UNIVERSITY OF THE INCARNATE WORD School of Professional Studies



Syllabus/Course Outline

Course Title ORGD 6355 - Organizational Change

Instructor: Dr. Randolph Smith, PhD in Organization and Management

Contact Information

Email: rasmith1@uiwtx.edu Phone (Text): 210-685-9739

Office Hours: No calls between 10:00 PM – 7:00 AM (Text and E-mail only if needed)

Mode of Delivery: Classroom Virtual

Class Time and Location: 24/7 Virtual On-line Fall II (Oct 15-Dec 15 2018)

COURSE DESCRIPTION:

This course presents the research, practice and cases relevant to organizational change.

Requirements essential to the course:

- Ability to utilize on-line communication tools
- Good reading comprehension ability
- Good oral and written communication skills
- Research tools essential to the course
- WWW and internet research skills

Course Text: Ian Palmer, Richard Dunford, Gib Akin (2008). Managing Organizational Change: A Multiple Perspectives Approach. Irwin/McGraw-Hill (2nd Ed.). (ISBN: 978-0-073-40499-8)

Recommended Resource: American Psychological Association. (2006). Publication manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association.

Course Outcomes: Each student will:

- a. Demonstrate applied skills (in writing and discussion) related to the fundamental concepts and theory in organizational development (OD).
- b. Demonstrate understanding of OD and new ways of thinking about change as presented in the required text or acquired through research of other sources.
- c. Demonstrate competence in critical thinking, analytical abilities, preparing written reports and delivering oral presentations.

<u>Class Participation:</u> Students are expected to actively participate with several in-depth discussions relating to the subject matter for the week. Discussions will take place in the main discussion folder as assigned by the instructor. Students are expected to read, analyze, and respond to all questions proposed and make comments to postings of other fellow students. Students are encouraged to participate in "meaningful" discussion at least 3 days per week to keep up with the extensive classroom dialogue. Students are expected to use good, professional, and courteous communication in tone and product. Showing proper respect and professionalism.

There will be three types of assignments: (1) discussion questions, (2) summaries, and (3) research paper.

Method of Instruction

This class is highly participatory and writing intensive. Assignments, activities and projects will allow application of the theories and methods learned from readings and lectures.

CONDUCT OF THE COURSE

Grading Activities, Criteria and Guidelines

This graduate class will include a variety of instructional methods and learning activities intended to engage the student in the learning process. This may include, but not be limited to: lecture, written assignments, group discussion and problem solving exercises, participative and each student must be prepared for each class.

1.	Participation on Weekly Discussions	40%-40 points
2.	Summaries with Reaction Application	20%-20 points
3.	Final Paper on Student Chosen Subject	20%-20 points
4.	Exam 1 and Exam 2 Multiple Choice	20%-20 Points

Student Participation Requirements

Students are expected to actively participate with several in-depth discussions relating to the subject matter for the week. Discussions will take place in the main discussion folder as assigned by the instructor. Students are expected to read, analyze, and respond to all questions proposed and make comments to postings of other fellow students. Students are encouraged to participate in "meaningful" discussion at least 3 days per week to keep up with the extensive classroom dialogue.

There will be three types of assignments and exams: (1) discussion questions, (2) summaries, and (3) research paper.

1. **Discussion Questions** (1-2 for the week)- Students must respond to EACH discussion question, with a minimum of 1 paragraph per question.

- 2. Summaries Students must choose 3 subjects of their own interest, from weekly chapter readings. They are to write an APA style 3 paragraph minimum synthesizing those subjects. Should have a cover page and references page, too. Summary should also include an applied reaction concept. As an example: How would you apply this information to the work place?
- 3. **Research paper** Paper is to be minimum 7 pages of text, double-spaced in APA format. Then the cover page and reference page.
- **4. Exams (2)-** Two 25 question multiple choice. Each question worth .4 points =Possible 10 points. From Power-point lecture notes and text book. **Test Review Sheet will be provided.**

Deadlines

All assignments submitted to the instructor for grading are **due by midnight**, **(Central time)** on the assigned due date. Assignments may be turned in early if a student will not be online for a particular day. As a general rule, late assignments are not accepted. Any acceptance of a late assignment is at the discretion of the instructor. This is after a discussion with the student, prior to the due date. All accepted late assignments are subject to a late penalty. If a computer hardware or software problem conflicts with meeting a deadline, assignments with Professor approval first may be sent by e-mail before the due date to avoid missing a deadline. Do not send any assignments by E-mail unless pre-authorized by the Professor.

Writing Style

Students are expected to submit all papers **following the APA writing guidelines** published by the American Psychological Association. Students should read and become familiar with these standards. Quoted text must be accompanied by an appropriate explanation.

All papers need a cover page, running head, page numbering (except cover page), 12 pt font, 1 inch margins, ½ in indent at beginning of each paragraph, and double-spaced. Sources should be listed on a separate reference page in alphabetic order in APA format. Papers must be submitted in *.doc format or PDF.

Papers must include a cover and must include subheadings for each section as suggested in the syllabus, including citations from the textbook or other references to support your opinions and statements.

Grade Components

The student's final grade is calculated as follows:

40% - Participation on Weekly Discussions

20% - Summaries with Reaction Application

20% - Final Paper on Student Chosen Subject

10% - Exam 1-Multiple Choice /25 questions- worth .4 points each=10 points

10% - Exam 2-Multiple Choice/25 questions -worth .4 points each=10 points

40% Participation/Discussion – DUE BY SATURDAY MID-NIGHT (CST) EACH WEEK – Except the Last week (Due Wednesday)since class ends on a Friday.

Class discussions via postings are a critical component in the student's contribution to the course. For full participation credit, students must respond to each assigned discussion question. Students are also encouraged to respond to other classmates' responses in the discussion threads.

20% Summaries - DUE ON SUNDAY MID-NIGHT (CST). Except the last week (Due Thursday) since class ends on a Friday. Students will post at the beginning of each week a summary (minimum 3 paragraphs) related to the assigned weekly readings. Summaries should include discussion of (1) the 3 main points covered; (2) the most meaningful topics; and (3)

the **most applicable** to your current or past work situation. (4) How do you react in applying the summaries?

20% Research Paper - DUE by Saturday End Week 7 MID-NIGHT(CST) Gives a week for grading.

Students will post a paper (minimum 7 pages text) sharing what was researched from students chosen subject related to Course Subject Matter. Students will submit a PDF or Word doc., for Mac Book save as 2004-1997, document on the system. This includes Cover, Abstract and Reference page. Topics must be approved by the instructor in advance.

Use at least 5 reference sources, 2 must be from Scholarly/Peer Reviewed articles associated with the student's subject. Text Book and articles can also be used.

20% Exams (2) @ 10 points each- Multiple Choice.-

PPT slides lecture notes (if available) and text book/ Review sheets will be provided.

GRADING POLICY

Students will be graded on:

- Adherence to instructions
- Clarity and depth of written work
- Content accuracy and thoroughness
- Correct grammatical usage and spelling
- •APA style and formatting

Grading Scale: The overall score is calculated by adding up the percent received in each assignment and multiplying it by the percentage 'worth' of the assignment and adding these assignment weighted percentages together. Points may be deducted from any assignment turned in late.

A = 93-100
A- = 90-92
B+ = 87 - 89
B = 83-86
B- = 80-82 (See handbook for consequences)
C = 70-79 (See handbook for consequences)
F = failure in course or withdrawal without following proper procedures (See Handbook).

Course Drop Procedure

http://adulted.uiw.edu/course-drop-procedure

The decision to drop a course can greatly impact a student's success in meeting their educational goals. Reaching out to an academic advisor will assist you in making the best decision for your enrollment. Advisors are available to meet with you in person at our Learning Centers, by phone and connect with you via email. If you are unsure of your assigned advisor, please login to your Degree Works audit tool within the MyWord portal and click on the 'Advisor Name' listed within the 'Student View' section or you may contact us through our general student email at eapadvising@uiwtx.edu or by calling 210-702-2402 to be directed to your advisor. Students must communicate with their advisor to begin the drop process. Deadlines for drops are noted on the Registration page in the Drop/Withdrawal Policy.

Refund tuition at 100% (minus a \$50 administrative fee per class) if the student drops
before the end of the first week of classes (in writing before Friday @ 5:00 pm).
Students may withdraw up to the end of the sixth week (in writing before Friday @
5:00 pm) without academic penalty. An administrative fee of \$50 per class will be
assessed. The student is responsible for full tuition as well. A grade of W will be
issued.
It is not possible to withdraw from a three-semester-hour course after the sixth week.

ARMY Students must drop their course(s) through GoArmyEd. Active duty military students are not charged a drop fee.

UIW Academic Integrity Policy

The University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. Any student who is found dishonest can be given zero points for that assignment, failure of the course, or expulsion from the program. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word (see pages 88-90 of the UIW Student Handbook).

Forms of Academic Dishonesty include, but are not limited to:

- 1. Cheating on tests, examinations, or other class or laboratory work.
- 2. Plagiarism (appropriation of another's work and the unacknowledged incorporation of that workin one's own written work offered for credit).
- 3. Counterfeit Work including turning in as one's own, work which was created, researched, or produced by someone else.
- 4. Falsification of Academic Records knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- 5. Unauthorized Reuse of Work the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- 6. Theft unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- 7. Collusion Involvement in Collusion an unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- 8. Facilitating Academic Dishonesty intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation

Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations: Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209
(210) 829-3997
(210) 283-6329
www.uiw.edu/sds

Title IX Information

University of the Incarnate Word is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from sexual misconduct, including sex based discrimination; sexual harassment; sexual assault; sexual exploitation; stalking; relationship violence (including domestic and dating violence), and retaliation. The University of the Incarnate Word is committed to addressing and working towards preventing crimes of sexual violence. The university encourages the prompt reporting of any incidents. For more information, or to report an incident, please visit www.uiw.edu/titleix.

Rev 10-5-17

Class Meeting Schedule and Assignments

Date	Session	Content	Activities
	1	Intro, Syllabus	Instructor & Student
		Chapter 1	Introductions
		_	Read Chapters 1 and 2 and
			post discussions
			Summary for Chapter 1
	2	Chapter 2	Chapter Discussions
		Chapter 3	Summary
	3	Chapter 4	Chapter Discussions
		Chapter 5	Summary
	4	Chapter 6	Chapter Discussions
		Chapter 7	Summary
			Quiz #1 Due
	5	Chapter 8	Chapter Discussions
		Chapter 9	Summary
	6	Chapter 10	Chapter Discussions
		Chapter 11	Summary
	7	Chapter 12	Chapter Discussions/
			Summaries Due
			Final Paper Due by
			Saturday Week 7
	8	Final Quiz Due	Chapter Discussions

Revisions:

Revisions to this syllabus may be made at the discretion of the instructor. Changes in dates and topics will be announced or communicated via email.

Course Number and Section: ORGD 6355 Semester: Sum II2018

Course Title: Organizational Change Instructor: Dr. Randolph Smith, PhD

Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic each week. Its primary purpose is for accreditation.

Week		Estimated
In-class Hours (if applicable)	Alternative Instructional Equivalent (AIE) for Activity	Hours
	Introduction	
	Summarize three Points that interest you	
	For the week (4.0)	
	Do Discussions by Saturdays mid-night	
	CST (1.0)	
1	• Start Research for Final Paper (1.0)	6
	Summarize three Points that interest you	
	For the week (4.0)	
	Do Discussions by Saturdays mid-night	
	CST (1.0)	
2	Start Research for Final Paper (1.0)	6
	Summarize three Points that interest you	
	For the week (4.0)	
	Do Discussions by Saturdays mid-night	
	CST (1.0)	
3	Start Research for Final Paper (1.0)	6
	Summarize three Points that interest you	
	For the week (4.0)	
	Do Discussions by Saturdays mid-night	
_	CST (1.0)	
4	• Start Research for Final Paper (1.0)	6
	Summarize three Points that interest you	
	For the week (4.0)	
	Do Discussions by Saturdays mid-night	
_	CST (1.0)	
5	• Start Research for Final Paper (1.0)	6
	Summarize three Points that interest you	
	For the week (4.0)	
	Do Discussions by Saturdays mid-night	
6	CST (1.0) • Start Research for Final Paper (1.0)	6
U	Summarize three Points that interest you	6
	For the week (4.0)	
	Do Discussions by Saturdays mid-night	
	CST (1.0)	
7	• Turn in Final Research Paper (1.0) by Saturday week 7	6
1	Summarize three Points that interest you by Thursday Week 8	0
	For the week (4.0)	
	Do Discussions by Wednesday mid-night week 8	
8	CST (2.0)	6
	Total	48

Qualities and Criteria	- 5 deduction minimum Poor	-3 deduction minimum Good	0-deduction Excellent
Introduction Title; Objective or Thesis; Problem statement; Orientation to reader; Topic.	a. There is no reference to the topic, problem, or audience. b. There is no statement of thesis or objective of the research. c. The title is inappropriate and does not describe the topic.	a. The writer makes the reader aware of the overall problem, challenge, or topic to be examined. b. Thesis is stated but clarity and/or focus could be better. c. The title does not adequately describe the topic.	a. The writer introduces the topic and its relevance to (1) the discipline; and (2) the chosen audience. The introduction lays groundwork for the direction of the paper. b. Thesis or objective is clearly stated and appropriately focused. c. Main idea stands along with details. d. The title is appropriate and adequately describes the topic.
			e. APA format is properly followed through out paper
Body Structure; Flow; Organization and Development	 a. The paper has little to no direction, with disjointed subtopics. b. Text is repetitious. c. Information seems to be disorganized and has little to do with the main topic. d. Lacks a thesis or 	 a. There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. b. Ideas are clear, but there is a lack of extra information. c. Information relates 	a. The paper flows from general ideas to specific conclusions and/or vice-versa. All sections follow a logical order. Transitions tie together sections as well as individual paragraphs. b. Ideas are clear, original, and focused. Main idea stands along with details.
	e. Sentences do not relate to the paragraph's main idea. f. Paragraphs do not clearly or effectively relate to the paper's thesis or controlling idea. g. Examples are either lacking or ineffective	to main topic. Details and amount of information are sparse. d. Includes a basic thesis or controlling idea. e. Sentences mostly relate to the paragraph's main idea. f. Paragraphs	c. Sufficient information included. Information clearly relates to the main relates to the main thesis. It includes several supporting details and/or examples. d. Provides a clear and compelling thesis. e. Sentences clearly relate to the paragraph's main idea . f. Paragraphs clearly and effectively relate to and
	(i.e., do not relate to the main idea in the paper or paragraph)	generally though not always relate to the thesis or controlling idea. g. Examples are	support the thesis. g. Writer provides examples and quotes that answer the reader's questions and add depth to the writer's ideas.

	T		T
		included, though not	
		always; reader needs specific details or	
		quotes that the writer	
		does not provide.	
Content	a. The writer has	a. The writer includes	a. The writer covers the
Content	omitted major	all the sections of	appropriate content in depth
Weaving together	sections of pertinent	pertinent content, but	without being redundant.
literature through	content or content	does not cover them	without being reduitable.
synthesis via thematic categories that provide exploration/explanation	runs on excessively. b. The writer quotes	in as much depth or detail as the audience/reader	b. The writer cites sources when specific statements are made.
	other material	expects.	
	excessively.		c. The significance of quotes,
		b. The significance to	when used, is apparent.
	c. The ideas presented	the discipline is	
	have little significance	evident.	d. The length is appropriate.
	to the discipline	. [.]	- Idaalaanisinald
	and/or the audience.	c. Ideas are clear, but more information is	e. Ideas are clear, original, and focused. Main idea stands out,
	d. Text is repetitious.	needed.	along with details.
	e. There is no central	d. Ideas in the paper	f. Ideas in the paper are
	theme.	are mostly (but not	compelling, even original;
	0.71	all) relevant and	they are not self-evident.
	f. Ideas in the paper	worthy of the reader's	
	are irrelevant or not	consideration.	
	worthy of the reader's		
	consideration.		
Clarity and	a. It is difficult for the	a. The writing is	a. The writing is clear and
Correctness of the	reader to understand	generally clear, but	concise.
Writing	what the writer is	unnecessary words are	
	trying to express.	occasionally used.	b. There are no (or very few)
		Meaning is sometimes	mistakes in grammar,
	b. Writing is	hidden.	spelling, and/or punctuation.
	convoluted.		
		b. Paragraph or	c. The writing does not
	c. Paper contains	sentence structure is	ramble; the paper is carefully
	spelling and	repetitive.	written and edited.
	grammatical errors as		
	well as improper	c. Much of the writing	
	punctuation.	is generally clear, but	
	1 771	meaning is sometimes	
	d. The writing is	hidden.	
	vague or it is difficult	1 Cama	
	to understand what the	d. Some mistakes in	
	writer is trying to	grammar, spelling,	
	express.	and/or punctuation	
	e. Mistakes in	exist, but they do not cause confusion; they	
	grammar, spelling,	suggest negligence,	
	and/or punctuation	not indifference.	
	cause confusion and	not marrierence.	
	cause comusion and	L	

for quality of writing. f. Writing rambles; the paper appears hastily written. a. There is little or no indication that the writer tried to synthesis of ideas and culminating in a research question, or suggestions for further research, or finalizing with a clear position. Sources & Citations & Proper APA Format Sources & Citations Sour	<u>r</u>			-
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f. Writing rambles; the paper appears hastily written. 2. There is little or no indication that the writer tried to synthesize the information or draw conclusions for further research, question, or suggestions for further research, or the position is not restated and made clear to the reader, or the position is not restated and made clear to the reader as a conclusion. 2. Sources & Citations & Proper APA Format 2. The writer provides concluding remarks that show an analysis sungthesis of ideas and information. Some of the conclusions, however, are not supported in the body of the review. 3. The writer makes succinct and precise conclusions based on the review of literature under review. In the body of the review and precise conclusions based on the review of literature has been omitted. 4. The paper is not writer in APA style. 5. A review of literature has been omitted. 5. An acceptable mumber of sources are cited. All sources are accurately documented. 6. The paper is not written in APA style. 6. A review of literature has been omitted. 6. No research question of the literature under review. 8. A follow-up research question or suggestion is offered to the reader, or the conclusions, however, are not supported in the work of the review. 8. A follow-up research question or streated to make it clear to the reader. 9. A follow-up research question or suggestion is offered to make it clear to the reader. 9. A follow-up research question or success within the body of the review and information. 9. A follow-up research question or success within the body of the review and information. 9. A follow-up research question or success within the review and information. 9. A follow-up research question or success within the review. 9. A follow-up research question or success within the review. 9. A follow-up research question or success within the problem/topic are appropriate. 9. A follow-up research question or success within the problem/topic are the conclusions, however, are not supported in the browl		for quality of writing.		
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Syllabus is Subject to change. Professor will notify students in that case.