UNIVERSITY OF TEXAS LOGO (UTRGV)


University of Texas Rio Grande Valley

College of Business and Entrepreneurship

Department of Management

ORGANIZATIONAL BEHAVIOR MGMT 6330

SYLLABUS

# INSTRUCTOR CONTACT INFORMATION

Instructor: Maria Leonard

Office: COBE building room 120I (Edinburg Campus)

Office Phone: (956) 665- 4068

Email address: [maria.leonard@utrgv.edu](mailto:maria.leonard@utrgv.edu)

Office Hours: Tuesday and Thursday 1:30 pm – 3:30 pm or by appointment (email me for Zoom link or we can meet at my office in the Edinburg campus). Please do not hesitate to send me an email if you have any questions or concerns that you would like to discuss. We can agree on a convenient time for a phone call or Zoom meeting.

# COURSE MODALITY STATEMENT

# Course modality: Online Asynchronous Course (OASYNC)

# This course will be delivered fully online. There will be no designated class meeting time for real-time instructor/student interaction, which gives you the flexibility to engage with the course materials as best fits your daily schedule. Your learning will be guided by the digital presentation of the course content (e.g., recorded lectures, presentations, outlines, notes) and scheduled assignments. I will provide you with feedback on assigned work, communicate with you electronically, and be available to meet as defined on this syllabus. A variety of online assignments will be implemented. Some of these assignments may require small groups of students to discuss as a group or complete online work in their own time. You will take online examinations. We may meet synchronously via zoom at a specified time. These meetings will be optional, although highly recommended.

COVID-19 RESOURCES

Please visit the UTRGV COVID-19 Website via the following link for the most up-to-date information and resources (https://www.utrgv.edu/coronavirus/index.htm). This includes information on self-screening questions, links to forms for travel and contact, etc. Face Covering Protocol: As part of the university’s ongoing COVID-19 mitigation efforts to maintain a healthy environment for all members of our campus community, anyone entering a campus building must wear a face covering that covers the mouth and nose. The covering must be worn in all hallways, public spaces, research labs, teaching/computer labs, libraries, classrooms, automobiles with a passenger, stairwells, elevators and common areas, as well as office spaces. In office spaces, when social distancing of 6 feet is possible and maintained, face coverings may be removed. Face coverings also are required in outdoor settings when safe social distancing and gathering practices are not possible.

# CATALOG DESCRIPTION:

# An analysis of formal organizational theory and the interrelationship of individuals in organizations. A study of the organization as a system of authority, status, leadership, direction, culture, ethics, communication, and influence.

# DETAILED COURSE DESCRIPTION:

# The goal of this course is to examine theories and issues in Organizational Behavior (OB), including their application to real-world organizational situations in the workplace and other organizational settings. Our topics will include motivation, work attitudes (e.g., job satisfaction and organizational commitment), perception, decision-making, diversity, leadership, job satisfaction, groups/teams, and individual attributes (e.g., personality and values). We will examine knowledge and theory in these areas to understand human behavior and apply it to meet individual and organizational goals, such as furthering a person’s career and improving organizational effectiveness

COURSE LEARNING REQUIREMENTS, GOALS AND OUTCOMES

By the end of the semester, you will:

1) Gain an understanding of the major theories, issues, and research in the field of

Organizational Behavior.

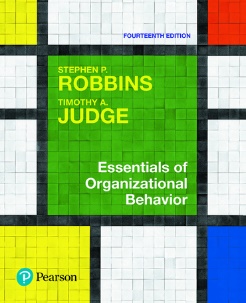
2) Gain insight into how to apply Organizational Behavior theories and concepts to common

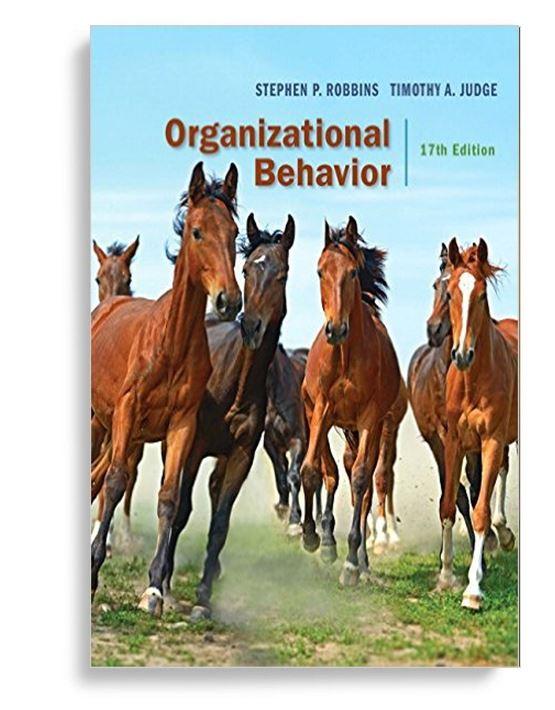
organizational and business situations.

3) Gain an appreciation of the role that Organizational Behavior plays in the overall

effectiveness of organizations.

# TEXTBOOK AND OTHER REQUIRED RESOURCES https://cdn.shopify.com/s/files/1/0012/1991/9897/products/solution-manual-for-organizational-behavior-17th-by-stephen-p_1024x1024.jpg?v=1544085462

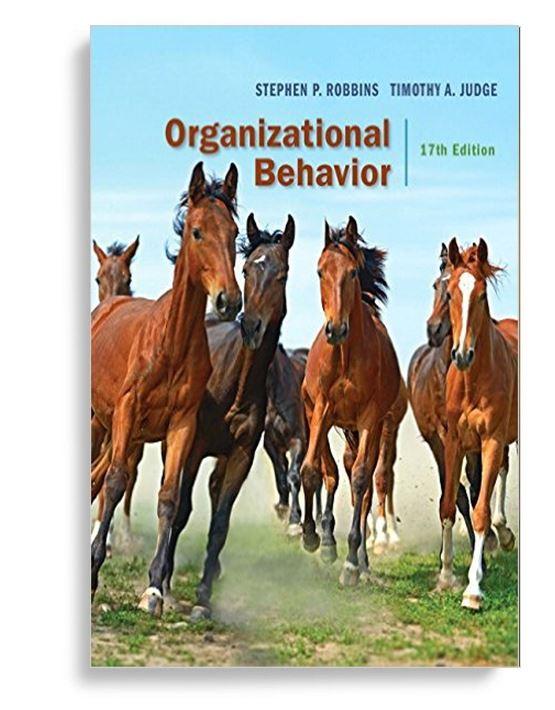
1. ****Textbook

Title: Essentials of Organizational Behavior (14th ed.) 

Authors: Stephen P. Robbins and Timothy A. Judge. 2016

Publisher: Pearson Prentice Hall

Price: $106.65 USD New

 ISBN13: 978-0134523859

Please note that earlier versions of this book are acceptable.

1. **Readings and Case**

Besides articles and videos that will be provided throughout the course, there are six readings that will be assigned during the semester and will be considered in the online activities. The readings come from Harvard Business Review (HBR). They may be obtained through your UTRGV library (online) or directly from HBR. The case needs to be obtained from Harvard Business School Publishing (information to be posted in blackboard).

IMPORTANT NOTE ON RECORDINGS (POWERPOINTS LECTURES)

The use of recordings enables us to have an Asynchronous online class. We may also record zoom meetings

if we have them. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA), UTRGV’s acceptable-use policy, and UTRGV HOP Policy STU 02-100 Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action under UTRGV HOP Policy STU 02-100 Student Conduct and Discipline.

# R**obert C. Vackar College of Business and Entrepreneurship Learning Goals and Mission**

Our mission is to be the agent of innovation, knowledge discovery, and economic development in South Texas, Northern Mexico, and beyond, by offering a rigorous curriculum informed by experiential learning, high quality research, and community partnerships.

Your mastery of these learning goals and objectives help us to achieve this mission.

The Robert C. Vackar College of Business Entrepreneurship has adopted the following learning goals and objectives that each student should achieve while in the degree program. Not all goals and objectives are covered in each course; however, all goals and objectives should be addressed throughout the degree program.

|  |  |  |
| --- | --- | --- |
| MBA Learning Goals | This course contributes to the following College of Business and Entrepreneurship learning goals: | How it is measured |
| Apply leadership skills | X | Exams, readings, discussions |
| Demonstrate effective business communication skills. | X | Case analysis, discussions |
| Apply analytical skills to business decision-making, and demonstrate the ability to critically analyze business issues | X | Exams, readings, discussions, case analysis |
| Demonstrate an understanding of how globalization shapes effective business decision making. | X | Exams, readings, discussions |
| Apply ethical practices and social responsibility to business decision-making. | X | Exams, readings, discussions |

# TECHNICAL REQUIREMENTS

## Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

## Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

## Software

* Microsoft Office’s Internet Explorer (latest version)
* Mozilla’s Firefox (latest version; Macintosh or Windows)
* Adobe’s Flash Player & Reader plug-in (latest version).
* Apple’s QuickTime plug-in (latest version).
* Virus protection
* Microsoft Office

## Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

* Visit the Blackboard Student Help Site
* Submit a Blackboard Problem Form
* In your course menu, see COLTT Help Desk which provides UTRGV’s Blackboard Support

# COURSE ORGANIZATION & ONLINE TOOLS

## COURSE STRUCTURE

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

## LEARNING MODULES

The course is organized into modules of instruction, as outlined in the Course Schedule and Due Dates below. Each module is listed by its main topic and may contain required readings, videos, mini lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams.

* Note: Most materials used in conjunction with the course are subject to copyright protection

## COMMUNICATION / BLACKBOARD

* Syllabus, related videos & readings, assignments and tests will be posted to Blackboard.
* Students are encouraged to utilize e-mail (maria.leonard@utrgv.edu) to communicate with me as necessary.

*“University policy requires all electronic communication between the University and students be conducted through the official University supplied systems; namely UTRGV email or Blackboard for course specific correspondence. Therefore, please use your UTRGV assigned email or Blackboard account for all future correspondence with UTRGV faculty and staff.”*

## DISCUSSION FORUMS

You will find the following discussion forums in the course Blackboard site:

* General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
* Forums related to collaborative and discussion assignments, as described in each module.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

## FORUMS VERSUS EMAIL

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is of a personal nature.

## REWARD SYSTEM

* **EXAM 1**: 20%
* **EXAM 2:** 20%
* **EXAM 3:** 20%
* **6 DISCUSSION FORUMS: (5% each) 30%**
* **CASE ANALYSIS:** 10%
* **TOTAL: 100%**

## GRADING POLICIES

|  |  |
| --- | --- |
| STUDENTS WITH AN OVERALL POINT AVERAGE OF: | WILL RECEIVE: |
| 90 + | A |
| 80-89 | B |
| 70-79 | C |
| 69 OR LESS | F |

## VIEWING GRADES IN BLACKBOARD

## Viewing Grades in Blackboard: Grades and running total will be posted in BB. You can do your own math to calculate your ongoing and expected grade. Points you receive for graded activities will be posted to the BB Grade Book. Click on the My Grades link on the left navigation to view your points. Your instructor will update the online grades each time a grading session has been complete—typically one or two business days following the completion of an activity. You will see a visual indication of new grades posted on your BB home page under the link to this course. Click on “My Grades” area in the BB course menu to see your current grades

## • Grades and assignments may not be visible if grading is in progress.

## • Please wait until after due date of exams to see what answers you received wrong, and which were the correct answers (they will be visible then).

## IMPORTANT NOTE ON RECORDINGS (POWERPOINTS LECTURES)

## The use of recordings enables us to have an Asynchronous online class. We may also record zoom meetings if we have them. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA), UTRGV’s acceptable-use policy, and UTRGV HOP Policy STU 02-100

## Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action under UTRGV HOP Policy STU 02-100 Student Conduct and Discipline.

## RESPONDUS LOCKDOWN BROWSER AND RESPONDUS MONITOR

## Notice:

Your enrollment in this course requires that you use *Respondus Lockdown Browser* and Respondus Monitor for online assessment proctoring. *LockDown Browser* is a custom browser that locks down the testing environment within Blackboard and replaces regular browsers such as Chrome, Firefox, and Safari. *Respondus Monitor* requires you to have a webcam and microphone as it will record you while taking your assessment.

YOUR ACTIVITIES ARE RECORDED WHILE YOU ARE LOGGED INTO OR TAKING YOUR ASSESSMENT(S).  THE RECORDINGS SERVE AS A PROCTOR AND WILL BE REVIEWED AND USED IN AN EFFORT TO MAINTAIN ACADEMIC INTEGRITY.

You can find more detailed information on [Lockdown Browser and Monitor](https://www.utrgv.edu/online/getting-support/student-support/respondus/index.htm) at [UTRGV.edu/online](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fonline%2Fgetting-support%2Fstudent-support%2Frespondus%2Findex.htm&data=02%7C01%7Cpriscilla.lozano%40utrgv.edu%7C6e38d72002b74279921d08d7df9e3c2c%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637223743015282674&sdata=lE6Dcm7gfPcp7rp86Xm5vTjmjTZ1CJCAxSfY6mJ7F7A%3D&reserved=0)

# Blackboard Support

# If you need assistance with course technology at any time, please contact the [Center for Online Learning and Teaching Technology](https://www.utrgv.edu/online/) (COLTT).

| Campus: | Brownsville | Edinburg |
| --- | --- | --- |
| Location: | Casa Bella (BCASA) 613 | Education Complex (EEDUC) 2.202 |
| Phone: | 956-882-6792 | 956-665-5327 |

## Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.  
Support Tickets Submit a Support Case via our [Ask COLTT Portal](https://utrgv.edu/coltthelp)

## 24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

## LATE WORK POLICY

Be sure to pay close attention to deadlines—there will be no make-up assignments, tests, quizzes, or late work accepted without a serious and compelling reason and instructor approval.

## NAMING AND SUBMITTING DOCUMENTS

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline \_ to separate words.

* The name of your assignment should follow the format: LastNameFirstInitial\_Journal.doc

**Example: PerezJ\_Journal.doc**

## PARTICIPATION

Online courses require your active participation. Here are some tips for success:

* In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
* Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
* Be aware of and keep up with the Course Schedule in the Syllabus.

## STUDENT-INSTRUCTOR COMMUNICATION

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

## COMPLETE ASSIGNMENTS

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed.

Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

## COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

## TIME COMMITMENT

Online courses are as time intensive and often more rigorous than face-to-face courses, particularly in the accelerated online program (AOP). Many students claim that online courses require more time, time management, and commitment. Factor in that the time you typically spend in a face-to-face class in a long semester (3 hours a week for 16 weeks) will be spent in online coursework, aside from the time spent in assignments common to both formats. Traditionally, in a long semester, a class meeting for 3 hours a week requires 6 hours of work outside the classroom: 36 hours a week for a typical 9-hour master’s level course load. Here, the time you spent in activities necessary to go to class (e.g. commuting, parking) would be spent in required online activities (e.g. downloading software, getting familiar with BB, and dealing with technical issues). Based on this, schedule at least 10 hours a week for reading, studying, and completing assignments. Falling behind in this course is problematic because the concepts we cover are cumulative. Not becoming proficient with information and objectives presented in a particular week can lead to low scores for that week and in subsequent weeks.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

# ASSESSMENTS AND ASSIGNMENTS

* Unless indicated otherwise in module materials, you will submit all assignments electronically to their respective assignments area. The due dates in Assignments match the due dates in the schedule below.

## EXAMS

Examinations will be based on the textbook material and online presentations. You will NOT be tested on the packet cases or readings, but the information on the reading complements the textbook and will help you. Exams are “closed book.” There will be a time limit. We will implement the respondus lock-down browser to limit access to the internet

and allow the use of your web camera to monitor exam takers and guarantee academic integrity. You will be recorded taking the exam. You will need to show your id, and respondus will alert the instructor anytime your gaze deviates from the computer monitor. Students will have a window of 3 days to take their online exams. The window includes time students can contact COLT BB support during their office hours. Taking the exam during business hours is

recommended, but not necessary. Most technical problems with exams can be resolved (e.g., computer freezing or you losing the internet connection and missing the time allocation). Students will have a window of at least three days to take their first and second exams. The window will include time students will be able to contact COLT BB support during their office hours if needed. Taking the exam during business hours is recommended, but not necessary. Most technical problems with exams can be resolved (e.g., the computer freezing or you losing the internet connection and missing the time allocation). The final exam (exam 3 – not comprehensive) will be available for a 3-day window the day set by the UTRGV AOP calendar. There will be more information of the exams when time is due.

*NOTICE*: Remember that your enrollment in this course requires that you use *Respondus Lockdown Browser* and *Respondus Monitor* for online assessment proctoring. See section above for more information.

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ONLINE ACTIVITIES/DISCUSSION MECHANICS:

We will consider several readings and cases for the online activities and discussions. A variety of assignments will be used and will include (a) discussions. (b) group-based discussions and/or wikis. This variety of assignments will implement individual and group work. My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations. I may also post comments following the completion of discussions with my impressions and conclusions.

Due Dates: Please refer to the schedule to see when online activities are due.

All assignments are due Tuesdays before midnight (11:59 PM).

Work will be graded individually (group activities, such as wikis, will get individual grades based on individual contribution to a group’s final product). Grading of Entries: The quality of the discussions depends on what students contribute to them in terms of reading, preparation, and writing. I expect this contribution to be of the highest caliber for students to learn from one another by using their knowledge and experience for the benefit of everyone involved. In terms of quantity, the typical entry for a post is about 1000 words. We can use this as a rough guide, but some deviations are natural. Actual size limits may be imposed if deemed necessary in order to have some order and avoid posts that are too short (or long). More importantly, we must think about the quality of the post. The following rubric should be helpful to think about the quality and will be used as a grading format. It is a good idea to insert lines and spaces in your posts, or even use bold/italics/color/bullet points/numbers if you want to emphasize your own points to the instructor and to each other. The current version of BB may erase spaces if you copy and paste from word, depending on your browser, but these can be inserted after the paste – it is a good idea to write and save your work in MS WORD, then cut and paste it, then insert any formatting right in BB.

Posting Entries: Post entries directly in the assigned area within each module (see the “click me” sign in module 1). Do not attach word documents (so students and instructor avoid having to download each specific entry).

Group Collaboration Mechanics: Students will be assigned to a small group. In this manner, they will be required to engage in collaboration activities in the BB environment, including discussion and wikis. Individual grades will be assigned. Wikis may receive group feedback, but individual contribution will be assessed and graded.

GRADING RUBRIC FOR ALL ONLINE ACTIVITIES AND ENTRIES

|  |  |  |  |
| --- | --- | --- | --- |
| Elements in order of importance | D-F | C-B | A |
| Content | Response attempts to answers the major questions, but has some digression. At the end, the questions are not answered in their entirety. There are some arguments supported by the text, but they are too limited | Response answers the assignment question with only minor digressions. There is appropriate and sufficient use of the text, paired with some support from experience. Paper shows that the student read and understood, but may not be able to apply the readings to their full extent | Successfully analyzes the case/reading and answers all or almost all of the questions. It integrates insights from the text and individual experience. Conceptual and experiential support is offered and makes sense. |
| Analysis and Critical Thinking | Response exhibits limited higher-order critical thinking and analysis. The entry shows limited understanding of the material. | Response generally exhibits higher-order critical thinking and analysis. The entry shows some original thought, but mostly copies or repeats arguments without sound personal arguments (a very good summary of the reading) | Response exhibits strong higher-order critical thinking and analysis/synthesis. Entry shows original thought that uses and goes beyond the text/case. |
| Structure | Generally unclear. Often wanders or jumps around. Repetitive. There are few or weak transitions, and each paragraph may not support a major point. Lacks an introduction and/or ends abruptly. | Generally clear and appropriate, though occasionally wanders into unrelated points. The introduction and conclusion only summarize the major points of the case/entry and may seem repetitive. May have a few unclear transitions, or a few paragraphs without excellent flow. | Evident, understandable, structure. A solid introduction that presents the issue and piques the reader interest, and a strong conclusion that integrates the entry and also leaves the reader wanting to know more. Excellent transitions from point to point. |
| Mechanics | Mechanics and format errors. Problems with grammar. The entry is ambiguous and is affected in readability. | Minor errors. Demonstrates strong understanding of accepted rules of grammar, punctuation, manuscript formatting. It is readable | Virtually free of errors in grammar, spelling, and punctuation |

# Other Course Information

## UTRGV Policy Statements

Please review the UTRGV disability accommodation, mandatory course evaluation statement, sexual misconduct statement and other important information.

**ATTENDANCE**

Students are expected to attend log on to the Blackboard course often (preferably daily) and complete all assignments and assessments when they are due or they may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; have been provided such an accommodation by Student Accessibility Services (SAS); for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**ABSENCE/SICK POLICY**

If because of unexpected illness or COVID-related complications you are unable to complete assignments or exams by the original due date, please communicate with me as soon as possible so that we can design a plan of action that can best fit your situation and/or provide you with an extension to complete the missing work. Documentation will be required to justify said absence(s).

If your absence(s) are due to COVID and based on the COVID reporting protocol (to be shared separately), you should be able to provide documentation from the UTRGV COVID-19 response team to justify these measures.

Makeup Work: Be sure to pay close attention to deadlines—there will be no make-up assignments, tests, quizzes, or late work accepted without a serious and compelling reason and instructor approval.

**ACADEMIC INTEGRITY**

Members of the UTRGV community uphold the [Vaquero Honor Code](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fstudentlife%2Fabout%2Fvaquero-honor-code%2Findex.htm&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815870808&sdata=u3JK2q8UqFwgzYkzXZWeIRM%2FuNsVreezdMT5ZQr8tdE%3D&reserved=0)’s  shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity.  Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines).  All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fen-us%2Fstudent-experience%2Freport-it%2F&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815880802&sdata=AxekhYtwdB%2Baey6EThon1hqp19tXWY7HmAdrWDFIELA%3D&reserved=0).

**STUDENTS WITH DISABILITIES**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact Student Accessibility Services (SAS) for additional information.  In order for accommodation requests to be considered for approval, the student must apply using the *mySAS* portal located at [www.utrgv.edu/mySAS](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.utrgv.edu%2FmySAS&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C47dbf090677947b5e67e08d83305c9e4%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637315447247309796&sdata=k%2FZq6WdNnZPfJN1x0egJQ9q0AMN%2Fd0pCtmNuRhnMy2g%3D&reserved=0) and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

### Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) should submit the request using the form found at [https://www.utrgv.edu/pregnancy](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fpregnancy&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C47dbf090677947b5e67e08d83305c9e4%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637315447247309796&sdata=W%2BBV%2Bu2W%2FFo292T1PTZEqwcRWBp0bxcCT4YD1N07Mvg%3D&reserved=0) for review by Student Accessibility Services.

### Student Accessibility Services

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

**MANDATORY COURSE EVALUATION PERIOD**

Students are encouraged to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

**SEXUAL MISCONDUCT and MANDATORY REPORTING**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.utrgv.edu%2Fequity&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C3d4a82332e444b8e606d08d834d42073%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637317432985425767&sdata=jCnOqfBL3vxfYuvYF3qtjVy4tmK9o9m%2FBghvXKfL%2FN4%3D&reserved=0), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).

**COURSE DROPS**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans, and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email ([ucentral@utrgv.edu](mailto:ucentral@utrgv.edu)) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

| **Center Name** | **Brownsville Campus** | **Edinburg Campus** |
| --- | --- | --- |
| **Advising Center**  [AcademicAdvising@utrgv.edu](mailto:AcademicAdvising@utrgv.edu) | BMAIN 1.400  (956) 665-7120 | ESWKH 101A  (956) 665-7120 |
| **Career Center**  [CareerCenter@utrgv.edu](mailto:CareerCenter@utrgv.edu) | BINAB 1.105  (956) 882-5627 | ESSBL 2.101  (956) 665-2243 |
| **Counseling Center**  [Counseling@utrgv.edu](mailto:Counseling@utrgv.edu)  [Mental Health Counseling](https://www.utrgv.edu/facultysuccess/_files/documents/syllabus-statement-for-counseling-12-16-19.pdf) and Related Services List | BSTUN 2.10  (956) 882-3897 | EUCTR 109  (956) 665-2574 |
| **Food Pantry**  [FoodPantry@utrgv.edu](mailto:FoodPantry@utrgv.edu) | BCAVL 101 & 102  (956) 882-7126 | EUCTR 114 (956) 665-3663 |
| **Learning Center**  [LearningCenter@utrgv.edu](mailto:LearningCenter@utrgv.edu) | BMSLC 2.118  (956) 882-8208 | ELCTR 100  (956) 665-2585 |
| **Writing Center**  [WC@utrgv.edu](mailto:WC@utrgv.edu) | BUBLB 3.206  (956) 882-7065 | ESTAC 3.119  (956) 665-2538 |

DEAN OF STUDENTS RESOURCES

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office helps to advocate on behalf of students and inform students about their rights and responsibilities as well as serving as a resource and support for faculty and campus departments.

[Vaqueros Report It](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Freportit&data=02%7C01%7Crebecca.gadson%40utrgv.edu%7Cdd964f514e804d81f25e08d837fc724c%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637320904685457481&sdata=d5xO81gteVxafD7ykVbS99SFQIayE2PD4CUyDpeA%2F0E%3D&reserved=0" \t "_blank) allows students, staff, and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies.

The Dean of Students can also be reached by emailing [dos@utrgv.edu](mailto:dos@utrgv.edu) or visiting [Virtual Office hours](https://www.utrgv.edu/studentlife/about/virtual-office-hours/index.htm) in which a representative is available Monday-Friday 9:00-11:00 a.m. and 1:00-4:00.m

## Calendar of Activities

The UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, *prior to login*. Some important dates for Fall 2021 Module II include:

Last day to add a class or register Wednesday October 20

Class Begins Wednesday October 20

Last day to withdraw (drop all classes) and receive a 80% refund Wed-Sun October 20-24

Last day to withdraw (drop all classes) and receive a 50% refund Wed October 25-27

Census date Tuesday October 26

Last day to drop a class (grade of DR) or withdraw (grade of W) Tuesday November 30

Class Ends Tuesday December 7

Final Exams (Term Ends) Wednesday December 8

Grades Due at 3PM (no exception) Friday December 10

Grades processing Monday December 13

Graduation Certification Date Wednesday December 8

# FALL 2021, MODULE II

# TENTATIVE DETAILED COURSE SCHEDULE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MODULE | START DATE | TOPIC | TEXTBOOK CHAPTERS | HBR READINGS/HBS CASES & ASSIGNMENTS | ASSIGNMENTS AND ASSESSMENTS DUE |
| I | Oct.20 | INTRODUCTION AND DIVERSITY | CHAPTERS 1 &2 | 1. HBR Reading: Creating the best workplace on earth. Goffee & Jones. Harvard Business Review. May 2013, 91(5): 90-106 | Oct. 26 |
| II | Oct. 27 | ATTITUDES AND JOB SATISFACTION  EMOTIONS AND MOODS  WORK STRESS | CHAPTERS 3, 4, & 17 (STRESS SECTION ONLY FOR CHAPTER 17) | 2. HBR Reading: What makes a leader? (Emotional intelligence). Goleman. January 2004: 1-11. Exam 1 – ch. 1-4, 17 (stress only) | Nov.2  Exam 1 Opens Oct 31 – Nov 2  Chapters 1, 2,3,4, & 17 (stress section only) |
| III | Nov.3 | Personality & Values Perception & Individual Decision Making | CHAPTERS 5&6 | 3. HBR Reading: Managing oneself. Drucker. (1999) 83(1), 100-109. (also reprinted 2005) | Nov.9 |
| IV | Nov. 10 | Motivation Concepts and applications | CHAPTERS 7 & 8 | 4. HBR Reading. How Pixar fosters collective creativity. Ed Catmull. September 2008 86(9): 64-72.  Exam 2 – ch. 5-8 | Nov. 16  Exam 2 Open Nov 14 – Nov 16  Chapters 5,6,7,8 |
| V | Nov. 17 | Leadership, Power & Politics | CHAPTERS 12 & 13 | 5. HBR Reading: What leaders really do. November 1997 (and December 2001). John Kotter. | Nov. 23 |
| VI | Nov. 24 | Communication, Negotiation and Conflict | CHAPTERS 11 & 14 | 5. HBR Reading: Harnessing the science of persuasion. 79(9), 72-81. Cialdini. | Nov. 30 |
| VII | Dec. 1 | Group Behavior and Work Teams | CHAPTERS 9 & 10 | 7. HBS case: HBS case: Mount Everest 1996  Exam 3 – ch. 9-14 | Dec. 7  Exam 3 Open Dec 6- Dec 8  Chapters 9, 10, 11, 12, 13, 14 |