

**MGMT 4306.110 CRN 10218 Employer and Labor Relations**

Spring 2023, fully online, January 17 – May 12, 2023

Texas A&M University, Central Texas

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**COURSE DATES, MODALITY, AND LOCATION**

- This is a 16-week, 100% online course, starting January 17, 2023 and ending May 13, 2023. It is available through the A&M Central Texas Canvas Learning Management System (<https://tamuct.instructure.com/>).
  - *An online course offers great flexibility but only students with strong self-discipline can enjoy the benefit and succeed in passing the course.* Students often find an online course more time consuming than a traditional face-to-face course.
- Specific guidelines for taking an online course using TAMUCT’s Canvas classroom are available:
  - Below in the “**TECHNOLOGY REQUIREMENTS AND SUPPORT**” section of this syllabus.
  - In the Canvas tutorials, located under the “Canvas Help” tab in the online Canvas classroom.
  - In several short topics under the **Modules** tab on the left-hand menu in the Canvas classroom (then click **Start Here** and the **Canvas LMS Orientation** modules).
- To assure *proper access* to Canvas:
  - To check browser specifications: <https://community.canvaslms.com/docs/DOC-10720-67952720329>
  - To check computer specifications: <https://community.canvaslms.com/docs/DOC-10721-67952720328>
  - **Note:** *Technology issues are not an excuse for missing a course requirement or deadline – make sure your computer and browser are configured correctly and address issues well in advance of deadlines.*

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** D. Tevis Noelting, MBA, JD, Attorney at Law (AZ)

**Office:** Virtual - Online

**Phone:** (Cell) 480-612-5506 **or if you cannot reach me** (Tamuct Office Admin) 254-501-5933 or 254-519-5437

**Email:** [dnoelting@tamuct.edu](mailto:dnoelting@tamuct.edu) or Canvas “Inbox”. It is recommended that you keep course-related communication inside Canvas (Click on “Inbox” and then on the icon to compose a new message). Use TAMUCT email only when Canvas is not available.

**Office Hours:** By appointment for virtual meetings.

**Student-instructor interaction:** I will be available for virtual meetings via any number of apps (for example What's App, or similar). If you wish to meet virtually or simply by phone, please message me your availability and I will respond with a confirmed time. I check my emails daily during weekdays and will respond to your messages within 24 hours - 48 hours if I am in-flight enroute to another location. I check Canvas daily, M – F, but less frequently Saturday and Sunday. *Occasionally, a university meeting or conference travel will preempt a prompt response to your message. When this occurs, I will post a message via an Instructor Announcement in Canvas.*

**Emergency Warning System for Texas A&M University-Central Texas SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp): [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information,** please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements:**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com] OR access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal

- ✓ Username: Your MyCT username
- ✓ Password: Your MyCT password

### **Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students.

- ✓ This course requires proctored testing. **The technology requirements are:** Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). *Proctorio also requires the Chrome web browser with their custom plug in.*

### **Technology Support:**

1. For A&M Central Texas log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

2. For issues with Canvas,

- Inside of Canvas use the “Help” tab on the left menu.
- Select “chat with Canvas support,” or
- Submit a support request to “Report a Problem” or
- Call the Canvas support line:1-844-757-0953

3. For issues with McGraw-Connect

- CALL: (800) 331-5094
- EMAIL & CHAT: mhhe.com/support
  - MONDAY-THURSDAY: 24 hours
  - FRIDAY: 12 AM - 9 PM EST
  - SATURDAY: 10 AM - 8 PM EST
  - SUNDAY: 12 PM – 12 AM EST

4. For issues related to course content and requirements, contact your instructor, using Canvas messaging.

## **COURSE INFORMATION**

### **Course Overview and description:**

The study of collective bargaining, labor market fundamentals, unionism, and related issues of labor economics.

### **Course Outcomes (CLOs)**

At the conclusion of the course these are the skills a student should be able take away from the course:

1. Describe the basic features of the U.S. labor relations system such as collective bargaining, detailed union contracts, and private sector union density decline. (cross-reference to MLO 2, 3, 9)
2. Explain the four distinct schools of thought about the employment relationships and identify alternative methods for making workplace rules. (MLO 4-6, 9)
3. Explain what happened during the major events in U.S. labor history and why each is important. (MLO 7-10)

4. Describe the major provisions of US labor laws, the role of the NLRB and other agencies, and be able to compare and contrast private and public-sector law. (MLO 11-14)
5. Describe the traditional union strategies and their alternatives as well as the organizational structure of unions. (MLO 15-17)
6. Explain how unions organize and tactics used by employers to weaken support for unionizing. (MLO 18-21)
7. Describe the bargaining process. (MLO 22-24)
8. Describe the different types of strikes, impasses, and forms of dispute resolution and how the strengths and weaknesses of each. (MLO 25, 26)
9. Explain how union contracts work, identify important provisions, and describe how grievances are resolved. (MLO 27)
10. Gain hands on experience developing a negotiation plan for a collective bargaining simulation. (MLO 1-27)
11. Gain hands on experience negotiating a collective bargaining agreement. (MLO 1-27)
12. Gain experience writing memorandums to your supervisors explaining why your collective bargaining negotiation strategy is advantageous. (MLO 1-31)
13. Explain the pressures for increased workplace flexibility, employee empowerment, and labor-management partnerships in the contemporary employment relationship, and strategies for implementation. (MLO 1, 29-31)
14. Describe the labor relations challenges for managers in multinational companies and strategies for representing workers in a global economy. (MLO 1, 32-36)
15. Compare and contrast labor relations in a variety of countries. (MLO 35)
16. Discuss alternative directions for corporate behaviors and labor relations public policies in the 21<sup>st</sup> century. (MLO 1, 36-37)
17. Demonstrate and maintain professionalism in communications. (all class interaction within Canvas, or outside). (MLO 1-37)

**Module Learning Objectives (MLOs):**

These are the objectives the student will practice in order to learn the skills (CLOs) a student ultimately learns in this course:

1. Explain how labor relations can affect your future work environment.
2. Define how the objectives of the employment relationship (efficiency, equity, and voice) relate to labor relations (striking a balance).
3. Discuss the current pressures on the US labor relations system on both the corporate side and the labor side.
4. Compare and contrast the mainstream economics, human resource management, industrial relations, and critical or Marxist industrial relations.
5. Identify alternative methods for making workplace rules that do not involve unions.
6. Compare and contrast employee representation through labor unions to other methods of workplace governance.

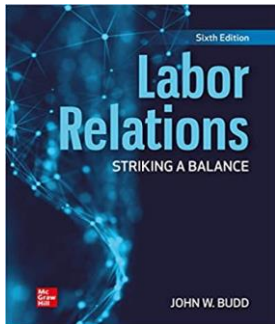
7. Describe the major events in U.S. labor history including the Great Uprising of 1877.
8. Identify how employers tried to stay union-free in the early 1900s.
9. Discuss how workers have tried to form unions throughout U.S. history and the influences on their successes and failures.
10. Summarize the major provisions of the Wagner Act, Taft-Hartley Act, and Landrum-Griffin Act.
11. Summarize the role of the National Labor Relations Board and similar agencies.
12. Compare the similarities and differences between private and public-sector labor law.
13. Identify the current criticisms of U.S. labor law and possible directions for reform.
14. Describe the following traditional union strategies: business unionism, job control unionism, and the servicing model.
15. Describe the following alternative union strategies: social unionism, employee empowerment unionism, and the employment model.
16. Summarize the organizational structure of unions and the labor movement in the United States.
17. Discuss the range of possible management strategies toward labor unions and how they relate to human resource strategies and business strategies.
18. Describe how new unions are formed through the organizing process.
19. Describe the union election process.
20. Discuss how employers and unions try to weaken or strengthen union support in the workplace.
21. Identify the various steps and stages of the bargaining process.
22. Discuss the pressures for changing from traditional to integrative bargaining and why this is difficult.
23. Identify and explain the different options for resolving bargaining disputes and impacts.
24. Identify the different types of strikes and lockouts and how they are used.
25. Compare and contrast mediation, arbitration, and fact-finding.
26. Understand the nature of U.S. union contracts and be able to explain important contractual provisions.
27. Discuss the process for how grievances are resolved.
28. Discuss the pressures for increased flexibility, empowerment, and labor-management partnerships.
29. Describe the conflicts between flexibility, empowerment, and labor-management partnerships on the one hand, and the traditional U.S. model of job control unionism on the other.
30. Summarize the debates about nonunion employee representation.
31. Discuss the key elements of globalization and how they affect the employment relationship and labor relations.
32. Explain various strategies for representing workers in a global economy.
33. Describe the labor relations challenges for managers in multinational companies.
34. Summarize the basic features of labor relations systems in: Canada, Mexico, Great Britain, Ireland, France, Germany, Sweden, Eastern Europe, Australia, New Zealand, Japan, and developing Asian countries.
35. Summarize various options in labor relations systems for reacting to the pressures of globalization, decentralization, and flexibility while trying to balance efficiency, equity and voice.

36. Discuss alternative directions for corporate behaviors and labor relations policies in the 21<sup>st</sup> century.
37. Summarize the strategic management and leadership issues pertaining to labor relations for managers and union leaders in the 21<sup>st</sup> century.

**Objectives Disclaimer:** The above learning objectives represent the main focus areas in this course, however assignment or exam questions require more specific and detailed answers within these main focus areas. Class discussions, assignments, the text and all supplementary materials in the module chapter lessons, for example audio lectures and articles, are fair game for assignments and exams and are beneficial for both general knowledge and exam success because they help you learn the complex concepts and practice the specific skills within each focus area.

### **Required Reading and Textbook(s):**

#### **1. Text**



Labor Relations: Striking a Balance, 6<sup>th</sup> Ed., (2020), John W. Budd, New York, NY: McGraw-Hill Education, ISBN – 9781264352135.

This is a loose-leaf version of the text with Connect access to complete online assignments that is being carried by our bookstore.

**To access Connect assignments:**

Step 1: Sign into Canvas account

Step 2: From Courses, click on course name.

Step 3: On Canvas course home page, locate and click on Assignments (via course navigation menu).

Step 4: Click on the Connect assignment.

Step 5: Click on Begin.

Step 6: Do you already have a Connect account?

- If so, enter you email address and password and click Sign In.
- If you need to create a Connect account, click Register.

Step 7: Enter email address then click Submit.

Step 8: You have three registration options.

- **REGISTRATION CODE:** Enter Connect registration code and click Submit.
- **PURCHASE ONLINE:** Click on Buy Online to use a credit card or PayPal.

Step 9: If you do not have a Connect account, you will be prompted to create an account.

- It is recommended to use your school/institution email address when creating an account.

**There is at least a one-week free trial available if your book is late in arriving to get you started.**

*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer, for example McGraw-Hill: <<https://www.mheducation.com/highered/product/labor-relations-striking-balance-budd/M9781259412387.html>>*

## 2. Instructional Materials:

### **Reference Guide for Professional Writing** (recommended)

American Psychological Association. (2019). Publication manual of American Psychological Association (7th ed.). Washington, D.C. (ISBN-13: 978-1433832161)

- Proper citation, both in-text and references, are a critical part of academic writing.
- Proper citation involves diligent research of relevant previous work from credible sources, accurate representation of those credible sources, and proper attribution to those sources (i.e. giving credit where credit is due).
- Hence, in this course you are encouraged to properly cite your sources, in-text and in a reference list, for all assignments. The APA guideline listed above will help you generate a consistent format of citations and references. For online help formatting your citations, consult the [Owl at Purdue](#).
- For a discussion of why owning a manual is helpful, [click here \(https://apastyle.apa.org/products/publication-manual-7th-edition\)](https://apastyle.apa.org/products/publication-manual-7th-edition)
- For an explanation of the main differences between the 6<sup>th</sup> edition and the 7<sup>th</sup> edition, [click here \(https://www.scribbr.com/apa-style/apa-seventh-edition-changes/\)](https://www.scribbr.com/apa-style/apa-seventh-edition-changes/).

### **Equipment**

A properly configured computer (as described above in the “Technology Requirements” section). Speakers or a headset (to listen to audio/video files). Reliable Internet access, MS Word, Excel, and PowerPoint, Adobe Acrobat Reader. For exam proctoring: Web camera, speaker, and microphone (or headset). Chrome web browser with the Proctorio custom plug in.

### **Instructional Software**

I use normal **power point slides** and **audio Canvas presentations** of my chapter lectures, which are posted in Canvas in the relevant module. As well, I use Excel files, **YouTube videos** and **website articles** for instructional purposes. You will also need to access the collective bargaining game, which is discussed at the end of your textbook (<http://jbudd.csom.umn.edu/ZINNIA19ND/zinnia.html>).

## **COURSE REQUIREMENTS**

*The assessments below will measure the applicable Course Learning Objectives (CLOs) and Module Learning Outcomes (MLOs) stated above. In some instances, a particular outcome may be assessed by multiple methods, ex. homework and an exam question.*

***General Requirements:***

- ✓ **Always cite the source(s) of the information you use in your assignments and discussions.** APA-citation style is encouraged. The 7<sup>th</sup> edition of the APA manual is the most current edition.
- ✓ **All files must be submitted in a .doc or .docx format.**
- ✓ **PLEASE NOTE:** All assignment & exam due dates and times are for the **central time zone**. Therefore, if you travel to another time zone, you must still turn in all assignments in at the correct time for the central time zone and not the time zone that you are in at that moment. You are responsible for making sure that you make all of your deadlines when traveling to other time zones.

***Late work penalties:***

1. Syllabus Quiz – Late submissions allowed through the end of Module 2.
2. McGraw Connect Homework & Quizzes – Late Quizzes are accepted. The late penalty is 15% per day. NOTE: A certain number of low-grade or not completed quizzes and HW will be dropped at the end of the term. *This allows you to skip some and reduces the impact of low scores.*
3. Journals - No late submissions are accepted.
4. Discussions - Late Discussions are accepted up to three days after the due date but will lose 10% per day late.
5. Collective Bargaining project assignments: No Late submissions are accepted.
6. Exams: If you fail to take an exam without notifying me **prior to** the exam, you can score no higher than the lowest grade a class member received who took it on time and may sit for a make-up exam *only if* the excuse warrants allowing a make-up.
7. Extra Credit: Late submissions are not accepted for credit.

***Class Communications Policy (CLO 17):*** Online communication is a very critical component of any online environment, and in this course, you are expected to conduct yourself in a respectful manner. Be sure to abide by the following guidelines when participating in the various methods of communication with instructors and classmates:

1. Think your response through before responding. Before you submit your comments, proofread your comments to prevent any misunderstandings from occurring.
2. Do not capitalize everything. Capital letters may be used for the occasional EMPHASIS, but avoid typing completely in capital letters because people assume you are shouting.
3. Use correct spelling and proper grammar. Keep your responses on topic and concise. Do not write long responses, for it will not likely be read or take up too much of another person's time.
4. Do not ramble. You are not the only person behind a keyboard. Be mindful of others' feelings and treat them with the same respect that everyone deserves.



5. Communicate respectfully, thoughtfully considering whether what you say or write might come across negatively to others. Assertive, constructive communication is not negative or aggressive.
6. Keep conversations clean from foul language. The online course is an environment for positive feedback and productive dialogue. Profanity will not earn any points and can lower your course grade.

It is vital for business success to be able to communicate courteously and professionally, as saying the wrong thing to the wrong person could ruin one's career, thus we have CLO 17. I reserve the right to reduce the grade of a student who communicates in a grossly unprofessional manner with respect to another student or myself (email, classroom activities, Canvas messaging, etc.) We can disagree with each another, however we must learn to do so respectfully in order to maintain employment and be successful in business today. Thus: *Disrespectful communication in class & team interactions, course messaging, email, or communications using other communication modes & platforms can result in a lower grade, and if severe enough, will be reported to the university for action consistent with university policy.*

### *University Student Code of Conduct*

In this course, you are also expected to abide by the University's student code of conduct and the policies on classroom. For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html) [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

*Summary Overview of the Graded Course Activities: Assignment, discussion, and exam details are posted in the Canvas classroom.*

**Proctorio Extension Installation (1 point)** - Please read the Proctorio Getting Started topic (a pdf file) posted in the Canvas Orientation Module in the online classroom. It contains information you need for installing Proctorio).

- **Then post a screen shot** (or save in WORD) and attach in your assignment folder showing that you've successfully installed the extension in your Chrome browser.
- **The assignment must be completed in order for you to be able to successfully access and sit for the exams.**

**Grading:** You earn 1 point, if submitted on time. Submission of this assignment is required in order to take the exams. *See Course Calendar for due date.*

**Syllabus Quiz (5 points)** - Please complete the syllabus quiz to understand both the structure and content of this course. You will find the link for the quiz in Module 1 (Click on the 'Modules' link on the Canvas course menu). *This assignment assesses CLO 17.*

**Grading:** A student can do this assignment until 100% is achieved. **See Canvas Calendar for due date.**

**McGraw Connect Homework & Quizzes (130 total points)** - Each week you will utilize Connect to complete Homework (HW) questions and quizzes related to the chapter(s) covered that week. Connect HW (5 pts. each) and Quizzes (10 pts. each) cover 13 chapters, but **the worst HWs and the worst quizzes will be dropped** (so that you don't need to panic if you did not do well or missed some items), leaving a total of 130 points available. HW and quizzes come with short time limitations, so you need to be very familiar with the content prior to completing them. *Taken together, these assess all CLOs & MLOs.*

**Grading:** Answers are either right or wrong. **You see your score immediately after submission, however the detailed feedback is available only once the Connect Quiz due date has passed.** *Connect HW & Quizzes are due Sundays by 23:59 CT. See Course Calendar for due dates.*

**Discussions (70 points – 7 @ 10 points each)** – During each two-week module work period, you will have the opportunity to get to know one another and share thoughts concerning various employee and labor relations concepts, events, and issues. *Discussions will be due Sundays by 23:59 CT. See Course Calendar for due dates.*

✓ You may access Discussions by clicking on 'Modules' in Canvas. *Taken together, Discussions help you practice and assess all CLOs & MLOs.*

**Grading:** In order to receive full credit for each discussion, you must at least (1) submit a thoughtful substantive and relevant **original post** (2.5 points) *and*, in a separate post (2) **reply** substantively to another student's post (2.5 points). Administrative posts like "I agree" do not earn points. A **Grade Rubric** can be found in **Appendix A** at the end of this Syllabus.

✓ **Towards the end of the course, extra credit discussions will be available for you to participate in if you feel your grade would benefit.**

**Journal Postings (50 Points - 5 @ 10 points each)** – Every few chapters, you will reflect on what you have learned during the last couple of chapters and what you found troubling or confusing. *Journals will be due Mondays by 23:59 CT. See Course Calendar for specific due dates.*

You may access the Journal assignments by clicking on 'Modules' in Canvas. *Journals taken together, assess all CLOs & MLOs.*

**Grading:** In order to receive full credit, you must at least (1) **thoughtfully & substantively** reflect on what you learned in the past two weeks, in at least two paragraphs. In a separate paragraph, (2) **state** what you found confusing about the chapter concepts covered (focus on the chapter learning objectives that were confusing AND which you missed on the Connect quizzes). If you have no questions on the material, write "I have no questions" or something similar. Finally, you must (3) type your journal post **in the text box and do not attach** your journal in a Word document (journals submitted as attachments or not in the textbox will not be graded). There are no format requirements for requirement (2), except that it should appear in a separate paragraph from requirement (1). *You will lose 2 points if you do not state whether or not you have questions.*

I respond to Journal posts prior to exams and my feedback is intended to help you prepare for exams (each exam question states the chapter learning objective tested). I will answer your questions and muddy point by replying directly to your journal entry. Each of your Journal entries should only consider

chapter concepts covered during that two-week period (*4 points will be taken off if you stray from the chapter topics covered during that period*).

**Collective Bargaining Project (145 Points, detailed below in each assignment)** - Students will participate in the collective bargaining simulation known as “The Zinnia and Service Workers Local H-56.” In this simulation, students will represent either the Zinnia or Service Workers Local H-56 as they engage in collective bargaining. *This project fulfills CLOs 10-12, and 17).*

- ✓ A **brief introduction** to the collective bargaining project can be found using the link in **Appendix D of your textbook** and even more information can be found at <http://jbudd.csom.umn.edu/ZINNIA19ND/index.html>.
- ✓ **Overview of Graded Project Activities:** Please read **Appendix B, C, and D of this syllabus** for details about each of the graded project and how each activity is graded.
- ✓ During Module 1 - 5, you will have a chance to **discuss the project with your peers in a Q&A discussion format**.
- ✓ *The project includes some extra credit activities.*

**Exams – 600 points (200 Points each):** Exam 1 covers Chapters 1-5, Exam 2 covers Chapters 6-9, and Exam 3 covers Chapters 10-13. *This assignment assesses CLO 1-9 13-17.*

- You can access exams **only** when the exam window opens. Please note that the links for the tests may not show up until the test is scheduled. **See the Schedule and Canvas Calendar for dates and availability windows.**

**Please schedule around the available exam window.** If there is an unavoidable conflict, you must let me know **ahead of time**, not after. You cannot retake the exam or reschedule the exam after the fact unless you have documentation of an extenuating circumstances outside of your control. Make-up exams if permitted, will be an entirely different structure (all essay), so it is important to contact me before the exam. *If you fail to take an exam without notifying me prior to the exam window, you can score will no higher than the lowest grade a class member received who took it on time and only if the excuse warrants allowing a make-up.*

**Exams are not easy** and will be comprised of multiple choice, T/F questions, and short essay questions. You will have 180 minutes to complete each online examination. Given the time constraints, you will not have time to look up the answers, however two attempts are available on each exam. Follow exam instructions closely and watch the clock as your answers will ‘auto-submit’ once time has expired. You may use your text, personal notes, and anything I put in Canvas to assist you, but **you may not use another person’s help or the internet.** **Googling is cheating! Cutting and pasting from the internet is cheating!**

### Grading Criteria Rubric and Conversion to Letter Grade

Graded Coursework	Points/Percentage Weight
Syllabus Quiz	5 Points = .5 %
McGraw Connect Assignments (13 HW / 13 quizzes)	130 Points = 13%
Discussions (7 @ 70 points each)	70 points = 7%
Journals (5 @ 10 points each)	50 Points = 5%
Collective Bargaining Project	145 Points = 14.5%
Exams (3 @ 200 points each)	600 Points = 60%
<b>Total Points &amp; Weight:</b>	<b>1000 Points = 100%</b>

## GRADING POLICY

### Grading Scale and Adjustments: Note the C, D, and F ranges

895-1000 = A - Excellent

795-895 = B - Good

715-795 = C – Acceptable

645-715 = D – Needs Improvement

645 or less = F – Unacceptable

### Posting of Grades

- Generally, assignment feedback and grades will be posted in Canvas under the “ My Grades” tab, allowing you to monitor your progress during the semester.
- I endeavor to give you feedback within a week of due dates, though in exam weeks this may vary somewhat.
- Grades may also be adjusted at the end of the semester based on class results. This means that an average grade may qualify for a higher letter grade than the scale normally provides for, to facilitate an appropriate grade distribution.

## COURSE OUTLINE AND CALENDAR

**Important University Dates** < <https://www.tamuct.edu/registrar/academic-calendar.html> >

The **course schedule** is provided to assist you in keeping up to date in your studies and in completion of your assignments. These dates are also reflected in the Canvas Course Calendar. All Assignments are due as stated below. Pay attention, as there are multiple things due in each Modules. All times are Central Time. **Note** that changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

**Class Week:** Our class week begins on Tuesdays, except for Modules 1 and 5 (part 2)

**Module Length:** Each Module is two weeks, except for Modules 1 and 5

**Tentative Course Schedule** (Available on the next page)

**MGMT 4306.110 Tentative Course Schedule\***

<b>Module</b>	<b>Dates</b>	<b>Learning Topics</b>	<b>Assignments &amp; Due Dates (23:59 CT)</b>
1	Jan. 17 - 23	Read Syllabus Read Collective Bargaining Project Module topics & Docs Read Ch 1 Contemporary Labor Relations Read & Listen to Module 1 Ch. 1 Lesson	Proctorio Extension Installation <i>due nlt Sunday Jan. 22, by 23:59 (CLO 17)</i> Syllabus Quiz <i>due nlt Sunday Jan. 22, by 23:59 (CLO 17)</i> Discussion: Introductions <i>due nlt Monday Jan. 23, by 23:59 (CLO 17)</i> <b>Project: <u>Bargaining preferences (for practice neg.)</u> due nlt Monday Jan. 23, by 23:59 (CLO 17)</b> Discussion: Project Overview Q&A ( <i>opens Module 1 &amp; closes Module 5</i> )
2	Jan. 24 – Feb. 6	Read Ch 2 Labor Unions: Good or Bad Read Ch 3 Historical Development Read & Listen to Module 2 Ch. 2-3 Lesson materials	Chapters 1-3 Connect HW & Quiz <i>due nlt Sunday Jan. 29, by 23:59 Central Time (CT) (CLO 1-3)</i> Journal Entry #1 (Chapter 1-3) <i>due nlt Monday Jan. 30, by 23:59 (CLO 1-3, 17)</i> <b>Project: <u>Collective Bargaining Simulation-Website Quiz</u> due nlt Monday Jan. 30, by 23:59 (CLO 10,11)</b> Chapters 1-3 Discussions A&B <i>due nlt Sunday Feb. 5, 23:59 (CLO 1-3, 17)</i> <b>Project: <u>Practice Negotiation</u> due nlt Monday Feb. 6, by 23:59 (CLO 17)</b>
3	Feb. 7 - 20	Read Ch. 4 Labor Law Read Ch. 5 Labor and Management: Strategies, Structures, and Constraints Read & Listen to Module 3 Ch. 4&5 Lesson materials <b>Exam 1:</b> Chapters 1-5	Chapters 4-5 Connect HW & Quiz <i>due nlt Sunday Feb. 12, by 23:59 (CLO 4-5)</i> Journal Entry #2 (Chapter 4-5) <i>due nlt Monday Feb. 13, by 23:59 (CLO 4.5, 17)</i> Chapters 4-5 Discussions A&B <i>due nlt Sunday Feb. 19, by 23:59 (CLO 4-5, 17)</i> <b>Project: <u>Personal Project Timeline</u> nlt Monday , by 23:59 (CLO 17)</b> <b>Project: <u>Bargaining preferences</u> nlt Monday , by 23:59 (CLO 17))</b> <b>Exam 1 window opens at 12:01 AM (00:01) on Sunday Feb. 19 and will close on Monday Feb. 20 at midnight (23:59, CT) (CLO 1-5, 17)</b>
4	Feb. 21 – March 6	Read Ch. 6 Union Organizing Read Ch. 7 Bargaining Read Ch. 8 Impasses, Strikes, and Dispute Resolution Read & Listen to Module 4 Ch. 6-8 Lesson materials	Chapters 6-8 Connect HW & Quiz <i>due nlt Sunday Feb. 26, by 23:59 (CLO 6-8)</i> <b>Project: <u>Negotiation Plan draft</u> Strategy for Round 1 due nlt Monday Feb. 27, by 23:59 (CLO 10, 17)</b> <b>Project: <u>Negotiation draft</u> Settlement Form for Round 1 due nlt Monday Feb. 27, by 23:59 (CLO 10, 17)</b> Chapters 6-8 Discussions A&B <i>due nlt Sunday March 5, by 23:59 (CLO 6-8, 17)</i> Discussion: <u>Bargaining opponent-choice</u> <i>due nlt Monday March 6, by 23:59 (CLO 17)</i>

Tentative Course Schedule (continued on the next page)

**MGMT 4306.110 Tentative Course Schedule\***

<b>Module</b>	<b>Dates</b>	<b>Learning Topics</b>	<b>Assignments &amp; Due Dates (23:59 CT)</b>
5 Part 1	March 7 -12	Read Ch. 9 Contract Clauses and Their Administration Read and Listen to Module 5 Ch. 9 Lesson materials	Chapter 9 Connect HW & Quiz <i>due nlt Friday March 10, by 23:59 (CLO 9)</i> Journal Entry #3 (Chapter 6-9) <i>due nlt Saturday March 11, by 23:59 (CLO 8-9, 17)</i> Chapters 9 Discussion <i>due nlt Sunday March 12, by 23:59 (CLO 8-9, 17)</i> <b>Project:</b> <u>Negotiation Plan Strategy revisions</u> for Round 1 <i>due nlt Wednesday , by 23:59 (CLO 10, 17)</i> <b>Project:</b> <u>Negotiation Settlement Form revisions</u> for Round 1 <i>due nlt Wednesday , by 23:59 (CLO 10, 17)</i>
SPRING BREAK	March 13 - 17		
5 Part 2	March 18 - 20	Exam 2: Chapters 6- 9	<b>Exam 2 window opens</b> at 12:01 AM (00:01) on <i>Saturday March 18</i> and will <i>close on Monday March 20</i> at midnight (23:59, CT) (CLO 6-9, 17) <b>Project:</b> <u>Negotiation Plan Strategy final revisions</u> for Round 1 <i>due nlt Monday March 20, by 23:59 (CLO 10, 17)</i> <b>Project:</b> <u>Negotiation Settlement Form final revisions</u> for Round 1 <i>due nlt Monday March 20, by 23:59 (CLO 10, 17)</i> Discussion: Project Overview Q&A – <b>continues - due nlt Monday March 20, by 23:59 (CLO 10-12, 17)</b>
6	March 20 – April 3	Read Ch. 10 The Evolving Nature of Work Read Ch. 11 Globalization Read and Listen to Module 6 Ch. 10 - 11 Lesson materials	Chapters 10-11 Connect HW & Quiz <i>due nlt Sunday March 26, by 23:59 (CLO 13-14)</i> Journal Entry #4 (Chapter 10-11) <i>due nlt Monday March 27, by 23:59 (CLO 13-14)</i> Chapters 10&11 Discussions A&B <i>due nlt Sunday April 3, by 23:59 (CLO 13-14, 17)</i> <b>Project:</b> <u>Negotiation Round 1</u> (Tuesday March 20 – April 3) <i>Round 1 ends punctually Monday April 3, at 23:59 (CLO 11, 17)</i>
7	April 4 - 17	Read Ch. 12 Comparative Labor Relations Read Ch. 13 What Should Labor Relations Do? Read and Listen to Module 7 Ch. 12 - 13 Lesson materials <b>Exam 3:</b> Covers Chapters 10 -13	Chapters 12&13 Discussions A&B <i>due nlt Sunday, April 9 by 23:59 (CLO 15 - 17)</i> Journal Entry #5 (Chapter 12-13) <i>due nlt Monday April 10, by 23:59 (CLO 15 - 17)</i> <b>Project:</b> <u>After Action Review (AAR1)</u> <i>due nlt Monday April 10, by 23:59 (CLO 12, 17)</i> Chapters 12&13 Discussions A&B <i>due nlt Sunday April 16, by 23:59 (CLO 15 - 17)</i> <b>Exam 3 window opens</b> at 12:01 AM (00:01) on <i>Sunday April 16</i> and will <i>close on Monday April 17</i> at midnight (23:59, CT) (CLO 10-16, 17)
8	April 18 – May 1	Read posted Labor Relations articles	EC Discussions <i>due nlt Sunday , by 23:59 (CLO 13-17)</i> <b>Project:</b> <u>Negotiation Round 2</u> (Tuesday April 18 – May 1) <i>Round 2 ends punctually Monday, May 1 at 23:59 CLO 11, 17)</i>

			EC Survey: <i>due in Module 9 (CLO 17)</i>
9	May 2 - 12	Read posted Labor Relations articles	EC Discussions <i>due nlt Sunday May8, by 23:59 (CLO 13-17)</i> <b>Project: <u>After Action Review (AAR2)</u> due by Wednesday May 10, by 23:59 (CLO 12, 17)</b> EC Survey: <i>due nlt Friday May 12, by 23:59 (CLO 17)</i>
<b>Post-Course</b>	<i>nl</i> May 17	<i>Have you registered for Summer Semester 2023 classes?</i>	

\* Changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)



[<https://tamuct.libcal.com/appointments>]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [<https://tamuct.libguides.com/index>]

### **University Writing Center**

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### **OTHER POLICY STATEMENTS**

#### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

#### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make

a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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APPENDIX A: Discussion Grade Rubric				
Post	Unacceptable	Needs Improvement	Acceptable	Excellent
Original post (50%)	No posting was made	Though it is a "paragraph," the sentences are short and choppy and/or the writing is simplistic and/or repeats most of the phrasing from the topic/question addressed. There may also be significant grammatical issues.	Student exhibited some thought and reflection, but could have done more. The post also may have one or two noticeable grammatical errors.	Student exhibits exceptional thought and reflection, likely causing the reader to reflect deeper on the subject or truly appreciate having read it. The post is a substantive, solid paragraph in length (4-5 solid sentences) and is free of noticeable grammatical errors.
Response (50%)	No posting was made	Student met the bare minimum requirements (2 or 3 short sentences) and the writing does not advance the conversation or is mostly "I agree." There may also be significant grammatical issues.	There was some connection to the original post, but it was not deep. Some of the writing may be superficial and some repetition is seen. The response also may have one or two noticeable grammatical errors.	Student thoughtfully reflected on the student's post. There was more than mere agreement/repetition and the discussion was further advanced. Also, the response is free of noticeable grammatical errors.

*Appendix B on next page*

**APPENDIX B: Collective Bargaining Project (145 points)**

**Collective Bargaining Project (145 Points)** Students will participate in the collective bargaining simulation known as “The Zinnia and Service Workers Local H-56.” In this simulation, students will represent either the Zinnia or Service Workers Local H-56 as they engage in collective bargaining. *This project fulfills CLOs 10-12, and 17).*

- ✓ A **brief introduction** to this exercise can be found in **Appendix D of your textbook** and even more information can be found at [www.thezinnia.com](http://www.thezinnia.com).
- ✓ **Project Activities & Grade Rubrics:** Details are described here in **Appendix B** as well as below in **Appendix C and D**. As well, all project activities and grade rubrics are posted in the Canvas classroom (Click on “Modules” and then on the collective bargaining project module).

**Purpose:** To complete this project, you will research, plan, negotiate, re-plan, re-negotiate, and write a memo to your boss reflecting on your negotiation experience and explaining the result of your negotiations.

**Project Activities**

1. **Project Overview Discussion Q&A (10 points)** *This assignment assesses CLO 10 – 12, 17. See Course Calendar for due dates.*

- ✓ This discussion focuses your attention on any questions you may have about the course project – a collective bargaining simulation with your peers.

**Grading:** To benefit from the discussion and earn full points,

- ✓ Read the Collective Bargaining Project requirements in the **Syllabus** – here in **Appendix B, C, and D**; read the information about the online simulation materials (the link is in the back of your **textbook – appendix D**);
- ✓ Skim through the **Collective Bargaining Project Module** – pay close attention to the **Project Overview** document.
- ✓ **Post at least two things you have learned** and also **contribute two questions** and/or insights about the project reflecting that you have read one or more of the materials listed above.
- ✓ Then **reply substantively to two of your peers** who have asked a question.

2. **Collective Bargaining Simulation-Website Quiz (15 points):** You will complete a Simulation Quiz to assess your understanding of the simulation website: <<http://jbudd.csom.umn.edu/ZINNIA19ND/index.html>>*This assignment assesses CLO 10-12.*

**Grading:** You can do this assignment until 100% is achieved. *See Canvas Calendar for due date.*

3. **Practice Negotiations (5 points):** You will have the opportunity to experience the project

negotiation activity. *This assignment assesses CLO 10, 11, 17.*

- In the Canvas classroom, you will have a group area to brainstorm a strategy for negotiating and then negotiate with a classmate. This assignment assesses CLO 10, 11, 17.

**Grading:** To earn extra credit you must negotiate 100% of the strategy you brainstormed. *You do not have reach agreement because this is a practice negotiation.*

**4. Personal Project Due-dates Timeline (10 points).** *This assignment assesses CLO 10-12, 17.*

- ✓ You will identify your personal due dates (timeline) for completing each of the project activities. Your timeline should be consistent with your personal/work schedule and enable you meet the project due dates (see the course calendar). **Each due date you set for yourself for each project activity should be earlier than the due dates stated in the Course Calendar** in order to ensure *timely* completion of the project activities

**Grading:** To earn full credit, you need to submit a fully developed personal time plan, consistent with the assignment requirements above. *Keep in mind that bargaining with a classmate requires you to be punctual. Your classmates have the right to request a different bargaining partner. See Course Calendar for due date.*

**5. Bargaining preferences (2 EC points)** *This assignment assesses CLO 17.*

- ✓ You will need to decide whether you want to bargain from management’s perspective or from labor’s perspective. *Note: Bargaining for a perspective that you are actually against can help you understand the ‘other side’ and gain insight into the strengths and weaknesses of your own (real) perspective.*
- ✓ **Post your preferences in the Bargaining Preferences Discussion.**

**Grading:** If you do not choose, the choice will be made for you by the instructor. *See Course Calendar for due date.*

**6. Negotiation plan Strategy for Round 1 (15 points)** *This assignment assesses CLO 10, 17. See Course Calendar for due date.*

- ✓ Discuss in approx. 1 page, the **topic items you wish to negotiate (and the \$ amount for each)** and discuss why each item is important for those you represent (management or labor). Specifically:
  - Start with the current contract at the end of your textbook. Add items based on socio-economic changes and developments in society (workplace violence, working from home, etc.) as well as the items that those you represent are requesting that you bargain.
  - You should include a discussion of all items that you intend to negotiate. *Economic and non-economic items* should be included in your list of items that you wish to bargain.
  - Include a **discussion of specific strategy techniques** you will use for bargaining in Round 1 (see chapter 7):

- Your **bargaining range** (min/max- walk-away amounts), specifically identifying the threat points (i.e., the minimum [maximum] acceptable contract changes that you would accept without a strike) and also what you reasonably hope to settle for. The bargaining items that you list in your plan are not binding yet- they should be used to facilitate preparation for each round. See Ch. 7.
- Your strategy for Round 1 (what will your strategy be for bargaining: **Distributive? Integrative?** Etc. – See Ch. 7).
- How you plan to approach your negotiation. Do you plan on starting with one issue? Do you plan on fighting hard for some issues, but plan on using the others as disposable bargaining chips? Do you plan on bluffing?

**Grading:** In order to receive full credit, you must *fully complete* the negotiation strategy for round 1 and conform to the assignment requirements stated here. **Note:** *You will likely need to revise this assignment before it is approved for use in your Round 1 negotiation.*

**7. Negotiation plan Settlement Form for Round 1 (15 points)** *This assignment assesses CLO 10, 17. See Course Calendar for due date.*

- ✓ It is important to know how much everything would actually cost in \$. No employer would agree to a 5 cent an hour raise without knowing how much that 5 cents will cost him/her total per year.
- Please review the **Sample Settlement Form** other documents posted with this assignment. *Then review the **Excel file** posted with this assignment – it helps you calculate the numbers.*
- Using the blank **Round 1 settlement form posted in Appendix C** (below in this syllabus), *fill in the settlement form*, listing each item you desire to negotiate and the \$ amount you desire.
  - NOTE: You will engage in the same process for the Round 2.

**Grading:** In order to receive full credit, you must *fully complete* the negotiation settlement form for round 1 and conform to the assignment requirements stated here and in Appendix C. **Note:** *You will likely need to revise this assignment before it is approved for use in your Round 1 negotiation.*

**8. Bargaining opponent choice (2 EC points)** *This assignment assesses CLO 17.*

- ✓ Before Round 1 begins, you will need to find a classmate who is willing to be your bargaining opponent for the rounds 1 & 2 negotiations. ***I will open a discussion for this purpose.***
- ✓ Be sure to read through the discussion post to see which classmates you can negotiate with – your opponent must represent the other side.
- ✓ **Post your choice in the Bargaining Preferences Discussion** and *respond to your peers' posts.*
- ✓ When Round 1 begins, *you need to verify the availability of the classmate you chose. **If***

*you cannot verify your bargaining partner's availability at the start of Round 1, contact me immediately.*

**Grading:** You need a bargaining partner to negotiate rounds 1 and 2. If you do not have a partner and do not contact me, you will forfeit the remaining project points. *See Course Calendar for due date.*

**9. Negotiate Round 1 (15 points):** You will set up a group space in Canvas in order to conduct negotiation with a classmate who chose the opposite side (see bargaining preference step 1. above). In the group area, you will be able to post files and document the interactions of your Bargaining in both Round1 and Round 2. *This assignment assesses CLO 11, 17.*

- In the Canvas classroom, you will have a group area to negotiate with a classmate, post files, and document interactions.
- Use the strategy you proposed in your Negotiation Plan-Round 1. Do NOT post your plan in the group area. Only post the settlement form listing the topics (and \$ amount for each) that you wish to negotiate.
- During Round 1 (and 2) of negotiations, you do not need to stick exactly to what you put on your Settlement Forms (after all, things might come up that you did not expect).
- Both teams may bargain and communicate as often as they wish during Round 1 and during Round 2, however **Round 2 (the final negotiation round) ends punctually.** *At the end of Round 2, you either have a new collective bargaining agreement (contract) or you are on strike.*
- Decide early and communicate to your opponent whether you want to bargain over your items one at a time or bargaining all items before agreeing to any one item.
- Typically, the Union presents what it wants first, but you can decide this with your opponent.
- Each person is required to bargain in good faith and make every effort to reach an agreement.
- Once agreement is reached on an item, it cannot be reopened. Each side should keep a record of the agreed upon changes.
- If you get stuck on an item, set it aside to come back to after other items have been settled.

**Grading:** To earn credit for Round 1, you must negotiate 100% of the items stated in your negotiation plan. *You do not have reach agreement on all items in your settlement form – you have another round (Round 2) to finish negotiating.*

- **To earn credit,** your negotiations with each other as well as the work/documents you created in preparation must be visible in your negotiation group space. **If you negotiate per video chat, etc. you must make a copy and post it in your group 'files'.**
- **Note:** Little or no participation in negotiations will lower your grade significantly.
- *See Course Calendar for due date.*

**10. After Action Review #1 (AAR1) (15 points):**

- Detail what went right with the strategy in your negotiation plan for round 1, and what went wrong - issue by issue, and goal by goal.
- Explain what needs to be changed for Round 2 and revise your negotiation plan strategy for Round 2 (use the settlement form in Appendix C of the Syllabus to list the topics and \$ amounts for each) *This assignment assesses CLO 10, 17.*
- Post to me as an assignment.

**Grading:** For full credit, your submission must include a discussion of the changes that you recommend for your negotiation plan, *based on a clear description of both* what went right and what went wrong. Late posts are not accepted for credit. *See Course Calendar for due date.*

**11. Negotiate Round 2 (15 points):** Choose the same classmate as in Round 1. *If not possible, contact me.* Then **continue to negotiate** with the goal of agreement. If you cannot and reach an impasse, then after Round 2 you are on strike. *This assignment assesses CLO 11, 17*

- For Round 2, **use the revised strategy that** you proposed to me in your in AAR1 assignment, when negotiating with your bargaining partner.
- Do NOT post your revised negotiation strategy in your group area. Post your revised settlement form listing the topics (and \$ amount for each) that you wish to negotiate **after your instructor approves it.**
- Post files and document the interactions of your Bargaining in Round 2 in the same group area where you bargained Round 1.
  - During Round 1 (and 2) of negotiations, you do not need to stick exactly to what you put on your Settlement Forms (after all, things might come up that you did not expect).
  - Both teams may bargain and communicate as often as they wish during Round 1 and during Round 2, however **Round 2 (the final negotiation round) ends punctually at the end of Module 8.** *At the end of Round 2, you either have a new collective bargaining agreement (contract) or you are on strike.*
  - Decide early and communicate to your opponent whether you want to bargain over your items one at a time or bargaining all items before agreeing to any one item.
  - Typically, the Union presents its first issue, but you can decide this with your opponent.
  - Each person is required to bargain in good faith and make every effort to reach an agreement.
  - Once agreement is reached on an issue, it cannot be reopened. Each side should keep a record of the agreed upon changes.
  - If you get stuck on an issue, set it aside to come back to after other issues have been settled.
  - Review all of the agreed upon changes so that both sides have a clear understanding.

- ✓ **NOTE:** The Zinnia and H-56 have a no strike/no lockout clause in the contract (Article 5) - see contract at the end of your textbook (Appendix D) - so you **MUST** reach agreement (or go on strike) by the end of Round 2.
  - There is no middle ground. You cannot agree to mediate or go to an arbitrator. You cannot agree on most, but not all of the terms. If you disagree on even one term such as wages or healthcare, then the union must go on strike.
  - If you do not reach an agreement and you go on strike, your After Action Review #2 (AAR #2) will need to discuss in detail what happened and why you could not reach agreement.
  - Remember, you should treat this like a real-world simulation. **A portion of your grade on the papers will be determined by how good your settlement was, so it is to your advantage to not strike unless that really is the option that would make your employer/union happy.**

**Grading:** To earn credit for Round 2, you must *negotiate 100% of the items stated in your negotiation plan. After round 2 negotiation are over, so you must come to an agreement or you are on strike!*

- *Also, to earn credit* your negotiations with each other as well as the work/documents you created in preparation must be visible in your negotiation group space. **If you negotiate per video chat, etc. you must make a copy and post it in your group 'files'.**
- **Note:** Little or no participation in negotiations will lower your grade significantly.
- *See Course Calendar for due date.*

**12. After Action Review #2 (AAR2) (30 points):** Discuss what went right with your strategy, and what went wrong, and whether you ended negotiation without coming to agreement (If so, you are officially “on strike”). *This assignment assesses CLO 12, 17. More specifically:*

- Discuss rounds 1 & 2 negotiation results: What went wrong and what went right with your original strategy *for each item?* For your revised strategy in Round 2 *for each item?*
- Describe the final agreement you achieved, item by item. **If “on strike”, explain why you ended up on strike, item by item. Specifically:**
  - *If you reached an agreement*, you need to tell your boss each term of employment (i.e. each issue & goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed, what was finally settled on, and why or why not strategy adjustments you made after Round 1 helped you. You need to tell your boss why you advocated for what you did and why you settled for what you did (did the research support it? Did the numbers support it?). You should also say whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side)
  - *If you did not reach a settlement – you are on strike!* Explain to your boss in detail why a settlement was not reached and explain how the negotiations process had gone, up until the point of impasse. You should list each item bargained, say what



was originally proposed in your plan, what the negotiation rounds focused on, and whether that item could have been agreed on and what that agreement would have been. Was there just one term that you reached an impasse on or were there more?

- Complete the Final Settlement Form (available in Appendix C below) - *the numbers should demonstrate what you have discussed in AAR2.*
- What you achieved overall for those you represented (Management or Labor).
  - At the end of the memorandum, after you have explained how all of the terms were reached, explain to your boss whether or not you think the new collective bargaining agreement was advantageous to your side or not and why you agreed to what you did. Should the boss be happy about the agreement? Or will the boss just agree that while it is a bad deal, it is still better than a strike? Tell them how they should feel.
  - Discuss the interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss.
- What you would do differently in Round 3 if your career life depended on it.

**FAQ for AAR #2:**

- Mgt. / Labor may share the wording of changes and cost estimates for the issues/goals they brought to the table.
- List your issues/goals first, in the same order as in your Bargaining Negotiation Plan/Strategy for each round, followed by any other issues/goals from the other team that both teams were able to agree on.
- If a settlement was reached on an issue/goal, briefly state what was agreed upon. If no settlement was reached, state “No agreement Reached on this Issue”.
  - For your side's Issues/Goals, was the final settlement within the bargaining range defined in your Bargaining Negotiation Plan? Enter “Yes,” “No,” or “?” if you aren’t sure.
- For your side’s Issues/Goals estimate the annual cost of implementing the settlement for each Issue, **and** contact the classmate representing the other side for cost estimates of their issues. Work together as needed to make cost estimates for the contract (assuming you did not go on strike).
- Add up the annual costs of all of the changes, and for the life of the new contract.
- If you do not reach an agreement and you go on strike, your AAR #2 will need to discuss what happened and why you could not reach agreement.
- **If the classmate representing the other side does not respond to any attempts to contact them, please let me know ASAP - not at the end of the project!**

**Form:** 2 pages, single-spaced (not counting the Reference page nor the Settlement form). Times New Roman Font size 12. APA formatted citations. Submit, with your discussion, *the Final Contract that was negotiated - attached as an appendix to your memorandum* (Use the ‘**Final Settlement Agreement**’ form).

**Format:** Submit in memorandum, written to your boss (either the Hotel Owner or the Higher Ups at the Labor Union). It should include a “To”, “From”, “Date”, and “Subject” at the top of the memorandum.

**Grading:** Your submission must include a full discussion of each of the above listed items and your submission must conform to the assignment requirements stated above. Post to your assignment folder. Late posts are not accepted. *See Course Calendar for due date.*

**Rubric:** AAR #2 is worth 25 points – see appendix D below.

- Analysis of negotiation results – 30% - Your memorandum should adequately explain everything that your boss wants to know.
- Discussion of the final agreement details. 30%
- Explanation of what you achieved for those you represented (Mgt. or Labor). 10%
- Completion of the Final Settlement Form (numbers must be consistent with and support your analysis and discussion). 10%
- Grammar – 5% - This includes using memo format and citing where appropriate as well as correctly using basic grammar conventions with regards to spelling and punctuation.
- What you would do differently in Round 3 if your career life depended on it. 5%
- Final outcome – 10%. The outcome should be at least somewhat positive for your side. If the final settlement is terrible for your side, this will mean you will lose 10% of the AAR2 points. The better the settlement is for your side, the better your grade.

*Appendix C Settlement Forms on next page*

**Appendix C: Settlement Forms**

**Negotiation Plan – Settlement Forms for Rounds 1 and 2**

- In the **settlement form** below, fill in the plan details for Round 1 (or Round 2). List each item you wish to negotiate and the \$ amount you desire – For each item, use the **excel file** to calculate total item cost for all employees. *Do not include Min/Max walkaway point.*
- **Submit the Settlement Form** to the instructor to fulfill the assignment requirements.
  - **The instructor will let you know when you can post the settlement form into your group area.**
  - **NOTE: You will engage in the same process for the Round 2 settlement form.**

Name	Date:	
Negotiation Plan Round (enter the Round #) Proposal: Settlement Form		
Item	Proposal for each item:	Cost
	<ul style="list-style-type: none"> <li>• Desired</li> </ul>	
Wages		
Health Insurance		
Retirement		
Other Benefits		
Vacations and Holidays		
Other		
Other		
Other		
Attach additional sheets as needed with proposed language changes.		
Proposed Contract Duration: ____ years		<b>ESTIMATED ANNUAL COSTS</b> (add or delete years as needed) Year 1: Year 2: Year 3:  <b>TOTAL LIFE OF CONTRACT COST: \$</b>

*Appendix C continued on next page.*

**Appendix C: Final Settlement Form: Submit with AAR#2 when the game is over**

Name		Date:
<b>FINAL SETTLEMENT TERMS</b>		
Item	Agreed Upon Terms	Cost
Wages		
Health Insurance		
Retirement		
Other Benefits		
Vacations and Holidays		
Other		
Other		
Other		
Attach additional sheets as needed with any additional additions or changes.		
Proposed Contract Duration: ____ years		<b>ESTIMATED ANNUAL COSTS</b> (add or delete years as needed) Year 1: Year 2: Year 3:  <b>TOTAL LIFE OF CONTRACT COST: \$</b>

**Appendix D AAR2 Grade Rubric on next page.**

**Appendix D AAR2 Grade Rubric**

**Criteria 1**

**Discussion: Rounds 1 & 2 Results (30%):** Rounds 1 & 2 negotiation results (what went wrong and what went right, item by item)

<p><b>7.5 to &gt;5.63 pts</b>  <b>Excellent</b>                  Discussion of what went right and what went wrong, item-by-item of all items listed in settlement form submitted for both Round 1 and Round 2. Discussion is clear and specific as to numbers and strategy used.</p>	<p><b>5.63 to &gt;3.75 pts</b>  <b>Good Work</b>                  Mostly complete discussion of what went right or wrong (no more than one item missing) in Round 1 and 2, based on the strategy laid out in the Settlement Forms submitted for Round 1 and Round 2. Discussion mostly clear and mostly specific.</p>	<p><b>3.75 to &gt;1.88 pts</b>  <b>Needs Improvement</b>                  Incomplete discussion of negotiation items (more than two items missing) listed in the settlement forms for Rounds 1 and 2, as to what went right and what went wrong. Discussion of some items is unclear and/or not specific.</p>	<p><b>1.88 to &gt;0 pts</b>  <b>Unacceptable</b>                  Incomplete discussion of items in settlement forms for Rounds 1 and 2 (more than two missing) and/or discussion is not specific as to what went right or wrong and/or discussion is not clear and/or specific concerning what went right or wrong.</p>
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**Criteria 2**

**Discussion: The details of the final agreement (30%):** Discuss the details of the final agreement you negotiated or if “on strike”, why you ended up on strike.

<p><b>7.5 to &gt;5.63 pts</b>  <b>Excellent</b>                  -----If agreement, memo to boss explains each term of employment (i.e. each issue &amp; goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed, what was finally settled on, and why or why not strategy adjustments you made after Round 1 helped you. You need to tell your boss why you advocated for what you did and why you settled for what you did (did the research support it?)</p>	<p><b>5.63 to &gt;3.75 pts</b>  <b>Good Work</b>                  ----- If agreement, explanation to your boss missing no more than one term of employment (i.e. each issue &amp; goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed is clear and specific, and what was finally settled on is clear and specific, and why or why not strategy adjustments you made after Round 1 helped you is clear and why you advocated for what you did and why you settled for what you did (did the research support it?)</p>	<p><b>3.75 to &gt;1.88 pts</b>  <b>Needs Improvement</b>                  ----- If agreement, explanation to your boss is missing no more than two terms of employment (i.e. each issue &amp; goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed is mostly clear and specific, and what was finally settled on is mostly clear and specific, and why or why not strategy adjustments you made after Round 1 helped you is mostly clear and why you advocated for what you did and why you settled for what you did (did the</p>	<p><b>1.88 to &gt;0 pts</b>  <b>Unacceptable</b>                  ----- If agreement, explanation to your boss is missing more than two terms of employment (i.e. each issue &amp; goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed is not clear and specific, and what was finally settled on is not clear and specific, and why or why not strategy adjustments you made after Round 1 helped you is not clear and why you advocated for what you did and why you settled for what you did (did the research</p>
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<p>Did the numbers support it?). You should also say whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side) -- -----If you did not reach a settlement – you are on strike! Explain to your boss in detail why a settlement was not reached and explain how the negotiations process had gone, up until the point of impasse. You should list each item bargained, say what was originally proposed in your plan, what the negotiation rounds focused on, and whether that item could have been agreed on and what that agreement would have been. Was there just one term that you reached an impasse on or were there more?</p>	<p>Did the numbers support it?) is clear and whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side) is clear. ---- ----If no agreement/settlement – you are on strike. Explanation to your boss in detail (no more than one item missing) and why a settlement was not reached is clear and explanation of how the negotiations process had gone, up until the point of impasse. is clear. For each item bargained, what was originally proposed in your plan is clear, what the negotiation rounds focused on is clear, and whether that item could have been agreed on and what that agreement would have been is clearly presented. Whether one term caused an impasse or more was clearly discussed.</p>	<p>research support it? Did the numbers support it?) is mostly clear and whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side) is mostly clear. -----If no agreement/settlement – you are on strike. Explanation to your boss in detail (no more than two items missing) and why a settlement was not reached is mostly clear and specific and explanation of how the negotiations process had gone, up until the point of impasse, is mostly clear and specific. For each item bargained (no more than two are missing), what was originally proposed in your plan is mostly clear and specific, what the negotiation rounds focused on is mostly clear and specific, and whether that item could have been agreed on and what that agreement would have been is mostly clear. Whether one term caused an impasse or more was clearly stated.</p>	<p>support it? Did the numbers support it?) is not clear and whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side) is not clear. - -----If no agreement/settlement – you are on strike. Explanation to your boss in detail (more than two items missing) and why a settlement was not reached is not clear and specific and explanation of how the negotiations process had gone, up until the point of impasse, is mostly clear and specific. For each item bargained (no more than two are missing), what was originally proposed in your plan is mostly clear and specific, what the negotiation rounds focused on is not clear and specific, and whether that item could have been agreed on and what that agreement would have been is mostly clear. Whether one term caused an impasse or more not clearly stated.</p>
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**Criteria 3**

**What you achieved (10%):** What you achieved for those you represented (Management or Labor).

<p><b>2.5 pts</b> <b>Excellent</b></p>	<p><b>1.67 pts</b> <b>Good Work</b></p>	<p><b>0.83 pts</b> <b>Needs Improvement</b></p>	<p><b>0 pts</b> <b>Unacceptable</b></p>
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Item by item, what was achieved and how it was achieved it (i.e. what strategy you used in Round 1 and then in Round 2) is specific and clear. No items missing	Item by item, what was achieved and how it was achieved it (i.e. what strategy you used in Round 1 and then in Round 2) is mostly clear and/or specific. No more than one item missing.	Item by item, what was achieved and how it was achieved it (i.e. what strategy you used in Round 1 and then in Round 2) is not clear and/or specific. No more than two items missing.	Item by item, what was achieved and how it was achieved it (i.e. what strategy you used in Round 1 and then in Round 2) is not clear and not specific. More than two items are missing.
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**Criteria 4**

**Completion of the Final Settlement Form (10%):** Completion of the Final Settlement Form (numbers must be consistent with and support your analysis and discussion).

<b>2.5 pts Excellent</b> Settlement Forms for both Round 1 and Round 2 submitted and complete and consistent with discussion of items and strategy for Rounds 1 & 2.	<b>1.67 pts Good Work</b> Settlement Forms for both Round 1 and Round 2 submitted and mostly complete and consistent with discussion of items and strategy for Rounds 1 & 2. No more than one item is missing.	<b>0.83 pts Needs Improvement</b> Settlement Forms for both Round 1 and Round 2 submitted and mostly complete but not consistent with discussion of items and strategy for Rounds 1 & 2. No more than two items are missing.	<b>0 pts Unacceptable</b> Settlement Forms for both Round 1 and Round 2 submitted not complete and not consistent with discussion of items and strategy for Rounds 1 & 2. More than two items are missing.
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**Criteria 5**

**Final Outcome (10%):** The outcome should be at least somewhat positive for your side. If the final settlement is terrible for your side, this will mean less than 10%. The better the settlement is for your side, the better your grade.

<b>2.5 pts Excellent</b> ----- Discussion of whether new collective bargaining agreement is advantageous to your side or not is complete and clear as to all items and discussion of why terms proposed by the other side were agreed to and why you relented on any items is complete and clear. Discussion of whether boss should be happy about the agreement	<b>1.67 pts Good Work</b> ----- Discussion of whether new collective bargaining agreement is advantageous to your side or not is mostly complete and clear as to items (only one item missing) and discussion of why terms proposed by the other side were agreed to and why you relented on any items is mostly complete and clear. Discussion of	<b>0.83 pts Needs Improvement</b> ----- Discussion of whether new collective bargaining agreement is advantageous to your side or not is not complete and/or clear as to items (no more than two items missing) and discussion of why terms proposed by the other side were agreed to and why you relented on any items is not complete and/or clear. Discussion of	<b>0 pts Unacceptable</b> ----- Discussion of whether new collective bargaining agreement is advantageous to your side or not is not complete nor clear as to items (more than two items missing) and discussion of why terms proposed by the other side were agreed to and why you relented on any items is not complete nor clear. Discussion of whether boss should
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<p>that while it is a bad deal, it is still better than a strike is complete and clear. How boss should feel is stated. ----- Discussion of interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss is substantive, and not summary (EC 1 Point)</p>	<p>whether boss should be happy about the agreement that while it is a bad deal, it is still better than a strike is stated. How boss should feel is stated. -- -- Discussion of the interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss is substantive (EC 1 point).</p>	<p>whether boss should be happy about the agreement that while it is a bad deal, it is still better than a strike and /or how boss should feel is not stated. ---- Discussion of the interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss is summary rather than substantive (EC 1 point).</p>	<p>be happy about the agreement that while it is a bad deal, it is still better than a strike and /or how boss should feel is not stated. ---- Discussion of the interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss is summary rather than substantive (EC 1 point).</p>
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**Criteria 6**

**What you would do differently (5%):** What you would do differently in Round 3 if your career life depended on it.

<p><b>1.25 pts Excellent</b> Substantive, clear, convincing.</p>		<p><b>1 pts Good Work</b> Mostly substantive, clear, and convincing.</p>	<p><b>0.75 pts Needs Improvement</b> Not substantive or convincing, but clear.</p>	<p><b>0 pts Unacceptable</b> Not substantive nor convincing or clear.</p>
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**Criteria 7**

**Grammar (5%):** Grammar includes using memo format and citing where appropriate as well as correctly using basic grammar conventions with regards to spelling and punctuation.

<p><b>1.25 pts Excellent</b> Memo format used; citations where appropriate with APA formatting; correct use of basic grammar conventions with regards to spelling and punctuation.</p>	<p><b>1 pts Good Work</b> Memo format used; citations where appropriate with mostly correct APA formatting; correct use of basic grammar conventions with regards to spelling and punctuation.</p>	<p><b>0.75 pts Needs Improvement</b> Memo format used; missing citations and/or APA formatting; correct use of basic grammar conventions with regards to spelling and punctuation.</p>	<p><b>0 pts Unacceptable</b> Memo format missing; missing citations and no APA formatting; incorrect use of basic grammar conventions with regards to spelling and punctuation (more than three per page).</p>
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**End of syllabus...**