Rutgers University – Livingston Campus
Staffing
Fall 2020

Course: <mark>37:533:311:01</mark>
Days: Thursdays: 5:0PM – 8:00PM (ET)
Logistics: Virtual/Synchronous

Professor: Dr. Kyra Leigh Sutton
Email: professorkyrasutton@gmail.com
Office: Virtual
**Office Hours**: Tues & Thurs, By Appointment
NOTE: Scheduling Appointments: Professor Sutton requires AT LEAST 48 hours notice to schedule an appointment. Send an email with the subject line "**Office Appointment – Staffing**." Suggest a time slot that will work for you on Tuesdays or Thursdays. Professor Sutton will email you back with a confirmation and specific time. In addition, you can meet with my Teaching Assistant. Meetings will be held over Webex.

GTA: Desiree McSulla
Email: dam469@scarletmail.rutgers.edu

Assignments & Grades Website: https://tlt.rutgers.edu/canvas
Required Text: Phillips, J.M. & Gully, S.M. (2015). Strategic Staffing. Third Edition. Upper Saddle River, NJ: Pearson/Prentice Hall. ISBN-13: 978-0-13-357176-9
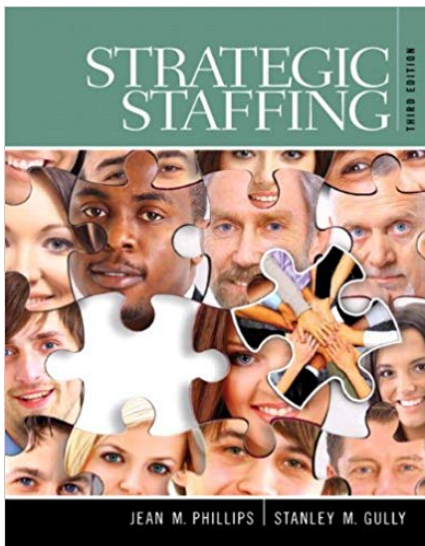
Course Description. The purpose of this course is to explore, understand, and implement best practices related to the attraction, recruitment, selection and retention of the asset that gives companies/organizations of any size a distinct advantage: human capital. This course will be taught in an applied manner whereby we will rely on the textbook and other resources (e.g., articles, videos, cases) to provide a foundation of the material. We will complete in-class exercises/discussions and a semester-long project in order to apply the theories to "real-world" staffing practices. The following are examples of topics we'll discuss in class: job analysis, sourcing, recruitment, interviews, assessing external and internal candidates, and equal employment opportunity laws.

SMLR Learning Objectives.
The **Staffing** course is designed to meet sections of the following learning objectives for the School of Management and Labor Relations at Rutgers University.

I. Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues
- Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)
- Apply qualitative methods appropriately, alone and in combination with quantitative methods

II. Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

Special Needs Accommodations. If you have a disability and require special accommodations for your learning activities please contact the Office of Disability Services. Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know.

Below is the full contact information for the office of disability services:
Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.
- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388 https://ods.rutgers.edu/

Student Affairs. The Office of the Dean of Students provides support to students who may be facing exceptional difficulties that could jeopardize their education. Visit their website to learn more about the type of support they offer and/or to schedule an appointment.

Student Health & Wellness Services.
- http://shp.rutgers.edu/current_students/shrp_oss_mhc.html

Student Support Services. Rutgers offers various student support services to help you succeed in your learning. Visit the Student Support Services page for more information.

Technical Support. If you need technical assistance at any time during the course or to report a problem with Canvas, visit the Canvas Student Tutorial at:
https://community.canvaslms.com/community/answers/guides/video-guide
- Contact Rutgers IT Help Desk site, (877-361-1134 accessible 24 hours a day, 7 days a week.
- Visit the Rutgers Canvas Student orientation site (https://onlinelearning.rutgers.edu/canvas)

Student Code of Conduct. You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course, in the classroom as well as online (Discussion Forums, when applicable). Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated; and will result in dire consequences, including dismissal from the course. Your responses to discussion posts, or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard. Refer to Discussion Post Guidelines when communicating in your Canvas class.

Academic Integrity. You are responsible for reading and adhering to the Rutgers Academic Integrity Policy. Specifically, we will review the Academic Integrity Contract in class on the first day. You will be required to sign the contract and submit it to Professor Sutton after it is reviewed in class. Academic integrity goes directly to the question of, are you an individual of character and honesty? It also affects the reputation of Rutgers University. As a result, academic dishonesty will not be tolerated.

Principles of academic integrity require that every Rutgers University student:
- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:
- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated, and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.
- Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the

University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.
– The Rutgers University Academic Integrity Policy

Student Resources

Resource	Contact
Office of the Dean of Students (Jeff Broggi)	http://deanofstudents.rutgers.edu/
Felicia McGinty Vice Chancellor of Student Affairs	felicia.mcginty@rutgers.edu
Student Health (CAPS, HOPE, Medical Services, Pharmacy Services)	http://health.rutgers.edu/search/
CAPS "Let's Talk" Service offering drop-in hours	http://health.rutgers.edu/medical-counseling-services/counseling/therapy/community-based-counseling/
Residence Life Staff	http://ruoncampus.rutgers.edu/about-us/photo-directory/student-support-and-accommodations-staff/
Rutgers Student Food Pantry	http://ruoffcampus.rutgers.edu/food/
Anonymous concerns can be addressed to: "Do Something	http://health.rutgers.edu/do-something-to-help/
Office of Student Legal Services (SLS)	http://rusls.rutgers.edu/
Office for Violence Prevention and Victim Assistance	http://vpva.rutgers.edu/

Student Expectations
The success of the class depends upon creating and maintaining a class environment that optimizes the learning experience. It requires your complete physical and mental presence.

To participate in the Staffing course, it is expected that you will do the following:
1. **Course Materials.** You are required to buy or rent the textbook for our class. **The book should be purchased or rented no later than the 2nd week of the semester.**
2. **Be engaged.** The class will be taught virtually, however the goal is to interact with and learn from your professor and classmates. To the extent, you can share examples and/or insights about the reading and think critically you are adding value to the class. Being engaged is not merely attending the class; rather, it is truly "showing up" and taking an active part in your learning. You will be encouraged to use the chat box during lectures to share examples, ideas and ask questions. Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This impacts not only the individual but their peers who count on them, as well.
3. **Review and follow the attendance policy.** Read the attendance policy and understand the consequences of missing class.
4. **Weekly Email.** You will receive an email each week that will describe what will be covered in class. It is your responsibility to read the email! **Weekly emails will begin after the drop/add period.**
5. **Communicate effectively with each other.** Participate during the class discussions and group activities, but don't interrupt other students or attempt to dominate the conversation.
6. **Demonstrate respect towards Professor Sutton & your classmates.** Show respect for the instructor and your classmates. Keep in mind others may have different ideas and opinions

from yours, but they deserve the same level of respect from you as you wish from them. Further, if you take issue with Professor Sutton's information or instructional methods, make sure that your comments are made without confrontation or antagonism. You have the option and are encouraged to discuss concerns privately in Professor Sutton's office.

7. **Team Work.** Participate fully in all group work, including the final group project. Also, speak to the professor about any conflicts that occur during the group project. Work really hard on the group project throughout the semester.

If you cannot perform these 7 expectations, it is recommended that you drop the course.
<u>Classroom Policies</u>

CLASS BUDDY: The goal of the class buddy is to ensure that you receive any class notes should you be unable to attend class.

CLASS BUDDY, SELECTION: You will be assigned a class buddy during the **3rd week of class**. You and your buddy should exchange contact information including your email and phone number.

MANDATORY ATTENDANCE: Attendance in class is mandatory. Lack of participation in class discussions will count against your grade. **Attendance will be taken during each virtual class meeting!**

Students are allowed a total of **TWO absences throughout the semester**. If a student has more than TWO absences, their grade for the course will be reduced. For example, if the student earned a grade of "B+" in the course, the final grade would be a "B" or if the student earned a "B" in the course, the final grade would be a "C+".

The absences can't be used on the following days:
- You're Hired Presentation Dates (see class schedule)

PRESENTATION DAYS, ATTENDANCE: At the end of the semester, students will make team presentations. Attendance on final presentations days is mandatory, without exception. If you are absent from class on the final presentation days, you will receive two absences for each day that you miss.

PERFORMANCE OPPORTUNITIES: Each student will be formally evaluated on her/his performance on the assignments/activities identified in the next section. Please note, while "effort" is an important precursor to learning, true learning is manifested by behavior. Therefore, I will not be grading your effort so much as your behavior. In this class, based on the criteria for each assignment, your grade reflects how you performed on the assignments.

The final grade in this course will be determined by the following components:

Performance Opportunities	Max Points	Percentage (Approx.)
*Team Project: You're Hired!	258 pts	41%
Quizzes	140 pts	22%
Assignments	112 pts	18%
Discussion Posts	64 pts	10%
Class Engagement	56 pts	9%
Total		**630 pts**

Final grades will be determined by the scales shown below:

Grade	Total Points	Range (%)
A	564 – 630	90-100
B+	533 – 563	85-89
B	501 – 532	80-84
C+	470 – 500	75-79
C	438 – 469	70-74
D	375 – 437	60-69
F	374 or below	59 and below

Description of Performance Opportunities

1. Class Engagement (Worth up to 56 points): Class attendance and full, ACTIVE participation is expected of ALL students during each virtual class meeting. Class participation will be essential, as this class will operate in a peer-learning environment. This means that all students are expected to come to class and be prepared to participate during each virtual class session. Prior to class, it is required that you read all material assigned. During some classes, there will be team assignments and your full participation is required.

Most students earn 75% on the class contribution; therefore, it's up to you to be engaged and contribute to a meaningful classroom discussion (e.g. share interview, internship or work-related experiences, discuss insights from outside readings, share personal stories that are directly related to class) and complete assignments within your team. Attendance is not enough to warrant earning full participation points; instead, engagement is required to earn full participation points.

Extra Credit Points – Class Engagement: I recognize some students may want an opportunity to earn extra participation points. You will have an opportunity to earn up to 9 extra credit points. The opportunities described below are intended to give students opportunities to engage in other meaningful activities outside of class.
Opportunity 1: As noted in the calendar, you can find an article related to one of the broader themes discussed in class and prepare a summary of the article. The summary should be 1-2 paragraphs and

provide a brief summary of the article and 3 lessons learned.   The extra credit assignment shouldn't exceed 1 page and it must be typed. **You can complete up to <u>THREE</u> extra credit article assignments and each assignment is worth 3 points.** Therefore, you can earn up to a total of 9 extra credit points if you submit all three articles.

How do you submit the extra credit article assignments? Extra credit article assignments should be emailed to the TA. Check Canvas to determine if the TA prefers a specific format for the extra credit assignment. The TA's email address can be found on pp.1 of the syllabus.

Opportunity 2: In addition, you will have opportunities to attend virtual events such as RUSHRM meetings, Virtual Career Fairs and other events sponsored by SMLR's Office of Career Management. **You will receive up to 3 points for each event you attend. Of note, announcements about events will be made in class.**

How do you prove you attended the RUSHRM meetings and other extra credit events sponsored by SMLR's Office of Career Management? We will receive a list of people that have attended the events from the Office of Career Management. In addition, you are encouraged to send the TA a screen shot from the virtual event you attended. **You can participate in up to <u>THREE</u> virtual events and each event is worth 3 points.** Therefore, you can earn up to a total of 9 extra credit points if you participate in three virtual events.

Maximum Points: You can earn up to 9 points in extra credit, by participating in the aforementioned opportunities. It can be a combination of articles and attending virtual events.

Discussion Posts (Worth up to 64 points): Throughout the semester, you will have a chance to participate in virtual class discussions. The topics will vary and they will be related to staffing and at times, trends happening in workplaces. On the weeks when discussions are posted, you will be responsible for responding to the discussion prompt and responding to at least one classmate's discussion posts. The class schedule can be used to determine when discussion posts are due. In addition, it will be posted on Canvas and included in the weekly emails.

Assignments (Worth up to 112 points): Throughout the semester, you will be asked to complete assignments related to the topics we discuss in class. The assignments will be posted and submitted on Canvas. The assignments will be a combination of case studies and exercises.

You are encouraged to complete the assignments within your team. However, each person will be responsible for submitting the assignments on Canvas. Late assignments will not be accepted and you will receive a zero for any assignment that is not submitted. Details about the assignment, including due dates, will be posted on Canvas. Also, you will be reminded about the assignment due dates in the weekly email.

Quizzes (Worth up to 140 points): You will complete a quiz for each chapter that we discuss in class. The quizzes will be timed and they will be a combination of multiple choice and true/false answers. Also, Professor Sutton reserves the right to include essay questions on the quizzes. Quizzes will be completed and submitted on Canvas.

"You're Hired" Project: (Worth up to 320 points):

- **Goal:** The purpose of this assignment is to allow your team an opportunity to apply what you have learned about various staffing functions, and to begin thinking about how you may use these skills outside of the classroom. A detailed set of instructions will be provided for this project.
- **Deliverable:** The outcome of this project is a 30 min PPT presentation that will be presented virtually. In addition, each team will submit appendix materials that are relevant to the project.

What will you do? Your team will act in the role of a HR Hiring Team. You will be responsible for:
- Identifying the business and recruitment strategies for the organization included in the project
- Creating a job description and job specification for a position of your choice
- Once the job itself is defined (i.e., job description) and you've identified the "perfect person for the job" (i.e., job specification), your team will be responsible for identifying the following for the same position:
  - Sourcing strategy
  - Selection criteria and tools (e.g., situational judgment tests, personality tests)
  - Behavioral Interview Guide
  - The "Sell" - Describe how you will "sell" the opportunity to the candidate (including how the job should be compensated)
- Your team will be responsible for analyzing a candidate slate. Specifically, you will identify actual candidates (found on a job board such as LinkedIn, Indeed) that meet the requirements of the position. Next, you will use critical thinking and apply what you have learned in class to articulate which candidates <u>will be a good fit</u> for the role and eliminate candidates <u>that are not a good fit</u>.

<u>Why is there so much emphasis placed on the project?</u>
The **You're Hired project** is the most important part of class for a variety of reasons.

First, organizations will expect you to contribute skills, ideas, (job) experiences and knowledge when you join. Those that do well early in their career are the ones that can make immediate contributions to the organization.

The role of the project is to enable you to make a meaningful contribution at work by building the following skills:

- **Apply Knowledge.** Learning is good to the extent you can apply what you know in a meaningful way. That is, the project requires that you evaluate and develop a new selection process. Your ability to meet strategic goals at work is directly related to the extent to which you can apply what you've learned from school and prior work experiences and help the organization solve a problem (e.g. attract better candidates, improve retention, increase performance).

- **Collaborate.** Collaboration is a skill that is in high demand within organizations. In fact, a recent LinkedIn study determined the tops skills for aspiring leaders included communication (both written and verbal), collaboration and problem solving. As a result, this project is intended to help improve your collaboration skills.

At work, even if you manage others you will not be able to achieve your goals (and be promoted) unless you can collaborate with other people. Collaboration skills include listening to others, keeping others accountable for their work, fully participating and being engaged during team meetings, working through challenging situations and making sure the final product (i.e. the presentation) is aligned with Professor Sutton's expectations. Collaboration is fun, but it can also be difficult. It's a soft skill and strength that you need to excel at work.

- **Enhance/Build Self-Confidence.** It's important to have confidence at work, even if you are the youngest person in the room. If you are given "a seat at the table" own it and share ideas and knowledge with your manager, peers and senior leaders. One of the best ways to build confidence is to gain experience. In this project you will be required to do research, interview company representative(s), make decisions and prepare and present a final presentation.

- **Give and receive feedback**. One of the most valuable ways to continuously grow and develop is to ask for feedback. You are encouraged to ask for feedback on decisions/conclusions you make throughout the project. That is, you will be responsible for "owning" a specific section of the project and you should ask for feedback (and ask more than once!) on your ideas, presentation style, analysis, etc. You can ask people you know outside of class (e.g., manager, friends, parents, significant other) and the resources in the class (your team, Professor Sutton, TA).

  In addition to asking for feedback, you should get into the practice of giving feedback. To the extent to you can give feedback and help others improve their work, you will be valuable to your team (both in school and at work).

You're Hired Project – Rules of Engagement
- Full participation is expected of each team member
- Your team should include **five people**. One of the five people should be your Team Leader.
- Teams will be **assigned** during the **4th** week of the semester.
- You are expected and encouraged to work on the project throughout the semester; please don't wait to the last couple of weeks in the semester to work on the project
- Any team member(s) that is not fully participating in the project can be removed from the team. **However, a team member can NOT be removed from the team after Week 10 of the semester.** **The last day to drop a team member is Friday, November 6, 2020.**
  - o Unfortunately, a team may experience one or more group members that don't collaborate, fully. In those exceptional cases, your team will have the power to remove the group member(s) from the team. The group member will have to complete the You're Hired project on his or her own.
  - o This option should only be used after all other options have been exhausted and the group member(s) meets at **least two** of the following criteria:
    - ▪ Missed 3+ group meetings and/or arrived at 3+ group meetings late or doesn't stay the full time
    - ▪ Missed 2+ class days during which dedicated time is allocated for the project
    - ▪ Fails, consistently, to respond to project-related communication within 24 hours (e.g., emails, texts, group chats)

- Failure to complete assigned tasks (e.g., they are assigned to complete one part of the project but they don't do it and another team member has to complete their work)

- How will removing a team member work? All the criteria must be **<u>documented</u>** and presented to Prof. Sutton BEFORE removing the team member(s). Next, the team leader will send an email making the individual(s) aware that they are no longer part of the team. **The email must be sent on or before Fri, Nov 6, 2020 and Professor Sutton & the TA should be copied on the email.**
  - The impacted team member is encouraged to schedule a meeting with Prof. Sutton during office hours re: the project. I will help you figure out what's next to ensure your project is completed on time and meets all expectations.

You're Hired Project - Additional Rules of Engagement
- This is a **<u>research-based</u>** project and you will utilize resources outside of your book.
- This project will be completed on a **real position within a real organization**.
- As a team, it is <u>your responsibility</u> to identify the position and organization for the project.
- The position can't be above a Director level role and it has to be a full-time position
- The position has to be studied in a for-profit organization.
- **Positions in city, state or federal municipalities are excluded from the project.**
- Demonstrate throughout the project that you understand and can appropriately apply the course material but do not <u>simply repeat material covered in the text or class</u>.
- **Excluded positions**. Specifically, any position that was studied in a prior class taught by Professor Sutton can't be used for the project

*Optional Final Exam (up to 258 points). In order to determine the extent to which you've learn and can apply the content we discuss during the Staffing course; each person will complete the You're Hired project. However, if for some reason you are unable to complete the project, you will be permitted to complete a final exam. **Of note, you can't do both**.

Professor Sutton assumes you are completing the You're Hired project. If you decide not to complete the project, you must send Professor Sutton and the TA an email **no later than Fri, November 6, 2020 at 11:59PM**. The subject of the email must say "Optional Final Exam", and you must share your name and the name of your assigned team. **Also, we need to know WHY you are not completing the You're Hired project. Taking the final exam will be the exception; the norm is for everyone to complete the You're Hired project.**

Staffing Class Calendar – Fall 2020

Week	Date	Topic	What's due? (All assignments, quizzes, and discussions will be posted AND submitted on Canvas)
1	Thurs, 9/3	Staffing Trends	• Academic Integrity Contract
2	Thurs, 9/10	Chapter 2: Business Strategies	• Discussion Post • Quiz – Business Strategies
3	Thurs, 9/17	Job Analysis	• Discussion Post • Quiz – Job Analysis
4	Thurs, 9/24	Chapter 6: Sourcing ***Teams will be assigned***	• Discussion Post • Quiz – Sourcing
5	Thurs, 10/1	Chapter 9: Assessing External Applicants – Part One	• Discussion Post • Quiz – Assessing Applicants
6	Thurs, 10/8	Assessing External Applicants – Part Two	• Staffing Assignment – Assessing Applicants
7	Thurs, 10/15	Interviewing Candidates – Part One (*Outside Reading – not in the Noe textbook*)	• Discussion Post • Assignment – Interviewing Candidates
8	Thurs, 10/22	Interviewing Candidates – Part Two	• Quiz – Interviews
9	Thurs, 10/29	Chapter 11: Choosing & Hiring Candidates	• Discussion Post • Quiz – Choosing & Hiring Candidates
10	Thurs, 11/5	Recruitment Case Study	• Case Assignment
11	Thurs, 11/12	Chapter 3: Legal Context	• Discussion Post • Quiz – Legal Context
12	Thurs, 11/19	Discussion– Law & Recruitment – Exercise	• Staffing Assignment – Upholding Employment Laws During Recruitment
13	**Thurs, 11/26 Thanksgiving**	**Thanksgiving Recess Nov 26 – 29**	
14	Thurs, 12/3	Speaker – Topic TBD	• Discussion Post • Company Research Assignment
15	Thurs, 12/10	You're Hired Presentations	Group Presentations – Day 1
	Date – TBD	You're Hired Presentations	Group Presentations – Day 2

Article Extra Credit Deadlines & Topics (Fall 2020)

Week	Due Dates	Topic	Extra Credit Assignment Extra credit is optional and should be submitted via email. All other assignments and quizzes will be submitted on Canvas. **Additional details about extra credit assignments are included on the next page**
1	Thurs, 9/3	Staffing Trends	No extra credit article this week
2	Thurs, 9/10	Business Strategies	No extra credit article this week
3	Thurs, 9/17	Job Analysis	Find one article and prepare a typed summary about how to **write an effective job description**
4	Thurs, 9/24	Sourcing	Find one article and prepare a typed summary about the **sources that are most commonly used to recruit college students**
5	Thurs, 10/1	Assessing External Applicants – Part One	No extra credit article this week
6	Thurs, 10/8	Assessing External Applicants – Part Two	Find one article and prepare a typed summary about the **advantages of using ONE of the external assessment tools discussed in the book** (e.g., personality assessments, situational judgment tests, cognitive ability tests)
7	Thurs, 10/15	Interviewing Candidates – Part One	No extra credit article this week
8	Thurs, 10/22	Interviewing Candidates – Part Two	Find one article and prepare a typed summary about how to p**repare for interviews**
9	Thurs, 10/29	Choosing & Hiring Candidates	Find one article and prepare a typed summary about how to **negotiate salary offers**
10	Thurs, 11/5	Recruitment Case Study	No extra credit article this week
11	Thurs, 11/12	Employment Law & Recruitment	Find one article and prepare a typed summary about a **NJ state law that gives employees and candidates protection.** *This is the LAST CHANCE to submit extra credit.*
12	Thurs, 11/19	Part One – Law & Recruitment – Exercise Part Two – You're Hired Project Time	No extra credit article this week
13	**Thurs, 11/26**	**Class is cancelled for Thanksgiving Holiday**	
14	Thurs, 12/3	Speaker – Topic TBD	No extra credit article this week
15	Thurs, 12/10	You're Hired Presentations	No extra credit article this week

CLASS SCHEDULE NOTES

1. **Extra Credit - Articles.**
   o **When are the extra credit assignments due?** Extra credit assignments will be due on the day designated in the calendar. Find an article related to one of the broader themes discussed in class and prepare a summary of the article.
   o **How do I complete the assignment?** The summary should be 1-2 paragraphs and provide a brief summary of the article and 3 lessons learned.   The extra credit assignment must be typed. You can complete up to THREE extra credit article assignments. All extra credit assignments should be submitted via email to the TA.
   o **How do you submit the extra credit article assignments?** Extra credit article assignments should be emailed to the TA. Please include your name, name of the course, article title/source and date on the assignment.
- **You can earn up to 9 points for the extra credit, which is 3 points per article.**

2. **Key Dates.**
   - Classes Begin: Tues, September 1, 2020
   - Last day to add a course: September 11, 2020
   - Weekly emails begin during Week: Sunday, September 13,2020
   - Classes End: Thurs, Dec 10, 2020
   - Reading Period: Fri, Dec 11 – Mon, Dec 14

Academic Integrity Contract
(To be signed and turned in at the first class)

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see http://policies.rutgers.edu/sites/policies/files/00011251.PDF for details regarding the Student Code of Conduct. Please see https://policies.rutgers.edu/sites/policies/files/10.2.13%20-%20current.pdf for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see http://policies.rutgers.edu/sites/policies/files/00011251.PDF for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

Plagiarism/False Representation of Work
- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information
- Forging signatures

Cheating

- Copying work on examinations.
- Acting to facilitate copying during an exam.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, _____ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Rutgers University ID: _____