussion 5 due (06/05)</td>
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</tbody>
</table>

**Note:** W = Week; Ch. = Chapter; SHR BP = Strategic Human Resources Best Practice

**OVERVIEW OF ASSIGNMENTS**

In addition to the basic responsibility for participating in the five classroom sessions, there are five major assignments in this course: Reflective Presentation, Individual Case Study 1, Individual Case Study 2, Online Discussions, and Strategic Human Resources Best Practice (SHR BP) Project. The first four assignments will be done individually, while the last will be conducted either as an individual or team assignment depending on the students’ needs. Each assignment will help you learn necessary knowledge, skills, and attitudes that you will need to become a successful organizational leader.

**Organizational Leaders**

- Can become and/or work with a strategic HR leader
- Can evaluate strategic HR practices for organizations

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**Interactive Online Discussion Every Two Weeks**

Week 1 — Week 10
TASKS/ASSIGNMENTS FOR GRADING

<table>
<thead>
<tr>
<th>N.</th>
<th>Tasks/Assignments</th>
<th>Individual/Team</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation in Classroom Sessions (Each Session)</td>
<td>Individual</td>
<td>15 ( 3 each)</td>
</tr>
<tr>
<td>2</td>
<td>Reflective Presentation</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Individual Case Study 1</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Individual Case Study 2</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Online Discussions (End of Each Even Course Week)</td>
<td>Individual</td>
<td>20 ( 4 each)</td>
</tr>
<tr>
<td>6</td>
<td>Strategic Human Resources Best Practice Project</td>
<td>Individual/Team</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>SHR BP Proposal (Team Member Performance Evaluation 1)</td>
<td>Individual</td>
<td>10</td>
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<tr>
<td></td>
<td>SHR BP Report (Team Member Performance Evaluation 2)</td>
<td>Individual</td>
<td>15</td>
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<td></td>
<td>SHR BP Presentation (Team Member Performance Evaluation 3)</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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<td>100</td>
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DETAILED TASK/ASSIGNMENT DESCRIPTIONS

**Task/Assignment 1: Participation in Classroom Sessions**

Participation is not mere attendance in the class. In order to effectively participate in the course, it is critical that each member of the team read the course assignments and participate in class discussions and activities and in group work. The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively. To participate in class more fully, you might consider, for example, commenting on specific issues raised in the class readings; illustrating specific issues from the readings with examples from your personal experience; raising questions not covered in the readings; comparing or contrasting ideas of various theorists from the readings; or supporting or debating the insight or conclusions of a classmate (or the instructor) by referencing concepts, experiences or logical reasoning. It is impossible to replicate these experiences outside of the classroom environment; therefore class attendance and participation are extremely important and required.

*Participation Grading Rubric*

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points %</th>
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<tbody>
<tr>
<td>1) Finds ways to connect own comments to the comments made by</td>
<td>20</td>
</tr>
</tbody>
</table>
other students in class.

| 2) Uses language that is appropriate for the classroom and is courteous towards other students and the professor. | 20 |
| 3) Demonstrates that s/he is doing the reading through questions, answers and comments in class. | 20 |
| 4) Shows up on time to class | 40 |

**Task/Assignment 2:** Reflective Presentation

_The purpose_ of the assignment is to increase your ability to

1) Identify the range of roles, activities, and processes included in Strategic HRM.  
2) Explain the different theories and models of Strategic HRM.  
3) Give an example of Strategic HRM practices that you can relate to a Strategic HRM theory or model.  
4) Discuss the different types of change with a focus on the strengths and weaknesses of each.  
5) Explain the roles of HR leaders in managing and delivering change.

_Example choice:_ In this assignment, you will choose, examine, and reflect on a strategic HRM practice that you have experienced at first hand and influenced your professional life. You can also select an example that you experienced indirectly, heard from your acquaintance, or watched on news.

_Output:_ you are required to create a Reflective Presentation that serves as a standalone visual from which others can glean important information about your knowledge and perspective on the strategic HR leadership role in changing HRM practices and/or policies. The output can be in either a slide or video format that you can upload to your ePortfolio in order to demonstrate your knowledge and skills of Strategic HRM to your current or future employer. If you choose to use a slide format such as Prezi, make sure that the presentation has 8-10 slides excluding the title slide. For a video format, it should last for 4-5 minutes. The output should serve as a standalone representation of your findings. In other words, it should contain enough visuals (or even music) that people can comprehend even when they did not listen to your verbal presentation. In addition, the print or font size should be large enough to be viewed clearly in a classroom setting. Please use bullet points and/or phrases only, not extensive text. The options for presentation tools include, but not limited to:

1) Animoto: [www.animoto.com](http://www.animoto.com)  
   - You upload the pictures  
   - Choose the music  
   - Hit submit, and the folks at Animoto create a video for you within minutes.  
2) Glogster: [http://www.glogster.com](http://www.glogster.com) for poster making  
3) Prezi: [www.prezi.com](http://www.prezi.com) for a twist on the traditional PowerPoint presentation  
4) CDLI Gadget Finder: [https://www.seattleu.edu/cdli/toolkit/gadget-finder/](https://www.seattleu.edu/cdli/toolkit/gadget-finder/)
- For many more options for video creating and presentation tools
  5) Microsoft PowerPoint. Least recommended

*Five components you must address:* The poster should illustrate your perspectives, experiences, and beliefs about as well as the relationships you perceive among the five components below:

1) What are the roles, activities, and processes included in Strategic HRM? (Chapter 1)
2) What is an example of Strategic HRM practices that you experienced? (Chapter 2)
3) What theory or model of Strategic HRM can be used to explain the example you chose? (Chapter 2)
4) What type of change did the organization initiate to announce the new HR practice or policy? What were the strengths and weaknesses of the change type? (Chapter 3)
5) From your experience of the Strategic HRM practice, what role do you think HR leaders should play in managing and delivering change? (Chapters 1 and 3)

*Classroom activity:* To present your output, you must copy or transfer your file to the desktop before the class begins. Each student will have opportunity to receive feedback from classmates during the classroom session. This plan is subject to change depending on the enrollment size of this course.

*Grading:* You must turn in Reflective Presentation to the instructor through the submission link in Canvas by the end of the third Course Week. I strongly encourage you to read carefully the rubric for this assignment in Canvas.

**Task/Assignment 3:** Individual Case Study 1

The purpose of this Individual Case Study 1 is to help you integrate your knowledge of Workplace Intelligence Planning (WIP) into “real-life” organizational issues. For this assignment, read “WP modelling in Birmingham City Council” (Crawshaw et al., 2014, pp. 135-136), and answer the four “Case Study Questions” (Crawshaw et al., 2014, pp. 136). In your responses to the four questions, you must discuss the followings:

1) Why and how organizations need to plan their future workforce, and what is the role of Strategic HR in WIP?
2) Academic theories that inform the behavioral aspects of WIP, including those associated with skills, motivation, engagement, and leadership.
3) General workforce planning challenges, including those specific to BCC, in an organization and solutions to them

Your responses are to be prepared on a three double-spaced page paper (excluding the title page and references). The paper should follow APA style and include at least one reference citation of scholarly peer-reviewed journal articles in addition to the required course readings. I highly recommend you to use APA Template for MS Word on the APA Citation Support page in Canvas. Submit your assignment via
Task/Assignment 4: Individual Case Study 2

The purpose of this Individual Case Study 2 is to help you integrate your collective knowledge of strategic recruitment, selection, and Learning & Development (L&D) into “real-life” organizational issues. For this assignment, choose “L&D in Thailand” (Crawshaw et al., 2014, p. 205) or “L&D and knowledge sharing in Spain” (Crawshaw et al., 2014, p. 206), and answer the questions pertaining to the case you chose. In your responses to the questions, you must discuss the followings:

1) L&D theories, types (formal vs. informal), and cycles (Chapter 9)
2) Strategic importance of L&D compared to strategic recruitment and selection in organizations (Chapter 7)

Your responses are to be prepared on a four double-spaced page paper (excluding the title page and references). The paper should follow APA style and include at least one reference citation of scholarly peer-reviewed journal articles in addition to the required course readings. I highly recommend you use APA Template for MS Word on the APA Citation Support page in Canvas. Submit your assignment via Canvas to the instructor by the due date. Please read carefully the rubric for this assignment in Canvas.

Task/Assignment 5: Online Discussions

The Online Discussion is a key feature of the course. Students enrolled in this course typically come from a variety of professional backgrounds, thus, adding to the diversity and scope of opinions. Although the instructor can be a valuable source of information, class participants will certainly have different perspectives that will add to the course depth. Your participation and involvement are critical to the success of the course and will be graded!

There are five Online Discussions during this course (see the Course Schedule table). Each Online Discussion will last for two weeks. An individual student will respond directly to the original question/prompt, and reply to another at least two student’s posts by the end of each assigned two weeks. In order for your classmates to reply to your post, you must respond to the original question/prompt at least two to three days before the deadline for each Online Discussion. Your response to the original question/prompt should be a minimum of 150 words with at least one in-text citation and reference list in APA style. I highly encourage you to cite course readings. Also, in your response, please reflect on your work/life experiences and perspectives, and connect them to the course readings.

Task/Assignment 6: Strategic Human Resources Best Practice (SHR BP) Project

The purpose of the assignment is for students to demonstrate that they can evaluate whether or not strategic HR policies and practices of reward, performance management, and employment relationship comply with legal or ethical requirements and contribute to organization’s performance.
**Flexible Options:** If you cannot make a team project work due to your life demands (military deployment, job demands, etc.) or any other reasons, please email me your limitations and rationale and I will allow you to complete this project independently. If you select to work with a team, each member of the team must contribute equally and fairly to this project.

**Organization choice:** As an individual or a team, you will choose and analyze one or more organizations that are using or developing a strategic approach to reward, performance management, and employment relationship. You could choose the organization(s) that are introduced in the HRM IN PRACTICE sections of Crawshaw et al. (2014), such as “The executive pay gap” (p. 224) for the topic of reward, “Performance management at Bharti Airtel Ltd” (p. 234) for performance management, and “The BMW suggestion scheme” (p. 264) for employment relationship. If you chose to do so, your report must demonstrate evidence of research beyond the information that is provided in the text regarding the organizations. **You can also choose other organizations that are not discussed in the text.**

**Method:** To analyze the organization’s HR practices and policies in the areas of reward, performance management, and employment relationship, please use materials such as the organization’s website, annual reports, news magazine, practitioner journals, and scholarly peer-reviewed journals that were published for the past five years. Remember, however, that you are using the published information as a source of data for the analysis; do not simply copy material off the original sources. Your assignment is an analysis, not a data-dump. You must provide complete citation/bibliographic information in a reference section at the end of the report. Some examples of reputable sources and practitioner journals are listed below:

**Examples of Reputable Sources**
- Wall Street Journal
- Business Week
- Newsweek
- Bloomberg Business
- Business Insider
- Fortune
- Forbes
- Time
- CNN
- PBS NewsHour
- National Public Radio (NPR)
- Major market newspapers (New York Times, The Seattle Times, or others)

**Examples of Practitioner Journals**
- Harvard Business Review
- CMA Management
- CA Magazine
- The CPA Journal
- Strategic Finance
- Cost Management
- Financial Management
- Journal of Health Care Finance
- Ivey Business Journal
- Accounting Horizons
- Total Quality Management and Business Excellence
Output: As an individual or a team, you are required to complete a three-part assignment that is comprised of a SHR BP Proposal, SHR BP Report, and SHR BP Presentation as follows:

1) SHR BP Proposal:
   Develop an outline of the SHR BP report using APA Template for MS Word on the APA Citation Support page in Canvas. Please make sure each heading represents one of the required seven components described in the next section of this instruction. In addition, each section of the SHR BP Proposal should consist of a heading and a topic sentence that represents the main idea of the paragraph. At the end of this first phase, you as an individual have to fill out and submit Team Member Performance Evaluation Form 1, which is confidential.

2) SHR BP Report:
   Include in the report all of the seven components described in the next section, and apply the theories and models in course readings to analysis of SHR best practices. The written report should be ten double-spaced pages excluding the title, reference, and appendices pages. The paper should follow APA style and include at least two reference citations of scholarly peer-reviewed journal articles. At the end of this second phase, you as an individual have to fill out and submit Team Member Performance Evaluation Form 2, which is confidential.

3) SHR BP Presentation:
   As an individual or a team, you will create a presentation of executive summary. You will present for 20 minutes during a face-to-face class meeting in the last week of the quarter. You do not need to follow the APA format, but please make sure that all of the citations and references are included in your presentation slides. Your team may create a video, a PowerPoint, or a Prezi presentation. Other forms are also acceptable. If you want to use PowerPoint, there are many templates that SU provides: https://www.seattleu.edu/marcom/brand/templates/powerpoint-presentations/
   If you would like to explore creative tools to present the results of this project, please refer to the CDLI’s Gadget Finder: https://www.seattleu.edu/cdli/toolkit/gadget-finder/ Prepare the presentation so it can be effectively shared with the class as well as the instructor. At the end of this third phase, you as an individual have to fill out and submit Team Member Performance Evaluation Form 3, which is confidential.

Seven components you must address:
1) An example of BP for strategic reward (Chapter 10)
2) Justification of the BP example for strategic reward by discussing the purposes and range of available reward options in organizations (See Chapter 10)
3) An example of BP for strategic performance management (Chapter 11)
4) Justification of the BP example for strategic performance management by discussing the purposes and processes of performance management in organizations (See Chapter 11)
5) An example of BP for strategic employment relationship in the U.S. context (Chapter 12)
6) Justification of the BP example for strategic employment relationship by discussing the importance of true employee participation/involvement in establishing employee relationship as well as by discussing specific U.S. legislation pertaining to employee relationship and its impact on bargaining and negotiation (See Chapter 12)
7) Justification of the three BP examples by discussing how they comply with ethical requirements (See Chapter 4) and contribute to the organization’s performance (See Chapter 2)

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<td>A</td>
<td>Superior</td>
<td>100 ≥</td>
</tr>
<tr>
<td>A–</td>
<td>Good</td>
<td>93 &gt;</td>
</tr>
<tr>
<td>B+</td>
<td>Adequate</td>
<td>90 &gt;</td>
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<tr>
<td>B</td>
<td>87 &gt;</td>
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<tr>
<td>B–</td>
<td>83 ≥</td>
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<tr>
<td>C+</td>
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<td>D</td>
<td>63 ≥</td>
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<tr>
<td>D–</td>
<td>60 ≥</td>
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<tr>
<td>F</td>
<td>Failing</td>
<td>59 ≤</td>
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</table>

SUBMITTING YOUR ASSIGNMENTS

All your assignments must be submitted to me via the submission link in Canvas by the deadlines. If you are unable to do so (for instance, because you are sick), please email me your assignment before the due date so that it is marked as being on time.

BIBLIOGRAPHY AND CITATION REQUIREMENTS

All citations and references must follow the APA Publication Manual (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual’s citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. I strongly recommend the use of scholarly peer-reviewed journal articles as the primary source material for most work done in my classes. They typically represent the highest quality work for two reasons: (1) They have been blind reviewed (usually), and (2) They have been revised multiple times based on reviewer and editor comments in order to increase the quality of the document. Please remember that database search engines give you the opportunity to select whether or not you want ‘peer reviewed’ or ‘refereed’ or ‘scholarly’ publications. In this course, always limit your database search to scholarly, peer-reviewed, refereed, and academic publications. You can start your database search here: http://libguides.seattleu.edu/c.php?g=465485&p=3182648

ASSIGNMENT DEADLINES AND EXTENSIONS

As with any organizational environment, including the workplace, you are expected to be professional, courteous, well organized, and respectful of others. Behaviors like these exemplify Seattle University (SU) graduates, whose reputation as excellent and reliable colleagues continue to add value to the SU degree, making it even more distinctive in a competitive marketplace. One of the most important ways you
will demonstrate these behaviors in class is by ensuring that your work is always on time.

As is expected of all working professionals, you will ensure that your work is submitted by the set deadlines. In turn, I will return your assignments with useful feedback in a reasonable time frame, typically within 5 business days. In order to ensure that your workload is manageable, please plan ahead, taking into account both personal and professional obligations to ensure that your academic responsibilities are met according to their due dates. I encourage you to take time, before the course starts, to plan for the next ten weeks, blocking out time on your calendar now so that you know exactly when you will be working on assignments for this course. Be sure to allow extra time in case you run into difficulty with an assignment, have a computer problem, or feel unwell. I too will block out times in my own schedule to allow me time to grade your work thoughtfully, and return it to you quickly while the work is still fresh in your minds.

If you are unable to complete course requirements because of extenuating circumstances, please notify me as soon as possible, on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor’s note, note from counselor). Any late work submitted without prior approval from me, will receive a 0% grade.

An agreement to receive an Incomplete “I” grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/I-grade-97-03.pdf

STUDENT RESPONSIBILITIES FOR LEARNING

This is a hybrid course, designed to fit adults’ busy schedules, therefore much of the learning will occur outside of the classroom, relying in large part on your own initiative. In fact, studies show that adults like you are more likely to be self-directed learners, seeking knowledge in order to gain new skills, or simply to learn more about a particular subject, with the goal of applying learning to their own lives and work in meaningful and practical ways. As such, adults will spend much time, invested in their own learning, whether on the job, in the classroom, or on course activities outside of class.

When determining how much time you will need for coursework outside of class, keep this in mind: Typically, you will need to devote two hours outside of class to each course (i.e. readings and preparation, as well as substantive assignments and participation exercises) for every hour in class. As this is a five-credit class, you can reasonably expect to spend an average of ten hours per week on homework. While that may sound daunting, please be assured that I have distributed the workload so that it is manageable, while at the same time ensuring the quality and rigor of the course. You may even find that in some weeks, you have less work than in others.

LIBRARY AND LEARNING COMMONS
Writing Center
   The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

Learning Assistance Programs
   Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

Research Services
   Save time by starting with your Research Services Librarian. Contact Felipe Castillo, MLIS and MBA (castillf@seattleu.edu), if you need help brainstorming keywords, using SU databases, finding articles and books, or sorting through the information you find on the internet to do your assignments and research. You can receive help in person, by chat, phone, or email, or by scheduling a consultation.

ACADEMIC INTEGRITY TUTORIAL
https://www.seattleu.edu/academicintegrity/

GENERAL COURSE AND UNIVERSITY POLICIES

Support for Students with Disabilities
   If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Classroom (Both Face-To-Face and Online) Norms
   It is important in this class, as well as in a training or work setting, to use inclusive language, meaning language that assumes gender equality and the equal importance of all cultural groups. At all times, we will avoid assuming everyone is from the same cultural or social group. I expect you to show respect for the class’s diversity and the multicultural world in which this university and organizations operate. Regular examples from previous years include that we agree to:
   • Start and end on time
   • Come to class prepared
   • Participate actively in discussion
   • Show one another courtesy and respect, including when we disagree
Academic Policies on the Registrar Website
https://www.seattleu.edu/redhawk-axis/academic-policies/

Be sure that you understand the following university academic policies, posted on the Registrar’s website:
**Academic Integrity Policy
**Academic Grading Grievance Policy