URI Graduate School - LHR 532: Employment Law Seminar Winter J Term 2026 Syllabus and Course Information

ASYNCHRONOUS

Instructor's Contact Information:
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Course Description: The workforce has been in a state of transformation over the last few years, much prompted by the global pandemic. Many of these changes to the work place and for the work force are now embedded into the governance of employment and work on a long term basis and many are being undone. This course will provide a practical approach on how to analyze and handle these changes going forward.

ASYNCHRONOUS: The assignments and coursework will be online in accordance with the schedule within the syllabus.

PREREQUISITES: Graduate standing or permission of the instructor.

ESSENTIAL EQUIPMENT:
To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

Windows 10 or higher 2 GB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher	Mac OS 10.12 or higher 2 GB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher; Safari 5.0 or higher

Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and Adobe Acrobat Reader.

TECHNOLOGY REQUIREMENTS & RESOURCES
Computer access to the internet is required in order to successfully navigate this course. The course is delivered through the Brightspace Learning Management System (LMS), Panopta, Zoom and Google Drive platform, which are a set of web applications designed to work with modern web browsers. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

To successfully complete this course, you will also need a working knowledge of Brightspace, Panopta, Zoom and Google Drive. For help attaining these skills please refer to the tutorial links below.

- Brightspace
    - Account Access https://brightspace.uri.edu
    - Resource page https://web.uri.edu/brightspace/
    - Tutorials https://www.youtube.com/playlist?list=PLZz77ffBC33ltZ_XzSgohYHpzlo6T2xiE
    - Accessibility Information https://www.d2l.com/accessibility/standards
- Zoom
    - Account Access https://uri-edu.zoom.us/
    - Tutorials https://youtube.com/playlist?list=PLZz77ffBC33kRvShf_m2hdmoeLShm-Ewf
    - Accessibility Information https://zoom.us/accessibility
- Google Drive

- Account Access https://drive.google.com/
- Tutorials https://support.google.com/
- Accessibility Information https://support.google.com/drive/topic/2650510?hl=en&ref_topic=14940

Structure of Course: This course is intended to provide students with a thorough understanding of the theory, strategy and creativity of the transformation of the workforce and work place. That understanding and sense of self-confidence will be gained by a variety of approaches that will include:

Carefully reading of the assignments in the textbook which present theoretical and conceptual material about the subject;
Class online forum discussions regarding the assigned materials;
Preparation of assignments and activities; and
Completion of a final writing assignment.

Evaluation and Grading:

Your overall grade in the course will be based upon the following (note that while late work is accepted, points are taken off for tardiness and there is no opportunity for extra credit):

The grades earned on the various writing assignments (25 %);

Your participation and your forum discussions (20 %);

The quality of your efforts in the required activities (25%); and

Your performance on the final writing assignment (30 %).

Required textbooks:

"Reimagining the Governance of Work and Employment" (LERA Research Volume)(edited by Dionne Pohler 7.15.2020)(9780913447192)

"Reset: A Leader's Guide To Work in an Age of Upheaval" by Johnny C. Taylor, Jr.; ISBN 978-1541700437 (Public Affairs Publishing 2021)

And additional materials provided via link on Brightspace

Optional textbook:

"Work Disrupted: Opportunity, Resilience, and Growth in the Accelerated Future of Work" by Jeff Schwartz; ISBN: 978-1119762270 (Wiley Publishing 2021)

Assignments:

Week 1 Part 1

Employment Law and History for Strategic Thinking

Reading: Chapters (in this order) 3, 1 & 2 of Reset and additional materials provided via link on Brightspace

Assignments:

Introductory Activity- (not for a grade)- introduce yourself to the class- due 1/3/26

Analysis Activity- due 1/4/26- After reviewing supplied policies on alternative work and telework, please review and evaluate several sample requests for approval. Please review the submissions and evaluate as if you were the Human Resources executive director. Determine if you would approve or deny and specify the reasons and rationale for your decisions.

Discussion Forum -due 1/4/26 with reply due 1/7/26

Week 2 Part 1

Talent Management in the New Era

Reading: Chpt. 5 of Reset and Chpt. 1 of Reimagining and additional materials provided via link on Brightspace

Assignments:

Interview Activity- due 1/7/26 - Using a provided job description, prepare to conduct a remote interview for this position. Be aware of how to successfully conduct a remote interview. Select a colleague (not in this class) to "interview." Please conduct an interview and write up a summary of how you prepared for the interview, what modifications to an interview

were needed (since it was remote instead of in person), and describe how the interview went.

Discussion Forum- due 1/7/26 with reply due 1/11/26

Week 2 Part 2

<u>Workplace and Work Hours</u>

Reading: Chpt. 8 of Reset and Chpt. 4 of Reimagining and additional materials provided via link on Brightspace

Assignments:

Writing Assignment - due 1/11/26- Rethinking health and safety plans, examine your current workplace (or a previous employment location) and describe the changes needed to the work environment to meet health and safety needs of staff. You may describe what changes were made and what additional changes may be needed. Please opine on whether you think these health and safety changes will continue into the future; and if so, why and for how long.

Discussion Forum -due 1/11/26 with reply due 1/14/26

Week 3 Part 1

<u>Culture and Inclusion</u>

Reading: Chpt. 4, 6, & 7 of Reset and additional materials provided via link on Brightspace

Assignments:

Reflection Activity- due 1/14/26 -

Diversity in the Workplace is important and necessary. Post pandemic it has been shown to be ever more crucial to the success of organizations. Studies show that diversity is profitable (in many different ways, not just financially) to organizations. Please write a two page paper on the benefits of diversity in the workplace. Include at least three references from reliable sources.

Discussion Forum -due 1/14/26 and reply due 1/16/26

Week 3 Part 2

The Future

Reading: Chpt. 9, & 10 of Reset and Part IV: Discussants and additional materials provided via link on Brightspace

Assignments:

Discussion Forum- due 1/16/26 with reply due 1/18/26

Final Writing Assignment- due 1/16/26- Using APA format, prepare a research paper on the appropriateness of and the accountability for remote work environment. Not all organizations or roles can be effective or efficient remotely. Some can be equally productive remotely. Place yourself into the role of leadership at the organization you selected (yours or the other organization you selected). Draft a document for your own (or another) organization to guide the future of remote work. Opine as to whether remote should continue and if so, in what form and under what conditions. Include some tools for management and write the paper as guidance to managers who are supervising staff working remotely. So please make sure to allow some of the staff to at least remote some of the time (at least for purposes of this assignment).

GRADING:

GRADE POINT SYSTEM

A = 93%-100%	B = 83%-86%	C = 73%-76%	D = 63%-66%
A- = 90%-92%	B- = 80%-82%	C- = 70%-72%	D-= 60%-62%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F=59% and below

CLASS POLICIES

Requirements for students' participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for in person, online, and blended instruction. This includes instruction for fully in person or fully online classes and online instruction supporting blended classes. This (Monday indicating the first day of the week for a module) is true for asynchronous classes although they do not meet.

- Regular online participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).

NETIQUETTE FOR ONLINE COURSE

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive "I agree" responses and don't make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.
- Remember that e-mail is considered a permanent record that may be forwarded to others.

- Be brief and succinct. Don't use up other people's time or bandwidth.

- Use descriptive subject headings for each e-mail message.

- Respect privacy. Don't forward a personal message without permission.

- Cite references. Include web addresses, authors, names of articles, date of publication, etc.

- Keep responses professional and educational. Do not advertise or send chain letters.

- Do not send large attachments unless you have been requested to do so or have permission from all parties.

- 2 word postings (e.g.: I agree, Oh yeah, No way, Me too) do not "count" as postings.

URI ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other "hate" speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of URI.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that's managed and developed appropriately for the specific task.

- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.

- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing

- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.

- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.

- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

DOCUMENTATION

Any material not original to the student must be cited in APA documentation format. Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY

As a learning community of scholars, URI emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the university catalog.

1. Plagiarism: Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

2. Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

3. Multiple submission: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty. "Recycled work" must contain significant work as related to the current course topic, meeting the standards for the current assignment.

STUDENT SUPPORT SERVICES

The following student support services are provided by the university and available to all URI students:

- Student support services such as counseling center: https://web.uri.edu/counseling
- Food assistance: https://web.uri.edu/rhody-outpost
- Bias resource team: https://web.uri.edu/brt

ACADEMIC SUPPORT SERVICES

Office of Disability Services
Americans With Disabilities Act Statement
Any personal learning accommodations that may be needed by a student covered by the "Americans with Disabilities Act" must be made known to the university as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from the The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD).
https://web.uri.edu/affirmativeaction/

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.
Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

BRIGHTSPACE SUPPORT SERVICES

The ITS Service Desk, located in the URI Library, is prepared to help students should they encounter problems with Brightspace. Please read through the following information:

1. For login problems, call the Service Desk at 874-4357.
2. The Service Desk Website, https://web.uri.edu/itservicedesk/ opens in new window, posts the semester operating schedule as well as a link on the right index to the self- help technical wiki. That site contains Brightspace help and instructions for both students and faculty.
3. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

URI ONLINE LIBRARY RESOURCES

https://web.uri.edu/library/