# Hospitality Human Resources Management

**HMD 205**
**3 Credits**
**Section**
**Semester/Year**

Instructor Name:
Phone:
E-Mail:
Office Hours:
Office Location:

## COURSE DESCRIPTION

Introduction to human resources functions: recruitment, selection, labor relations, training, coaching, and performance appraisal processes of employees in the hospitality industry's culturally diverse workplace. Understand workplace safety and security. Understand employment laws related to hospitality employees. Discover how positions are interrelated within and across the organization.

## COURSE PREREQUISITES
- Harrah College of Hospitality major,
- ENG 102 or ENG 114 or HON 100, and
- A minimum of a C grade in HMD 101

## COURSE OBJECTIVES

1. Demonstrate effective oral, written, and visual communication.
2. Describe hospitality labor trends.
3. Define and apply the basic legal vocabulary and concepts of employment law critical to human resources.
4. Demonstrate an understanding of job analysis and job design.
5. Demonstrate an understanding of recruitment, selection, on boarding, training, coaching/counseling, performance management, and termination processes.

6. Demonstrate an understanding of employee safety and well-being.
7. Examine how job positions are interrelated within an organization.
8. Discuss workplace policies and trends.
9. Identify compensation and benefit trends in the hospitality industry.
10. Explain retention strategies.
11. Identify reliable sources for staying abreast of changes in human resources.

## COLLEGE OF HOSPITALITY PROGRAM OUTCOMES

- Communicate effectively in written, spoken, visual and digital modes to different audiences (e.g. industry leaders, employees, employers, faculty and peers).
- Develop knowledge of the global and multicultural hospitality industry.
- Understand issues in ethics, diversity, and inclusion.

## REQUIRED TEXT, READINGS, AND INSTRUCTIONAL RESOUCES

Example#1:

**Title:** *Human Resource Management (3$^{rd}$ edition)*
**Authors:** Robert N. Lussier and John R. Hendon
**Companion Website:** edge.sagepub.com/lussierhrm3e
**You have assignments due on the readings the first week of class.** The following are 3 different ways to get a textbook for this course:

1. Interactive eBook: ISBN: 9781544320618
2. Print + Interactive eBook: BUNDLE: Lussier: Human Resource Management, 3e + Lussier: Human Resource Management, 3e IEB ISBN: 9781544321066
3. Loose-leaf bundle: **9781544342481** (Does not include ebook access which you need for the class)

Example #2:

**Title:** *Fundamentals of Human Resources Management: Function, Applications, Skill Development*
**Authors:** Robert N. Lussier and John R. Hendon
**ISBN:** 978-1-4833-5850-5

## COURSE GRADING SCALE

Individual course grades will be assigned based on the student's average percentage overall graded activities.  The grading scale is absolute and NOT curved.

| Percentage | Grade |
|---|---|
| 90 – 100 | A |
| 88 – 89.9 | B+ |
| 80 – 87.9 | B |
| 78 – 79.9 | C+ |
| 70 – 77.9 | C |
| 60 – 69.9 | D |
| Below 60 | F |

## GRADING POLICIES

Example #1
- Discussion postings: Discussion questions or mini-assignments will be placed on Webcampus each week. You are required to submit your viewpoints along with citing your sources within the specified time of the forum.
- All chapter assignments are to be read. Quizzes may be given after a new chapter reading is assigned. Participation via class bulletin board and E-mail is important.
- Projects and assignments can be discussed during office hours or by appointment. Please take advantage of my office hours. If you have class or work conflicts with my posted hours, I am available during scheduled appointments also. I want to help each one of you succeed in this course.
- Projects will be discussed in chat rooms, E-mail and telephone conversations.
- Assignments will be posted as stated on the class calendar.
- **Use of the Text** – Since class material, projects and assignments are based on the text, you are expected to read the assigned chapter each week in order to be prepared for in-class activities.
- **Professionalism** – You are expected to act in a professional manner in all of your interactions related to this course; both with your fellow students and with me. Professional social behavior, in terms of what is considered correct or unacceptable, is extremely important. In the event of a disagreement or misunderstanding, students must carefully follow conflict management processes with the intent of clarifying issues instead of exhibiting anger and impatience.
- The quality of your future performance in the Hospitality Industry depends on the degree of professionalism which you exhibit. It is expected that students

conduct themselves in a mature and professional manner in every class session. Professionalism includes student's constructive participation in course activities, contribution to discussion postings, and completion of assignments.  REMEMBER: class participation accounts towards your final grade.  Student's final grade will depend on the degree of professionalism which you demonstrate in this course.

**Expectations for All Written Assignments** – Your communication skills, both oral and written, will most likely contribute greatly to your success in the business world. Unfortunately, I often find these skills to be somewhat deficient in terms of my expectations for most sophomore college students. If students are drafting a paper individually or together as a group project, it is best to:

- Prepare: identify specific issues on which you intend to focus
- Participate: actively proofread and review your paper
- Reflect: decide which of the possibilities you pursue are most helpful
- Act: revise your papers.

**Class Expectations**
The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.
1. Academic integrity will be appraised according to the student academic behavior standards outlined in University Policies, Rules and Regulations of University's Student Handbook. See the handbook for further details.
2. **Due Dates**:  Don't ask to turn in late assignments. Assignments are due at the time and day they are assigned as due. You may post your assignments up to 5 days before the due date.  All assignments must be posted to web campus! **Late submissions will not be accepted.**
3. Keep up with the reading. You have quite a few chapters, modules, discussion postings, and email messages to read for the class. Please keep up with the activities in the course schedule. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
4. Don't miss an assignment or project. Missed assignments or projects may not be made up.

**Discussion Topics in Webcampus**
Many of the "rules of the road" or protocols that apply to email also apply to the use of discussions. Use the following conventions when composing a discussion posting:
1. Regular and meaningful discussion postings help us to create a community and constitute a substantial portion of your grade.
2. It is a good practice to always check the Discussions multiple times during the week.

3.  Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic. There will be specific discussion topics for particular discussions — pay close attention to the topics, and click on the appropriate topic before posting.
4.  "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading in the first posting from the instructor.
5.  Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, they take up space, and they will not be counted for credit.
6.  Respect each other's ideas, feelings, and experience. Be courteous and considerate.
7.  Explore disagreements and support assertions with data and evidence.
8.  If you want to send a personal message to the instructor or to another student, use email rather than the discussions (see above Email Protocols).
9.  A helpful hint: Compose your message in your word-processing application in order to check spelling, punctuation, and grammar — then copy and paste your composition into the thread.
10. Break up large blocks of text by breaking them into paragraphs
11. Use the Help! topic for assistance or for questions about course material or assignments.

Example #2

This course requires students to demonstrate their knowledge of the course material through assignments, in-class activities, and exams.

- Exams will cover information in the chapters assigned and all material covered in class, including in-class scenarios and activities.
- Exams can only be rescheduled if approved by me **PRIOR** to the exam.
- Quizzes cannot be made up. There will be a window to complete the quiz online.
- Engaged participation is expected.
- If you are unable to attend class, it is your responsibility to **notify me in advance**. In doing so, you will be exempt from classroom assignments but will be counted as absent. If no notice is given in advance, any classroom assignment will be given a zero.
- **There are no make-ups.**
- Students are expected to attend all classes and arrive on time. Any student coming into class later than 5 minutes will be counted as absent. Students will be held accountable for class work missed because of an absence.
- Attendance is counted by having your name placard picked up before class begins. Students should not pick up a classmate's name placard. Students

should not take name placard home (this will result in being counted as absent).
- Students may miss up to 3 classes and still receive a full attendance grade. Any amount over 3 will result in a zero for attendance.
- Your grade is reflective of your efforts. You are welcome at any time throughout the semester to meet with the instructor to discuss your grade.

## Grading Plan
Individual course grades will be assigned as described above.  The grading scale is absolute and NOT curved. **Grades are not rounded.**

| 90 - 100% = A | 88 - 89.9% = B+ | |
| 80% - 87.9% = B | 78 - 79.9% = C+ | |
| 70-77.9% = C | 60-69.9% = D | Below 60% = F |

## Exams
Three exams will be given with each exam containing 50 questions. Exams are a mix of multiple choice and true/false questions.  Exams are based on lecture materials, PowerPoint presentations, text reading assignments, guest speakers, and other assignments that may be given by the instructor. The final is not comprehensive. During exams hats must be not worn or turned backwards.

## Quizzes
Ten quizzes will be given throughout the semester. These will be completed on Canvas. Each quiz will consist of four multiple choice or true/false questions. Quizzes must be completed by the date listed in the syllabus. **Quizzes cannot be made up**. Quizzes will cover material in the book for each chapter.

## Syllabus Quiz
Students must complete online syllabus quiz. This is to ensure that students understand the syllabus. This is located in Canvas under quizzes.

## In-class Scenarios
Four in-class scenarios will be given throughout the semester. The goal of these scenarios is to put students in "real life" management situations with the aim of developing critical thinking. These will require students to think through the problem to address the cause and find the best solution.

## In-class Activities
Five in-class activities will be given throughout the semester.  These assignments include individual work and group work. Some will require you to bring something to class (such as the personality assignment). It is important that you attend and participate to receive full credit.

## Personality assignment (see syllabus for due date)

Students are required to take the personality test from the link below. The students will then need to print the results page and bring it to class on the date listed in the syllabus.

https://www.outofservice.com/bigfive/

**Typed Discussion Questions**
The class is based around classroom interaction and discussion. To be successful students are encouraged to the read the chapters before coming to class. Students are also required three times during the semester to read an assigned article and bring to class three (3) typed questions. **NO HANDWRITTEN QUESTIONS WILL BE ACCEPTED**. Please include your name, date, article name, and class section, along with your three questions. The questions can either be directly about the article or somehow related to the article/topic. These will be collected for credit. These articles may not be used for the topic reflection assignments.

**Article 1:**
Noguchi, Y. (August 16, 2018). *Are Job Ads Targeting Young Workers Breaking The Law?* Retrieved from: https://www.npr.org/2018/08/16/637499979/are-job-ads-targeting-young-workers-breaking-the-law

**Article 2**
Gladwell, M. (May 29, 2000). *The New-Boy Network. What do job interviews really tell us?* Retrieved from: https://www.harrisonbarnes.com/newboy.pdf

**Article 3:**
Peck, D. (December, 2013). They're Watching You at Work. Retrieved from: https://www.theatlantic.com/magazine/archive/2013/12/theyre-watching-you-at-work/354681/

**Optional Articles**
These articles are optional for you to read and are for students who would like to have a deeper understanding of various HR topics. These cannot be used for the topic reflections.

- **Interview questions**
Hendricks, S (September, 2018) *Study: Brain teasers in job interviews mainly reveal the sadistic traits of the interviewer.* Retrieved from https://bigthink.com/scotty-hendricks/study-brain-teasers-in-job-interviews-mainly-reveal-the-sadistic-traits-of-the-interviewer

- **GenZ**
Castillo, M (October, 2018) *How this 19-year-old Gen Z expert is helping companies like Intuit and LinkedIn recruit post-millennials.* Retrieved from

https://www.cnbc.com/2018/10/27/gen-z-expert-jonah-stillman-is-consulting-for-intuit-linkedin-and-nfl.html

- **Pay Secrecy**
Hill, A., Amie, F., Ridge, J (May 2017) *10 Years of Data on Baseball Teams Shows When Pay Transparency Backfires.* Retrieved from https://hbr.org/2017/05/10-years-of-data-on-baseball-teams-shows-when-pay-transparency-backfires

- **Performance Evaluations**
Goler, L., Gale, J., Grant, A (November 2016**)** *Let's Not Kill Performance Evaluations Yet.* Retrieved from https://hbr.org/2016/11/lets-not-kill-performance-evaluations-yet

- **Employee Feedback**
Fessler, L., Hy, K. *How to give feedback that actually works, without hurting anyone more than you have to.* Retrieved from https://qz.com/work/1238966/how-to-give-feedback-more-effectively/

**Topic Reflections**
Students are required to complete three, **one page** reflections on a current human resources trend/problem.
- For the first topic reflection, the students will choose an article from a trade journal.
- For the second topic reflection, the students will choose an article about a current event (news source)
- For the third topic reflection, the students will choose an article either from a trade journal or about a current event.
- The article must be written within the last three years. No Blogs. If the student is not sure about a source or topic, they are encouraged to email the instructor.

The reflection must follow the template on Canvas. This include the student's name, HR topic of the article, and citation (APA format only). The reflection will consist of three subheadings.  One paragraph must be written for each of the following sections: **Summary of Article**, **Why I Chose This Topic**, and **Why/How it Impacts the Hospitality Industry**. Students must follow this format, a template is on Canvas. Summary section should be 3-5 sentences. Give a general summary of the article. Why I Chose This Topic section should discuss why you chose the topic and what about the article made you choose it (what was interesting, what did you learn). The final section, Why/How it Impacts the Hospitality Industry, you should discuss how this topic impacts (positively or negatively) the industry or how it will impact the industry in the future.

**The formatting includes:** single spaced, 12 point font, Times New Roman, 1 inch margins on all sides. All submitted reflections must be uploaded to the

appropriate assignment section in Turnitin. Please upload one of the following Word file types: .doc or .docx.

No late assignments will be taken. Pdf files will not be graded.

It is your responsibility to ensure that your assignment has been submitted correctly to Turnitin. You will need to **click submit twice** and you will receive an email confirmation from Turnitin.

**Guide to finding articles**:
http://guides.library.unlv.edu/hmd259

**Potential Topics (Must use new topic for each assignment)**

| | |
|---|---|
| • Succession planning<br>• Human resource forecasting<br>• Recruiting<br>• Training<br>• Sexual Harassment<br>• Discrimination in the workplace<br>• New hire orientation<br>• Work/life balance<br>• Company culture<br>• Business Ethics | • Exit interviews<br>• Employee performance appraisals<br>• Compensation plan (i.e. tipping)<br>• Turnover<br>• Discipline<br>• Corporate Social Responsibility (CSR)<br>• Unions/Collective Bargaining<br>• Employee motivation<br>• Employee interview/selection<br>• Employee privacy |

**Grading of reflections will be based on the following rubric**:

| | Excellent – 100% | Satisfactory - 80% | Below Expectation – 70% |
|---|---|---|---|
| *Length* | 1 full page<br>Single spaced<br>12 point font<br>Correct margins | | Less than one full page<br>Not single spaced<br>Not 12 point font<br>Not correct margins |
| *Format* | Reports/conveys information and ideas logically and correctly.<br>No grammatical, spelling, or punctuation errors. | Reports/conveys information satisfactory and ideas logically and correctly. | Reports/conveys information and ideas illogically and incorrectly.<br>More than 3 grammatical, spelling, or punctuation errors |

| | | No more than three grammatical, spelling, or punctuation errors<br><br>Includes the following three elements:<br>1. Summary<br>2. Things I Learned<br>3. How it Impacts the Hospitality Industry | Does not follow template which includes the following three elements:<br>1. Summary<br>2. Things I Learned<br>3. How it Impacts the Hospitality Industry |
|---|---|---|---|
| | Includes the following three elements:<br>1. Summary<br>2. Things I Learned<br>3. How it Impacts the Hospitality Industry | | |
| **Summary** | Thoughtful description and summary of the article. Includes main ideas taken from the article. | Full summary of the article, includes some of the main points of the article. | Minimal summary of the article. |
| **Reflection** | Demonstrates a sophisticated reflection and explores the significance of the article and topic to events, conditions, or concerns related to the industry. Uses industry experience and insight to connect what the student learned to how the topic will impact the industry. | Demonstrates an acceptable reflection of the significance of the article and topic to events, conditions, or concerns related to the industry. Needs to connect experience and insight to from the article and topic to the impact the industry will or has experienced. | Demonstrates a questionable understanding of the article and topic. Does not connect what the student learned from the article to how it will impact the industry. |

**When we have guest speakers:**
Guest speakers are doing us a favor by coming to our class. They have worked before our class and most likely will go back to work after class. This is an opportunity for you to learn about a particular company or explore a new industry. Projecting a professional image can only help you.
- Do not have your laptop open.
- Do sit up.
- Do not eat while guest speaker is here.
- Do pay attention. I guarantee you will learn something.
- Do go to the bathroom BEFORE class.
- Do have a curiosity about the company or industry.
- Do come prepared with questions and DO ask questions.

**Miscellaneous**
- Please make every effort to arrive to class on time. Arriving late disturbs other students, especially on exam days.
- You are allowed to use your laptops in class for note taking. **However, if you are distracting other students around you or the instructor, I will ask you to stop using your laptop/phone. If this continues I will ask you to leave.**
- **No cell phone use during class. If you must take a call, please step into the hallway.**
- Students are to refrain from engaging in private/personal conversations during class.  This causes a distraction during the lectures and interferes with other students who have paid for the course.
- Drop Date – Please check the UNLV website for the university policy regarding dropping classes as well as the Drop Date for this semester.
- You are encouraged to email the instructor if you have any concerns about this course.
- **Dictionaries/Translators may not be used during exams since a number of test terms can be found in a dictionary**. The instructor will be in attendance during all exams and students needing help/clarifications may come to the front of the room during each exam and talk to the instructor.


## COURSE SCHEDULE

**Example #1**

| Date | Schedule and Readings |
|---|---|
| Week 1 | Introductions – Course Overview<br>Chapter 1: The New Human Resource Management Process |
| Week 2 | Chapter 2. Strategy Driven Human Resource Management |
| Week 3 | Chapter 3. The Legal Environment and Diversity Management |
| Week 4 | Chapter 4. Workforce Planning:  Job Analysis, Design, and Employment Forecasting |
| Week 5 | Chapter 5. Recruiting Job Candidates |
| Week 6 | Chapter 6. Selecting New Employees |
| Week 7 | Orientation and Onboarding |
| Week 8 | Chapter 7. Learning and Development |
| Week 9 | Chapter 7. Continued |

| Date | Schedule and Readings |
|------|----------------------|
| 3/25-3/29 | |
| Week 10 | Chapter 8. Performance Management and Appraisal |
| Week 11 | Chapter 8. Continued |
| Week 12 | Chapter 9. Rights and Employee Management |
| Week 13 | Chapter 10: Employee and Labor Management |
| Week 14 | Chapter 12 and 13. Compenation and Employee Benefits |
| Week 15 | Chapter 14. Workplace Safety, Health, and Security |
| Week 16 Finals Week | Chapter 15. Organizational Ethics and Corporate Social Responsibility<br>**No final exam.** Instead you have final assignments and a participation quiz. |

Example #2

| Date | | Topic | Assignment Due |
|------|--------|-------|----------------|
| Week 1 | Monday | • **MLK DAY - NO CLASS** | **MLK DAY - NO CLASS** |
| | Wednesday | • Introduction | • Review Syllabus<br>• Syllabus Quiz opens<br>• Quiz 1 opens |
| Week 2 | Monday | • Guest Speaker: Lateka Grays, Hospitality Librarian to discuss finding articles for topic reflections.<br>• Chapter 1: HR Management Process | • Topic Reflection 1 opens<br>• Syllabus quiz closes @ midnight |
| | Wednesday | • Chapter 2: Strategy-Driven HR Management | • Quiz 1 closes @ midnight |
| Week 3 | Monday | • Chapter 3: Legal Environment | • Quiz 2 opens |
| | Wednesday | • Chapter 3: Legal Environment | • Read article 1 and bring in 3 typed questions to class<br>• Quiz 2 closes @ midnight |
| Week 4 | Monday | • Chapter 4: Job Design/Analysis | • Quiz 3 opens |
| | Wednesday | • Chapter 5: Recruiting | • Topic Reflection 1 closes @ midnight |

| Week 5 | Monday | • **PRESIDENT'S DAY - NO CLASS** | **PRESIDENT'S DAY - NO CLASS** |
|---|---|---|---|
| | Wednesday | • Chapter 5: Recruiting | • Quiz 3 closes @ midnight |
| Week 6 | Monday | • **Exam 1** | • **Exam 1**<br>• Topic Reflect 2 opens |
| | Wednesday | • Chapter 6: Selection | • Personality results due in class. Complete and print before class.<br>• Quiz 4 opens |
| Week 7 | Monday | • Chapter 6: Selection/Interview simulation | • Interview simulation assignment - in class |
| | Wednesday | • Chapter 6: Selection | |
| Week 8 | Monday | • Chapter 6: Selection/Interview Ratings | • Interview rating assignment – in class<br>• Quiz 4 closes @ midnight |
| | Wednesday | • Chapter 7: Training/Development | • Quiz 5 opens<br>• Top Reflection 2 closes |
| | Monday | • **SPRING BREAK - NO CLASS** | **SPRING BREAK - NO CLASS** |
| | Wednesday | • **SPRING BREAK - NO CLASS** | **SPRING BREAK - NO CLASS** |
| Week 9 | Monday | • Guest Speaker: Tonkia Quick – Talent Development Manager – Caesars Entertainment | • Topic Reflection 3 opens |
| | Wednesday | • Guest Speaker: Monique Makhlouf – Director of Learning and Development - ASNY | • Quiz 5 closes<br>• Read article 2 and bring in 3 typed questions to class |

| Week 10 | Monday | • Chapter 8: Performance Appraisal | • Quiz 6 & 7 opens |
|---|---|---|---|
| | Wednesday | • Chapter 9: Employee Rights/Labor Relations | |
| Week 11 | Monday | • Chapter 9: Employee Rights/Labor Relations | |
| | Wednesday | • Guest Speaker: Brenda Bradbury, VP of Employee & Labor Relations at MGM Resorts International | • Quiz 6 & 7 closes @ midnight<br>• Topic Reflect 3 closes at midnight |
| Week 12 | Monday | • **EXAM 2** | **EXAM 2** |
| | Wednesday | • Chapter 10: Compensation Management | • Quiz 8 opens |
| Week 13 | Monday | • Chapter 10: Compensation Management | • Quiz 8 closes @ midnight<br>• Quiz 9 opens |
| | Wednesday | • Chapter 11: Incentives & Benefits | • Quiz 9 closes @ midnight<br>• Quiz 10 opens |
| Week 14 | Monday | • Chapter 12: Workplace Safety, Health, & Security | |
| | Wednesday | • Turnover in the Workplace | Quiz 10 closes @ midnight |
| Week 15 | Monday | • Chapter 13: Ethics & Social Responsibility | |
| | Wednesday | • Topic: Ethics & Privacy in the workplace | • Read article 3 and bring in 3 typed questions to class<br>• Complete Article 3 online assignment before class<br>• |
| Week 16 | Monday | **FINALS WEEKS** | |
| | Wednesday | | |

## ACADEMIC REQUIREMENTS

**Course Participation Assignments**

| | |
|---|---:|
| **Current events posted to Web Campus (40 points – you are required to post 4 of the 5 current events)** | **40** |
| **Class discussions measured by discussion postings and replies to fellow classmates.  Total Class Discussions** | **250** |
| **Weekly participation:  Reading, listening, responding, quizzes, etc**<br>**Total Weekly Participation points toward final grade** | **175** |
| **Overall course participation graded by Professor** | **25** |
| **Grand Total Course Participation Assignments** | **490** |
| **Applied Assignments** | |
| **Total HR Hot Link Exercises** | **150** |
| **Total Chapter Assignments and Projects**<br>Chapter 1:  Self-Assessment Assignment<br>Chapter 1:  Employee Engagement Assignment<br>Chapter 2:  Social Media Assignment Due<br>Chapter 3:  English only case & Legal Issues<br>Chapter 4:  Job Analysis<br>Chapter 5:  Recruitment Ad<br>Chapter 6:  Ch 6 Selection<br>Chapter 6:  HR Interview Questions/Format<br>Week 7:     Orientation Checklist Assignment<br>Chapter 7:  Training Project Outline<br>Chapter 7:  Training Project<br>Chapter 8:  Performance Appraisal<br>Chapter 9:  Chapter 9 case assignment **13**<br>Chapter 14: Chapter 14 EAP.Wellness case assignment<br>Chapter 15: Stress Management Assignment<br>Chapter 15: Chapter 15 Podcast_Video Assignment | **935** |
| **Total Points Available for Semester** | **1575** |

Example #2

| Evaluation Item | Percent of Total Grade |
|---|:---:|
| Exam 1 | 15% |
| Exam 2 | 15% |
| Exam 3 | 15% |
| | |
| 10 Quizzes (1.5% each) | 15% |
| 4 In-class Scenarios (3% each) | 12% |
| 5 In-class Activities (2%) | 10% |
| 3 Topic Reflections (3% each) | 9% |

| | |
|---|---|
| 3 Article typed questions (2% each) | 6% |
| Syllabus quiz (online) | 1% |
| Attendance | 2% |
| Total | 100% |

## Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

## Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

## Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

## Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)**
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.
Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which defines, "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

**Incomplete Grades**

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

**Library Resources**
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website: http://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

**Missed Classwork**
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess.  For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty

Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

**Rebelmail**
Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.
Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

**UNLV Writing Center**
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.