ORGL 3200, Introduction to Organizational Development [TERM]

Course Instructor:

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[INSTITUTION]
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During office hours you can contact me via GoVIEW e-mail or pager tool. You can also reach me during office hours at the phone number provided to the left.
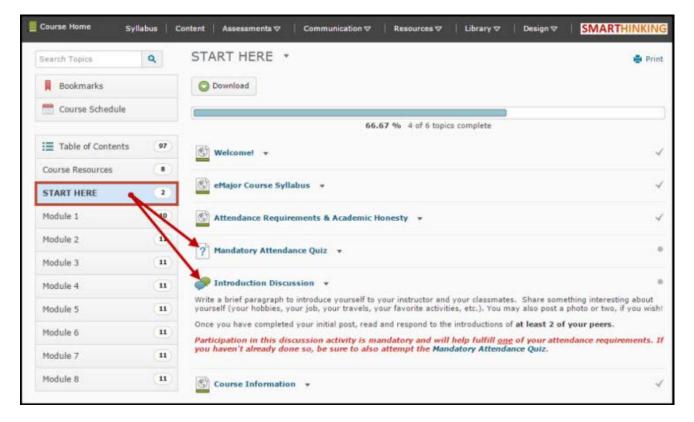
NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL:https://emajor.usg.edu/degrees/calendar/index.php. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

Course Description

A broad survey of major topics in Organizational Development including but not limited to Introduction to organizational process; creation of organizational growth climates/cultures; examination and selection of effective leadership styles and effective modes of communication; coping with the future in periods of accelerating change.

Prerequisites:

- PSYC 1101 - Introduction to General Psychology

Course Learning Outcomes:

This course should enable students to:

1. Define what forms an organization and be able to conceptualize the field of organizational development.
2. Elucidate the importance of organizational culture, dimensions of culture and form sense of the cultural landscape as applied to organizations.
3. Specify the role and importance of Leadership in organizations through culture building, embedding, and evolving.
4. Chart out the power, politics, and future of Organizational Development.

Required Text, Software, and Additional Materials

Title:	*Organizational Behavior: Managing People and Organizations*
Author(s):	Griffin, Phillips, & Gully
Publisher:	Cengage
Edition/Year:	12th Edition
ISBN:	130550139X
Type (Required/Optional):	Required

Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found at https://emajor.usg.edu/current-students/textbooks. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at https://emajor.usg.edu/future-students/technical-requirements.php to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at https://d2lhelp.view.usg.edu/ (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

Tutoring:

Smarthinking is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the Smarthinking page under Course Resources or access the following URL for additional Smarthinking technical support information: https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring.

On-Campus Tutoring is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: https://emajor.usg.edu/about/institutions/index.php.

Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to emajor@westga.edu for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: https://emajor.usg.edu/current-students/accessibility-services.php.

Course Format and Requirements

Teaching Philosophy:

This is a junior-senior level course and will therefore require more effort on your part than your typical lower-level introductory course. The textbook I have selected is very thorough and well-written and you will be required to spend a significant amount of your time for this class reading. For this reason, there are no projects or final papers. As this is an online course you will also have to be more proactive and time conscious than in a traditional course. If this is your first online course: Note that online courses are traditionally more difficult than traditional courses due to the differences in scheduling and the amount of self-regulation and time-management required to remain current with the readings, quizzes, exams and discussion postings.

Learning is best accomplished in a distributed format, that is to say in small doses separated by small increments of time. Therefore, you will have reading to do every week as well as discussion posts and quizzes to complete with each unit of material. The amount of reading required for this course is roughly equal to the amount of time you would spend listening to a lecture in a traditional course plus the amount of time you would normally spend reading the text outside of class. The text provides numerous case studies to allow you

to apply and integrate what you have read.

I understand that we are covering a large amount of material this semester, with that in mind I will construct your exams and quizzes so that they will assess your knowledge of broad topics and categories of material etc. rather than minuscule details (e.g., be able to articulate and discuss the learning objectives for each chapter, rather than specific researchers or incidents). In other words, know the big picture, and be able to apply the theories and concepts to different situations. We will cover a chapter every 6-7 days. That means if you read roughly 8-10 pages per day you should be in good shape. Please keep up with the readings, quizzes and discussion posts. Understand, this isn't meant to be torture, I'm trying to help you learn and hopefully we can have some fun along the way.

Course Requirements (Instructional Methods):

The course is divided into learning units, called Modules. Content in this course is defined as: (1) assigned textbook readings; (2) supplemental readings; (3) unit discussions and quizzes; (4) a mid-term exam; and a (5) final exam. Students are responsible for all information presented in each unit. Students are expected to log in regularly, complete assignments on or before the date and time due, and actively participate in the course throughout the semester.

Quizzes

You will have seven quizzes this semester worth 10 points each (70 points total). Each quiz will consist of 10 multiple-choice questions. These quizzes will be time-limited to 15 minutes each. You may access **ONLY** your notes or textbook while taking these quizzes. Be aware that 15 minutes is not enough time to look up the answer to each of the 10 questions. Those who have prepared appropriately for each quiz will benefit most from this testing format in that they will be able to find the most answers in the shortest period of time.

Exams

You will have two exams (mid-term and final) this semester worth 90 and 100 points respectively (190 points total). The midterm will consist of 45 multiple choice questions worth 2 points each. The non-cumulative final exam exam will consist of 50 multiple choice questions worth 2 points each. These exams will be time limited to 75 minutes each. You may access **ONLY** your notes or textbook while taking these exams. Be aware that 75 minutes is not enough time to look up the answer to each of the 50 questions. Those who have prepared appropriately for each exam will benefit most from this testing format in that they will be able to find the most answers in the shortest period of time.

Discussion Postings

As with any online course, discussion postings are an important component. You will be required to post your response to discussion questions for 7 modules this semester and to respond to the postings of at least two of your peers within each module (total of 140 points).

Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion, to enhance and support the learning experience of everyone enrolled in this course. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics I consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post early in the session, and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic, thoughtful and entertaining discussion.
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief — keep each post and response to one or two short paragraphs. Keep in mind that your fellow learners will be reading and responding to you, too.
- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

You may access your Course Schedule:

NOTE: Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
Module 1	**Syllabus** **Chapter 1**	**Introduction/Discussion (Attendance Requirement)** **Chapter 1 Quiz (10 points)**
Module 2	**Chapter 2**	**Module 2 Discussion (20 points)** **Chapter 2 Quiz (10 points)**
Module 3	**Chapter 3**	**Module 3 Discussion (20 points)** **Chapter 3 Quiz (10 points)**
Module 4	**Mid-Term**	**Mid-Term Exam** **Chapters 1-3 (90 points)**
Module 5	**Chapter 4**	**Module 5 Discussion (20 points)** **Chapter 4 Quiz (10 points)**
Module 6	**Chapter 5**	**Module 6 Discussion (20 points)** **Chapter 5 Quiz (10 points)**
Module 7	**Chapter 7**	**Module 7 Discussion (20 points)** **Chapter 7 Quiz (10 points)**
Module 8	**Chapter 10**	**Module 8 Discussion (20 points)** **Chapter 10 Quiz (10 points)**
Module 9	**Final Exam**	**Final Exam Module** **Chapters 4, 5, 7 &10 (100 points)**

Grading and Standards

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Discussions (7 x 15 points each)	105 points	Threaded discussions are an integral component of this course. Discussion questions will focus on topics covered in the readings, supplemental materials, and PowerPoint presentations in each module, and each student must respond to the posts of at least two classmates.
Quizzes (7	105 points	Timed (15-minutes), 10 question multiple choice quizzes will be completed in the course as part of some of

x 15 points each)		the modules. Quizzes will be based on the readings and, if applicable, videos with that module. Quizzes are not comprehensive across the semester.
Mid-Term Exam	90 points	A comprehensive mid-term examination will be administered at the mid-point of the semester. The exam will be comprised of 50 multiple choice questions. Students will have 75 minutes to complete the examination.
Final Exam	100 points	A comprehensive (from the mid-term exam forward) final examination will be administered at the end of the semester. The exam will be comprised of 50 multiple choice questions. Students will have 75 minutes to complete the examination.
Total Possible Points	400 points	

Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

-OR - (depending on calculation method used/preferred for course, percentage vs. points)

360-400 points = A
320-359 points = B
280-319 points = C
240-279 points = D
Below 240 points = F

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

Expectations and Standards:

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating

adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. You instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

Late Policy:

Late Assignments: will not be accepted

Late Quizzes/Exams: will not be accepted

Late Discussions: will not be accepted

Academic Misconduct

Acknowledgment is hereby given to Georgia State University on whose policy this is based.

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at https://emajor.usg.edu/current-students/student-guide/ for further details on the eMajor Academic Honesty Policy.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eMajor Administrative offices for investigation.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or

proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the eMajor Student Change Request Form to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the Student Complaint Policy page on the eMajor website.