



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

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

Academic Unit School of Letters and Sciences Department Interdisciplinary and Liberal Studies

Subject OGI Number 355 Title Leading Organizational Innovation and Change Units: 3

Is this a cross-listed course? No  
If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_

**Course description:**

Process and theory of strategic management with primary emphasis on situation analysis, strategy formulation, strategy implementation and strategy evaluation. Covers the strategic management context, external analysis, internal analysis, functional and competitive strategies, international strategies, strategic entrepreneurship and nonprofit strategy. Students understand the process of analyzing situations, developing appropriate strategies, putting those strategies into action, and evaluating and changing those strategies as needed.

**Requested designation:** Literacy and Critical Inquiry-L

*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 (SQ/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

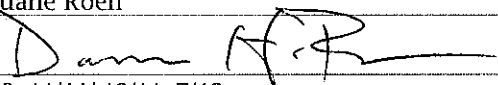
**Contact information:**

Name Dr. Duane Roen Phone 480-727-6513

Mail code 1901 E-mail: duane.roen@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Duane Roen Date: 10/30/2013

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

<b>ASU - [L] CRITERIA</b>			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	OGL 355 Sample Syllabus, p. 2.
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".                     </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	OGL 355 Course Syllabus, p. 2.
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".                     </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	OGL 355 Course Syllabus, p. 2.
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".                     </div> C-3			

ASU - [L] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	OGL 355 Sample Syllabus, p. 2-3.
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b> Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".			
C-4			

**OGL 355: Leading Organizational Innovation and Change**  
**Fall 2013**  
**Bachelor of Organizational Leadership**  
**Arizona State University**  
**DRAFT**

**Course Description**

Concerned with theories of strategic management this course draws on a case study approach to domestic, overseas, and transnational commercial and non-profit organizational analyses that include competitive and functional strategy formulation, implementation, and evaluation. With a central focus on learners analyzing organizational environments, developing appropriate strategies, putting strategies into action, and evaluating and modifying strategies as needed, the course prepares students for leadership in a wide variety of organizational settings.

**Course Objectives**

Students must demonstrate the ability to:

1. Identify the driving forces, implications, and critical success factors in organizations.
2. Comprehend strategic management in a variety of different contexts.
3. Analyze different organizational environments: commercial, community, public, and tribal.
4. Develop stability, growth, and renewal strategies for organizations with differing purposes.
5. Conduct a comprehensive strategic management case analysis.

**Expectations**

- Always have access to a functioning computer.
- Demonstrate good time management.
- Read and follow directions.
- Reread, edit and revise every piece of writing before submitting.
- Submit assignments on time.
- Cite material that you use from other sources. You must use APA citation format
- Do not plagiarize.
- Treat everyone with respect.

**Office Hours & Contact Information**

Located in Daytona Hall #000, my office hours are Mondays and Wednesdays from 10am-12pm (noon), Tuesdays and Thursdays from 2:30-5:30pm & by appointment.

Telephone: 928-854-9724.

Email: 000@ASU.edu

**Required Reading**

Coulter, M. (2013). *Strategic Management in Action*. (Prentice-Hall), which is an electronic book (e-Book) that will be made available online only.

**Grading**

96 – 100 = A	90 – 95 = A-
87 – 89 = B+	83 – 86 = B
80 – 82 = B-	77 – 79 = C+
73 – 76 = C	70 – 72 = C-
67 – 69 = D+	63 – 66 = D
60 – 62 = D-	0 – 59 = F

**Major Activities**

With its focus on reading, discussing, team building, and writing, all work for this course is action-based. Its case study approach provides hands-on application to real world situations. Each of your major responsibilities are weighted in your final grade as follows:

- Discussion Boards 10%
  - Mini-Presentations 10
  - Essay exams (3 midterms & final) 30
  - Case Analyses (4-5 pages) 20
  - Project (35 pages) 30
- TOTAL 100%

**Late Work**

Any assignment turned in after the deadline will lose credit at the rate of 10% per day late. Only under extraordinary and very well documented circumstances will the late penalty be waived. Such situations must be brought to the instructor's attention immediately after they occur. **I will not accept late work after the last day of the course.**

**Direction for Writing Assignments**

*Formatting Requirements*

- APA style (strictly enforced).
- Topic and subtopic headings.
- Works Cited.

*Case Analyses*

Four 4-5-page mini-case studies demonstrate your ability to apply a choice of different strategic management theories to real world scenarios.

	DUE
1. Commercial Sector Organization	August 29
2. Community Sector Organization	September 5
3. Public Sector Organization	September 19
4. Tribal Sector Organization	October 3

*Project*

Your 25-page project paper must develop a comprehensive strategic management case analysis for any Fortune 500 company or small-business, non-profit organization such as 00, a public-sector organization that could be a police department of school, and a tribal sector organization such as Tohono O'odham Community Action.

Each manuscript must include the following:

1. Description of the organization's background.
2. Discussion of what findings from conducting both internal and external analyses.
3. Discussion of the findings from your financial analysis.
4. Discussion of what you identify as key strategic issues and alternatives.
5. Explanation of your strategic recommendations.
6. Timeline for implementing your strategic plan.

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**Comment [1]:**

C-1

Verifies that at least 50 percent of a student's course grade depends on writing that includes 3 midterm and final essay examinations, 4 case analyses (4-5 pages each) and a 25-page project paper.

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**Comment [2]:**

C-2

Demonstrates that composition tasks require gathering, interpreting, and evaluating evidence.

C-3

Evidences that the course includes 2 substantial writing tasks – case analyses that total 16-20 pages and a 25-page project.

C-4

Verifies that 16-20 pages of written case analyses and the 25-page project paper allow time for the instructor to return earlier papers with detailed written feedback so that students enhance strengths and improve rough edges over time leading up to the comprehensive organizational analysis. For detailed information of the scaffolded feedback for the project, see the **Timeline for Project** on the next page.

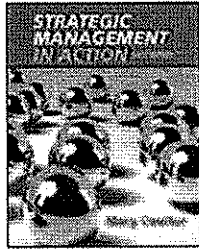
**Appendix A**  
**Timeline for Project**

The following steps in completing a comprehensive strategic analysis provide opportunity for you to receive timely feedback from me in writing on each step and provide a structure for you to complete the project over the duration of the course rather than at the last minute!

STEP	DUE
• Identify Organization & Seek Approval	August 26
• Background Paragraph	September 2
• Complete the Internal Analysis Matrix	September 10
• Complete the External Analysis Matrix	September 13
• Conduct a financial analysis	September 16
• Consultation	September 23-25
• Complete Draft & Peer Review	October 5
• Final Manuscript	October 10

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**Comment [3]:**  
 C-4  
 Demonstrates that the instructor provides detailed written feedback on the earliest components of the 25-page project paper. The consultation on September 23-25 provide an opportunity for the instructor to reinforce what she earlier determined were the strengths and shortcomings in each student's 4-5-page case analyses and scaffolded components of the 25-page project paper, as well as time for each student to ask questions and seek clarification.

Coulter, M. (2013). Strategic Management in Action (6th ed.). Prentice Hall.



[View larger cover](#)

## Strategic Management in Action, 6/E

Mary Coulter, *Missouri State University*

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