

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2017</b>
<b>BUS330</b>	<b>Human Resources Management</b>	<b>Prerequisite: BUS250</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Wed & Fri	<b>Instructor:</b>	Dr. Tim Vanderpyl, DSL, CPHR	<b>First day of classes:</b>	Wed, Sep 6, 2017
<b>Time:</b>	11.15am – 12.30pm	<b>Email:</b>	<a href="mailto:Tim.Vanderpyl@ambrose.edu">Tim.Vanderpyl@ambrose.edu</a>	<b>Last day to add/drop, or change to audit:</b>	Sun, Sep 17, 2017
<b>Room:</b>	RE 110	<b>Phone:</b>	403.462.9364 (call or text)	<b>Last day to request revised exam:</b>	Mon, Oct 23, 2017
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	L2052	<b>Last day to withdraw from course:</b>	Mon, Nov 13, 2017
<b>Office Hours:</b>	N/A	<b>Office Hours:</b>	By appointment only	<b>Last day to apply for coursework extension:</b>	Mon, Nov 20, 2017
<b>Final Exam:</b>	Thurs, Dec 14 (1300-1600). Room A2133			<b>Last day of classes:</b>	Fri, Dec 8, 2017

### Course Description

Human Resource Management (HRM) has become a strategic function for both private and public organizations. This course provides an introduction to the conceptual and practical aspects of HRM. It focuses on the personnel processes involved in the procurement, development and maintenance of human resources, including job classification and description, staffing, training and compensation. The course also includes an examination of current personnel issues and trends.

### Expected Learning Outcomes

By completing this overview of essential Human Resources (HR) concepts and techniques students will:

- 1) Develop an understanding of the strategic role of Human Resource Management and its contribution to organizational success;
- 2) Be able to learn, analyze and make decisions for key HR activities, including: Job Design; Workforce Planning, Recruitment, Training, Managing Employee Performance, Rewarding Employees, Employee/Labour Relations, and International HR Management;
- 3) Act as a 'HR consultant' to analyze various situations and bring forward solutions and implementation plans for HRM.

## Instructor Comments

Organizations are built upon their people. How people are treated has a huge impact on the success of the organization. The Human Resources (HR) field focuses on these people, and this course provides an overview of the HR Profession and what HR Professionals do. Whether students wish to move onto a career on HR or not, this course provides foundational information that is important for any aspiring leader to understand. We will discuss legalities of employment but will ensure we aspire to what George Anders calls an “ambitious hunt for greatness” in terms of managing our talent.

The course will utilize readings, lectures, case studies, and class discussions throughout the semester to ensure the content is learned and synthesized. You are expected to show a high level of commitment to the course by carefully reading the assigned material **before** coming to class each day. This will enable you to contribute constructively to class discussions and maximize the experience for all class participants.

## Textbooks

Stewart, E.B., Belcourt, M., Peacock, M., Bohlander, G.W. & Snell, S.A. (2016). *Essentials of managing Human Resources* (6<sup>th</sup> ed.). Nelson Education: Toronto.

Vanderpyl, T.H. (2012). *The art of HR: Providing effective and scalable HR services to organizations*. Virginia Beach, VA: Regent University. Textbook will be uploaded to Moodle in .pdf format. You **DO NOT** need to purchase this book.

## Course Schedule

*Note: Guest speakers continue to be booked for the semester, and their availability may impact the schedule below. The dates and order of topics outlined in this schedule may be subject to change at the instructor’s discretion throughout the term. Any changes will be communicated in advance.*

Date	Class Topic/Chapter Title	Text chapters
Sep 6th	Course Overview & Introduction	N/A
Sep 8th	What is HR? History of HR	Stewart Chapter 1 Vanderpyl Chapters 1 & 2
Sep 13th	Legal Framework of HR (Part One)	Stewart Chapter 2
Sep 15 <sup>th</sup>	Legal Framework of HR (Part Two)	Stewart Chapter 2 WCB Review Document
Sep 20 <sup>th</sup>	Organizational Culture (Part One)	Stewart Chapter 3 WCB Review Document
Sep 22 <sup>nd</sup>	Organizational Culture (Part Two)	Stewart Chapter 3 Vanderpyl Chapter 5 & 10
Sep 27 <sup>th</sup>	<b>No Class: Spiritual Emphasis Day</b>	
Sep 29 <sup>th</sup>	<b>No Class: Soul of the Next Economy Forum. Please attend the forum in lieu of class.</b>	

Oct 4 <sup>th</sup>	<b>Assignment #1 (Article Analysis) due at class start time</b> <b>Assignment #1 - Class Presentations</b>	None
Oct 6 <sup>th</sup>	Job Design	Stewart Chapter 4
Oct 11 <sup>th</sup>	Workforce Planning & Recruitment (Part One)	Stewart Chapter 5 Vanderpyl Chapter 6
Oct 13 <sup>th</sup>	Workforce Planning & Recruitment (Part Two)	Stewart Chapter 5 Vanderpyl Chapter 6
Oct 18 <sup>th</sup>	Employee & Labour Relations (Part One)	Stewart Chapter 9 & 10 Vanderpyl Chapter 7
Oct 20 <sup>th</sup>	Employee & Labour Relations (Part Two) Midterm Review	Stewart Chapter 9 & 10 Vanderpyl Chapter 7
Oct 25 <sup>th</sup>	<b>Midterm</b>	
Oct 27 <sup>th</sup>	Orientation, Training & Developing Employees (Part One)	Stewart Chapter 6 Vanderpyl Chapter 9 Collier Fatality Inquiry
Nov 1 <sup>st</sup>	Orientation, Training & Developing Employees (Part Two)	Stewart Chapter 6 Vanderpyl Chapter 9 Collier Fatality Inquiry
Nov 3 <sup>rd</sup>	Managing Employee Performance <b>Assignment #2 (Legal Case Summary) due at class start time</b>	Stewart Chapter 7
<b>Nov 8<sup>th</sup> &amp; 10<sup>th</sup></b>	<b>Fall Break – No classes</b>	
Nov 15 <sup>th</sup>	Compensation & Recognition (Part One)	Stewart Chapter 8 Vanderpyl Chapter 8
Nov 17 <sup>th</sup>	Compensation & Recognition (Part Two)	Stewart Chapter 8 Vanderpyl Chapter 8
Nov 22 <sup>nd</sup>	International HR Management (Part One) <b>Guest Speaker: Albert Elliott</b>	Stewart Chapter 11
Nov 24 <sup>th</sup>	International HR Management (Part Two)	Stewart Chapter 11

Nov 29 <sup>th</sup>	Future of HR	Vanderpyl Chapter 12 & 13 Hammonds Article
Dec 1 <sup>st</sup>	<b>Assignment #3 – Group Presentations – Written Component for all groups due at class start time</b>  <b>Assignment #3 – Group Presentations (First Groups)</b>	
Dec 6 <sup>th</sup>	<b>Assignment #3 – Group Presentations (Second Groups)</b>	
Dec 8 <sup>th</sup>	Last Class: Review	None
Dec 13 <sup>th</sup>	<b>Final Exam (Cumulative)</b>	

## Requirements

Course grading and evaluation will be conducted according to the following:

Class Participation/Attendance	15.0%
Assignment #1 - Article Analysis & Presentation	15.0%
Assignment #2 – Legal Case Summary	10.0%
Midterm	15.0%
Assignment #3 - Group Case Study & Presentation	25.0%
Final Exam (cumulative)	20.0%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Assignments are due by the day/time specified. Any late assignments will be docked 10% and an additional 10% for each subsequent day the assignment is late. Any exceptions to this rule remain my sole discretion.

## Grade Summary

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Attendance & Class Participation (15%)

I like and expect participation in the classroom. Please come to class prepared to engage in conversations with myself and the other students. I will often bring forward real-world situations into the classroom for debate/discussion by the group (in either large or small group format). The textbooks will be extremely valuable to our learning this semester, but I am also interested in everyone learning “how” to apply the textbooks to your real-world work, now and in the future. The expectation is that students will learn from me, from the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to “participate” means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes. If you do not complete these readings, it will be obvious in the class discussions. I may note that class as an absence. I will also use the Group Discussions/Contribution Quality component of your grade to assess your individual contribution to the group assignments.

For the classes with guest speakers, I will expect all students to come prepared with questions about topics pertaining to the guest speaker’s expertise. Absences on presentation days (for Assignments 1 and 3) will count as two absences.

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let me know **in advance** so that this can be taken into account, as repeated absences from class will negatively impact your individual participation grade. It remains my sole discretion to determine whether any absence will affect the attendance component of the final grade.

### Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Attendance (40%)</b> (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Attends all classes or misses one class (100%)  Misses two classes (85%)	Misses three classes (72%)	Misses four classes (60%)	Misses five or more classes (0%)
<b>Group Discussions and Contribution Quality (60%)</b>  Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

## Assignment #1 – Article Analysis (15%)

Effective HR Professionals must move beyond fads and utilize and implement research based strategies into their work. In other words, HR strategies will not work “just because” the HR Professional believes it is a good thing to do. HR Professionals need to stay up-to-date with emerging research and thoughts in this area. This assignment requires you to find an article related to the course topics and to provide an analysis / summary of this article. You will then present this analysis to the class in a verbal presentation. This assignment includes three parts:

### *Part One: Select an Article*

The article must be from a reputable journal or academic source and must be about a HR related topic, with original research integrated into the article. This means that the authors are contributing new research to the HR field, not just reviewing other research or espousing their opinions. If in doubt, please check with me before completing the assignment.

Once you have selected your article, please post the name (and citation/link) of the article in Moodle to reserve it for yourself. Duplicate articles will not be accepted. First come, first serve. Please check Moodle to see if any of your fellow students have already selected the same article. The person who posts first will be allowed to do the assignment on that article. If someone has already claimed the article, then find another one.

### *Part Two: Review and Analyze the Article*

Once an article is selected, you will write a 500 word (minimum) to 700 word (maximum) summary and analysis of the article. Your summary will include the following elements:

1. Title of Article (including citation and link if applicable)
2. Summary of the article in your own words (one paragraph)
3. Summary of why you picked the article and how it relates to the course content (one paragraph)
4. Summary of the conclusions / implications of the article
5. Critique: In your own words, tell us what you think of the article and its applicability to HRM professionals. Are the findings useful? Is the article pragmatic? Why is it important? Does it conflict with the course material? Do you agree with the authors? Why/why not? I am looking for insight in this section not just a regurgitation of what the article says. Do not just agree with everything in the article because the author said it.

Spelling and grammar count. Please proofread your summary. Note that when providing an analysis of an article, you only need to provide a direct citation if you are citing/quoting other research and/or quoting directly from the article. Use both of these options sparingly, if at all.

The written component should be uploaded to Moodle in either .doc or .docx format.

### *Part Three: Individual Class Presentation*

For this part of the assignment, you will present your article and review to the class in a short, **5-minute** presentation.

Note that you will only have 5 minutes to present your thoughts. Be brief, concise and to the point. You are welcome to use slides/graphics but that is not necessary if you find another creative way to present the thoughts behind the article.

**Grading Rubric – Part One: Written Report (10% of final grade)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
Completeness and Organization (10%)	All elements of the assignment are included and completed as per the assignment guidelines.	All elements of the assignment are included. Some of the elements are disorganized or missing components.	Elements are somewhat unorganized and are missing components.	Assignment is not complete.
Critical Thinking (50%)	Goes above and beyond in analyzing the article and responding to other posts. Student is critical but professional in evaluating the research and findings from the article.	Student identifies the most obvious issues. Student is somewhat critical and professional in evaluating the article and in responding to other posts.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Student does not address the key issues and does not provide a critical evaluation of the article
Mechanics (40%)	Posts and responses demonstrate mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Posts and responses display good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Posts and responses show that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Posts and responses lack basic control over mechanics and contains excessive proof-reading errors.

**Grading Rubric – Part Two: Class Presentation (5% of final grade)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
<b>Communication and Delivery (60%)</b>	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest about topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes or slides with little eye contact). Generates little interest about topic. Presenters	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest



	about topic. Presenters show significant interest and enthusiasm in topic.	Presenters largely show interest in topic.	show some interest in topic.	about topic. Presenters lack interest in topic.
<b>Creativity, Graphics, Structure and Mechanics (40%)</b>	<p>Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. Presenters explain and reinforce the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.</p>	<p>A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation. Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Student seldom supports the text and presentation. Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation has between four to five misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors.</p>

## Assignment #2 – Legal Case Summary

As discussed in class, some aspects of HR law are based on specific statutes (i.e. Human Rights Act, Employment Standards etc.). Other aspects are based on common law. While HR Professionals are not expected to be lawyers, they must stay abreast of important rulings and precedent in the jurisdiction they work in. For this assignment, you will select a recent legal ruling and write a concise summary and analysis of the specific case. This assignment has two parts:

### *Part One: Select a Case*

Go to: <http://www.canlii.org/en/ab/> and select a case. The CanLii website includes recent rulings from many aspects of the judicial system in Canada (not just employment law). The case you select must meet the following parameters:

- Case must be published in 2015, 2016 or 2017 and must be pertaining to Alberta
- Case must be employment related. Please ignore cases that pertain to other matters of law. Some suggestions:
  - o **Alberta Labour Relations Board** – All ALRB rulings are employment related
  - o **Alberta Grievance Arbitration Awards** – All AGAA rulings are employment related
  - o **Alberta Human Rights Commission** – Please ensure the case is employment law related (The AHRC rules on matters beyond employment law)
  - o **Alberta Employment Standards Umpire** - All AESU rulings are employment related
- Must be substantial and long enough content-wise for this assignment. As a rule of thumb, the ruling should be at least 3 pages long, and preferably longer. If in doubt, check with me before proceeding with the assignment.

Once you have selected your article, please post the legal citation (i.e. R v. Vanderpyl...) and link to the article in Moodle to reserve it for yourself. Duplicate cases will not be accepted. First come, first serve. Please check Moodle to see if any of your fellow students have already selected the same case. The person who posts first will be allowed to do the assignment on that case. If someone has already claimed the case, then find another one.

### *Part Two: Review and Analyze the Case*

Once a case is selected, you will write a 500 word (minimum) to 700 word (maximum) summary and analysis of the case. Your summary must include the following elements:

1. Legal citation of the case, and Canlii weblink
2. **Summary:** Summary of the case in your own words (one paragraph)
3. **Decision:** What was the decision of the ruling body? (one or two sentences)
4. **Relevance:** Summary of why you picked the case and how it relates to the course content (one paragraph)
5. **Assessment:** Do you agree with the ruling? In your opinion, did the person(s) making the ruling make the right decision? Why/why not? (Hint: It is okay to disagree with the ruling)
6. **Critique:** In your own words, tell me what you think of the case and its applicability to HRM professionals. What did you learn from this case? What implications may it have on other workplaces?

Spelling and grammar count. Please proofread your summary.

The assignment should be uploaded to Moodle in either .doc or .docx format.

**Grading Rubric – Assignment #2 (10% of final grade)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
Completeness and Organization (10%)	All elements of the assignment are included and completed as per the assignment guidelines.	All elements of the assignment are included. Some of the elements are disorganized or missing components.	Elements are somewhat unorganized and are missing components.	Assignment is not complete.
Critical Thinking (50%)	Goes above and beyond in analyzing the article and responding to other posts. Student is critical but professional in evaluating the case.	Student identifies the most obvious issues. Student is somewhat critical and professional in evaluating the case.	Raises some of the key issues and identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Student does not address the key issues and does not provide a critical evaluation of the case.
Mechanics (40%)	Assignment demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Assignment displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Assignment shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Assignment lacks basic control over mechanics and contains excessive proof-reading errors.

### Assignment #3 – Case Study – Group Report and Presentation (Total of 25% of final grade)

Case studies are used to analyze the relationship of theory to practice and to illustrate the practical relevance of theoretical models to HR activities. This assignment requires you to answer the question: *What key HR issues will <organization X> face in the next 1-3 years?*

For this report your group will select an organization in or around Calgary (either Public, Private or Non Profit) and conduct an interview with an HR Leader in this organization to discover his/her viewpoints on the above question. This person must be in a senior HR position in the organization (i.e. CHRO, VP, Director, Manager etc.). If in doubt, check with me before proceeding.

You will prepare for the interview ahead of time by researching the organization and its competitors. That interview, and your group's approach, must be integrated throughout the project.

Additional details and expectations regarding the interviews and contacts with the HR Leader will be discussed in class. As you are representing Ambrose University in those interviews, the highest levels of professionalism will be expected throughout. I reserve the right to contact the HR Leader after your interview to discuss your professionalism with him/her. Your approach will influence your final grade for this project.

#### *Part One: Written Report*

Your group will prepare a 4-5 page written report on the organization, that addresses the question above. This report must be written in APA style and must include the following elements:

1. Cover Page (APA style)
2. **Introduction:** What is the purpose of the report?
3. **Overview of Company:** Outline an overview of the specific organization you chose, using information gleaned from your background research (cite where appropriate), and your interview with the HR Leader
4. **Peers / Competitors:** What organizations are direct competitors to the organization you chose?
5. **Current HR Issues:** What HR-related issues is the organization facing today?
6. **Future HR Issues:** What HR-related issues will the organization face in the near future (1-3 years)?
7. **Analysis:** Based on your research, do you feel the organization is prepared for the future? Why/why not?
8. **Conclusion:** This should summarize the paper and include final thoughts about the topic.
9. **References (reference page not included in page count):** There must be at least ten references from scholarly articles, recent texts, websites and other publications
10. **OPTIONAL: Supplemental materials (not included in page count):** These should be included as an appendix at the end of your paper. If you are using material from your chosen organization, permission to include it must be obtained citing the source. In addition, all relevant confidentiality issues must be observed.

#### *Part Two: Presentation*

Each group will be given a maximum of **10 minutes** to present your findings to the class. This presentation will summarize your report and must include a slide deck (Keynote or PowerPoint).

The Written Report will count for 15% of your final grade. The presentation will count for 10% of your final grade.

**Grading Rubric – Part One: Written Report (15% of final grade)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
<b>Completeness, Structure and Organization (20%)</b>	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
<b>Critical Thinking (50%)</b>	Identifies the most important arguments, as well as their pros and cons. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments, and their pros and cons. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
<b>Mechanics (30%)</b>	Project demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. Formatting of memo is professional and ready to present to a Director/CEO.	Project displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work. With minor edits, memo is ready to present to a Director/CEO.	Project shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors. Would require significant editing before presenting to a Director/CEO.	Project lacks basic control over mechanics and contains excessive proof-reading errors.

**Grading Rubric – Part Two: Class Presentation (10% of final grade)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
<b>Communication and Delivery (60%)</b>	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience

	eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm in topic.	eye contact (occasionally referring to notes or slides). Generates some interest about topic. Presenters largely show interest in topic.	from notes or slides with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	(e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.
<b>Creativity, Graphics, Structure and Mechanics (40%)</b>	<p>Presentation is made insightfully, creatively or skillfully.</p> <p>Innovatively or expertly prepared graphics used throughout the entire presentation.</p> <p>Presenters explain and reinforce the text and presentation.</p> <p>Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation.</p> <p>Presentation has no misspellings, grammatical errors, or formatting errors.</p>	<p>A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.</p> <p>Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation.</p> <p>Presentation has no more than three misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity to the presentation.</p> <p>Graphics seldom used.</p> <p>Student seldom supports the text and presentation. Structure of the presentation is not easy to follow.</p> <p>Conclusion is missing, or if provided, does not flow from the rest of the presentation.</p> <p>Presentation has between four to five misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.</p> <p>Presentation has more than six misspellings, grammatical errors, or formatting errors.</p>

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.