



***Fall Term 2023
Online Section
August 28-December 15, 2023***

Instructor: Fernando Rodriguez-Ramos

Cell Phone: (254) 247-5063

Email: f.rodriguez-ramos@tamuct.edu (please use the course messaging system to send messages about the class).

Office Hours: I will be available through the Canvas Classroom at least five days per week. I will answer all questions within 24-36 hours of the posting time.

Course Modality: This course uses an entirely asynchronous online modality (see course requirements for more information).

Access to the [Canvas classroom](https://tamuct.instructure.com/) is at <https://tamuct.instructure.com/>

SAFEZONE

Emergency Warning System for Texas A&M University-Central Texas: 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](http://www.safezoneapp.com) website [www.safezoneapp.com].

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

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [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

Course General Information

Course Overview and Description: This course features an introduction to the management functions of planning, organizing, leading, and controlling, as well as the fundamentals of organizational behavior, including values, ethics, motivation, group dynamics, individual differences, attitudes, decision-making, conflict, power, change, stress, leadership, rewards and



incentives, communication, organizational culture, and organizational structure.

Writing Instructive Competency, Goals, and Statements: This is a *Writing Instructive (WI)* course. The purpose of this designation is to assist in your continuing development of your communication skills. The course will focus on your continuous improvement in written correspondence. The instructor will provide ongoing feedback on your written skills based on selected written assignments. You will be responsible for making instructional adjustments and corrections throughout the semester. The use of the University Writing Center is highly recommended (and required in the OB Project 1 WI assignment).

Program Student Learning Outcome (PLSO): *Students will be able to make decisions through business data analysis.* This outcome will be introduced in this course and *practiced* in BUSI 3311 (Business Statistics). It is part of the Bachelor of Business Management (BBA) and Bachelor of Applied Arts and Sciences (BAAS) for Business degree programs' assessment method for continuous improvement. This PLSO corresponds to the Course Objective and Student Learning Outcome 6 and is being measured in a written essay in Module 1.

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.

Module Goals

Module 1: Individual Behavior (CHs 1-7, 11, 14). Demonstrate understanding of an individual's behavior within an organization, particularly values, attitudes, emotions, diversity motivation, performance management, positive organizational behavior, organizational culture, socialization, and mentoring. Additionally, each student will describe the decision-making phases in Chapter 11 and apply them (after the fact) to an experience in which they had to make a major decision. Obtain a minimum of 80% mastery by successfully completing the ConnectPlus exercises, weekly activities, discussions, and written work.

Module 2: Group Behavior (CHs 8-10, 12-13). Demonstrate understanding of group behavior within an organization, particularly teaming, communicating, managing conflict and negotiation, decision-making, using power and influence, and leading. Obtain a minimum of 80% mastery by successfully completing the ConnectPlus exercises, weekly activities, discussions, and written work.

Module 3: Organizational Behavior (CHs 15-16). Demonstrate understanding of organizational



processes, particularly organizational design, effectiveness, innovation, and managing change and stress. Obtain a minimum of 80% mastery by successfully completing the ConnectPlus exercises, weekly activities, discussions, and written work.

Student Learning Outcomes:

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

1. Identify the factors that impact individual and group behavior in organizations and how organizations manage their environments.
2. Analyze, describe, and manage attitudes and behavior in organizations.
3. Improve and change individual, group, and organizational behavior to attain individual, group, and organizational goals.
4. Analyze organizational behavior at three levels: the individual, the group, and the organization.
5. Use organizational behavior tools to increase individual, team, and organizational effectiveness.
6. Describe the decision-making phases, then apply them by analyzing a major decision the student made and identify the phases as they pertain to each step of the major decision.

Mode of instruction and course access:

This course is a 100% online and uses the TAMUCT Canvas Learning Management System, which can be accessed at <https://tamuct.instructure.com>. For information on accessing Canvas, please refer to the "Technology Requirements and Support" section in this syllabus.

Online learning requires students to be very self-disciplined, be sure you understand, and be prepared to comply with all required class assignments and deadlines. I am the facilitator for your learning who will provide you with the information, but it will be up to you to study the material to achieve learning.

Student-instructor interaction:

I am accessible through Canvas Inbox, which I check several times a day during the week and usually once a day on weekends. I will try to get back to you within 24 hours during the week and within 36 hours during the weekend. Please do not use my TAMUCT email for course-related matters. If your concern needs my immediate attention, please send me a message via the Canvas Inbox (these are automatically forwarded to my phone).

Please practice good communication skills. Remember that Canvas communication and Canvas Inbox are communication in proper format. We will practice formal business communication emails so that you will develop good habits. Start every Canvas message and discussion post with the name of the person you are addressing and close with your name. Utilize spelling and grammar checks to help you write better.



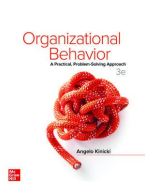
The Operation of the Online Course and Being an Online Student

Online learning requires students to be very self-disciplined, be sure you understand, and be prepared to comply with all required class assignments and deadlines. For this course, the weekly tasks and assignments are posted in each week's tab, made available Sunday night, and will be due by midnight.

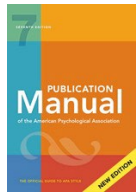
What You Can Expect of Me

You can expect that I will create a respectful learning environment where everyone can express their thoughts and ask questions. While we do not have to agree with each other, we will do so in respectful ways. I expect to learn from you as we spend the next 16 weeks together! I will be available to answer your questions and help you be successful in this course.

Required Textbooks:



Organizational Behavior, 3rd Edition Angelo Kinicki & Mel Fugate (2021)
McGraw-Hill
Loose-leaf text with Connect Access Card
ISBN-13 9781264525676



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

Introductory Assessments:

Biography and Student Course Agreement: Both graded activities are required. The Introductory Biography Statement (2-3 paragraphs) is a discussion forum assignment that should include your major, where you are in your studies, a summary of work experience, aspirations for a future career, and some personal tidbits 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 including 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 two peers. *No late submissions will be accepted.* Consider it like coming to class. If you fail to show up, you miss your opportunity to participate in the classroom discussion.



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.

Orientation Videos: Please complete the Connect and SmartBook Orientation Videos. You will find a link in the Connect Assignments and Module 0.

Discussion Forum:

There will be five discussion questions throughout the semester. The due dates for each discussion assignment are posted in the Course Schedule. You cannot view the other students' comments until you post yours.

You must post three messages per discussion to receive credit for each forum: one opening point of 150 to 200 words that need to be posted by Wednesday and two counterpoints of 100 to 200 words each that are due by Sunday. In your initial post, answer all questions at the end of the case or apply the 3-step problem-solving approach if instructed. Both quantity and quality are essential 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 experiences, ask for clarification, or add additional information, so feel free to analyze, interpret, critique, and suggest. **Do not use attachments;** 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
- Integrating student colleagues' contributions and insights leads the discussion to a deeper 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 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 total participation points, you must 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
Chapter 13

Case p. 419 – With Trouble Comes Conflict
Case p. 543 – Leadership Matters

LearnSmart Assignments:

The required Connect portion of the course has "Learn-Smart" applications for each assigned text chapter. 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.

To get full credit, you must complete each LearnSmart activity by its due date. Although you can continue working on the activity after the due date, you will receive no credit for this work.

Exams:

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, 11
- Exam 2 will cover chapters 14, 5-7
- Exam 3 will cover chapters 8-10
- Exam 4 will cover chapters 12, 13, 15, 16

The exams will be available online, so 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. 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 instructor will be scored as a zero. **Make-ups must be requested no less than 48 hours before the scheduled due date.**

Reviewing the Chapter PowerPoint presentations and using the Publisher's Supplemental Materials and self-quizzes are good ways to prepare for each Exam.

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

<https://guides.lib.uoguelph.ca/c.php?g=697429&p=5011757>

Decision-Making Essay: This is your first WI-designated assignment, which will introduce or



refresh you on the methods of writing a simple academic essay. Additionally, one of the Program Student Learning Outcomes (PLSO) is that *students will be able to make decisions through business data analysis*. Decision Making is introduced in this course in Chapter 11. As part of the program outcome introduction, students will write an essay of not more than two typed pages in APA formatted form and cite sources where needed (APA Ch 2, 8-10).

This essay will be based on the four stages of rational decision-making discussed in Chapter 11. See the essay instructions in the assignment for further details. This essay will include a title page, references page, introduction, body, and summary/conclusions. For more information on these requirements, visit the Additional Resources Module in our Canvas classroom.

The use of the University Writing Center (UWC) is recommended but not required in this first assignment. You may use the textbook as your primary source of information; however, you may not copy/paste directly from the textbook. Additionally, in this essay, you MAY NOT use quotations of any kind; you will need to paraphrase the information taken from your sources (see Chapter 8 of the APA Manual, 7 Ed.).

Finally, when this paper is submitted, it will automatically be checked for similarity (plagiarism) using the Canvas SimCheck Plagiarism Review program. You may have AT MOST 12% similarity. Ensure you submit drafts of your paper before the due date so that you can track your similarity. Any score greater than 12% must be reduced to 12% before the due date/time. This means you will have to edit your paper to reduce the similarity identified by the program. The UWC can assist you with this. Grades will be reduced based on an index greater than 12%; see the assignment instructions.

OB Project – Part 1:

This second WI-designated assignment will lay the foundation for the second paper. You are to decide on an organization that you want to evaluate. The organization will be selected from the provided list of Fortune 500 Companies. In essay format, you will write a 2-3 page written report (excluding the title page, references, and any figures, tables, or appendices). Each paper will include an APA formatted title page and a separate References page. Do not include an abstract, table of contents, or appendixes. The primary topics included in this paper are as follows:

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 ½ 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* the company is struggling with that will serve



as the paper's focus. 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 within this course's scope. [about 1 page]

NOTE: This essay will include a title page, references page, introduction, body, and summary/conclusions. For more information on these requirements, visit the Additional Resources Module in our Canvas classroom.

Writing Instructive (WI) Requirement: You must have a conference (either online or F2F) with the Writing Center before submitting your OB Project Part 1 and will be required to show proof for full credit. Submit the results of your conference as an attachment to the assignment. You are strongly encouraged to confer with the tutors at the Writing Center on all your assignments, even when it is not required. <https://www.tamuct.edu/coas/coas-special-topics/uwc.html>

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. (APA Ch 2, 8-10). For information on APA standards and correct citation formats, consult the **APA Publication Manual** or link to the following sources:

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

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

Submit this assignment through the Assignments Course link. The OB Project – Part 1 due date is posted in the Course Schedule. The required file format for the paper is a .doc or .docx file (MS Word). This assignment will be run through the Canvas SimCheck Plagiarism Review program. The goal of this first paper is to have a 12% or less similarity. Ensure you submit before the actual due date to determine your similarity. If your similarity exceeds 12%, you must rework until you have achieved 12% or less. Grades will be reduced based on an index greater than 12%; see the assignment instructions. **No late submissions are accepted.**

OB Project – Part 2:

This paper is the third WI-designated assignment and builds on the previous paper. Based on the OB Project – Part 1 feedback, you will now produce another essay: a 2-3 page written report (excluding the title page, references, and any figures, tables, or appendices). Each paper will include an APA formatted title page and a separate References page. Do not include an abstract, table of contents, or appendixes. The primary topics included in this paper are as follows: Providing a brief overview of the problem (3-4 sentences), the following:

1. *Theoretical Lens* - Choose one topic from the list below, and apply that topic to your chosen organization and the problem developed in OB Project- Part 1. Describe precisely 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]



- Ethical decision making: moral intensity, moral sensitivity, and situational influences
 - Schwartz's Theory
 - Organizational Commitment
 - Perceived Organizational Support
 - Models of Job Satisfaction
 - Managing Diversity
 - Content Theories of Motivation
 - Theory X/Y
 - Herzberg's Motivator-Hygiene Factors
 - Process Theories of Motivation
 - Equity/Justice
 - Expectancy
 - Goal-Setting
 - Job Design
 - Performance Management/Goal setting
 - Organizational Climate
 - Team processes
 - Effective Communication
 - Effective Conflict Management
 - Types of Power
 - Empowerment
 - Organizational Politics
 - Leadership Theories
 - Organizational Change
2. *Recommendation* – Provide a list (at least three) of very specific recommendations/action steps that flow out of the discussion and 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 must be considered 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]

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. (APA Ch 2, 8-10). Please refer to the grading feedback for your first part of the project to avoid making the same APA mistakes again.

NOTE: This essay will include a title page, references page, introduction, body, and



summary/conclusions. For more information on these requirements, visit the Additional Resources Module in our Canvas classroom.

Writing Instructive (WI) Requirement: You are to apply what you learned from the Writing Center from the OB Part 1 to this assignment. You are also strongly encouraged to have a conference (either online or F2F) with the Writing Center before submitting your paper. Submit this assignment through the Assignments Course link. The due date for the OB Project - Part 2 is posted in the Course Schedule. The required file format for the paper is a .doc or .docx file. This assignment will be run through the Canvas SimCheck Plagiarism Review program. This paper aims to have a **10% or less** similarity. Ensure you submit before the actual due date to determine your similarity. If your similarity exceeds 10%, you must rework until you have achieved **10% or less**. Grades will be reduced based on an index greater than 10%; see the assignment instructions. **No late submissions are accepted.**

Grading Criteria

Grade Computation: Students earn course grades by completing scheduled assignments; no extra credit assignments are given. To pass this course satisfactorily, students must complete each of the graded items listed below. Failure to complete appropriate assignments and exams may result in a failing grade. Refusal to complete homework assignments will result in a failing grade.

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

Grade	Percentage	Point Range
A	90- 100%	1125 – 1250
B	80-89%	1000-1124
C	70-79%	875-999
D	60-69%	750-874
F	59% & below	0 – 749

Course Grades are assigned as follows:

Activity	Points
Introductory Biography (5 pts) & Student Course Agreement (5 pts)	10
Connect Orientation Video (10 pts)	10
SmartBook Orientation Video (10 pts)	10
Discussion Forum (5) (50 pts each)	250



Activity	Points
LearnSmart Assignments (16) (20 pts each)	320
Decision-Making Paper (Essay Format) (WI Practice) (50 pts)	50
Exams (4) (100 points each)	400
OB Project -Part 1 (WI) Essay Format (100 pts)	100
OB Project -Part 2 (WI) Essay Format (100 pts)	100
TOTAL	1250

Posting of Grades

Grades for Exams will be posted the day after the availability period has expired. Grades for Discussion Forums and short Written Assignments will be posted by the Friday following the due date. Grades for longer Written Assignments will be posted within one week from the due date.

Evaluation of Work

A: Performance is excellent and stands out due to sharp insight into material and discussion of many sides of an issue. The submitted work is well articulated, logically, and clearly written. "A" result indicates an example for others to follow.

B: Performance is above the minimum requirements with an insight into the material at a level considered good to very good. Submitted work is of high quality. A "B" is considered a high grade and recognition for solid work.

C: Performance satisfies only the minimum requirements and displays little or no initiative. Insight into the material is satisfactory, and an acceptable understanding of all basic concepts was communicated. A student receiving a "C" has met the requirements, including course deadlines.

D: Quality and quantity of work is below average and barely acceptable. "D" work is passing by a slim margin.

F: Quality and quantity of work is unacceptable and does not warrant a passing of this course.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Below is the tentative course schedule. The official course schedule with binding due dates is available in your Canvas course under the course menu link "Syllabus."



WEEK	MODULE	CHAPTER	TOPIC	ASSIGNMENTS
1 28 Aug-3 Sep	0 (Course Introduction)		Course Introduction	Syllabus review, Student Course Agreement, Connect and SmartBook Videos, Discussion board introductory biography, due Sunday, 9/3
2 4-10 Sep	1 (Individual Behavior)	1-2	Making OB Work for Me Values and Attitudes	LearnSmart assignment chapter 1, Discussion board assignment #1: Blood, Brilliance, Blind Ambition, and Fraud, LearnSmart assignment chapter 2, due Sunday, 9/10.
3 11-17 Sep	1 (Individual Behavior)	3	Individual Differences and Emotions	LearnSmart assignment chapter 3, due Sunday, 9/17
4 18-24 Sep	1 (Individual Behavior)	11 APA Ch 2, 8-10	Decision Making and Creativity	LearnSmart assignment chapter 11, Decision-Making Essay due 9/24
5 25 Sep-1 Oct	1 (Individual Behavior)	4	Social Perception and Managing Diversity	LearnSmart assignment chapter 4, Exam 1 (chapters 1-4, 11) , due Sunday, 10/1
6 2-8 Oct	1 (Individual Behavior)	14	Organization Culture, Socialization, and Mentoring	LearnSmart assignment chapter 14, Discussion board assignment #2: Culture Clash at Ford, due Sunday, 10/8
7 9-15 Oct	1 (Individual Behavior)	5	Foundations of Employee Motivation	LearnSmart assignment chapter 5, due 10/15
8 16-22 Oct	1 (Individual Behavior)	6	Performance Management	LearnSmart assignment chapter 6, Discussion board assignment #3: Incentives Gone Wrong, due 10/22



WEEK	MODULE	CHAPTER	TOPIC	ASSIGNMENTS
9 23-29 Oct	1 (Individual Behavior)	7	Positive Organizational Behavior	LearnSmart assignment chapter 7, Exam 2 (chapters 14, 5-7), due 10/29
10 30 Oct-5 Nov	2 (Group Behavior)	8 APA Ch 2, 8-10	Groups and Teams	LearnSmart assignment chapter 8, OB Project – Part 1, due 11/5
11 6-12 Nov	2 (Group Behavior)	9	Communication in the Digital Age	LearnSmart assignment chapter 9, due 11/12
12 13-19 Nov	2 (Group Behavior)	10	Managing Conflict and Negotiations	LearnSmart assignment chapter 10, Discussion board assignment #4: With Trouble Comes Conflict, due 11/19
13 20-26 Nov Thanksgiving 23-24 Nov	2 (Group Behavior)	12	Power, Influence, and Politics	LearnSmart assignment chapter 12, Exam 3 (chapters 8-10), due Monday, 11/27
14 27 Nov-3 Dec	2 (Group Behavior)	13	Leadership Effectiveness	LearnSmart assignment chapter 13, Discussion board assignment #5: Leadership Matters, due 12/3
15 4-10 Dec	3 (Organizational Behavior)	15 APA Ch 2, 8-10	Organizational Design, Effectiveness, and Innovation	LearnSmart assignment chapter 15, OB Project – Part 2, due 12/10
16 11-14 Dec	3 (Organizational Behavior)	16	Managing Change and Stress	LearnSmart assignment chapter 16, due 12/14 Exam 4 (chapters 12,13,15,16) due 12/14.

INSTRUCTOR POLICIES

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 with the Professor and student colleagues should be kept professional, including Discussion Board postings and email 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.

What You Can Expect of Me: You can expect that I will be an active participant in the online course room. I will be prepared and ready to engage in active learning. I will work to create a respectful learning environment where all of us can express our thoughts and ask questions. While we do not have to agree with each other, we will do so in respectful ways. I expect to learn from you as we spend the next 16 weeks together! I will be available to answer your questions and help you be successful in this course.

I reserve the right to make reasonable alterations to the course calendar and syllabus. It is a guide, not a hard and fast rule. Changes will only be made that benefit the class as a whole. Online attendance is essential in a class of this nature. Make sure to check Canvas daily. In order to successfully pass this course, a student must engage in the online course room and complete all assignments.

NOTE #1: NO EXTRA CREDIT assignments are available for this course.

NOTE #2: Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances. The Professor must approve any request for an incomplete grade in this course before the last week of classes. Where possible, requests should be submitted in written form and include an address and telephone number where you may be contacted throughout the following semester. For a request for an incomplete grade to be considered, at least two-thirds of the coursework have to be completed. Finally, approval of an incomplete is up to the department chair.

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 not be a review of previously graded material at the end of the semester.

NOTE #4: Late Submissions/Resubmissions

You have seven days each week to complete and submit the weekly assignments. Make sure to plan your time wisely and avoid last-minute submissions since no late assignments will be accepted. All assignments must be turned in by the due date unless granted an extension. EXTENSIONS ON ASSIGNMENTS WILL BE CONSIDERED ONLY IF THEY ARE REQUESTED AT LEAST 48 HOURS BEFORE THE DUE DATE OF THE ASSIGNMENT UNDER QUESTION. After the fact, extensions will not be granted, so if you are sick and you know you cannot take a test or submit an assignment on the set due date, make sure to contact me as soon as possible.

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.**

Login 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 data protection and information privacy, TAMUCT uses Single Sign On through TAMUS. To update your password, select [Texas A&M University System Single Sign On](#).

For login problems, students should contact Help Desk Central

24 hours a day, seven days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

University Resources, Procedures, and Guidelines

General University Resources

Please select the following link: [University Resources](#), URL:

<https://www.tamuct.edu/University%20Resources.html>

Drop Policy

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

[[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612)

[46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612)].

Faculty cannot drop students; this is always the student's responsibility. The Registrar's Office will provide a deadline on the Academic Calendar for completing the form. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show up as enrolled, FOLLOW UP with the Registrar's 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 or VA educational benefits.



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 Office of Student Conduct. When in doubt about collaboration, citation, or any issue, please contact your instructor before taking action.

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

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services, and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212, or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (login required)
[https://tamuct.instructure.com/courses/717]

Important Information for Pregnant and Parenting Students

Texas A&M University-Central Texas supports students who are pregnant or parenting. In accordance with requirements of Title IX and related guidance from the US Department of Education's Office of Civil Rights, the Dean of Student Affairs Office can assist students who are pregnant or parenting in seeking accommodations related to pregnancy and parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.



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 are 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 at 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from 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.

The 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. For the Spring 2022 semester, 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 [WOnline](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 by making an appointment via [WOnline](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.



Other Academic Support

New Students: If you are new to either TAMUCT, Canvas, or both, please contact Academic Support your new student orientation and the Student Success Workshops in the Academic Support Canvas Community.

English as a Second Language Students: Please contact Academic Support for additional support needed as required.

Academic Support Contact: You may contact Academic Support through their Canvas community at <https://tamuct.instructure.com/courses/714> or by calling their office at 254-519-5836.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 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 on Skype or in-person at the library. 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 workspaces, 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) [<http://tamuct.libguides.com/index>].

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 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.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Important University Dates

Please use the following link to download the current Academic Calendar and Registration Schedule: <https://www.tamuct.edu/registrar/academic-calendar.html>