



SYLLABUS
MANA 3315.001
Organizational Behavior
Fall 2019

Instructor: Mr. Timothy Morgan
Course Times & Location: MWF 9:05-10:00, COB 214
Office Hours: Tues. 11:00-12:00, Wed. 10:30-11:30, 2:00-3:00, and by appointment
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Course Catalog Entry

An understanding and application of individuals and groups in an organizational environment. Topics include (but are not limited to) critical thinking, interpersonal communication, politics, power, conflict, motivation, leadership, and organizational culture.

Course Description

Organizational behavior (OB) is a field of study that seeks to understand, explain, and improve human behavior in organizations. Most organizations focus their efforts on improving two aspects of human behavior: (1) job performance—the degree to which individuals perform the behaviors needed for the organization to achieve its goals; and (2) organizational commitment—the degree to which employees remain loyal to the organization rather than seeking employment elsewhere. This course will guide you through a model that seeks to explain these two areas of organizational behavior.

Course Outcomes

After completing this course, you will be able to:

- Identify and define organizational behavior concepts.
- Apply those concepts to improve your understanding of your own work attitudes and behaviors.
- Apply those concepts to improve the functioning of an organizational unit.

Course Learning Modules

Each of the learning modules detail objectives specific to that topical area. All fit together to develop students' knowledge and skills about the overall conceptual space of organizational behavior.

Course Materials

1. **Text** - Colquitt, J. A., LePine, J. A., & Wesson, M. J. *Organizational behavior: Improving performance and commitment in the workplace*
 - a. 6th edition required for students who need reading accommodations
 - b. 5th edition sufficient for students who do not need reading accommodations
 - c. 4th edition is better than nothing
2. **Canvas** - PowerPoint slides, mini video lectures, select articles, assignments, instructions will be posted on Canvas. Assignments will be submitted on Canvas or in class. You are responsible for monitoring announcements and emails online. Use the helpline for technical issues.

Bring your copy of the textbook, your laptop/tablet and mobile device with you to class each day.

Course Topics and Weekly Tasks Outline

For best results, complete the textbook reading, following tasks prior to the first class each week. Occasional pop quizzes will incentivize you to prepare ahead of time. Your ability to successfully participate in class discussions and activities will also depend on this preparation.

Week Date	Week #:	What to Do:
Aug 26	1	Module 1 Part 1
Sept 2	2	Module 1 Part 2
Sept 9	3	Module 2 Part 1
Sept 16	4	Module 2 Part 2
Sept 23	5	Module 3 Part 1
Sept 30	6	Module 3 Part 2
Oct 7	7	Module 4 Part 1, Midterm Exam (in class)
Oct 14	8	Module 4 Part 2, Midterm Exam (in class)
Oct 21	9	Module 5 Part 1
Oct 28	10	Module 5 Part 2, <i>My Worst Coworker Ever*</i>
Nov 4	11	Module 6 Part 1
Nov 11	12	Module 6 Part 2, <i>Me as a Working Professional</i> Draft
Nov 18	13	Module 7 Part 1, <i>Me as a Working Professional</i> Peer Review
Nov 25	14	Thanksgiving Holiday
Dec 2	15	Module 7 Part 2, <i>Me as a Working Professional</i> Final BONUS Module*
Dec 9	Finals	Cumulative Final

*Optional Assignment

Grading

<u>Category</u>	<u>Percentage of Total Grade</u>
Gauge My Progress Quizzes	5%
Class Participation & Contribution	15%
Midterm Exam	15%
Get Real Problem Solving Presentation	15%
Self-Assessment Log	15%
Me as a Working Professional Assignment	15%
Final Cumulative Exam	<u>20%</u>
	100%
<u>Bonus Opportunities</u>	<u>Percentage Added to Total Grade</u>
My Worst Coworker Ever Assignment	10% max
Career Success Conference Participation	2% max (.5 per session, .25 per meal)
BONUS Module Quiz	<u>2% max</u>
	14% max possible

Gauge My Progress Module Quizzes (5%)

7 weekly quizzes will assess and help you gauge the degree to which you understand and can apply the course concepts. Module quizzes cover 1 modules and include 5-7 multiple choice questions on each part of a module. These quizzes will help you prepare for the midterm and final exam. All points from individual quizzes will be pooled together and averaged to give you a quiz percentage grade that accounts for 7% of your overall course grade. No quizzes will be dropped.

Class Daily In-Class Contribution (15%)

What is the purpose of this?

To have a productive class where students learn as much as possible with and from each other, as well as the instructor, we all have to contribute.

What to do?

You are expected to attend and participate actively in class discussions and activities. Be prepared to work together toward a common task in teams. During discussions, you be called upon to answer questions and state your opinion. I will often not take volunteers, I will just call on you, so be ready.

How will my contribution to the class be assessed?

This rubric will assess your participation/contribution. If your performance falls between descriptions, half scores can be earned (i.e. 25).

0-10	15	23	30
Attends class less than 50% of the time And thus often does not participate in discussions & activities By not attending, shows a lack of a positive and respectful attitude toward others, the activities, and discussions.	Attends class 50-70% of the time Participates in <i>many</i> discussions & activities. Usually offers little contribution, perhaps not even completing the exercises. Responses <i>rarely, if ever</i> , demonstrates understanding and/or provide justification. <i>Sometimes</i> has a positive and respectful attitude toward others, the activities, and discussions.	Attends class 70-85% of the time Participates <i>fully in many</i> discussions & activities. Offers short, simple response(s) that <i>sometimes</i> demonstrates understanding and justification (why?). Student <i>occasionally</i> shares his/her "well thought out" logic in both an efficient and highly effective manner. <i>Occasionally</i> provides input that considers and extends the thoughts of others. <i>Usually</i> has a positive and respectful attitude toward others, the activities, and discussions.	Attends class 85-100% of the time. Participates fully in <i>all or nearly all</i> discussions & activities. <i>Most often</i> demonstrates understanding, providing insight and justification (why?) Student <i>consistently</i> shares his/her "well thought out" logic in both an efficient and highly effective manner. <i>Typically</i> provides input that considers and extends the thoughts of other students. <i>Consistently</i> has a positive and respectful attitude toward others, the activities, and discussions.

Helpful Hints: Responding in Class

NOTE 1: It is OK to disagree with classmates. It is not OK to be disrespectful when doing so.

NOTE 2: When responding, note that quality responses can often include one the following thoughts:

- 1) I find what Susie said is interesting and why...
- 2) I agree/don't agree with Jimmy, or I find this counterintuitive, based on prior understanding/experience. Here is why I think the way I do.
- 3) This might have solved and/or has to do with a problem I heard about in the news currently.
- 4) This reminds me of the experience I had/observed where...the approach is (in)consistent with how the situation played out...Here's how it might have played out the same/differently if x was followed/ignored.

To help you be aware of gauge your own progress, at the conclusion of each class, you will be asked to fill out a form with 1) a self-rated class contribution score of 0-3, keeping the rubric below, and 2) 1-2 sentences describing your positively contribution to justify that score.

This will help you be more aware of your contribution each day, and will be considered during instructor ratings.

0	1	2	3
Didn't show up for class mentally (slept, zoned out, disrupts others or instructor, does other work, etc.)	Did not participate in discussion. Took a backseat in activity offering little to no contribution, perhaps not even completing the exercise.	Offered short simple response(s) that lacked understanding and/or had no justification. Participated and completed activity but with a lack of input that facilitated group thinking.	Participated in the discussion demonstrating understanding and providing insight that enhanced the discussion. Took an active part in class activity, facilitating learning within the group.

At the midpoint of the semester, you will be provided feedback regarding your progress in this assessment area.

Midterm Exam (15%)

What is the purpose of this?

To assess your understanding and application of course concepts through the first half of the course.

What to do?

The midterm exam will be open book and open module. It will be proctored in class. It will likely take place over consecutive Fridays. See schedule for dates.

Copying any questions/answers on an exam or discussing exam questions with other students is considered cheating and may result in failing the course and/or other scholastic dishonesty disciplinary actions.

Get Real Problem Solving Presentation (15%)

This assignment asks you and your group members to apply one topic from the course to attempt to solve a specific organizational behavior problem (i.e. low job performance and/or organizational commitment issue) that exists in an organization with which you are familiar. See the pages that follow for more details.

Self-Assessment Log (15%)

What is the purpose of this?

"Knowing yourself is the beginning of all wisdom" - Aristotle

Modules contain interesting get-to-know-yourself assessments on key OB concepts, related to your own personal characteristics. You will gain insight into your personality, leadership style, etc., and can help you understand yourself and others in the work context.

What to do?

Tally your scores and report your results in a GoogleDoc, spreadsheet, or Word document, comparing yourself to the average score if/when there is one, and interpret the results. Example:

My score is an 18. The average for x is a 14. X refers to how much a person....This score means I am/behave more in y and z than the average person, which has this implication.
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Do not just indicate scores without interpreting it. Looking back, numbers will be meaningless. You will use these results in the *Me as a Working Professional* assignment and your personal development.

Option 2: Me as a Working Professional (15%)

What is the purpose of this?

This assignment asks you to reflect upon & apply knowledge gleaned from self-assessments you've taken in the course. Based on these & topics you've learned, consider what you, your future workplaces, and those within it might do to maximize your own job performance and organizational commitment.

What to do?

You may do a paper or a video.

Papers should be between 1000-1250 words, double-spaced, in 11-12 pt Times New Roman font, with 1-inch margins. Also, include a cover page indicating the title of your paper (named below). Follow the instructions below for each paper.

Videos should be 12 minutes max. Rubrics are provided on Canvas. 85% of the paper grade will revolve around content issues, with 15% revolving around writing/speaking style issues. Papers can be uploaded to Canvas in .pdf or .doc formats.

Peer Reviews

You are required to submit your paper/video to a peer 2 weeks before the final due date for a review.

You are required to complete a peer review of a classmate's paper in one week.

You then have one week to make changes following receipt of a classmate's review.

Students who do not meet the first submission deadline lose the both chance for a peer review and a chance to earn points for reviewing a peer's work.

Final Exam (20%)

What is the purpose of this?

To assess your understanding and application of course concepts through the entire course.

What to do?

The cumulative final exam will be open book and open module. It will be proctored in class during Finals Week. See schedule for dates.

Copying any questions/answers on an exam or discussing exam questions with other students is considered cheating and may result in failing the course and/or other scholastic dishonesty disciplinary actions.

BONUS Opportunities

My Worst Coworker Ever (up to 10% BONUS)

This assignment asks you to consider a current or past coworker who has low levels of job performance, organizational commitment, or both. Draw on concepts from the course to explain exactly *why* this coworker is so ineffective, and how you and his/her supervisors might try to improve the situation.

You may do a paper or a video. Follow the instructions provided and also the rubric.

Papers should be between 1000-1250 words, double-spaced, in 11-12 pt Times New Roman font, with 1-inch margins. Also, include a cover page indicating the title of your paper (named below).

Videos should be 12 minutes max. Rubrics are provided on Canvas. 85% of the paper grade will revolve around content issues, with 15% revolving around writing/speaking style issues. Papers can be uploaded to Canvas in .pdf or .doc formats.

My Worst Coworker Ever must be turned in no later than Week 10.

Only a paper or reasonable quality (70% or higher) will receive any amount of extra credit. Otherwise, no credit will be earned.

Career Success Conference (up to 2% BONUS)

What is the purpose of this?

To network and learn about careers you are considering now and in the future

What to do?

Attend 1, 2 or 3 sessions (.5 % each), as well as the networking breakfast and lunch (.25% each) for a maximum of 2% added to your final grade

How will this be assessed?

Time spent at Conference earns more bonus percentage points.

Bonus Module (OPTIONAL - Up to 2% BONUS)

What is the purpose of this?

To allow you to earn extra credit by demonstrating your understanding of the BONUS module.

What to do?

Complete as much of the module as you desire and take the module quiz at end.

How will this be assessed?

Points received divided by points possible.

Problem Solving Presentation

Discuss in 10-15 minutes a real-world OB issue that can be understood/addressed/improved using the topic from the module you are assigned. Your real-world example can be a current situation or event or something that occurred in the past. It can focus on either a current or past employer of yours or your partner(s), or some other company with which you have significant familiarity, perhaps because it is/was in the news. What's needed is some knowledge of the inner workings of the company--its struggles, its strengths, its climate, and so forth.

Example sources of information:

- 1) Reputable news media outlets to acquire factual information
- 2) Personal experience
- 3) Brief movie or television clip that illustrates a relevant OB issue

Note: If you decide to show a clip, please make sure it is appropriate for a professional setting; it can be humorous but it should be something you would feel comfortable show your boss or grandmother. If there is ever a question about whether the content of a clip is appropriate, please run it by me a day or two before the class.

Topic – You will be assigned one (1) topic from the list below, and search for a problem that could be applied to this topic.

Value-percept theory	Job characteristics theory	Challenge-hindrance stressors
Expectancy theory	Goal setting theory	Equity theory
Psychological empowerment	Cognition-based trust	Justice
Ethical decision making	Cognitive ability	Emotional intelligence
Team processes	Types of power	Transformational leadership

The talk should include the following 5 sections:

Organization - Provide *just enough* details on the company for me to be able to understand the problem that will be described. Resist the urge to provide irrelevant details and feel free to omit or disguise any details that might be sensitive in nature.

Problem - Describe, specifically, *one* OB-related (dealing with employee performance and/or organizational commitment) problem that the company is struggling with that will serve as the focus of the paper. Resist the urge to discuss multiple problems--focus on one specific issue with which the organization is struggling. Be sure to focus on a problem that can be impacted by the relevant topic.

Class Discussion & Suggestions

Facilitate a mini class discussion (few minutes) about why the problem matters—the situation's implications for the firm and/or society, & about what could be done to resolve the situation's problem(s).

Topic –Describe very specifically how the concepts, principles, and findings represented in the topic (above) matter to the problem, and how they can be leveraged to articulate a solution.

Recommendations - Provide a list of very specific recommendations/action steps that flow out of the discussion of the topic and that can help solve the problem. In thinking about how to craft the topic into

those recommendations, strike a balance between being *practical* and being *bold*. Every organization has key constraints that need to be taken into account when designing interventions. Although those should be considered, resist the urge to “play it safe”, as that tendency often leads to modest interventions that are ultimately ineffective.

Powerpoint, Prezzi, or some other presentation software is suggested to help you present your material.

Beyond the parameters above, please bring your own self-expression, initiative, and creativity to the content and style. DO NOT summarize content in the module/text. Start right away with your problem and work through the list categories above.



My Worst Coworker Ever can focus on either a current coworker or a past coworker. The coworker should be a real person, as opposed to an amalgam of multiple individuals. Moreover, some portions of the paper work better if the coworker is of a similar hierarchical level to you--as opposed to a boss or a supervisor. The paper should include the following three sections:

Background – Introduce the coworker and describe the coworker’s levels of important attitudes (ex: low on organizational commitment and perhaps low job satisfaction) and behavior (task performance, citizenship behavior, counterproductive work behavior). Use specific terminology from the course, not laymen’s terms with unclear meaning like “poor work ethic.” Give enough detail that it’s clear why you feel the way you do about this person, with enough richness that the section “brings the person to life” for the reader. Feel free to omit or disguise any details that might be sensitive in nature.

Explanations - Drawing on and using key terms from Chapters 4, 5, 6, 7 and 9, provide an explanation of *why*, in your estimation, this employee’s performance and/or organizational commitment. If you say it’s because they are low on job satisfaction or low in motivation, delve into why using key terms from what you’ve learned so far in the course. When I say “key terms”, I’m referring to the words that are bolded in the chapters and that appear in the Key Terms section at the end of each chapter. Given the strict word count, you’ll need to strike a balance between breadth of coverage (i.e., the number of key terms mentioned) and depth of coverage (i.e., how detailed your use of a given key term is in explaining the employee’s attitudes and behaviors)

Recommendations - Flowing out of the key terms discussed in the previous section, describe what the top managers or leaders in the company could do, very specifically, to improve the performance and/or commitment of your coworker. Then describe what you, personally, could do to make this coworker more

effective. Finally, answer the following questions: Is this employee a “problem that cannot be fixed” to some extent? If so, describe what the top managers or leaders in the company could do to avoid similar problems in the future.

Beyond the parameters above, please bring your own self-expression, initiative, and creativity to the content and style of the paper.

NOTE: Students sometimes tend to overweigh the background portion and do not give adequate attention to the other 3 sections. This amounts to a complaint session about all that is wrong with the person and little explanation of their behavior and recommendations for influencing it for the better. The most important parts of this paper are the explanation and recommendations. Any person on the street can point out someone’s faults. It takes an astute future leader/manager to be able to explain undesirable behavior and how to fix it.



Me as a Working Professional must focus on you and your personal characteristics and work tendencies. For it, you will gather, reflect upon and apply the knowledge gleaned from a number of the self-assessments you have taken in the course. Applying concepts learned in the course, you will consider what 1) you 2) your future workplaces and 3) those within it (leaders and coworkers) might do to maximize your own personal job performance and organizational commitment in light of your characteristics and tendencies. In essence you will be an outside consultant asked to ensure your own success and longevity in your future workplace, 5-20 years from now. To maximize your own job performance and organizational commitment, how might you, others you work with, and the places you will work whole facilitate organizational commitment and strong job performance? As you consider your career options, what might be the perfect situation for you in terms of job characteristics, and those who lead and follow you?

Background - Describe yourself based on results of a handful of self-assessments taken in the class. Include:

- 1) Big 5 (CANOE) personality types
- 2) At least 4 others. Give enough detail that “brings the person to life” for the reader.

Explanations - Drawing on key course terms and concepts (not laymen’s terms) provide an explanation of *how*, in your estimation, these characteristics matter to your own job performance and/or organizational commitment. Mention both strengths and challenges you might bring to the table in working with:

- a) subordinates (those under you)
- b) coworkers (those in an equal role)
- c) and leadership (those above you)

When I say “key terms”, I’m referring to the words that are bolded in the chapters and that appear in the Key Terms section at the end of each chapter. Given the strict word count, you’ll need to strike a balance between breadth of coverage (i.e., the number of key terms mentioned) and depth of coverage (i.e., how detailed your use of a given key term is in explaining your attitudes and behaviors).

Recommendations - Flowing out of the key terms discussed in the previous section, describe:

- 1) what the top managers or leaders in the company could do, very specifically, to maximize your performance and/or commitment. You will be talking about ways to alter individual mechanisms of job satisfaction, stress, motivation, trust, and/or learning. You do not need to address all. This can be accomplished through group mechanisms (leadership, team factors, or organizational mechanisms (structure and culture).

2) describe what you, personally, could do to make yourself perform better and committed to your organization, including selecting an organization and job that would be a good fit for you.

Beyond the parameters above, please bring your own self-expression, initiative, and creativity to the content and style of the paper.

Class Policies

Academic Dishonesty and/or Impropriety Policy

Please review the university policy and uphold the code of honor. No form of academic misconduct will be tolerated. The University has a strict code for cheating and students should refer to the Student Code of Conduct to understand the consequences. University policy will be followed if a student is caught cheating.

Any student who engages in any form of cheating, including plagiarism, or working together on online quizzes and exams designed to be students' independent work will receive a grade of F in the course. Software now easily detects when students work together and answer similarly on exams, and/or duplicate others writing and passes it off as their own. Please don't put yourself through the embarrassment and the department the hassle of disciplining you for academic dishonesty.

Plagiarism-- to take and pass off as one's own the ideas, writings, etc. of another without giving credit to them via a citation/reference. You do not need to cite the textbook when you write for this course.

Withdrawal Dates

Last day to withdraw from one or more courses is November 4, 2019.

Make-up Procedure

If you must miss a quiz, you must make every effort to contact me before the quiz. Failure to do so may result in a zero for that quiz. Make-up quizzes, if allowed, must be taken within a week of the scheduled quiz.

Completing Assignments – Late Policy

Completing assignments on time is expected.

Late assignments, other than in-class work, will be given a 10% deduction for each day it is late up to 5 days late. After this, the assignment will no longer be accepted for any amount of credit.

Daily in-class work (ex: group activities and discussions) cannot be replicated for credit outside of class.

Attendance Policy

Class Contribution and Participation points, which are a significant part of your grade, are earned on a daily basis through participation in discussions and activities. Attending class is required (but not sufficient) to earn these points. Missing a few classes will not be significantly detrimental to your grade. Thus, it may be unnecessary to report single absences to Mr. Morgan to be excused or unexcused, although you may do so. If you expect or find yourself being absent a lot, and thus unable to attend and contribute to class frequently, please consult the instructor.

To report an absence to Mr. Morgan for medical, personal, university-sponsored events or a religious holiday, submit written documentation into the Absence folder on Canvas.

College of Business STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

Ensure honesty in all behavior, never cheating or knowingly giving false information.

Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.

Develop an environment conducive to learning.

Encourage and support student organizations and activities.

Protect property and personal information from theft, damage and misuse.

Conduct yourself in a professional manner both on and off campus.

University Policies

UT Tyler Honor Code

An honorable man, impoverished though he may be in talent, cannot fail to attain success and high standing in the eyes of the world. A dishonorable man, though he is possessed of a multitude of abilities, cannot hope to escape for long the condemnation of his fellow men. –Robert Wood

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (the Census Date is Jan 28th) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions or exemptions must be submitted to the Enrollment Services

Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources

(SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information,

including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence Due to Injury/Illness or Death or Major Illness in a Student's Immediate Family

When a student has an injury/illness that is too severe or contagious for the student to attend class or when a student experiences a death or major illness in their immediate family the student may request of an individual instructor that the absence be excused. Medical documentation should be provided by the student. The Dean of Students Office can assist in notifying professors of such illness/injury or family emergency at the request of a student as long as the office is contacted immediately via studentaffairs@uttyler.edu or by phone 903.565.5946. The instructor will review documentation on a case by case basis and allow students to make up missed coursework. Should an instructor(s) deny a request for an injury/illness or family emergency the student can contact the academic chair or dean the course reports to for further review.

Student Absence Due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester in writing and submit to the absence folder in Canvas.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence by written submission to the absence folder on Canvas. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to: copying from another student's test paper; using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test; possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or

soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program; collaborating with or seeking aid from another student during a test or other assignment without authority; discussing the contents of an examination with another student who will take the examination; divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program; falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu

UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu

The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

UT Tyler Counseling Center (903.566.7254)

Changes to the Syllabus

The above constitute the tentative plan and procedures for this course. Should circumstances necessitate veering from this plans in the judgement of the instructor, a class vote will be held.