Instructor Information

Instructor: Amber Schroeder, Ph.D.
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Office Hours: Tuesdays 12:45-1:45pm or by appointment

Course Information

Description of Course Content:
A survey of theory and research related to the use of technology in organizational employment practices, including topics such as web-based recruitment, technology-based interviewing, online testing, cybervetting, e-training, e-performance monitoring, virtual teams, cyberdeviance, and telework.

Student Learning Outcomes:
Upon completion of this course, students will be able to describe theories, concepts, and key issues related to technology use in organizational employment practices. This knowledge will prepare students to design programs and policies related to electronic human resource management.

Required Textbooks and Other Course Materials:


Note: If you would prefer to rent your textbook, you may be able to get it at a discounted price at www.chegg.com or http://www.amazon.com/b?ie=UTF8&node=5657188011.

Additional chapters and journal articles will be assigned. See the course reading list.

Descriptions of Major Assignments and Examinations:
Before proceeding with the rules/grading for the course, let me warmly thank the many students who are conscientious and courteous while endeavoring to meet course obligations. Your efforts are noticed. Thank you.

Class Contribution/Professionalism (10%): Every student is expected to have completed the readings and other assignments prior to each class period and is expected to be able to discuss the assigned material, as well as critically assess and integrate this material with other business-related topics. I feel that teaching this course in an entirely lecture-based format would be a disservice to the students; rather, I expect each student to actively participate in order to maximize student learning outcomes. One way in which class discussion will be facilitated will be via group debates. For each debate, four students will be randomly selected to work (in pairs) to defend one
Students will not know in advance when they will be selected to participate in a debate, so all students should be prepared to serve on either side of each of the debate topics listed in the course schedule. Each student will participate in a debate multiple times throughout the semester. In regard to both the debates and the class in general, students are expected to behave in a manner that is consistent with a professional environment. This includes being respectful of others, arriving on time, and maintaining a high level of engagement. Finally, I reserve the right to administer a pop quiz at any time throughout the semester when student engagement is low or when it appears that students did not complete the assigned readings.

**Weekly Discussion Support (WDS) (5%)**: Each student will submit the following via Canvas by 10:00am on the day of the corresponding class.

1. A brief description of two things in the week’s assigned readings that the student perceives to be particularly important. A concise explanation for the value of this information should also be provided.

2. A discussion question that will prompt critical thinking and quality in-class discussion. WDS submissions will be graded as credit/no credit. Responses should be submitted through Canvas before the class in which the topic will be discussed. No late work will be accepted.

**Practice Comparison Reports (PCRs) (28%)**: Students will create a total of 7 practice comparison reports (PCRs) that illustrate the differences between virtual and in-person personnel practices. The goal of this assignment is to foster a deep understanding of the material, encourage synthesis of information across readings, promote continued learning through the identification of supplemental material, and encourage the development of concise resource guides that can be used in one’s future career. PCR topics are as follows:

- PCR 1 – Virtual vs. in-person recruitment
- PCR 2 – Virtual vs. in-person interviews
- PCR 3 – Virtual vs. in-person testing
- PCR 4 – Virtual vs. in-person training
- PCR 5 – Virtual vs. in-person performance appraisal
- PCR 6 – Telework vs. on-site work
- PCR 7 – Virtual vs. in-person teams

PCRs should address each of the following topics: (a) validity, (b) applicant/employee reactions, (c) ease of use/practicality, and (d) other considerations. A template will be provided. Below are additional guidelines:

1. Each PCR should synthesize information across the assigned readings for that week. This should not simply be an outline of each reading. Rather, students should organize content across readings, highlighting relevant information in the PCR. An example/template will be provided.

2. At least 1 supplemental empirical or review article relevant to the PCR should be included. All aspects of the PCR table must be completed, so if there are still gaps after including information from the required course readings and 1 additional article, the students should identify additional supplemental material. Because some eHRM methods are still relatively new, if you cannot find any articles containing the information you need to complete a component of the PCR table after an exhaustive search, you may include a study examining a similar concept that may be generalizable to the context in question.

3. An APA-formatted reference list should be provided for all supplemental references (i.e., references not serving as required course readings for that week).

4. The general conclusions & recommendations section should summarize key ideas included in your PCR and highlight what you perceive to be the most important practical considerations. This section should contain at least 2 bullet points.

5. Do not plagiarize.

Each PCR should not exceed 2 single-spaced pages (12-point font, 1-inch margins), excluding references. Assignments will be graded as follows: 3 points = high quality, 2 points = moderate
quality, 1 point = low quality. PCRs should be submitted through Canvas before the class in which the topic will be discussed. No late work will be accepted.

Science Behind the Headlines (SBH) Presentation (20%): Working in pairs, students will identify a recent (i.e., published in the last 5 years) popular press article (e.g., an article in the New York Times, Business Week, etc.) related to a specific eHRM topic (e.g., gamification in training, cybervetting as a selection tool, virtual teams). Articles may be general review articles discussing trends across organizations or a spotlight on a specific company. Students will then generate a minimum of three questions based on the article’s content that will be addressed in a research-based article evaluation. Example questions include: “What does research say regarding the effectiveness of the technique discussed in the article?” “Are any of the article’s claims inconsistent with extant research findings?” “Are there other alternative methods that have been shown to be more effective in similar contexts?” Topics will be approved on a first-come first-served basis. Upon topic approval, a presentation proposal must be submitted via Canvas by February 4th. The proposal should contain the following:
   1. A 100-word summary of the popular press article
   2. A list of three or more questions to be addressed in the evaluation
   3. At least one citation per research question (i.e., a minimum of 3 citations total) for an article that helps answer the posed question – Note that a minimum of 12 references (i.e., 4 per question posed) will be required for the presentation.

Each student will provide a 15-20-minute professional presentation that a) summarizes the popular press article, b) reviews relevant research in order to answer the three or more questions posed, and c) discusses the practical implications of the highlighted research findings (i.e., what you might say if you wrote a follow-up to the popular press article). Each of the 3+ research questions should be included as slide headings in the presentation. An APA formatted (6th or 7th edition) reference slide(s) is required. Presentation slides should be uploaded via Canvas prior to the assigned presentation date. Presentation dates will be determined in class.

Microsoft Excel Skill Development Assignments: Students will have two opportunities to expand their KSAs related to Microsoft Excel via the interactive activities described below.

DataCamp Courses (12%): To facilitate an expansion of skills in Microsoft Excel, students will complete a series of interactive, self-paced courses through DataCamp. Students will receive a free, 6-month, unrestricted DataCamp license. To receive full credit, students must complete and earn at least 80% of the XPs (i.e., experience points) for each DataCamp course before the relevant deadline listed in the course schedule. Any incomplete course or a course completed with less than 80% XPs by the relevant deadline will receive no credit. The DataCamp courses are as follows:
   Course 1: Spreadsheet Basics
   Course 2: Data Analysis in Spreadsheets
   Course 3: Intermediate Spreadsheets
   Course 4: Pivot Tables in Spreadsheets
   Course 5: Data Visualization in Spreadsheets
   Course 6: Conditional Formatting in Spreadsheets

In-class Workshops (5%): To help promote a deeper understanding of the material and long-term retention, students will work in groups to deliver a hands-on workshop that recaps key concepts from one of the DataCamp courses. Groups and assignments will be determined in class. Students should abide by the following rules to maximize the effectiveness of their workshop:
   1. Each workshop should be approximately 20-30 minutes.
   2. Each workshop should begin with a brief review of (not a complete lecture on) the concepts/knowledge to be covered.
   3. The majority of the workshop should consist of a hands-on activity where students can practice their new skills.
4. Workshops should be tailored to an I-O-relevant context.
5. A handout on the workshop topic that students can use as a reference in the future must be provided.
6. A brief (i.e., no more than 4 items), multiple-choice quiz should be administered at the end of the workshop to help trainees gauge their comprehension of the workshop material. Presenters should go over the answers to the quiz and provide a relevant discussion of the items. Quiz performance scores will not be collected and will not impact one’s grade in this course.

Final Exam (20%): There will be an in-class final exam that will cover material in the assigned readings and required DataCamp courses, testing both knowledge comprehension and application. Students may use assigned readings, class notes, and other written material to complete the exam. The exam will include an Excel data analysis component in which the student will demonstrate his/her knowledge of the Excel techniques covered in the required DataCamp courses, as well as a practical application element in which the student will use the required readings as a foundation for providing data-driven recommendations to an organization.

Assignment Submission Policy:
Unless otherwise noted, written assignments must be turned in through Canvas by the designated deadline. More details on where to submit your paper within the Canvas system will be provided with each assignment. If the deadline is nearing and the Canvas system is down or you experience any type of technical difficulty when submitting your work, your paper should be emailed to me to prevent a loss of points.

Late Instructor Policy:
If I have not shown up 15 minutes after the class start time, you may leave class with my apologies. However, in the case that I will be unable to attend class, I will make every effort to notify you in advance.

Information on Plagiarism:
Because students often misunderstand the topic of plagiarism, I want to address it in more detail. Plagiarism is prohibited on any assignment you turn in for this class, and it will be dealt with severely. Therefore, all of the work you submit should be your work that you produced for this class this semester. Copying from a journal or other source is plagiarism. Copying from class handouts or presentations is plagiarism. Reproducing information published on the Internet is plagiarism. Instead, you should always put things into your own words and cite the original source. If you have any questions or concerns about how not to plagiarize, please see me as early as possible. I would be happy to help you determine how to put things into your own words. Note that student work may be checked using plagiarism detection software. See the following library tutorials for more information on plagiarism: http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/.

Grading Information

Note that I will not provide nor discuss grades over email. Rather, all grade concerns should be addressed in person during my office hours or by appointment.

Grading:
Your final grade in this course will be determined using the following grading scale:
A = 89.5% - 100%, B = 79.5% - 89.4%, C = 69.5% - 79.4%, D = 59.5% - 69.4%, F = 0% - 59.4%
Late Work Policy:
Unless otherwise specified, any work submitted after the stated deadline will receive a 10-point per day point deduction. No late work will be accepted 48+ hours after the deadline.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance:
You are expected to attend and actively participate in all class meetings. A student will be dropped a half letter grade (i.e., 5 points) for every unexplained absence (i.e., without prior notification and a verifiable excuse). Unless the nature of the situation makes it impossible for you to do so, please notify the instructor beforehand if you are going to be absent from class. If you miss a class meeting during which a graded assignment is administered, make-ups will only be allowed in the case that written documentation of a legitimate excuse (e.g., illness) is given prior to the absence or upon the day of your return. If no notice has been provided within 48 hours after the missed assignment, the grade for that assignment will become a zero (pending extreme circumstances). Make-up assignments must be completed within one week of the date of the original assignment. Excused absences that can be foreseen (e.g., sports, school clubs) do not exempt one from assignment or exam deadlines. Rather, all work should be submitted in advance.

Institutional policy on attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Exit Procedures:
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located in the stairwell just outside the classroom entrance. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at Emergency Communication System.

**The English Writing Center (411LIBR):**
The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center ([https://uta.mywconline.com](https://uta.mywconline.com)). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

**Emergency Phone Numbers**

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Library Information**

**Research or General Library Help**

Ask for Help
- [Academic Plaza Consultation Services](library.uta.edu/academic-plaza)
- [Ask Us](ask.uta.edu/)
- [Research Coaches](http://libguides.uta.edu/researchcoach)

Resources
- [Library Tutorials](library.uta.edu/how-to)
- [Subject and Course Research Guides](libguides.uta.edu)
- [Librarians by Subject](library.uta.edu/subject-librarians)
- [A to Z List of Library Databases](libguides.uta.edu/az.php)
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](openroom.uta.edu/)
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<tr>
<th>DATE</th>
<th>TOPICS, READINGS, &amp; ACTIVITIES</th>
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| 21-Jan | eHRM Intro  
• C & T – chapter 1                                                                 |                                |
| 28-Jan | Recruitment  
• D & S – chapter 2  
Debate: Virtual vs. in-person recruitment | PCR1 & WDS1 are due |
| 4-Feb  | Selection  
• C & T – chapter 2  
• D & S – chapter 3  
Debate: Should e-selection methods be used? | WDS2, SBH proposal, & DataCamp Course 1 are due; Excel Workshop 1 |
| 11-Feb | Selection Interviews  
Debate: Virtual vs. in-person interviews | PCR2 & WDS3 are due |
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<th>DEADLINES</th>
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<tr>
<td>18-Feb</td>
<td>Testing</td>
<td>PCR3, WDS4, &amp; DataCamp Course 2 are due; Excel Workshop 2</td>
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Debate: Virtual vs. in-person testing |
| 25-Feb | Social Media in Selection      | WDS5 is due; SBH Presentation |
Debate: Should cybervetting methods be used? |
| 3-Mar  | Training                       | PCR4, WDS6, & DataCamp Course 3 are due; Excel Workshop 3; SBH Presentation |
|        | • C & T – chapter 3            |           |
|        | • D & S – chapter 6            |           |
Debate: Virtual vs. in-person training |
<p>| 10-Mar | Spring Break – No Class        |           |</p>
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<th>DEADLINES</th>
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| 17-Mar| **Gamification & Game-based Assessment (GMA)**  
- D & S – chapter 4  
Debate: Should gamification/GMA methods be used?                                                                 | WDS7 is due; SBH Presentation                                                                                           |
| 24-Mar| **Performance Appraisal**  
- C & T – chapter 4  
- D & S – chapter 7  
Debate: Virtual vs. in-person performance appraisal                                                                 | PCR5, WDS8, & DataCamp Course 4 are due; SBH Presentation; Excel Workshop 4                                                |
| 31-Mar| **Performance Monitoring**  
- C & T – chapter 10  
Debate: Should e-performance monitoring methods be used?                                                                 | WDS9 is due; SBH Presentation                                                                                           |
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<th>DEADLINES</th>
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<tr>
<td>7-Apr</td>
<td>Telework</td>
<td>PCR6, WDS10, &amp; DataCamp Course 5 are due; SBH Presentation; Excel Workshop 5</td>
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<td>Debate: Telework vs. on-site work</td>
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<td>14-Apr</td>
<td>Employee Health &amp; Well-being</td>
<td>WDS11 is due; SBH Presentation</td>
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<td>• C &amp; T – chapter 11</td>
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<tr>
<td>21-Apr</td>
<td>Teams</td>
<td>PCR7, WDS12, &amp; DataCamp Course 6 are due; SBH Presentation; Excel Workshop 6</td>
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<td>• C &amp; T – chapter 5</td>
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<td>• C &amp; T – chapter 9</td>
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<td>Debate: Virtual vs. in-person teams</td>
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<td>28-Apr</td>
<td>Cyber Misbehavior</td>
<td>WDS13 is due; SBH Presentation</td>
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<td>• D &amp; S – chapter 10</td>
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<td>5-May</td>
<td>Study Day – No Class</td>
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<td>12-May</td>
<td>Final Exam</td>
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*Note that all dates are approximate and may change based on speed of content coverage or other unforeseen reasons. I have made a best faith effort to make this syllabus as accurate as possible, but I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*