

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

MGT6174.E1 Strategic Organizational Staffing
Summer 2026

PROFESSOR INFORMATION:

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COURSE INFORMATION:

MGT6174.E1 Strategic Organizational Staffing
Level: Graduate
Beginning Date of Session: Saturday, June 13, 2026.
Ending Date of Session: Thursday, August 20, 2026.

Student access available to the Student Portal: Saturday, June 13, 2026.

Holiday Closing:

4th of July Holiday: There will be no classes held and no assignments due on Saturday, July 4, 2026.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Staffing Organizations
Author: T.A. Judge, J.D. Kammerer-Mueller
Publisher: McGraw Hill Publishing Company
Year Published: 2022
Edition: 10th
ISBN: 13:9781260703054

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy-to-use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please

consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The course examines policies, practices, and procedures for effectively staffing organizations. Emphasis is given to the organizational staffing process, planning staffing requirements, effective recruiting and selection methodologies, strategies for internal staffing, and the effects of downsizing and reengineering on the organization. Particular emphasis is given to organizational staffing, organizational staffing models, contemporary staffing issues, problems, and challenges.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Evaluating the relationship between the sub-processes of the organizational staffing process and relating them to the human resource management process.
2. Analyzing and applying the five staffing models to specific situations and considering each staffing model and the advantages and disadvantages of each.
3. Comparing and contrasting the thirteen decisions that organizational staffing strategy and process requires and how ethical staffing practice is established.
4. Analyzing and applying to specific situations the provisions of the Uniform Guidelines on Employee Selection Procedures and the various Interpretive Guidelines issued by the Equal Employment Opportunity Commission.
5. Illustrating an understanding of protected classes and developing programs, policies, and procedures to assure that they are afforded equal opportunity in the workplace.
6. Developing programs, policies, and procedures that assure non-discrimination in recruiting, selecting, and other terms, conditions, and privileges of employment.
7. Comparing and contrasting the various means of job analysis and developing job descriptions and job specifications that identify essential job functions and marginal job functions.
8. Comparing and contrasting the various approaches to determining and organization's future human resource needs of an organization and constructing a human resource staffing plan utilizing one of these approaches.
9. Analyzing statistical and judgmental techniques for forecasting HR staffing requirements and availabilities to include advantages and disadvantages of core workforce, flexible workforce, and outsourcing strategies for different groups of employees.
10. Analyzing the relationship between recruiting sources and recruiting methods and developing practical recruiting approaches based on the results of this analysis.
11. Differentiating and critiquing employment testing, test validity, test reliability, and various mathematical approaches for determining that an employment test meets federal requirements for use in the workplace.
12. Summarizing and constructing competency-based job analysis and methods for collecting competencies.
13. Comparing and contrasting the different systems for appraising employee and managerial performance and demonstrating knowledge of developing effective performance appraisal systems for use in internal staffing.
14. Designing traditional, dual, and network career paths and demonstrating their use as an internal staffing method.
15. Comparing and contrasting various employment interview techniques and determining which ones to use in specific situations or under varying conditions.
16. Analyzing methods for combining multiple predictors while evaluating various methods for final selection.
17. Creating a system for evaluating resumes and employment applications and conducting other pre-employment assessments such as background investigations, physical examinations, and drug tests.
18. Evaluating and recommending the processes involved in reductions in force, layoffs, job sharing, and modified work schedules and their use in organizational downsizing.
19. Calculating and analyzing costs and benefits of turnover and differentiating the types and causes of employee turnover.
20. Calculating and applying the quantitative and qualitative techniques for evaluating the performance of the staffing function in organizations and determining whether or not the staffing function is performing effectively.
21. Understanding and assessing how Strategic Organizational Staffing can leverage artificial intelligence to enhance needs assessment and productivity and streamline workflows in Strategic Organizational Staffing.

Acquired Skills:

1. Organizational Staffing Process and Planning
2. Creating an Organizational Staffing Model
3. Cost and Benefit Analysis of Turnover
4. Interview Techniques

COURSE POLICIES:

1. **Guidelines for Written Assignments.** When you submit written work, please prepare it in a word processor using a format/style consistent with professional business practice. All written assignments must use APA standards (see using APA style in the library resources). The following website will provide some examples of proper APA citations (<http://www.apastyle.org>), but the best source is The Publication Manual of the American Psychological Association (7th edition).
2. **Late Policy for Assignments is as follows:** An assignment submitted after the due date will be assessed a **10% grade deduction for the first 2 days late and 5% each day afterward up to 5 days**. If circumstances arise that preclude meeting this course requirement or assignment deadline, you must notify me immediately.
 - a. If an assignment is turned in 5 or more days late, the assignment will be accepted, but NO points will be earned. When submitting an assignment, please include your name, **MGT6174.E1**, and the assignment title on the first page of the assignment. When you upload your assignment to Moodle, it must be able to be opened in order for it to be considered on time.
 - b. Assignments not submitted correctly will not be graded and will be returned. Resubmitted assignments must still be in by the due date. Due date credit is not given for assignments that are returned ungraded.
 - c. All assignments must be submitted by 11:30 pm (CST) on the dates listed to ensure no penalty points will be applied. The student is responsible if a file is submitted that cannot be read and, therefore, cannot be graded. It is acceptable to submit assignments early; however, grading will be according to the stated schedule for the due dates. No work will be accepted after one week past the due dates.
3. **Extra Credit** – There is no extra credit work in this class.
4. **Academic Resources** – When conducting research for an assignment, the majority of your sources should be textbooks or peer-reviewed academic journals, such as those found in the university library databases. Internet searches will often take you to non-academic information resources such as Wikipedia.com, Ask.com, Encarta.msn.com, Infoplease.com, etc. Information gathered from these sites may be unreliable and inaccurate since they do not follow the formal oversight of the peer review process. Please avoid using these sites. They will not be permitted in this course and will not count toward fulfilling assignments.
5. **Feedback** – Feedback is provided for graded exercises and assignments within 5-6 days of the due date. Moreover, if you need feedback at any time regarding participation assignments, please ask.
6. **Incompletes** – Amberton University policy states that it is up to an instructor's discretion as to whether or not he or she grants an "Incomplete" at the end of the course.
7. **Course Contribution** – You are expected to study and learn, provide on-time completion of assignments, and regularly participate in and supply effective contributions to online discussions and activities. Those who demonstrate consistently high quality and professional performance and who regularly contribute to course activities will earn high grades in this course. As a guideline, you should log in to the course and participate in the discussion at least two (2) times per week. Please plan on meeting the course requirements schedule. On rare occasions, circumstances beyond your control may result in your missing

a course commitment. ***Please get in touch with me in advance of the due dates to discuss your situation.***

8. **Plagiarism** - Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to TurnItIn.com for the detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism in such papers. Use of TurnItIn.com service is subject to the Usage Policy posted on the TurnItIn.com site. **The maximum Turnitin report can be at most 20%.**

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

Please see below for instructions.

COURSE OUTLINE AND CALENDAR:

GRADUATE PROJECT: Each graduate student will complete a presentation regarding developing a Strategic Staffing Model and Plan for a company that has gone through a Merger and/or Acquisition, due August 9, 2026

Week 1	Staffing Models and Strategy, Social and Legal Environment	Read Chapters 1-2	1-7	Sunday, June 14, 2026 Orientation to Class; Text Review Syllabus Review 11:30 PM CST
Week 2	Planning, Job Analysis, Requirements, Competencies, and Rewards	Read Chapters 3-4	8-10, 15-17	Sunday, June 21, 2026 Assignment 1 Chapters 1-3 11:30 PM CST
Week 3	External Recruitments and Internal Recruitment	Read Chapters 4-5	1, 2, 3, 6-12	Sunday, June 28, 2026
Week 4	Measurement	Read Chapters 6-7	8-12, 18-20	Sunday, July 5, 2026 Assignment 2 – Chapters 3-5 11:30 PM CST CST

Week 5	External Selection I, II, Internal Selection,	Read Chapters 8-9	1, 2, 3, 6-12	Sunday, July 12, 2026 Graduate Research Project Topic Approved by Dr. Di
Week 6	Internal Selection, Decision Making, Final Match	Read Chapters 10-11, 12	10-16	Sunday, July 19, 2026 Assignment #3– Chapters 8-12 11:30 PM CST
Week 7	Staffing System Management	Read Chapters 13-14	1-20	Sunday, July 26, 2026
Week 8	Retention Management	Read Chapter 14	8-10	Sunday, August 2, 2026 Assignment #4 Chapters 13-14 11:30 PM CST
Week 9	Prepare for Presentation	Read Chapters 1-15	1-20	Sunday, August 9, 2026 Graduate Research Project Due
Week 10	Final Posts		1-20	Sunday, August 16, 2026 Final Post

GRADING CRITERIA:

Assignment 1	15%	15 points
Assignment 2	15%	15 points
Assignment 3	15%	15 points
Assignment 4	15%	15 points
Graduate Project	25%	25 points
Discussions and Participation	15%	15 points
TOTAL POSSIBLE	100%	100 points

GRADING CRITERIA:

ASSIGNMENTS AND ARTICLE REVIEWS: During this session, there will be article reviews as part of the assignments, and each requires a three (3) page written critique of peer-reviewed, journal articles related to the reading for the week. There will be an online discussion component for each review that will require the student to share the research they have reviewed. Detailed instructions for the assignment will be provided in the course. The reviews must follow APA guidelines and written requirements outlined in the syllabus.

DISCUSSION POSTINGS:

Discussion postings are a two-step process. In Step 1 you will be asked to post a response to a discussion question. This may include textbook questions, reviewing video links, conducting internet searches and/or mini cases. I am expecting 250 to 400 words in your responses. In Step 2 you will pick two other students' postings and give them feedback. Your job is not to "nitpick" his or her post. If you disagree, provide scholarly-based feedback. You should expand upon the posting content in your response. Be specific in your feedback. I am expecting 75-100 words in each of your responses to other students' postings. Responses to other students' postings are due 5 days after the due date for the Step 1 postings.

Grading of discussion postings will be proportioned as follows:

- 60% - your original posting
- 20% - review of one other posting
- 20% - review of one other posting

State any policies related to the course i.e., make-up exams, late assignments, incompletes, etc.)

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet

2. General knowledge in:

Internet browser settings and configuration

e-mail and file attachments

Uploading and downloading files

Using a word processing package

3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Amberton University uses a Single Sign-On (SSO) portal to provide secure, one-time access to various systems like Moodle, Amberton Email (Gmail), and Campus Web.

Here are the step-by-step instructions for logging into the SSO portal:

1. Access the SSO Portal

You have two main ways to reach the login page:

- Direct URL: Open your web browser and go directly to the SSO login page:

<https://sso.amberton.edu>

- Via University Website (Alternative):

1. Go to the Amberton University website: <http://amberton.edu>.
2. Click the menu icon (often represented by 3 horizontal bars typically found on the right side of the screen).
3. Click the SSO Login link.

2. Enter Your Credentials

When prompted, enter your Amberton University credentials:

- Username: This is the same as your University email account name (the part before @my.Amberton.edu).
 - Format: Your capitalized first name initial + your entire last name + the last three digits of your SSN.
 - Example: If your email is JSmith789@my.Amberton.edu, your Username is JSmith789.
- Password: This is your Amberton University ID # (AUID), and it must include the dashes.
 - Example: 07-999-876

3. Set Up Multi-Factor Authentication (Initial Login Only)

- First-Time Users: During your initial log-in, the system will prompt you to set up Two-Factor Authentication (2FA) for added security.
- Follow the on-screen steps to establish your preferred authentication method (e.g., text message, or an authenticator application like Google Authenticator).

4. Access Your Applications

- Once successfully logged into the SSO portal, you will see a dashboard with icons or links for the various applications you can access.
- Click on the application you wish to use (e.g., Moodle, Gmail, or CampusWeb), and you will be taken directly to it without needing to log in again

If you have lost or do not know your University email address or have access issues, please contact the IT Help Desk at:

(972-279-6511 ext. 128
e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send an email to your professor.

Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Email Communication

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google Gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal Gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

Microsoft Office 365 Education:

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work

Turnitin Draft Coach

Instructions for Accessing Turnitin Draft Coach in Google Docs

Turnitin Draft Coach is typically available as an add-on or extension within Google Docs, allowing you to check for similarity, citations, and grammar *before* final submission.

Important Pre-requisites:

- Institutional Access: Draft Coach must be licensed and enabled by your school or institution's Turnitin and Google Workspace administrators. If you cannot find the extension, contact your instructor or IT support.
- Account: You must be signed into Google Docs using your institutional/school email account, not a personal Gmail account, for the extension to appear and work correctly.
- Document Type: The document must be a native Google Doc (not an uploaded .doc, .docx, or .pdf file opened in Docs). If you have another file type, copy and paste the text into a new, blank Google Doc.

Step-by-Step Guide

1. Open Google Docs: Sign in to your institutional Google account and navigate to Google Docs.
2. Open Your Document: Open an existing assignment draft or start a new document and paste your writing into it.
3. Access the Extension: In the top menu bar of your Google Doc, click on Extensions.
4. Select Draft Coach: Hover over or click Turnitin Draft Coach, and then select Turnitin Draft Coach again from the submenu.
 - *Note: If the option does not appear immediately, refresh your page and try again.*
5. Draft Coach Panel: The Draft Coach panel should now appear on the right-hand side of your screen.
6. Get Started: The first time you open it, you may need to click a "Get Feedback" or similar button, and you will likely need to read and accept the Terms and Conditions to continue.
7. Run Reports: Once loaded, you can select the tabs or cards in the panel to run different checks:
 - Similarity Check: Checks against Turnitin's database. (*Note: You typically have a limited number of checks for similarity, often three.*)
 - Citations Check: Analyzes your document for correct citation and referencing practices.
 - Grammar Guide: Provides feedback on grammar and mechanics (usually US-English rules).

You are now ready to use Turnitin Draft Coach to review and improve your writing!