



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>School of Letters and Sciences</u>	Department	<u>Interdisciplinary and Liberal Studies</u>
Subject	<u>BIS</u>	Number	<u>300</u>
		Title	<u>Theories and Applications of Organizational Studies</u>
			Units: <u>3</u>
Is this a cross-listed course?	(Choose one)		
If yes, please identify course(s)	<u>no</u>		
Is this a shared course?	(choose one) If so, list all academic units offering this course		<u>no</u>
Course description:			

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

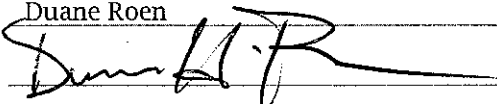
A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name	<u>Dr. Duane Roen</u>	Phone	<u>480-727-6513</u>
Mail code	<u>1901</u>	E-mail:	<u>duane.roen@asu.edu</u>

Department Chair/Director approval: (Required)

Chair/Director name (Typed):	<u>Duane Roen</u>	Date:	<u>3/26/13</u>
Chair/Director (Signature):			

Arizona State University Criteria Checklist for
SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus and Text TOC		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Psychology / Social Psychology </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> Psychology / Social Psychology 	Syllabus and Text TOC
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> Psychology / Social Psychology 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus and Text TOC		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus and Text TOC		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	Designation
BIS	300	Theories and Applications of Organizational Studies	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1/C2	The course is an introduction to organizational studies, and focuses on social and behavioral perspectives associated with different types of organizations.	The course primarily focuses on advancing knowledge about specific cognitive schema / mental models associated with behavioral and social aspects of organizational analysis.
C3	The course textbook, supplemental readings, and assignments draw from the distinct knowledge base of the social and behavioral sciences	The course draws heavily on the social sciences - psychology, social psychology, cultural anthropology, ethics, and the analysis of organizational behavior.
C4	The majority of the textbook, as well as supplemental readings explore a number of different social science perspectives.	Assignments are designed to allow students to translate and apply concepts and theory from the social sciences across a number of different organizational lenses / perspectives.

**BIS 300: Theories and Applications of
Organizational Studies**

7-Week Accelerated Pace / ASU Online

Bachelor of Interdisciplinary Studies Program

Arizona State University



Instructor

David A. Thomas, Ph. D. **(call me Dave)**

Office: UASB 212 (same building as the BIS front office & advisors)

Office Phone: (480) 727-7061 (E-mail is always the best way to contact me)

Office Hours: Varies -- E-mail me to set up an appointment

E-Mail: david.thomas@asu.edu (Best way to reach me!)

- ** When e-mailing, please make the **subject line** useful by including
- a) BIS 300 (include 5 digit section number)
 - b) a couple of words that capture the main point of your email.

In the **body** of your email, you might want to include your PHONE NUMBERS, in case it is faster/better for me to contact you that way.

Please make a good effort to use the class website materials to find basic information before you send me an e-mail. You'll find answers to most of your questions if you just read the materials carefully. So, out of respect for your time (and mine) and to get you your answer ASAP, please start with your materials. After that, if you have a special situation or need clarity, by all means send me an e-mail. Thank you!

Course Overview

This particular course, unlike some other college courses you may have taken, isn't about the simple conveyance of facts to fill your head. BIS 300 moves beyond that, and will provide you with material and assignments that encourage your development as a careful, constructively critical thinker. The course will help guide you deeper, into more comprehensive thinking about yourself and organizations.

More than content on organizational theory, it is about learning a process of how to think about organizations and learning. BIS 300 will prepare you to be a "sponge" for picking up insights that will help you in your Organizational Studies degree as you take your various Category and Core classes. It is about a process of learning about the

world and making sense of your experiences, past and present, in life no matter the “organization.”

There are many types of organizations. There are the business or corporate type of organizations that come to mind quickly, but there are also non-profit organizations, schools, government offices, civic, community, military, political, religious organizations and then the one we all have definitely had experience with—the family organization.

So no matter the type of organizations you’ve had experiences in, or the type of organizations you hope to be in in the future, you’ve lived and breathed many different kinds of organizations each with their own style, culture, goals and expectations. And each person in them may see the same situation in different ways but this class will help you see through that, appreciate different views, and move situations forward.

Here you will spend thoughtful time considering the sorts of problems that come up (and the skills to help solve them) that are common across organizational type. You will observe and apply these fundamental elements in settings specific to you and that will vary as each of you have different goals and organizational interests.

Even though this is an online class, it involves “active learning” as the full responsibility for what you get out of it (and how well you do score-wise) falls to you. How pro-actively you engage the material, manage your time, follow instructions and apply yourself with care and an open-mind will determine your outcomes.

Course Description

Critical analysis and application of organizational theory and conceptual perspectives to identify and solve problems, emphasizing personal and organizational applications.

Category	Required Learning Outcomes
<i>Organizational Variety and Description</i>	<ul style="list-style-type: none"> • Demonstrate understanding that “organizations” include more than “businesses” and corporations, encompassing any group with a particular aim (including family, civic, religious, non-profit, education, military, and government organizations, etc.) and that similar dynamics are at work.
<i>Psychological Contracts and Individual & Organizational Learning</i>	<ul style="list-style-type: none"> • Demonstrate understanding of the internal and external influences that affect individual learning, and how these relate to characteristics of learning organizations. • Demonstrate understanding of the model of adult learning • Identify personal learning styles to enable personal support in any learning setting (work or school) • Demonstrate understanding of one’s personal responsibility in the BIS Org. Studies degree (about the degree and creating personal fulfillment/learning through thoughtful Category Class selection, appreciating the structure/design, etc.), in this class, and in any learning setting.

Comment [DT1]: C1 / C2

Category	Required Learning Outcomes
<i>Mental Models, Values, and Goals</i>	<ul style="list-style-type: none"> • Demonstrate understanding that different “mental models” can radically change one’s interpretation of an organization/situation; identify how personal mental models have/do impact current organizational involvement. • Demonstrate understanding that organizational values and ethics can vary greatly. Explore the role of personal values, life structures and stress as related to person/career and person/organization goodness-of-fit and as a tool for finding good person/organizational fit and shaping the values and missions of organizations. • Demonstrate understanding of effective personal and organizational goal-setting.
<i>Organizational Theory Application and Reframing</i>	<ul style="list-style-type: none"> • Apply theoretical frames/lenses (e.g. Structural, Human Resource, Political, and Symbolic) as tools through which to understand organizational dynamics and develop a schema and language for problem solving. (Each frame has its own learning objectives.) • Demonstrate understanding of the four frames as a way to organize apparently “conflicting” organizational theory and leadership prescriptions. • Apply each frame individually to a relevant organizational example from their lives • Demonstrate the ability to identify applicable frame(s) and re-frame a situation to increase understanding or communication effectiveness • Identify when and how frames overlap to be able to integrate or dis-integrate them in useful ways.
<i>Diversity and Leadership Integration</i>	<ul style="list-style-type: none"> • Demonstrate understanding of one’s own tendencies regarding attitudes toward diversity and innate leadership style as a starting place to grow if need be • Demonstrate understanding of how diversity in all forms (including disciplinary) can assist in situations from how to market to more creative solutions to problems. • Demonstrate understanding of how leadership can be situational and relational (as distinct from position) and how the frames relate to leadership. Integration of student’s concentration areas expressed in the product of directed study.

Comment [DT2]: C1 / C2

Comment [DT3]: C1 / C2

Comment [DT4]: C1 / C2

Comment [DT5]: C1 / C2

Text Books / Course Readings

The following textbook and materials are required for the course:

- *Reframing Organizations: Artistry, Choice, and Leadership* by Lee G. Bolman & Terrence E. Deal. This is the Fourth Edition, copyright 2008..

You should pick it up or order it from the ASU bookstore or order it online from Amazon.com and do so quickly. You'd be wise to choose one of the faster shipping options as you do need the book soon enough that you shouldn't trust the slower version as, unfortunately, you can't do the class without the book so there'll be no good reason for not having it.

- All other readings / materials (and there are quite a few of them) are available on the course website

Grading Policy / Assignment Weighting

Maximum Points	Quizzes and Core Homework Assignments Point Distribution
30	Quiz #1 Understanding Course Structure & Active Reading
50	Discussion Topic #1 – Organizational Variety & Description
50	Assignment #1 – Learning Styles & Psychological Contracts
50	Discussion Topic #2 – Organizational Values & Mission
50	Assignment #2 – Mental Models
50	Discussion Topic #3 – Career Development & SMART Goals
50	Assignment #3 – Introduction to Organizational “Frames”
50	Discussion Topic #4 – Exploring the Human Resources Frame
50	Assignment #4 – Exploring the Structural Frame
50	Discussion Topic #5 – Diversity & Leadership
50	Assignment #5 – Exploring the Political Frame
50	Assignment #6 – Exploring the Symbolic Frame
50	Final Discussion Topic – Integrative Reflection
50	Final Assignment – Frames Integration Essay

Total Point Score	Letter Grade
612 – 680 (90% and up)	A
544 – 611 (80% to 89%)	B
476 – 543 (70% to 79%)	C
408 – 475 (60% to 69%)	D

** Details on the above assignments / discussion topics are in the Learning Module areas of course website.

*** **Success Note/Fair Warning:**

If you are prone to procrastination, it is time to slay that dragon! Your life will be SO much easier and you will be MUCH more successful in this class if you habitually read the assignment materials AS EARLY as you can each week, and get an early start on the weekly assignments and discussion topics. That way you have time to read actively, review your work, reflect and connect classroom content with your own life experience, and then write / proof-read your work by the end of each week. (See the *Mutual Expectations & Success Strategies* content area under Course Home on the course website.

Course Schedule / Assignment Due Dates Summary

Due Date	Assignment
See Learning Module 1	Quiz #1 Understanding Course Structure & Active Reading
See Learning Module 1	Discussion Topic #1 – Organizational Variety & Description
See Learning Module 1	Assignment #1 – Learning Styles & Psychological Contracts
See Learning Module 2	Discussion Topic #2 – Organizational Values & Mission
See Learning Module 2	Assignment #2 – Mental Models
See Learning Module 3	Discussion Topic #3 – Career Development & SMART Goals
See Learning Module 3	Assignment #3 – Introduction to Organizational “Frames”
See Learning Module 4	Discussion Topic #4 – Exploring the Human Resources Frame

Comment [DT6]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.
C4: Illustrate use of social sciences perspectives and data.

Comment [DT7]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.
C4: Illustrate use of social sciences perspectives and data.

Comment [DT8]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.
C4: Illustrate use of social sciences perspectives and data.

See Learning Module 4	Assignment #4 – Exploring the Structural Frame
See Learning Module 5	Discussion Topic #5 – Diversity & Leadership
See Learning Module 5	Assignment #5 – Exploring the Political Frame
See Learning Module 6	Assignment #6 – Exploring the Symbolic Frame
See Learning Module 7	Final Discussion Topic – Integrative Reflection
See Learning Module 7	Final Assignment – Frames Integration Essay

Comment [DT9]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.

C4: Illustrate use of social sciences perspectives and data.

Comment [DT10]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.

C4: Illustrate use of social sciences perspectives and data.

Comment [DT11]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.

C4: Illustrate use of social sciences perspectives and data.

Comment [DT12]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.

C4: Illustrate use of social sciences perspectives and data.

Assignments are generally due Sunday nights at 11:59 p.m. AZ time. Remember, however, that I may not be as available on the weekends so do enough early in the week to see if you have questions.

Please note that while most assignments are due on Sundays (at 11:59pm), some assignments / due dates near the beginning / end of the course may be on a different day of the week (depending on semester schedule based on the ASU academic calendar). Be sure to keep an eye on the Weekly Learning Modules introductory information for actual due dates.

Also, while these are firm due dates, you are generally in control of your schedule beyond that. So, for instance, if you know you need more time to read something, start earlier. Or, for example, you know you have a wedding coming up and you will be gone on a due date, plan ahead to get the work done early and submit it before you go. All assignments are visible from day one, so while this is NOT a self-paced class, you can build in your own wiggle room if you plan ahead. (Generally, if you plan ahead to spend at least as much time as you would coming to campus and sitting in a face-to-face class, plus homework, you should be fine!)

Assignment Formatting / Submission Tips

Please follow these instructions carefully:

- Write all of your assignments in Microsoft Word. If you are using Microsoft Word 2010 or any other word processor (such as Word Perfect), be sure to save your file as a **Rich Text File (.rtf)** before you submit it to the course website. Saving as a rich text file (.rtf) is generally always a good bet when in doubt.
- Always be sure to spell-check and proofread your work.
- Always back up your work – and do it regularly to an external drive or flash drive. You should always have your work saved in at least two places.

- Use the following naming convention for (or similar) files: YourNamePaper1 for Assignment #1 (YourNamePaper2 for Assignment #2, etc. each assignment).

Late Policy

Due to amount of work required for this course, **no late work will be accepted for credit except when the student has contacted the instructor prior to the assignment deadline with extraordinary circumstances and appropriate documentation.** If you think you will have trouble meeting the assignment deadlines for this course, you would be well advised to drop the course and take it when you have more time to devote to your studies.

There is sufficient time to do each assignment and you know about them all in advance so can plan ahead and basically start immediately on the next assignment once you've completed the previous one. As mentioned above, if you know you have a busy week coming up, start early or work ahead a bit. There's really little reason for late work in this class so, yes, there are penalties for it.

Illness and/or catastrophes: The late work policy applies to students who are ill or who are having personal problems. These students are encouraged to face adverse conditions and survive. The key here is to get an early start and do not procrastinate! However, students facing catastrophic illness or events are advised to make an appointment with the instructor, and develop a special plan of action.

Disability Resources Issues: If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible in the first week of class. (Technically, if one has a disability they're supposed to explore arrangements before classes start in case it isn't possible to adjust a particular class for a particular disability they can find out early. Still if you are not sure if you have a disability, touch base today and we'll see.)

Other workload considerations: Finally, lateness due to national or religious holidays, for athletic events or work/internship events has never come up in my online classes and "absences" don't make sense either. I suspect because it isn't really a valid reason as the due dates are laid out from day one and folks can plan ahead (to turn something in before the holiday or sporting event, etc.)... part of why they want to take an online class!

Laying out assignments ahead is, again, by design so everybody has plenty of time to know what's coming and when in order to give themselves more time on any one assignment if they personally think they need it or want to work ahead a bit to clear some time on their calendar. So if you know you have travel plans for fun, will be super busy at work one period of time or gone for business, or have restrictions or celebrations to attend for your family or religion on a certain day please simply plan ahead so you can turn your work in any time before that.

Policy on Incompletes

Please note that incompletes will be given only in very special circumstances. An incomplete will only be granted to a student who has only a minor portion of the work left undone at the end of the semester, as the result of special circumstances only. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

Assessment Guidelines

Following are my Assessment Guidelines for your perusal. Your grades will be assigned based on the principles there that relate to the quality and compliance with the detailed instructions laid out in each assignment.

I will post your points to the online Grade book. Then I will offer comprehensive feedback to the class on the Announcements page (my main way of communicating with the class) that speaks in general terms and offers examples of how people did...what tended to earn a better versus a less good grade, etc. so you can learn from what everyone did right (and wrong) on each assignment to apply to doing better on the next assignment.

You are expected to consider your points in the context of that feedback given and what was asked for in the instructions as a way of understanding your score. Through working with many online students I've learned that most prefer this method of feedback (once they get used to it) as it helps build community by letting them know how they fit in with the whole and how they might do better. It's like the comments the teacher gives a face-to-face class after an assignment is done.

Thus, I may not provide individual feedback to students unless they ask for it after having first read the class feedback. Many educators consider this a more advanced form of feedback helping good thinkers (which you should be at this stage of your education) build still better critical thinking skills and skills in self-evaluation, or at least practice them before asking for more that would confirm or disconfirm. (And it discourages students from ignoring contextual feedback and focusing only on themselves.) So, I give plenty of feedback in these announcements. If you re-read what you turned in objectively (in light of the instructions, assessment guidelines, and feedback announcement) you should be able to recognize why you fell where you did on the continuum. (When I do give individual feedback, it is usually attached via hyperlink to your grade in the gradebook...keep an eye out for it.)

All that is said so you understand how the class works and what is expected of you.

Still, please know, you are always welcome to call or email me if you do need some individual feedback in a given case. It can take a little practice to build the skills I

described above. So I encourage you to touch base with me if, after you've done as asked above, to email or call me, explain what piece of the feedback you think does or doesn't apply so you are specific about what piece you need further clarification on (as I can't read minds as much as I try!)

If you ask for additional feedback it needs to be within 3-5 days of when I posted the announcement so that what we talk about will benefit your next assignment & your assignment will be fresh in my head). Following is an assessment guidelines rubric that you should consider as you review your grades on any particular assignment.

Assessment Guidelines Rubric

Each assignment has a different focus with specific requests, but these general rules apply to each as I look for junior / senior-level work and good thinking and writing skills in all work. Divide the points you earned by what the assignment was worth to calculate your grade.

* Application and integration of disciplines is always welcome and is encouraged. That said, it isn't specifically required for each assignment so, when you see that item below, realize that I know—and you should too from reading the assignment details—when it is required and when it isn't. :-) In some of our assignments, you will be able to substitute the word “frames” and such for disciplines.

A = Excellent = Exceptional Paper

- All items requested in the assignment details are included, exceptionally outlined
- Comprehensive grasp of subject matter is demonstrated
- In-depth understanding of relevant concepts issues related to topic addressed / assigned
- Profound analytical critique, synthesis, & evaluation of information
- Insight in thought and contribution of something new
- Thorough explanation of the connection and/or application of disciplines *
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A virtually flawless mastery of all aspects of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

B = Good = Above Average Paper

- All items are included: meets all requirements
- Good grasp of subject matter is demonstrated
- Basic understanding of relevant concepts & issues related to topic addressed
- Incorporates the connection between disciplines or the application thereof *
- Some in depth analytical critique, synthesis, & evaluation of information
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A good grasp of grammar, structure, spelling, & style

- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

C = Satisfactory = Competent Paper

- All items are not included: one key area weak or missing
- Basic grasp of subject matter is demonstrated
- Some understanding of relevant concepts & issues related to topic addressed
- Adequate attempt for analytical critique, more reporting than analyzing
- Minimal attempt to discuss/apply disciplines *
- Essay with an acceptable style and structure
- Basics of grammar, structure, and spelling
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

D = Poor = Marginally Acceptable Paper

- All items are not included: more than one key item missing or very weak
- Confusion of subject matter is demonstrated
- Understanding of relevant concepts & issues related to topic addressed is weak
- Just reporting events
- Just mentions the connection between, or application of, disciplines *
- A basic grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

E = Failing = An Unacceptable Paper

- All items are not included
- A basic lack of understanding of the subject matter
- No attempt to go beyond description
- No mention of the application or integration of disciplines *
- Written expression is disorganized and poorly expressed
- Serious errors in grammar, sentence structure, and spelling
- Timely submission & Academic integrity questionable
- Standard format not followed

Grade Appeals

Additional feedback is one thing, arguing a grade is another (though you will see in both cases I expect you to use your “thinking cap” first)...

To request reconsideration of a grade you must take the following steps.

1. Review the assignment and its instructions
2. Compare your work with the grading criteria, my feedback announcement, tips, etc.
3. Wait at least 24 hours after the grade and feedback announcement is posted (to allow any surprise, shock, or anger you may feel to cool and allow time for you to do a proper review as described here)
4. Submit an appeal in writing after 24 hours but within one week from the time the grades are posted. After that, the opportunity for appeal is lost. Also, when I say “in writing” it may be via email but write it formally/professionally written (not in casual email-speak)
5. Pinpoint the discrepancy between the instructions and the grade awarded
6. Provide a cogent, well-written argument explaining how your work met the instructions and criteria
7. Indicate the grade (or number of points) you feel you **earned**--not the one you want. Sadly, I cannot grade on effort. Effort is part of what college means; quality dictates the grade.

NOTE: An appeal does not necessarily equate to getting the extra points. However, if all directions are followed, I will carefully and open-mindedly review your appeal.

Academic Integrity

Academic Integrity is important. Carefully read the material later in the syllabus and the unit on this in the Course Information area of the class website. Should you intentionally or accidentally fail to be in integrity, you will fail the class.

More on Cheating and Plagiarism

Read this even if you think you’ve never done it, as the definition is broad so take care! I expect you to use your own words and develop your own ideas on each assignment. When you refer to, quote, or paraphrase sources I provide or you find you should cite it properly.

This all may seem heavy-handed that I spend so much space on this but, sadly, I have to fail one or two people out each term because of this and I hate it when that happens...so I try to remind people of these things so they know that if they have gotten sloppy in other classes or haven’t written many papers before, forgotten the rules, or whatever. This is the time to re-acquaint yourself with these basic things each student is expected to know. :-)

Cheating and plagiarism include, but are NOT limited to the following:

- "Copying and pasting" chunks of content from the internet without quotation marks – even if you cite the source. Always write your assignments "in your own words."
- Presentation of the ideas or words of others (from either print or electronic media) without proper bibliographic credit (i.e., citation) to the source in the text / bibliography of the paper.
- Use of direct quotations without quotation marks or other acceptable formatting and / or without bibliographic credit to the source
- Paraphrasing without bibliographic credit to the source
- Submitting material written by someone else as one's own
- Submitting other person(s)'s work, information, property (i.e., transcripts) as one's own
- Purchasing, borrowing, or downloading research papers and submitting them as one's own work
- Copying another student's work in part or in whole
- Allowing someone to copy one's work
- Submitting the same paper for more than one course without the knowledge and approval of both instructors
- Making up bibliographic information or entries

See the provost's website at <http://provost.asu.edu/academicintegrity> and the Academic Integrity document posted on School of Letters and Sciences web page <http://sls.asu.edu/bis/forms.html> for policies to which we adhere. Read them.

Citing Style for Assignments

Other potentially useful info: See these cites for APA citation style. APA is easy and what I personally prefer. If you don't know it, see http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html and for help with just about any sort of citation you need to do for several styles (including APA) http://www.lib.duke.edu/libguide/cite/works_cited.htm. See all these for help. They also help refresh your memory on how to do your bibliography.

Some additional ones...University of Wisconsin Writing Center, "Writer's Handbook: Documentation Styles," pp. 1-2 (of 5), <http://www.wisc.edu/writing/Handbook/Documentation.html>.

Purdue University Writing Lab, look through lots of handouts and materials there...see information on research and documenting sources, paraphrasing, etc. <http://owl.english.purdue.edu/>

Be prepared that I may ask you to provide/bring in your sources for various reasons throughout the semester. Don't worry, normally I'm just curious to learn more in case I might want to incorporate the source in class or some other non-worrisome reason. Another reason might be I have a plagiarism-related concern, or the like (so suddenly "losing" a source soon after doing the assignment will only add suspicion and will not make things go away.)

Final Remarks

Please be sure you have read this syllabus carefully – it is time well spent if you hope to do well in the course. If you have questions, review the Course Home and Learning Module #1 on the course website, and then feel free to e-mail me immediately. As I assign reading the syllabus in the first week of the course, if I don't hear from you during the first week with syllabus questions, I will assume you read and understand this. I wish you success in the course!

Note: Syllabus and assignment information may be added, deleted, or changed at the discretion of the professor. You are responsible to know about changes (keep up with announcements).

BIS 300:

Reframing Organizations: Artistry, Choice, and Leadership by Lee G. Bolman & Terrence E. Deal. This is the Fourth Edition, copyright 2008.

PART ONE Making Sense of Organizations.

ONE Introduction: The Power of Reframing.

TWO Simple Ideas, Complex Organizations.

PART TWO The Structural Frame.

THREE Getting Organized.

FOUR Structure and Restructuring.

FIVE Organizing Groups and Teams.

PART THREE The Human Resource Frame.

SIX People and Organizations.

SEVEN Improving Human Resource Management.

EIGHT Interpersonal and Group Dynamics.

PART FOUR The Political Frame.

NINE Power, Conflict, and Coalition.

TEN The Manager as Politician.

ELEVEN Organizations as Political Arenas and Political Agents.

PART FIVE The Symbolic Frame.

TWELVE Organizational Symbols and Culture.

THIRTEEN Culture in Action.

FOURTEEN Organization as Theater.

PART SIX Improving Leadership Practice.

FIFTEEN Integrating Frames for Effective Practice.

SIXTEEN Reframing in Action: Opportunities and Perils.

SEVENTEEN Reframing Leadership.

EIGHTEEN Reframing Change in Organizations: Training, Realigning, Negotiating, and Grieving.

NINETEEN Reframing Ethics and Spirit.

TWENTY Bringing It All Together: Change and Leadership in Action.

TWENTY-ONE Epilogue: Artistry, Choice, and Leadership.

Appendix: The Best of Organizational Studies: Scholars' Hits and Popular Best-Sellers.