Organizational Behavior

Syllabus: BUSN 7200X
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professorbassell@yahoo.com

Brooklyn College
School of Business
Graduate Program

mylesbassell.com
Organizational Behavior  Graduate Course BUSN 7200  Fall 2012 Syllabus

❖ Instructor's Information
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- Profile: http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379
- Portfolio: http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio
- Course Website: www.mylesbassell.com

❖ Textbook Required
Organizational Behavior
By Colquitt, Lepine, and Wesson
2nd edition (Copyright 2011)
McGraw Hill Publishers
ISBN: 978-0-07-813717-4

❖ Course Overview
This graduate level organizational behavior course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding organizational behavior. We will explore in detail: a) job performance, b) organizational commitment, c) job satisfaction, d) motivation, e) group mechanisms, and f) organizational mechanisms. Students will demonstrate an understanding of course concepts and the ability to apply the concepts by analyzing and evaluating case studies of real companies. Students are required to evaluate the case scenarios, apply concepts, formulate solutions, make recommendations, justify their position, and create a plan for next steps. The research project for our course will focus on organizational behavior topics.

The course uses technology to create an engaging and interactive learning community that is supportive, relevant, practical, insightful, and meaningful. Discussion boards on BlackBoard are used in our course to share information, apply concepts, draw conclusions, and have discussions about important organizational behavior topics and case studies.

❖ Grade Components
Exam 1 40%  Chapters 1-8
Case Studies 30%
Discussion Board Cases 15%
Research Project 10%
Exam 2 5%  Chapters 1–15

❖ Suggested Reading
- Business Week
- Wall Street Journal
Learning Outcomes

This graduate level organizational behavior course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding organizational behavior. At the conclusion of the course, students should be able to:

Create an organizational structure and teams.

Evaluate
- job performance,
- types of organizational structures, and
- decision making styles of leaders,

Analyze, compare, and contrast
- types of organizational commitment
- decision making biases, procedural justice, and distributive justice,
- internal and external locus of control,
- types of teams, team states and aspects of team composition, and
- stages of team development.

Apply, illustrate, and implement
- expectancy theory and leadership concepts,
- negotiation strategies and tactics, and
- job satisfaction and stress.

Understand and discuss
- job performance and task performance,
- citizenship behavior and counterproductive behavior,
- types of stressors, knowledge, teams, and abilities,
- trust, justice, and ethics,
- Hofstede’s dimensions of cultural values,
- team characteristics, diversity, processes, and communication,
- types of power and contingencies of power,
- influence tactics and their effectiveness,
- leader emergence and leader effectiveness, and
- organizational design.

Remember, explain, and contrast organizational behavior concepts, terms, and definitions
This syllabus is subject to change as necessary. All assignments are based on case studies. Assignments are due on BlackBoard at 10pm. Late assignments will not be accepted.

CSA = Case Study Analysis  ASSIGNMENT SCHEDULE  DB = Discussion Board

The answers are usually not in the case or the textbook. You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations. You must demonstrate your understanding of the chapter concepts, explain the relevant concepts accurately, draw conclusions, demonstrate superior critical thinking skills, apply the chapter concepts to the scenario correctly, include facts from the case to support your position, and make a recommendation regarding next steps. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding organizational behavior.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Due</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 27 Mon</td>
<td>CSA A Pike Fish video case</td>
<td>Chapter 1 Organizational Behavior</td>
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<td></td>
<td>Aug 29 Wed</td>
<td>CSA B Best Buy case</td>
<td>Chapter 2 Job Performance</td>
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<tr>
<td>2</td>
<td>Sept 5 Wed</td>
<td>CSA C GM video case</td>
<td>Chapter 3 Organizational Commitment</td>
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<td>Project</td>
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<td>3</td>
<td>Sept 12 Wed</td>
<td>CSA D Comp Advtg web case</td>
<td>Chapter 4 Job Satisfaction</td>
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<td>DB 1 Outsourcing video case</td>
<td>Chapter 5 Stress</td>
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<td>4</td>
<td>Sept 19 Wed</td>
<td>CSA E Enterprise case</td>
<td>Chapter 6 Motivation</td>
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<td>DB 2 Nike case</td>
<td>Chapter 7 Trust, Justice, and Ethics</td>
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<td>5</td>
<td>Sept 26 Wed</td>
<td>CSA F Xerox case</td>
<td>Chapter 8 Learning &amp; Decision Making</td>
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<td>DB 3 Leadership video case</td>
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<tr>
<td>6</td>
<td>Oct 3 Wed</td>
<td>xxxx</td>
<td>Bassell Student Appreciation Day :-)</td>
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<tr>
<td>7</td>
<td>Oct 10 Wed</td>
<td>Exam 1 on campus 7-8pm</td>
<td>Chapters 1, 2, 3, 4, 5, 6, 7, &amp; 8 Brooklyn College 148 New Ingersoll</td>
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<tr>
<td>8</td>
<td>Oct 17 Wed</td>
<td>DB 4 McFarlane video case</td>
<td>Chapter 9 Personality &amp; Cultural Values</td>
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<tr>
<td>9</td>
<td>Oct 24 Wed</td>
<td>DB 5 Microsoft case</td>
<td>Chapter 10 Ability</td>
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<tr>
<td>10</td>
<td>Oct 31 Wed</td>
<td>DB 6 Logitech case</td>
<td>Chapter 11 Teams: Characteristics &amp; Diversity</td>
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<td>11</td>
<td>Nov 7 Wed</td>
<td>DB 7 United Airlines case</td>
<td>Chapter 12 Teams: Processes/Communication</td>
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<tr>
<td>12</td>
<td>Nov 14 Wed</td>
<td>DB 8 Harpo case</td>
<td>Chapter 13 Leadership: Power &amp; Negotiation</td>
</tr>
<tr>
<td>13</td>
<td>Nov 21 Wed</td>
<td>xxxx Happy Thanksgiving</td>
<td>Bassell Student Appreciation Day :-)</td>
</tr>
<tr>
<td>14</td>
<td>Nov 28 Wed</td>
<td>DB 9 Ford case</td>
<td>Chapter 14 Leadership: Styles &amp; Behavior</td>
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<tr>
<td>15</td>
<td>Dec 5 Wed</td>
<td>DB 10 Lil Studio video case</td>
<td>Chapter 15 Organizational Structure</td>
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<tr>
<td>16</td>
<td>Dec 12 Wed</td>
<td>Exam 2 on campus 7-8pm</td>
<td>Chapters 1-15</td>
</tr>
<tr>
<td>17</td>
<td>Dec 19 Wed</td>
<td>Project</td>
<td>Brooklyn College</td>
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</tbody>
</table>

There are 4 criteria used to evaluate your assignments: 1) Quantity, 2) Quality, 3) Relevance, and 4) Manner.
## Rubric for Evaluating Assignments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A  90+</th>
<th>B  80+</th>
<th>C  70+</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td><strong>Quantity</strong></td>
<td>500 words per question The amount of information provided demonstrates an <strong>excellent</strong> ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</td>
<td>400 words per question The amount of information provided demonstrates a <strong>good</strong> ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</td>
<td>250 words per question The amount of information provided demonstrates only a <strong>fair</strong> ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</td>
<td>Less than 250 words per question. Either the assignment was not submitted, or there is not enough detail to demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero.</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>Demonstrates an <strong>excellent</strong> understanding of the chapter concepts, explains effectively and accurately the relevant concepts, applies the chapter concepts properly to the case, recommends specific action, and includes facts from the case to support a main idea. Citations and examples were included as necessary.</td>
<td>Demonstrates a <strong>good</strong> understanding of the chapter concepts and often accurately and effectively explains the concepts, applies chapter concepts to the case, recommends next steps, and includes facts from the case to support a main idea. Citations and examples were usually included as necessary.</td>
<td>Demonstrates only a <strong>fair</strong> understanding of the chapter concepts and only a fair ability to apply the concepts. Concepts are not fully or accurately explained. Citations and examples were generally not included as necessary.</td>
<td>Either the assignment was not submitted, or the posting does not demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero. No recommendations or solutions formulated.</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>Directly related to the case or chapter and is integrated with other postings.</td>
<td>Related to the case, but often not integrated well with other postings.</td>
<td>Somewhat related to the other postings and the case or chapter.</td>
<td>Not related to the assignment.</td>
</tr>
<tr>
<td><strong>Manner</strong></td>
<td>Very organized and has no spelling, punctuation, or grammatical errors.</td>
<td>Organized and usually has no spelling, punctuation, or grammatical errors</td>
<td>Disorganized and/or has many spelling and grammatical errors that makes it difficult to understand.</td>
<td>Very disorganized and has numerous spelling, punctuation, and grammatical errors.</td>
</tr>
</tbody>
</table>
ASSIGNMENTS

1 Week 1 Read: Chapters 1 and 2  
Submit: Pike and Best Buy Case Analyses

Learning Outcomes:

After reading chapter 1, you should be able to:
1.1 Define "organizational behavior" (OB).
1.2 Discuss the two primary outcomes in studies of OB.
1.3 Explain the factors that affect the two primary OB outcomes.
1.4 Illustrate why firms that are good at OB tend to be more profitable.
1.5 Describe the role of theory in the scientific method.
1.6 Indicate how correlations are interpreted.

After reading chapter 2, you should be able to:
2.1 Compare and contrast job performance and task performance.
2.2 Discuss how organizations identify the behaviors that underlie task performance.
2.3 Explain citizenship behavior.
2.4 Describe counterproductive behavior.
2.5 Discuss workplace trends affecting job performance in today’s organizations.
2.6 Recommend ways organizations can use job performance information to manage employee performance.

Case Study Analysis A  Pike Place Fish Market video case  Due Aug 27th @ 10pm

1 Define organizational behavior and the two primary outcomes. Explain the factors that affect the two primary organizational behavior outcomes. Describe the methods used by Pike Place Fish Market to imbed its culture within the workforce to improve employee performance.

2 Describe the two primary goals for employees in their working lives. Identify the contributing factor at Pike Place Fish Market that helps employees achieve these goals. Illustrate why firms that are good at organizational behavior tend to be more profitable.

3 Define socially complex resources. Identify the types of socially complex resources at Pike Place Fish Market. Discuss how these resources positively impacted the organization. Discuss the importance of coaching and mentoring.

4 Imagine you are a consultant evaluating Pike Place Fish Market. Explain to the executives the differences between citizenship behavior and counterproductive behavior and give an example of a job in which citizenship behavior is critical to the effective functioning of the organization. Provide evidence that citizenship and counterproductive behavior exists or might exist at the fish market and the reasons you believe the behavior exists.
1 Week 1 (continued)

Case Study Analysis  B  Best Buy case  pages 34 and 57-58  Due Aug 29th @ 10pm
500 words per question are required, but there is no maximum number of words.

1  Based on the concepts discussed in the chapter and your experience, evaluate Best Buy’s Results Only Work Environment (R.O.W.E.). Discuss the major strengths and weaknesses of Best Buy’s R.O.W.E. Compare and contrast job performance and task performance. Explain the application and relevance to Best Buy.

2  Describe the types of performance that R.O.W.E. overlooks. Imagine you are a Vice President at Best Buy and you are responsible for evaluating R.O.W.E., what are the likely consequences to the employee and the organization of overlooking certain aspects of performance in performance evaluations? How might these consequences offset some of the strengths of the system? Recommend ways you would improve R.O.W.E. and explain the benefits of implementing your changes.

3  Describe the types of jobs for which results based performance evaluations would work poorly. What are the features of these jobs that make the results-based system inappropriate? Identify modifications that could be made to a system such as ROWE to make it work better in these contexts. Discuss, explain, and apply specific concepts from the chapter.

4  Discuss workplace trends affecting job performance in today’s organizations and the impact these trends have had or could have on job performance at Best Buy.

5  Imagine you are a consultant, recommend ways organizations can use job performance information to manage employee performance. Discuss the approaches that would work at Best Buy.

2 Week 2 Read:  Chapter 3  Submit:  GM Video Case Analysis

Learning Outcomes:

After reading chapter 3, you should be able to:
3.1 Define organizational commitment and withdrawal behavior and their connection.
3.2 Compare and contrast the three types of organizational commitment.
3.3 Discuss the four primary responses to negative events at work.
3.4 Describe examples of psychological withdrawal and physical withdrawal and explain how they relate to each other.
3.5 Discuss workplace trends are affecting organizational commitment in today's organizations.
3.6 Explain how organizations can foster a sense of commitment among employees.
ASSIGNMENT SCHEDULE

2 Week 2  (continued)

Case Study Analysis C  GM Video Case Analysis Due Sept 5th @ 10pm
500 words per question are required, but there is no maximum number of words.

1. Define organizational commitment and withdrawal behavior and their connection. Identify and explain the level of organizational commitment by GM employees during a plant closing. Compare the level of organizational commitment of GM workers to the level of organizational commitment of workers at other companies.

2. In order to improve productivity, GM requested information from employees on how to improve operations. Employees recognized the possibility of putting themselves out of a job and this presented a problem for GM. Explain how and why this situation could have increased withdrawal behavior by employees. Describe examples of psychological withdrawal and physical withdrawal and explain how they relate to each other. What was GM’s solution to this problem?

3. Compare and contrast the three types of organizational commitment. Explain the type of organizational commitment that exists at GM. Provide evidence from the case to support your position.

4. Discuss workplace trends affecting organizational commitment in today’s organizations and the impact these trends have had or could have on organizational commitment at GM.

5. Imagine you are a consultant, recommend ways organizations foster a sense of commitment among employees. Discuss the approaches that would work at GM.

3 Week 3  Read:  Chapters 4 & 5  Submit:  Competitive Advantage Web Case Outsourcing Video Case

Is Optimism a Competitive Advantage Web Case

http://www.businessweek.com/magazine/content/09_34/b4144052828198.htm

The assignment questions for Weeks 3 – 15 are on BlackBoard under ASSIGNMENTS. You must demonstrate your understanding of the chapter concepts, explain the relevant concepts accurately, draw conclusions, demonstrate superior critical thinking skills, apply the chapter concepts to the scenario correctly, include facts from the case to support your position, and make a recommendation regarding next steps. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding organizational behavior.
Methodology

- **Textbook:** The textbook is required and an important tool used to expose students to important organizational behavior concepts and topics. **You should read all the chapters in the book,** but some chapters will receive greater attention than others during the semester.

- **Case Studies:** The application of key organizational behavior concepts will be explored and students will be required to analyze case studies. The answers are not in the cases or the textbook. You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations. The case studies are a great learning tool since they will help improve your understanding of the concepts and strengthen your critical reasoning skills. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding organizational behavior. You must give a comprehensive explanation using the criteria and components of the relevant concepts. Your answer must be persuasive and use the course concepts as a basis. **Each case study analysis should be a minimum of 2,500 words.** Each question requires a minimum response of 500 words, but there is no maximum number of words. If your posting is less than 500 words you might receive partial credit. The minimum is not equivalent to a grade of 100% and doing the minimum is not enough to get a grade of 100%. However, it is not just about the number of words posted. There are 4 criteria used to evaluate your posting 1) **Quantity,** 2) **Quality,** 3) **Relevance,** and 4) **Manner.**

- **Discussion Boards:** Discussion threads will post to the course online via Black Board. Students are required to enter the discussion board and post thoughtful comments and questions. Comments should demonstrate an understanding of key course concepts, strong critical thinking skills, and a persuasive logic. You must make 4 posts: 1 main post that answers the questions and 3 subsequent posts regarding the postings of others on our team. “I agree with you” is not a thoughtful comment. If you agree you should explain why and ask if anyone has a different point of view. The purpose of the discussion board is to have a dialogue about the case studies and to have a meaningful interaction.

- **Video Segments:** There are several video cases posted on BlackBoard. Keep in mind the video cases and video lectures are for your benefit. These video cases and lectures close the gap between theoretical and practical. Some case studies you will watch and others you will read. My goal is to make the course interactive, helpful in your pursuit of knowledge, and provide you with tools that will allow you to be successful in your career.
Research Project

There are two skills you should develop in graduate school:

1- the ability to apply the concepts you learn in this course to your job, and
2- the ability to conduct research to find information that will help you solve problems.

You are enrolled in a dynamic and exciting graduate business course that gives you the opportunity to get hands on practical experience in conducting research regarding a variety of topics. I will create a unique survey gizmo questionnaire link for each member of our team. I will write the survey questions and you will get respondents.

*** Importantly, please also forward this link to your friends / family and ask them to also forward the link to their friends / family. This is a critical component of our research methodology.

The sampling technique we are using is called snowball sampling. The key to snowball sampling is to not only get others to complete the survey, but importantly get them to forward the survey link to their friends / family and their friends / family send the survey link to their friends / family. Your survey requests must include this important instruction.

You should not complete the survey, but even if you did complete the survey I ask that you not complete the survey more than once.

** Do NOT ask members of our class to complete the survey for you and you should NOT complete their survey. Do NOT send your link to any Brooklyn College email distribution list and certainly do NOT send your survey link to the distribution list for the graduate program since that would be counterproductive.

Your survey links will post under TOOLS --> MY GRADES

Many have had success having people at the local church, temple, and mosque complete the survey.

Some have emailed or text their friends and family the link. Others have sent the link to all their friends on facebook. **** Even if you don't have facebook, ask your friends to post on their facebook page and message their facebook friends.

The minimum for each survey should be

100 responses from

You can do it !! Yes you can !!
My Goal
My goal is for students to LEARN! It is all about you!

My Mission
To help students achieve their educational and professional goals.

My Goals For You
1. Increase Your general knowledge about the subject
2. Enhance Your ability to analyze and solve problems
3. Improve Your ability to use computers and the Internet
4. Expand Your ability to find and use information on your own
5. Develop Your ability to express your ideas
6. Fortify Your appreciation and sensitivity to ethical issues and diversity

My Dozen Objectives
1. Distribute a written syllabus on or before the first day of class
2. Demonstrate my ability to organize materials for the class
3. Stimulate interest in the topic being studied
4. Generate effective class discussion
5. Communicate effectively and speak clearly
6. Encourage independent thinking and ethical behavior
7. Demonstrate openness to students’ comments, questions, and viewpoints
8. Display an exceptional understanding of the course subject matter
9. Keep to the time and schedule requirements of the class
10. Provide students access to me outside of class and be available for Q&A
11. Clearly communicate course requirements and assignments
12. Promptly grade assignments
Grade Components

Exam 1 40%  Chapters 1-8
Case Studies 30%
Discussion Board Cases 15%
Research Project 10%
Exam 2 5%  Chapters 1–15

Grading Criteria: Graduate Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% +</td>
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<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>86% - 89%</td>
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<tr>
<td>B</td>
<td>83% - 85%</td>
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<tr>
<td>B-</td>
<td>80% - 82%</td>
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<tr>
<td>C+</td>
<td>76% - 79%</td>
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<tr>
<td>C</td>
<td>73% - 75%</td>
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<tr>
<td>F</td>
<td>Below 73%</td>
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Exams

- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is NO curve in grading exams. There are NO extra credit assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
  - You are not able to use any electronics during the exam.
    - No cell phones, ipods, ipads, or any other device.
    - You must turn your phone completely off before the exam starts.
    - No talking or texting is permitted during the exam.
    - You can't leave the room during the exam.
    - You can't use notes or books.

Not following these exam rules may result in severe penalties including receiving an F in the course and being suspended from the college.
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Brooklyn College, School of Business, Graduate Program

❖ Academic Integrity

If an academic misconduct (for example: cheating on exams or papers, plagiarism…) occurs the instructor will impose the strongest sanctions that the University or College permits.

I encourage you to look at articles and/or resources from databases and/or on the Internet to find information regarding the case studies, discussion questions and/or other assignments. However, what you submit to me must be your own work. Direct quotations should be used very rarely and, when used, should be very short. You must always indicate the sources used. Students will not receive credit for answers on the different assignments that are mostly paraphrasing of other sources even if the sources are listed. Paraphrasing should be used very rarely and, when used, students must always indicate the sources used. There is no learning value for students to just quote and/or paraphrase parts of articles and/or resources found on the Internet or somewhere else.

If students use information from any source in an assignment and do not cite the source using quotation marks, this is plagiarism, which is a violation of academic integrity at Brooklyn College.

If I find evidence of plagiarism in an assignment, the student will receive a score of zero on this assignment. If I find again evidence of plagiarism in another assignment from the same student, this student will receive a failing grade in the class.

Furthermore, if a student plagiarizes and/or cheats I am required to report it to the Committee on Academic Integrity. This Committee may then decide to suspend or expel the student.

WARNING: The book is an important resource for this course and you must use it to answer the questions. The information needed to answer the questions is contained in the readings and should be the basis for your critical analysis. You are expected to draw conclusions and make recommendations based on the information in the case and the concepts explained in the chapters. Do NOT use other sources unless you properly cite them.

If you copy and paste information from the internet and/or do not cite your sources your grade on the assignment is a zero. That is cheating and plagiarism. If you plagiarize a second assignment your course grade is an F.
Code of Conduct

This Code of Conduct highlights and supplements, but does not replace the Code of Conduct issued by Brooklyn College and/or The City University of New York (C.U.N.Y.). The goal of this code is to maximize the classroom experience for all. Your course grade is in part a function of your:

1. exam, project, and quiz results
2. level of participation
   a. projecting a positive attitude
   b. making intelligent and relevant remarks on discussion board
3. accurate completion and timely submission of assignments

There are other factors that can have a significant impact on your course grade and they include:

- Cheating / Plagiarism
  - (phones, ipods, pda's, blackberry's, treo, and other devices are NOT allowed during any exam)
- Disruptive Behavior
  - Rudeness
  - Disrespect
  - Lateness
  - Interrupting the lecture
- Frequent absence
  - Signing the attendance sheet and leaving OR signing for someone else
- Failure to turn off electronic devices (cell, phones, pagers etc)

“The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: http://www.brooklyn.cuny.edu/bc/policies. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.”

All students should read carefully and thoroughly the 2011-2012 Brooklyn College Bulletin, especially pp. 21-35 for a complete listing of academic regulations of the College.


Penalties

Violation of this Code of Conduct and other rules of Brooklyn College and C.U.N.Y. can result in:

- Lowering your course grade one full letter per offense
- Receiving an F or failing grade for the course
- Being suspended or expelled from the college or university
Disability-Related Accommodations

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

Absence for Religious Reasons

You are not required to attend a class meeting if it interferes with your religious observance. However, being absent does not excuse you from submitting or completing any assignments that are due. The state law regarding non-attendance because of religious beliefs can be found in the Brooklyn College Bulletin. http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf

Important Dates on the College Calendar

Monday, August 27 First day of classes
Friday, August 31 Last day to add a course
Tues - Fri, Sept 4-7, Late-add period: To add a course, the instructor and department must approve on Late Add Form
Aug 27 - Sept 14 Drop period Drop a course without a grade, but still responsible for part of tuition.
Saturday, Sept 15 First day to apply for a withdrawal (W grade) from courses, but 100% liable for tuition
Friday, Nov 9 Last day to apply for nonpenalty withdrawal (W grade) from courses
Dec 14-20 Graduate final classes/examinations
General

This is a graduate course. I developed a roadmap that will enable us to successfully cover the course materials. Late assignments will not be accepted. If you do not complete an assignment your grade for that assignment is a zero. The due dates are set to help you manage the workload and be successful in the course. I will not issue an INC grade since I do not believe that is in your best interest. Campus wide it has been found that almost always the student does not complete the work required by the college's deadline and the computer automatically turns the INC into an F. If necessary you can drop the course with a W grade.

However, I designed the course to be meaningful, but also manageable. I know that many of you work, have families, and are taking other courses. I am very confident that you will be able to meet the course requirements. You can do it! Yes you can! Let me know what I can do to help you be successful.

**** Your responses to each question must be detailed and demonstrate your understanding of the key concepts in the chapter. You must be able to demonstrate your ability to apply the chapter concepts to the case studies. If you use key terms in your response please define the terms and explain how they are applicable to the case. I know what the terms mean, but for you to get full credit you need to convince me that you know what the terms mean. :-)

Do not email me your case study analysis.
Post your assignments to BlackBoard.

*** Type your responses in WORD and save to your computer or flash drive so that you can review your case studies for the exam. Copy and paste your responses to the BlackBoard blog for the assignment by 10 pm on the due date. Each assignment has a separate blog link. After the due date you will no longer be able to post to blackboard.

Media Players

To make the course more interactive and interesting I also posted a short video for each case. For your convenience I posted two different file types for each video case.

**VLC Media Player** can play Flash (flv) and Mpeg 4 (mpg) video files.

Download free VLC Media Player at the link below
http://www.videolan.org/vlc/

**Quick Time** also can play Mpeg 4 (mpg) video files


**Windows Media Player** can play Windows Media Video (wmv) files

Download free Windows Media Player at the link below
http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx
This will be a fun semester! I am looking forward to being your coach!

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Bibliography
