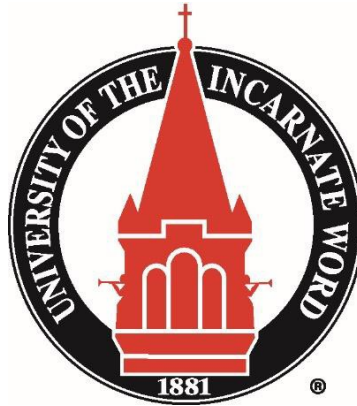


UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies



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.

Class Participation: 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 capadvising@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 work in 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 Chapter 1	Instructor & Student Introductions Read Chapters 1 and 2 and post discussions Summary for Chapter 1
	2	Chapter 2 Chapter 3	Chapter Discussions Summary
	3	Chapter 4 Chapter 5	Chapter Discussions Summary
	4	Chapter 6 Chapter 7	Chapter Discussions Summary Quiz #1 Due
	5	Chapter 8 Chapter 9	Chapter Discussions Summary
	6	Chapter 10 Chapter 11	Chapter Discussions 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 <i>In-class Hours (if applicable)</i>	Alternative Instructional Equivalent (AIE) for Activity	Estimated Hours
1	Introduction Summarize three Points that interest you For the week (4.0) Do Discussions by Saturdays mid-night CST (1.0) • Start Research for Final Paper (1.0)	6
2	Summarize three Points that interest you For the week (4.0) Do Discussions by Saturdays mid-night CST (1.0) • Start Research for Final Paper (1.0)	6
3	Summarize three Points that interest you For the week (4.0) Do Discussions by Saturdays mid-night CST (1.0) • Start Research for Final Paper (1.0)	6
4	Summarize three Points that interest you For the week (4.0) Do Discussions by Saturdays mid-night CST (1.0) • Start Research for Final Paper (1.0)	6
5	Summarize three Points that interest you For the week (4.0) Do Discussions by Saturdays mid-night CST (1.0) • Start Research for Final Paper (1.0)	6
6	Summarize three Points that interest you For the week (4.0) Do Discussions by Saturdays mid-night CST (1.0) • Start Research for Final Paper (1.0)	6
7	Summarize three Points that interest you For the week (4.0) Do Discussions by Saturdays mid-night CST (1.0) • Turn in Final Research Paper (1.0) by Saturday week 7	6
8	Summarize three Points that interest you by <u>Thursday Week 8</u> For the week (4.0) Do Discussions by <u>Wednesday</u> mid-night week 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 controlling idea. 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 (i.e., do not relate to the main idea in the paper or paragraph)	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 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 generally though not always relate to the thesis or controlling idea. g. Examples are	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. 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 support the thesis. g. Writer provides examples and quotes that answer the reader's questions and add depth to the writer's ideas.

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

	<p>show lack of concern for quality of writing.</p> <p>f. Writing rambles; the paper appears hastily written.</p>	<p>e. Writing might ramble; the paper is not carefully written.</p>	
<p>Conclusions</p> <p>Synthesis of ideas and culminating in a research question, or suggestions for further research, or finalizing with a clear position.</p>	<p>a. There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the literature under review.</p> <p>b. No research question(s) or suggestions are offered to the reader, or the position is not restated and made clear to the reader as a conclusion.</p>	<p>a. The writer provides concluding remarks that show an analysis and synthesis of ideas and information. Some of the conclusions, however, are not supported in the body of the review.</p> <p>b. A follow-up research question or suggestion is offered to the reader, or the writer's position is restated to make it clear to the reader.</p>	<p>a. The writer makes succinct and precise conclusions based on the review of literature.</p> <p>b. Insights into the problem/topic are appropriate.</p> <p>c. Conclusions are strongly supported within the paper.</p>
<p>Sources & Citations & Proper APA Format</p>	<p>a. The writer does not include in-text citations for statements made in the review.</p> <p>b. References that are included in the References or Works Cited list are not cited in the text.</p> <p>c. An insufficient number of sources are cited and/or not accurately documented.</p> <p>d. The paper is not written in APA style.</p> <p>e. A review of literature has been omitted.</p> <p>f. No attention is given to people-first, non-discriminatory language.</p> <p>g. Scholarly sources</p>	<p>a. The writer cites sources within the body of the review and includes a corresponding References list. Some formatting problems exist or some elements are missing.</p> <p>b. An acceptable number of sources is cited. All sources are accurately documented, but some are not in the desired format.</p> <p>c. Paper is in APA style but with some errors.</p> <p>d. The body of the paper consists of a review of the literature.</p> <p>e. There is evidence of attention to people-first, non-discriminatory</p>	<p>a. The writer includes all necessary citations in the body of the review.</p> <p>b. The references in the list match the in-text citations and all are properly cited in APA style.</p> <p>c. Numerous sources are cited. All sources are accurately documented.</p> <p>d. Accurately adheres to APA style in formatting, organization, and construction, including full review of relevant literature.</p> <p>e. There is consistent use of people-first, non-discriminatory language.</p> <p>f. The majority of sources are scholarly and cited correctly in both text and reference list.</p> <p>g. Personal opinions are delayed and stated succinctly in the conclusion.</p>

	<p>are not cited in text and reference list.</p> <p>h. Sources are primarily from the popular press and/or the paper consists primarily of personal opinions.</p>	<p>language.</p> <p>f. Most sources are scholarly and cited, but with some errors.</p> <p>g. Personal opinions are kept to a minimum though may not be delayed in the paper.</p>	
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Syllabus is Subject to change. Professor will notify students in that case.