

Online Course Syllabus

8/22/2025

Course Information

<i>Course Number/Section</i>	OB 6301.0W1
<i>Course Title</i>	Organizational Behavior
<i>Term</i>	Fall 2025, Aug 25 – Dec 16
<i>Days and Time</i>	Fully Online – no synchronous class meetings; but weekly assignments and deadlines!

Professor Contact Information

<i>Professor</i>	Maria Hasenhüttl, PhD
<i>Office Phone</i>	972-883-5898
<i>Other Phone</i>	
<i>Email Address</i>	Please use course messages within eLearning
<i>Office Location</i>	JSOM 4.202
<i>Online Office Hours</i>	Tuesdays, 9:00pm to 10:00pm in Microsoft Teams, and by appointment (use course messages in eLearning).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No course pre/co-requisites.

Course Description

Why do some teams thrive while others struggle? Why do talented individuals disengage or burn out? And how do leaders—both effective and ineffective—shape the success or failure of organizations?

These are not just academic questions. They are real-world challenges that every professional will face—often sooner than expected.

This course introduces you to the field of Organizational Behavior (OB), which examines how individuals, groups, and systems interact within organizations. Our focus is on understanding, predicting, and influencing human behavior in ways that create healthier, more effective workplaces.

We will explore topics such as motivation and rewards, team effectiveness, leadership and communication styles, power and influence, organizational culture, and managing change. Through evidence-based frameworks and practical tools, you'll learn how to analyze complex workplace dynamics and offer strategic solutions.

This fully asynchronous course is designed to offer both flexibility and depth. You'll engage with the material through a variety of learning methods—including pre-recorded lectures, case studies, interactive exercises, reflection activities, and online discussion forums. These components are carefully integrated to promote intellectual rigor, practical application, and a dynamic learning experience—on your schedule.

While there are no scheduled class meetings, this course is not self-paced. You are

expected to keep up with weekly modules, meet assignment deadlines, and actively contribute to online discussions. Plan to dedicate 6–9 hours each week to course activities, including watching lectures, completing readings, participating in discussions, and submitting assignments.

Active participation is essential to the success of this course. Sharing your experiences and perspectives will enrich the learning environment for everyone. A respectful and open-minded approach to dialogue is expected. You are encouraged to voice differing opinions, provided they are expressed thoughtfully and with courtesy. Together, we will foster a learning community where insight, growth, and professional exchange thrive.

Ultimately, this course is designed to help you think more deeply, act more deliberately, and lead more thoughtfully in whatever organizational setting you choose.

“Organizations are not buildings or machinery or financial assets; rather, they are the people in them. Organizations are human entities – full of life, sometimes fragile, and always exciting”.

(McShane, Von Glinow)

Student Learning Objectives/Outcomes

1. Explain and apply major theoretical approaches and empirical findings in Organizational Behavior at the individual, group, and organizational level.
2. Apply basic theories of motivation, evaluate the differences between motivational approaches and assess the efficacy of motivational programs.
3. Recognize decision making (DM) problems and opportunities and apply the appropriate DM models while considering ethical dilemmas and implications.
4. Demonstrate an understanding of the sources and consequences of multi-ethnic and multi-cultural diversity and develop strategies to bridge the differences and capitalize on the benefits of diversity in all its forms in organizations.
5. Demonstrate effective communication to clearly convey ideas, foster collaboration, and influence outcomes in organizational settings.
6. Develop a set of guiding principles for applying evidence-based management.

Required Textbooks and Materials

Required Texts

Steven L. McShane, Mary Ann Von Glinow. Organizational Behavior, 10th edition, 2024. McGraw-Hill. Mc-Graw-Hill **Connect access is required!** Follow the instructions on how to purchase it in eLearning.

Required Materials

- Articles. Select chapters require additional readings. These articles are available for free through the UTD library website.
- BreakoutLearning Experience (a \$15 fee).

The instructor will post additional handouts and readings in eLearning from time to time.

Suggested Course Materials

Suggested Readings/Texts
Listed in eLearning

Suggested Materials
Listed in eLearning

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

Instructor Resources

[Registrar's Intranet](#): please log in with your UTD NetID and password to access this site. Information that faculty need about grading, scheduling, and other essential aspects of our responsibilities related to teaching are made available and updated regularly in the Registrar's Intranet. This source of information can only be accessed by logging in with your UTD NetID and password. Many important faculty questions are answered here, and this is information that faculty members are expected to know and understand.

[FERPA Guidelines](#): you will be asked to log in before you access the FERPA Faculty Guidelines webpage on the Registrar's Intranet. If faculty have additional questions about FERPA guidance, please [email](#) the Office of the Registrar for the proper student consent forms and further instructions. NOTE: Class recordings from prior semesters may be used as long there are no identifiable student information due to [FERPA](#) because instructors will need students' written consent first. Please review your previous class recordings for identifiable student information before using them in the current term. For additional guidance, contact the [Office of the Registrar](#).

[Honorlock](#): Online proctoring tool will be available for fully online courses and for classes with enrolled international students who are not yet in the United States.

[UT System Resources for Creating Accessible Course Content](#): designed to assist faculty with developing course content

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The AccessAbility Resource Center, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	READING HBR: Harvard Business Review (access articles for free through the UTDallas Library website)	ASSESSMENT / ACTIVITY SmartBook Assignment (SB) Application-Based-Activity (ABA) Note: SB, and ABA are accessed through CONNECT (link in eLearning)	DUE DATE
Week 1/1 8/25 – 8/31	Course Access and Self-Orientation	Syllabus Read (particularly the first 11 pages) Gallup State of the Global Workplace Report 2025 State of the Global Workplace Report - Gallup	Carefully review the syllabus! Add your page to the LookBook (Course Blog)	8/31 11:59 PM
Week 1/2 8/25 – 8/31	Module 0 OB Foundation <i>What is Organizational Behavior and Why is it important?</i> <i>Evidence Based Management: Making Better Decisions</i>	Chapter 1 How to write good discussion posts HBR Article: Jeffrey Pfeffer and Robert Sutton. "Evidence-Based Management". HBR, January 2006, 63-74. <i>Optional:</i> HBR Article: May/June 2022: "Act Like a Scientist".	SmartBook Chapter 1 ABA (1): <i>Prescribing the MARS Model</i> Professor assigns teams (you may volunteer for team 1)	8/31 11:59pm

	Organizational Behavior Anchors	Podcast: WorkLife with Adam Grant: Fadbusting with Freakonomics (34:58) Why Smart People Don't Multitask		
Week 2 9/1 – 9/7	Module 1: Unit 1 Personality, Values <i>Personality At Work: Understand Yourself, Navigate Others, and Build Stronger Working Relationships</i>	Chapter 2 Video: What exactly is Neurodiversity (6:03) Article: Helping Neurodivergent Employees Succeed, Emily R. Russo, Dana L. Ott, and Miriam Moeller, MIT Sloan Management Review, Summer 2023, p. 46-52. HBR Article: Getting Serious About Diversity, November-December 2020 <i>Optional:</i> Free Assessment: The Values Bridge Podcast: Making Positive Psychology Work (28:36) Personality Assessment – PrinciplesYou.com Free Assessment: Personality Assessment – PrinciplesYou.com	SmartBook Chapter 2 ABA (2): <i>Individual Differences: Time to Pump up Membership</i>	9/7 11:59 PM
Week 3 9/8– 9/14	Module 1: Unit 2 Perception <i>Seeing Clearly: What Every Leader Should Know About Perception and Judgment</i>	Chapter 3 Video: “The Monkey Business Illusion” (1:41) Video: Dan's presentation at TEDxUIUC 2011 entitled "Seeing the world as it isn't." (7:22) Video: The danger of a single story (18:34) <i>Optional:</i> Video: How generational stereotypes hold us back at work (TED Talk) (11:27)	Team Facilitation 1 SmartBook Chapter 3 ABA (3): <i>Perception is in Critical Condition</i>	9/14 11:59 PM

Week 4 9/15 – 9/21	Module 1: Unit 3 Emotions, Attitudes, Stress <i>Workplace Stress</i>	Chapter 4 HBR Article: Growth After Trauma, Richard G. Tedeschi, July-August 2020, p. 127-131 Video: You aren't at the mercy of your emotions – your brain cells create them (TED Talk) (18:02)	Team Facilitation 2 SmartBook Chapter 4 ABA (4): <i>Engineering Emotional Responses: Applying Emotional Intelligence</i>	9/21 11:59pm
Week 5 9/22 – 9/28	Module 1: Unit 4 Motivation – Foundation <i>Diagnosing Motivation: Why People Disengage – And How to Bring Them Back Part 1: Drives, Values, and Goals Part 2: Motivation Through Learning, Observation, and Fairness</i>	Chapter 5 <i>Optional:</i> Motivation is Overvalued. Environment Often Matters More	Team Facilitation 3 SmartBook Chapter 5 ABA (5): <i>Expectancy Theory – Aloha Motivation</i> ABA (6): <i>Reinforcement Theory: Delivering Consequences</i>	9/28 11:59 pm
Week 6 9/29-10/5	EXAM 1	Chapters 1, 2, 3, 4, 5, plus required articles/videos	Complete between Thursday, Oct 2, noon and Friday, Oct 3, 11:59pm.	10/3 11:59pm
Week 7 10/6– 10/12	Module 1: Unit 5 Motivation - Application <i>Designing Work that Works: How to Make Jobs More Motivating, Engaging, and Meaningful</i>	Chapter 6 Article: Steven Kerr: On the folly of rewarding A while hoping for B Video: Dan Pink: The Puzzle of Motivation (18:36)	Team Facilitation 4 SmartBook Chapter 6 ABA (7): <i>Top Down Approaches to Employee Motivation</i>	10/12 11:59 pm
Week 8 10/13– 10/19	Module 1: Unit 6 Decision Making and Creativity <i>Design Thinking: A Structured Approach to Creative Problem-Solving</i>	Chapter 7 HBR Article: Before you Make That Big Decision. Daniel Kahneman, Dan Lovallo, and Olivier Sibony, June 2011, 51-60. Video: David Kelley: How to build your creative confidence (12:41) <i>Optional:</i> Podcast: Daniel Kahneman: Putting your Intuition on Ice. Knowledge Project Ep. #68 (1:07:55)	Team Facilitation 5 SmartBook Chapter 7 ABA (8): <i>Judging Decision Making</i>	10/19 11:59 pm

<p>Week 9 10/20– 10/26</p>	<p>Module 2: Unit 1 Teams</p> <p><i>Team Effectiveness – Not Magic</i></p> <p><i>Unlocking a Hidden Driver of Team Performance: Psychological Safety</i></p>	<p>Chapter 8</p> <p>Podcast: How to create psychological safety at work? Interview with Amy Edmundson, Harvard Business School. (40:00)</p> <p>HBR Article: “What people get wrong about psychological safety”, Amy Edmundson et al, May-June 2025.</p> <p>HBR Article: “Why Teams DON’T Work”, J. Richard Hackman, May 2009</p> <p><i>Optional:</i> Understand Team Effectiveness - Identify Dynamics of Effective Teams</p> <p>Personal Psychological Safety Survey</p>	<p>Team Facilitation 6</p> <p>SmartBook Chapter 8</p> <p>ABA (9): <i>Teamwork Makes the App Work</i></p> <p>Measure your psychological safety: https://fearlessorganization.com/engage/free-personal-scan</p>	<p>10/26 11:59 PM</p>
<p>Week 10 10/27– 11/2</p>	<p>Module 2: Unit 2 Communication</p> <p><i>Are You Really Listening? Mastering Communication Through Active Listening and Powerful Questions</i></p>	<p>Chapter 9</p> <p>Podcast: Are You Listening? How to Stay Open and Curious to Other People’s Ideas (Think Fast Talk Smart) (15:00)</p>	<p>Team Facilitation 7</p> <p>SmartBook Chapter 9</p> <p>ABA (10): <i>Lifting Past Communication Barriers</i></p>	<p>11/2 11:59pm</p>
<p>Week 11 11/3 – 11/9</p>	<p>EXAM 2</p>	<p>Chapters: 6, 7, 8, 9, plus required articles/videos</p>	<p>Complete between Thursday, Nov 6, noon and Friday, Nov 7, 11:59pm.</p>	<p>11/7 11:59pm</p>
<p>Week 12 11/10 – 11/16</p>	<p>Module 2: Unit 3 Power and Influence</p> <p><i>Power and Influence: Beyond the Negative Lens</i></p>	<p>Chapter 10</p> <p>HBR Article: Jeffrey Pfeffer, “Power Play”. Harvard Business Review. July-August 2010. 86-92.</p> <p>Get Out of Your Own Way on Your Path to Power</p>	<p>Team Facilitation 8</p> <p>SmartBook Chapter 10</p> <p>ABA (11): <i>Power & Influence: A Managerial Thrill Ride</i></p> <p>BreakoutLearning Experience: Start (11/10)</p>	<p>11/16 11:59 PM</p>
<p>Week 13 11/17 – 11/23</p>	<p>Module 2: Unit 4 Leadership</p> <p><i>Rethinking Leadership: Ideas you Don’t Hear Every Day</i></p>	<p>Chapter 12</p> <p>Podcast: Jeffrey Pfeffer Challenges Our Assumptions about Leadership (46:47)</p> <p>Article: “Saving Management from our Obsession with Leadership”, . . . Detert James R., Kniffin Kevin M., Leroy Hannes, MIT Sloan School of Management Review, 2022.</p>	<p>Team Facilitation 9</p> <p>SmartBook Chapter 12</p>	<p>11/23 11:59 PM</p>

		<p>Article: “Transformational Leader or Narcissist? How Grandiose Narcissists Can Create and Destroy Organizations and Institutions.” Charles A. O’Reilly and Jennifer A. Chatman, California Management Review, 2020.</p> <p>Article: Neurodivergent people make great leaders, not just employees</p>		
Week 14 11/24 – 11/30	NO CLASS	THANKSGIVING		
Week 15/1 12/1 – 12/7	<p>Module 3: Unit 1 Organizational Culture</p> <p><i>Decoding Organizational Culture: A Career Advantage</i></p>	<p>Chapter 14</p> <p>HBR Article: “The Power of Mattering at Work”, Zach Mercurio, May-June 2025.</p>	<p>Team Facilitation 10 SmartBook Chapter 14 ABA (12): <i>Scoring on Organizational Culture</i></p> <p>BreakoutLearning Experience: Complete (12/1)</p>	12/7 11:59 PM
Week 15/2 12/1 – 12/7	<p>Module 3: Unit 2 Organizational Change</p> <p><i>When the Change Never Stops: How to Stay Resilient and Ready</i></p>	Chapter 15	<p>Team Facilitation 11 SmartBook Chapter 15 ABA (13): <i>Change Management: A Fresh New Idea</i></p> <p>Peer Evaluation (required) Facilitation Highlight Reel</p>	12/7 11:59pm 12/16 11:59pm
Week 16	EXAM 3	Chapters 10, 12, 14, 15, plus required articles/videos	Complete between Thursday, Dec 11, noon and Friday, Dec 12, 11:59pm.	12/12 11:59pm

This schedule may be modified based on course dynamics.

Proctored Final Exam Procedures

If your course has a proctored exam requirement, please see the [UTD Testing Center](#) webpage and [Distance Learning Proctored Exams](#) webpage to make arrangements.

Exam Proctoring: an online remote proctoring tool will be available for fully online courses at the discretion of the professor. Fully online courses may use remote proctoring software for exams in which a webcam scan of the testing area and the recording of all activity during the exam is required.

“This course will use [Honorlock](#) – an online exam proctoring tool. To successfully take an exam, you must have a web camera with microphone, a laptop or desktop computer (no tablets/phones), Chrome browser, a reliable internet connection and your photo ID. You will be prompted to install the Honorlock Chrome Extension (which you can remove after you finish the test). You will then access the exam within your eLearning course and go through

the authentication process. The web camera will monitor you throughout your test. Please see the [Testing Guidelines](#) and [Support Information](#) for additional information.”

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Texas Senate Bill 17, the recent law that prohibits diversity, equity, and inclusion programs and activities at public universities in Texas, does not in any way apply to academic course instruction. Students should not feel the need to self-censor or limit their participation in academic courses pertaining to topics of race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion, and related topics.

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the AccessAbility Resource Center has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Use of Generative AI in This Course

In alignment with UT Dallas policy, students in this course are expected to uphold academic integrity in all uses of generative AI. Limited use of generative AI tools (such

as ChatGPT or Grammarly) is permitted to support your learning—specifically for idea generation, improving clarity, or refining grammar—but not for completing, drafting, or submitting graded assignments unless explicitly allowed in the instructions.

If you choose to use generative AI tools within the permitted scope, you must cite them appropriately using APA format (or another style as specified by your instructor). You are responsible for verifying the accuracy and originality of any content generated.

Unauthorized use of AI—such as using it to write your assignment responses, including discussion posts, generate case analyses, or create project content without permission—will be treated as a violation of the Student Code of Conduct (UTDSP5003) and may result in disciplinary action.

Clear expectations for AI use will be provided for individual assignments. When in doubt, ask.

Grading Policy

All grade inquiries must be made within two weeks of the posting of the grade.

Team Project	
1. Team Facilitation Project	15%
2. Breakout Learning Experience	6%
Individual Assignments	
3. Add your Introduction page to the LookBook (course-blog)	0%
4. Connect: SmartBook assignments (choose 10 out of 13)	10%
5. Connect: Application-Based Activities (choose 9 out of 13)	9%
6. 3 (non-cumulative) Exams at 15% each	45%
7. Participation: minimum of 10 units at 1.5% each	15%
	100%

Total Points	Grade
94 and above	A
90-93.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
75-79.99	C+

70-74.99	C
69.99 and below	F

1. Team Facilitation Project (15%)

I will randomly assign the teams at the end of the first week of class (except: I will ask for volunteers for Team Facilitation 1). A private discussion area may be set up on the discussion board for internal group communications.

Team Facilitation Project – Directions (more details in eLearning)

Each team will facilitate an OB topic as scheduled on this syllabus and submit a written highlight reel of the discussions related to the topic. Make sure you also carefully read the **additional info listed in eLearning!**

This is how it works:

Team_Facilitation 1 (volunteers) will present and moderate Module 1: Unit 2, Chapter 3: Perception, from 9/8 – 9/14.

Team Facilitation 2 will present and moderate Module 1: Unit 3, Chapter 4: Emotions, Stress from 9/15 – 9/21 and so on.

I believe that graduate students should critically evaluate course material. Therefore, I have provided you with my thoughts in my lectures and encourage you to conduct research to further your and our knowledge. Your tasks include listening to my lectures, watching the assigned videos, and reading the text and articles. Then you get to educate your classmates about what you have learned (i.e. you get to be an expert in at least one area). Use questions, dialogue, Audios/Videos, web links, etc. to enhance your facilitation.

Each team will have one week in which to facilitate discussions. You may divide up your teamwork any way you wish. For example, one of your team members may not be able to engage on the discussion board for the entire week of your facilitation. However, he/she may do a great deal of the preparatory work. This is fine. Give your classmates ample opportunity to participate by posting early during the time window. If a team member is not participating in the project, please let me know as soon as possible so that I may encourage their participation. You will complete a team peer evaluation. The directions are provided in eLearning. Your individual grade is based on the team evaluation consensus. The peer evaluation form is posted in eLearning.

Team Peer Evaluation (required) Due 12/16 11:59 PM CT or earlier

It is my expectation that all members contribute fully to the team facilitation project; therefore, you are required to complete an evaluation of your participation and the participation of your teammates. Consider each member's ability to adhere to deadlines, availability, interpersonal skills, creativity, leadership, and responsibility to the team. The Team Peer Evaluation is confidential.

If you fail to turn in the Team Peer Evaluation on time, I will deduct 10 points from your individual grade for the project.

2. Breakout Learning Experience (6%)

Breakout Learning is an interactive group discussion platform that transforms traditional course materials into dynamic, peer-led conversations moderated by AI. We use one module on Organizational Culture. This module includes brief pre-work to help you prepare, followed by a scheduled synchronous discussion with your peers, where you'll explore real-world scenarios, share insights, and debate perspectives based on what you've learned. There is a fee of \$15 per student. More info is posted in eLearning.

3. Introduction page in LookBook (0%)

Details are posted in eLearning

4. Connect: SmartBook assignments (choose 10 out of 13): (10%)

Details are posted in eLearning

5. Connect: Application-Based Activities (choose 9 out of 13): (9%)

Details are posted in eLearning

6. 3 Exams at 15% each (45%)

There are 3 (non-cumulative) exams. Each exam will have a combination of Multiple Choice and True/False questions based on all the readings and videos (this includes the textbook, the additional readings, videos).

"This course will use [Honorlock](#) – an online exam proctoring tool. To successfully take an exam, you must have a web camera with microphone, a laptop or desktop computer (no tablets/phones), Chrome browser, a reliable internet connection and your photo ID. You will be prompted to install the Honorlock Chrome Extension (which you can remove after you finish the test). You will then access the exam within your eLearning course and go through the authentication process. The web camera will monitor you throughout your test. Please see the [Testing Guidelines](#) and [Support Information](#) for additional information."

7. Participation – Discussion Board (15%)

You are expected to participate regularly in the online discussions. These discussions are led by the facilitation team for that week. If there is a pressing topic that you would like to see discussed, but another team facilitates, please contact the facilitation team with a request to include your discussion starter. **It is necessary that you participate regularly.**

You will find that if you keep up with the discussion board you will have an enriched educational experience. There is a great deal that you can learn from the ideas and work experiences of your fellow classmates and they from you. Feel free to share web sites and other resources and information you have found useful.

Each OB topic is facilitated by a team or by me and it is expected that you will engage in these discussions – don't leave your classmates hanging.

You need to participate in a minimum of 10 units (at least two times, on 2 different days! – in a meaningful way - for each of the 10 units that you choose) during the semester, during the week the topic is discussed. For example, your discussion on Power and Politics needs to take place during the week that we discuss that topic.

The rules for participation in the discussions are as follows (in addition, please review the posted guideline for on-line discussion participation):

Before you post anything on the discussion board you are **required to carefully read** this guide to making effective discussion posts:

<https://online.jwu.edu/blog/how-write-strong-discussion-post-infographic>

- 1) Participation points will be given for both responses to discussion postings by students and for responses to questions submitted by the professor.
- 2) Address the questions as much as possible (don't let the discussion stray).
- 3) **Build on the responses of others.**
- 4) **Postings should be a minimum of one short paragraph and a maximum of two paragraphs**– any more than that and readers lose the point (and interest).
- 5) **I am grading on quality of responses**, not quantity. So, posts such as “I agree” or “sounds good to me” do not count towards participation (although you can certainly use these to advance the conversation). To count as participation your post has to be well thought out and pertain to the topic for the week. You should reference some of the concepts we are currently examining in class, not just offer vague assessments such as “there was a problem with motivation”. You can also refer to previous week's material if relevant. Integration of concepts is the key since none of the issues we discuss operate completely independent of one another. For example, conflict is often caused by miscommunication, so you might refer to both in a discussion even if the question is about conflict.
- 6) **Keep discussions on topic** and factual in nature. **Opinions are fine if they are supported by facts.** For example, stating that you think that a specific course of action is correct because of x, y, z is acceptable. Refuting a previous comment without any facts is not acceptable.

- 7) Grammar and spelling are not graded in the discussion section, so don't feel that you must spend hours editing your response. However, please use full words, not acronyms and abbreviations.
- 8) To receive full participation points, you must post at least 2 value-added comments to at least **10 units during the week of that unit**.
- 9) At a minimum, you need to contribute two (2) meaningful posts each week that you decide to participate in. **Your two posts need to spread out over two days** (this means you cannot post both on one day).
- 10) **Before you add to the discussions (for the 2nd, 3rd, 4th etc. post), you are expected to carefully read through the previous posts in a thread.** Your post does not earn any points if it simply restates what someone else posted earlier in a thread and/or if your post does not add value to the discussion flow.
- 11) While you can continue to post to a topic of interest, to receive credit for participation, you must post during the week the topic is being discussed.

Course Policies

What to Call Me: Please refer to me as “Dr. Hasenhüttl” or “Professor Hasenhüttl” or Dr. Maria” or “Professor Maria”.

Make-up exams

No make-up exams/quizzes will be given in this course except in extreme circumstances.

Extra Credit

No

Late Work

Is not accepted

Special Assignments

No

Classroom Citizenship

Be professional, respectful, and curious.

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members, our TA and me.

Course Policy on the use of gen AI: details are posted in eLearning.

Academic Integrity

I take academic integrity extremely seriously. The maintenance of academic integrity and quality education is the responsibility of each student at UTDallas.

The Standards for Student Conduct are at: <https://policy.utdallas.edu/utdsp5003>

The Policy for Academic Integrity can be found here:

<https://conduct.utdallas.edu/integrity/>

Please note that I am teaching multiple sections of this course. Any collusion on assignments or discussion of exam material with students from other sections, current or previous, is prohibited and will result in a failing

grade in the course. By continuing to take my course, you are entering a contract by which you agree to follow all academic integrity rules set out by the university and this professor.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Office of Student AccessAbility (OSA)

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one-week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion. OSA is located in the Administration Building, suite 2.224. They can be reached by phone at 972- 883-2098, or by email at studentaccess@utdallas.edu.

Accommodations for Students with Disabilities

Please review [the section](#) within the UT Dallas Syllabus Policies and Procedures webpage.

Academic Support Resources

Please visit the [Academic Support Resources](#) page to view the University’s academic support resources for all students.

UT Dallas Syllabus Policies and Procedures

Please visit the [Syllabus Policies](#) page to view the University’s policies and procedures segment of the course syllabus.

Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.