



TMGT 350 Principles of Technology Management Course Syllabus: Spring, 2017

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General Course Information

Textbook Required: Title: Fundamentals of Management 10th edition with access code
Authors: Robbins, Coulter, and DeCenzo
Publisher: Pearson, <http://tinyurl.com/TMGT350>

Suggested Readings: Each Unit has a list of **"Further Reading"**. These readings have applications to the content of the course in managing technology.

Reference Sources:

- www.iamot.org
- www.inderscience.com (click on Science, Engineering & Technology)
- www.sciencedirect.com/science/journal/09234748
- www.atmae.org
- www.plagiarism.org
- www.tamu-commerce.edu/studentlife/guidebook.pdf
- Publication Manual of the American Psychological Association (APA)
6th Edition
ISBN: 10:1-4338-0561-8
2010

Course Description: Study of leadership and management methodologies necessary to be successful and effective in contemporary technology intensive organizations. Course emphasis will be on contemporary organizational structure, societal impacts, decision making, innovation, management strategies and management of organizational knowledge. Students will be expected to conduct extensive readings, research and writings conducive with a junior level undergraduate course in technology management.

Learning Outcomes

Learning outcomes define what you should know and be able to do as a result of your participation in this course of study. All of the activities that constitute this course are designed toward the accomplishment of that goal.

- **Learning Outcome #1:** The learner will demonstrate through written class assignments the ability to read course materials and textbook, analytically comprehend the content, organize and summarize the major points to others in an effective and concise manner consist with a junior level university student.
- **Learning Outcome #2:** The learner will demonstrate through written class assignments the ability to research course related literature, understand and compose comprehensive and concise definitions/descriptions of specific terminology, management principles, management theory and management practices directly related to the course of study.
- **Learning Outcome #3:** The learner will demonstrate the ability to conduct a comprehensive review of literature outside the course textbook and to develop written documents that effectively explain to others the key areas of understanding and practices that are required of contemporary managers of technology.
- **Learning Outcome #4:** The learner will demonstrate through class participation and required writings a working knowledge of and an advanced understanding of the discipline that constitutes technology management.
- **Learning Outcome #5:** The learner will demonstrate through discussion boards, written assignments, and classroom presentation the ability to effectively apply the principles and practices of management (planning, organizing, leading, and controlling) to a real-world technology-intensive, environment/enterprise.

Tips for Success

Do Not Presume: Be prepared to devote a minimum of six (6) clock hours a week in an course-and that is a modest estimate. Some weeks and some entire courses will require far more than the 6-hours.

Study and Pay Attention to the Course Learning Outcomes: Every course has established learning outcomes that are expected of the student. These are carefully crafted and serve as the foundation on which a well-designed course is built. Every aspect of the academic course including readings, research, assignments, projects and examinations flow from the course learning outcomes. Understanding these will provide a better understanding of what is expected of you, the student, in all aspects of the course.

Participation: Always respond to discussion board questions with substantive, well researched remarks. An example of a **bad** posting would be a very short response such as, "I agree with the previous post". An acceptable response would be multi-sentenced, would be thoroughly researched by you and would generate additional thoughts that relate directly to the lesson's subject matter. Use the opportunity to interact and to have a meaningful conversation with your classmates.

Be Proactive: If you have course related questions or do not understand an assignment, it is time for you to contact your professor. Do not wait until your grade is in jeopardy to act; your professor is there to guide you through the course. However, your questions should be serious, well written, positive and to the point.

Establish a Regular Schedule: It is a good habit to work on your course each day or at least 5-days a week. Your course requires you to spend at least 6-hours per week reading, researching and/or writing. It is not wise or effective to wait until the assignment, project or examination is due to begin-your grade will suffer. Time management, planning ahead and organization are “key” to success in any academic course.

Surveys: Your feedback may be requested by Texas A&M University-Commerce during the semester/term regarding your course. **It is important that you take a serious and constructive approach to this activity.** The information gained from you will assist in course evaluation by the university/college/department to insure that effective learning is taking place within the existing course structure. If changes are indicated, this will help with course re-design and/or other revisions that will make the course more relevant for future students and the employers of graduates.

Avoid Plagiarism: United States law supports that words and ideas can be stolen. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like other inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or computer file).

All of the following are considered plagiarism:

- Turning in someone else’s work as your own.
- Copying words and/or ideas from someone else without giving proper credit.
- Failing to put a quotation in quotation marks.
- Providing incorrect information about the source of a quotation or information source.
- Changing words, but copying the sentence structure of a source without giving proper credit.
- Copying so many words or ideals from a source that it makes up the majority of the work you have written, whether you give credit or not.

In most cases plagiarism can be avoided by citing your sources correctly. Simply acknowledging that certain material has been borrowed, and providing your audience with the necessary information to locate that source, is usually enough to avoid a plagiarism charge.

Technology Requirements

Basic Technology Requirements

- For maximum efficiency, you will need a good computer connected to high-speed Internet.
- Microsoft Office 2010 or newer is required.

Online Access & Navigation

- This course is facilitated using **eCollege**, the Learning Management System used by Texas A&M University-Commerce.
- To begin the online classroom course go to: <https://leo.tamuc.edu/Login.aspx>
- You will need your Campus Wide Identification Number (CWID) to log into the course.
- If you have questions and/or problems contact: Technology Services at 903-468-6000 or helpdesk@tamuc.edu
- **eCollege** HelpDesk is available 24 hours a day, seven days a week. You may contact the **eCollege** HelpDesk at: 1-866-656-5511 or helpdesk@online.tamuc.org or through the Online Chat by clicking on the "Live Support" tab within your **eCollege** course.

Pearson My Management Lab

- Learning materials for this course are supplemented by the textbook publisher, Pearson, through their *My Management Lab* website. This website is accessed through the eCollege course.
- Students buy an access code along with the course textbook for entry into learning materials, writing and discussion board assignments, and quizzes.
- Upon entry into this website, students are required to complete a browser compatibility test that allows pop-up and Adobe reader plugins.
- A calendar of course activities are displayed on the home page. The Gradebook within this website will display current grades. As this website is built on the eCollege engine, the course gradebook will look similar to one in eCollege

Communication

Faculty & Class Communication

All written correspondence with your instructor will be accomplished via **eCollege**. Normally emails are responded to within 24 hours of receipt, excluding weekends and holidays. If you wish to meet with me face-to-face, please contact me through email.

Emails are to be written in formal business format with complete sentences, correctly spelled words, correct punctuation, with correct and cordial greetings and salutations. Always place your name at the end of the email correspondence. Always remember that an actual person is at the receiving end of your communication.

Civility will be the rule at all times!

Course Policies

This undergraduate course will require you to read, conduct research, and to write at a level appropriate for a junior-level university student.

- You will be expected to read and comprehend the course syllabus, calendar, outcomes, and announcements.

- You will be expected to manage your time effectively and efficiently throughout the semester.
- You will be expected to meet all deadlines.
- You will be expected to participate fully in the course.
- You will be expected to practice civility in your correspondence and in your interactions with the professor, staff and students.
- You will be expected to devote **at least** 6 clock hours to this course each week (including on-line and off-line).
- You will be expected to log into **eCollege** and complete weekly course activities.
- Work, vacation, sickness/accident/death outside your immediate family does NOT constitute an approved excuse for not completing assignments, and/or not meeting any course deadlines.
- If you find it necessary to miss a deadline, notify me immediately! I will work with you to find a solution for your situation, if possible.

Grading & Evaluation Policy

The final course grade for each student will be based on the following:

Research and Textbook Assignment	100 points
Discussion Boards	100 points
Quizzes and Exams	100 points
(Chapter quizzes are used as evidence of attendance and activity in the course.)	
Research Project	100 points
TOTAL POSSIBLE POINTS:	400

GRADING SCALE	
A	400 to 360
B	359 to 320
C	319 to 280
D	279 to 240
F	239 and below

Due Dates: All Chapter assignments (writing, discussion board, quizzes) are due by midnight the following Monday after the weekly assignments. For example, Chapter 1 assignments are due no later than midnight January 30. NO EXTRA CREDIT WILL BE GIVEN AND LATE WORK WILL NOT BE ACCEPTED.

Explanation of Grade Requirements:

- **Research and Textbook Assignments:** University-level research is required to locate **credible** sources on the principle of the management of technology. The first assignment in this course is an instruction on how to locate and analyze good, reliable, up-to-date, creditable research material. You are required to search for content with something other than Google. Additionally, you are required to compose grammatically correct, short but meaningful writings on your findings.

- Discussion Boards: Chapter discussion board questions are required. You are expected to contribute your thoughts on each topic by Monday midnight following the chapter assignments. In addition to your reply, you may comment on other participants' posts. Topics are designed to prompt your critical thinking skills as most questions have no "right" answer, maybe better answers.

As this course does not meet in a face-to-face setting, discussions are in written form. Classroom participation occurs through our discussion threads. In order for you to better understand what I am looking for as I grade your responses, I have created the Discussion Grading Rubric. This should answer any questions you have about what exactly I am looking for in your posts.

As you discuss/write, here are some key points you should keep in mind:

- Be careful not to "**chase rabbits**" in your writing and fail to answer the question or issue at hand. Ask yourself, "Does my response answer the question?"
- Give examples and illustrations to support your point. Include links to Web sites that emphasize your position.
- Do not make sweeping generalizations or judgments about positions you have not sufficiently analyzed. Demonstrate that you have considered all reasonable ways of looking at an issue.
- Use correct spelling and grammar. Your writing should reflect that this is a college course. Compose your responses in a word processing program such as Microsoft Word in order to utilize spelling and grammar check. Then you can just copy and paste your response into the message area of your discussion reply. This extra step will keep your Blackboard account from "timing out" on you while you are composing (a frustrating experience).
- A message such as "Great idea! I totally agree," for example, does not satisfy the discussion requirement.
- Because we are using a discussion format in this course, invite others to comment on your thoughts. Do they agree or disagree?

Criteria:	Performance Indicators:				
	Exceptional – 25%	Acceptable – 20%	Needs Improvement – 10%	Inadequate – 5 to 0%	Not Attempted
Spelling and Grammar	Well-constructed sentences, good grammar, and no misspelled words	No more than 2 grammar, structure, or spelling errors	No more than 5 grammar, structure, or spelling errors	More than 5 grammar, structure, or spelling errors	Not completed

Criteria:	Performance Indicators:				
	Exceptional – 25%	Acceptable – 20%	Needs Improvement – 10%	Inadequate – 5 to 0%	Not Attempted
Development of Topic	Clear development of topic, doesn't drift, analysis of the issue, creative thought, posted by due date	Clear development of topic, doesn't drift, posted by due date	Good in most respects, more than a minimal level of skill	Lacks substance, vague, no analysis of the issue	Not completed
Content	Makes substantial contribution to posts, discusses new ideas, stimulates additional discussion, constructively replies to at least 2 other posts	Makes substantial contribution to discussion	Provides limited new ideas, no supporting reasons, inconsistent	Discussion is vague, appears to have been done pro forma - simply going through the motions without really putting any significant effort into thinking through them	Not completed
References and Examples	Expands on references to web sites, course readings, examples, and illustrations to further stimulate discussion	Includes examples and illustrations	Lists a reference or example without discussion	Does not include references, examples, or illustrations	Not completed

- Quizzes and Exams: Completion of a short quiz is required for each Chapter. These quizzes will help in self-check learning on Chapter concepts and prepare you for the final comprehensive exam required during final week.
- Research Project: In the workplace, you are expected to produce written products that must satisfy general requirements for the organization, be appropriate for a specific purpose, and meet the needs of the audience. Final course grades for this research and writing assignments are defined as follows:

A– Outstanding work: Shows superior analysis of the assignment; provides excellent selection of content, organization, design, and style that addresses both the practical and rhetorical requirements of the particular situation; uses a style that is fluent and coherent; excellent choice and use of visuals, has no major mechanical errors; shows insight, perceptiveness, originality, and thought.

B– Good work: Above the level necessary to meet course requirements; has a thorough, well-organized analysis of the assignment; shows judgment and skill in the presentation of material appropriate for the intended audience and purpose; supports ideas well with concrete details; has an interesting, precise, and clear style; good use of visuals; is free of major mechanical errors; strong, interesting work, although minor problems may be present.

C– Acceptable work: Meets all basic requirements of the course and assignment; provides a satisfactory analysis of the writing task, subject, and audience; accomplishes its purpose with adequate content, design, and detail; uses details, organization and expression appropriate for the rhetorical and practical context; adequate use of visuals; has acceptable mechanics; nothing remarkably good or bad about the work; equivalent work could be used in the professional world, but generally would be considered minimal.

D– Needs improvement: Minimally meets the assignment but is weak in one of the major areas (content appropriate for purpose, organization, style or mechanics) or offers a routine, inadequate treatment; document design and use of visuals is inadequate or inappropriate; shows generally substandard work with some redeeming features.

F– Unacceptable work: Does not meet the course requirements; fails to meet one or more of the core requirements of the course or assignment; may fail to cover essential points, or may digress to nonessential material; may lack adequate organization and show confusion or misunderstanding of genre or context; may use an inappropriate tone, poor word choice, excessive repetition, or awkward sentence structure; may be unclear; poor quality design and/or use of visuals; may contain an unacceptable level of errors.

Assignment details for this major research project are available after Unit 3.

REMEMBER: Each course requirement you prepare reflects your professional knowledge and establishes your professional image. In some cases, a document may be read both by your professor and qualified professionals in the discipline and these professionals may be asked to comment on the content, presentation quality, and value for evaluation purposes. It is critical that your work be done in a professional manner and written at the appropriate level for your intended audience.

ADA Statement

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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.

Campus Conceal Carry Statement

For information on TAMUC campus conceal carry information, please review the following university website: http://www.tamuc.edu/aboutus/administrativeOffices/president/_CampusCarry/default.aspx

Course Outline and Calendar

DATE	TOPIC/ ASSIGNMENT
<p>Week 1 January 17</p>	<p>First official day of class.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Review instructor’s “Introduction to Course” video • Download “Getting Started” module, course syllabus, calendar, and learning outcomes, research assignment 1. • In your eCollege course, complete the syllabus quiz, introductions discussion board, and Assignment 1 Research
UNIT 1 INTRODUCTION	
<p>Week 2 January 23</p>	<p>Chapter 1: Managers and Management</p> <p>Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read Chapter 1, <i>Brief History of Management</i>, and Case Application #3 • At the end of every Chapter, read the <i>Personal Inventory Assessment</i> <p>My Management Lab Activities:</p> <ul style="list-style-type: none"> • Complete Browser compatibility test • Learning Activities for Chapter 1 listed on your calendar <ul style="list-style-type: none"> ○ Videos ○ Discussion board ○ Writing assignment • Quiz Chapter 1
<p>Week 3 January 30</p>	<p>Chapter 2: The Management Environment and Chapter 3: Integrative Managerial Issues</p> <p>Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read Chapters 1 and 2 • Read Cases Application #1 pp. 52-53 and #2 pp. 83-84 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quizzes: Chapters 2 and 3
UNIT 2 PLANNING	
<p>Week 4 February 6</p>	<p>Chapter 4: Foundations of Decision Making</p> <p>Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #3 p. 116 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz

<p>Week 5 February 13</p>	<p>Chapter 5: Foundations of Planning Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #2 p. 156 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz
UNIT 3 ORGANIZING	
<p>Week 6 February 20</p>	<p>Chapter 6: Organizational Structure and Design Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #2 p. 191 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz
<p>Week 7 February 27</p>	<p>Chapter 7: Managing Human Resources Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #3 p. 228 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz
<p>Week 8 March 6</p>	<p>Chapter 8: Managing Change and Innovation Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #3 pp. 260-261 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz <p>Research Project Details published in eCollege</p>
<p>Week 9 March 13-17</p>	<p>Spring Break</p>
UNIT 4 LEADING	
<p>Week 10 March 20</p>	<p>Chapter 9: Foundations of Individual Behavior Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #3 p. 294 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz

<p>Week 11 March 27</p>	<p>Chapter 10: Understanding Groups and Managing Work Teams Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #3 p. 324 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz
<p>Week 12 April 3</p>	<p>Chapter 11: Motivating and Rewarding Employees Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #2 pp. 354-355 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz
<p>Week 13 April 10</p>	<p>Chapter 12: Leadership and Trust and Chapter 13: Managing Communication and Information Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #3 p. 387 and #3 p. 417 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quizzes
UNIT 5 CONTROLLING	
<p>Week 14 April 17</p>	<p>Chapter 14: Foundations of Control Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #1 p. 445 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz
<p>Week 15 April 24</p>	<p>Chapter 15: Operations Management Textbook Activities:</p> <ul style="list-style-type: none"> • Outline and read the Chapter • Read Case Application #2 p. 477 <p>My Management Lab Activities</p> <ul style="list-style-type: none"> • Learning Activities listed on your calendar • Quiz
<p>Week 16</p>	<p>Final Project Due midnight May 8 Comprehensive Final Exam Open from May 9 midnight to May 10 midnight</p>