



University of Missouri – St. Louis
Course Syllabus – Fall 2023
MGMT 5629 – Performance Management

Course Number:	MGMT 5629
Credit Hours:	3 credit hours
Class Mtg. Dates:	08/21/2023 – 12/16/2023 Wednesdays 6:00 – 8:30 PM (CST) Synchronous Mtgs: 08/23, 09/13, 10/11, 11/8, 12/6 Please review course calendar and Canvas announcements for any changes to in-person meetings or class location
Class Location:	Anheuser Busch Hall - 0003
Instructor:	Amanda L. E. Thomas, MA, Ph.D.
Office Hours:	By Appointment – e-mail instructor to arrange
Cell Phone:	573-263-2718 – please text before calling
E-mail:	alcrhd@umsystem.edu
Required Textbook:	(1) Murphy, K. R., Cleveland, J. N., & Hanscom, M. E. Performance Appraisal & Management. Los Angeles: Sage. a. ISBN: 978-1506352909

Course Description:

The Performance Management course will provide an opportunity to understand both the research and applied practice around performance management in organizations today. Through an understanding of theory and research learners will gain knowledge of the history, models and future directions for performance management. Applied practice content will outline the “real world” considerations of designing and implementing a performance management practice within an organization. Course content will include: purpose of performance management, measuring system effectiveness, sources of performance data, feedback in the performance management process, rating system error, and ethical issues in performance management. This course will include projects and discussions to ensure active learning and diverse perspectives.

Learning Objectives:

- To understand the purpose of performance management systems.
- To understand the basic components designing & implementing performance management systems.
- To understand rating systems and potential issues/errors.
- To understand the critical role of feedback and how to improve feedback.
- To understand ethical issues in performance management and how to drive for unbiased processes.

Articles: Additional articles will be assigned throughout the semester. I will make these articles available to you on Canvas.

Canvas: This course will utilize Canvas. As a blended course we will have synchronous sessions in which we meet together, as well as online learning opportunities – the work and meeting expectations for each week are outlined within the syllabus below. I will also utilize canvas to post announcements regarding when tests will be administered, due dates, schedule changes, and grades. You should become familiar with the program if you have not already and check the site frequently. I will use Canvas to post assignments and class exercises.

AutoAccess

UMSL Digital Content Solution

This course is part of our AutoAccess program designed to reduce the cost of course materials for students. You will be able to access the digital content for this course through Canvas on the first day of class automatically.

Your student account will be charged for the cost of the digital course material. We have helped save students over \$54 million by providing digital content over the last 9 years.

The lowest cost content has been sourced. If you choose to opt out of the content, please do so by **September 5, 2023** to receive a refund. You will be sent an AutoAccess Welcome Email that will provide charge amounts, the opt-out DEADLINE DATE and any additional information needed for your AutoAccess course(s) beginning August 7, 2023.

Your AutoAccess course may have a Print Upgrade available as an additional purchase. This is a low-cost version of the printed text made available by the publisher at a reduced cost. It is the publisher's requirement that in order to purchase the additional print, you must be opted in for the AutoAccess digital required material. If you have questions about Print Upgrades and opting out, please contact us at autoaccess.umsltritonstore.com.

If you have any questions please contact the Triton Store 314-516-5763, email autoaccess@umsl.edu or visit autoaccess.umsltritonstore.com.



Technology Requirements:

As a student in a blended course, you are expected to have reliable internet access almost every day. Please reach out to your academic advisor or student success network if you need hardware or access to the Internet. If you have computing problems, it is your responsibility to address these through the ITS Helpdesk (helpdesk@umsl.edu) or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, [get help in solving it immediately](#). At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers ([Google Chrome \(required\)](#) or [Mozilla Firefox](#))
3. Ability to navigate Canvas (Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. Reliable and stable internet connection.
6. [Adobe Reader or alternative PDF reader \(free\)](#)

If this is your first blended or online course, it is recommended that you log into Canvas and complete the [Online Course Overview](#) listed in your Canvas course list. If you've already completed the orientation, you do not have to retake it but you can refer to it for helpful videos and tutorials about the technologies used in this course.

Course Plan for the Unexpected

Please stay informed about university policies, instructions and resources as they relate to the COVID-19 pandemic: <https://www.umsl.edu/hcdas/coronaupdates.html> It is important to me that you stay on track toward your degree completion. Should we need to make adjustments to the schedule outlined within this syllabus I will communicate to you via Canvas.

Course Components

Mid Term Exam: This course will have one exam, consisting of short answer questions and essays. This exam will be structured to provide you an opportunity to apply your learnings and demonstrate your ability to utilize the information to solve business issues. The exam will be “take home” and you are encouraged to use your notes and textbook to complete. 100 points.

Article Reviews: At two (2) points during the semester you will be assigned to complete an article review. For this assignment you will be asked to find a recent academic article (preferably published no later than 2016) which you will read and then write a brief review. You will submit a copy of your article (or link to the article) as well as your write up via canvas. Your article should relate to the topic of performance management / performance appraisal but can be tied to any number of subtopics within that area. Additional details will be shared via Canvas. Each submission will be worth 25 points for a total of 50 article review points.

Course Presentation: As part of the course, you will be completing a paper applying your learning in the realm of performance management. The course presentation will include you delivering an overview of your paper topic and answering questions posed by the instructor and

your classmates. These presentations will be delivered live on Dec. 6th. Additional details regarding this assignment will be shared via Canvas. 50 points.

Course Paper: Your final course assignment will be completion of a paper on the topic of performance management. You have two options for the direction of your paper.

- Applied Direction – Your paper will outline your plan to design and implement a performance management system within an organization. This could be building a program from scratch or changing an existing performance management system. You will outline the planned process, training, challenges, and impact.
- Research / Theory Direction – Your paper will outline an area of performance management research into which you would like to do a deep dive (ex. Rater training, legal issues, diversity & performance management, etc.). In your paper you will provide an overview of the existing research as well as your proposed new directions and theory for expanding this topic

Regardless of the option you choose, your paper will include cited sources, overviews of known research and theory and your own applied thoughts on the topic. Additional details regarding this assignment will be posted on Canvas. 100 points.

Weekly Canvas Assignments: For each week of non-synchronous learning there will be activities posted within Canvas. These will include, but are not limited to: discussion boards, video/voice threads, reflection exercises, etc. Your completion of the posted activities each week will be worth 10 points and you will be graded based on participation and quality of response. There are 9 non-synchronous learning weeks where points will be awarded for a total of 90 points.

Synchronous Session Participation: Five (5) of our meetings during the semester will be synchronous in person sessions. During these sessions we will conduct discussions and activities to demonstrate application of the content we are learning. Your presence and participation will be worth 10 points per week for a total of 50 points. If you are unable to attend one of the scheduled sessions, please alert the instructor as soon as possible and we will determine an alternative assignment to replace the points.

- It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Timely participation in in-class and online discussions is a very important part of this course and participation in these discussions, and other activities as assigned, is not optional

Attendance Policies

- *Present* in class for the online component of our course is determined by participation in an “academically related activity,” i.e. submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a

student is academically participating in the blended course whether in-person or online as defined here.

- Documentation that a student has logged into the Canvas course site alone is not sufficient by itself to demonstrate academic attendance.
- Lack of attendance in-person or submission of work in Canvas could result in an automatic course drop.

Reading the chapters and assigned readings is also critical to a) understanding the material, b) participating in class discussion, and c) doing well on the exam and in completing assignments.

Grading:

Exam	100	points
Article Review (2 @ 25 points each)	50	points
Asynchronous Participation Weeks (10 pts each)	90	points
In Session Participation Activities (10 points each)	50	points
Paper Topic Proposal	10	points
Course Presentation	50	points
Course Paper	100	points
Total	450	points

The +/- grading system will be used. The following indicates the percentage range of total points you must earn for that grade.

A	93 – 100%	C	73 – 76%
A-	90 – 92%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	F	< 60%

COURSE SCHEDULE: Please note that this class schedule is only tentative and is subject to change due to changing university requirements, or instructor discretion.

Week	Topics/Readings	Due
August 21 – 27 Week 1 Introduction to Performance Management <div style="border: 1px solid black; padding: 5px; color: red; font-weight: bold;"> Class Meeting 8/23, 6:00 – 8:30pm </div>	Introduction to course <ul style="list-style-type: none"> • Orientation to Course and Expectations Introduction to performance management <ul style="list-style-type: none"> • Research & Practice Overview Reading for Week: <ul style="list-style-type: none"> • Murphy Text Chap 1 • Murphy Text Chap 2 	Class Meeting <ul style="list-style-type: none"> • Introductions • Review Syllabus • Be prepared to discuss Murphy Chapters 1 & 2 • 10 points participation
August 28 – Sept 3 Week 2 Defining Job Performance and Job Analysis <div style="border: 1px solid black; padding: 5px; color: red; font-weight: bold;"> Asynchronous – NO CLASS MTG. </div>	Defining Job Performance & Job Analysis <ul style="list-style-type: none"> • Key components of job performance • Understanding the process and purpose of job analysis Reading for Week: <ul style="list-style-type: none"> • Murphy Text Chap 3 • Aguinis Job Analysis (posted) 	Asynchronous <ul style="list-style-type: none"> • Review Canvas module • Complete discussion board / activity
Sept 4 - 10 Week 3 Key Challenges in Performance Management <div style="border: 1px solid black; padding: 5px; color: red; font-weight: bold;"> Asynchronous – NO CLASS MTG. </div>	Key Challenges in Performance Management <ul style="list-style-type: none"> • Understand challenges in designing and implementing performance management systems Reading for Week: <ul style="list-style-type: none"> • Murphy Text Chap 4 	Asynchronous <ul style="list-style-type: none"> • Review Canvas module • Complete discussion board / activity Recommend begin work on: <ul style="list-style-type: none"> • Article Review #1 (due 9/24) • Paper Topic Proposal (due 10/8)
Sept 11 - 17 Week 4 Job Analysis and Competency Modeling in Practice <div style="border: 1px solid black; padding: 5px; color: red; font-weight: bold;"> Class Meeting 9/13, 6:00 – 8:30pm </div>	Key Challenges in Performance Management <ul style="list-style-type: none"> • Understand challenges in designing and implementing performance management systems Job Analysis in Practice <ul style="list-style-type: none"> • Understand & execute the process of job analysis Competency Modeling in Practice <ul style="list-style-type: none"> • Practice competency modeling exercises Reading for the Week: <ul style="list-style-type: none"> • Korn Ferry – The Art & Science of Competency Modeling (posted) 	<ul style="list-style-type: none"> • Job Analysis Activity (5 points) • Competency Modeling Activity (5 points)

<p>Sept 18 - 24 Week 5</p> <p>Rater Scales & Perf. Mgmt. Training</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Asynchronous - NO CLASS MTG.</p> </div>	<p>Rater Scales & Performance Management Training</p> <ul style="list-style-type: none"> • Understand different types of rating scales, pros/cons, and uses • Understand the need for and impact of training 	<p>Asynchronous</p> <ul style="list-style-type: none"> • Review Canvas module • Complete discussion board / activity
<p>Sept 25 - Oct 1 Week 6</p> <p>Perf. Mgmt. in Context & Use in Organizations</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Asynchronous - NO CLASS MTG.</p> </div>	<p>Performance Management in Context</p> <ul style="list-style-type: none"> • Understand how organizational components such as culture impact perf. mgmt.. • Understand how / for what purposes organizations use perf. mgmt.. information 	<p>Asynchronous</p> <ul style="list-style-type: none"> • Review Canvas module • Complete discussion board / activity
<p>Oct 2 - 8 Week 7</p> <p>Reactions and Attitudes toward Perf. Mgmt.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Asynchronous - NO CLASS MTG.</p> </div>	<p>Reactions & Attitudes</p> <ul style="list-style-type: none"> • Understand the various reactions to and attitudes about performance management • Understand how these reactions / attitudes can impact effectiveness of performance management 	<p>Asynchronous</p> <ul style="list-style-type: none"> • Review Canvas module • Complete discussion board / activity
<p>Oct 9 - 15 Week 8</p> <p>Rater Training & Feedback in Practice</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Class Meeting 10/11, 6:00-8:30pm</p> </div>	<p>Feedback and Training in Practice</p> <ul style="list-style-type: none"> • Practices effective feedback delivery • Understand creation and delivery of rater training 	<p>Class Meeting</p> <ul style="list-style-type: none"> • Feedback delivery exercise (5 points) • Rater Training Activity (5 points)
	<p>Reading for the Week:</p> <ul style="list-style-type: none"> • Murphy Text Chap 9 	<p>Assignment Due</p> <ul style="list-style-type: none"> • Article Review #1 – Submit via Canvas by 11:59pm 9/24

<p>Oct 16 - 22 Week 9</p> <p>Mid Term Exam</p> <p>(No Class Meeting this week – due to Mid Term & Fall Break)</p>	<p>Mid Term Exam – Take Home Exam – No Class this Week</p> <ul style="list-style-type: none"> No new Content 	<p>No Class Meeting This Week</p>
<p>Oct 23 – 29 Week 10</p> <p>Evaluating Ratings & Rating Distortion</p> <p>Asynchronous – NO CLASS MTG.</p>	<p>Evaluating Ratings & Rating Distortion</p> <ul style="list-style-type: none"> Understand rater error and reliability Understand rating inflation and rater goals <p>Reading for the Week</p> <ul style="list-style-type: none"> Murphy Text Chap 11 Murphy Text Chap 12 	<p>Assignment Due</p> <ul style="list-style-type: none"> Mid Term Exam Available on Canvas by 8am 10/16 Mid Term Exam due via Canvas by 11:59pm 10/22 (100 points) <p>Asynchronous</p> <ul style="list-style-type: none"> Review Canvas module Complete discussion board / activity
<p>Oct 30 – Nov 5 Week 11</p> <p>Implementing Perf. Mgmt. Systems</p> <p>Asynchronous – NO CLASS MTG.</p>	<p>Implementing Performance Management Systems</p> <ul style="list-style-type: none"> Understand the challenges and critical steps to implementing a performance management system <p>Reading for the Week</p> <ul style="list-style-type: none"> Aguinis Chap 7 (posted) 	<p>Asynchronous</p> <ul style="list-style-type: none"> Review Canvas module Complete discussion board / activity <p>Assignments Due</p> <ul style="list-style-type: none"> Article Review #2 – Submit via Canvas by 11:59pm 11/5 (25 points)
<p>Nov 6 - 12 Week 12</p> <p>The Perf. Mgmt. Debate</p> <p>Class Meeting 11/08, 6:00-8:30pm</p>	<p>The Performance Management Debate</p> <ul style="list-style-type: none"> Should we get rid of Perf. Appraisals? Can performance management systems be saves? <p>Reading for the Week</p> <ul style="list-style-type: none"> Murphy Text Chap 13 	<p>Class Meeting</p> <ul style="list-style-type: none"> Group debates around key topics in performance management (10 points) Be prepared to share your thoughts on both the pros/cons of performance management and where we should go from here?

	<ul style="list-style-type: none"> Real Impact of Removing Performance Ratings: https://www.gartner.com/smarterwithgartner/corporate-hr-removing-performance-ratings-is-unlikely-to-improve-performance/ Is the annual performance review dead? https://www.shrm.org/ResourcesAndTools/hr-topics/employee-relations/Pages/performance-reviews-are-dead.aspx 	
Nov 13 - 19 Week 13 Reward Systems & Legal Issues <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Asynchronous - NO CLASS MTG. </div>	Reward Systems & Legal Issues <ul style="list-style-type: none"> Understand reward/ pay systems and their tie to Perf. Management Understand the key legal principles which companies must follow when implementing and executing performance management 	Asynchronous <ul style="list-style-type: none"> Review Canvas module Complete discussion board / activity
	Reading for the Week <ul style="list-style-type: none"> Aguinis Chap 10 (posted) Folly of Rewarding A & Hoping for B (posted) 	
Thanksgiving Break -- November 20 - 26		
Nov 27 - Dec 3 Week 15 Building Better Perf. Mgmt. Systems <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Asynchronous - NO CLASS MTG. </div>	Building Better Performance Management Systems <ul style="list-style-type: none"> Understand ways we can make performance management easier and less risky Understand who we can improve fairness in performance appraisal Recognize how to practice performance management from an ethical perspective 	Asynchronous <ul style="list-style-type: none"> Review Canvas module Complete discussion board / activity
	Reading for the Week <ul style="list-style-type: none"> Murphy Text Chap 14 	
Dec 4 - 10 Week 16 Course Presentations <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Presentations 12/6, 6:00- 8:30pm </div>	Course Presentation <ul style="list-style-type: none"> Each student will share their presentation with the class Be prepared to engage with your classmates and ask questions 	Class Meeting <ul style="list-style-type: none"> Attend and engage with your peers during the presentations
	No New Reading	Assignments Due <ul style="list-style-type: none"> Course Presentation (50 points)
Dec 11 - 17 Final Exam Week Final Paper Due (No Class Meeting this week)	NO CLASS MEETING <ul style="list-style-type: none"> Final Paper Due 12/13/2023 @ 11:59pm 	No Class Meeting This Week Assignments Due Course Paper (100 points)

COURSE EXPECTATIONS

I can expect you to:

- Invest an adequate amount of time to your study of performance management.
- Complete the learning assessments on time, through the appropriate channel (Canvas), and in accordance with the instructions. Even if you miss the due date, always submit your assessments; you will likely earn a portion of the points, which is better than zero points.
- Log in to your Canvas account and check for new announcements and feedback on your submitted assessments. You will also need to check your email at least once a week; email is the primary method of communication in this course.
- Discuss any grading discrepancies with me as soon as possible via e-mail. If you want me to consider adjusting your grade, then you will need to also submit a petition in writing within one week of receiving your grade. Outline why and how your work warrants a better grade. Keep in mind, however, that a petition does not guarantee point adjustments.
- Contact me when you have questions about the course and the materials. Reach out to me via email, via cell phone, or through the “Course Questions” discussion board. If you find yourself falling behind or not meeting your goals, it is your responsibility to get help immediately.
- Contact [Technology Support](#) with questions related to technical difficulties. If technical problems prevent you from accessing course materials or submitting assignments, let your instructor know you are working with the university to resolve the issues.
- Complete an evaluation of this course prior to the end of the semester. The procedure for completing the confidential, anonymous course evaluation will be emailed to you toward the end of the semester.

You can expect me to:

- Be available to students throughout the week via phone and e-mail.
- Respond to your inquiries within 24-36 hours.
- Facilitate class discussions and activities to support learning and the exchange of ideas.
- Assign work that is relevant to the course objectives and meaningful to your leadership development.
- Return graded assignments promptly. Provide detailed feedback on most graded assignments.
- Ask for your feedback regarding how the course is going for you and what we might do to improve it.
- Communicate any unplanned changes in the schedule (e.g., due to illness or weather) as soon as possible via the e-mail address you have registered with Canvas.

ABOUT ME

Understanding people and specifically the ways in which they interact, communicate, and thrive in business settings is a strong interest of mine. In following this interest, I have completed both my Ph.D. and M.A. in Industrial Organizational (IO) Psychology at the University of Missouri-St. Louis (UMSL), I also hold a BS in Psychology from Missouri University of Science and Technology.

In addition to my academic pursuits, I work full-time at Cigna as a Director of Talent Strategy. In my role, I am responsible for the design and execution of talent strategies for multiple business segments within the Cigna organization. I also work to establish and maintain the desired culture across the organization. Prior to my work at Cigna/Express Scripts, I worked

for Anheuser-Busch as Program Manager, Employee Development, where I led all leadership development and training in the North America Zone. I also have applied experience administering and scoring virtual assessment centers and developing selection systems.

When the opportunity arises, I enjoy adjunct teaching and have experience teaching undergraduate and masters level business, psychology, and leadership courses. In addition to teaching and training, I also focus on research. Along with my dissertation (Development and Validation of a Multidimensional Political Behavior Scale), I have also collaborated on several publications including: “Differing Responses to Politics: The Moderating Effect of Regulatory Focus”, “Work Ethic & Performance Outcomes: An Investigation of Motivational Mechanisms”, and “Political Behaviors, Politics Perceptions and Outcomes.”

Additional Information:

Online Class Netiquette/Behavior

- **Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others in the class.
- **Use effective communication.**
 - Avoid the use of all caps or multiple punctuation elements (!!!, ??? etc).
 - Be polite, understate rather than overstate your point, and use positive language.
 - If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
- **Ask for clarification** to a point if you feel emotional from a classmate’s post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.
- **Sign your name.** It is easier to build a classroom community when you know to whom you are responding.
- **Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
- **Be constructive.** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
- **Keep the conversation on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a certain dialogue going on, please add to it, but if you have something new to say, please post it in another thread.

- **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

Academic Integrity/Plagiarism

We want our learning environment to be honest and fair. The assessments in our course provide you with an opportunity to showcase what you know and learn from what you may not yet have mastered. When you submit work with your name on it, this is a written statement that credit for the work belongs to you alone. If the work was a product of collaboration (such as a group project), each student is expected to clearly acknowledge in writing all persons who contributed to its completion.

Each assignment and exam in our course will include clear guidelines about the rules around each assessment including what materials are appropriate to use. It is always required that the work you submit is your own, uses proper citation, avoids collusion or falsification.

If you have a question about an assignment, do not hesitate to contact me for clarification. You are responsible for being attentive to and observant of University policies about academic honesty as stated in the [University's Campus Policies](#) and [Code of Student Conduct](#) found in the UMSL Bulletin.

- **Plagiarism, collusion, cheating, and falsification** may be terms that are new to you and so I want to be completely clear here as to what I mean by these terms.
 - **Plagiarism:** representing the ideas or work of another as your own, intentionally or unwittingly, without proper, clear, explicit acknowledgement.
 - **Facilitation/Collusion:** supporting malpractice by another student, for example, allowing your work to be copied.
 - **Duplication of Work:** presenting the same work for a different assessment.
 - **Cheating:** using, possessing or distributing any unauthorized sources of information (such as previous or existing exams for this course) and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., uploading or using test or online homework questions on study sites such as Chegg.com, copying someone else's answers on tests and quizzes, copying/pasting exam or online homework questions from this semester for your peers or publicly in online forums, stealing another student's work, and unauthorized entry or use of material in a computer file).
 - **Falsification:** any untruth, either verbal or written, in one's academic work including presenting fabricated/made up data or presenting someone else's work as your own. Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports and completing problem sets.
- Academic dishonesty is a serious offense that may lead to **probation, suspension, or dismissal from the University**. All instances of academic dishonesty will be reported to the Office of Academic Affairs who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student's grade on that work in this course.

Title IX Policies

In adherence to the policies of Title IX and to promote a safe and secure educational environment, it is strongly recommended statements similar to those below be added to your course syllabus:

- **Mandatory Reporting:** Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals. Note: There are several offices at UMSL (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.

Student Resources

Student Advocacy & Care

Provides students with case management and other support and services to address unmet basic needs and other challenges they may be facing outside of the university that impacts their ability to succeed academically. These challenges may include things like food insecurity, housing instability, lack of childcare, and financial emergencies.

- Location: 144 Millennium Student Center
- [LINK](#) to request assistance or help
- Website: <https://www.umsl.edu/studentadvocacy/>

Access, Disability and Communication

Your academic success is important to me. We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- Location: 131 Millennium Student Center (MSC)
- Phone: (314) 516-6554
- Email: Tara Cramer, cramert@umsl.edu
- Website: <http://www.umsl.edu/services/disability/>

Office of International Students and Scholar Services

If you have difficulty communicating in English with the instructor of this course, contact ISS.

- Location: 362 Social Sciences & Business Building (SSB)
- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Website: <http://www.umsl.edu/~intelstu/contact.html>

Student Enrichment and Achievement

SEA provides comprehensive support and intervention strategies that support your road to graduation!

- Location: 107 Lucas Hall
- Phone: (314) 516-5300
- Email: umslsea@umsl.edu
- Website: <https://www.umsl.edu/services/sea/>

Office of Multicultural Student Services (MSS) and the University Tutoring Center (UTC)

MSS provides comprehensive student retention services to diverse student populations; through their tutoring center, the MSS offers comprehensive tutoring services free to students at UMSL.

- Location: 225 Millennium Student Center (MSC)
- Phone: (314) 516-6807
- Email: multicultural@umsl.edu
- Website: <https://www.umsl.edu/tutoring/>

Technical Support

UMSL and UM-System provide students with a variety of technology support on campus and virtually. The information listed below connects you with the most commonly sought supports.

Academic technologies (Canvas, VoiceThread, SmarterProctoring, Zoom, etc.)

- Location: TBD
- Phone: (855) 675-0755
- Email: teachingtools@umsystem.edu
- Website: <https://online.missouri.edu/learning>

Login and network issues (SSOID, email, campus wifi, password changes, etc.)

- Location: 190 Millennium Student Center (MSC)
- Phone: (314) 516-6034
- Email: helpdesk@umsl.edu
- Website: <http://www.umsl.edu/technology/tsc>

Electronic textbooks (AutoAccess, Cengage, McGrawHill Connect, etc.)

- Location: Millennium Student Center (MSC) Bookstore 2nd floor
- Phone: (314) 516-5763
- Email: autoaccess@umsystem.edu
- Website: https://missouri.qualtrics.com/jfe/form/SV_0eXnXJy1QpRUc7j

Academic Support

The Online Writing Center (OWC)

At the OWC Canvas site, students can send their papers to our tutors, who will read them and send them back with suggestions. Students can also access Turnitin, which identifies quoted material in their essays.

- Location: 222 Social Sciences and Business Building (SSB)
- Website: <https://www.umsl.edu/~umslenglish/Writing Center/>
- Visit the OWC course site on Canvas to submit drafts online. To find the OWC course, click on Courses All Courses. Then click to join this course
- The OWC usually responds within 48 hours. Please allow ample time.

A final note: this syllabus will be subject to change at the instructor's discretion.