

Instructor: Timothy Morgan, Ph.D.
Course Times & Location: Monday, Wednesday 4:00-5:20, 103 COB
E-Mail: tmorgan@uttyler.edu (but please contact through Canvas mail)
Office Hours: Tues. 11:00am-12:00pm, 2:00-3:00pm, Wed. 10:30-11:30am, and by appointment
- Please request virtual office hours meeting by Canvas email at least 2 days in advance
Office Address: 350.24 Phone Number: 903-565-5949 (office)

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 help explain and provide ways to these aspects.

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 learning module on Canvas contains readings and activities designed to help you accomplish specific objectives in each area. All fit together to develop students' knowledge and skills about the overall conceptual space of organizational behavior.

Just for fun, modules will feature **Garfield** for assistance, motivation, and comic relief.

Required Course Materials

Text - Colquitt, LePine & Wesson, *Organizational Behavior: Improving Performance & Commitment in the Workplace*
Buy/rent the version that fits your budget!

7th edition – newest but not necessary for the extra cost, 6th edition – good choice + necessary for students who need readings accommodations, 5th edition – good choice if do not need reading accommodations, 4th edition – sufficient and better than nothing and includes most material in the 5th and 6th

SUCCESS TIP: A-B students purchase any version of the textbook. C-D students save \$15 while paying for an expensive course, and wonder why they don't do well. Don't waste your money by not buying the course's main learning tool.

Canvas – PowerPoint slides, discussions, video lectures, articles, assignments, instructions, learning activities, etc.

Assignments will be submitted on Canvas. You are responsible for monitoring announcements and emails on Canvas.

Internet access is thus essential. Accessing Canvas through Chrome or Firefox (not Safari) is recommended. Use 24/7 free Canvas Helpline for Canvas technical issues.

Video capture device – A way to capture yourself on video (phone, tablet, etc.) for various course activities

SUCCESS TIP: A-B students bring their textbooks and laptop/tablets with them each day, and have read the course material and listened to the online lectures prior to class and are ready to discuss. C-D students don't bring these materials to class and often do not look at course material prior to class time. Thus they are not ready to discuss and apply the material.

Course Schedule and Pacing

- Modules start Monday and run for 7 days, with most work ending on Sundays before midnight.
- You may read ahead and progress to new modules at your own pace, but assignments and quizzes are usually not open earlier than the week scheduled to be done.
- For best results, complete all the assigned tasks on the Canvas pages for each module.

Week Start Date	Week #:	Modules to Do/Major Assignment to Turn In:
Jan 11	1	Getting Started, What is Organizational Behavior?
Jan 18	2	Job Performance, NO CLASS MONDAY – MLK DAY
Jan 25	3	Organizational Commitment, <i>Quiz 1</i>
Feb 1	4	Job Satisfaction
Feb 8	5	Stress and Stressors
Feb 15	6	Motivation, <i>Quiz 2</i>
Feb 22	7	Trust, Justice, and Ethics
Mar 1	8	Learning and Decision Making
Mar 8	-	NONE – SPRING BREAK
Mar 15	9	Personality and Cultural Values, <i>Quiz 3</i>
Mar 22	10	Ability
Mar 29	11	Team Characteristics & Diversity, <i>Self-Assessment Log & Reflection (4/4)</i>
Apr 5	12	Team Processes & Communication, <i>Quiz 4</i>
Apr 12	13	Leadership Power & Influence, <i>Doctor OB Website (4/14)</i>
Apr 19	14	Leadership Styles & Behaviors, <i>Quiz 5</i>
Apr 26	Finals Week	Bonus Module

Grading

Category	Percentage of Total Grade
Module Quizzes	35%
Learning Activities	25%
Doctor OB Website	17%
Self-Assessment Log & Reflection	17%
Get Real Presentation	<u>6%</u>
	100%

Bonus Opportunities



Earn up to 10% of your module quiz grade!
 Example: If you have an 82 quiz average, you could raise it to as high as a 92 with a perfect score on the BONUS Quiz

Assignment Breakdown

Module Quizzes (35%)

What is the purpose of this?

5 quizzes, 1 for each module, will assess how much you understand and can apply course concepts. Module quizzes typically cover 3 chapters/major topics and include 5-8 multiple choice, or T/F questions on each. Quizzes are open book, open Canvas, open notes. You get 2 chances to take the quiz with the average score recorded.

SUCCESS TIP: A-B students take both quiz chances and take their time doing so, using the available resources to help. C-D students take less time, only take it once, and don't use their books, notes, etc.

Self-Assessment Log (18%)

What is the purpose of this?

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

As one of the learning activities, modules contain interesting get-to-know-yourself assessments on key OB concepts, related to your own personal characteristics. Look for this logo:



Self Assessment Exercise

You will gain insight into your personality, leadership style, etc., and better understand yourself and others in the work context. Log your results in an ongoing self-assessment document or spreadsheet you create for this purpose. At the end of the semester, you will turn in all of those required in a single file. See assignment sheet later in the syllabus and the rubric on Canvas for more details.

SUCCESS TIP: A-B students take these assessments when they are assigned in each week's module, as doing so helps them understand concepts better and makes it personal. Turning it in at the end is a breeze! C-D students wait till the end of the semester to take these assessments, then scramble to find them in past course content and have difficulty interpreting them, since they've forgotten what the concepts are.

Learning Activities (24%)

Each module part contains learning activities, some online and some in class.

What is the purpose of this?

To connect/wrestle with the material, discuss it with others, learn and apply it to your work.

What are examples of this?

A case study to discuss, a movie clip to watch and consider questions, an application activity, a self-assessment, a problem to identify or solve.

When are these due?

- In-class activities – same day of class. You miss class, you miss the activity
 - Solo online learning activities - end of the module's week (Sunday 11:59pm).
 - Group online learning activities – 2 deadlines if required to both post & reply to others (example: initial submission due Thursday at 11:59pm, reaction/reply Sunday 11:59pm).
- NOTE: Only the 2nd deadline can be posted on the calendar, so please check assignment instructions (which you need to do anyway) for complete deadline details. Don't rely on the calendar!

Complete by the assigned dates. No late submissions accepted. A medical excuse exempts you from a graded learning activity.

How are these assessed/graded?

These activities will intermittently assessed, meaning each and every activity will not be scored. Some will be graded for quality, some for completion, and some not at all, and it will not be announced prior to the assignment. This is similar to a work supervisor monitoring your work. Managers hopefully do not watch

and assess your every move; they check your work occasionally for quality, walk around to just see if you're on task other times, and others trust that you're being conscientious and doing what needs to be done. Just as at work, complete each assignment with high quality and you won't have to worry about when and how you are being evaluated.

Here's a **general rubric** for responses to response-based learning activities that are scored for quality.

0	1.5	2.5	3
Does not participate in any part of activity OR Response has nothing to do with what was asked	Provides insight that demonstrates <i>little/no</i> understanding of course content Offers <i>no</i> justification (why?) for the opinion/position stated Does not fully complete all parts of response	Provides insight that demonstrates <i>some</i> understanding of course content Offers <i>little or illogical</i> justification (why?) for the opinion/position stated <i>Considers</i> the thoughts of others by simply agreeing or disagreeing Responds completely, but not necessarily clearly or efficiently	Provides insight that demonstrates <i>significant</i> understanding of course content Offers <i>logical</i> justification (why?) for the opinion/position stated <i>Considers and extends</i> the thoughts of other students, not just agree or disagree. Responds completely, clearly (understandable) and efficiently (doesn't ramble on and on)

NOTE: Self-assessments are often one of a module's response-based learning activities. However, self-assessments are graded as a total group submitted toward the end of the semester, not individually.

SUCCESS TIP: Responding to Others' Posts/Comments

It is OK and even productive to the learning process to disagree with classmates. It is not OK to be disrespectful when doing so. 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.

Doctor OB Website (17%)

What is the purpose of this?

To synthesize course knowledge and organize it in a way useful to you as an organizational leader in the years to come. We will put all of our pages together to create one BIG tool for y'all to use!

What Do I Do?

Create a website using a series of questions using the textbook's OB Road Map as a guide to help you identify OB problems in your area, drill down to root causes, and propose strategies to solve them. Your problem focus is the same area you did your "Get Real" presentation.

SUCCESS TIP: A-B students organize early in the semester and work on the project throughout the class. C-D students wait until the end of the semester to organize and work on their assignment, creating a stressful situation close to the final deadline to get it done in time.

Get Real Presentations (5%)

What is the purpose of this?

To instigate class discussion with a real-world example and for you to recognize OB concepts in everyday work and life.

What do I do?

To “Get Real”, you and a partner, or just yourself, will present a real or fictitious problem related to the week’s topic. You will use theories/concepts we learn about to explain why the problem exists and offer suggestions on how to solve it. See assignment sheet later in the syllabus.

How will this assignment be assessed?

Points received divided by points possible using a detailed rubric.

Attendance (0% to -10%)

What is the purpose of this?

To motivate you to attend class. See attendance policy later on in the syllabus for details.

SUCCESS TIP: A-B students attend class (face-to-face or Zoom) and engage. C-D-F students are routinely absent.



Module (OPTIONAL)

What is the purpose of this?

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

SUCCESS TIP: A-B students sometimes do this module and sometimes they don’t need to bother to get the grade they want. C-D students forget there is a bonus module or don’t remember it can only help and never hurt the final grade. Thus, they don’t always take advantage of it, or don’t prepare for the BONUS quiz and so don’t do well, even though they could really use the grade boost.



Purpose: Aristotle said, “Knowing yourself is the beginning of all wisdom” You will gain insight into your personality, leadership style, etc., and can help you understand yourself in the work context.

What to Do: One of the response-based learning activities for each module contains get-to-know-yourself assessments on key OB concepts, related to your own personal characteristics. For each assessment, in a log, answer the questions, tabulate your score, record the average score, and define and interpret the result.

Near the semester’s end, report your final results and interpretations for 20 assessments in a spreadsheet or document log, comparing yourself to the average/percentile score. You’ll also write a 400-500 word reflection.

Assessments – How to Do It:

Where to Find the Assessments: The self-assessments are noted on the module’s learning activities page. For each module are almost always found within the textbook chapter. On the rare occasion a self-assessment is not in the chapter, a link is provided to the self-assessment.

What Not to Do: Do **not** include the scores for each question. It’s a waste of time. Just the total score and average score. Do **not** indicate scores without defining & interpreting them. Looking back, numbers will be meaningless.

Format of Each Entry: Each entry should include your 1) total score 2) the average or percentile score and 3) an interpretation of your score in relative to the average (what the term means in your own words how what it tells about you compared to the Average Joe). Here’s a general example of a self-assessment entry:

My score for x is 18, which is higher than the average of 14. X refers to how much a person... This score means I am/do whatever more than the average person, which may have this implication for me at work.

Assessments to Choose From: Here are 24 required self-assessments required over the entire course. You need entries for 20 for the opportunity for full credit. Number them 1-20 for yourself and for easier grading.

Note: each Big 5 dimension counts as 1 assessment each (5 total) & should be interpreted separately, since adding up traits means nothing. Same for EI (4 total) and goal orientation (3 total).

- | | | |
|-------------------------------|-------------------------------|--------------------------------|
| Introspection | Helping Behavior | Affective Commitment |
| Continuance Commitment | Normative Commitment | Locus of Control |
| Type A Behavior | Money Meaning | Self-Efficacy |
| Trust Propensity | Decision Making | Learning Orientation |
| Performance Prove Orientation | Performance Avoid Orientation | Big 5 - Conscientiousness |
| Big 5 - Agreeableness | Big 5 - Neuroticism | Big 5 - Openness to Experience |
| Big 5 - Extraversion | Work Values | EI - Other-Awareness |
| EI -Emotion Use | EI - Emotion Regulation | EI - Self-Awareness |

Reflection - How To Do It: Reflecting on your self-assessments, discuss in 400-500 words:

- 1) 3 of your overall **strengths** as an employee and /or future leader
- 2) 2-3 **challenges/ weaknesses /areas you need to work on** as an employee and potential leader
 - You could mention strengths and challenges you might bring to the table in working with: subordinates (those under you), coworkers (those in an equal role), and leadership (those above you)
- 3) What you, your current or future workplaces, and /or those within it (leaders and coworkers) might do to maximize your own personal job performance and organizational commitment in light of your specific strengths, weaknesses, and characteristics overall.
 - You will be talking about ways to alter individual mechanisms of job satisfaction, stress, motivation, trust, and/or learning. You will not address all or even most. In addition to the concepts in each of these sections, this might also be accomplished through mechanisms such as leadership, team factors, or organizational culture.
 - 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 based on your characteristics.



AT A GLANCE:

To “Get Real”, you and a partner, or just yourself, will present a real or fictitious problem related to the week’s topic. You will use theories/concepts we learn about to explain why the problem exists and offer suggestions on how to solve it.

PURPOSE:

The purpose is to instigate class discussion with a real-world example and develop your critical thinking and problem solving skills in identifying potential causes and solutions. about an OB topic we’ve learned or will learn, and for you to connect what you’re learning with what’s happening in the world of work.

WHAT TO DO:

Toward the beginning of the week’s classes:

- Present a real-world or fictitious OB problem related to the week’s main topic (3-4 minutes)
Example: Week’s topic = motivation. You describe a motivation problem at Tesla

Toward the end of the week’s classes:

- Present why problem exists using mainly the week’s course concepts (3-5 minutes)
Example: The problems at Tesla can be understood with Goal Setting Theory
- Offer suggestions on how to solve the problem (3-4 minutes)
 - o *Example: Based on Goal setting*

HOW TO DO IT:

When you present, be a consultant, and explain (with Powerpoint, Prezi, video, and or verbally):

- 1) WHO? WHAT? Identify the problem related to this week’s main topic and who it affects
- 2) WHERE? WHEN? Detail the example’s context (business, student organization, and time)
- 3) WHY? Predict the reason for the problem partly using this week’s theories
- 4) WHAT TO DO ABOUT IT? Suggest and justify viable solutions for management/organization

You can pull from a variety of sources to find your real-world or fictitious examples:

- 1) Any reputable news media outlet
- 2) Personal work or other organizational experience
- 3) Movie, television, YouTube clip

NOTE 1: If you decide to show a clip, please make sure it is appropriate, and not offensive for a professional setting (i.e., Is it something you would show your boss or your grandmother?). If there is ever a question about whether the content of a clip is appropriate, please run it by Professor Morgan before you finalize it. Your real-world example can be a current situation or event or it can be something that occurred in the recent past.

NOTE 2: Manage the time. If you go over or under time, you will lose points.



At a Glance:

You or your partner will create a webpage tool to help you identify, diagnose, and offer solutions to OB related problems.

Purpose:

To synthesize course knowledge and organize it in a way useful to you as an organizational leader in the years to come. We will put all of our pages together to create one BIG tool for y'all to use!

What to Do:

Create a website using a series of questions using the textbook's OB Road Map as a guide to help you identify OB problems in your area, drill down to root causes, and propose strategies to solve them. Your problem focus is the same area you did your "Get Real" presentation.

How To Do It:

- Use the OB Roadmap to organize your work.
- Assume people will come to your webpage(s) from the sections on the map to the far right and working to the left. Assume your pages will lead people to concepts to the left of your topic.
- Outline the questions you want to ask in what order.
 - Examples: Do you have a performance problem? What kind? Do you have an organizational commitment problem? What type of commitment is lacking?*
- Use your questions to initially identify problems, and then drill down to the roots (Study the Root Cause Analysis Canvas page).
 - Example: Do your employees lack job satisfaction? Do they lack motivation (defined as...)?*
- As users answer each question, they should be linked to a different page as you drill down.
- Summarize theories you've learned to explain on some pages why the problem might exist.
 - Example: x theory says employees might lack job satisfaction because...*
- Propose strategies to solve the possible root causes to the problem.
 - Example: Ways to improve satisfaction with the work itself include...*
- Use the explanatory instructions to create the webpages and link them properly.

Class Specific 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 **March 29, 2021**

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

- Response-based Learning Activities
 - o No extensions or late credit will be given.
- Module quizzes and major assignments
 - o A 10% deduction for each day it is late up to 5 days late. After this, the quiz/major assignment will no longer be accepted for any amount of credit. The exception is Quiz 5, the BONUS quiz, and any assignments due the last week of class. They cannot be completed late.



- o Because sometimes life or technical difficulties happen, you will receive one "Uh-Oh" Pass. This allows you to turn in a quiz or major assignment in one day late with no penalty. To use this pass, you must write in the comment section of the assignment that you are using your Uh-oh pass when you turn it in. If not, it loses its value.

Attendance Policy

Attendance is required either face-to-face or Zoom. Attendance will be taken randomly 4-6 times a semester, and will count for the entire semester. Come to the classroom if you are healthy and comfortable and want more genuine interaction. Zoomers will be asked to show their face (share video) and participate as much as possible, not just be a spectator. This class is not a spectator sport.

NOTE: Due to the nature of some learning activities, you will be unable to fully participate in some in-class activities on Zoom.

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.

General 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 January 25, 2021) 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 (**January 25, 2021**) 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

The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student Application. For more information, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> 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.

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. 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.

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Instructors can ask students who do not comply with these requirements to leave class in the interest of everyone's health and safety. They may also report the incidences of non-compliance to the [Campus Assessment, Response, and Evaluation \(CARE\) Team](#). However, at no point should the instructor or other students put themselves into an unsafe situation while attempting to enforce the face-covering policy.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

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.