

EHRD 374: Organizational Development In HRD
Department of Education Administration and Human Resource Development
College of Education and Human Development

Texas A&M University
Spring 2007

The Aggie Code of Honor: "Aggies do not lie, cheat, or steal, nor tolerate those who do."

Instructor Information:

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Meeting location: Harrington Tower Room 636

Meeting Time: Tuesdays and Thursdays 11:10 a.m. – 12:25 p.m.

Instructor Office Hours: Tuesday (1/23/07-5/1/07), 12:30 p.m. – 1:30 p.m., by appointment

Course Description:

EHRD 374 is designed to familiarize students with key organization development (OD) theories and concepts to fulfill the academic requirements of the undergraduate level for both the Technology Management and the Human Resource Development majors of the Bachelor of Science Degree in the Department of Educational Administration and Human Resource Development, College of Education and Human Development.

After completing this course, the students will be able to better understand OD theories, concepts, skills and techniques that facilitate planned changes within public and private sectors.

Course Objectives:

By the end of this course, students should be able to:

1. Define organization development (OD) with its main objectives and characteristics.
2. Describe the historical roots and theoretical underpinnings of OD.
3. Describe phases of small group development and characteristics of effective small group participation.
4. Participate effectively in small groups.
5. Identify the components of organizational culture.
6. Recognize factors relating to the need for an OD intervention.
7. Understand principles and concepts of OD and change.
8. Identify and differentiate between the roles of internal and external change agents in organizations.
9. Be knowledgeable about a variety of OD interventions and associated skills.
10. Identify at least three intervention strategies at the individual, small group, and large systems levels.
11. Define readiness for change.

12. Relate insights and understanding obtained in this course to organizational experiences.
13. Describe their own strengths and areas for improvement as they apply to OD involvement.
14. Identify potential ethical dilemmas in OD consultation and describe strategies for resolving them.
15. Develop an intentional learning community.

Prerequisites:

Junior or Senior Classification or approval of departmental advisor. Students are recommended to take EHRD 303 prior to taking this course.

Required Texts:

McLean, G.N. (2006). *Organization Development: Principles, Processes and Performance*. Berkely, CA: Berrett- Koehler Publishers, Inc. ISBN-10: 1-57675-313-1; ISBN-13: 978-1-57675-313-2

French, W.L. & Bell, Jr., C.H. (1999). *Organization Development: Behavioral Science Interventions for Organization Improvement*, (6th Ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-242231-X

APA Style Manual 5th Edition

Additional readings may be assigned during the course as appropriate.

Additional Resources:

You are recommended to check out the following Professional Organizations' websites:

[Academy of Human Resource Development](http://www.ahrd.org): www.ahrd.org

[The Society for Organizational Learning](http://www.solonline.org): www.solonline.org

[American Society for Training & Development](http://www.astd.org): www.astd.org

[International Society for Performance Improvement](http://www.ispi.org): www.ispi.org

Information Technology Used In This Course:

1. Web Browser, Access class web site and syllabus
2. Blackboard (Formerly WebCT)
3. On-Line Library Research Resources

Instructor Objectives:

1. Your instructor's goal is to maximize the educational experience of those students who bring an appropriate and sincere effort and serious interest in the subject matter to the classroom.
2. Learning is an individual's responsibility. Consequently, your instructor's role will be as facilitator to assist each student's own learning of the course concepts. When sought for assistance during office hours, your instructor will ask questions to help students come up with their own answers rather than providing *quick* answers.

Course Requirements and Learning Assessment:

<i>Knowledge</i>	Students are expected to demonstrate an <u>understanding</u> of the course concepts. Quizzes, exams, and written assignments will be used to assess this level of learning.
<i>Application</i>	Students are expected to be able to demonstrate mastery of course concepts in a variety of ways including quizzes, exams, group activity, and class discussion.

Course Evaluation (How final grades will be determined. This is subject to change with notice.):

<u>Assessment Mechanism</u>	<u>Total Points (1000)</u>
Group Case Study Project	300 points
Individual Term Paper	100 points
Participation (includes attendance, quizzes and active participation in class)	100 points total
- Attendance (Both being in class and participating actively),	50 points towards participation total
- Quizzes (Pop and assigned quizzes),	50 points towards participation total
Homework (Discussion questions and reflective journal)	200 points
- Discussion questions, 100 points	
- Four reflective journals, 100 points	
Exams (1, 2, & 3) (100 points each)	300 points
<i>Generally, all exams will cover the reading assignments in the text, handouts, films, exercises and lectures. You are responsible for knowing everything in the text. If there is a concept you do not grasp, or aspects you do not understand, you need to only ask and the instructor will make an effort to explain the concept or principle. Just because something from the book is not specifically addressed in class does NOT mean you are <u>not</u> responsible for knowing it.</i>	

Active Learning Approach:

In the active learning approach, students play an active role in learning by exploring issues and ideas under the guidance of the instructor. The students learn a way of thinking, asking questions, searching for answers, and interpreting observations. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding of the nature of your own knowledge.

Attendance policy:

I will take attendance for each regular class meetings. **No absence is allowed for any reason, students will not be penalized until they miss more than two classes.** Missing 0 classes = 5 bonus points; Missing 1-2 classes = No penalty; Missing 3 classes= minus 5 percent of **total course grade**; Missing 3-5 classes = minus 10 percent of **total course grade**; Missing more than 5 classes = zero/fail the course.

Communication with your instructor is key. If you have to miss class, please let me know. I will only excuse absences with **proper documentation as recognized by Texas A&M University**. Please note that I have attached information on what is considered an official excuse by Texas A&M, and how to document that excuse, to the back of this syllabus. It is up to my discretion to accept your excuse.

Please note: Absence from more than three class sessions without notification will result in a zero/fail grade for the entire course according to the University policy.

Late Assignments:

Late Assignments will only be accepted **ONE** class period **AFTER** the original due date. A late assignment is any assignment that is turned in **AFTER** class is dismissed. A “computer problem” is **NOT** an acceptable excuse for a late assignment. **TEN PERCENT** will be deducted for each day late on **ALL** late assignments. Late papers should be given to or e-mailed to the instructor. **There are NO extra credit assignments.** Late assignments will not be accepted after one class period after the original due date. Any assignment turned in after one class period after the original due date **will receive a zero** for that assignment.

Group Assignments/Project:

Early in the semester students will be divided into groups. These groups will work together throughout the semester in a variety of activities, including in-class exercises, discussion, and case studies.

- A. All students are required to participate in a group project.**
- B. Persons can **FIRE** a group member that refuses to participate. To fire a group member the students must submit two copies of a “Request for Firing Proposal” to the instructor. If the instructor approves the request he/she will remove the student from the group. If the instructor approves the request, the fired student will lose all group points.
- C. At the end of each phase of the group case study project each member of the team will fill out a team evaluation form grading each team members contributions to the group project. These evaluations are sent directly to the instructor and will remain confidential and will not be shared with the other members of the group. To grade individual contributions to the group project the instructor will use these feedback forms.

Expectations of Students:

1. You are expected to be present, be prepared, and behave professionally for every meeting of the course and in all correspondence regarding EHRD 374 to Texas A&M personnel. Attendance will be monitored. Failure to attend will result in a reduction in your grade. Unprofessional and profane communication with EHRD 374 staff and students will result in a grade reduction and possible disciplinary action by the Dean of Students. This includes communication via e-mail. If you write something in an e-mail that you would not say face-to-face to your instructor, another student or any staff member, you should not send the e-mail.
2. Students leaving early, arriving late, sleeping in class, reading the paper, doing homework, talking loudly with friends or disrupting the class in any way may not receive attendance/quiz credit for that day and may be asked to leave the class for that day.
3. In addition, students using PDA’s, cell phones, MP3 players, laptops, games or other electronic devices for anything other than to take notes for the class may not receive attendance/quiz credit for that day and may be asked to leave the class. The instructor has the discretion to take up any electronic devices for the duration of that class period. **All electronic devices are forbidden to be in the classroom on test days.**
4. In the event of an absence, you **alone** are responsible for promptly discovering what was covered or announced in class, and catch up with class work as soon as possible. You cannot rely on the class web page.
5. Unexcused absences will result in a grade reduction up to and including an F.

Class Conduct:

1. All students are expected to display a positive, professional attitude throughout the semester in every class meeting. Disruptive, argumentative, and other unprofessional behavior will result in the student being dismissed from the class and earning an absence.
2. **You are expected to arrive in class on time.** Plan to be in class couple of minutes before the class begins.
3. **You are expected to not leave the classroom early.** If you need to leave before the end of a class meeting, let your instructor know before the meeting starts, and sit close to the exit door. Early departures and late arrivals disrupt the class.
4. You are expected to ensure the classroom remains clean and in order after each class period. Please pick up after yourself and your team at the end of each class.

Quiz and Exam Policies:

1. Pop Quizzes will be given and may address any material expected to be covered.
2. **There are no make-ups for missed quizzes.**
3. **Missed exams without a documented previous arrangement or a university excuse will automatically result in a 50% late penalty and will only be rescheduled during office hours.**
4. Graded quizzes and examinations will not be returned. However, you may review your results by making an appointment with your instructor.

Re-Grading Policies:

1. Any student wishing to appeal any score must return their paper, quiz, or exam with a written statement explaining the appeal, to his / her instructor, no later than one week after the original scores were returned.
2. Any work submitted for re-grade (other than misrecorded material) may be totally re-graded. Do not assume the instructor will only re-grade those portions that the student wishes to be re-graded.

Student Grade Dispute Policy:

1. Texas A&M has a procedure in place for students to appeal a grade. You will find the information on the following Web page: <http://student-rules.tamu.edu/rule48.htm>.
2. The ISNC department has a specific procedure in place to appeal a grade. Your instructor follows this procedure for grade disputes. The grade appeals process in our department is as follows:
 - ◆ Meet with the instructor of the course. If you do not reach a satisfactory agreement as to the grade that you think you have earned, you may appeal.
 - ◆ It is the **responsibility of the student** to collect the documentation to support the appeal.

- ◆ The appeal must be initiated within 180 days of the last day of the semester in which the grade was earned and must be in writing. Submit in the order outlined in the TAMU process:
 - Professor
 - Department Head
 - Dean of College
- ◆ The appeals documentation for ISNC must include:
 - Copies of submitted assignments
 - Attendance record
 - Copies of excused absences forms
 - Additional documentation that supports the basis for the appeal.

Grading Scale:

Letter Grade	Numerical Score
A	900-1005
B	800-899
C	700-799
D	600-699
F	599 or below

Statement:

I reserve the right to make changes to the syllabus during the semester, if needed for instructional purposes.

I reserve the right to curve the class grades, if needed. For example, an 85 or some other point total, may be the cut-off for an “A”. The curve will be established at the very end of the semester after I have all the information.

Assignments Overview:

You will receive detailed information about each of these assignments in class as the semester progresses. Below is a brief description of the assignments that will be required in this class.

- A. **Discussion Questions** – You will have eight sets of discussion questions due. If you turn in all eight sets of discussion questions you will receive 20 bonus points. Your discussion questions are worth 100 points total (This includes 10 points for each set of questions plus your bonus points). The discussion questions will cover the information you have read in both textbooks and in-class. I will hand out discussion questions at least a week before the discussion questions are due. You may turn in discussion questions on Blackboard (WebCT) or in class. All discussion questions must be typewritten/word processed, follow APA 5th edition style and format, and thoroughly address the concepts asked in the questions. Please remember to put your name on all of your assignments even if you turn them in on WebCT. Please refer to your course meeting schedule for due dates of discussion questions and the chapters and class periods the discussion questions will cover.
- B. **Reflective Journals** – You will have three reflective journals due at three different dates during the semester. These journals need to be a minimum of one page and a maximum of four pages in length. In these journals you are asked to reflect on what you have learned in the course through your readings, through in-class discussions and activities, and through your team process working on your group project. You may chose to write about anything you wish, but you should use these journals as a means to process and reflect on what you are learning in the course. I will grade your

journals based on whether or not you put a sincere effort into reflecting about your learning and writing about that learning in your journals. In other words, if you put an effort into your journal you will receive your maximum number of points, if it is obvious to me that you have not put an effort into the reflective journal you will not receive your maximum number of points. Your journals may be turned in on Blackboard (WebCT) or in class. All reflective journals must be typewritten/word-processed, follow APA 5th edition style and format, and thoroughly address the reflective nature of the assignment. Each reflective journal is worth 25 points. If you turn in all three journals you will receive 25 bonus points for a total of 100 points on the reflective journal assignment. Please remember to put your name on all of your assignments even if you turn them in on Blackboard (WebCT). Please refer to your course meeting schedule for due dates of the reflective journals.

- C. **Exams** – You will have three exams in this course. Each exam is worth 100 total points. You will not have a comprehensive final. Exams will consist of 50 multiple choice and true-false questions. You will need to bring an 882 ES Scantron form (green form) to class the day of each of the three exams to take the test.
- D. **Individual Term Paper** – You will have an individual term paper due in this course. This term paper will require you to research a concept related to organization development and synthesize that research. I will hand out detailed information on what is required in the term paper early in the semester. The term paper is worth 100 points of your total grade. Your term paper must be typewritten/word-processed, follow APA 5th edition style and format, and thoroughly address the requirements of the assignment. I will also hand out information on how I will determine your grade on the term paper. **You will be required to hand in your term paper in class. I will not accept term papers via Blackboard (WebCT).**
- E. **Group Case Study Project** - Early in the semester you will be placed on a team. This team will complete a case study project. This project is broken down into three phases: an initial report that diagnoses the problem(s) in the case study; an in-class presentation of the problem and an overview of the OD intervention(s)/solution(s) your team suggests to address the problem(s) in your team's case; and a final report outlining and presenting your problem diagnosis and OD intervention(s)/solution(s). Each team in the course will have a different case. I will hand out overall detailed information on what is required in your case study project early in the semester along with your case; as well as detailed information for each project phase well in advance before that phase of the project is due. I will also hand out information on how I will determine your grades for each phase of the project and your overall project grade. In addition, you will be required to turn in a team assessment form after each phase of the project. This form asks you to individually assess the contributions of each member of your team. These forms are turned in directly to me via Blackboard (WebCT) or in class and are strictly confidential. So please be honest in your feedback and assessment of your fellow team members contributions to that phase of the project. I will use the forms to determine the individual grade component of the overall project. All phases of case study project must be typewritten/word-processed, follow APA 5th edition style and format, and thoroughly address the requirements of each phase of the assignment. Your group case study project is worth a total of 300 points.
- F. **Participation and In-Class Activities**- Participation and in-class activities are worth 100 points (50 points for attendance and 50 points for in-class participation and pop quizzes) of your overall grade. You are required to actively participate in class. This portion of your grade is determined based on your attendance, quiz performance, and in-class participation. These 100 points can swing your grade from one letter grade to another and are just as important as the other assignments you turn in for this course.

Class Structure:

Class sessions may include lectures, small and large discussion groups, guest speakers and/or audio-visual materials. During class we will strive to clarify, supplement, and analyze text materials. We will learn much more from each other's opinions, knowledge and experience, and you are all encouraged to contribute in class. You are responsible for all assigned readings and all materials presented in the class. You are also responsible for all information disseminated in class and all course requirements, including deadlines.

Incompletes:

I expect you to finish your assignments in a timely fashion. However, I do realize that extreme circumstances require that students occasionally take an incomplete. If you feel that you cannot meet the class requirements by the end of the semester, you should contact me as soon as possible.

Texas A&M University policy requires that grades submitted as incomplete (I) be converted to a letter grade no later than the end of the semester following the semester in which the course was taken. If the coursework has not been completed and, therefore, a grade change is not submitted, the "I" automatically converts to an "F". My policy is that I will not consider converting an "F" to another letter grade if the coursework to complete the class was not turned in by the last class day of my class in the semester following the semester in which the course was taken.

Advising and Office Hours:

My goal is to be available as much as possible to meet your needs during the semester. There are three basic ways you can reach me:

- E-mail: This is the best way to contact me. I check e-mail frequently and, unless I am out-of-town, I will usually respond to your e-mail within 24 hours. If I am out-of-town or will be away from e-mail for more than two days I will inform you in class.
- Office Hours: I will hold office hours every Tuesday from 12:30 p.m. until 1:30 p.m. from January 23, 2007 through May 1, 2007 and by appointment.
- In Person: Although I will try to make myself available to you if you 'drop by', please do not expect a substantive conversation; I may have other commitments. I am available for appointments, however, and will be happy to meet with you in person. In addition, there are many days that I am not in my office on campus due to other commitments, so to ensure my availability please come during office hours or make an appointment.
- Phone: If you are just trying to contact me, the phone is perhaps the least reliable mechanism since I may not check my voice mail everyday or even every week! However, I am happy to do advising by phone and will make appointments to do so.

Meeting Schedule:

The following schedule is tentative and is subject to modification as the semester progresses.

(STUDENTS ARE RESPONSIBLE FOR TEXT CONTENT & ADDITIONAL READINGS EVEN IF NOT COVERED IN CLASS.)

Week	Class Date	Topic	Readings	Assignment Due
1	Tuesday, Jan. 16	No Class – University Closed Due to weather	None	None
1	Thursday, Jan. 18	No Class – Due to Weather Conditions	None	None
2	Tuesday, Jan. 23	Introductions, course overview, syllabus	None	None
2	Thursday, Jan. 25	Introduction Activity, Team Formation	McLean Chapter 1	Information Sheet, Introduction Assignment, Quiz #1
3	Tuesday, Jan. 30	Overview of Organizational Development (OD)– The Field, Definitions, History	French & Bell (F&B) – Chapters 1-3	Discussion Questions #1 – F&B Chpts. 1-3; McLean Chpt. 1
3	Thursday, Feb. 1	Values, Assumptions and Beliefs of OD Foundations of OD	French & Bell – Chapters 4-5	None
4	Tuesday, Feb. 6	The OD Process – Overview Managing the Process Action Research	French & Bell – Chapters 6-7	Discussion Questions #2 F&B – Chpts. 4-7
4	Thursday, Feb. 8	OD Interventions	French & Bell – Chapter 8 <i>(Not on Exam #1, will be covered on Exam #2 and in Discussion Questions Due on 2/20/07)</i>	None
5	Tuesday, Feb. 13	Exam #1 Review (Class Optional)	Review Chapters for Exam #1 French & Bell – Chapters 1-7 McLean – Chapter 1	None
5	Thursday, Feb. 15	EXAM # 1	EXAM # 1 Covers: French & Bell – Chapters 1-7 McLean – Chapter 1	EXAM # 1
6	Tuesday, Feb. 20	Team Interventions, Intergroup & Third Party Peacemaking Interventions, Comprehensive Interventions	French & Bell – Chapters 9-11	Discussion Questions #3 – F&B Chpts. 8-11
6	Thursday, Feb. 22	Structural Interventions and the Applicability of OD Training Experiences	French & Bell – Chapters 12-13	Reflective Journal #1 Due
7	Tuesday, Feb. 27	Organizational Entry Start-Up & Systems Theory	McLean – Chapter 2-3	Discussion Questions #4 – F&B 12-13; McLean 2-3

Week	Class Date	Topic	Readings	Assignment Due
7	Thursday, March 1	APA Lecture, Exam #2 Review	Review Chapters for Exam #2 French & Bell – Chapters 8-13 McLean – Chapters 2-3	None
8	Tuesday, March 6	EXAM # 2	EXAM # 2 Covers: French & Bell – Chapters 8-13 McLean – Chapters 2-3	EXAM # 2
8	Thursday, March 8	Group Project Work Day – No Class Meet with your Team Outside of Class to work on your Team Presentation	None	None
9	Tuesday, March 13	No Class – Spring Break	No Class – Spring Break	No Class – Spring Break
9	Thursday, March 15	No Class – Spring Break	No Class – Spring Break	No Class – Spring Break
10	Tuesday, March 20	Organizational Assessment & Feedback Action Planning & Intro to interventions	McLean – Chapter 4-5	Discussion Questions #5 – McLean 4-5
10	Thursday, March 22	Implementation: Individual level, Team and Interteam Levels, Process Level	McLean – Chapter 6-9	Phase I Case Study Project Due Reflective Journal # 2 Due
11	Tuesday, March 27	Issues in Consultant-Client Relationships	French & Bell – Chapter 14	Discussion Questions # 6- McLean Chpts. 6-9; F&B Chpt. 14
11	Thursday, March 29	Implementation: Global level, Organizational Level, Community and National Levels	McLean – Chapter 9-11	Term Paper Articles Overview and Citations Due
12	Tuesday, April 3	System Ramifications Evaluation of Process and Results Adoption of Changes & Follow-up	French & Bell – Chapter 15 McLean – Chapter 12 - 13	Discussion Questions #7 – F&B Chpt. 15; McLean – Chpts. 9-13
12	Thursday, April 5	No Class – Group Work Day for Team Presentation Prep	No Class	No Class
13	Tuesday, April 10	Power, Politics and OD Reasons for Separation from the Organization	French & Bell – Chapter 16 McLean – Chapter 14	
13	Thursday, April 12	Research on OD The Future and OD Group Work Day	French & Bell – Chapters 17-18	Discussion Questions #8 – F&B Chpts. 16-18; McLean Chpts. 14
14	Tuesday, April 17	Team Presentations	Team Presentations	Reflective Journal #3 Presentation Reports Due for Teams Presenting

Week	Class Date	Topic	Readings	Assignment Due
14	Thursday, April 19	Team Presentations	Team Presentations	Reports Due for Teams Presenting
15	Tuesday, April 24	Team Presentations	Team Presentations	Reports Due for Teams Presenting
15	Thursday, April 26	Exam #3 Review (Class Optional)	Review Chapters for Exam #3 French & Bell – Chapters 14-18 McLean – Chapters 4-14	Individual Term Paper Due
16	Tuesday, May 1	EXAM #3	EXAM #3 Covers: French & Bell – Chapters 14-18 McLean – Chapters 4-14	Final Group Project Report Due, EXAM #3

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 979-845-1637.

Individuals who have any disability that might affect their ability to perform in this class are encouraged to inform the instructor at the start of the course. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation.

Sexual Harassment

Texas A&M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available and complaints about sexual harassment should be reported to the EAHR/ISNC Department or University Human Resources.

Inclusive Language:

It is important in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the genders and the equal importance of members of all cultural groups.

Gender inclusiveness means that usages such as “he” and “man” as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one’s habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. “workers... they,” rather than “worker...he), some combination of pronouns (e.g. (s)he, s/he, he/she or alternative words (e.g. “people” rather than “mankind”).

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that everyone is from the same cultural group. Respect for the diversity of the class and the multicultural world in which organization operate will be expected.

Academic Integrity & Scholastic Misconduct:

AGGIE HONOR CODE: *“An Aggie does not lie, cheat, or steal or tolerate those who do.”*

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: <http://www.tamu.edu/aggiehonor/>

Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty or misconduct. Scholastic misconduct is broadly defined by this university as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct.” Scholastic dishonesty includes, but is not necessarily limited to:

- Cheating on assignments or examinations;
- Plagiarizing, which means misrepresenting someone else’s work as your own, or submitting the same paper or *substantially* similar papers to meet the requirements of more than one course without the approval of all involved instructors
- Interfering with another student’s work
- Depriving another student of necessary course materials

Any student who engages in scholastic misconduct will be subject to University disciplinary action. Please review the Student Rules at <http://student-rules.tamu.edu> for more information regarding these policies. This statement and policies related to it can also be found on the home page of EHRD 374’s Blackboard (WebCT) site.

Pledge:

On all work, assignments and examinations in this course, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Guidelines for Written Assignments:

Written assignments should follow the below guidelines as a minimum, unless alternative arrangements are made with the instructor:

- Typewritten/word processed (I will not accept handwritten assignments of any kind.)
- **PLEASE put your name on all of your assignments, even if you turn them in on Blackboard (WebCT).**
- Use APA 5th edition formatting for your papers.
- Papers should be **stapled** in the upper left corner.
- Please double-space, use 12-point font, and left justify your papers.

For additional assistance, please contact the Writing Center on the 2d floor of Evans Library or consult the Writing Center website at <http://uwc.tamu.edu/>.

Some basics you should consider in all written assignments:

- Have a clear and concise thesis statement very near the beginning of your paper. Thesis statements in the social sciences are somewhat different than what you might have experienced in the humanities. While in the humanities the general preference is to make the thesis statement blend seamlessly with the introduction, the general preference in the social sciences is to make the thesis statement stand out very clearly in articulating the purpose of the paper. In many cases, thesis statements begin with phrases such as, “The purpose of this paper is” or “In this paper, I will.”
- If a sentence requires more than four lines, it is probably too long. Break it up into two or more sentences.
- If a paragraph takes up more than one computer screen or more than half of a double-spaced page, it is probably too long. Break it down into two or more paragraphs. I suggest that you try to have a minimum of three sentences per paragraph.
- Proofread before you turn in any materials. If you find a typing error, at least make the correction with a pen or pencil. If errors become distracting, your grade will suffer.
- Follow basic grammar guidelines. For example, be sure that your sentences have subject-verb and tense agreement and that you are using punctuation appropriately. Do not trust blindly the spell and grammar checkers on your word processor; they are often incorrect!
- Make effective use of structuring techniques for your paper. Academic papers should be written in a professional, formal manner. (Note: This does not mean that you cannot use “I” in your papers. See the APA manual for guidelines on when and how to use “I” in your writing.) Every paper should have a beginning, a middle, and an end. Help the reader understand the structure of your paper by including appropriate headings (e.g., Literature Review, Conclusion).
 - The introduction informs the reader where you are going by introducing the main points. It is the “roadmap” for the rest of the paper and should include the thesis statement.
 - The body of the paper often contains separate sections for each of the main points. In these sections, each of the points is explained in detail and, in particularly long papers, separate headings are even used for each point.
 - The conclusion or summary of the paper should summarize how the points you developed in the body of the paper support the main points you described in the introduction. Just as its name suggests, the summary ‘sums up’ your paper by tying it all together.

Syllabus is Not a Contract:

The course syllabus is not a contract but is a general guide to how the course instructor expects to have EHRD 374 conducted and evaluated. Under most circumstances substantial changes will not be made and if changes are needed they will be announced in class.

EHRD 374 Quiz #1

NAME: _____ DATE: _____

Instructions: Complete the following quiz by reading through the syllabus for this course of instruction and then answering the following questions. Upon completion, sign the form at the bottom and return it to your instructor.

1. How many exams, including the final exam, are there in the course of instruction?

2. Briefly explain the attendance policy? _____

3. What is the policy for missed quizzes? _____

4. Are you required to participate in a team project? How? _____

5. What are your obligations to this course of instruction? _____

6. What are some ways you will plan to participate in this class?
(A) _____
(B) _____
(C) _____
(D) _____

I hereby confirm that I have read the entire 13-page class syllabus. I understand it is my responsibility to ask questions concerning those items of which I am not certain. I understand I am expected to be in class in order to receive credit. I also understand the attendance policy.

Please sign and return to the instructor.

Signature _____

Where are you now employed (or your last place of employment) and the type of job or position you hold/held?

Will you be working during this semester? Yes No Evenings/Weekends

If yes. Where?

How many hours a week will you be working?

List three (3) things you expect from this course:

1.

2.

3.

List any other background information (i.e., special interests, qualification, expertise, etc.) that might be of interest to the instructor or the class.

Career Objectives/lifelong ambitions (or) where would you like to be serving/working in five to ten years? Please include types of jobs and industries you think you might like to be working in.

Is there anyone in this class you would like to request to be on a team with? Please provide a reason why you would like to be on a team with this person or people. (It is not necessary that you put anyone down and I am not guaranteeing you will be placed on a team with the people you request.)

Texas A&M University Attendance Policy

(Taken from TAMU Student Rules, found at <http://student-rules.tamu.edu/rule7.htm>)

Rule # 7. Attendance (Revised: 2006)

Introduction

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (¹Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. ([see List of Authorized and Sponsored Activities](#))

7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic dean.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty

member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

- a. Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu>. (Also attached on next page).
- b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 The associate dean for undergraduate programs, or the dean's designee, of the student's college may provide a letter for the student to take to the instructor stating that the dean has verified the student's absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.

If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

7.4 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

7.5 See Part III, Grievance Procedures: 45. Unexcused Absences, for information on appealing an instructor's decision.

7.6 If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic dean of the student's college may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.

7.7 Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student's major department to the dean of the student's college.