

University of North Texas at Dallas
Spring Semester, 2013
SYLLABUS

MGMT 5140: Organizational Behavior and Analysis	
3 Credit Hours 3 Credit Hours	
Department of	Management
Division of	Urban and Professional Studies
Instructor Name:	Dr. Elizabeth Muñiz
Office Location:	DAL 2 - 333
Office Phone:	(972)338-1803
Email Address:	Elizabeth.Muniz@unt.edu NOTE: Use this email; do not email me via Blackboard Vista. I prefer e-mail to communicate with students, and I usually respond to e-mail messages within 24 hours. When you send a message, please make sure you specify in the subject line the course number for which you are enrolled (i.e., MGMT 4300), and do not use all CAPS when inquiring about a class issue. Note that the use of all CAPS in electronic messages is considered poor etiquette.
Office Hours:	Every Tuesday from 8:00 am to 10:00 am; 12:50 pm 1:50 pm Every Wednesday from 8:00 am to 10:00 am; 12:50 pm 1:50 pm Every Thursday from 11:00 am to 1:00 pm; 4:00 pm to 7:00 pm
Classroom Location:	DAL 2 – 241
Class Meeting Days & Times:	Thursdays from 7:00 pm to 9:50 pm. NOTE: This course follows a blended instructional approach that includes a combination of face-to-face class sessions, online activities, and team activities.
Course Catalog Description:	MGMT 5140 – Organizational Behavior and Analysis. Research emphasis in organizational behavior stressing organization-people linkages and interrelationships, including selection, orientation and training; job design and reward systems; supervision; formal participation schemes; appraisals and development; organizational structure and design; communications; control; and conflict resolution. Examination of behavioral science methodologies and strategies. Applications to tangential areas of organization theory, development, planning and implications for management and employee relations.
Prerequisites:	N/A
Co-requisites:	N/A
Required Text:	<i>The required textbook for this course is Behavior in Organizations, 10th Edition, Jerald Greenberg, 2011.</i>
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com
Course Goals or Overview:	
The goals of this course are to	
<ol style="list-style-type: none"> 1. To develop an understanding of individual behavior in formal organizations. 2. To understand how groups function in formal organizations. 3. To introduce students to the systems and dynamics of formal organizations. 	

Learning Objectives/Outcomes:

Upon the successful completion of this course, each student should be able to...

1. Demonstrate an understanding of individual behavior in organizations.
2. Define individual attitudes and job satisfaction.
3. Identify recent findings about individual differences in the workplace.
4. Define individual perception and decision making.
5. Demonstrate an understanding of concepts and applications of employee motivation.
6. Define group behavior and work teams.
7. Identify communications processes in formal organizations.
8. Define contemporary issues in leadership.
9. Identify issues related to power and politics.
10. Define organizational culture.
11. Demonstrate an understanding of issues related employee emotions and moods, conflict and negotiation in organizations, organizational structure, human resources practices, organizational change, and stress management..

Course Outline

Date	Class Activities
<p>WEEK 1 1/17</p>	<p>In-Class Activities</p> <ul style="list-style-type: none"> • Introduction to Class • Introduction to Teams (We will form 6 teams) <p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Discussion on Main Points</u> – Chapter 1 & Chapter 2 • <u>Questions for Discussion (QFD)</u> - Each team will present answers <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Read Chapter 3</u> • <u>QFD. Non-graded – classroom discussion.</u> Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. My expectation is that the team will demonstrate mastery of the assigned readings through the use of terminology, concepts, and theories from the assigned chapter. Each team may use a few slides (maximum of 3 sides). <ul style="list-style-type: none"> ○ Team 1: Experiential Question 1 (p. 105) ○ Team 2: Experiential Question 2 (p. 105) ○ Team 3: Experiential Question 3 (p. 105) ○ Team 4: Question to Analyze 1 (p. 105) ○ Team 5: Question to Analyze 2 (p. 105) ○ Team 6: Question to Analyze 3 (p. 105) • <u>Case Study#1. Graded – classroom discussion.</u> <i>Safeway Customers (p. 108)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 1 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Present using no more than 3 slides. Grading rubric is available on WebCT.
<p>WEEK 2 1/24</p>	<p>Learning Objectives (Chapter 3)</p> <ul style="list-style-type: none"> • Distinguish between the concepts of social perception and social identity. • Explain how the attribution process works, and describe the various sources of bias in social perception. • Understand how the process of social perception operates in the context of performance appraisals and employment interviews. • Define learning and describe the two types most applicable to OB: operant conditioning and observational learning. • Describe how principles of learning are involved in organizational training and innovative reward systems. • Compare the way organizations use reward in organizational behavior management programs and how they can use punishment most effectively when administering

discipline.

In-Class Activities

- Discussion on Main Points – Chapter 3
- QFD Presentations
- Case Study#1 Discussion: Team 1 leads the discussion.

Assignments:

- Read Chapter 4
- QFD. Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. My expectation is that the team will demonstrate mastery of the assigned readings through the use of terminology, concepts, and theories from the assigned chapter. Each team may use a few slides (maximum of 3 sides).
 - Team 2: Experiential Question 1 (p. 138)
 - Team 3: Experiential Question 3 (p. 138)
 - Team 4: Experiential Question 4 (p. 138)
 - Team 5: Question to Analyze 1 (p. 138)
 - Team 6: Question to Analyze 2 (p. 138)
 - Team 1: Question to Analyze 3 (p. 138)
- Case Study#2. Graded – classroom discussion. *Starbucks (p. 141)*. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 2 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT.

WEEK 3

1/31

Learning Objectives (Chapter 4)

- Define personality and describe its role in the study of organizational behavior.
- Identify the Big Five dimensions of personality and elements of core self-evaluations, and describe how they are related to key aspects of organizational behavior.
- Distinguish between positive and negative affectivity, and describe its effects on organizational behavior.
- Describe achievement motivation, and distinguish among learning, performance, and avoidance goal orientations.
- Describe Machiavellianism and the difference between morning and evening persons, and their role in work-related behavior.
- Differentiate among cognitive intelligence, emotional intelligence, and practical intelligence, and explain their influences on behavior in organizations.

In-Class Activities

- Discussion on Main Points – Chapter 4
- QFD Presentations
- Case Study#2 Discussion: Team 2 leads the discussion.

Assignments:

- Read Chapter 5
- QFD. Non-graded – classroom discussion. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. My expectation is that the team will demonstrate mastery of the assigned readings through the use of terminology, concepts, and theories from the assigned chapter. Each team may use a few slides (maximum of 3 sides).
 - Team 3: Experiential Question 1 (p. 171)
 - Team 4: Experiential Question 2 (p. 171)
 - Team 5: Experiential Question 3 (p. 171))
 - Team 6: Question to Analyze 1 (p. 171)
 - Team 1: Question to Analyze 2 (p. 171)
 - Team 2: Question to Analyze 3 (p. 171)

	<ul style="list-style-type: none"> • <u>Case Study#3. Graded – classroom discussion.</u> NBA Referee (p. 173). Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 3 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT.
<p>WEEK 4 2/7</p>	<p>Learning Objectives (Chapter 5)</p> <ul style="list-style-type: none"> • Distinguish between emotions and moods. • Explain how emotions and mood influence behavior in organizations. • Describe ways in which people manage their emotions in organizations. • Identify the major causes of organizational stress. • Describe the adverse effects of organizational stress. • Identify various ways of reducing stress in the workplace. • Distinguish between emotions and moods. • Explain how emotions and mood influence behavior in organizations. • Describe ways in which people manage their emotions in organizations. • Identify the major causes of organizational stress. • Describe the adverse effects of organizational stress. • Identify various ways of reducing stress in the workplace. <p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Discussion on Main Points</u> – Chapter 5 • <u>QFD Presentations</u> • <u>Case Study#3 Discussion</u>: Team 3 leads the discussion. <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Read Chapter 6 & 7</u> • <u>Case Study#4. Graded – classroom discussion.</u> Domino's Pizza (p. 210). Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 4 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT. • <u>Case Study#5. Graded – classroom discussion.</u> Google (p. 246). Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 5 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT.
<p>WEEK 5 2/14</p>	<p>Learning Objectives (Chapters 6 & 7)</p> <ul style="list-style-type: none"> • Define attitudes and work-related attitudes, and describe the basic components of attitudes. • Distinguish between prejudice and discrimination, and identify various victims of prejudice in organizations. • Describe some of the steps being taken by organizations to manage diversity in their workforces and the effectiveness of these practices. • Explain the concept of job satisfaction, and summarize three major theories of job satisfaction. • Describe the consequences of job dissatisfaction and ways to promote job satisfaction. • Describe the concept of organizational commitment, its major forms, the consequences of low levels of organizational commitment, and how to overcome them. • Define motivation and explain its importance in the field of organizational behavior. • Describe the motivational-fit approach and what it suggests about how to improve motivation in organizations. • Identify and explain the conditions through which goal setting can be used to improve job performance. • Describe equity theory and explain how it may be applied to motivating people in organizations.

	<ul style="list-style-type: none"> Describe expectancy theory and how it may be applied in organizations. Distinguish among job enlargement, job enrichment, and the job characteristics model as techniques for motivating employees. <p>In-Class Activities</p> <ul style="list-style-type: none"> <u>Discussion on Main Points</u> – Chapter 6 & 7 <u>Case Study#4 Discussion</u>: Team 4 leads the discussion. <u>Case Study#5 Discussion</u>: Team 5 leads the discussion. <p>Assignments:</p> <ul style="list-style-type: none"> <u>Study for Exam 1 (Chapters 1 – 7)</u>.
<p>WEEK 6 2/21</p>	<p>In-Class Activities</p> <ul style="list-style-type: none"> <u>Exam 1 (Chapters 1 – 7)</u> <p>Assignments:</p> <ul style="list-style-type: none"> <u>Read Chapter 8</u> <u>QFD. Non-graded – classroom discussion</u>. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. My expectation is that the team will demonstrate mastery of the assigned readings through the use of terminology, concepts, and theories from the assigned chapter. Each team may use a few slides (maximum of 3 sides). <ul style="list-style-type: none"> Team 4: Experiential Question 1 (p. 286) Team 5: Experiential Question 2 (p. 286) Team 6: Experiential Question 3 (p. 286) Team 1: Question to Analyze 1 (p. 286) Team 2: Question to Analyze 2 (p. 286) Team 3: Question to Analyze 3 (p. 286) <u>Case Study#6. Graded – classroom discussion</u>. <i>Tour de France (p. 288)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 6 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT.
<p>WEEK 7 2/28</p>	<p>Learning Objectives (Chapter 8)</p> <ul style="list-style-type: none"> Define what is meant by a group and identify different types of groups operating within organizations. Describe the importance of roles, norms, status, and cohesiveness within organizations. Explain how individual performance in groups is affected by the presence of others (social facilitation) and the number of others with whom one is working (social loafing). Define what teams are and describe the various types of teams that exist in organizations. Describe the effectiveness of teams in organizations. Explain the factors responsible for the failure of some teams to operate as effectively as possible and steps that can be taken to build successful teams. <p>In-Class Activities</p> <ul style="list-style-type: none"> <u>Discussion on Main Points</u> – Chapter 8 <u>QFD Presentations</u> <u>Case Study#6 Discussion</u>: Team 6 leads the discussion. <p>Assignments:</p> <ul style="list-style-type: none"> <u>Read Chapter 9</u> <u>QFD. Non-graded – classroom discussion</u>. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. My expectation is that the team will demonstrate mastery of the assigned readings through the use of terminology, concepts, and theories from the assigned chapter. Each team may use a

	<p>few slides (maximum of 3 sides).</p> <ul style="list-style-type: none"> ○ Team 5: Experiential Question 1 (p. 328) ○ Team 6: Experiential Question 2 (p. 328) ○ Team 1: Experiential Question 3 (p. 328) ○ Team 2: Question to Analyze 1 (p. 328) ○ Team 3: Question to Analyze 2 (p. 328) ○ Team 4: Question to Analyze 3 (p. 328) <ul style="list-style-type: none"> ● <u>Case Study#7. Graded – classroom discussion.</u> <i>Home Depot</i> (p. 331). Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 1 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT.
<p>WEEK 8 3/7</p>	<p>Learning Objectives (Chapter 9)</p> <ul style="list-style-type: none"> ● Describe the process of communication and its fundamental purposes in organizations. ● Identify various forms of verbal media used in organizations, and explain which ones are most appropriate for communicating messages of different types. ● Describe how technology has influenced organizational communication. ● Describe how people's communication patterns differ as a function of their sex and culture. ● Distinguish between the various forms of formal and informal communication that occur in organizations and how they operate. ● Explain how you can improve your effectiveness as a communicator in organizations. <p>In-Class Activities</p> <ul style="list-style-type: none"> ● <u>Discussion on Main Points</u> – Chapter 9 ● <u>QFD Presentations</u> ● <u>Case Study#7 Discussion:</u> Team 1 leads the discussion. <p>Assignments:</p> <ul style="list-style-type: none"> ● <u>Read Chapter 10</u> ● <u>QFD. Non-graded – classroom discussion.</u> Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. My expectation is that the team will demonstrate mastery of the assigned readings through the use of terminology, concepts, and theories from the assigned chapter. Each team may use a few slides (maximum of 3 sides). <ul style="list-style-type: none"> ○ Team 6: Experiential Question 1 (p. 370) ○ Team 1: Experiential Question 2 (p. 370) ○ Team 2: Experiential Question 3 (p. 370) ○ Team 3: Question to Analyze 1 (p. 370) ○ Team 4: Question to Analyze 2 (p. 370) ○ Team 5: Question to Analyze 3 (p. 370) ● <u>Case Study#8. Graded – classroom discussion.</u> <i>Coca Cola</i> (p. 372). Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 2 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT.
<p>WEEK 9 3/14</p>	<p style="text-align: center;">~~Spring Break~~</p>
<p>WEEK 10 3/21</p>	<p>Learning Objectives (Chapter 10)</p> <ul style="list-style-type: none"> ● Identify the steps in the analytical model of decision making and distinguish among the various types of decisions that people make. ● Describe different individual decision styles and the various organizational and cultural factors that influence the decision-making process. ● Distinguish among three approaches to how decisions are made: the rational-economic model, the administrative model, and image theory.

	<ul style="list-style-type: none"> • Identify the various factors that lead people to make imperfect decisions. • Compare the conditions under which groups make superior decisions to individuals and when individuals make superior decisions to groups. • Describe various techniques that can be used to enhance the quality of individual decisions and group decisions. <p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Discussion on Main Points</u> – Chapter 10 • <u>QFD Presentations</u> • <u>Case Study#8 Discussion</u>: Team 2 leads the discussion. <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Read Chapter 11</u> • <u>QFD. Non-graded – classroom discussion</u>. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. My expectation is that the team will demonstrate mastery of the assigned readings through the use of terminology, concepts, and theories from the assigned chapter. Each team may use a few slides (maximum of 3 sides). <ul style="list-style-type: none"> ○ Team 1: Experiential Question 1 (p. 408) ○ Team 2: Experiential Question 2 (p. 408) ○ Team 3: Experiential Question 3 (p. 408) ○ Team 4: Question to Analyze 1 (p. 408) ○ Team 5: Question to Analyze 2 (p. 408) ○ Team 6: Question to Analyze 3 (p. 408) • <u>Case Study#9. Graded – classroom discussion</u>. <i>Southwest Airlines (p. 410)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 3 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT.
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<p>WEEK 11 3/28</p>	<p>Learning Objectives (Chapter 11)</p> <ul style="list-style-type: none"> • Describe three types of psychological contracts and the two basic kinds of trust that play a role in work relationships. • Describe organizational citizenship behavior and ways in which it may be encouraged. • Identify ways in which cooperation can be promoted in the workplace. • Describe the causes and effects of conflict in organizations along with techniques that can be used to manage conflict in organizations. • Explain why deviant organizational behavior can produce positive as well as negative effects. • Describe the major forms of workplace deviance, both constructive and destructive. <p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Discussion on Main Points</u> – Chapter 11 • <u>QFD Presentations</u> • <u>Case Study#9 Discussion</u>: Team 3 leads the discussion <p>Assignments:</p> <ul style="list-style-type: none"> • <u>Read Chapter 12</u> • <u>QFD. Non-graded – classroom discussion</u>. Bring your notes to class and be prepared to discuss with your team. Each team will come prepared with a short presentation. My expectation is that the team will demonstrate mastery of the assigned readings through the use of terminology, concepts, and theories from the assigned chapter. Each team may use a few slides (maximum of 3 sides). <ul style="list-style-type: none"> ○ Team 2: Experiential Question 1 (p. 441) ○ Team 3: Experiential Question 2 (p. 441) ○ Team 4: Experiential Question 3 (p. 441) ○ Team 5: Question to Analyze 1 (p. 441) ○ Team 6: Question to Analyze 2 (p. 441)
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	<ul style="list-style-type: none"> ○ Team 1: Question to Analyze 3 (p. 441) ● <u>Case Study#10. Graded – classroom discussion.</u> <i>Smith Brothers (p. 443).</i> Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 4 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT.
<p>WEEK 12 4/4</p>	<p>Learning Objectives (Chapter 12)</p> <ul style="list-style-type: none"> ● Describe the nature of influence in organizations and its major forms. ● Distinguish between various forms of individual power in organizations. ● Define empowerment and indicate how it operates among individuals and in teams. ● Describe how the resource-dependency model and the strategic contingencies model explain the nature of power among organizational units. ● Describe how sexual harassment constitutes an abuse of organizational power and ways of reducing its occurrence. ● Describe when and where organizational politics occur and the forms such behavior takes. <p>In-Class Activities</p> <ul style="list-style-type: none"> ● <u>Discussion on Main Points</u> – Chapter 12 ● <u>QFD Presentations</u> ● <u>Case Study#10 Discussion:</u> Team 4 leads the discussion <p>Assignments:</p> <ul style="list-style-type: none"> ● <u>Read Chapter 13 and 14</u> ● <u>Case Study#11. Graded – classroom discussion.</u> <i>Newark (p. 477).</i> Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 5 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT. ● <u>Case Study#12. Graded – classroom discussion.</u> <i>Amazon.com (p. 514-515).</i> Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 6 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on WebCT.
<p>WEEK 13 4/11</p>	<p>Learning Objectives (Chapter 13 and Chapter 14)</p> <ul style="list-style-type: none"> ● Differentiate between leadership and management, contrasting the things people in these roles typically do. ● Identify the major characteristics that make leaders effective and that help transformational leaders inspire followers to make major changes in their organizations. ● Distinguish between the two basic forms of leader behavior: person-oriented behavior and production-oriented behavior, explaining how grid training helps develop them. ● Explain what the leader-member exchange (LMX) model and the attributional approach to leadership say about the relationships between leaders and followers. ● Summarize what LPC contingency theory and situational leadership theory say about the connection between leadership style and situational variables. ● Describe various techniques used to develop leadership in organizations. ● Define organizational culture and identify its core characteristics and the various functions it serves in organizations. ● Describe the four major forms of organizational culture specified by the competing values framework. ● Explain the factors responsible for creating and transmitting organizational culture and for getting it to change. ● Define creativity and describe the basic components of individual and team creativity. ● Describe various approaches to promoting creativity in organizations. ● Identify the basic forms and targets of innovation and the stages of the innovation process.

	<p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Discussion on Main Points</u> – Chapter 13 & 14 • <u>QFD Presentations</u> • <u>Case Study#11 Discussion</u>: Team 5 leads the discussion • <u>Case Study#12 Discussion</u>: Team 6 leads the discussion <p>Assignments:</p> <ul style="list-style-type: none"> • Study for Exam 2 • Submit Film Analysis Written Report (Due 4/18 at 11:59 pm).
WEEK 14 4/18	<p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Exam 1 (Chapters 8 – 14)</u> • <u>Submit Film Analysis Written Report Due (4/18/13 at 11:59 pm)</u>
WEEK 15 4/25	<p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Film Analysis Team Presentation Team 5</u> • <u>Film Analysis Team Presentation Team 6</u> <p>**Mandatory Attendance **</p>
WEEK 16 5/2	<p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Film Analysis Team Presentation Team 3</u> • <u>Film Analysis Team Presentation Team 4</u> <p>**Mandatory Attendance **</p>
WEEK 17 5/9	<p>In-Class Activities</p> <ul style="list-style-type: none"> • <u>Film Analysis Team Presentation Team 1</u> • <u>Film Analysis Team Presentation Team 2</u> <p>**Mandatory Attendance **</p>

This schedule is subject to change by the instructor. Changes to this schedule will be communicated by WebCT email.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Components	Max Points
Exam 1	100
Exam 2	100
Case Study Team Presentation (50 points each)	100
Film Analysis Written Report	140
Film Analysis Presentation	35
TOTAL	475

At the end of the course,
427 points and above = A;
380 – 426 points = B;
332 – 379 points = C;
285 – 331 points = D;
0 – 284 points = F.

Final numeric scores will NOT be rounded (e.g., 379 at the end of the course will be a “C”, 426 will be a “B”, etc.). Final scores/grades will NOT be “curved” or “adjusted”. Adjustment of Exam scores *may* be made immediately after the exam (not at the end of the course) after analysis of the frequency of questions missed. *I do not discuss*

or disclose any grade information over the phone or by email. Please visit me during office hours to discuss grades.

Attendance is expected and will be recorded at the beginning and end of each class. Attendance in this class is defined as a student present for the entire duration of the class. Late arrival to class will count as an absence. Late arrival is defined as a student not being present when his or her name is called. More than four absences from class for any reason will result in your final course average being lowered by one letter grade. This policy is posted on WebCT.

Guidelines and Details for Assignments

Film Analysis Project

Each team will select a well known film that contains work-related topics and thoroughly analyze it using concepts learned in MGMT 5140. Your instructor must first approve the film before the team begins the analysis. Each team will write a report and deliver a presentation that describes the analysis of the film. This is a big project, and I suggest that you work in each section as we discuss the topics in class. Information about the requirements for this project is available on WebCT.

Case Study Presentations

Each student is expected to come to class prepared by reading the case study, bringing notes to class and engaging in a lively discussion about the case study. Every week a different team will be assigned a case study and lead a discussion. Each team will be receive a grade for this assignment. A grading rubric is available on WebCT.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call at 972-780-3632.

Policy on Missing Exams & Other Assignments:

SPECIAL NOTICE: There is no provision for missing or making up a missed assignment, case study, presentation, or any other syllabus specified component of this class. Further, no component of this course will be administered at a time different than that provided in the course syllabus.

Verifiable cases of birth; death; serious family and/health problems; act of God (unpreventable events resulting from natural causes such as hurricanes, tornadoes, floods, and storms – accidents which are not the results of human factors); transportation accidents, bona fide racial, ethnic, cultural, religious, age, gender, or disability factors; UNT official events may constitute grounds for accommodation and will be dealt with on a case-by-case basis. Work, marriage, personal or work-related travel, and other personal situations not described above DO NOT constitute grounds for accommodation. If the above policy does not suit your situation, then please make other enrollment arrangements.

Academic Integrity:

(Source: Code of Conduct and Discipline at the University of North Texas section of the Student Guidebook.)

The University of North Texas Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating. The term **cheating** includes, but is not limited to the following:

- plagiarism of any kind, including intra- or inter-term copying of the Discussion Posts of others;
- the use of any unauthorized assistance in taking exams;
- dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and
- the acquisition, without permission, of exams or other academic material belonging to a faculty member or staff of the university (i.e., removing exams from the classroom or teaching assistant's office and accepting exams from fellow students).

If an individual engages in any form of academic dishonesty related to this course, he/she will receive a letter grade of "F" in the course in addition to a letter grade of "F" on the course activity to which the academic dishonesty pertains. The student's case will be immediately referred to the Dean of Students Office for appropriate disciplinary action. This policy is intended to protect honest students from unfair competition with unscrupulous individuals who might attempt to gain an unfair advantage through academic dishonesty.

The expectation is that the instructor and all students will adhere to all guidelines of UNT's Code of Student Conduct and all information at the Center for Student Rights and Responsibilities website http://www.unt.edu/csrr/student_conduct/index.html.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Student Evaluation of Teaching Effectiveness:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Miscellaneous:

Cell phones, entertainment devices (iPods/MP3 players) and all other communications devices must be turned off prior to class, and remain off throughout class. If special circumstances require a student to have a communications device active during class, the student is requested to make arrangements with the professor prior to class.

Please resist the urge to send email, texts or tweets, check Facebook, read the news, or otherwise engage online via your computer or phone during class.

Students who generally seem not to be paying attention in class (e.g., reading a newspaper, trying to check e-mail/sending text messages, chatting with classmates, etc.) or who are disruptive, will be presumed to be so well prepared for that day's class that they are actually frustrated at not being more actively involved in the class. Therefore, such behavior will serve as a signal to your professor that the student wishes to more actively participate in class and will be given the opportunity to do so.

Your professor also reserves the right to change any of the requirements, procedures, schedules, assignments, and criteria contained in this Syllabus. A waiver by the professor of any specific item in this Syllabus for the class or for a particular student for a particular instance does not constitute a waiver of any other item in this Syllabus nor does it constitute a subsequent waiver of that particular item.

Note: Although we will be discussing various rules of law as they relate to particular situations presented in the assigned readings, we cannot discuss any personal “legal” situations pertaining to students. In particular, no legal advice can or will be given to any student.