

## MGMT 3241-001 **Acquiring & Maintaining Human Resources** – 11616 (Fall 2023)

Professor: Dr. Strah  
Office: Announced in class  
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Office Phone: 704-687-7645  
Class time: T/R 10-11:15am  
Class location: Announced in class  
Office Hours: Announced in class  
Graduate student graders: TBA

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class and on Canvas

**Please check UNCC Canvas for regular updates.**

### **Required Materials**

*Human Resource Management: Gaining a Competitive Advantage*

Authors Noe, Hollenbeck, Gerhart, Wright, 13th edition

Publisher McGraw Hill

*Articles posted to Canvas* (provided by Dr. Strah)

### **Management (MGMT)**

“A program of study in the Department of Management leads to a Bachelor of Science in Business Administration (B.S.B.A.) degree with a major in Management. This major is designed to teach students to plan, organize, lead, and control business activities in both the public and private sectors.

Students develop skills in decision making, leadership, motivation, problem solving, and teamwork.”

### **Course Description** *UNC 2022 Undergraduate Catalog*

**MGMT 3241. Acquiring and Maintaining Human Resources.** “Concepts, methods, and issues used in effectively managing human resources in contemporary organizations with a focus on workforce planning, recruitment and selection, organizational entry, socialization, diversity, and the legal environment. Experience in developing and utilizing behavioral science research methods to assess effectiveness.”

### **COURSE OBJECTIVES**

1. Enable you to explain how effective administration of human resources
  - a. Contributes to organizational effectiveness
  - b. Directly affects the profitability of the firm
  - c. Ensures compliance with legal requirements
  
2. Expose you to key
  - a. Concepts
  - b. Principles
  - c. Best practices for managing and enhancing human resources through planning, recruitment, selection, and organizational entry.
  
3. Provide a forum for you to discuss personal experiences as they relate to human resources management in organizations.
  
4. Provide you with an opportunity to apply the knowledge acquired in class to special issues facing human resources management in workforce socialization, diversity and the legal environment.
  
5. Assist in the development of your leadership and interpersonal skills through
  - a. Experiential exercise
  - b. Leading discussions

### **Course grading**

Exams	60%
Class participation	10%
HR-in-the-news presentation	5%
Final Paper Assignment	5%
Final paper	15%
Final presentation	5%

Letter grades are assigned as follows: A: 90-100, B: 80-89, C: 70-79, D: 60- 69, F: Below 60. Grades are rounded to the nearest whole percentage. For example, 89.499999 is a B, 79.499999 a C and so forth.

### **Exams**

There will be three (3) in-class exams each worth twenty percent of your total grade (3 x 20% = **60%**). These exams serve to ensure understanding of the principles and vital components of the HRM. All materials provided during class are fair game for exams (material from assigned readings, material covered in class). Exam question formats will be multiple choice, true false, or matching.

### **Test Make-up Assignment Sessions**

You will have the opportunity to “earn back” some of the points you missed for each exam (up to

a half point for each question; e.g., if a question was worth 1 point originally, you could earn up to 0.5 points by fully meeting each of the criteria below).

To earn these points back, your graded tests will be made available during the class periods labeled “team work session & test make-up assignment session”. For each of the questions you got wrong, you will use the below format on lined paper that you bring to class. You have the opportunity to answer as many questions as you can during that class period. You must turn your test back in at the end of the class period along with your assignment.

Format for each question you’d like the opportunity to earn points back for:

1. (first question you got wrong)
  - a. The question number listed on the test that you got wrong
  - b. The response option you chose
  - c. The response option that you have now identified as being the correct answer
  - d. A detailed explanation of why the original answer you gave was incorrect and the updated answer is correct.

Note: It is not enough to say something like: “because I misread the question” or “because it says on pg. 34 in the textbook that the answer is \_\_\_\_”. Your answer must convince the grader that you now really understand what the correct answer is by explaining WHY it is the correct answer and/or WHY the answer you originally chose was incorrect (the explanation strategy that is appropriate will differ based on the specific test question, if you are confused about which to use, ask yourself “will this convince the grader that I now really understand this question and the material associated with it?”)

### **Recommendations for doing well on exams**

Buy the book.

Read the chapters before the corresponding lectures.

Read the chapters as many times as needed to understand fully all the technical vocabulary.

Attend class.

Study all of the lectures and assigned readings.

Start studying for the first exam on the first day of class spending several hours each week studying.

Ask questions when you do not understand something.

### **Final exam: Make-up (optional)**

There is only one make-up exam given each semester, at the end of the semester. If you miss an exam, you may take the final exam as an optional make-up exam at the end of the semester (this grade would replace the “0” for the exam you missed). The make-up exam will be comprehensive. If you miss one of the initial three exams and also the make-up exam, you will need to provide documentation that you missed both for a university-excused reason. Taking this test will ***not*** replace a grade you earned on an earlier exam.

## **Class participation**

Class participation in this course is worth a significant portion of your total course grade. Please be sure to read this section carefully and check in with me if you have questions or comments. A productive learning environment requires comparable contributions of time, effort, and energy from the students.

Please plan for synchronous class periods. Some of this class time will be reserved for lecture, large and small group discussion, teamwork, and some time will be reserved for quizzes, or guest speakers.

This section will be primarily graded based on seven participation assignments that will be completed during 7 class periods throughout the semester. If you miss class, arrive to class late, or leave early and the participation assignment was completed during this time, you will not have the opportunity to turn in that participation assignment. In order to earn full points for this section, you are expected to participate in 4 out of these 7 assignments **and** engage within class discussion on a consistent basis.

At the end of the semester, Dr. Strah will send out the dates of the participation assignments. At that time, if you have not obtained 4 participation points, you can provide documentation for participation dates you missed due to a University excused reason. **You are responsible** for obtaining and keeping track of documentation for all absences throughout the semester if you would like absences to be excused. If you provide such documentation for dates you miss at the end of the semester, then you will be expected to attend half of the participation dates you did not have excused in order to receive full points. If you could have attended an odd number of participation days, they you would be expected to attend slightly more than half (4 out of 7 days, 3 out of 5 days, etc.)

Students should also engage the material, instructor, and other students. You all have had some kind of work/organizational experience, and I strongly encourage you to volunteer comments whenever you see a connection between course material and your own experience. Your willingness to share your experiences makes the course more interesting and enjoyable for everyone.

Be prepared to:

1. Express your ideas and evaluate recommendations that others provide.
2. Ask questions about any material you do not understand.
3. Find relevant experiences (potentially from your job/company) and share these with the class.
4. Develop responses to assigned questions prior to coming to class.
5. Actively participate during in-class group exercises.
6. Take responsibility for your in-class performance...think critically...be creative.
7. Behave in ways that create an effective and comfortable learning environment. This includes treating others with courtesy and respect, ensuring that cell phones are turned off or are on vibrate, arriving on time for class, and engaging in discussions that are direct but polite.

## 8. Have fun.

One caution: While you are expected to make informed contribution to class activities, understand that quality, not quantity alone, is valued. Students who speak frequently but rarely have anything of importance to say make very little contribution and, in some cases, hinder class development. Many types of contributions are valued – e.g., presenting your insight into the facts of a case, suggesting cause-and-effect relationships among various events, anticipating the results of various actions, generating alternatives, or providing support for recommendations. Emotional or empathetic responses are also valued; they help to humanize discussions. Asking questions can be very helpful. Sometimes it is as important to recognize what is not known as it is to have a correct answer.

Beyond the steps outlined above, quality class participation also inherently requires listening to and respecting other people’s points of view (but by no means does this mean that you must agree with them). Indeed, debate is much appreciated and welcomed. Also, it does not mean that you should withhold questions for fear of looking stupid. Relevant questions are always a contribution. Quantity also plays a role here; your contributions to the discussion to help it move along is also recognized (and appreciated).

Important note: Given that class discussion grades are a large portion of your overall grade, your presence (both physically and mentally) is absolutely essential and non-negotiable except in the case of medical/family emergencies or unforeseen events.

### “HR in the news” presentation

To increase class discussion and help you see the “real-world” applications of HR topics, you must contribute to the discussion with 1 “HR in the news” presentation during the semester. The “HR in the news” articles must come from established online and/or printed outlets and **must be HR-related** (such as Business Week, Fortune, The New York Times, Washington Post, or Wall Street Journal). Students will be asked to give a short presentation describing/discussing the article in class.

To complete the assignment, students must submit power point slides to the professor via email at least one class period in advance of the day they are to present, and include a bibliographic citation and URL (when applicable). In class discussion and your summary you must explicitly state how the story **relates to course concepts currently being covered** (i.e., the specific chapter we’re on in class). Presentation grades will largely depend on the delivery of the content (e.g., the speaker has good voice control, volume, eye contact, and physical demeanor) as well as the actual content delivered (e.g., the topic is explained in appropriate detail, the speaker demonstrates an understanding of the topic and effectively communicates that knowledge to the audience).

The aim of this assignment is to (1) help students see the real world application of HR topics and (2) to practice oral presentation skills. Students will be assigned specific days to present which will be announced in advance. A rubric will be posted online. More details will be provided on a

separate handout.

**\*\*Presentations must be submitted via email the night before they are to be presented. Grades for presentations submitted the day of will be reduced by 10%.\*\***

### **Final paper and presentation**

It is important that you be able to communicate your understanding of HR issues to others. Toward that end, you will do a SME report on a HR topic. More detailed information will be presented on this paper later in the semester. This assignment/presentation will account for 25% of your course grade. Reports will be done in teams of two.

### **Attendance**

Students are expected to attend every class and remain in class for the duration of the session. Failure to attend the sessions or arriving late may impact your ability to achieve course objectives, which could affect your course grade. I understand that sometimes life happens especially given the current pandemic circumstances. If you miss any class, I encourage you to review the module materials and complete any required work in a timely manner. While PowerPoint slides will be provided online, you are expected to get any additional notes from your fellow classmates. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is a responsibility for all the work of class meetings, including discussions and written tasks. Multiple unexcused absences or excessive tardiness will result in a reduced participation grade and may result in receiving zero points for this category.

### **Extra Credit**

Some extra credit may be offered throughout the semester. A gift that I am giving to the class at the beginning of the semester is two extra credit points that will go toward your final paper. This gift is a thank you for being responsible students who make sure to read the syllabus and reference it when appropriate throughout the semester. However, these extra credit points will be removed from the grades of students who ask questions that are clearly answered within the syllabus (e.g., dates of exams, rounding policy, etc.). Please note that you are ALWAYS welcome to ask clarifying questions about content in the syllabus without fear that your extra credit points will be removed. For example, if you ask me a question like "I saw in the syllabus that the first exam is scheduled for Feb 16<sup>th</sup>. Can you confirm that this information is still true?" This type of question will not result in your extra credit points being removed. You are also ALWAYS welcome to ask any questions concerning disability or wellness policies/resources or any other university resources that are covered in this syllabus. I am happy to provide any information concerning these types of policies/resources regardless of whether they are discussed in the syllabus already without it affecting these extra credit points.

### **Expectations**

The course policies described above require that you take responsibility for your own performance. I expect you to be professional, to stay informed about the progress of this class, and to complete assignments in a timely fashion. My commitment is to provide you with a useful experience and to give each student a fair opportunity to perform well in this course. If at any time you have concerns about your progress in this course, please see me. You are expected to read the book. I suggest that you read the assigned chapters multiple times. All lecture notes will be posted on Canvas. I suggest that you bring them to class.

**Schedule:**

\*\*\* Note: This is a flexible course schedule. Dr. Strah reserves the right to change this schedule and/or syllabus to accommodate unanticipated events and maximize student learning.

<b>Date</b>	<b>Topic</b>	<b>Assignment (*Note: these are the basic chapters you will be expected to read before the associated classes but additional readings will also be assigned)</b>
Aug 22	Introduction	
Aug 24	Gaining a competitive advantage <i>Assignment: acknowledge reading of syllabus</i>	Chapter 1
Aug 29	Gaining a competitive advantage	Chapter 1
Aug 31	Gaining a competitive advantage/Strategic Human Resource Management	Chapter 1/Chapter 2 - Seven Common Misconceptions
Sept 5	Establish Teams – complete team assignment	<i>Skim Chapter 4 before today</i>  <i>Group Contract Assignment Due before 10 am on the 14<sup>th</sup></i>
Sept 7	Strategic Human Resource Management	Chapter 2
Sept 12	Strategic Human Resource Management	Chapter 2
Sept 14	Legal Environment-Equal Opportunity & Safety	Chapter 3
Sept 19	Legal Environment-Equal Opportunity & Safety	Chapter 3
Sept 21	Legal Environment-Equal Opportunity & Safety	Chapter 3
Sept 26	<b>Exam 1 (Chapters 1, 2, &amp; 3)</b>	
Sept 28	The Analysis and Design of Work	Chapter 4
Oct 3	The Analysis and Design of Work	Chapter 4

Oct 5	The Analysis and Design of Work	Chapter 4
Oct 10	<b><i>Team work session &amp; test review session</i></b>	
Oct 12	Human Resource Planning and Recruitment	Chapter 5
Oct 17	Human Resource Planning and Recruitment	Chapter 5
Oct 19	Human Resource Planning and Recruitment	Chapter 5
Oct 24	<b>Student recess</b>	
Oct 26	<b>Exam 2 (Chapters 4 &amp; 5)</b>	Chapter 5
Oct 31	Selection & Replacement	Chapter 6
Nov 2	Selection & Replacement	Chapter 6
Nov 7	<b><i>Team work session &amp; test review session</i></b>	
Nov 9	Selection & Replacement	Chapter 6
Nov 14	Selection & Replacement	Chapter 6
Nov 16	Training	Chapter 7
Nov 21	Training	Chapter 7
Nov 23	<b>Thanksgiving break</b>	
Nov 28	<b>Exam 3 (Chapters 6 &amp; 7)</b>	
Nov 30	<b><i>Team work session &amp; test review session</i></b>	Final Papers due by 10 am Dec 8th
Dec 5	Class presentations Round 1	
Dec 14 (8:00 am – 10:30am)	Class presentations Round 2 <b>Make up Exam/Make up test review session</b>	

\* Additional (reading) assignments will be announced in class and/or posted on Canvas.

### **Mental Wellness**

It is common for college students to experience challenges that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional cost.

- Visit the Counseling and Psychological Services website at [caps.uncc.edu](http://caps.uncc.edu) for information about the broad range of confidential on-campus mental health services, online health assessments, hours, and additional information.
- Call CAPS at (704) 687-0311 if interested in scheduling an appointment with a counselor. After-hours crisis support is also available through this phone number.

### **Withdrawal from a Class**

You are expected to complete all courses for which you are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make



an appointment to speak with me as soon as possible. We can work on a plan together to ensure your success if at all possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

### **Non-discrimination in the classroom**

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct.

All students are required to abide by the UNC Charlotte [Title IX Grievance Policy](#), [Sexual Harassment Policy](#), and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment is prohibited, even when carried out through computers or other electronic communications systems, including course-based chats, breakout rooms, or message boards.

### **Accommodations**

UNC Charlotte strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. If you need special accommodations, please let me know right away and I will be glad to work with you.

### **Preferred Name and Pronoun**

This course affirms people of all gender expressions and gender identities. My preferred pronouns are she/her/hers. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

### **Religious Accommodations**

UNC Charlotte is committed to diversity, nondiscrimination and inclusiveness, and to supporting its students, regardless of religious affiliation or non-affiliation, in accordance with state and federal laws and regulations. As part of this commitment, the University makes good faith efforts to accommodate a student's religious practice or belief, unless such accommodation would create undue hardship. The university policy is available at: <http://legal.uncc.edu/policies/up-409>

### **University Reporting Expectations**

UNC Charlotte is committed to maintaining an environment conducive to learning for all students and a professional workplace for all employees. The University takes active measures to create or restore a respectful, safe, and inclusive environment for community members that is free from discrimination, discriminatory harassment, and interpersonal violence. If you (or someone you

know) has experienced any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more.

Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of discrimination, discriminatory harassment, or sexual and interpersonal misconduct they receive to the [Office of Civil Rights and Title IX](#). This means that if you tell me about a situation involving these matters, I am expected to report the information. Although I am expected to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Office of Civil Rights and Title IX: (1) University Counseling Center ([counselingcenter.charlotte.edu](http://counselingcenter.charlotte.edu), 7-0311); or (2) Student Health Center ([studenthealth.charlotte.edu](http://studenthealth.charlotte.edu), 7-7400). Additional information about your options is also available at [civilrights.charlotte.edu](http://civilrights.charlotte.edu) under the “Students” tab.

### **Student Support for Disability Accommodations:**

Students in this course seeking accommodations for disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

Consider taking advantage of the wealth of resources and support available at UNC Charlotte. Some of the resources available to you include the University Writing Resource Center, University Counseling Center, and the J. Murrey Atkins Library.

- [University Center for Academic Excellence \(UCAE\) | \(704\) 687 7837 | uncc-ucae@uncc.edu](#)
- [University Writing Resources Center \(WRC\) | 704-687-1899| wrchelp@uncc.edu](#)
- [Veteran Student Services | 704-687-5488 | veteranservice@uncc.edu](#)
- [University Counseling Center | 704-687-0311](#)
- [Multicultural Resource Center | 704-687-7121 | mrc@uncc.edu](#)
- [List of computer labs on campus](#)
- [Atkins Library Laptop Lending program](#)

**University Center for Academic Excellence:** At, [http://ucae.uncc.edu/ucae/ucae\\_aboutus.html](http://ucae.uncc.edu/ucae/ucae_aboutus.html), or the 3rd floor of the Fretwell building, you will find, “The UCAE consists of six units working in conjunction to attain a singular objective - to provide services, programs, materials, and academic support for students in order to satisfy, retain, and graduate them. Our units are: Tutorial Services, Supplemental Instruction, Building Educational Strengths & Talents (B.E.S.T.), Structured Study Groups, The Learning Lab, Students Obtaining Success (S.O.S.)”

**UNC Charlotte Writing Resource Center:** At, <http://wrc.uncc.edu/>, or at Fretwell 220 and Atkins Library 109 you will find, “**Mission:** Based on the view that knowledge is fundamentally

social, the WRC fosters an environment of active, collaborative learning outside the classroom. The WRC provides one-to-one writing instruction to students, faculty, and staff from first-year to graduate in any discipline. Our goal is not to fix papers, but to develop better writers.”

**Counseling Center at UNC Charlotte:** At, <http://www.counselingcenter.uncc.edu/>, or at 158 Atkins Building, the Counseling Center, “supports the academic, personal, and interpersonal development of UNC Charlotte students by providing short-term individual and group counseling, psychological assessment, consultation for faculty, staff, parents, and students, and educational programs to the campus community.” And they “assist students with concerns of a personal nature by helping them develop better coping strategies, resolve conflicts and handle crisis situations. Typical concerns are depression, anxiety and stress, relationship issues, identity development, substance use problems, eating and body image issues.”

**J. Murrey Atkins Library. Business Librarian: Ms. Angel Truesdale** E-mail: [adtruesd@uncc.edu](mailto:adtruesd@uncc.edu)

**Office of Disability Services.** The Office of Disability Services (DS) is responsible for ensuring access to academic programs and campus facilities for individuals with disabilities. Registration with DS is required for students who wish to receive accommodations. Registration is simple. Learn more about utilizing the support of the Office of Disability Services at: The Office of Disability Services is part of Academic Services. Academic Services at UNC Charlotte enriches the academic community by offering a broad range of initiatives promoting student success, ensuring access, and enhancing the educational experience of all students. Students or visitors to campus who need accommodations for a public campus event should contact the Office of Disability Services. <http://ds.uncc.edu/> .

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230 or email [disability@uncc.edu](mailto:disability@uncc.edu).

**Veteran Student Services Office.** The mission of the Veteran Student Services Office is the successful transition and retention of veteran students through outreach and advocacy. The Veteran Student Services Office strives to be a one-stop-shop for students utilizing Veterans Affairs benefits and any student with prior US Military service. The combining of the tactical responsibilities of the VA certification process with the strategic initiatives related to academic and individual support, advances UNC Charlotte’s historical, and present-day, commitment to our military veterans. UNC Charlotte veterans are served by the Veterans Student Services Office (VSSO) in Barnard 103. The VSSO is part of the Dean of Students Office and joins the Veterans Affairs certification process and the outreach and advocacy functions conducted by the Dean of Students Office. Across the hall from Veteran Student Services is the Veterans Lounge in Barnard 108. <http://unccdsync.com/org/veteranstudentservices>

**What is NinerCare?** <https://ninerCare.uncc.edu/>

*NinerCare* is a network designed to bring together information in order to identify students who have demonstrated behavior of concern to members of the UNC Charlotte community. This network also allows UNC Charlotte staff and faculty to investigate and then determine if an identified student poses a potential threat to self, others, or the UNC Charlotte community. *NinerCare* helps to develop an objective, coordinated action plan to collect information, assist the student and protect the University community.

### **How Do I Tell Someone?**

- If a student exhibits behavior that indicates an IMMEDIATE DANGER to self or others, call 911 or UNC Charlotte Police and Public Safety at 704-687-2200.
- If a student exhibits disturbing behavior or is disruptive, contact the Dean of Students Office at [incidentreport.uncc.edu](http://incidentreport.uncc.edu) or 704-687-0345.
- If a student is exhibiting behavior that suggests psychological problems and you seek guidance on how to understand or respond to the behavior, contact the Counseling Center at 704-687-0311.

### **Diversity and inclusion**

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

This is a learning environment in which differing opinions are often based on differing experiences, upbringing and beliefs. We can learn from each other as you prepare to be part of a global workforce; take advantage now in the classroom or in your campus experience to see all sides of an issue, meet all types of people, even if it means you must move out of your comfort zone to do so. Sometimes the best way to do this is to listen rather than speak, open your mind, observe, and consider all that you can absorb.

### **Academic Integrity**

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code.

Definitions and examples of plagiarism are set forth in the Code and on the [Student Accountability & Conflict Resolution website](#). The Code is available from the Dean of Students Office or online at [legal.charlotte.edu/policies/up-407](http://legal.charlotte.edu/policies/up-407). Additional resources are available on the [Student Accountability & Conflict Resolution website](#).

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Violation of syllabus policies may result in appropriate academic penalties, including reduction of grade in the relevant assignment, project, test, or exam. If violation of these syllabus policies also implicates the Code of Student Academic Integrity because of alleged [academic misconduct](#), I will follow the [process outlined in the Code](#) to address such cases.

### **Copy Write**

My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as CourseHero, Chegg, and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of University Policy 406, The Code of Student Responsibility. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission

### **Online Analytics**

This course uses Canvas, which provides the instructor with analytics and data on student engagement with the Canvas page, including page views, participation, submissions, timeliness, etc. I will be monitoring student activities on Canvas to ensure successful engagement and participation in the course. If I notice that a student's activities on Canvas indicate issues with

pedagogically appropriate engagement, I may reach out to the student to discuss improving course engagement and participation.

## **Weather**

**Weather: POLICY STATEMENT #13: CAMPUS OPERATION IN ADVERSE WEATHER OR DURING OTHER UNUSUAL CONDITIONS:** The University will operate on its normal schedules unless the Chancellor (or the Vice Chancellor delegate as described herein) publicly announces otherwise. Students, faculty members, and other employees will observe normal schedules unless the University is closed or classes are cancelled by such announcement. When no formal announcement has been made that the University will be closed or classes cancelled, but an individual student, faculty member, or other employee determines that observing the normal schedule would require hazardous travel, and acts on that determination, the following policies shall apply: a. Students may be allowed to make up the absences, at the discretion of the instructor.

The University Police and Public Safety will be notified to activate a recorded message for inquiries regarding the status of campus weather conditions. Telephone number **704/687-2877**; local media sources for closing information is posted on the website cited earlier in this section. *(The entire weather policy and related media sources for information is available at: <http://www.legal.uncc.edu/policies/ps-13.html>)*