

The Florida State University  
College of Education

**ADE 6676 Human Resource Development Policy**  
**(Online offering: 3 semester hours)**  
**Spring 2006**

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**Course Description, Learning Objectives, and Competencies**

Course Description

This is an advanced course for second year students in the online graduate program in Adult Education/Human Resource Development and for others having related interests. It is designed to help students grasp the larger socio-economic trends that most influence HRD work as well as the societal and organizational policies that mediate that influence and condition the way in which training is carried out within organizations. It should also equip participants for playing a more active role in determining HRD-relevant policies within organizations where they work.

In recent years, as the rash of publications on workforce imperatives, learning organizations, performance consulting and re-engineering the corporation amply demonstrates, human resource development has moved from the periphery of social and organizational life to a place much nearer the center where policy is made and strategic planning is carried out. The challenges presented by an increasingly diverse workforce, by the migration of industry toward the service sector (and the growing service component in primary and secondary sector production), and by rapid technological change, to name only those factors, make it imperative that continuing education and learning become closely integrated into the daily business of organizations and that those responsible for promoting these activities – HRD personnel -- play an increasingly prominent role in shaping organizational strategy, policy and procedures.

To fulfill this role, HRD staff and directors must be able to analyze the social, economic and technological trends that are driving training needs, understand the environment created by related social policy and know how to play a role in formulating learning-relevant corporate or organizational policy in their own workplaces. These are the topics to which we will give special attention during the semester.

Learning Objectives:

At the end of the semester, class members should be able to:

1. Describe key social, economic and technological trends that are likely have an impact on training needs and motivations among American workers over the next five years and suggest well-reasoned hypotheses about their effects.

2. Identify critical government policies that influence the incidence of these trends and the environment for human resource development efforts that they create.
3. Discuss variations in human resource policies within businesses, public agencies and nonprofit organizations that affect the adaptation of the unit to this external environment and the quality of its learning environment.
4. Analyze how training-relevant policy is typically formulated in organizations and various roles that HRD personnel can play in the process.

### Competencies:

Each course in the MS degree in Adult Education/HRD is designed to convey particular competencies among those named by the International Board of Standards for Training, Performance and Instruction (ibstpi) as requisite skills for training managers. MS degree candidates will be expected to develop and defend a portfolio near the end of their program of studies that demonstrates the acquisition of these competencies. Papers and work products from this course will be used to establish evidence of one or more of the following competencies.

- Communicate effectively in visual, oral and written form.
- Update and improve professional and business knowledge, skills, and attitudes.
- Develop and monitor a strategic training plan.
- Apply leadership skills to the training function.
- Apply business skills to the training function.

### **Required Texts, Theme, and Other Instructional Resources**

#### Required Text:

Robinson, D. G. & Robinson, J. C.(2004). *Strategic Business Partner: Aligning People and Strategies with Business Goals*. San Francisco, CA: Berrett-Koehler Publishers.

#### Optional Text Material of Potential Interest





Judy, R. W. & D'Amico, C. (1997) *Workforce 2020: Work and Workers in the 21<sup>st</sup> Century*. Indianapolis, IN: Hudson Institute.





Schaffner, H. & Van Horn, C. (2004) *A Nation at Work: The Heldrick Guide to the American Workforce*. New Brunswick, NJ: Rutgers University Press.





Ordering Required Textbook:





Class members in residence at FSU may purchase their textbook from a number of sources, and we recommend Bills Book Store (West Tennessee location) because of their reputation for excellent customer service. Students learning at a distance can go to <http://www.billsbookstore.com>, access “Purchase Student Textbooks, complete form requesting semester (fall, spring, or summer), department (“ADE”), course, section, and instructor. Upon paying for your purchase, the text will be mailed to the location of your choice. The FSU University Bookstore also has copies for sale. Go to <http://www.pc.fsu.edu/index.cfm?P1=StudentServices&P2=15> to place an order.

**Course Outline of Themes, Readings and Other Assignments**

	<p><b>Week Zero: January 9 – 15</b>  <b>Mastering the Possibilities of Online Learning</b></p>	
<p><b>Topic:</b> In this prelude to our semester’s work together, we give everyone a chance to get familiar with (or brush up on) our Blackboard software for online learning and to get to know their classmates and instructor. Those already proficient in Blackboard can use the time to begin work on early assignments.</p> <p><b>Assignment:</b> Blackboard Exercises for Week Zero are detailed in the Study Materials presented in the Assignments section of the website. During this first week, you should also purchase the textbook, peruse the syllabus carefully, participate in the introductory Discussion Board and set up your individual home page on Blackboard site.</p>		
	<p><b>UNIT I: INTRODUCTION TO HRD POLICY</b></p>	
<p><b>Week 1</b>  <b>Jan. 16 - 22</b></p>	<p><b>Strategic HRD and the Policy Making Role</b></p> <p><b>Theme:</b> What we mean by HRD Policy and its importance in strategic decision-making within firms and organization..</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum.</p>	

<p><b>Week 2</b> <b>Jan. 23 – 29</b></p>	<p style="text-align: center;"><b>Theoretical and Technical Foundations of Policy Work in HRD</b></p> <p><b>Theme:</b> Economic and sociological ideas underlying the formulation of HRD Policy and tools of use in developing effective policies.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum and complete <i>Initial Course Survey</i>. First Application Paper due at the end of next week.</p>
<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p><b>UNIT II: UNDERSTANDING WORKFORCE TRENDS</b></p> </div>  </div>	
<p><b>Week 3</b> <b>Jan. 30 – Feb. 5</b></p>	<p style="text-align: center;"><b>The Workforce 2020 Debate: Economic and Demographic Perspectives</b></p> <p><b>Theme:</b> Strengths, weaknesses and uses of workforce projections and related demographic forecasting.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum. First Application Paper due Sunday evening of this week.</p>
<p><b>Week 4</b> <b>Feb. 6 - 12</b></p>	<p style="text-align: center;"><b>The Future of Work: Sociological Perspectives</b></p> <p><b>Theme:</b> Qualitative analyses of past and impending changes in the way work is organized and the roles people play.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum.</p>
<p><b>Week 5</b> <b>Feb. 13 - 19</b></p>	<p style="text-align: center;"><b>Job Design in the Workplace</b></p> <p><b>Theme:</b> Technical and human considerations that enter into the design of jobs and the role they play in determining the quality of life and the productivity in workplaces.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum. Second Application Paper due at the end of next week.</p>
<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p><b>UNIT III: SOCIAL POLICY</b></p> </div>  </div>	
<p><b>Week 6</b> <b>Feb. 20 - 26</b></p>	<p style="text-align: center;"><b>Employees’ Well-Being</b></p> <p><b>Theme:</b> Relations between work and family lives of workers, gender and racial equity issues posed by workplace organization.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum. Second Application Paper due this week Sunday at midnight.</p>

<p><b>Week 7</b> Feb. 27 – Mar. 5</p>	<p style="text-align: center;"><b>The Impact of Public Human Resource Policy</b></p> <p><b>Theme:</b> The role of government in regulating standards and personnel regulations in workplaces and its evolution over the years.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum. Mid-Term Exam distributed at the end of this week and due at the end of Week 9 (after Spring vacation).</p>
<p><b>Week 8</b> Mar. 6 – 12</p>	<div style="text-align: center;">  <p><b>Spring Vacation!</b></p>  </div>
<p><b>Week 9</b> Mar. 13 - 19</p>	<p style="text-align: center;"><b>Information Technology and the Deskillng Debate</b></p> <p><b>Theme:</b> The impact of information technology on the dynamics of workplace and HRD and its relation to long-term trends toward upskilling or deskilling of the workplace.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum. Mid-Term Exam due this week Sunday at midnight. Third Application Paper due at the end of next week.</p>
<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p><b>UNIT IV: CORPORATE AND ORGANIZATIONAL POLICY</b></p> </div>  </div>	
<p><b>Week 10</b> Mar. 20 - 26</p>	<p style="text-align: center;"><b>Policy at the Corporate Level: The Framework of Human Resource Management</b></p> <p><b>Theme:</b> The breadth of human resource management concerns in organizations and the kinds of organization-specific policies that they require.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum. Third Application Paper due this week Sunday at midnight. Proposal for Final Course Project also due this week Sunday at midnight.</p>
<p><b>Week 11</b> Mar. 27 – Apr. 2</p>	<p style="text-align: center;"><b>Worker Motivation and Incentive Structures</b></p> <p><b>Theme:</b> Factors that motivate or demotivate employees to perform and play an active role in workplace organization and the design of incentive systems.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week’s discussion forum.</p>

<p><b>Week 12</b> <b>Apr. 3 - 9</b></p>	<p style="text-align: center;"><b>The New Workplace and Learning Organizations</b></p> <p><b>Theme:</b> New patterns of workplace life and related strategies for the development of learning organizations.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week's discussion forum. Fourth Application Paper due at the end of next week.</p>
 <p><b>UNIT V: NEW ROLES FOR THE HRD MANAGER</b></p> 	
<p><b>Week 13</b> <b>Apr. 10 - 16</b></p>	<p style="text-align: center;"><b>Workplace Design and HRD Policy</b></p> <p><b>Theme:</b> The role of policy in reconfiguring workplaces and setting the scene for productive HRD.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week's discussion forum. Fourth Application Paper due by Sunday at midnight.</p>
<p><b>Week 14</b> <b>Apr 17 - 23</b></p>	<p style="text-align: center;"><b>Becoming a Strategic Business Partner</b></p> <p><b>Theme:</b> How HRD managers and personnel come to play strategic roles in the development of their organizations and case examples of this trend.</p> <p><b>Assignments:</b> Reading assignment detailed in Weekly Study Guide. Play an active role in Week's discussion forum. Be sure to complete Final Course Project and submit by next week Friday at midnight (see below). Fifth Application Paper (if undertaken) is likewise due by Friday of next week.</p>
 <p><b>Week 15: April 24-28</b> <b>COMPLETION OF FINAL PROJECT</b></p> <p>(All Final Course Projects will be due by electronic submission on Friday, April 28<sup>th</sup> at midnight at the latest, as will the Fifth Application Paper, for those who elect to do it.)</p> 	

## Learning Strategies

- We will endeavor to create democratic and inclusive learning climate and community that allows for freedom of expression, critical reflection, enhanced listening, constructive dialogue, meaningful participation and enhanced understanding.
- It is expected that you will actively participate in all class activities, online conversations and assignments. Active participation includes raising thoughtful questions, making useful observations about the course content and process, engaging in critical reflection on your own and others' assumptions in a respectful manner, sharing ideas, providing

useful feedback, and undertaking ongoing evaluation of different aspects of the course and your own learning.

- Online courses offer flexibility for learners' schedules, but this does not make them easier than traditional face-to-face courses. You should expect to spend at least 10 to 12 hours per week on this course—the same amount you would typically spend in a classroom and at home doing assignments.
- It is expected that everyone will provide constructive feedback on the quality of the course content, methods of instruction and learning processes. Efforts will be made to accommodate suggestions and resolve concerns. In the event that you must miss a week, it is your responsibility to review the material that you missed.
- You are expected to complete the assigned Theme prior to class and submit written assignments on time. Written assignments are to be uploaded via the Gradebook function.
- In terms of technology requirements for the course, or for technical assistance, please refer to the Office of Distributed and Distance Learning's website:

<http://online.fsu.edu/onlinesupport/student/assistance/>.

You may also call 850-644-8004 for any problems with the course websites.

## **Role of the Instructor and Course Mentor**

Each course will have an instructor and a course mentor. The role of the instructor is to guide the progress of the course during the semester and the course mentor will assist in a variety of ways. During the first week, your course mentor is available to help class members with a variety of problems, some which may be technology based ("Why doesn't my FSU email account work?") or administratively based ("Have I been fully admitted – yet?"). The mentor will also monitor the discussion boards on a daily basis, including the awarding of participation points.

The instructor will be active on a daily basis as a learning facilitator, including direct participation on the discussion boards, evaluating assignments and grading the mid-term and final examination.

## **Expectations and Participation**

Class members will be doing all of their work for this course using the Blackboard course management system. Ongoing weekly activities include reading, writing, and participating in discussions. It is your participation in online discussions that constitutes both the core of the course and the means for verifying "attendance," so please take these exercises seriously.

Mandatory attendance first week of class. Florida State University has a mandatory first week attendance policy. The first week of class for ADE 6676 is **Week 0**. Week 0 is

designed to acquaint class members with the functions of Blackboard, and to perform certain procedures such as send and receive emails, etc. Failure to participate in Week 0 assignments – introductory Discussion Boards and postings for those already familiar with Blackboard and all listed assignments for those needing to improve these skills -- will result in the class member being referred to the registrar's office at FSU.

## Deliverables

As is evident in the matrix of assignments above, Discussion Boards are not the only work to submit during the semester, though they count of a good part of your grade (and are explained in more detail below). You will also have five "Application Papers" to complete (one for each of the five sections of the syllabus, to be submitted one week after the end of that unit), a MidTerm Exam and a Final Course Project. Only the four best Application Papers and the twelve best Discussion grades (out of fourteen) will count toward the final grade, which means that those who do well on the first four papers and the first twelve discussion forums – or score well enough to satisfy themselves – may skip the remaining ones. More particulars concerning each of these different assignments will be given in the appropriate Weekly Study Guides and/or posted well before their due date on the website.

The Application Papers are 3-5 page analytical exercises based on the theme of the unit in question. They may sometimes involve a modest amount of outside research or data collection on your part. The Final Course Project is a 15-20 page paper that will entail carrying out a HRD policy assessment exercise based either on some actual organization to which you have access or on case study material that will be made available.

## Discussion Forums

As mentioned, the Discussion Forums on the website constitute our "class time" and the central facility of the course where we keep in touch with each other and *process* the reading and exercise material. The following are some frequently asked questions about the conduct of these Discussion Forums.

How often should I log on to the Discussion Boards? Discussion board questions will be found in the summary of weekly activities. Attendance and online presence are required for this class. **Students are expected to log on at least three or four times per week and contribute to class discussions online.** Details about expectations and discussion grades will be furnished in the first Study Guides. Simply saying "hello" or "I agree" is not considered a substantive contribution. Class members must support their position when posting to the discussion. At the same time, however, short comments are a natural part of any discussion—you won't be penalized for this—but in terms of your participation grade, if most of your posts are short and lack substance, this will affect your grade. **Up to five points will be earned for participation on the discussion boards (5 X 13 weeks = 65 points).** Sixty-five postings is the minimum number of postings expected during the semester, and all class members are strongly encouraged to exceed the minimum number of required postings.

The class week begins Monday at 12:01 AM (right after Sunday midnight) and ends the following Sunday at 12 midnight. Class members are expected to participate throughout the

week, and not to wait until the last minute before contributing their postings. Discussion prompts for each week are provided in the Weekly Study Guide.

What is a post? A post is a message in the Discussions area. It is simply your part of the conversation about a particular topic. A post may be a question, response to a question, or a comment.

How long should my posts be? A post can be as long as you like, however it is best to keep them fairly short and succinct. This makes your post easier for others to read and respond to. A good general rule is ½ to 1 page of writing (125 to 250 words) for a substantial post. Of course, in some discussions, it may be more appropriate to write a series of very short posts, rather than one or two longer ones. You may wish to compose your posts in a word processor then copy and paste to a discussion message. The main idea here is that the discussion board should be a discussion! In other words, it's okay, and quite natural, to make short and long posts.

What is "netiquette"? Netiquette refers to how you participate in online exchanges. Here are some examples of good netiquette:

- Check the discussion frequently and respond appropriately and on topic.
- Focus on one subject per message and use meaningful subject lines when beginning new messages.
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is known as shouting.
- Be professional and respectful in your online interaction.
- Cite all quotes, references, and sources—this way everyone can have access to good information.
- Ask permission before forwarding a class message to someone outside of the class.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Emoticon symbols such as ☺ or ;- ) will let others know when you are being humorous.
- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated e-mail. Discussion boards should not be used for personal chit-chat.

### **General Guidelines for Written Assignments:**

Below are some guidelines for writing. But before reading this, you need to understand my personal philosophy about writing. Writing is not something you learned in sixth grade and "got." Writing is a process and learning to write well is a continual process, too. In other words, there is always room for improvement. **I ask that you adopt the attitude of viewing writing as a professional skill that can always benefit from additional practice.** There is

no need to fear writing in this course! I will provide opportunities for feedback and revision in written assignments—good writing is not about “getting it right the first time;” good writing is about developing a critical eye and learning to revise, revise, revise. We will discuss writing more in the online forums, but here are some general guidelines for assignments:

1. Double-space type all academically written material (i.e. reflection papers, critical incident paper, learning project, etc).
2. Follow the APA Manual, 5<sup>th</sup> Edition for style and citation guidelines. Access information about APA citation guidelines at <http://www.apastyle.org/electref.html> .
3. Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to women and men) in your writing.
4. Academic writing should not be overly formal for formality’s sake. Good academic writing is carefully planned and yields a well-crafted argument or position.
5. Ensure that the quality of your written work reflects the quality of your paper’s content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.
6. Quality written assignments generally meet the following criteria:
  - o Includes the title, name of the author, date, course number (ADE 5083), and the instructor’s name at the beginning of the paper.
  - o Clearly identifies the question being addressed or the purpose of the paper.
  - o Provides an overview of the structure and organization in the introductory section of the paper.
  - o Defines key terms, concepts and slogans.
  - o Gives examples when they enhance the understanding of the concept being discussed.
  - o Applies theory from the assigned Theme or elsewhere.
  - o Demonstrates the ability to self-reflect and discover core values and beliefs.
  - o Considers implications and/or consequences.
  - o Provides a strong summary or conclusion.

### **Directions for Submitting Assignments to the Gradebook**

Every student will submit their application projects, journal critiques, and other assignments by way of the “Assignment Gradebook” attachment, located in each weekly folder (go to ‘Assignments’ link). To use the “Assignment Gradebook” attachment, select the

‘View/Complete’ link. From there you can read the details for that assignment. Once you complete the assignment then each student will then attach their file and send their completed work through the same link.

Once the assignments are graded, each student can view their respective grade by accessing the “Student Tools” function then go into view grades.

**IMPORTANT: DO NOT** put any spaces, or special characters (i.e. !, @, #, \$, %, ^, &, \*) in your saved filename. There is a glitch within Blackboard which does not allow the instructor to open and view files labeled in this manner.

Incorrect File name: JC#2.s (no special characters)

Incorrect File name: JC 2. (no spaces)

Correct File name: JC2\_Your Name

## The Mysteries of Grading

### The scale

All exercises, discussion boards and examinations are graded on a 12-point scale, where each level corresponds to one of the traditional letter grades, A through F. The intervals and equivalents are detailed on the table near the top of the next page.

### **Weighting**

This grading scale will be used for all assignments. Not all assignments, however, have the same weight. A Midterm Examination or a Journal Critique is obviously worth more in this regard than, say, one week of Discussion Board participation. The weighting of the different assignments in the determination of the final grade for the course is presented in the table at the top of the next page. The final grade for the semester (or the interim grade at any point in the semester) will be obtained by multiplying each grade obtained by its fractional weight (15%, for example, being equal to 0.15), summing these figures and then dividing the result by the total of all fractional weights to that point. At the end of the

Points	Range	Letter Grade	Evaluation Equivalent
[13]*	[>12.0]	[A+]	[Exceptional]
12	11.1 – 12.0	A	Top Notch!
11	10.1 – 11.0	A-	Excellent
10	9.1 – 10.0	B+	Very Good
9	8.1 – 9.0	B	Good
8	7.1 – 8.0	B-	Fairly good
7	6.1 – 7.0	C+	Passable plus

Points	Range	Letter Grade	Evaluation Equivalent
6	5.1 – 6.0	C	Passable
5	4.1 – 5.0	C-	Just Passable
4	3.1 – 4.0	D+	Weak
3	2.1 – 3.0	D	Quite weak
2	1.1 – 2.0	D-	Very weak
1	0.1 – 1.0	F	Failing
0	0	--	Not submitted

\* Up to one bonus point (equivalent to A+) may occasionally be awarded for submissions, assignments or performances that are truly exceptional. There is, however, no such thing as a course grade of A+.

semester, of course, the fractional weights will add up to 1.0, since 100% of the assignments will have been completed. Address any questions that you may have concerning the grading system to our Online Office.

Note that any exercise or assignment (the first category above) may be rewritten for a better grade as long as the rewrite is turned in by December 1<sup>st</sup>, 2005 – to allow the instructor time to fit the extra correction work into other assignments. Examples of completed assignments of these various types from last year's course will also be posted to give you a better idea of what is expected.

<b>Assignment</b>	<b>Individual Weight</b>	<b>Cumulative Weight</b>
<b>Exercises:</b> • 5 Application Papers	<b>6 percent for each exercise</b> Best 4 of 5 count toward final grade	<b>24 percent of final grade</b> [4 items x 6 percent]
<b>Discussion Boards and Group Forums</b>	<b>3 percent for each week</b> Best 12 of 14 weekly grades count toward final	<b>36 percent of final grade</b> [12 items x 3 percent]
<b>MidTerm Exam</b>	<b>15 percent</b>	<b>15 percent of final grade</b>
<b>Final Course Project</b>	<b>25 percent</b>	<b>25 percent of final grade</b>
<b>TOTAL</b>		<b>100 percent of final grade</b>

### Incompletes

By University regulation, a grade of “incomplete” (I) can only be given in a course of this nature in cases where the student has accomplished the bulk of the work required for the semester and is unable to complete the remaining tasks because of special personal, work-related or family circumstances that are of a nature to temporarily make the satisfaction of all requirements impossible. The student must in this case request an incomplete grade of the instructor in writing and explain the circumstances justifying the request.

Incomplete grades are only good for one semester unless extended by the instructor at the end of each succeeding term. If not extended, or at the end of one year, whichever occurs first, the “I” grade automatically converts into an “IE” (“incomplete expired”), which affects overall grade point average in the same way as an “F” would: that is, the credit hours count in the denominator but the grade is worth 0 points in the numerator. Up to this point, however, the incomplete may be converted into a true course grade *if* the student carries out the missing work and submits the related assignments or materials to the instructor, who then grades these exercises, replaces the missing grades in the student's record, calculates a final grade for the course and submits a request to substitute this grade for the “I.”

## Other Course Policies

### ADA Requirements

Students with disabilities needing academic accommodations should within the first week of class:

- Register with and provide documentation to the Student Disability Resource Center (SDRC).
- Send a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class.

(This syllabus and other class materials are available in alternative formats upon request.)

For more information about services available to FSU students with disabilities, contact the Assistant Dean of Students by e-mail at [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu) or at Disabled Student Services, 08 Kellum Hall, Florida State University, Tallahassee, FL 32306-4066, (850) 644-9566.

### Honor Code

Students are expected to uphold the Academic Honor Code. The Academic Honor Code System of Florida State University is based on the premise that each student has the responsibility to:

- Uphold the highest standards of academic integrity in the student's own work.
- Refuse to tolerate violations of academic integrity in the University community.
- Foster a high sense of integrity and social responsibility on the part of the academic community.

For a full statement of the Honor Code, see the FSU Student Handbook or click on and go to <http://www.fsu.edu/Books/Student-Handbook/codes/conduct.html>.

In particular, plagiarism of material (that is, direct or near-direct incorporation of text written by others without attribution) is not tolerated and any evidence for it will lead, on the first occasion, to invalidation of the assignment in question and a warning – and, on the second occasion, to a failing grade for the course.

### Miscellaneous (but important)

Please post any questions you may have about the conduct of the course, the submission of assignments, the meaning of discussion prompts or the age of the universe to the *Online Office*, which is one of the boards on the classwide Discussion Forum on our website. To every extent possible, I try to guarantee at most 24 hour turnaround on questions that you ask in this manner. Moreover, by posing them in the *Online Office*, you enable others who may have had the same problem to benefit from your initiative – and you will likely find on the Online Office board answers to other queries you had. Communications sent me directly by

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email risk – barring exceptional circumstances – not being answered as quickly, given the typical overload of my inbox.

Finally, remember that perhaps the number one virtue in an asynchronous online course like this, where we do not have regular face-to-face contact, is “*response-ability*” – that is, your demonstrated ability (and mine) to respond to questions and requests related to the course in an appropriate timeframe and our resolve to stay regularly in touch. Nothing works more havoc on one’s performance in an online course than to disappear from the website for an extended period of time. Life happens, it is true; but whenever you are confronted with a problem that is going to prevent you from responding to requests and submitting assignments, be sure to make the instructor aware of this fact.

### Supplemental References

The following references are a representative sampling of Theme that support the instructional objectives for this course. Class members are encouraged to incorporate these Theme into weekly study wherever possible. Some will be highlighted in given weeks.

Anderson, Hakon With (1988) "Technical trajectories, cultural values and the labour process: The development of NC machinery in the Norwegian shipbuilding industry" In Social Studies of Science, Vol 18: 466-482.

Bales, Kevin (1999) Disposable people : new slavery in the global economy. Berkeley, CA: University of California Press.

Barnett, W. P. & McKendrick, D. G. (2004). Why are some organizations more competitive than others? Evidence from a changing global market. *Administrative Science Quarterly*, 49, 4, 535-547.

Berney, Michael (1997) Transition guide : How to manage the human side of major change. Washington, DC: Federal Judicial Center.

Brannon, Robert L. (1994) "Professionalization and work intensification: Nursing in the cost containment era" Work and Occupations Vol. 21, No. 2: 157-178.

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