ORGL 3332 – ORGANIZATIONAL BEHAVIOR

COURSE SYLLABUS

Term:	Spring I	**Year:**	2024

INSTRUCTOR INFORMATION

Instructor Name:	Charlotte Larkin
Office Phone:	N/A
A&M Commerce Email Address:	charlotte.larkin@tamuc.edu
Instructor Notes:	The best way to reach me is by email. I will respond within 24 hours.

Office Location: Online/Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

ORGANIZATIONAL LEADERSHIP PROGRAM

The Bachelor of Applied Arts and Sciences in Organizational Leadership (ORGL) degree is a competency- based program that prepares innovative leaders for employment in an increasingly technological and global society. This program provides opportunities for students to receive credit for what they know and can do already, allows them to accelerate completion of their degree, and — because it is fully online — students are able to plan their study schedule around the rest of their day to complete the coursework.

COURSE DESCRIPTION

This course provides an examination of ethics in the workplace and the role of organizational leaders in fostering ethical behavior. Case studies, discussion, self-assessment exercises and reading assignments explore the basic frameworks of ethical dealings and moral leadership. Students will demonstrate a competency in critical thinking skills to both identify and remedy ethical issues typically encountered in organizational settings and interactions.
Prerequisites: **ORGL 3322** or **ORGL 3322** concurrent enrollment.

STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

- Recognize individual and organizational behaviors that are characteristic of intrinsic and extrinsic motivation.
- Identify characteristic behaviors of various leadership styles and describe situations where a particular style may be more appropriate and effective.
- Describe sources of personal, relational, and positional power together with corresponding influence tactics that are employed by leaders to shape individual and group behaviors.
- Describe personal attributes that build leadership credibility and foster trusting relationships within an organization.
- Apply knowledge of effective leadership practices to situations that arise with group interactions and performance.

COURSE REQUIREMENTS

INSTRUCTIONAL METHODS

This course is an online course. To be successful, all course content should be reviewed. All required assignments must be completed. Contact the instructor by email for questions and/or assistance.

MATERIALS

This course has been designed using Open Educational Resources (OER). All materials are embedded within the course or accessible via the Internet and/or available through Waters Library. Students are encouraged to bookmark and/or save materials provided via the Internet for use with assignments in this class and other courses. Supplemental links and files will also be provided.

STUDENT TECHNICAL SKILLS

At a minimum, students will need reliable computer and internet access for this course. Students must also be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three-semester-hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work such as reading per week in a traditional semester. Students are expected to double this effort of engagement given that this course is delivered in a seven-week term. Educational activities in this course promote regular and substantive interaction between students and faculty to ensure students demonstrate satisfactory competency.

INTERACTION WITH INSTRUCTOR STATEMENT

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and/or by course announcement (D2L). Responses to course emails meeting the below email requirements will be received within 24-hours. Students should also check their university email and course announcements daily.

STUDENT EMAIL REQUIREMENTS

All student emails should include:

- Course name and subject in the subject line (e.g., ORGL 3311 – Posttest)
- Professional salutation (e.g., Mr., Ms., Dr., etc.)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name
- CWID

CBE COURSE ACCELERATION

Students enrolled in CBE courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. A student may only request permission to accelerate in one course at a time. The request to accelerate must be initiated and completed by 5:00 PM (Central) on the fifth Friday of the term.

PROCESS

1. Student completes all required coursework in their CBE courses(s) with a grade of A or B.
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

COURSE ASSESSMENTS

REQUIRED ASSIGNMENTS

PRETEST(S)

The purpose of a pretest is to provide a baseline assessment of your knowledge relative to the intended competencies of a particular learning objective module and/or this course. The pretest is required before you begin studying content in a particular module or the course. The pretest must be taken before the content for the modules is displayed. If you do not make at least 80% on the pretest, you should review all corresponding content and complete all associated activities to help you better prepare for your posttest(s) and/or culminating project. You will be provided only one (1) attempt at any pretest.

Note: Although required, the pretest does not count towards your final course grade.

POSTTEST(S)

The purpose of a posttest is to assess student knowledge and understanding of major concepts, theories, processes, etc., presented in the course. The posttest measures the competency of learning outcomes through essay, short answer, true/false, and/or multiple-choice questions. Posttests may be included for each learning objective module and/or comprehensively at the end of the course. A score of 80% or higher is required on the posttest to demonstrate competency.

If you score less than 80% on the posttest, you have an opportunity to review the material and retake the posttest two additional times. Students who fail the posttest should review feedback from the instructor before reattempting the posttest. If any posttest score is less than 80% within three attempts, you will receive a grade of F in the course and you will be required to retake the course in the new term. Students will be provided no more than three (3) attempts at any posttest.

If you want to accelerate and have time for revisions: complete your posttest(s) by Wednesday of week 5. Your acceleration request must be made by the Friday of week 5 by 04:59 PM CST.

If you are not accelerating and want feedback for revisions, complete your posttest(s) by the end of week 6.

The hard due date for posttest(s) completion is the last day of week 7, Friday by 11:59 PM CST.

Note: While your personal experience is important, I am assessing your understanding of the course content. I expect that you incorporate information from all assigned readings with appropriate APA citations to submit a fully developed answer. If your discussion is primarily a story from your experiences without integration of the course content, I do not have a way to assess that you demonstrate the competencies for the course.

CULMINATING PROJECT

The purpose of a culminating project is to measure competency of learning outcomes and assess knowledge of terms and the application of concepts presented in the course. The culminating project is required and may consist of one or more parts. Instructions for completing the project(s) are provided online in the course. A score of 80% or higher is required to demonstrate competency.

If you score less than 80% on the project, you have an opportunity to review the material and resubmit the project two additional times. Students who fail the project assignment on the first attempt should review feedback from the instructor before submitting a revision. If none of the three project scores is higher than 80% within three attempts, you will receive a grade of F in the course and you will be required to retake the course in the new term. Students will be provided no more than three (3) attempts at any project.

If you want to accelerate and have time for revisions: turn in your project by Wednesday of week 5. Your acceleration request must be made by the Friday of week 5 by 04:59 PM CST.

If you are not accelerating and want feedback for revisions, submit your project by the end of week 6.

The hard due date for project submission is the last day of week 7, Friday by 11:59 PM CST.

SATISFACTORY/UNSATISFACTORY COMPLETION

Students must achieve 80% or higher on required assignments to demonstrate competency and pass the course. Students scoring less than 80% on these assignments will be provided an opportunity to review the material and make up to two additional attempts. Students who do not

achieve at least 80% within three attempts will receive a grade of F and be required to retake the course.

RECOMMENDED LEARNING ACTIVITIES

LEARNING OBJECTIVE (MODULE) QUIZZES AND DISCUSSIONS

The purpose of any learning objective quiz or discussion question is to emphasize key concepts, theories, processes, etc., introduced in the learning objective module. These quizzes are not required or factored into your final course grade, but they are helpful toward achieving a passing score on any posttest attempt.

The learning objective quiz essays or module discussion questions are brief, short-answer items. Your response should synthesize and apply the course concepts, theories, processes, etc. that are introduced in the module. As module essays and discussion questions are submitted for the instructor's review, they do not require comments or discussion with other students in the course. Discussions and essays may use a rubric to assess responses. Module discussions and essay questions are not required and are not included in the calculation of the final grade.

COURSE GRADING

Only the following items will be used to calculate the final grade in this course.

REQUIRED ASSIGNMENTS	POINTS
Course Pretest	0
Course Posttest	100
Culminating Project	100
Final grade calculation	2 grades averaged

Each grade must be 80% or above to pass this course. The grade of all assignments will be averaged to make up the final grade.

Grading Scale	**A** = 90%-100%	**B** = 80%-89%	**F** = 79% or below

COURSE OUTLINE/CALENDAR

Week	Learning Activity | Objective	Activities | Assignments	DUE
Week 1	Week 1 Start of Course Pretest Assessment	Complete pretest (**required**).	First Day of Class
	LO1: Motivation & Meaning • Explain motivational theories used in organizational leadership. • Describe how meaningful work (intrinsic motivation) and a paycheck (extrinsic motivation) combine to motivate people to engage, collaborate and contribute their efforts in organizations. • Apply theories of motivation to situations in a work environment.	• **Watch** and **read** the material for the week. • **Answer** any discussion questions and essays (recommended). • **Complete** the module quiz.	End of Course
Week 2	LO2: Leadership and Leadership Theories • Define leadership. • Explain elements of effective leadership. • Match leadership theories with leader behavior outcomes. • Identify how values and ethics are integrated into a leadership role. • Describe the role of Emotional Intelligence in leadership.	• **Watch** and **read** the material for the week. • **Answer** any discussion questions and essays (recommended). • **Complete** the module quiz.	End of Course

Week	Learning Activity | Objective	Activities | Assignments	DUE
Week 3	LO3: Leadership and Power • Define power, its consequences, and its cultural roots. • Explain how different sources of individual and team power can be used to achieve goals. • Identify the sources of power abuse, corruption, and destructive leadership. • Explain processes used by organizations to prevent power abuse, corruption, and destructive leadership.	• **Watch** and **read** the material for the week. • **Answer** any discussion questions and essays (recommended). • **Complete** the module quiz.	End of Course
Week 4	LO4: Leadership Credibility and Trust • Describe the situational characteristics of the contemporary concepts of leadership. • Contrast transactional and transformational leadership. • Explain factors that contribute to transformational leadership. • Analyze characteristics measured in a self-assessment with the focus of identifying strengths and weakness.	• **Watch** and **read** the material for the week. • **Answer** any discussion questions and essays (recommended). • **Complete** the module quiz.	End of Course
Week 5	LO5: Leadership Challenges • Identify when and why participation should be used as a tool for improvement. • Identify the elements of effective delegation. • Explain the characteristics of self-managed teams. • Describe the role of the leader in a team environment. • Identify forces for change and the role of culture in change. • Describe the types of change using Lewin's change model. • Explain how to effectively manage a change in an organization.	• **Watch** and **read** the material for the week. • **Answer** any discussion questions and essays (recommended). • **Complete** the module quiz. Acceleration deadline: Week 5: Friday, 04:59 PM CST	End of Course
Week 6	Review course material and begin work on project and prepare for posttest.		End of Course
Week 6 and Week 7	Project due Posttest due	Submit the culminating project (**required** with score above 80%). Complete the posttests (**required** with score above 80%).	Friday of Week 7 11:59 PM CST

COURSE AND UNIVERSITY PROCEDURES/POLICIES

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the Student Guidebook.

Students should also consult the Rules of Netiquette Webpage for more information regarding how to interact with students in an online forum.

TAMUC ATTENDANCE

For more information, please view the Attendance Webpage and the Class Attendance Policy

ACADEMIC INTEGRITY

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate Student Academic Dishonesty Form

Graduate Student Academic Dishonesty Form

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in Policy 13.99.99.R0.03 for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

STUDENTS WITH DISABILITIES – 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, Velma K. Waters Library Rm 162.

Phone: (903) 886-5150 or (903) 886-5835

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

COUNSELING CENTER

The Counseling Center, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145.

For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

NONDISCRIMINATION NOTICE

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

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have

been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses.

Report violations to the University Police Department at 903-886- 5868 or 9-1-1.

TECHNOLOGY REQUIREMENTS

LEARNING MANAGEMENT SYSTEM

All course sections offered by Texas A&M University-Commerce have an online myLeo course shell. Please refer to the following for questions or technical requirements:

Learning Management System Requirements Webpage.

LMS Browser Support Webpage.

Virtual Classroom Requirements Webpage.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

NOTE: *Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, a TAMUC campus open computer lab, etc.*

COMMUNICATION AND SUPPORT

Please contact your instructor directly with questions difficulties with course material.

TECHNICAL SUPPORT

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. See the following for other options: Brightspace Support.