Instructor: Shonda A. Gibson, Ph.D.
Office Location: AG/IT 153
Office Hours: by appointment only
Office Phone: 903-886-5743
University Email Address: Shonda.Gibson@TAMUC.edu (best way to contact me)

COURSE INFORMATION

Textbook(s) Required:

Course Description:
This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision-making, communication and organizational change and development.

Course Objectives:
This course aims to improve students understanding of human behavior in organization and the ability to lead people to achieve more effectively toward increased organizational performance. After completing this course, students should be able to:

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

This course is offered entirely online and will require you to work on ecollage (an online course program). You will be required to connect multiple times weekly in order to perform well in this course.
Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>00-59</td>
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</tbody>
</table>

Exams: 45% (3 @ 15% each)

Discussion Board: 15%

Term Paper: 10%

Web Activities: 10% (2 @ 5% each)

Self Assessments: 20% (4 @ 5% each)

Total: 100%

Extra Credit: Research Participation - A goal of this class is to help you familiarize yourself with research methods. One manner to obtain this goal is to have you participate in research studies. Participating in research studies benefits both students and faculty at TAMUC, contributes to your understanding of how research is conducted and human knowledge in general. All students in this class will have the opportunity to participate in Business Research Experience Program (BREP) - a participant pool of online research studies created by your fellow business students and/or business school faculty.

Students must complete a total of 5 experiment credits in order to qualify for the extra credit option (5 points). When you first sign into the BREP you will be asked to take create an account. You MUST accurately identify this course/instructor in order to receive the credits. Additionally, you will be prompted to complete a pre-screen study when you create your account. The prescreen takes about 20 minutes to complete. You will receive a full point for completing the pre-screen…and you MUST complete the pre-screen in order for the system to randomly assign you to specific studies/conditions. I will have access to the system and will be able to allocate your points in the 15th week of the semester.

Exams: 45% of overall grade. There are 3 exams. Each exam is worth 15%.

- **Exam 1:** Opens Mon., Feb. 18th at 12:00am - Closes Wed., Feb. 20th at 10:00 pm.
- **Exam 2:** Opens Mon., Mar. 25th at 12:00am – Closes Wed., Mar. 27th at 10:00 pm.
- **Exam 3:** Opens Mon., Apr. 29th at 12:00am – Closes Wed., May 1st at 10:00 pm.

The exams will be timed and can only be accessed once; therefore, once you begin, you may not stop and come back to it later. A missed exam equals a missed exam grade regardless of the reason. To clarify, this also means that I will not reset any exams. You need to make sure that you have a secure connection upon beginning the exam. No make-up exams will be offered.

Web Activities: 10% of overall grade. There are 2 web activity assignments. Each activity is worth 5%.

- **Web Activity 1:** Due Mon., Jan. 18th by 12:00 pm (noon).
- **Web Activity 2:** Due Mon., Mar. 4th by 12:00 pm (noon).

You will find the assignments under COURSE MATERIALS and then WEB ACTIVITIES. Assignments should be uploaded to the appropriate Web Activities Drop Box. Remember that you can do these earlier than the due date and submit them to your drop box at any time prior to the due date/time. Late Assignments ARE NOT accepted. A late submission equals a zero!
**Self-Assessments:** 20% of overall grade. There are 4 self-assessment sections. Each section is worth 5%.

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (I. What About Me?)</td>
<td>Mon., Feb. 4th by 12:00 pm (noon)</td>
</tr>
<tr>
<td>2 (II. Working With Others)</td>
<td>Mon., Mar. 18th by 12:00 pm (noon)</td>
</tr>
<tr>
<td>3 (III. Life in Organizations)</td>
<td>Mon., Apr. 1st by 12:00 pm (noon)</td>
</tr>
<tr>
<td>4 (IV. New Assessments)</td>
<td>Mon., Apr. 22nd by 12:00 pm (noon)</td>
</tr>
</tbody>
</table>

If you’ve bought the Student Value Edition of the text, it comes with access to the MyManagementLab. Click on the link that says Student Study Tools. Under that link you will see a link to the Self-Assessment Library (SAL). You will need to complete all of the self-assessments and save your scores to a zip drive each time. If you did not buy the specified Student Value Edition of the textbook, you may purchase online access to the self-assessments from the following website for $35: [http://www.prenhall.com/sal](http://www.prenhall.com/sal).

(Also, if you have trouble accessing the self-assessments through MyManagementLab, you may go directly to the [www.prenhall.com/sal](http://www.prenhall.com/sal) website and sign in there to access the self-assessments.)

For each of the 4 Self-Assessment sections, you will write a full 1-page paper (single-spaced; Times New Roman; 12 pt. font; 1” margins), attach your self-assessment scores for that section, and upload it to the appropriate Self-Assessment dropbox. See Course Home and Self-Assessments for a more detailed explanation of these assignments. You may complete & upload these assignments early and I highly recommend doing so. **Late Assignments ARE NOT accepted. A late submission equals a zero!**

**Discussion Board:** 15% of overall grade. Topics will be posted each week related to the assigned chapter(s) for the week. A minimum of 30 discussion postings is the recommended amount for the semester. Students should attempt to post to every topic. Keep in mind that the minimum number of postings suggested is 30; in which case you will earn a C. Therefore, I highly suggest 4-5 posts per week in an effort to earn an A (provided the posts are of high quality). Thirty posts of very low quality at the end of the semester will not hold as much weight as 25 high quality posts distributed evenly throughout the term. Please also note that heavy activity during the last few days cannot compensate for a lack of participation during the term. Plan to participate throughout the semester.

The discussions are only open for posting during the week for which they are scheduled. Each week’s discussions are open from Monday (12:00am) to the following Sunday (10:59pm). For example, Chapter 2 and 3 discussions open at 12:00a.m. on Mon., Jan. 21st and close at 10:59pm Sun., Jan. 27th.

**Late Assignments ARE NOT accepted. A late submission equals a zero!**

You must keep up with the scheduled readings for the week. Some weeks you will be required to post to two chapters as opposed to one. **Once the chapter has been closed, it will not be re-opened. Late participation will not be accepted.**
Each student is required to make thoughtful posts as well as replies to other students’ posts for the assigned chapter(s). The discussion board will count for the class participation component of your grade. If you were attending class, you would be expected to contribute to each week’s class session, so you should treat the bulletin board as you would treat class participation. As a general guideline, your grade on this portion will be a function of the quality, quantity (30 minimum), and consistency (i.e., a somewhat even distribution of activity throughout the term) of your posts and replies on the bulletin board throughout the semester.

**Term Paper:** 10% of overall grade. The topic of this paper is “organizational culture”. The paper should be a full 3-page paper. See grading rubric for additional details.

**Due Mon., Apr. 15th by 12:00 pm (noon)**

Instructions for the term paper can by found by clicking on COURSE MATERIALS and TERM PAPER. Student papers will be submitted to the Term Papers Drop Box. Please do not e-mail these papers to me. If you can see it in your drop box, then I can also see it. **Late Assignments ARE NOT accepted. A late submission equals a zero!** (In other words, just get your paper in on time or feel free to submit it as early as you’d like. Procrastination is not recommended!)

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

### TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

The following technology is required to be successful in this course.

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2003 or 2007)
- Access to University Library site
- Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.
ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, log in through your MyLeo account.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000.

This course will be utilizing the Sona system to coordinate your research participation. Register with the Business Research Experience Program (BREP) website using the “request a new account” link at http://tamuc-cbe.sona-systems.com/Default.aspx?ReturnUrl=%2f. Complete instructions are available at: http://www.tamuc.edu/academics/colleges/businessEntrepreneurship/business-research-experience-program-brep.aspx

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Closing Due to Inclement Weather:
University closing information will be posted on the web at http://www.tamu-commerce.edu.

Academic Honesty:
The Student’s Guidebook addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions.

Student Behavior:
Disturbing the education of students by other students is taken seriously. Appropriate (as defined by the instructor) level of interaction/participation during classroom discussions and presentations is expected. All pagers, cell phones, electronic games, radios, CD players, or other devices must be turned off when you enter the classroom. No laptops are allowed to be used in class. No recordings (audio or video) are allowed. Disruption of class or inconsiderate behavior will not be tolerated. It is my expectation that every student will have the utmost respect for their peers in class when discussing experiences of a sensitive nature.

Student Conduct:
“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct. Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, “quotation marks should be used to indicate the exact words of another.
Each time you paraphrase another author you will need to credit the source in the text” (APA, 2001, p. 249). If you have any questions about what constitutes cheating or plagiarism please see me. Students who plagiarize any material will earn a grade of F for the course.

Students are expected to attend all classes – no make-up work will be assigned or accepted. More than 3 absences during the semester are considered excessive. Students are responsible for following University procedures to drop a class. If you stop attending the class for any reason, you must initiate the process of dropping, or you will receive a failing grade. Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc.

**Accommodations:**

Students requesting accommodations for disabilities must go through the Academic Support Committee. Instructors must be notified in writing by the Director of Disability Resources & Services before accommodations will be made. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.

**Students with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
<table>
<thead>
<tr>
<th>Week of:</th>
<th>Chapter:</th>
<th>Assignment:</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>1 What is Organizational Behavior?</td>
<td>Begin weekly discussion postings &amp; introduce yourself</td>
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<tr>
<td>Jan 14-20</td>
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<td>Week 2:</td>
<td>2 Diversity in Organizations</td>
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<td>Jan 21-27</td>
<td>3 Attitudes and Job Satisfaction</td>
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<td>Week 3:</td>
<td>4 Emotions and Moods</td>
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<td>Jan 28-Feb 3</td>
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<td>Week 4:</td>
<td>5 Personality and Values</td>
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<td>Feb 4-10</td>
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<td>Week 5:</td>
<td>6 Perception and Individual Decision Making</td>
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<td>Feb 11-17</td>
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<td>Week 6:</td>
<td>EXAM 1 (Ch. 1-6)</td>
<td>Open 2/18 at 12 am Closes 2/20 at 10 pm</td>
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<td>Feb 18-24</td>
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<td>Week 7:</td>
<td>7 Motivation Concepts</td>
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<td>Feb 25-Mar 3</td>
<td>8 Motivation: From Concepts to Applications</td>
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<td>Week 8:</td>
<td>9 Foundations of Group Behavior</td>
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<td>Mar 4-10</td>
<td>10 Understanding Work Teams</td>
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<td>Week 9:</td>
<td>~ Spring Break ~</td>
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<td>Mar 11-17</td>
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<td>Week 10:</td>
<td>11 Communication</td>
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<tr>
<td>Mar 18-24</td>
<td>12 Leadership</td>
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<tr>
<td>Week 11:</td>
<td>EXAM 2 (Ch. 7-12)</td>
<td>Open 3/25 at 12 am Closes 3/27 at 10 pm</td>
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<td>Mar 25-31</td>
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<td>Week 12:</td>
<td>13 Power &amp; Politics</td>
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<td>Apr 1-7</td>
<td>14 Conflict &amp; Negotiation</td>
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<tr>
<td>Week 13:</td>
<td>15 Foundations of Organizational Structure</td>
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<td>Apr 8-14</td>
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<tr>
<td>Week 14:</td>
<td>16 Organizational Culture</td>
<td>Term Paper Due Mon., 15th, by 12 pm (noon)</td>
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<td>Apr 15-21</td>
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<tr>
<td>Week 15:</td>
<td>17 Human Resource Policies &amp; Practices</td>
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<td>Apr 22-28</td>
<td>18 Organizational Change &amp; Stress Management</td>
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<td>Week 16:</td>
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<tr>
<td>Apr 29-May 5</td>
<td>EXAM 3 (13-18)</td>
<td>Open 4/29 at 12 am Closes 5/1 at 10 pm</td>
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<td>Week 17:</td>
<td>Catch Up Week</td>
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<td>May 6-10</td>
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**I will be out of town to present at research conferences on the following dates. I will do my best to respond to emails each evening. Please allow me at least 24 hours to respond:**

Society for Personality and Social Psychology **January 16-20**
Southwest Psychological Association **April 5-7**
International Association of Business and Public Administration Disciplines **April 18-21**
GRADING RUBRIC FOR TERM PAPER

“A” (90-100):
- Writes a well thought-out paper that fully addresses the required topics
- Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.
- Maintains focus/avoids being sidetracked by tangents
- Presents all information clearly and concisely and in an organized manner
- Avoids distracting grammar/spelling/etc. problems
- Follows APA formatting guidelines exactly
- Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources
- Length of paper meets the requirement

“B” essay (80-89):
- Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper
- Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.
- Mostly maintains focus/avoids being sidetracked by tangents
- Presents most information clearly and concisely and in an organized manner with very minor organization problems
- May contain a few distracting grammar/spelling/etc. problems
- Follows APA formatting guidelines almost exactly
- Provides a minimum of 4 peer-reviewed sources and incorporates other source(s)
- Length of paper meets the minimum requirement

“C” essay (70-79):
- Addresses the topics, but not as well or thorough as a “B” paper.
- Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.
- Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper)
- Presents little information clearly or concisely and in lacks organization in many areas
- May contain several distracting grammar/spelling/etc. problems
- Somewhat tries to follow APA formatting guidelines
- Provides a minimum of 4 peer-reviewed sources
- Length of paper almost meets the minimum requirement

“D” essay (60-69):
- Does not directly address the topics
- Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence.
- Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper)
- Information is not clearly or concisely presented and in lacks overall organization
- Contain many distracting grammar/spelling/etc. problems
- Doesn’t follow APA formatting guidelines
- Provides a minimum of 3 peer-reviewed sources
- Length of paper doesn’t the minimum requirement

“F” essay (59 and below):
- Does not address the chosen subject
- Does not incorporate pertinent information from peer-reviewed sources and text(s)
- Complete loss of focus and gets continuously sidetracked by tangents and completely strays from the topic
- Information is unclearly presented and in lacks total organization
• Contains much distracting grammar/spelling/etc. problems and is basically incomprehensible
• Doesn’t use APA formatting guidelines
• Doesn’t provide peer-reviewed sources
• Length of paper doesn’t the minimum requirement

GRADING RUBRIC FOR WEB ACTIVITIES/SELF-ASSESSMENTS
“A” (90-100):
• Writes a well thought-out paper that fully addresses the required topics
• Incorporates pertinent and detailed information from provided source(s).
• Maintains focus/avoids being sidetracked by tangents
• Presents all information clearly and concisely and in an organized manner
• Avoids distracting grammar/spelling/etc. problems
• Follows designated formatting and length guidelines exactly

“B” essay (80-89):
• Writes a well thought-out paper that fully covers the topic, but not as thorough as an “A” paper
• Incorporates some pertinent and detailed information from provided source(s).
• Mostly maintains focus/avoids being sidetracked by tangents
• Presents most information clearly and concisely and in an organized manner with very minor organization problems
• May contain a few distracting grammar/spelling/etc. problems
• Follows designated formatting and length guidelines almost exactly

“C” essay (70-79):
• Addresses the topics, but not as well or thorough as a “B” paper.
• Does not adequately incorporate pertinent and detailed information from provided source(s).
• Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper)
• Presents little information clearly or concisely and in lacks organization in many areas
• May contain several distracting grammar/spelling/etc. problems
• Somewhat tries to follow designated formatting and length guidelines

“D” essay (60-69):
• Does not directly address the topics
• Does not adequately incorporate pertinent and detailed information provided source(s).
• Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper)
• Information is not clearly or concisely presented and in lacks overall organization
• Contain many distracting grammar/spelling/etc. problems
• Doesn’t follow designated formatting and length guidelines

“F” essay (59 and below):
• Does not address the subject
• Does not incorporate pertinent information from provided source(s).
• Complete loss of focus and gets continuously sidetracked by tangents and completely strays from the topic
• Information is unclearly presented and in lacks total organization
• Contains much distracting grammar/spelling/etc. problems and is basically incomprehensible
• Doesn’t use designated formatting and length guidelines
## RUBRIC FOR DISCUSSION BOARDS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0-1 Points</th>
<th>Acceptable 2 Points</th>
<th>Good 3 Points</th>
<th>Excellent 4 Points</th>
<th>Assigned Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Participates not at all.</td>
<td>Participates 1-2 times on the same day.</td>
<td>Participates 3-4 times but postings not distributed throughout week.</td>
<td>Participates 4-5 times throughout the week.</td>
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<tr>
<td>Initial Assignment Posting</td>
<td>Posts no assignment.</td>
<td>Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task.</td>
<td>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
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</tr>
<tr>
<td>Follow-Up Postings</td>
<td>Posts no follow-up responses to others.</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
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</tr>
<tr>
<td>Content Contribution</td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
<td></td>
</tr>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
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</tbody>
</table>

**Total Points Possible: 20**