Syllabus for HWM 770 Behavior and Development in Organizations

Important Note: This syllabus document contains the basic information of this course. The most current syllabus is available in the full course.

Course Description

In this course, students will study organizations, their members and why people and groups behave as they do. Processes and methods that improve behavior, effectiveness, and efficiency in organizational settings will be examined. The course will also cover various methods for assessing organizational behavior and change.

Prerequisite
None

Course Learning Outcomes

At the end of the course, students should be able to:
1. Understand principles of organizational behavior and development.
2. Collect and interpret data relating to organizational behavior and development.
3. Apply organizational behavior and development principles to general workplace situations.
4. Apply organizational behavior and development principles to specific workplace situations involving health and wellness in the organizational context.
5. Communicate principles and applications of organizational behavior and development in written formats.

Course Requirements

Readings/Viewings:
Readings come from the textbook, *Organizational Psychology: A Scientist-Practitioner Approach* (Jex & Britt, 2014). Additional resources include articles, the websites of researchers and other reputable institutions and organizations, documentaries and other videos embedded in the course.

Assignments:
The assignments provide the opportunity to apply the skills and knowledge required for successful completion of the course. Assignments must be well organized, use scholarly tone, follow APA style, be consistent with graduate-level writing/communication style, and be turned in on time. All individual assignments should be uploaded via the **Dropbox**. Check your grades in D2L for feedback on assignments, and refer to the Course Calendar for all due dates.

Participation in Discussions and Debate:
Your instructor strives to foster an inclusive, comfortable environment where students are

encouraged to participate whether in the form of class discussions, small group activities, or simply personal engagement with the material. Students bring with them a rich diversity of experiences and perspectives. Sharing your views and ideas in class is encouraged as it often adds to the richness of the learning environment and in some cases may spark thoughtful discussion or debate. Differences of opinion are to be expected, but students must be respectful of their fellow students (and instructor) regardless of how you may view their opinions.

A discussion rubric will be used to grade the required discussion and debate assignments. This rubric focuses on categories that define and describe the important components of the discussion. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level. In addition, please pay attention to grammar and spelling.

Policy on Late Assignments:
Students are expected to submit assignments by the due dates noted in the course. Late work will earn a grade of zero if the circumstances are not acceptable for the instructor for the late extension. In extenuating circumstances, the student must contact the instructor as soon as possible to discuss the situation. In those circumstances, the appropriate course of action will be discussed.

Grading Policy

Assignment Activities (12)	580
Discussions (4)	60
Self-Assessment	17
Case Study Analysis	58
Total	715 Points

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59 or less %