



Organizational Behavior

MGMT 3350 110

Fall 2023

F2F Founders Hall 304 T/Th 12:30-1:45

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Jody Fry

Email: Please use Canvas Message. Use my TAMUCT email only when Canvas is not available: lwfry@tamuct.edu

Office Admin: Melanie Mason 254-519-5437

Phone: I am often away from my office. The best way to contact me to receive a timely response is via Canvas email which I check often during weekdays.

Office Hours: By appointment (can usually schedule a Zoom call the same day).

Mode of instruction and course access:

This F2F course utilizes the TAMUCT Canvas learning management system for class communications, content distribution, and assessments. Students will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course web site.

Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. This graduate course is extremely time intensive. Be sure you are ready and willing to meet these time and workload challenges.

Student-instructor interaction: As this is an online course, I am accessible mainly through Canvas messaging. However, I tend to spend considerable time at my computer and thus am often available for rapid messaging response. If not, at a minimum, I check messages several times a day during the week and usually at least once on weekends. Regardless, I will get back to you within 24 hours during the week and within 36 hours on the weekend. If you wish to speak by phone, please email me with your phone number and best times to call. If you wish to visit via Zoom, please send me a message and we can interact that way.

WARRIOR SHIELD

Warrior Shield is an emergency notification service that gives Texas A&M University-Central

Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](#) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service.

For updates on COVID information, please monitor the University [website](#)
[[https://www.tamuct.edu/covid19/](http://www.tamuct.edu/covid19/)]

COURSE INFORMATION

Course Overview and description:

Organizational Behavior is a field of study that investigates the impact that individuals, groups and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.

Prerequisite(s): MGMT 3301 and BUSI 3301.

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills. For this course, you will work on a sequence of writing tasks that will lead to a final research paper.

Course Objective:

Students completing this course will be able to understand the importance of taking a systematic approach to the study of individual and group behavior in organizational settings. They shall analyze, synthesize, comprehend, and explain all components of the OB model and

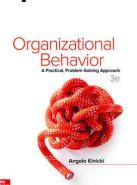
its relationship to the successful operation of modern organizations. An extensive study of the principles of psychology, sociology, and social psychology will allow students to be more effective members of organizations to which they might belong now or in the future.

Student Learning Outcomes:

At the close of the semester, students will be able to:

- Identify the factors that impact individual and group behavior in organizations and how organizations manage their environments.
- Analyze, describe, and manage attitudes and behavior in organizations.
- Improve and change individual, group, and organizational behavior to attain individual, group, and organizational goals.
- Analyze organizational behavior at three levels: the individual, the group, and the organization as a whole.
- Use the tools of organizational behavior to increase individual, team, and organizational effectiveness.

Required Textbook:



Organizational Behavior, 3rd Edition Angelo Kinicki & Mel Fugate (2021)

McGraw-Hill

Loose-Leaf text with Connect Access Card

ISBN-13 9781264525676

To access and purchase ConnectPlus, click the first Connect assignment in your Canvas course. You will be prompted to either login with an existing Connect account username and password, or to create a new account. Then enter your access code, purchase access online, or begin a free trial period. Once you have completed your selection, you will arrive at the start of your first Connect assignment.

Suggested Course Material:

Publication Manual of the American Psychological Association, 7th Edition

American Psychological Association Paperback, 428 pages, ©2019, ISBN-978-1-4338-3216-1

It is highly advisable that you keep this text following the course, as APA citations are the required citation method within the Department of Management & Marketing and will be used throughout your undergraduate and, hopefully, graduate education.

COURSE REQUIREMENTS

This is a Writing Instructive (WI) course; WI means that you will have several opportunities to work on improving your writing skills. Thus writing will be an integral part of my instruction and our interactions as well as a fundamental way that I measure student mastery of course content. OB Projects 1 and 2 are the primary writing intensive assignments for this course.

Syllabus Changes: Dr. Fry reserves the right to make changes to this Syllabus should circumstances during the semester warrant. Should this occur, a new Syllabus will be posted on the Course Web Site with a different date in the file name. Students will be advised via a Course Message and Announcement of the Syllabus change.

Late Submissions: Unless otherwise stated in the assignment instructions, **no late submissions will be accepted unless arrangements are made PRIOR to the day of the assignment's deadline.** In some cases, the request for deadline extension should be accompanied with a doctor or hospital note as back-up.

Posting of Grades: All grades will be posted in Canvas Grade book so that you can monitor your course status.

Grading Policy: All graded assignments will be graded and returned within one week of submission.

Use of AI Resources

Artificial Intelligence (AI) has become an integral part of many fields, including academia. This policy outlines the guidelines and considerations for the use of AI in this course. The objective is to promote the ethical and responsible use of AI as a tool for learning while addressing the potential challenges and risks associated with the technology.

Note: This policy serves as a guideline and is subject to the specific requirements and guidelines provided by the instructor and is subject to modification based on instructor discretion and any specific requirements outlined in the course syllabus.

[How to use ChatGPT](#)

[How to use Bing Chat](#)

[How to use Google Bard](#)

[The Power of ChatGPT Prompts: Including Examples](#)

1 Permitted and Forbidden Circumstances for AI Use

1.1 Permitted Use: Students are permitted to use AI in this course under the following circumstances: a) Exploratory and experimental purposes to enhance learning. b) Augmenting research and data analysis. c) Supporting creative projects, such as generating content or artwork.

1.2 Forbidden Use: The following circumstances are strictly forbidden: a) Using AI to engage in any form of academic dishonesty, including plagiarism, cheating, or impersonation. b) Employing AI to generate or modify content for the purpose of deceptive or misleading practices. c) Utilizing AI to violate any applicable laws, regulations, or ethical guidelines

2 Citing AI in APA format

2.1 When using AI-generated content or incorporating AI algorithms into their work, students must clearly cite the AI tools or platforms used, including the specific models or algorithms employed. This includes providing proper attribution to the developers, researchers, or organizations responsible for the AI technologies employed.

APA Style AI Citations

Currently, APA recommends that text generated from AI be formatted as "Personal Communication." As such, it receives an in-text citation but not an entry on the References list. Content from AI tools like ChatGPT is usually nonrecoverable, so it cannot be retrieved or linked in your citation and should be cited as **personal communication**

Rule: (Communicator, personal communication, Month Date, Year)

Examples:

(OpenAI, personal communication, January 16, 2023).

When asked to explain psychology's main schools of thought, OpenAI's ChatGPT's response included ... (personal communication, February 22, 2023).

2.2 *Academic Integrity:* Students must adhere to the college's guidelines for citing sources and giving credit to avoid plagiarism. It is important to distinguish between original work, the contributions of AI, and external sources in their assignments or projects.

2.3 *Using AI Transparently:* All major written assignments will require you to submit your paper through VeriCite, which now has an AI checker. **In addition, you are required to include the prompts you use for generative text in an Appendix.**

3 Warning about Hallucination and Student Accountability

3.1 *Hallucination and Deceptive Data:* AI technologies may have a tendency to generate misleading or hallucinated data. Students should be aware that AI outputs might not always be accurate or reliable. Therefore, it is crucial to critically evaluate and verify the output produced by AI before utilizing it in academic work.

3.2 *Student Accountability:* Students are ultimately responsible for the content they submit. While AI can provide assistance, students should exercise caution and exercise their judgment in determining the accuracy and appropriateness of the output generated by AI tools. They must ensure that the AI-generated content aligns with the course objectives and academic standards.

4 Using AI Ethically and Responsibly

4.1 Ethical Considerations: Students must use AI tools and algorithms in an ethical manner, respecting the rights and privacy of others. They should not use AI to engage in discriminatory or harmful practices, propagate misinformation, or violate any applicable laws or regulations.

4.2 Responsible Use: Students should employ AI in a responsible manner, adhering to the principles of fairness, transparency, and accountability. They should be aware of potential biases and limitations inherent in AI systems and take steps to mitigate these biases, where possible.

5 Using AI as a Learning Tool, Not Just for Content Production

5.1 Learning Enhancement: AI should be utilized as a tool to augment the learning experience, helping students explore and understand concepts more deeply. Students should actively engage with AI technologies to gain insights, test hypotheses, analyze data, and develop critical thinking skills.

5.2 Balance with Content Production: While AI can assist in content generation, students should avoid solely relying on AI to produce work without actively engaging with the subject matter. It is essential to use AI as a complement to their learning process, integrating their own creativity, knowledge, and analysis in their assignments or projects.

Assignments:

Introductory Biography and Student Course Agreement (15 Points): Both graded activities are required. The Introductory Biography Statement (2-3 paragraphs; 15 Points) is a discussion forum assignment that should include: a recent picture (optional), your major, where you are in your studies, a summary of work experience, aspirations for future career and some personal tidbit like family or hobbies. In addition, share with your classmates what social style you possess (assessment is in Module 1 in Canvas) and how this might influence your behavior at work or in school. Evaluation criteria for this forum will be clear writing, and inclusion of all required elements. This Introductory Forum will help orient everyone to the “community” of our class, and let you begin thinking about how organizational behavior fits into your career aspirations. Be sure to respond to at least 2 peers. *No late submissions will be accepted.* Consider it like coming to class. If you fail to show up, you missed your opportunity to participate in the classroom discussion.

Course Profile and Agreement (5 Points): The Student Course Agreement is an assignment that requires you to fill out a form, digitally sign it, and submit it as an attachment in the assignment submission link. ***Late submissions will be accepted but without any credit.*** Completion of this assignment is required in order to proceed to Module 1 as well as all other Modules of the course.

Discussion Forums (180 Points): There will be 4 discussion questions throughout the semester. The due dates for each discussion assignment are posted in the Course Syllabus link. You will not be able to view the other students' comments until you post yours.

You are required to post three messages per discussion to receive credit for each forum: one opening point of 150 to 200 words that needs to be posted by Wednesday and two counterpoints of 100 to 200 words each that are due by Sunday. In your initial post, make sure to answer all questions at the end of the case or apply the 3-step problem-solving approach if instructed. Both quantity and quality are important considerations when posting substantive messages. For example, "I agree" or "I see your point" are not considered quality participation because neither adds substance to the discussion. Effective responses might share personal experience, ask for clarification, or add additional information, so feel free to analyze, interpret, critique, and suggest. ***Do not use any attachments***, instead, cut and paste your questions/responses directly into a forum message. Be sure to restate the question you are answering and address your classmates by their names.

Your postings/insights on the discussion topic should be based on the following:

- Application of text concepts;
- Ability to articulate assigned analysis clearly; and
- Integration of student colleagues' contributions and insights leading the discussion to a deeper level of understanding.

IMPORTANT!!! To allow for a discussion, which is an ongoing process that cannot be achieved by submitting all three required posts on the last day of the week, ***your first post should be submitted by Wednesday***. This will allow for your classmates to read your opening post and reply to you and for you to reply to them in turn. The remaining two posts can be completed between Wednesday and Sunday. Remember, for full participation points you need to post at least three substantive posts throughout the week!

The discussions assigned are:

Chapter 1	Case p.39 – Blood, Brilliance, Blind Ambition, and Fraud
Chapter 14	Case p.589 – Culture Clash at Ford
Chapter 6	Case p.247 – Incentives Gone Wrong.....
Chapter 10	Case p. 419 – With Trouble Comes Conflict

LearnSmart Assignments (200 Points):

The required Connect portion of the course has “Learn-Smart” applications for each assigned chapter of the text. The Learn-Smart activities challenge your mastery of the content in each chapter, and provide prompts for additional study if needed. Finishing these activities will ensure your better understanding of the content and help prepare you for each Exam.

To access and purchase ConnectPlus, click the first Connect assignment in your Canvas

course. You will be prompted to either login with an existing Connect account username and password, or to create a new account. Then enter your access code, purchase access online, or begin a free trial period. Once you have completed your selection, you will arrive at the start of your first Connect assignment.

Completing each chapter's Learn-Smart activity will be worth 12.5 points or a total of 200 points overall. If you only complete part of the activity, you will only be given partial credit for the portion of the assignment that you completed. For example, if you only complete one half of all assignments, it will cost 100 points on your final average.

You must complete each LearnSmart activity by its due date to get full credit. Although you can continue working on the activity after the due date, you will receive no credit for this work. If you are having issues try contacting Canvas tech support through the help link on the leftmost side bar. You might also contact Connect support.

Hours of Operation:

Sunday: 12:00 PM to 12:00 AM EST

Monday-Thursday: 24 hrs

Friday: 12:00 AM to 9:00 PM EST

Saturday: 10:00 AM to 8:00 PM EST

Phone: (800) 331-5094

Online: Submit a Support Request <https://mhedu.force.com/CXG/s/ContactUsWebForm>

Chat: Chat with a Representative <https://mhedu.force.com/CXG/s/ContactUs>

<https://mhedu.force.com/CXG/s/article/Technical-Support-Troubleshooting>

Exams (200 Points):

There will be four required exams testing students' knowledge of the key frameworks, terms, and concepts included in the assigned text chapters. Exams will be grouped as follows, and are not cumulative:

- Exam 1 will cover chapters 1-4
- Exam 2 will cover chapters 14, 5-7
- Exam 3 will cover chapters 8-11
- Exam 4 will cover chapters 12, 13, 15, 16

The exams will be available online, so be sure and check your Canvas Exam Link for the exam dates. Exams will be timed and once started, must be completed at that time. **You have 90 minutes to answer all questions and must submit your exam by 11:59 PM on its Due Date.**

Further, no exam may be taken more than one time in an effort to improve the score achieved.

There will be no make-ups for missed exams unless there is a documented medical emergency. Any exam not made up as approved and arranged by the professor will be scored as a zero. ***Make-ups have to be requested no later than 48 hours before the scheduled due date.***

Reviewing the Chapter PowerPoint presentations, and using the Publisher Supplemental

Materials and self-quizzes are good ways to prepare for each Exam.

For further help in preparing for multiple-choice exams see:

<https://www.houghton.edu/current-students/center-for-student-success/academic-support-and-accessibility-services/study-advisement/test-taking/multiple-choice-and-true-false-tests/>

Practice quizzes

In the Smartbook assignments, once the due date has passed, students can access the assignments in “Recharge” mode. In recharge, the system creates new questions that focus on the concepts in the chapter the students struggled in the most and provides them with a personalized study guide for each chapter. The recharge does not count towards a grade and is only there for practice. These are already automatically done in Connect for each student and they have access to them in their course.

OB Project – Part 1 (200 Points):

This project will lay the foundation for the second project. You are to decide on an organization that you want to evaluate. The organization can be a current or a past employer of yours. It must be a company with which at least you have significant familiarity. It is important that you have some knowledge of the inner workings of the company-- its struggles, its strengths, its culture, and so forth -- or have access to the organization. You will produce a 2-3 page written report (excluding cover sheet, references and any figures, tables or appendices). The paper should include the following sections:

1. *Organization Background* - Provide *just enough* details on the company for me to be able to understand the problem that will be described. Resist the urge to provide irrelevant details and feel free to omit or disguise any details that might be sensitive in nature. [about $\frac{1}{2}$ page]
2. *Organizational Culture* – Provide a brief description of the elements of the company’s culture in terms of artifacts, shared values, and shared assumptions as well as the dominant culture based on the competing values framework. Use pages 547-559 in your textbook as a guide for this section. [about 1 page]
3. *Problem* - Describe, specifically, *one problem* that the company is struggling with that will serve as the focus of the paper. Resist the urge to discuss multiple problems--focus on one specific issue with which the organization is struggling. Be sure to focus on a problem that within the scope of this course. [about 1 page]

You are required to have a conference with the Writing Center before submitting your OB Project Part 1 and will be required to show proof for full credit.

There is a 10% (20 point) penalty for not doing so..

<https://www.tamuct.edu/coas/coas-special-topics/uwc.html>

The UWC gets very busy so you should make an appointment to see them as far in advance as possible.

All work submitted for grading shall be of collegiate quality, language, depth and organization. All work should be proofread, free of grammatical errors, include proper citations, and be in accordance with The Publication Manual of the American Psychological Association, 7th ed. For information on APA standards and correct citation formats consult the **APA Publication Manual 7th edition**, and/or link to the following sources:

<http://www.apastyle.org/learn/index.aspx>

<https://owl.english.purdue.edu/owl/resource/560/01/>

Referencing multiple pages from the same organization's web site only count as one citation. When using more than one page from the same company, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date. **All references must be cited in the body of your paper.**

Submit this assignment through the Course Syllabus link. The due date for the OB Project – Part 1 is posted in the Course Syllabus link. The required file format for the paper is a .doc or .docx file. This assignment will be run through VeriCite. **No late submissions are accepted.**

OB Project – Part 2 (200 Points):

This project builds on the previous project. Based on the feedback from the OB Project – Part 1 you will now produce another 2-3 page written report (excluding cover sheet, references and any figures, tables or appendices). After providing a brief overview of the problem (3-4 sentences), the paper should include the following sections:

1. *Theoretical Lens* - Choose one topic from the list below, and apply that topic to the problem. Describe very specifically how the concepts, principles, and findings represented in the topic matter to the problem, and how they can be leveraged to articulate a solution. [about 1 page]
 - Organizational Commitment
 - Emotional Intelligence
 - Managing Diversity
 - Process Theories of Motivation
 - Equity
 - Expectancy
 - Performance Management Process
 - Organizational Climate
 - The Group Development Process
 - The Communication Process
 - Effective Conflict Management
 - Decision Making Styles
 - Empowerment

- Transformational Leadership
 - Organization Culture: Drivers and Functions
 - Mechanism or Levers for Culture Change
 - Assessing Organizational Effectiveness
 - Models of Change
2. *Recommendation* – Provide a list (at least three) of very specific recommendations/action steps that flow out of the discussion of the topic and that can help solve the problem. In thinking about how to craft the topic into those recommendations, strike a balance between being *practical* and being *bold*. Every organization has key constraints (culture, organizational stakeholders, and competitive environment) that need to be taken into account when designing interventions. Although those should be considered, resist the urge to “play it safe”, as that tendency often leads to modest interventions that are ultimately ineffective. [about 1 page]

You must include at least 6 references. Make sure that they are cited in the body of your paper. Referencing multiple pages from the same organization's website only count as one citation. When using more than one page from the same company, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date. All references must be cited in the body of your paper.

All work submitted for grading shall be of collegiate quality, language, depth and organization. All work should be proofread, free of grammatical errors, include proper citations, and be in accordance with *The Publication Manual of the American Psychological Association, 7th ed.* Please refer to the grading feedback for your first part of the project to avoid making the same APA mistakes again.

If you did not do so for Part 1, you are also required to confer with the tutors at the Writing Center. Otherwise, you'll be penalized an additional 20-point penalty for not doing so. You are required to show proof for full credit. There is a 10% (20 point) penalty for not doing so. <https://www.tamuct.edu/coas/coas-special-topics/uwc.html>.

Submit this assignment through the Assignments Course link. The due date for the OB Project - Part 2 is posted in the Course Syllabus link. The required file format for the paper is a .doc or .docx file. This assignment will be run through a plagiarism site. **No late submissions are accepted.**

Grading Criteria Rubric and Conversion

Percentage of each assignment as it contributes to your final grade:

Activity	Points
Introductory Biography & Student Course Agreement	20
Discussion Forum (4; 45 points ea)	180
LearnSmart Assignments (16; 12.5 points ea)	200
Exams (4; 50 points ea)	200
OB Project -Part 1	200
OB Project -Part 2	200
TOTAL	1000

Course Grades are assigned as follows:

Letter Grade	Equals	From	To
A	=	90 %	100 %
B	=	80 %	89 %
C	=	70 %	79 %
D	=	60 %	69 %
F	=	0 %	59 %

NOTE #1: There is **NO EXTRA CREDIT** in this course.

NOTE #2: Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances and then only if a significant percentage of the course has been satisfactorily completed. Any request for an incomplete grade in this course must be approved by the professor prior to the last week of classes. Requests should be submitted in writing and must include an email address and telephone number where you may be contacted throughout the following semester. Texas A&M University Central Texas uses the grade of 'K' on transcripts and grade reports to identify incomplete grades.

NOTE#3: Questions concerning one's grade on a particular task (e.g., test, case) should be resolved within one week after receiving the graded material. There will be no reviewing of previously graded material at the end of the semester.

Note # 4 Posting of Grades: Grades for Chapter Exams will be posted the day after the availability period has passed. Grades for Major assignments will be posted within one week following the due date.

COURSE OUTLINE AND CALENDAR

Initial Course Calendar

This is an initial course schedule that is only guaranteed to be accurate the first week of class, as it is only intended to give you a basic overview of course exams and assignments.

After the first week of class, the Syllabus link in Canvas serves as the official calendar for course activities.

WEEK	DATES	CHAPTER	TOPIC	ASSIGNMENTS
1	8/28-9/3	1	Making OB Work for Me	Syllabus review, Student Course Agreement, Introductory Discussion Forum
2	9/4-9/10	2	Values and Attitudes	LearnSmart assignment chapter 1, LearnSmart assignment chapter 2. Discussion board assignment #1
3	1/11-9/17	3	Individual Differences and Emotions	LearnSmart assignment chapter 3.
4	9/18-9/24	4	Social Perception and Managing Diversity	LearnSmart assignment chapter 4, Exam 1 (chapters 1-4).
5	9/25-10/1	14	Organization Culture, Socialization, and Mentoring	LearnSmart assignment chapter 14, discussion board assignment #2
6	10/2-10/8	5	Foundations of Employee Motivation	LearnSmart assignment chapter 5.
7	10/9-10/15	6	Performance Management	LearnSmart assignment chapter 6, discussion board assignment #3:
8	10/16-10/22	7	Positive Organizational Behavior	LearnSmart assignment chapter 7, exam 2 (chapters 14,5-7).

9	10/23-10/29	8	Groups and Teams	LearnSmart assignment chapter 8, OB Project – Part 1.
10	10/30-11/5	9	Communication in the Digital Age	LearnSmart assignment chapter 9.
11	11/6-11/12	10	Managing Conflict and Negotiations	LearnSmart assignment chapter 10, Discussion board assignment #4
12	11/13-11/19	11	Decision Making and Creativity	LearnSmart assignment chapter 11.
13	11/20-11/26	12	Power, Influence, and Politics	LearnSmart assignment chapter 12, exam 3 (chapters 8-11).
14	11/27-12/3	13	Leadership Effectiveness	LearnSmart assignment chapter 13,
15	12/4-12/10	15	Organizational Design, Effectiveness, and Innovation	LearnSmart assignment chapter 15, OB Project – Part 2.
16	12/11-12/14	16	Managing Change and Stress	LearnSmart assignment chapter 16, Exam 4 (chapters 12,13,15,16).

Important University Dates:

<https://www.tamuct.edu/registrar/academic-calendar.html>

CLASS POLICIES

COBA Learner Access and Success Web Site: This web site has been specially designed to provide “one stop shopping” for the University and College resources that College of Business Administration students are likely to need throughout the semester. This includes setting up an appointment with an advisor, tutoring, career and professional development, among other services and many helpful videos. Check it out and bookmark it, it will be very useful: [COBA Learner Access and Success](https://www.tamuct.edu/coba/coba-learners.html) (<https://www.tamuct.edu/coba/coba-learners.html>)

Classroom Policies: I expect you to treat this course *like a job*: Be professional in your speech,

your writings including posting on Canvas and communications to me, and most importantly, communications to your class members.

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave ***professionally and courteously*** toward another student and the professor, and respect the rights of others at all times. Failure to do so will be cause to report the offending student(s) to Academic Affairs.

Treat this class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. Similarly, when taking an online course, even though you have more flexibility in deciding when to check course materials, announcements, and upcoming assignments, you must log into your Canvas at least a couple times a week to stay on top of the course schedule.
- You would never schedule vacation during a critical work project in a corporate setting – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- In a corporate setting, you can't decide you're just "not interested" in attending the meetings you and colleagues have previously scheduled for a critical work project. That means, while taking this course, you can't just decide you don't feel like showing up for the meetings you and your teammates have agreed on. If you needed to miss a scheduled meeting due to emergency, you would inform your teammates in a courteous manner and make arrangements to fill you in on what you missed.
- You would never show up to a business meeting empty handed and unprepared. Equally, you would never show up to meetings with your teammates unprepared. You should have read the relevant course materials (e.g., lecture videos, handouts, assignment requirements, etc.) prior to meeting with your teammates. You should also be prepared to make insightful contribution to the discussions.
- In a corporate setting, you would never submit poor quality work to your colleagues and managers. This means, while you're in school, you should do your best and submit graduate-level-worthy work to your teammates and the professor. This requires that you study relevant materials and carefully read and follow assignment instructions. This also requires that you demonstrate graduate-level writing skills (I strongly recommend that you utilize the writing center if needed).

Netiquette: Netiquette refers to appropriate ways of communicating through the Internet. It is very important to any online course including this course.

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.
- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.
- You do not make fun of another student's ability to read or write.
- You should be open-minded and listening to others' opinions.
- You do not ever use Internet slangs like "LOL," "Q4U," and "C U" in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the "send" button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as "yelling" according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.

Continued enrollment in this course indicates agreement with these policies.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](#): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](#) [<https://www.tamuct.edu/student-affairs/access-inclusion.html>] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](#) [<https://www.tamuct.edu/student-affairs/academic-support.html>]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](#) [<https://www.tamuct.edu/testing-center/>].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and

Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](#) [<https://www.tamuct.edu/student-affairs/academic-support.html#tutoring>] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the [student conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a referral](#), [<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX](#)

and related guidance from US Department of Education's Office of Civil Rights, the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the Pregnancy & Parenting webpage [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the Title IX webpage [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that under Title IX, Texas Senate Bill 212, and System Regulation 08.01.01, [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Wellness & Counseling Center, [<https://www.tamuct.edu/student-affairs/student-counseling.html>],

254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

PROFESSIONAL WRITING AND COMMUNICATION STANDARDS

Course Standards: Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional, including Discussion Board postings and email/messaging correspondence. For written assignments, all work should be proofread, free of grammatical errors, include proper citations and be in accordance with American Psychological Association (APA) standards, including one inch margins and 12 pitch Times New Roman font. For information on APA standards and correct citation formats consult APA module in the Course Resources module.

University Library & Archives: The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#) [<https://tamuct.libcal.com/appointments/?g=6956>]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#) [<http://tamuct.libguides.com/index>]

University Library Services: *Information literacy* focuses on research skills which prepare individuals to live and work in an information-centered society. Library research skills are another critical tool in the business world, and will be required for this class. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services,

identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at:

<http://www.tamuct.edu/departments/library/index.php>

Library databases that would be particularly helpful for the projects in this class are contained in the Management Library Guide:

<http://tamuct.libguides.com/c.php?g=117073&p=762177>

These databases, such as *Business Source Complete* and *Hoover's*, go well beyond what students can find by just "googling" their company. These resources are not available to the general public, your University fees pay for these articles, which are in-depth and provide the depth you need to provide credible information on your case analyses.

The TAMUCT librarians are available to assist distance learning students doing research.

Ms. Michelle Shea is the lead Management Librarian and she is available to assist you with your research. To schedule an appointment with her, link to Scheduling an appointment with Ms. Shea (https://tamuct.libguides.com/prf.php?account_id=182411) She is Canvas proficient and can meet with you via chat, web-conferencing, in-person or phone.

University Writing Center: University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring

appointment with your favorite tutor.

Tutoring: Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

OTHER POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas: Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.