



CLASSROOM: eCollege Web-Based Course
MEETING TIME: See Course Schedule for Assignment due Dates and Live Session Times
NOTE ABOUT TIMES: All Times and Deadlines for this Course are Listed as Central Time Zone (Commerce, TX) times.

Instructor: Dr. Sonia Taneja
E-mail: Sonia.taneja@tamuc.edu
Office: BA 311
Office Hours: TUESDAY 12-4 PM CST

REQUIRED TEXT:

Organizational Behavior, 16th edition, by Robbins & Judge, Prentice-Hall Publishing

Print Version ISBN: 9780133792386. Cost: \$203.65.10 (New)* and \$162.95 (Used)*
(An older edition would just do fine).

Note: There is no need to buy the book with the access code. It is not required at this time.

COURSE OVERVIEW AND EXPECTED LEARNING OUTCOMES:

This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision-making, communication and organizational change and development. This course aims to improve students understanding of human behavior in organization and the ability to lead people to achieve more effectively toward increased organizational performance. *Students will be able to view themselves as engaged citizens within an interconnected and diverse world (QEP SLO, 2014).* After completing this course, students should be able to:

- Understand individual behavior in organizations, including diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories.
- Understand group behavior in organizations, including communication, leadership, power and politics, conflict, and negotiations.
- Understand the organizational system, including organizational structures, culture, human resources, and change.

METHODS FOR ASSESSING EXPECTED LEARNING OUTCOMES:

Group assignment, 3 exams, and ethics paper.

COURSE STRUCTURE:

This course is entirely Web-based. I've designed the course and thought carefully about the types of assignments and format that would be best suited to the course goals. **Nevertheless, the quality of the course will depend very much on the preparation and effort expended by all members of the course.** 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 log onto eCollege and check your university e-mail regularly to see what work you are required to do. I will create group discussion board on course home page. This is the main way in which

everyone (regardless of your location, time zone, etc.) can actively work on your group project. There are other richer forms of communication available so feel free to use them. You should submit all of your work in a format that is compatible with **Microsoft Word** and post it in the appropriate "Dropboxes" when due. I have scheduled our first class live chat session on January 20 from 7:00 PM – 8:00 PM CST to introduce the course and answer any questions or concerns about the course and discuss some of the material. I will also have more class live sessions depending on the need of the class.

COURSE SCHEDULE:

A specific course schedule is included at the end of this syllabus.

GRADING

<u>Component</u>	<u>Type</u>	<u>Value</u>
Exam (3 @ 100 Points Each)	Individual	300 points (60%)
Group Assignment	Group	100 points (20%)
Ethics Paper	Individual	100 points (20%)
Course Total		500 points

- Incomplete - Must be previously agreed upon by student and instructor and initiated by the student administratively.
- Withdrawal - Must be initiated by the student administratively.

COURSE ASSIGNMENTS

EXAM: The exam **will be timed** and can only be accessed once; therefore, once you begin, you may not stop and come back to it later. A missed quiz equals a missed quiz grade regardless of the reason unless you contact me immediately. There will be no make-up quizzes except for observance of religious holidays, sanctioned University events or documented serious illnesses. It is your responsibility to make alternate arrangements with me *at least two weeks prior to the actual date of the religious holiday or University event*. There will be no makeup quizzes for any other reason, without a late deduction of 25% off the top of your final score.

GROUP ASSIGNMENT: You will find the instructions under doc sharing and then Assignment Handouts. Assignments should be uploaded to the appropriate Drop Box. As a group of 3-5 students, you will be required to write a research paper covering the topics of 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.

ETHICS PAPER: Instructions for the ethics paper can be found by clicking on doc sharing and Assignment Handouts. Student papers will be submitted to the Ethics Paper Drop Box. Please do not e-mail these papers to me. If you can see it in your drop box, then I can also see it.

****NOTE**** All papers will automatically be submitted to Turnitin.com. Papers that receive higher than 25% on the similarity index will be reviewed for plagiarism. Using your own words and as few quotations as possible will help keep your score below 25%. Also, make sure you give credit to the authors by using the proper citations. For the grading rubric, see Appendix A at the end of the syllabus.

COURSE POLICIES

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a week. This is one way of “attending” the class. Another way, is to attend the class live sessions. The census day for Spring 2016 is February 04. If you do not log in the course by this date will be notified to the registrar’s office for the necessary action.

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 syllabus as written AND 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

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).

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 to discussion board questions.

- **Regular and Timely Attendance and Participation:** I suggest that you log onto the eCollege site for this course SEVERAL TIMES a week. This is one way of “attending” the class. The other way you will be considered attending is to participate in your group discussion boards.
- **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in this course 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. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the “assigned” date to start working on it. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. However, you **MUST** turn in all written assignments **ON TIME**. Unexcused late work will receive an automatic **50% penalty** if turned in by the next day, and a **0** if turned in more than one day late. Late work is viewed as very unprofessional in the corporate world: “Sorry Mr./Ms. Vice President, I just did not get the work done in time for our meeting today.” That will be the last time your manager gives you the opportunity to “shine” in front of a VP.
 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 Word.**
- **Back-ups Are Required:** You are required to back up all your assignments so that they 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 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.

IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE 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.

FINALLY: This syllabus is a contract between you and me. If you disagree with the policies set forth in this syllabus, you have the right to withdraw within the timeframe indicated in the University calendar. By staying enrolled in this class, you agree to adhere to **all** policies stated in this syllabus.

MGT 305 - Tentative Schedule – SPRING 2016

Week & Date	READINGS & ASSIGNMENTS	WORK DUE MONDAY BY 8:00 AM CLASS LIVE SESSION 01/20 from 7-8 PM CST
1. January 19	**TEAM ESTABLISHMENT! ** Read, Initial, and Submit the Honesty Policy INTRODUCTION TO SYLLABUS R: Chapter 1 - What is Organizational Behavior?	
2. January 25	R: Chapter 2 - Diversity in Organizations	Class live session 01/25 from 7-8 pm CST
3. February 01	R: Chapter 3 - Attitudes and Job Satisfaction	Submit group names by 02/01
4. February 08	R: Chapter 5 - Personality and Values *Topic Selection for Group Paper	Class live session 02/08 from 7-8 pm CST Submit Topic by 02/08 by 8:00 AM CST
5. February 15	R: Chapter 6 - Perception and Individual Decision Making *Introduction to Ethics Paper	
6. February 22	EXAM 1 (Ch. 1-6)	Class live session 02/22 from 7-8 pm CST
7. February 29	R: Chapter 7 - Motivation Concepts	Exam due 02/29
8. March 07	R: Chapter 9 - Foundations of Group Behavior R: Chapter 10 - Understanding Work Teams	Ethics Paper due March 07 by 8:00 AM CST.
9. March 14	SPRING BREAK	
10. March 21	R: Chapter 11 -Communication R: Chapter 12 -Leadership	Class live session 03/21 from 7-8 pm CST
11. March 28	EXAM II (Ch. 7-12)	
12. April 04	R: Chapter 13 -Power & Politics	Exam due 04/04
13. April 11	R: Chapter 14 -Conflict & Negotiation	
14. April 18	R: Chapter 15 - Foundations of Organizational Structure	Class live session 04/18 from 7-8 pm CST
15. April 25	R: Chapter 16 - Organizational Culture	Group Paper due on 04/25
16. May 02	R: Chapter 11 -Human Resource Policies & Practices R: Chapter 18 -Organizational Change & Stress Management	Class live session 05/02 from 7-8 pm CST
17. May 09	EXAM III (Ch. 13-18)	Exam due 05/09

Appendix A:

Ethics Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>1. Identification of Critical Issues and Problems; Depth of Analysis</p> <p>I will consider how detailed your analysis is, how far into depth you go, and whether you address many of the existing and critical issues in the case.</p> <p>Score:</p>	<p>Identifies all of the critical managerial/ethical issues. Thoroughly discusses, evaluates, and analyzes each managerial/ethical issue, providing convincing and supported arguments.</p> <p>(27-30)</p>	<p>Identifies most of the critical managerial/ethical issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into more depth.</p> <p>(24-26)</p>	<p>Identifies many of the critical managerial/ethical 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>(21-23)</p>	<p>Identifies few, if any, critical managerial/ethical issues. Fails to discuss, evaluate, and analyze each managerial/ethical issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p>(20 or Less)</p>
<p>2. Identification of the Impact /Challenges of the ethical dilemma</p> <p>Score:</p>	<p>Identifies all of the parties impacted by the managerial/ethical issue. Thoroughly discusses, evaluates, and analyzes the impact.</p> <p>(27-30)</p>	<p>Identifies most of the parties impacted by the managerial/ethical issue. Thoroughly discusses, evaluates, and analyzes the impact, but could have gone more into depth.</p> <p>(24-26)</p>	<p>Identifies some of the parties impacted by the managerial/ethical issue. Discusses, evaluates, and analyzes the impact, but could have gone much more into depth.</p> <p>(21-23)</p>	<p>Identifies few of the parties impacted by the managerial/ethical issue. Does not discuss, evaluate, or analyze the impact.</p> <p>(20 or less)</p>
<p>3: Generates Alternatives and Recommendations</p> <p>Score:</p>	<p>Generates several high-quality alternative solutions;</p> <p>Recommendations are well argued and based on thorough analysis.</p> <p>(27-30)</p>	<p>Generates two or more high-quality alternative solutions;</p> <p>Recommendations are fully supported by the analysis.</p> <p>(24-26)</p>	<p>Generates two or more alternative solutions;</p> <p>Recommendations are not fully supported by the analysis.</p> <p>(21-23)</p>	<p>Proposes only one (or no) alternative solution(s).</p> <p>(20 or Less)</p>
<p>4: Develops a Plan of Action for Implementing Recommendations</p> <p>Score:</p>	<p>Develops a thorough plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a variety of quality suggestions for minimizing them.</p> <p>(9-10)</p>	<p>Develops a plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a few suggestions for minimizing them.</p> <p>(8)</p>	<p>The link between the problem and the action plan is logically consistent.</p> <p>(7)</p>	<p>Does not develop an action plan; or it is incomplete, vague, or unrealistic for implementing the proposed solution.</p> <p>(6 or Less)</p>
<p>Total Score:</p>	<p>___ out of 100</p>			

Group Assignment Grading Rubric

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

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

****Peer Evaluation:** It is a part of the overall group assignment grade. Students are expected to be role models and it is my understanding that they will work with full dedication, sincerity, civility, and be committed to the group goals (i.e., group assignment). However, if any member's overall ratings are too low i.e., below 3 on the scale of five, it is the discretion of the instructor after carefully evaluating the work of student to deduct points from their overall grade in the group assignment. ***Please take group assignment very seriously and work well with your group members.*** Detailed instructions will be provided in the group charter available in doc sharing in eCollege.