
Course Syllabus

Course Information

Course Number: OBHR 3310
Course Title: Organizational Behavior
Term: Fall, 2017
Class Time: Section 004 MWF 10:00 a.m. - 10:50 a.m.
 Section 005 MWF 11:00 a.m. - 11:50 a.m.
Class Location: JSOM 2.714

Professor Contact Information

Professor: Dr. Junfeng Wu
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Course Pre-requisites, Co-requisites, and/or Other Restrictions

RHET 1302 and (MATH 1325 or MATH 2413 or MATH 2417) or equivalent.

Course Description

Welcome to OBHR 3310! I'm excited to introduce you to the field of organizational behavior. Organizational behavior is a field of study that seeks to understand, explain, and improve human behaviors in organizations. It includes analysis of individual, group and organizational topics concerning individual differences, motivations, attitudes and behaviors, emotions, leadership, group dynamics, and organizational culture etc. Through the lectures, in-class discussions and activities, and group projects, you will learn the concepts and theories to develop your understanding of people and management in the workplace.

Student Learning Objectives/Outcomes

1. Explain and apply major theories, concepts, and empirical findings in Organizational Behavior.
2. Increase your knowledge of Organizational Behavior and develop your ability to analyze and resolve the human side of management problems faced by employees and managers.
3. Develop an understanding of how groups develop and function and how groups and individuals interact through group dynamics and team work.

Required Textbooks and Materials

Bauer, T. & Erdogan, B. (2015). Organizational Behavior, v. 2.0. Flatworld Knowledge. eISBN: 978-1-4533-7119-0.

To get online access to the book, or order a copy, go to www.flatworldknowledge.com and click on "Students", then search for course "organizational behavior" and the text should be listed.

E-Learning and Communication

Course syllabus, lecture slides, group sign-up information, and any additional materials will be posted on eLearning. In addition, you are advised to check your messages on eLearning and your UTD email account frequently. This will be the main way to disseminate any messages or instructions relating to the course. A university policy to protect student privacy directs that faculty are not required to answer student e-mails unless they are from a UTD account. This means that I will not respond to e-mails unless they come from a UTD account.

Academic Calendar & Assignments

Dates	Topics	Assignments/ Presentations
August 21	Syllabus review and course introduction	Chapter 1
August 23	Chapter 1: Introduction to organizational behavior	
August 25	Chapter 1: Introduction to organizational behavior	Chapter 3
August 28	Chapter 3: Understanding people at work: Individual differences and perception	
August 30	Chapter 3: Understanding people at work: Individual differences and perception Group formation	Assign group projects
September 1	Chapter 3: Understanding people at work: Individual differences and perception First in-class group meeting	
September 4	Labor Day. No Class.	
September 6	Chapter 3: Understanding people at work: Individual differences and perception	Chapter 4 Assign individual diagnosis paper
September 8	Chapter 4: Individual attitudes and behaviors	
September 11	Chapter 4: Individual attitudes and behaviors	
September 13	Chapter 4: Individual attitudes and behaviors	
September 15	Exam 1	
September 18	Chapters 5 & 6: Theories of motivation and designing a motivating work environment	Chapters 5&6
September 20	Chapters 5 & 6: Theories of motivation and designing a motivating work environment	
September 22	Chapters 5 & 6: Theories of motivation and designing a motivating work environment	
September 25	Chapters 5 & 6: Theories of motivation and designing a motivating work environment	TED Talk 1 Chapter 7
September 27	Chapter 7: Managing stress and emotions	TED Talk 2
September 29	Chapter 7: Managing stress and emotions Second in-class group meeting	Chapter 8
October 2	Chapter 8: Communication	TED Talk 3
October 4	Chapter 8: Communication	TED Talk 4
October 6	Chapters 9 & 2: Managing teams, diversity, and creativity	TED Talk 5 Chapters 9&2

Dates	Topics	Assignments/ Presentations
October 9	Chapters 9 & 2: Managing teams, diversity, and creativity	TED Talk 6
October 11	Chapters 9 & 2: Managing teams, diversity, and creativity	TED Talk 7
October 13	Chapters 9 & 2: Managing teams, diversity, and creativity	TED Talk 8 Chapter 11
October 16	Chapter 11: Decision-making	
October 18	Chapter 11: Decision-making	
October 20	Exam 2	
October 23	Chapter 10: Conflict and negotiations	TED Talk 9 Chapter 10
October 25	Chapter 10: Conflict and negotiations	TED Talk 10
October 27	Chapter 10: Conflict and negotiations	Chapters 12&13
October 30	Chapters 12 & 13: Power and leading people within organizations Third in-class group meeting	
November 1	Chapters 12 & 13: Power and leading people within organizations	
November 3	Chapters 12 & 13: Power and leading people within organizations	
November 6	Chapters 12 & 13: Power and leading people within organizations	Chapters 14&15
November 8	Chapters 14 & 15: Organizational structure and culture	
November 10	Chapters 14 & 15: Organizational structure and culture	
November 13	Chapters 14 & 15: Organizational structure and culture Last in-class group meeting	
November 15	Exam 3	
November 17	No class. Work on group project.	
November 20	Fall Break. No Class.	
November 22	Fall Break. No Class.	
November 24	Thanksgiving Holidays. No Class.	
November 27	Group project presentation	Group project paper due
November 29	Group project presentation	
December 1	Group project presentation	
December 4	Group project presentation	
December 6	Group project presentation & Course wrap-up	Individual diagnosis paper due

Grading Policy

Course Points Allocation:

Components	Points
Exam 1	15
Exam 2	15
Exam 3	15
Individual diagnosis paper	15
Group project task I: TED Talk	10
Group project task II: Organizational Case Study	15
• Project paper (70%)	
• Oral presentation (30%)	
Class Participation	15
Total	100

Final Grades will be determined based on total course points attained and will be based on the following grading scale:

96 – 100 pts	A+
90.0 – 95.9 pts	A
86.0 – 89.9 pts	B+
80.0 – 85.9 pts	B
76.0 – 79.9 pts	C+
70.0 – 75.9 pts	C
66.0 – 69.9 pts	D+
60.0 – 65.9 pts	D
59.9 – 0 pts	F

Exams (45%)

There are three closed-book in-class exams scheduled for the course. Exams will cover the lectures, in-class exercises and activities, textbook readings, etc. The exams will be a combination of multiple choice and essay questions. The three in-class exams are **not cumulative**. Make-up exams will only be allowed for serious medical or personal issues and the student is responsible for contacting the instructor at least 24 hours in advance of the exam.

Individual Diagnosis Paper (15%)

The theories and concepts taught in this course will only contribute to your professional success if you apply what you have learned in the classroom to your everyday experiences. You will need to write one diagnosis paper to reflect on your work experiences in your student group project teams in our class and apply the theories and concepts you have learned. The diagnosis paper will be assigned on Sep. 6 and will be due on Dec. 6. More details will be provided in class.

The diagnosis paper should be in a Word document, between 5 and 7 pages, double-spaced in 12-point Times New Roman font with 1” margins around.

Group Projects (25%)

Students will be randomly assigned into groups of 3-5 members to work on two group tasks. However, if you have a preference in terms of group formation, please let me know via email by August 25, 2017.

The first one is to film a 10 minutes mini-TED talk about a new idea in OB. The TED talks will be scheduled on dates throughout this semester.

In your second group project task, you will need to analyze and apply OB concepts and theories in a real organization. Upon completion of the project, students are required to present their analysis to the class and submit a written paper to the instructor. The report should be double-spaced in 12-point Times New Roman font with 1" margins around. The minimum length is 15 pages and the maximum length is 20 pages. The oral presentations are scheduled on dates towards the end of this semester.

Each member should work on **both** tasks and contribute **equally and significantly** to both. At the end of the course each student will complete a peer evaluation. Students will evaluate the quality of fellow students' contributions to the team projects. If a student receives poor ratings, he/she may receive a lower score than what the team earned on the team assignments.

More details about the team projects will be provided in class.

Class Participation (15%)

A high-quality learning experience requires an active preparation and participation from all students. Students are expected to attend all class sessions and be well-prepared. Specifically, you need to read each chapter before class, participate actively in class discussions, group activities, and exercises. Consistent and meaningful participation in all of these class activities is required to receive a high participation grade.

It is to note that everyone in this class has unique life experiences and valuable perspectives to share. You are encouraged to ask questions as well as express your thoughts and ideas to one another. Best class comments and questions should be relevant to the current focus of the class. To create a comfortable and psychologically safe environment, you need to treat everyone in the class in a respectful and professional manner. Listen carefully to the comments and questions that your classmates voice. It is perfectly acceptable for you to voice disagreement with an opinion provided by another student. Open debate often leads to the most thoughtful and informative class discussions. However, please voice your disagreement in a kind and considerate manner. Take the ideas offered by others into consideration and use concepts and theories, facts, examples, or data to support arguments.

It is expected of us as participants in the University to nurture learning and professionalism in class. To that end, there is a range of behaviors discouraged in class

because of their potential to disrupt class learning, including but not limited to: interrupting your peers or the instructor, talking while I am talking, answering your cell-phones, text-messaging, using laptops to do unrelated to class activities, being late, leaving early, or in any other way disrupting the class environment.

For each unexcused absence, 1 point will be deducted from the total 15 points participation grade until it becomes 0. If you need to miss class for a predictable reason (e.g., job interview, athletic competition), please email me at least 24 hours in advance. If an in-class group meeting is scheduled on the day, please make sure that your group members are aware of your absence. If unforeseeable emergencies arise and you cannot attend class, please email me within 24 hours after the class that you have missed. Otherwise, 1 point will be deducted from the 15 class participation points for each non-attendance.

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.”

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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