Instructor: Dr. Joan C. Hubbard
Office: 394 F Business Leadership Building
Email: joan.hubbard@unt.edu
(faculty information available at cob.unt.edu website)

Conference Hours: Because this course is 100% Blackboard/online delivery, my online conference arrangements are the most important for you. I read and reply to all e-mails each day, Monday—Sunday during the academic term. If you would like a traditional Office Visit, please drop me an e-mail (joan.hubbard@unt.edu) so that we can arrange a day/time.

I check email daily and will usually respond immediately. I will inform you if I will be unable due to travel, illness, etc. If you need to talk to me personally, we can meet in a chatroom or arrange an on-campus, face-to-face visit.

NOTE: The College of Business complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability, as defined in the ADA, and would like to request accommodation, please contact me as soon as possible. University policy requires that students notify their instructor within the first week of class than an accommodation will be needed.

Blackboard/LEARN is committed to making certain that online courses are open and accessible to people with disabilities. According to Section 508 of the US Rehabilitation Act of 1963, people with documented disabilities are allowed to use assistive technologies, such as screen readers, if necessary.

NOTE: Maymester is a very fast-paced class. You will need to practice excellent time management and not wait until the last-minute to complete the quizzes and assignments. There are no re-dos or make-ups. Just remember—it’s painful, but the pain lasts for only three weeks.

COURSE ACCESS:

Access the course at http://ecampus.unt.edu

- Login using your EUID and password under “Course Login”
- Click “MGMT 5140” from the list of courses
- You will need Acrobat Reader and RealPlayer for this course
PLEASE REFER TO MY.UNT.EDU FOR IMPORTANT DATES.

Course Objectives

1. To study human behavior in organizations at the individual and group level, including topics of international organizational behavior, research methods, individual differences, perception, attribution, motivation, leadership, communication, decision-making and performance, and stress.
2. To recognize key qualities and characteristics of leadership.
3. To become familiar with research on selected topics in organizational behavior.
4. To articulate and discuss emerging issues in organizational behavior.
5. To explain organizational effectiveness in terms of culture, structure, and change.

Required Text

The MyManagementLab program is not required for this course.

Course Assistance

At times, access to the course may be down due to server problems. The UNT Center for Distributed Learning (LEARN) will make students aware of such “downtime,” whether expected or not. Please see the Announcements section of the Blackboard main access page for announcements.

Functionality issues: If you have difficulty accessing the course, please contact the LEARN Support Staff by phone at 940-565-2324; in person at ISB, Room 1994. Generally, Help Desk Hours are Monday through Thursday, 8 a.m. to midnight; Friday from 8 a.m. to 8 p.m.; Saturday from 9 a.m. to 5 p.m. If you have access to the course, but are still having problems with functionality, please access the Support icon to review FAQs (frequently asked questions) about using Blackboard.

If you can’t locate the answer or need additional information, you need to contact the Help Desk of the UNT Distance Learning Office (LEARN). That information is listed on the opening page of Blackboard. Contact me only if you have questions concerning assignments (accessing, using, submitting, grading, etc.), not technical issues.

Course Policies and Procedures

Please refer to the syllabus, the bulletin board, and the calendar for specific information about this class. If you have questions, please e-mail me (joan.hubbard@unt.edu). I will
post your question and my answer on the bulletin board for you and the rest of the class to read.

**Online Testing.** Successful online learners take command of their own learning; they do not rely on being taught. Online learners bring their goals, experiences, and desires to learn to the virtual classroom. They are motivated to bring something new to each and every class. Online learning in this course will be asynchronous; neither students nor instructor need to be at one place at one time to participate. In other words, online learning is truly continuous—it is not confined to a weekly, three-hour class period. One can be learning and engage with the course content at any time. This means that scheduling is very flexible, but that there are certain deadlines that all learners must meet. *Consequently, the successful online learner is self-directed and knows how to manage time effectively.*

*NOTE: By reviewing your assignment expectations, you may (at first) feel intimidated by the amount of work involved for this course. Recall that some of the activities would actually occur in the three hours of a face-to-face course, while others would be “outside” work. Since you can always work ahead, your instructor strongly encourages you to carefully plan the time you will complete the module activities and assignments so not to get behind.*

**Exams and Chapter Exercises**

Two (2) timed exams will be administered online (VIA BLACKBOARD) on the dates, at the times, and having the coverage indicated in the class schedule. Complete the exams without the help of anyone else. Each major exam will consist of 50 multiple choice questions, and you will have 50 minutes (1 minute/question) to complete the exam. **THERE IS NO PROVISION FOR MAKING UP A MISSED EXAM AND NO EXAM WILL BE GIVEN AT A TIME DIFFERENT THAN THAT PROVIDED IN THE COURSE SYLLABUS, SO PLAN ACCORDINGLY.**

Each chapter has additional media articles and videos, and questions from those materials will be included in the two major exams. This is interesting and relevant material that enhances the information presented in each chapter.

Research involving thousands of students in this course over the past 15 years indicates that one minute per question is more than enough time to answer examination questions in this graduate level, survey course ...... if you know the material. If you do not know the material, no amount of examination time will be enough. To do well in this course, you will need to know and understand the text material well.

Chapter quizzes, consisting of 5 MC questions, will be administered (VIA BLACKBOARD) according to the syllabus. You will have 10 minutes to take each of these chapter quizzes and you can take each chapter quiz only once. **AS PREVIOUSLY STATED, THERE IS NO PROVISION FOR MAKING UP A MISSED QUIZ!** Quiz feedback will be released one hour after the posted due date the day prior to each exam.
Availability. Exams will be available during (and only during) the time outlined in the Course Syllabus. Failure to take an exam during the scheduled availability period will result in your receiving a zero on the exam.

The availability period on exams is noted in the syllabus. From the time you access your exam, you will have 50 minutes to complete it. Remember, also, that this is not a self-paced course; the availability time allows us to stay on the university’s academic calendar.

Duration, Beginning, Finishing. The maximum time allowed for an exam is 50 minutes. No answer will be allowed after this time allocation has expired. Only one (1) exam attempt is allowed. Your completion time is measured from when you click "Begin Assessment" to when you click "Finish". Again, your time begins when you click BEGIN ASSESSMENT. Once time has expired, you will not be able to save any more answers.

You can start your exam anytime in the "availability window" and still have the budgeted time to complete it. If you have problems connecting or accessing your exam, call the Blackboard Student Help Desk at: 940-565-2324 for immediate help.

Exam Instructions. Read all exam instructions carefully! You can return to any question to change the answer. You can change your answers before you submit your exam, but not after.

Question Delivery. The questions will be delivered one question at a time. Any question can be revisited during the time limit. The questions may be answered in any order. If you wish, you may revisit questions after you have answered them.

Exam Scores Not Immediately Released. Exam score will NOT be released until (1) the availability period has ended, and (2) all questions have been graded. Further, the posting of exam grades under your "MyGrades" icon may vary from one (1) hour after availability ends to no later than 24 hours following the exam.

If you take your exams from your personal, home, or office computer, you are responsible for the software, service provider connections.

Study Tips. While you may think open-book exams are a good thing online, they are a detriment to performance if students are not prepared for a closed-book exam. These exams are online, timed, and questions can only be viewed one at a time making them difficult and equivalent to a closed-book exam. If you try to look everything up, you will run out of time. Exam questions test your understanding similar to word problems in math, meaning not everything can be looked up. In effect, prepare for a closed-book exam and follow the exam tips in this syllabus. Knowledge is not what you can look up; it’s what you know without looking anything up. In effect, open-book is your backup, not your primary method of taking exams. And, the exams are tough, so beware that being prepared for a closed-book exam will likely produce a higher score. You must be prepared for Exams to do well on them. Try to answer as many questions as possible WITHOUT referring to the book or your notes. I DOUBT THAT YOU WILL HAVE
TIME TO EFFECTIVELY "LOOK UP" THE ANSWER TO MORE THAN 1-2 QUESTIONS -- you simply will not have time to do so. Said another way, you must know the material well enough to answer the question the first time around without going to the book if you are going to complete the exam within the time limit. It goes without saying that you should have complete peace and quiet as you take your exam. Good Luck!!

Part of an effective class is the synergy created with peers discussing course topics. Your assignments require that you participate in online discussions. Our course calls these participation/discussions: Questions for Discussion (QFD). Our QFD online discussions require you to post an Original Response to all of the question(s) I have posted as part of online chapter assignments, and you must Reply to one of the answers a classmate (i.e. peer) has posted. As part of your course grade, you are required to post at least 14 Original and 14 Reply postings (i.e., Chapter 4: 1 original and 1 reply posting) on the discussion area of Blackboard. All QFD postings are time-sensitive as indicated in the syllabus. No discussion credit will be given if you do not post timely responses to the QFDs. No partial credit -- you must make both posts and answer all questions to receive credit for the week’s QFDs. Discussion credit (points) will be assigned as quickly as possible following the close of a discussion. Discussion Forums are intended to promote discussion between and among students. THERE IS NO PROVISION FOR MAKING UP A MISSED QUESTION FOR DISCUSSION AND NO QUESTIONS FOR DISCUSSION WILL BE ADMINISTERED AT A TIME DIFFERENT THAN THAT PROVIDED IN THE COURSE SYLLABUS.

To respond, simply click on REPLY to my discussion question(s) and enter your answer. Do not create a new Discussion thread. You will use the same “click on REPLY” in replying to a classmate's post. (New threads are started when you hit "Compose [New] Discussion Message" and change the Subject Line.) DO NOT START A NEW DISCUSSION THREAD (BY COMPOSING A NEW MESSAGE) WITHIN A DISCUSSION FORUM - REPLY ONLY TO MY OR SOMEONE ELSE'S POST(S).

REMEMBER THAT IT TAKES 2 POSTED RESPONSES TO RECEIVE FULL CREDIT. IF YOU REPLY TO MY DISCUSSION QUESTION(S) BUT DO NOT POST A RESPONSE TO YOUR ONE OF CLASSMATE’S POSTS BY THE TIME STATED IN THE SYLLABUS, YOU WILL RECEIVE A ZERO FOR THAT ASSIGNMENT. All responses to my original post must contain a minimum of 125 words each; responses to a class member’s response must contain a minimum of 100 words. Anything less than this will not receive any credit. Your responses should be much the same as if you were in a traditional classroom situation. Substitutive material only! (Put your word count at the end of each post, with the specification that your post is either an ORIGINAL or a RESPONSE.)

Public Discussion replies from me in our QFDs are unusual. A QFD reply post from me will be rare simply because of the volume involved. I do READ AND EVALUATE EVERY POST. I may reply to your post PRIVATELY. I will let you know
PRIVATELY if you are not on the right track. Please do not be offended if I do not reply to your discussion post. I do reply to all emails you address to me.

I suggest that you save all messages/mail/posts until the end of the course. I do so I can prove what was/was not sent/received during the semester.

Although discussion posts are not accepted after specific dates and times, grades will NOT be posted until I read, evaluate & process all posts. This usually takes a couple of days following the close of discussion. In other words, there is not an immediate return of QFD evaluation/grades as there is with exams.

NOTE: All assignments are due on the date listed in the syllabus. Please read carefully your assignment instructions in each course module and refer to the BLACKBOARD calendar for specific dates. No assignments will be accepted or graded after the due time and date. This is a very good reason for you to develop and practice good time management skills! Further, it is strongly advised that you do not wait until the last minute to post your discussions. Technology doesn’t always work when you want/need it to!

I use the date and time stamp listed on your submissions. No exceptions, no excuses.

I suggest that you save all messages/mail/posts until the end of the course. As an instructor, I make it a point to save everything so I can prove what was/was not sent/received during the semester.

No assignments will be accepted or graded after the due time and date. This is a very good reason for you to develop and practice good time management skills! Further, it is strongly advised that you do not wait until the last minute to complete your assignments. Technology doesn’t always work when you want/need it to!

Assignments, Policies, and Grading Scale

- MISSED EXAMS AND ASSIGNMENTS CANNOT BE MADE UP. PLEASE REFER TO SYLLABUS FOR DATES AND TIMES.

- I DON’T ANSWER EMAILS SENT THROUGH BLACKBOARD. IF YOU NEED TO CONTACT ME, PLEASE USE THE EMAIL LISTED ON PAGE 1 OF THE SYLLABUS. I WILL USUALLY ANSWER WITHIN A COUPLE OF HOURS OR LESS.

Please refer to the article at the end of the syllabus before asking me to “give” you a grade other than the one you earned.
DROPPING THE COURSE

If you decide it is necessary to drop the course, adhere to the related guidelines presented in the Schedule of Classes — University of North Texas. If you stop participating in class activities you will not be automatically dropped, but will receive a failing grade for the course. My policy is you can drop with a W during the W/WF period as long as you are actively participating in the course and drop using the appropriate procedure in the Department of Management. If not participating, a WF may be given during that period if you decide to withdraw. Of course, a W is given during the W period and does not need my permission given the department staff can sign for me. Make sure you check UNT deadlines and drop by contacting the Department of Management staff at 565-3140 for instructions.

ADA STATEMENT

The College of Business complies with the ADA in making reasonable accommodation for qualified students with disability. Please contact me ASAP during the 1st week of class as required by university policy. You must be certified eligible by the UNT/ODA.

ACCEPTABLE STUDENT BEHAVIOR (Required in all UNT courses)

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable, disruptive, and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be referred to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct is at: https://deanofstudents.unt.edu/conduct.

ACADEMIC INTEGRITY

Academic integrity violations are treated with zero tolerance. The process is outlined at this website — http://facultysuccess.unt.edu/academic-integrity and should be read and understood by all students. Stay on the high road.

SETE and ZIP CODE SURVEY

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very
interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

The ZIP CODE survey posted under the Content Area of Blackboard is a requirement by the State of Texas for students who are enrolled in online classes. Please complete this as quickly as possible. (It will take less than 3 minutes!)

**RULES ABOUT PROPER ONLINE ETIQUETTE**

1. Netiquette: the correct or acceptable way of communicating on the Internet.
2. In short, be respectful of others.
- 17 chapter quizzes (5 questions @ 2 pts. each) 10 minutes/quiz (170 total points)

- 2 exams (50 questions@2 pts. each) 50 minutes/exam (200 total points)

- 14 QFDs @5 pts. each (70 total points)

- ZIP Code survey @ 10 points (10 total points)

405-450—A  
360-404—B  
315-359—C  
270-314—D  
Below 270—F

TENTATIVE SCHEDULE FOR MANAGEMENT 5140.001/026/080/086  
MAYMESTER 2017—3 WEEKS*

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENTS AND EXERCISES</th>
<th>DUE DATES</th>
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| Monday, 5-15 to Wednesday, May 24 | **Chapters 1-9:** open Monday, May 15 at 6:00 a.m. until Wednesday, May 24 at 6:00 p.m.  
*Chapters 1-9 quizzes – 5 questions each  
8 QFDs (see schedule below)  
ZIP CODE survey due on Wednesday, May 17 at 6:00 p.m. | Wednesday, May 24 at 6:00 p.m.          |
| Wednesday, May 24           | **EXAM #1 (CHAPTEERS 1-9):** open Wednesday, May 24 at 7:00 p.m. until Thursday, May 25 at 9:00 a.m. | Thursday, May 25 at 9:00 a.m.     |
| Thursday, May 25 to Wednesday, May 31 | **Chapters 10-17:** open Thursday, May 25 at 10:00 a.m. until Wednesday, May 31 at 6:00 p.m.  
*Chapters 10-17 quizzes – 5 questions each  
6 QFDs (see schedule below) | Wednesday, May 31 at 6:00 p.m.          |
| Wednesday, May 31           | **EXAM #2 (CHAPTEERS 10-17):** open Wednesday, May 31 at 7:00 p.m. until Thursday, June 1 at 9:00 a.m. | Thursday, June 1 at 9:00 a.m.     |
QFD Schedule

| QFDs 1 and 2 (one answer to each original QFD and one response to a class member for each QFD) | Posted Sunday, May 14 at 6:00 p.m. Due Wednesday, May 17 at 10:00 p.m. | Over Chapters 2 and 3 |
| QFDs 3 and 4 (one answer to each original QFD and one response to a class member for each QFD) | Posted Thursday, May 18 at 12:30 a.m. Due Saturday, May 20 at 10:00 p.m. | Over Chapters 4 and 5 |
| QFDs 5 and 6 (one answer to each original QFD and one response to a class member for each QFD) | Posted Sunday, May 21 at 4:00 a.m. Due Monday, May 22 at 10:00 p.m. | Over Chapters 6 and 7 |
| QFDs 7 and 8 (one answer to each original QFD and one response to a class member for each QFD) | Posted Tuesday, May 23 at 12:30 a.m. Due Wednesday, May 24 at 10:00 p.m. | Over Chapters 8 and 9 |
| QFDs 9 and 10 (one answer to each original QFD and one response to a class member for each QFD) | Posted Thursday, May 25 at 12:30 a.m. Due Friday, May 26 at 10:00 p.m. | Over Chapters 10 and 11 |
| QFDs 11 and 12 (one answer to each original QFD and one response to a class member for each QFD) | Posted Saturday, May 27 at 12:30 a.m. (NOTE: Blackboard maintenance on Sunday morning) Due Sunday, May 28 at 10:00 p.m. | Over Chapters 12 and 13 |
| QFDs 13 and 14 (one answer to each original QFD and one response to a class member for each QFD) | Posted on Monday, May 29 at 12:30 a.m. Due Tuesday, May 30 at 10:00 p.m. | Over Chapters 14 and 15 |

MY TURN: MAKING THE GRADE

BY KURT WIESENFELD

Newsweek, June 17, 1996, p. 16

It was a rookie error. After 10 years I should have known better, but I went to my office the day after final grades were posted. There was a tentative knock on the door. "Professor Wiesenfeld? I took your Physics 2121 class? I flunked it? I wonder if there's anything I can do to improve my grade?" I thought: "Why are you asking me? Isn't it too late to worry about it? Do you dislike making declarative statements?"
After the student gave his tale of woe and left, the phone rang. "I got a D in your class. Is there any way you can change it to 'Incomplete'?" Then the e-mail assault began: "I'm shy about coming in to talk to you, but I'm not shy about asking for a better grade. Anyway, it's worth a try." The next day I had three phone messages from students asking me to call them. I didn't.

Time was, when you received a grade, that was it. You might groan and moan, but you accepted it as the outcome of your efforts or lack thereof (and, yes, sometimes a tough grader). In the last few years, however, some students have developed a disgruntled consumer approach. If they don't like their grade, they go to the "return" counter to trade it in for something better.

What alarms me is their indifference toward grades as an indication of personal effort and performance. Many, when pressed about why they think they deserve a better grade, admit they don't deserve one but would like one anyway. Having been raised on gold stars for effort and smiley faces for self-esteem, they've learned that they can get by without hard work and real talent if they can talk the professor into giving them a break. This attitude is beyond cynicism. There's a weird innocence to the assumption that one expects (even deserves) a better grade simply by begging for it. With that outlook, I guess I shouldn't be as flabbergasted as I was that 12 students asked me to change their grades after final grades were posted.

That's 10 percent of my class who let three months of midterms, quizzes and lab reports slide until long past remedy. My graduate student calls it hyperrational thinking: if effort and intelligence don't matter, why should deadlines? What matters is getting a better grade through an unearned bonus, the academic equivalent of a freebie T shirt or toaster giveaway. Rewards are disconnected from the quality of one's work. An act and its consequences are unrelated, random events.

Their arguments for wheedling better grades often ignore academic performance. Perhaps they feel it's not relevant. "If my grade isn't raised to a D I'll lose my scholarship." "If you don't give me a C, I'll flunk out." One sincerely overwrought student pleaded, "If I don't pass, my life is over." This is tough stuff to deal with. Apparently, I'm responsible for someone's losing a scholarship, flunking out or deciding whether life has meaning. Perhaps these students see me as a commodities broker with something they want -- a grade. Though intrinsically worthless, grades, if properly manipulated, can be traded for what has value: a degree, which means a job, which means money. The one thing college actually offers -- a chance to learn -- is considered irrelevant, even less than worthless, because of the long hours and hard work required.

In a society saturated with surface values, love of knowledge for its own sake does sound eccentric. The benefits of fame and wealth are more obvious. So is it right to blame students for reflecting the superficial values saturating our society?

Yes, of course it's right. These guys had better take themselves seriously now, because our country will be forced to take them seriously later, when the stakes are much higher. They must recognize that their attitude is not only self-destructive but socially destructive. The erosion of quality control--giving appropriate grades for actual accomplishments--is a major concern in my department. One colleague noted that a physics major could obtain a degree without ever answering a written exam question completely. How? By pulling in enough partial credit and extra credit. And by getting breaks on grades.

But what happens once she or he graduates and gets a job? That's when the misfortunes of eroding academic standards multiply. We lament that schoolchildren get "kicked upstairs" until they graduate from high school despite being illiterate and mathematically inept, but we seem unconcerned with college graduates whose less blatant deficiencies are far more harmful if their accreditation exceeds their qualifications.

Most of my students are science and engineering majors. If they're good at getting partial credit but not at getting the answer right, then the new bridge breaks or the new drug doesn't work. One finds examples here in Atlanta. Last year a light tower in the Olympic Stadium collapsed, killing a worker. It collapsed because an engineer miscalculated how much weight it could hold. A new 12-story dormitory could develop dangerous cracks due to a foundation that's uneven by more than six inches. The error resulted from incorrect data being fed into a computer. I drive past that dorm daily on my way to work, wondering if a foundation crushed under kilotons of weight is repairable or if this structure will have to be demolished. Two 10,000-pound steel beams at the new natatorium collapsed in March, crashing into the student athletic complex. (Should we give partial credit since no one was hurt?) Those are real-world consequences of errors and lack of expertise.
But the lesson is lost on the grade-grousing 10 percent. Say that you won't (not can't, but won't) change the grade they deserve to what they want, and they're frequently bewildered or angry. They don't think it's fair that they're judged according to their performance, not their desires or "potential." They don't think it's fair that they should jeopardize their scholarships or be in danger of flunking out simply because they could not or did not do their work. But it's more than fair; it's necessary to help preserve a minimum standard of quality that our society needs to maintain safety and integrity. I don't know if the 13th-hour students will learn that lesson, but I've learned mine. From now on, after final grades are posted, I'll lie low until the next quarter starts.