



**CLASSROOM:** Web-Based Course  
**MEETING TIME:** See Course Schedule for Assignment Due Dates  
**NOTE ABOUT TIMES:** All times and deadlines for this course are listed as Central Standard Time (CST) Zone (Commerce, TX) times.

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### REQUIRED TEXT:

Pearson Custom Business Resources-Management 501-Operations & Organizations-Texas A&M University-Commerce. Copyright 2014. This is a custom book combining chapters from "Organizational Behavior (15th Edition)" by Robbins & Judge and "Operations Management, Sustainability and Supply Chain Management (11th Edition)" by Heizer & Render. ISBN 10: 1-269-27802-9; ISBN 13: 978-1-269-27802-7. Cost: \$193.60.

**\*Please note that this price indicates the cost charged at the TAMU-Commerce bookstore. You can buy Robbins & Judge (Organizational Behavior, 15th Edition) on Amazon (used) for \$41.98. You can buy Heizer & Render (Operations Management, Sustainability and Supply Chain Management, 11th Edition) on Amazon (used) for \$79.99. Also, older editions of these two texts will probably work just fine as well.**

### COURSE OVERVIEW AND OBJECTIVES:

This course entails the study of the major design and operating activities of the goods-producing and services organizations, including product and process design decisions, and basic quality, inventory and operations planning and control. The study also includes the basic managerial functions of planning, organizing, leading, and controlling. Through completion of this course:

- Students will understand the four management functions of planning, organizing, leading, and controlling and discuss activities that are performed by each function.
- Study the concepts and apply personal applications in the major design and operating activities of goods-producing and services organizations.
- Students will understand the process of strategic planning, supply chain management, and leadership systems.
- Students will learn traditional as well as controversial or radical approaches to operations management issues.

### COURSE FORMAT:

This course is entirely web-based. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. Be sure to login to ecollege regularly. PowerPoint slides will be available for each of the Robbins et al. book chapters; under the "Doc Sharing" tab. ALL of the handouts and assignments will also be posted on eCollege, under the Doc Sharing tab. You should submit all of your work in a format that is compatible with **Microsoft Office 2007/2010** and post it in the appropriate "Dropboxes" it is due. The final exam will be available early in the semester, under the Week 5 tab. I will also

facilitate an introductory Class Live Pro session at the beginning of the course in order to answer any questions or concerns about the course.

### **COURSE SCHEDULE:**

A course schedule is included on the fifth page of this syllabus.

### **SYLLABUS SUBJECT TO CHANGE STATEMENT:**

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

### **STATEMENT ON ACADEMIC INTEGRITY:**

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

An academic honesty policy has been posted under the "Doc Sharing" tab. You should read this document, initial it, and submit it to me via its corresponding "Dropbox".

### **NON-DISCRIMINATION STATEMENT:**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **SPECIAL NEEDS/REASONABLE ACCOMODATIONS:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library**  
**Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

### **TENETS OF COMMON BEHAVIOR STATEMENT:**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

### **COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:**

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during "electronic communication". Texas A&M-Commerce expects this from you, as do current and future employers. Since so much communication in the workplace is "electronic" nowadays, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding in virtual office or student lounge.
- **Regular and Timely Attendance and Participation:** You are expected to logon to eCollege regularly. The consensus day for Summer I is June 11. If you do not log in the course by this date will be notified to the registrar's office for the necessary action.

**Assignments:**

1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 501 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
  2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. All work and assignments for the entire course will be available on the day of class. Start working on each assignment as soon as you possibly can and make sure that you have the all assignments submitted by the specified due dates. You **MUST** turn in all written assignments **ON TIME**. You will have until **8:00 AM CST** to submit the work that is listed in the far right, "All Assignments Due" column of the course schedule provided on the fifth page of this syllabus. I will accept late assignments. However, there will be a significant penalty. For each day that your assignment is late, I will deduct **10 POINTS** from your grade. If you do not meet the 8:00 AM deadline (even by one or two minutes), I will deduct 10 points. If you do not turn the assignment in by 8:00 AM CST the next day, I will deduct an additional 10 points, and so on. Saturdays and Sundays count towards the total days late.
  3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don't turn in work that is only "half-finished".
  4. **Please submit assignments in a format that is compatible with Microsoft Office 2007/2010.** I have to reformat docx files before I am able to open them, so please save all documents as doc files.
- **Back-ups Are Required:** You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
  - **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M- Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.
  - **Make-up Exams or Late Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment. I **do not** give any **extra credit** at the graduate level course.
  - **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced in the class and e-mail. It is your responsibility to become aware of any such changes.

**GRADE COMPONENTS:**

Component	Type	Point Value	% Value
Case Assignments (4 @ 50 Points Each)	Individual	200 points	40%
Final Exam	Individual	100 points	20%
Research Paper	Group	100 points	20%
Power Point Presentation	Group	100 points	20%
<b>Course Total</b>		<b>500 points</b>	<b>100%</b>

**GRADING SCALE:**

A	90 – 100%	450-500 points	D	60-69%	300-349 points
B	80 – 89%	400-449 points	F	Below 60%	Less than 300 points
C	70-79%	350-399 points			

- Incomplete - I will consider only under extenuating circumstances.
- Withdrawal - Must be initiated by the student administratively.

### **CASE ASSIGNMENTS:**

Throughout the semester, you will be required to analyze four short cases that can be found in the Robbins & Heizer texts. The case work is worth a total of 200 points (40% of your course grade), so take it seriously. Specific instructions for each case will be posted on eCollege, under the “Doc Sharing” tab. The analyses should be submitted to the “Dropbox” designated for that case. The document must be compatible with Microsoft Word 2007/2010. A grading rubric for the case assignments can be found at the end of this syllabus.

### **FINAL EXAM:**

Final exam will test your comprehension of the material presented in the required textbook via selected essay items. The exams will be posted in “Doc Sharing” and corresponding dropboxes for this exam can be found under Week 5 tab. Final exam is worth 100 points. A tentative grading rubric for the exams can be found at the end of this syllabus.

### **RESEARCH PAPER:**

As a group of 3-5 students, you will be required to write a research paper covering the topics of operations management and organizational behavior. The paper is worth 100 points. Specific instructions for the paper will be posted in eCollege, under the “Doc Sharing” tab. The research paper should be submitted to its corresponding dropbox and must be saved in a format compatible with Microsoft Word 2007/2010 (doc/docx file). A grading rubric for the paper can be found at the end of this syllabus.

### **POWER POINT PRESENTATION:**

Upon completion of your research paper, your group will be required to create a Power Point presentation highlighting the most important and interesting information from your paper. The presentation is worth 100 points. Specific instructions for the presentation will be posted in eCollege, under the “Doc Sharing” tab. Your presentation should be submitted to its corresponding dropbox and must be saved in a format compatible with Microsoft Word 2007/2010 (i.e., a ppt/pptx file). While you will not have to actually present your work, your Power Point slides will be made accessible to the entire class. A grading rubric for the presentation can be found at the end of this syllabus.

### **PARTICIPATION:**

Attendance and engagement in your work is critical to successful course completion. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a week to make sure that you stay on track, view the feedback regarding your work, and read any additional information and/or material for this course.

I will also be available to facilitate an introductory chat session at the beginning of the course. It is not required that you participate in the chat, but it is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have. In order to get to the chat room: (1) Click the “Live” tab at the top of the eCollege course screen; (2) Click “Class Live” to enter the main discussion room for this course; Then “Join the Class Live Pro” session. This session will be held on June 9<sup>th</sup> at 7:00 PM in the “Class Live”. Make sure you have updated version of JAVA enabled on your system to access class live.

- ❖ **IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT**
- ❖ **THE BEST WAY TO REACH ME IS ON MY EMAIL i.e., [Sonia.taneja@tamuc.edu](mailto:Sonia.taneja@tamuc.edu)**
- ❖ **ON THE COURSE SCHEDULE THAT APPEARS ON THE NEXT PAGE, THE GENERAL ASSIGNMENTS, ALL FOUR CASE ASSIGNMENTS, AND THE FINAL EXAM ARE DUE BY 8:00 AM (CST) ON THE DATE APPEARING AT THE BEGINNING OF THAT ROW. ALL OF THE DATES IN THE FIRST COLUMN FALL ON MONDAY OR THURSDAY.**

WEEK & DATE (MONDAY &THURSDAYS)	TOPICS: TEXT CHAPTERS	WORK DUE: BY 8:00 AM ON THIS DAY
1. June 08	<b>Read, Initial, and Submit the Honesty Policy</b> <b>Introduction to Syllabus</b> R: Chapter 1—Diversity in Organizations	Introductory Class Live @ 7:00-8:00 PM (06/09)
1. June 11	R: Chapter 2—Attitudes and Job Satisfaction R: Chapter 6—Motivation: From Concepts to Applications	<b>Honesty Policy Due (06/11)</b> <b>Submit group information</b>
2. June 15	R: Chapter 7—Foundations of Group Behavior R: Chapter 8—Leadership	<b>Case Assignment 1 Due</b> <b>Group Proposal due (06/15)</b>
2. June 18	R: Chapter 9—Power and Politics R: Chapter 10—Conflict and Negotiation	<b>Case Assignment 2 Due</b>
3. June 22	H: Chapter 11—Project Management	
3. June 25	H: Chapter 12—Design of Goods and Services H: Chapter 13—Managing Quality	<b>Case Assignment 3 Due</b>
4. June 29	H: Chapter 14—Process Strategy	<b>Case Assignment 4 Due</b>
4. July 03	H: Chapter 15—Supply Chain Management H: Chapter 16—Inventory Management	
5. July 06	<b>***FINAL EXAM***</b>	<b>RESEARCH PAPER &amp;</b> <b>POWER POINT</b> <b>PRESENTATION DUE</b>
5. July 09	<b>***HAVE A WONDERFUL SUMMER***</b>	<b>FINAL EXAM DUE</b>

- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- ❖ **R: ROBBINS & JUDGE TEXTBOOK; H: HEIZER & RENDER TEXTBOOK**

### Case Analysis Grading Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Identification of Critical Issues and Depth of Analysis</b></p> <p>I will consider how focused your analysis is, and whether you address many of the existing and critical issues in the case.</p> <p><b>Score:</b></p>	<p>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</p> <p><b>(20)</b></p>	<p>Identifies most of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into more depth.</p> <p><b>(16)</b></p>	<p>Identifies many of the critical managerial issues. Discusses, evaluates, and analyzes most of the managerial issues, providing convincing and supported arguments, but could have gone into much more depth.</p> <p><b>(14)</b></p>	<p>Identifies few, if any, critical managerial issues. Fails to discuss, evaluate, and analyze each managerial issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p><b>(12)</b></p>
<p><b>Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case</b></p> <p><b>Score:</b></p>	<p>Provided a thorough and well-supported discussion of several valid approaches for dealing with all of the critical, problematic issues in the case.</p> <p><b>(20)</b></p>	<p>Provided a sufficient and supported discussion of several valid approaches for dealing with most of the critical, problematic issues in the case, but could have gone into more depth or provided a few more</p> <p><b>(16)</b></p>	<p>Discussed some valid approaches for dealing with some of the critical, problematic issues in the case, but could have gone into much more depth, provided more support, and/or provided several more</p> <p><b>(14)</b></p>	<p>Discussed few, if any, approaches for dealing with some of the critical, problematic issues in the case, and provided little or no support.</p> <p><b>(12)</b></p>
<p><b>Turnitin.com Similarity Rating</b></p> <p><b>Score:</b></p>	<p>Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.</p> <p><b>(5)</b></p>	<p>Student submits a paper that scores a mid-range similarity rating (between 25 and 50%).</p> <p><b>(4)</b></p>	<p>Student submits a paper that scores a rather high similarity rating (between 50% and 75%).</p> <p><b>(3)</b></p>	<p>Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism.</p> <p><b>(2)</b></p>
<p><b>Overall Quality of Written Communication</b></p> <p><b>Score:</b></p>	<p>Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.</p> <p><b>(5)</b></p>	<p>Student presented a well-written, coherent analysis that contained a few minor errors.</p> <p><b>(4)</b></p>	<p>Student presented a rather coherent analysis that contained several minor errors.</p> <p><b>(3)</b></p>	<p>Student presented an incoherent analysis that contained several major errors.</p> <p><b>(2)</b></p>
<p><b>Total Score:</b></p>	<p>____ out of 50</p>			

## Exam Grading Rubric

The final exam will test your knowledge and understanding of the organizational behavior and operations management topics covered in this course and will be assessed via ten short essay questions. Each essay question will be evaluated using the following rubric.

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Response and Reference Support</b></p> <p>Demonstration of applicable knowledge of the topic or topics identified in the question; thorough discussion of the topic(s); the more reference support you use to substantiate your discussion, the better. The quality of the journals you cite is also important.</p>	<p>Thoroughly demonstrated applicable knowledge of the topic(s) in question. Empirical research from multiple journal articles provided support for the discussion. Several of the journal articles used came from top-tier journals.</p>	<p>Demonstrated applicable knowledge of the topic(s) in question; Convincing, but could have gone into a bit more depth. More references and empirical research could have been used to support the discussion and more references could have come from top-tier journals.</p>	<p>Demonstrated applicable knowledge of the topic(s) in question, but could have gone into much more depth. Much more references and empirical research could have been used to support the discussion. Most of the articles came from lower-level journals.</p>	<p>Failed to demonstrate applicable knowledge of the topic(s) in question; Lacks any significant degree of depth. Hardly any references or empirical research was used to support the discussion. The few articles that were used came from low-level journals or websites.</p>
<b>Score:</b>	<b>(9-10)</b>	<b>(8-9)</b>	<b>(7-8)</b>	<b>(0-6)</b>

## Research Paper Grading Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Identification of Organizational Behavior Variables Critical to Effective Operations Management</b></p> <p><b>Score:</b></p>	<p>Identifies all organizational behavior variables critical to effective operations management.</p> <p><b>(10)</b></p>	<p>Identifies many organizational behavior variables critical to effective operations management.</p> <p><b>(8)</b></p>	<p>Identifies a few organizational behavior variables critical to effective operations management.</p> <p><b>(7)</b></p>	<p>Identifies one or none of the organizational behavior variables critical to effective operations management.</p> <p><b>(6)</b></p>
<p><b>Depth of Your Discussion of These Variables and Their Importance to Operations Management</b></p> <p>I will consider how detailed your discussion is and how far into depth you go.</p> <p><b>Score:</b></p>	<p>Thoroughly discusses and evaluates each organizational behavior variable and its relation to operations management, providing convincing and supported arguments.</p> <p><b>(40)</b></p>	<p>Discusses and evaluates each organizational behavior variable, providing convincing and supported arguments, but could have gone into a bit more depth.</p> <p><b>(32)</b></p>	<p>Discusses and evaluates each organizational behavior variable, providing convincing and supported arguments, but could have gone into much more depth.</p> <p><b>(28)</b></p>	<p>Fails to discuss and evaluate each organizational behavior variable, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p><b>(24)</b></p>
<p><b>Literature Review of the Operations Management and Organizational Behavior Topics—Reference Support</b></p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p><b>Score:</b></p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each variable was included. Several of the journal articles used came from top-tier journals.</p> <p><b>(30)</b></p>	<p>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, variables were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.</p> <p><b>(24)</b></p>	<p>Provides an adequate and clear review of the journal literature, but several variables lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</p> <p><b>(21)</b></p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified variable. The few articles that were used came from low-level journals or websites.</p> <p><b>(18)</b></p>
<p><b>APA Formatting of References</b></p>	<p>Student cited ALL references</p>	<p>Student cited most references</p>	<p>Student cited many references</p>	<p>Student cited few references</p>



Students must cite all references in proper APA format, in-text and on reference page.  <b>Score:</b>	properly, formatted in accordance with the APA style guide (no errors).  <b>(10)</b>	properly, formatted in accordance with the APA style guide (a few minor errors).  <b>(8)</b>	properly, formatted in accordance with the APA style guide (4 or more minor errors).  <b>(7)</b>	properly, not in accordance with the APA style guide (4 or more errors with at least 1 being a major error).  <b>(6)</b>
<b>Turnitin.com Similarity Rating</b>  <b>Score:</b>	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.  <b>(5)</b>	Student submits a paper that scores a mid-range similarity rating (between 25 and 50%).  <b>(4)</b>	Student submits a paper that scores a rather high similarity rating (between 50% and 75%).  <b>(3)</b>	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism. Such papers will be investigated and administrative action may be taken.  <b>(2)</b>
<b>Overall Quality of Written Communication</b>  <b>Score:</b>	Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.  <b>(5)</b>	Student presented a well-written, coherent analysis that contained a few minor errors.  <b>(4)</b>	Student presented a rather coherent analysis that contained several minor errors.  <b>(3)</b>	Student presented an incoherent analysis that contained several major errors.  <b>(2)</b>
<b>Total Score:</b>	___ out of 100			

## Power Point Presentation Grading Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Importance and Accuracy of the Information Presented on the Slides</b></p> <p><b>Score:</b></p>	<p>Includes a large amount of information that is both accurate and important for other students to know.</p> <p><b>(50)</b></p>	<p>Includes a moderate amount of information that is both accurate and important for other students to know.</p> <p><b>(40)</b></p>	<p>Includes a few pieces of information that are both accurate and important for other students to know.</p> <p><b>(35)</b></p>	<p>Includes one or two pieces of information that are inaccurate and not important for other students to know.</p> <p><b>(30)</b></p>
<p><b>Reference Support Included on the Slides</b></p> <p>By citing the reference support that you found to be informative, you can help your fellow students find this research and learn.</p> <p><b>Score:</b></p>	<p>Provides several citations from scholarly journal literature that other students can find and read.</p> <p><b>(30)</b></p>	<p>Provides a moderate amount of citations from scholarly journal literature that other students can find and read.</p> <p><b>(24)</b></p>	<p>Provides a few citations from scholarly journal literature that other students can find and read.</p> <p><b>(21)</b></p>	<p>Provides one or two citations from questionable journal literature or Internet websites.</p> <p><b>(18)</b></p>
<p><b>Overall Appearance of the Power Point Presentation</b></p> <p><b>Score:</b></p>	<p>Presents aesthetically pleasing, professional slides that are easy to read and free from grammar and typographical errors.</p> <p><b>(20)</b></p>	<p>Presents aesthetically pleasing, professional slides that are easy to read and contain very few grammar and typographical errors.</p> <p><b>(16)</b></p>	<p>Presents professional slides that could be more aesthetically pleasing and easier to read; slides contain many grammar and typo errors.</p> <p><b>(14)</b></p>	<p>Presents unprofessional slides that could be much more aesthetically pleasing and easier to read; slides contain several grammar and typo errors.</p> <p><b>(12)</b></p>
<p><b>Total Score:</b></p>	<p>___ out of 100</p>			