### The MISSION of Southeastern Oklahoma State University

Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extracurricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

### University Educational Targets

Students will acquire and continue to use systematic skills for encountering knowledge. They will articulate a problem, structure an investigation, gather suitable resources, organize and manipulate qualitative or quantitative data and think critically to reach appropriate conclusions.

In fulfilling its mission, Southeastern fosters the region’s cultural opportunities, economic growth, environmental quality, scientific and technological progress, as well as social and personal well-being.

### The MISSION of the John Massey School of Business

The mission of the John Massey School of Business is to be a premier business program. We prepare our business and aviation students to meet the global challenges in a competitive and ever-changing environment by providing an excellent and continuously improving learning atmosphere that emphasizes both academic and applied knowledge. We are a responsible partner in the economic development and quality of life of the region by providing effective application of knowledge to our stakeholders.

### The MISSION of the Department of Management and Marketing

The primary mission of the Department is to provide Baccalaureate programs in Management, Marketing and
General Business designed to provide an environment of academic excellence in undergraduate business education, and experiences both academic and applied that prepare students to operate in a diverse and global environment. Through these programs, students will develop an interest in lifelong learning.

**Program Targets and Intended Student Learning Outcomes**

**Skill in Scholarship:**
Graduates will be able to use scholarly resources and related material appropriate for the discipline to understand new and useful information in the field of business and management.

**Critical Thinking:**
Graduates will be able to recognize problems and through investigation and critical thinking achieve an appropriate response.

**CATALOG DESCRIPTION**
A study of the problems involved between the supervisor and the employee including union involvement.

**PREREQUISITES**
Management 3113 or Political Science 3563 for Public Administration minors, and Junior Status.

**REQUIRED MATERIALS**


- **Webcam and Microphone:** Students must have a webcam and microphone. Many computers these days have such a camera and microphone. If a student's computer does not have these then they will be required to purchase an external webcam and microphone. See the following web sites for webcams (many can be purchased for less than $25.00):
  - [http://www.amazon.com/s/ref=lp_172511_nr_p_36_0?fsc=3Aoff&rh=n%3A172282%2Cn%3A%2Cn%3A5419664%2Cn%3A172456%2Cn%3A11548951011%2Cn%3A172511%2Cn%3A1253503011&bbn=172511&ie=UTF8&qid=1435698382&rnid=386442011](http://www.amazon.com/s/ref=lp_172511_nr_p_36_0?fsc=3Aoff&rh=n%3A172282%2Cn%3A%2Cn%3A5419664%2Cn%3A172456%2Cn%3A11548951011%2Cn%3A172511%2Cn%3A1253503011&bbn=172511&ie=UTF8&qid=1435698382&rnid=386442011)
  - [http://www.bestbuy.com/site/computer-accessories/webcams/abcat0515046.c?id=abcat0515046](http://www.bestbuy.com/site/computer-accessories/webcams/abcat0515046.c?id=abcat0515046)

- **Computer Access:** Students must have computer access to take selected tests and exams and discussion board postings and view course support materials including the course syllabus, PowerPoint slides, Instructor Web Site, etc. Please do not use smartphones or tablets to take tests or exams. It is best to use a hard-wired computer.

- **MS Word Access:** There will be one term paper and it must be typed in MS Word. Please do not use Word Pad or Apple programs for this assignment.

- **BlackBoard (BB).** Your instructor will be using BB for various components in this course and you will be required to enroll in this program. The BB website is [http://blackboard.se.edu](http://blackboard.se.edu). You will have chapter tests and exams delivered thru BB as well as discussion boards. Additionally, your gradebook will be displayed in BB so that you can always know your grades in this class. Furthermore, a number of Announcements will be made using BB that will help you to complete projects. Please access BB 4-5 times each week for this course for the most updated information.
There are a number of technical requirements if students wish to use a computer other than those on campus. Students should thoroughly review the BB information on BB Login page: http://homepages.se.edu/blackboard/student-support/faqs-students/. It is particularly important that students comply with the system requirements for BB. These are available at http://homepages.se.edu/blackboard/student-support/browser-recommendations/. Your Instructor is not an expert in the technical aspects of BB so please contact BB technical support with technical questions (email listed on BB Login page).

Mozilla Firefox. Students are encouraged to use the Mozilla Firefox or Google Chrome browsers with BlackBoard. For some reason Explorer and BlackBoard occasionally have difficulties. Students can download a free copy of the Mozilla Browser from https://www.mozilla.org/en-US/firefox/new/. Get free copy of Google Chrome web browser from https://support.google.com/chrome/answer/95346?hl=en

OPTIONAL MATERIALS
None.

COURSE ASSISTANCE ITEMS
There are a number of items in BlackBoard (BB) to assist students with understanding the textbook. These materials are located in Course Content which is on the left side of the BB opening page for this course. When students click on Course Content they will be able to see folders for each chapter which contain the Learning Objectives of the chapter, a Glossary of Terms, Student PowerPoints for the chapter, a short sample test that will give students an example of the questions asked in the actual chapter test, and, in some cases, a folder with Dr. Von’s PowerPoints. These study aids are designed to prepare students for weekly chapter tests and the course exams.

TECHNICAL REQUIREMENTS
Your Instructor will be using BB in this course and students will be required to enroll in this program. The BB website is http://blackboard.se.edu. Students will have chapter tests, discussion boards, course exams, and other activities delivered using BB. Additionally, each student’s gradebook will be displayed in BB so that he or she can always know their grades in this class. Furthermore, a number of Announcements will be made using BB that will help students complete their projects.

There are a number of technical requirements if students wish to use a computer other than those on campus. Students should thoroughly review the BB information on BB Login page: http://homepages.se.edu/blackboard/student-support/faqs-students/. It is particularly important that students comply with the system requirements for BB. These are available at http://homepages.se.edu/blackboard/student-support/browser-recommendations/. Your Instructor is not an expert in the technical aspects of BB so please contact BB technical support with technical questions (email listed on BB Login page).

To obtain/view some course content in BB students will need to disable pop-up blockers. The SE Center for Instructional Design and Technology has provided a set of instructions how this can be done on several popular browsers. This information is available at http://www.se.edu/dept/cidt/pop-up-blocker/.

LIBRARY AND INFORMATION RESOURCES
The Henry G. Bennett Library has excellent electronic resource databases available at http://www.se.edu/library/electronic-resources/. The information below provides some information on the references desired in various written assignments. Certainly, SE’s competent library staff will be able to assist students with their searches.

Use of Wikipedia. Wikipedia should not be used as a reference nor information used from this cite since it contains many errors as admitted by its developers because information placed here has not screened or reviewed for accuracy, nor is it peer-reviewed. While many Wikipedia entries have good bibliographies, most students are not in a position to judge the validity of these
sources. Penalties and significant point deductions for the course, up to and including receiving an “F” in this course, may apply.

- **Using the SE Library’s Electronic Resources.** Some student written assignments (e.g., the term paper) require students to list and attach references. The Instructor is particularly interested in students listing and attaching an entire article from journals. These articles should have at least three references at the back of the paper in the references list, sometimes called the bibliography section of the paper. (An exception is the Harvard Business Review which has no references but is still a quality journal that can be used.) The following link takes students to an example of an article that has references at the end of the article and is acceptable: [Family Responsibilities Discrimination: What Employment Counselors Need to Know](http://www.thesociologicalreview.com/sociologicalreview/vol30/issue4/familyresponsibilitiesdiscriminationwhatisel). Also, acceptable could be articles that have footnotes (footnotes are particularly popular in legal articles). The following link takes students to an example of an article that has footnotes and is likewise acceptable: [Burlington Northern and Santa Fe Railway Co. v. White: Has the Supreme Court Opened the Floodgates for Employee Retaliation Lawsuits?](http://www.law.cornell.edu/supct/cases/02/153.html). Your Instructor refers to these kinds of references as “references with references” and he will mention this throughout the course and so this should explain what he is talking about.

The Instructor is not interested in students using web sites or books as references. The following link provides an example of an article that was taken from the Internet and is NOT ACCEPTABLE: [http://humanresources.about.com/od/glossarys/a/sexualharassdef.htm](http://humanresources.about.com/od/glossarys/a/sexualharassdef.htm). The following posting (as an example) is also NOT ACCEPTABLE as a reference because it was taken from Wikipedia: [http://en.wikipedia.org/wiki/Sexual_harassment](http://en.wikipedia.org/wiki/Sexual_harassment). Students will also be asked to attach a copy of the entire article to certain papers (not just provide a link) so that he might be able to quickly review the article if he desires.

To help students find pertinent professional articles (references with references) students should use the electronic resources from SE’s library. To do so, go to the following link: [http://www.se.edu/library/electronic-resources/](http://www.se.edu/library/electronic-resources/). There is one key database that the Instructor has found particularly useful for student term papers (although others may be helpful): EBSCOHOST. To access this database students must have their SE user name and password which they received. All electronic resources are available on and off campus, 24/7, to SE staff and students.

Once a student is in EBSCOHOST he or she should check (√) check at least the boxes for Academic Search Premier, Business Search Complete, PsycARTICLES, and PsycINFO. Then click “Continue” located at the top (or bottom) of the page. On the next page go to the “Limit your results” section of the page and check (√) the boxes for “Full Text,” “Scholarly (Peer Reviewed) Journals,” and “References Available.” Then in the search box at the top of the page the student should enter their search terms (e.g., extinction) in the box and then press “Search”.

A basic search is a quick and easy way to get results. It uses free text searching which finds any mention of a student search term in the database records. However, this also means that a student’s subject may not be the main focus of the articles, so be prepared to retrieve some articles of only marginal interest.

Students must be clear about the subject of their search which will often involve more than one topic. Identify the single words or short phrases which describe the key elements and then think of any synonyms, related words, acronyms or common abbreviations which are associated with them. Creativity is especially important here. Searching for all these possibilities will increase the number of hits. Consider the following:

<table>
<thead>
<tr>
<th>Topic of Interest</th>
<th>Synonyms and Related Words</th>
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<tr>
<td>E.g., treatments for teenagers with eating disorders.</td>
<td>bulimia, anorexia, diet, nutrition, body image</td>
</tr>
</tbody>
</table>
When beginning a search, students should also consider the following:

- **Spelling** – Many databases are international in scope so students will need to include both the UK and US spelling forms; e.g., ageing and aging, behaviour and behavior.
- **Truncation** – Truncation replaces the end of a search term with a symbol, usually an asterisk (*), or a dollar sign ($). This allows students to retrieve not just the root word but all of its possible endings; e.g., therap$ will return therapy, therapies, therapeutic etc.
- **Wildcard** – a wildcard symbol, usually a question mark(?), replaces non or more letters in the middle of a search term so that variations in the spelling can be retrieved; e.g., behavio?r will find behaviour or behavior.
- These symbols vary between databases so select the online help for a specific database.

Additionally, search terms can be used in combination to broaden or narrow the scope of a student’s search. This is commonly achieved using the Boolean operators AND, OR and NOT which work as follows:

- **And** narrows a search by finding documents which contain all the terms; e.g., eating disorders AND teenagers will find documents which contain both terms
- **Or** broadens a search by finding documents which contain at least one of the terms; e.g., teenagers or adolescents will find results that contain either term.
- **Not** excludes terms so that each search result does not contain any of the terms that follow it; e.g., treatment NOT therapy will find results containing the term treatment but not the term therapy. Note well—NOT needs to be used carefully as it can exclude useful documents where treatment and therapy both occur.

- **Listing of Acceptable Journals.** Many of these journals (but not all) are available through SE library electronic databases (particularly ABI-INFORM COMPLETE and EBSCOHOST). There are other journals that may be acceptable but I wanted to provide you a sampling of sources.

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<tr>
<td>Business and Society</td>
<td>Personnel Psychology</td>
<td>Human Relations</td>
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<tr>
<td>Business Ethics Quarterly</td>
<td>Training and Development</td>
<td>Ethics and Behavior</td>
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<tr>
<td>Ethics and the Environment</td>
<td>Occupational Psychology</td>
<td>Issues in Business Ethics</td>
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<tr>
<td>Quarterly</td>
<td>European Review</td>
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<tr>
<td>Academy of Management</td>
<td>Employee Rights and</td>
<td>Public Administration</td>
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<tr>
<td>Journal</td>
<td>Responsibilities Journal</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Academy of Management</td>
<td>Business and Professional</td>
<td>Journal of Organizational Behavior Management</td>
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<tr>
<td>Perspectives</td>
<td>Ethics Journal</td>
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<tr>
<td>Journal of Applied</td>
<td>Journal of Human Resources</td>
<td>Employee Relations Law Journal</td>
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<td>Psychology</td>
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<tr>
<td>Industrial and Labor</td>
<td>Journal of Personality and</td>
<td>Columbia Journal of World Business</td>
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<tr>
<td>Relations Review</td>
<td>Social Psychology</td>
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<tr>
<td>SAM Advanced Management</td>
<td>Journal of Conflict</td>
<td>Academy of Management Review</td>
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<tr>
<td>Journal</td>
<td>Resolution</td>
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<tr>
<td>Harvard Business Review</td>
<td>Organizational Dynamics</td>
<td>Journal of Vocational Labor</td>
</tr>
<tr>
<td>Management</td>
<td>Entrepreneurship</td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>California Management</td>
<td>Public Personnel</td>
<td>Journal of Management</td>
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</tbody>
</table>
OTHER RESOURCES AND LOCATION
A number of supporting materials for this course are listed in Course Content in BB.

Additionally, students are encouraged to visit the Instructor’s web page, particularly, Class Resources, for publications and articles that may have applicability to this course. Students may also find it helpful to visit the Instructor’s vitae at http://homepages.se.edu/cvonbergen/vitaresume/ and then scroll down to find publications.

KEY UNIVERSITY DATES FOR THE SPRING 2016 SEMESTER
There are a number of important dates for this semester listed below. Students can also review these dates by clicking on the following link and then scrolling down: http://www.se.edu/dept/registrar/calendar/. Additionally, the Business Office has important information that can be accessed at http://www.se.edu/dept/business-office/.

COURSE OBJECTIVES
This course addresses six key supervisory areas. At the conclusion of this course the student will be able to discuss key guidelines and principles in the following areas:

- **SUPERVISORY MANAGEMENT**
  - Chapter 1 Supervisory Management Roles and Challenges

- **PLANNING AND ORGANIZING**
  - Chapter 2 Fundamentals of Planning
  - Chapter 3 Decision Making, Problem Solving, and Ethics
  - Chapter 4 Fundamentals of Organizing
  - Chapter 5 Delegating Authority and Empowering Employees

- **LEADING**
  - Chapter 6 Communication
  - Chapter 7 Motivation
  - Chapter 8 Leadership
  - Chapter 9 Group Development and Team Building

- **SKILL DEVELOPMENT**
  - Chapter 10 Meetings and Facilitation Skills
  - Chapter 11 Coaching for Higher Performance
  - Chapter 12 Managing Conflict, Stress, and Time

- **CONTROLLING**
  - Chapter 13 Exercising Control
  - Chapter 14 Controlling Productivity, Quality, and Safety

- **MANAGING HUMAN RESOURCES AND DIVERSITY**
  - Chapter 15 Selecting, Appraising, and Disciplining Employees
  - Chapter 16 The Supervisor, Labor Relations, and Legal Issues

ALIGNMENT OF OBJECTIVES WITH LOCAL, STATE, AND/OR NATIONAL STANDARDS
Supervisory Management is a key course for students wanting a bachelor’s degree in the John Massey School of Business. The degree is designed to develop a broad understanding of key issues in supervisory management and to provide students the knowledge and perspective needed for success in a rapidly changing world of business management.
More specifically, these objectives are consistent with the following Management & Marketing Department objectives that include the following:

1. The ability to make sound and responsible decisions in their field of business.
2. The ability to effectively communicate the rationale of their decisions or recommendations.
3. The ability to effectively apply knowledge of information systems and technology appropriate to their field of business.
4. The ability to effectively work with individuals, as well as groups, in a diversified and changing environment.
5. The ability to adapt to changes required by a global business environment.

TENTATIVE WEEKLY ASSIGNMENTS

Note that the dates in the “Week Of” column below are the Sundays (the beginning day) of each week.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment/s</th>
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<tbody>
<tr>
<td>03/06</td>
<td>Class Begins 3/07 Course Overview</td>
<td>Review course syllabus; Enroll in BB</td>
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<tr>
<td></td>
<td>Chapter 1. Supervisory Management Roles and Challenges; Chapter 2. Fundamentals of Planning Please note: Chapters 1 and 2 have been scanned so that you can read them this week. Look in Course Content in BB for Chapter 1 and for Chapter 2.</td>
<td>Read Chapters 1 and 2 and take test covering these chapters before Saturday (3/12) of this week at 11:30 p.m. To take test: BB &gt; Assignments &gt; Chapter Tests for Supervisory Management &gt; Select appropriate chapters test.</td>
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<td></td>
<td>Please introduce yourself to the class by going to Discussion Board 0 (DB0) and posting some comments.</td>
<td>DB0—no credit for this activity but I’m sure the class would like to know something about their classmates and this activity will familiarize you with the use of Discussion Boards that will be used several times in this course. To post to a DB: BB &gt; Discussion Boards (on left side of page) &gt; DB0 &gt; Thread (Introductions in Supervisory Management) &gt; Reply &gt; Post Comments</td>
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<td>3/09; Last Day to Enroll in or Add a Class; 3/09; Last Day to Drop a Class with No Grade Record; 3/09; Last Day to Drop a Class with Refund/No Charges</td>
<td>It is advisable that students give some consideration to a topic for their term paper.</td>
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<td>03/13</td>
<td>Spring Break—No assignments this week</td>
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<tr>
<td>03/20</td>
<td>Chapter 3. Decision Making, Problem Solving, and Ethics; Chapter 4. Fundamentals of Organizing</td>
<td>Read Chapters 3 and 4 and take test covering these chapters before Saturday (3/26) of this week at 11:30 p.m. To take test: BB &gt; Assignments &gt; Chapter Tests for Supervisory Management &gt; Select appropriate chapters test</td>
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<tr>
<td></td>
<td>Discussion Board (DB) 1</td>
<td>Please begin posting to this DB before Tuesday (3/22) and post at least five times throughout the week and have at least one reference with references posted during the week. To post to a DB: BB &gt; Discussion Boards &gt; Thread &gt; Post Comments and attach references to support position</td>
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<tr>
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<td>Submit Syllabus Understanding on or before 3/23. Go to BB &gt; Assignments &gt;</td>
<td>Penalties apply for not submitting Syllabus Understanding on or before 3/23.</td>
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<tr>
<td>Date</td>
<td>Syllabus Understanding.</td>
<td>Description</td>
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<td>03/27</td>
<td>Chapter 5. Delegating Authority and Empowering Employees; Chapter 6. Communication</td>
<td>Read Chapters 5 and 6 and take test covering these chapters before Saturday (4/02) of this week at 11:30 p.m. To take test: BB &gt; Assignments &gt; Chapter Tests for Supervisory Management &gt; Select appropriate chapters test</td>
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<td></td>
<td>Discussion Board (DB) 2</td>
<td>Please begin posting to this DB before Tuesday (3/29) and post at least five times throughout the week and have at least one reference with references posted during the week. To post to a DB: BB &gt; Assignments &gt; Discussion Boards &gt; Thread &gt; Post Comments</td>
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<tr>
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<td>Submit proposed SafeAssignment Term Paper Topic in an <strong>outline format</strong> to Instructor on 3/29 before 11:30 p.m.</td>
<td>Term paper topic must be approved by Instructor. Generally one topic per student. To submit the outline thru: BB &gt; Assignments &gt; SafeAssignment Term Paper Topic</td>
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<td></td>
<td>4/01; Last Day to Complete Final Application for Graduation</td>
<td>Contact Registrar</td>
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<tr>
<td>04/03</td>
<td>Chapter 7. Motivation; Chapter 8. Leadership</td>
<td>Read Chapters 7 and 8 and take test covering these chapters before Saturday (4/09) of this week at 11:30 p.m. To take test: BB &gt; Assignments &gt; Chapter Tests for Supervisory Management &gt; Select appropriate chapters test</td>
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<td></td>
<td>Discussion Board (DB) 3</td>
<td>Please begin posting to this DB before Tuesday (4/05) and post at least five times throughout the week and have at least one reference with references posted during the week. To post to a DB: BB &gt; Assignments &gt; Discussion Boards &gt; Thread &gt; Post Comments</td>
</tr>
<tr>
<td>04/10</td>
<td><strong>Mid-term Exam</strong> (Chapters 1-8 +) Take exam on Monday 4/11; exam can be taken beginning at 12:01 a.m. and must be completed before 11:30 p.m.</td>
<td>The <strong>Mid-term Exam</strong> covers Chapters 1-8 of text, videos, postings, readings, PowerPoint Slides, and assignments since beginning of the semester and has True-False, Multiple Choice, and Essay Questions. The Mid-term Exam is scheduled for Monday 4/11 and must completed by 11:30 p.m.</td>
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<td>Chapter 9. Group Development and Team Building; Chapter 10. Meetings and Facilitation Skills</td>
<td>Read Chapters 9 and 10 and take test covering these chapters before Saturday (4/16) of this week at 11:30 p.m. To take test: BB &gt; Assignments &gt; Chapter Tests for Supervisory Management &gt; Select appropriate chapters test</td>
</tr>
<tr>
<td>04/17</td>
<td>Chapter 11. Coaching for Higher Performance; Chapter 12. Managing Conflict, Stress, and Time</td>
<td>Read Chapters 11 and 12 and take test covering these chapters before Saturday (4/23) of this week at 11:30 p.m. To take test: BB &gt; Assignments &gt; Chapter Tests for Supervisory Management &gt; Select appropriate chapters test</td>
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<td>Submit SafeAssign Term Paper and References on or before 11:30 p.m. on 4/19</td>
<td>Submit this written term paper assignment or before 4/19 at 11:30 p.m. through BB &gt; Assignments &gt; SafeAssign Term Paper; Submit all term paper references on or before 4/19 at 11:30 p.m. through BB &gt; Assignments &gt; SafeAssign Term Paper References</td>
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<tr>
<td></td>
<td>Discussion Board (DB) 4</td>
<td>Please begin posting to this DB before Tuesday (4/19) and post at least five times throughout the week and have at least one reference with references posted during the week. To post to a DB: BB &gt; Assignments &gt; Discussion Boards &gt; Thread &gt; Post Comments</td>
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<tr>
<td>Date</td>
<td>Event/Assessment</td>
<td>Details</td>
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<tr>
<td>4/22</td>
<td>Final Day to Drop a Class/Withdraw</td>
<td>DB: BB &gt; Discussion Boards &gt; Thread &gt; Post Comments</td>
</tr>
<tr>
<td>04/24</td>
<td>Chapter 13. Exercising Control; Chapter 14. Controlling Productivity, Quality, and Safety</td>
<td>Read Chapters 13 and 14 and take test covering these chapters before Saturday (4/30) of this week at 11:30 p.m. To take test: BB &gt; Assignments &gt; Chapter Tests for Supervisory Management &gt; Select appropriate chapters test</td>
</tr>
<tr>
<td>4/26</td>
<td>Submit PowerPoint Electronic Poster</td>
<td>Submit PowerPoint Electronic Poster on or before 4/26 at 11:30 p.m. through BB &gt; Assignments &gt; PowerPoint Electronic Poster</td>
</tr>
<tr>
<td></td>
<td>Discussion Board (DB) 5</td>
<td>Please begin posting to this DB before Tuesday (4/26) and post at least five times throughout the week and have at least one reference with references posted during the week. To post to a DB: BB &gt; Discussion Boards &gt; Thread &gt; Post Comments</td>
</tr>
<tr>
<td>05/01</td>
<td>Make-up Mid-term Exam for those students who missed the mid-term exam and who had the permission of the Instructor (students are responsible for scheduling make-up exam with Instructor this week); Most probably on Monday, 5/02</td>
<td>Make-up exam may be of a format different from the original exam and are only for those individuals who missed the mid-term exam with the permission of the Instructor to miss the earlier exam. Students should save emails from Instructor indicating such permission. Generally, there are no make-ups for weekly chapter tests.</td>
</tr>
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<td></td>
<td>Chapter 15. Selecting, Appraising, and Disciplining Employees; Chapter 16. The Supervisor, Labor Relations, and Legal Issues</td>
<td>Read Chapters 15 and 16 and take test covering these chapters before Friday (5/06) of this week at 11:30 p.m. To take test: BB &gt; Assignments &gt; Chapter Tests for Supervisory Management &gt; Select appropriate chapters test</td>
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<tr>
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<td>Final Exam (chapters 9-16 +) Take exam on Friday 5/06; exam can be taken beginning at 12:01 a.m. and must be completed before 11:30 p.m.</td>
<td>The Final Exam covers chapters 9-16 and must be taken on Friday, 05/06. The final will be available from 12:01a.m. until 11:30p.m. on this day. The Final covers Chapters 9-16 of text, videos, readings, Discussion Boards, PowerPoint Slides, and assignments since the Mid-term. True-False, Multiple Choice, Case Studies, and Essay Questions.</td>
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**FURTHER DISCUSSION OF VARIOUS ASSESSMENTS**

- **Syllabus Understanding.** After reading the syllabus, students should indicate that they understand its contents by submitting the form below through the appropriate Assignments Link in BB. Please do so by 03/23 in order to continue taking tests and exams AND not incur a 75 point deduction. Please contact Dr. Von Bergen immediately if you have questions.

**Syllabus Understanding—Supervisory Management (MNGT-3443.1)**

Read the following statement and sign and date where indicated. Please do so by 03/23, in order to continue taking tests and exams. Please contact Dr. Von Bergen if you have questions.
I, _______________________, have read the syllabus for Supervisory Management and fully understand the requirements for the class as indicated in the syllabus.

Your Signature

Date

- **Weekly Chapter Tests.** There will be weekly tests that can be taken beginning at 12:01 a.m. on Sunday at the beginning of the week and which must be completed before 11:30 p.m. on the Saturday of that week (as a practical matter, do not start a test after 11:00 p.m. on a Saturday). Thus, students have all week to take a test and need not wait till Saturday to take a test. Each weekly test is to be taken using BB and will consist of 30 multiple choice items over the assigned chapter in the textbook. Students will have 25 minutes to complete the test. Initially the student will be only shown their score but after the time period for the scheduled test has expired students will be given more detailed feedback on their test performance. Consequently, students are encouraged to use fast computers to take tests. There are different dates to take different tests and **tests not completed by the scheduled time will earn the student a zero.** The weekly chapters test schedule is listed in Tentative Assignments provided. To take a weekly test go to Assignments > Chapter Tests for Supervisory Management > take appropriate test.

The first two chapters of your textbook have been scanned by your Instructor so that everyone can take the Chapters 1 and 2 Test. Sometimes books arrive late and by having these chapters scanned students will be able to read the chapters and take the test on or before March 12 at 11:30 p.m. These scanned chapters are located in Course Content in BB within each chapter.

- **Respondus LockDown Browser.** Students are required to take weekly tests in BlackBoard using the Respondus LockDown Browser. **Respondus LockDown Browser** is a custom browser that locks down the testing environment within Blackboard. When students use Respondus LockDown Browser they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading. **ALL CHAPTER TESTS and EXAMS MUST BE TAKEN WITHOUT ACCESS TO BOOKS, NOTES, ELECTRONIC DEVICES, OR OTHER AIDS.**

Here is what students need to know.

1. Respondus LockDown Browser is an Internet browser, just like Internet Explorer, Google Chrome, or Mozilla Firefox. It is a free download. To download it, open any internet browser and paste this URL into the address bar:  
   * (You MUST use THIS exact URL, or you will download a version of the Browser intended for a different school and will not have access to your courses!)

2. At this website, you will see a video and an “Install Now” button. Watch the video before installing!

3. Click the “Install Now” button and install the browser.
   a. Depending on the browser you use to download, the file may go to the bottom left of the window or to an arrow at the top right. Locate and click on the file.
   b. On a PC, you will run through a series of commands such as: Run>Yes>Next>I Accept, Next>Finish (Read the information before progressing through each dialog box!)
   c. On a Mac, you will run through a series of commands such as Continue>Continue>Agree>Install>[password] (Read the information before progressing through each dialog box!)

4. Now, click the large button on the Respondus site that says, “Finish.”

5. If you are using a PC, it is likely that you will have Respondus on your desktop at this point.
If you do not, use the search box in the start window to find it. If you are using a Mac, you will probably have to open it from Finder.

6. When you open the browser, you will be asked to either shut down certain programs yourself or to allow the browser to do it for you. Either option is fine. No screen capture, print, or messaging capabilities will be allowed to run while the browser is open.

7. You will be taken directly to BlackBoard.se.edu. You will sign in with your username and password as normal and navigate within BlackBoard as always. You may notice that there is no address bar at the top. You will not be able to go anywhere in the Internet except for BlackBoard.se.edu.

You will also be using Respondus Monitor; here is what you need to know.

1. You will need a webcam on the computer you use or an external webcam.
2. Respondus will ask permission to access your webcam before continuing. You must click Allow and Remember and then click Close. Respondus will ensure that the webcam is working properly before proceeding.
3. Your webcam will take a still photo of you, and then require you to show your student ID or driver’s license with your photo (or another photo ID approved by your instructor). This is to verify that you are the person enrolled in the course.
4. The instructor has the ability to change instructions and requirements, so the instructions may be different for different exams. Therefore, it is very important that you read ALL instructions provided.
5. The webcam will record both image and audio while you take the exam. Your instructor will be given a series of thumbnails to review for any suspicious behavior. If anything out of the ordinary occurs during the exam, such as someone walking into the room, you should simply explain what happened and continue your test.

- **Exams.** Exams (there are two: Mid-Term and Final Exam) will be predominately multiple choice and true-false and possibly some short answer, essay, and/or case study items and will be given in class. Each exam will focus on a basic understanding of the concepts covered prior to the exam. Exams will cover presentations, text material, readings, films, videos, discussion questions, exercises and other assignments as may arise. The number of items per exam will be determined at a later date. The Final Exam is not comprehensive. The Mid-Term is scheduled for 4/11 and must be completed during before 11:30 p.m. that night. The Final is scheduled for 5/06 and must be completed during before 11:30 p.m. that night.

- **SafeAssignment Term Paper Outline.** Submit proposed SafeAssignment Term Paper topic in an outline format (please do not give the Instructor a sentence or two in place of an outline) to the Instructor on 3/29 in class. Students not having an outline by this date and time may be penalized up to -150 points and the topic still not approved. Students submitting non-approved topic term papers may receive a zero for the term paper submitted. The topic for this written assignment should be specific (take a rifle approach) and not a general paper (a shot gun approach). For example, students will not be permitted to write about such general topics as motivation, communication, or leadership. Narrow the topic and provide the Instructor with an in-depth discussion of a precise topic. Topics of interest to the Instructor would include:
  - Is Too Much Diversity Harmful
  - The Importance of Posture and Work Productivity
  - Believing Is Seeing
  - Power Posing (research by Amy Cuddy)
  - Private vs. Public Goal Commitment (see When Intentions Go Public in Dr. Von’s web site (Course Resources > Supervisory Management > When Intentions Go Public)

- **SafeAssignment Term Paper.** Please write a 2000 word term paper addressing a topic of the student’s choice. The paper is due on or before 11:30 p.m. on 4/19 and should be submitted thru Assignments > SafeAssignment Term Paper. Once again, the topic of the paper must be approved by the Instructor.
The paper should have eight journal references and only journal references. The paper will be checked for plagiarism and percentages above 30% will be carefully scrutinized. Penalties apply for plagiarism. See examples of good and poor examples of term papers on Dr. Von’s Web page: http://homepages.se.edu/cvonbergen/class-resources-2/supervisory-management/.

To assist you please refer to the Term Paper Checklist (click on the attached link; it is also available in Course Resources for Supervisory Management on Dr. Von’s web page. Your Instructor is interested in a professional, library-oriented, well-documented, academic treatise. Your paper should have a minimum of 8 journal references. These references should be peer-reviewed journals (see this link for more information on peer-reviewed journals): http://library.nsuok.edu/tutorials/BSOL/bsol_peerreviewjournals.html. Each of the references used in the paper must have at least three references/footnotes/endnotes in its bibliography/reference list/footnotes. Additionally, 75 points will be deducted from the student’s term paper grade for each reference that is a book or web site. Your Instructor is doing this to emphasize that he only wants journal articles as references for student papers.

Each reference the student uses should be submitted using BB > Assignments > Term Paper References. The entire journal article must be attached in case the Instructor wants to read the complete journal article. Please do not use books (including your text for this course) as references or web pages not from a journal article (having at least three references).

This paper should be written in American Psychological Association (APA) format. Refer to the following site on APA style: https://owl.english.purdue.edu/owl/resource/560/01/.

Manuscripts must be double-spaced and typed left justified on regular 8.5” x 11” paper with margins of 1” (top, bottom, left, and right) in Times Roman 12-point font in Word. The manuscript should have a title page, an abstract page, and a list of references used in the paper, and page numbers.

Students should retain a disk copy of their paper in the event it is misplaced or lost.

The manuscript/s is a professional paper and colloquialisms (e.g., “a lot of” vs. “many”; “bugged” vs. “upset”; “doesn’t have a clue” vs. “does not understand”; “all the time in the world” vs. “much time”) and contractions (e.g., they’ve, aren’t) should be avoided. Such colloquialisms may be fine for a conversation or for informal written communication, but not for a formal paper. Also, avoid lengthy quotations. Your Instructor does not want to read a paper full of quotes since part of your job is to read and interpret the references. Also, please write in 3rd person and do not use “I” or “We” or “You” or “Our” or “Us” or “Your” or “Me” in the paper. Refer to http://www.quickanddirtytips.com/education/grammar/first-second-and-third-person?page=2 for more information on person. Additionally, students should back up what they say with references. Do not say things like: “Males have worse attendance records than females” without references to back it up. I am from Missouri (the Show Me state) when it comes to papers—so Show Me! Say instead, “Von Bergen (1999) reported that males have worse attendance than females....” Be sure that you cite the references in the body of the paper and then list the references in alphabetical order by the last name of the first author on the References page of your paper.

Personal interviews and personal accounts are not considered a reference and should not be included. Please limit the use rhetorical questions in your paper as excessive use indicates an immature writing style (e.g., “What is self-esteem?” and then the writer goes ahead and answers his or her question). Significant grade reductions will occur for poor punctuation, grammar, spelling, or for insufficient references, or for incoherent, awkward or run-on sentences. Papers less than the required words will be penalized at least 25% of the possible points for the paper. Significant grade increases will be given for particularly creative and well written papers. Late papers (submitted after the date indicated in the Tentative Weekly Assignments below) will generally receive a 10% point reduction of possible points for each hour late or part thereof.
For example, a paper submitted 1-minute late will have a point deduction of 10% of the total points allotted to the assignment; a student submitting this assignment 61-minutes late will result in a 20% point reduction.

Please make your paper readable. The average college graduate student should be able to read and understand your paper. A good test is to find a student who writes well but does not have an extensive background in business and have them read it. Do not ask the Instructor to read your paper before you turn it in. Certainly feel free to have personnel at the Writing Center (137 Hallie McKinney; http://www.se.edu/dept/learning-center/writing-center/; email: ewatkins@se.edu) on campus review your work before submitting your paper. Alternatively, at the Henry Bennett Library students can go to the Writing Resource Center on Sunday thru Thursday evenings from 5-10p.m. As a third alternative students may wish to use Smart Thinking, an online essay proofreading service called SmartThinking (http://services.smarthinking.com). Please give these resources a lead time to review your paper and return it back to you so plan your schedule accordingly and contact them for more details. Dr. Von has examples of both poor and good term papers. This should give all students a better idea of what he is looking for. To review these four term papers go to Dr. Von's homepage (http://homepages.se.edu/cvonbergen/), click on Class Resources, and then click on Supervisory Management, and then scroll down the alphabetical listing and locate Example of a Good Term Paper (two papers) and Example of a Poor Term Paper (two papers).

To submit your SafeAssignment Term Papers go to BB and for this course click on Assignments > SafeAssignment Term Paper. Then scroll down to Attach File > Browse My Computer > Submit and locate your term paper on your computer that you previously saved. Many students save their papers to a flash drive so go to the flash drive and attach the file. Upload your term paper. Essentially, SafeAssignment checks for plagiarism and matching scores above 30% (excluding reference list) indicate to the Instructor that significant plagiarism has occurred and penalties may apply up to and including a zero on the assignment, an F in the class, or expulsion from university. Do not plagiarize or use too many quotes in the term paper.

- **Term Paper References.** As part of your term paper assignments (both papers), you will be asked to submit to BB an entire copy of each reference you used in your paper. For example, if a student uses 8 references in her paper then the Instructor expects to find 8 separate files with each file containing a copy of one ENTIRE ARTICLE. (If you have questions here then please email the Instructor.) Your Instructor is emphasizing this because some students have a hard time believing that he wants to see the entire article!

As you write your SafeAssignment Term Paper, it will be important for you to document where you obtained the information cited in your report. Your term paper should have a minimum of 8 journal articles (professional peer reviewed articles with a minimum of three references in the article’s list of references). These journal articles will be cited in the paper and in the reference list at the end of your paper (also known as a bibliography or works cited). Each of these journal articles (the entire article) should be saved to your desktop and an electronic copy of each article (the entire article) should be uploaded into BB in case the Instructor wants to read the whole article. To do this go to BB and go to our course and then click on Assignments > Term Paper References and then locate and upload the articles that you saved to your desktop (or other location). Please upload each article as a separate file and name them so that the Instructor can easily distinguish one article from another. The name of the article should correspond to the listing in your list of References in your paper. When you are finished, click Submit. When your Instructor reviews your references in BB he should then find at least 8 files with each file having one journal article—the entire article. As a reminder, please do not use Wikipedia, books, or websites as references. There are no points associated with this activity but points will be deducted in the event of insufficient professional references or inappropriate references which will be included in the grade for the SafeAssignment Term Paper. Generally, 75 points are deducted for each reference less than 8.
• **PowerPoint Electronic Poster.** This activity asks students to create a poster using PowerPoint on the topic of their SafeAssignment Term Paper (see the following PowerPoint slides for a poster template: [Poster for OK Research Day 2015: The Sandwich Feedback Method; Poster for OK Research Day 2016: Ban the Box](#); they are also available in Class Resources for Supervisory Management on Dr. Von’s web page). This electronic poster should be submitted on or before 4/26 before 11:30 p.m. Late submissions submitted after the date and time above will generally receive a **10% point reduction for each hour late** or part thereof.

• **Discussion Board (DB) in BB.** The DB forum is the online version of classroom discussions. A new discussion thread or threads will be posted on selected Sundays (see Tentative Weekly Assignments above for dates) by about 3:00 p.m. and will be available until 10:00 p.m. on Friday of the same week. Students will not be able to contribute to the discussion thread/s after the Friday night deadline. Students should plan on accessing the course in Bb at least five days each week because the instructor may place additional information on the DB. **Additionally, students are expected to post at least five times to the weekly DB with the first post on Monday or before; i.e., Sunday or Monday** (students not posting before Tuesday will have 20 points deducted).

The following provide some guidelines for DB postings:

• Post only meaningful and appropriate responses of 500 words or less, unless otherwise indicated. Simply “I agree or disagree” is not meaningful! Remember to use correct grammar, punctuation, capitalization, and spelling, including capitalizing “I” when referring to yourself. In addition to your initial meaningful response, respond to at least one other person’s comments.

• Meaningful responses will be supported with evidence, such as references. Please refrain from just posting your opinions about the topics! Good references (i.e., references with references and/or footnotes can be obtained by accessing the electronic resources on the SE library page ([http://www.se.edu/library/serials-department/electronic-resources/](http://www.se.edu/library/serials-department/electronic-resources/)). A particularly good electronic database for this course is EBSCOHost. Students will want to check boxes that indicate peer review or scholarly articles or articles with references since these are references that have references.

• Here are some of the factors or elements that enter into your Instructor's grade determination. Your Instructor does not have any mathematical formula that is used in grading DBs such that X% is allocated to one factor and so much weight assigned to another element. Rather, your Instructor looks at the totality (gestalt, if you will) of the DB for each student. Generally, your Instructor will sort the DB by author and that will tell him who participated, how many times, and when the participation occurred.

  ➢ What a student says in terms of content; it is accurate and supported by research rather than just a personal, unsubstantiated opinion (unless specifically asked for);

  ➢ The creativity of the response;

  ➢ How the student communicates information on the DB in terms of quality English writing;

  ➢ The quality of the references provided; a major determinant of quality is that references included in a file attachment have references in a peer-reviewed, scholarly journal;

  ➢ When the student responds; DBs are designed to involve some discussion and if students respond for the first time a day or so before the ending of the DB then s/he does not give others much of an opportunity to participate. Additionally, the Instructor is not pleased to see a student post responses all within a one hour period or on the last day
since that does not allow for much discussion. Please respond throughout the week with the first posting on Sunday; and

➢ How many times a student participates in a meaningful way; for example, posting just an agreement or disagreement with a position offered will generally not count for much. It is suggested that students post 6+ times for each DB with the first post occurring on Sunday of each week.

There are 5 DBs and some DBs may have several threads. To post on a DB go to BB for this course and then left click on Discussion Board on the left hand side of the page. Then click on the thread you wish to post a comment. In many cases it is advisable to also post a reference with references article to support your view and to share it with the rest of the class.

ASSESSMENT (GRADING SYSTEM)

<table>
<thead>
<tr>
<th>Required Tasks</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td><strong>Syllabus Understanding</strong> form submitted thru Assignments &gt; Syllabus Understanding &gt; upload file indicating you have read and understood the course syllabus. Due on or before 11:30 p.m. on 3/23.</td>
<td>0 points; -75 points if not done and 0 for each test missed until submitted</td>
</tr>
<tr>
<td><strong>Weekly Chapter Tests</strong> (8 tests @ 120 points each). These are available at 12:01 a.m. on Sunday of each week and must be completed before each Saturday at 11:30 p.m. of the same week. The tests are located in Assignments and students should go to a specific test of interest and then click Chapter Test. Students will have 25 minutes to take a 30 item Chapter Test composed of multiple choice items.</td>
<td>960 points</td>
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<tr>
<td><strong>Exams</strong></td>
<td></td>
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<tr>
<td>➢ Mid-term Exam (Chapters 1-8; PowerPoints, Discussion Boards, and other materials since the beginning of the semester; 400 points); The Mid-term is scheduled for 4/11 and will be given in class.</td>
<td></td>
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<tr>
<td>➢ Final Exam (Chapters 9-16; PowerPoints, Discussion Boards, and other materials since the mid-term exam; 500 points); The Final is scheduled for 5/6 and must be completed by 11:30 p.m.</td>
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<tr>
<td><strong>SafeAssignment Term Paper Topic Outline</strong></td>
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<tr>
<td>This is due to Instructor on or before 3/29. Submit in Assignments. Late penalties apply. Instructor must approve topic.</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>SafeAssignment Term Paper</strong></td>
<td></td>
</tr>
<tr>
<td>The Term Paper must have a minimum of 8 journal articles as references. The reference list counts toward your word count. Submit an electronic copy of your paper and list of references on or before 11:30 p.m. on 4/19 to Assignments &gt; SafeAssignment Term Paper; late penalties apply as well as penalties for insufficient words or not including entire references as attachment; papers having a matching score of 30% (excluding references) may receive a penalty deduction for excessive plagiarism.</td>
<td>500 points</td>
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</table>
Term Paper References. The term paper should have a minimum of 8 journal articles. Each of these journal articles [the entire article] should be saved to your desktop (or maybe your flash drive) and an electronic copy of each article should be uploaded into BB in case the Instructor wants to read the article. To do this go to BB and go to our course and then click on Assignments > Term Paper References and then locate and upload the articles that you saved to your desktop (or other location). One article per file please. When you are finished, click Submit. Please submit all references on or before 11:30 p.m. on 4/19. Penalties apply for late and/or insufficient files.

PowerPoint Electronic Poster
Submit this electronically in BB > Assignments before 11:30 p.m. on 4/26.

Discussion Boards (5 @ 60 points each) Check

Total Course Points (TCP) = ___________________________

- Anticipated Grade Distribution.

<table>
<thead>
<tr>
<th>Percentage of the TCP</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</tbody>
</table>

KEY COURSE/UNIVERSITY POLICIES AND REQUIREMENTS

- **Late Assignments.** Assignments are due on the day and time indicated in the syllabus. Assignments submitted at a later time or date will receive no credit unless otherwise indicated in the syllabus.

- **Makeup Exams.** Note here that Instructor distinguishes between exams and tests. Make-up exams may be of a different format than the regularly scheduled exam (e.g., a make-up essay exam may be given as opposed to a multiple-choice regularly scheduled exam) and will be scheduled and taken during the last week of regularly scheduled classes. Make-up exams are only for those who were unable to take an exam earlier AND had the permission of the Instructor to make-up an exam. Simply missing the exam and expecting to take it as a make-up should not be assumed. It is not an opportunity to try to improve a score on an earlier exam. Generally, there are no make-ups for chapter tests. Please save all emails from Instructor regarding make-ups.

- **Dropping This Class.** Students are responsible for contacting the Registrar’s Office to drop this class. The Instructor will not drop a student at any time which means if a student stops doing assignments they will receive “Fs” for those assignments which may result in the student
receiving an “F” in the course which may impact their financial aid and their continued attendance at the university. Please refer to the university calendar provided elsewhere in this document. Please let your Instructor know if and when you drop the course.


- **Academic Honesty.** Academic honesty is expected at all times. All work submitted in each course must be the Learner’s own. This includes all assignments, exams, term papers, and other projects required by the Instructor. The submission of another person’s work represented as that of the Learner’s without properly citing the source of the work will be considered plagiarism and will result in an unsatisfactory grade for the work submitted or for the entire course, and may result in academic dismissal. To avoid plagiarism, do not “copy and paste” into any assignments without using quotations marks and citing in APA format the source of the material. Please review the following:

**I. STATEMENT OF PRINCIPLES**
Academic honesty and ethical behavior are essential to existence and growth of an academic community. These principles are central concepts in the educational experience of the student taking courses in the School of Business. A School’s intellectual reputation rests on the development and adherence to the highest standards of intellectual ethics and honesty. A commitment to these standards by a student attending any course in the School of Business is an expectation and require-ment for a passing grade. Any breach of the expectations of academic honesty and academic ethics will be considered unacceptable and will merit censure.

The breaches of academic honesty and ethical behavior includes cheating, plagiarism, and the unauthorized possession of exams, papers, computer applications or other class materials that have not been formally released by the Instructor. Academic dishonesty can be simply stated as misrepresenting another’s ideas and efforts as one’s own. These efforts may take the form of examinations, written assignments, computer applications, research or any other work product required of the student.

Faculty in the School of Business have endorsed this policy. The School of Business will support the Faculty in their attempts to enforce a rigorous standard of academic honesty and academic ethics in all classes and at all levels of academic standing.

**II. DEFINITIONS OF VIOLATIONS**
A. **CHEATING**—Cheating may be defined as using unauthorized materials or giving or receiving unauthorized assistance during an examination or other academic exercise. Examples may include:
- copying the work of another student during an examination OR other academic exercise (including computer exercises), or permitting another student to copy one’s work
- taking an examination for another student, or allowing another student to take one’s examination;
- possessing unauthorized notes, study sheets or other materials during an examination or other academic exercise;
- falsifying or tampering with examination results; and/or
- completing, copying, or using the results of any other student’s computer assignments.

B. **PLAGIARISM**—Plagiarism may be defined as the use of another’s ideas or words without acknowledgement. Examples of plagiarism may include:
- failing to use quotation marks when quoting from a source;
- failing to document distinctive ideas from a source; and
- fabrication or inventing sources.

Since plagiarism has been a significant problem more information may be helpful. Plagiarism is
the failure—intentional or unintentional—to give someone else credit for his/her words, ideas, or creative work. It can range from improperly documenting a source in a paper to downloading an entire paper from the Web and turning it in as your own work. Find out more from the SE Library:

* [http://library.nsuok.edu/tutorials/BSOL/bsol_citationplagiarism.html](http://library.nsuok.edu/tutorials/BSOL/bsol_citationplagiarism.html) (turn on computer speakers for this tutorial)

C. UNAUTHORIZED POSSESSION OR DISPOSITION OF ACADEMIC MATERIALS--
Unauthorized possession or disposition of academic materials may include:
* selling or purchasing examinations or other academic work;
* taking another student’s academic work without permission;
* possessing examinations or other assignments not formally released by an Instructor; and
* submitting the same paper for two different classes without specific authorization.

III. SANCTIONS
Breaches of academic honesty or academic ethics will result in disciplinary measures that may include:
* a failing grade for a particular assignment or examination;
* a failing grade for a particular course;
* suspension from the School of Business program at any level; and
* application from the School of Business to the Vice President for Student Affairs of the University for the offending student’s suspension for various lengths of time or permanent expulsion from the university.

IV. PROCEDURES
A. If a student is accused of a breach of the Academic Honesty Policy, the faculty member affected must notify the student or students accused of the specific behavior that is alleged to be a violation of said policy. The information of the violation of policy may be a result of direct observations of the faculty member or through information received by the faculty member. The faculty member should give the student an opportunity to explain any extenuating circumstances. If the faculty member reasonably believes that the behavior is a violation of the Policy of Academic Honesty and that the student is responsible for said violation, then the faculty member will discuss with the student the sanction that she/he will assess for this infraction. If the student agrees with the proposed sanction, a memorandum of the matter and its results should be prepared, and both the faculty member and the student should sign it. A copy of the memorandum will be forwarded to the Department Chair and a copy will be placed in the student’s advisor file. Copies may also be forwarded to the Dean of the School of Business and the Vice President for Student Affairs if this remedy is called for in the memorandum.

B. If the student does not agree to the sanction imposed, the student and the faculty member will meet with the Department Chair at the soonest time reasonably available. At this meeting the student and the faculty member will be given the opportunity to discuss the infraction. Every reasonable effort should be made to allow the student an opportunity to respond to the allegations.

C. Within fourteen (14) days, the Department Chair will make a decision on the matter and inform both the faculty member and the student in writing of that decision.

D. If the student wishes to appeal the decision, he/she may petition the School of Business Dean for a Grievance Hearing.

E. Any disciplinary actions and decisions should be reduced to writing and be placed in the student’s advisor file.

- **Expectations of Students and Instructor**
o **Student Expectations of Instructor.** Students should expect a timely response to email questions and prompt grading and posting of assignments. Unless an announcement was posted indicating the Instructor’s lack of availability, students should receive a response to their email within 24 hours. If they have not received a response within 24 hours, please email again just in case the Instructor overlooked it.

o **Instructor Expectations of Students.** All students are required to produce their own work unless the activity has been designed as a group project. Evidence of cheating will result in at least a zero for that activity. Students are expected to complete all assignments by the due date, attend all face-to-face classes as appropriate, participate in class discussions, and when difficulties arise, contact the Instructor. Students are also expected to use their SE student email address when using BB. In addition, students are required to regularly check their SE student email account. All email correspondence will be sent to a student’s SE student email address. Please refer to the BB login page for details about a SE student email address.

- **Timeframe for Participation.** Student participation is critical to the success of this class. To be a successful learner, a student must be highly self-motivated. Please adhere to all timelines since there are generally costly penalties.

**UNIVERSITY AND SCHOOL POLICIES/PROCEDURES**

- **Privacy.** Available at [http://academics.se.edu/academics/general-information/students-rights/](http://academics.se.edu/academics/general-information/students-rights/).


- **Special Accommodations:** Any student needing special accommodations due to a disability should contact the Coordinator for Student Disability Services, GDH Student Union, Suite 328 or call (580) 745-2392 (TDD#745-2704). It is the responsibility of each student to make an official request for accommodations to the Coordinator.

- **Counseling Center:** Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday – Friday, 8:00 AM to 5:00 PM. For afterhours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1-(800) 522-1090.

- **Undergraduate and Graduate Catalogs:** Students can access the undergraduate and graduate catalogs at [http://academics.se.edu/academics/catalogs/](http://academics.se.edu/academics/catalogs/).

**FREQUENTLY ASKED QUESTIONS**

1. **Do you give make-ups for tests and exams?** Generally there are no make-ups for weekly chapter tests. Students may take a make-up for an exam that was missed as long as the Instructor gave permission to miss the exam. A make-up is not an opportunity to do better on an exam that was previously taken, but is only for those who missed the exam and have the Instructor’s permission for a make-up.

2. **When exactly are assignments late?** All assignments are due by the indicated date. Assignments submitted at a later time or date, unless otherwise stated, will generally receive NO credit except as noted otherwise.

3. **Can I turn in handwritten assignments?** No, unless otherwise indicated.
4. **Do you give extra credit work?** No. However, extra credit assignments are typically given throughout the semester and a student with good participation will have the opportunity to earn extra credit. In some cases, however, students NOT doing an activity for extra credit will receive negative points if they do not complete a project. This is done as a means of encouraging completion of an assignment consistent with “prospect theory” demonstrating that individuals are more motivated to avoid a loss than to achieve a gain; that is, there is loss aversion which refers to people’s tendency to strongly prefer avoiding losses to acquiring gains (see, Kahneman, D., & Tversky, A. [1979]. Prospect Theory: An Analysis of Decision under Risk. *Econometrica, 47*, 263-291). People seem to be more motivated by the thought of losing something than by the thought of gaining something of equal value; that is, losses loom larger than gains. Roughly speaking, losing something makes individuals twice as miserable as gaining the same thing makes them happy (see, Thaler, R. H., & Sunstein, C. R. [2008]. *Nudge: Improving Decisions about Health, Wealth, and Happiness*. New Haven, CT: Yale University Press). Thus, individuals are more motivated to avoid losses than to approach gains and so this motivational tool may be applied in this class. As a quick example, the thought of losing $10.00 is more impactful (motivating) than the thought of gaining $10.00.

5. **Do you have a preference for the format for the research papers?** Yes, the American Psychological Association (APA) format. Please refer to the following sources on APA formatting:

- **Using APA format** (Purdue Online Writing Lab)
- **APA Documentation Style** (UW-Madison Writer’s Handbook)
- **Electronic References** (APAstyle.org)
- **Mirror Management** (Example of paper using APA format)

Many of the published articles by your Instructor are in APA style (see, for example, Vita/Resume on your Instructor’s Homepage: [http://homepages.se.edu/cvonbergen](http://homepages.se.edu/cvonbergen)).

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