IST 335-M005
Introduction to Information-Based Organizations
Syracuse University - School of Information Studies (Spring 2015)

Updated 1/12/2015*

Meeting times: Tuesday/Thursday 9:30am – 10:50am
Meeting place: Hinds Hall - 021
Instructor: Dr. Megan Oakleaf
Office: 326 Hinds Hall
e-mail: moakleaf@syr.edu
Office Hours: Immediately after class

Course Catalog Description
Organizational behavior; groups and teams; leadership and management; human resources; organizational development; change management; Interactions between people and technology in work organizations; impacts of information technology on organizational effectiveness.

Overview
As social creatures, humans naturally tend to form organizations for government, business, and other purposes. Regardless of the size of an organization, its members face a common core of challenges: to communicate effectively and share information with one another, to motivate individual and group behavior towards a set of common goals, and to coordinate efforts among individuals and groups. They also face different norms and communication patterns rooted in various forms of diversity such as race, gender, sexual orientation and cultural background. These challenges reflect the goal-oriented interpersonal interactions that pervade all organizations.

People have studied human interaction within organizations for millennia, but the gradual maturation of the social sciences (particularly anthropology, sociology, and psychology) during the 20th century has resulted in a large body of literature on behavior in organizations. In recent years, we have also seen an increased focus on how information and information systems affect people's behaviors in organizations. One approach to becoming an informed and effective manager would involve reading and understanding theories and research results followed by thoughtful application of these ideas in the workplace. But if you are a university student with a relatively brief prior work history you may find more value in learning by doing. Thus, in this course, we will explore the current state of the art in organizational behavior research as related to information system use by enacting various slices of organizations and reflecting on the origins, meaning, and implications of our actions and interactions. In effect, we will use ourselves as research subjects, examine how we behave in organizational settings, and extrapolate these results to other organizational settings.

Learning Outcomes
After completing this course, students will be able to:
- Draw from a rich base of knowledge & experiences about human behavior in organizations
- Examine & analyze organizational behavior at the individual, dyadic, group, & organization levels
- Explain the role of information within organizations as:
    - social communication
    - organizational memory
    - commodity within and across organizational units

- Employ fundamental business concepts as part of a simulated organization
- Create a business plan for a startup company

These learning outcomes will be addressed through action and reflection. The actions will include reading, in-class exercises, case studies and group work within a simulated organization. Reflection will include in-class discussions, short written assignments, a journal, and a final examination. To inject the learning process with realism we will create a simulated startup company. In developing this simulated organization, you will determine its mission and strategies, identify and execute tasks, assign yourselves roles/positions, set goals and rules, build relationships with co-workers, evaluate performance and develop plans for future operations. The organization will have a product, departments, jobs, tasks and employees. You will work in teams in carrying out the company's various functions. We will discuss the structure and activities of the simulated organization in more detail in class.

Required Textbook
Hitt, M. A., Miller, C. C., & Colella, A. (2015). *Organizational behavior*. Hoboken: John Wiley. [4rd Edition - ISBN: 9781118809068]

This book casts the work group as a fundamentally important unit within the organization and devotes a great deal of attention to this unit, although the individual, the dyad, and the organization as a whole receive treatment as well. In keeping with the focus of the course, we will begin working in groups almost immediately. Your activities and behavior within these groups will illustrate many of the principles of organizational behavior that anchor the course and serve as examples to be analyzed in your assignment, journals and final exam.

Evaluation
Performance evaluation is as much a part of organizations as it is a part of college courses, and this course will include evaluation components that reward participation in course activities as well as learning of knowledge and skills. The evaluation will include class participation, as well as a set of assignments and a final examination. Based on a total of 300 points, these will carry *approximately* the following weights.

Participation	**60 points (2 for attendance/2 for class participation)**
Reading Quizzes	**40 points**
Group Project	**70 points (total)**
Short Papers	**60 points**
Final Examination	**70 points**

Total	**300 points**

1. **Class participation (60pts):** Your participation is essential to this class. This includes attending class, contributing to in-class and online discussions, and working with your group. The combination of these elements will determine your participation grade. Absences will have a direct effect on your final grade!

2. **Reading assessments (40pts)**: You will have several assignments to evaluate your knowledge of the book chapters and other readings. This will be accomplished through in-class quizzes that include True/False and/or Multiple Choice questions.

Quiz grades are determined as follows:
26-30 Correct = 5pts.
20-25 Correct = 4pts.
10-19 Correct = 3pts.
5-9   Correct = 2pts.
1-4   Correct = 1pts.
 0 (or absent) = 0pts.

You will be given 8 quizzes, each worth up to 5 points in this category.
No make ups, and no excuses if a quiz is missed.

3. **Group Project (70pts)**: The major group work projects will be a departmental plan and presentation for your departmental teams, and a final business plan and presentation for the simulated company. In addition, you will produce some short documents, such as mission statements, schedules, memos, and other materials that organizational employees often generate.

4. **Short papers (60pts)**: Three short papers will be assigned to individuals, not groups (worth 20 pts. each). These papers will synthesize textbook and lecture material with lessons learned from class exercises, outside articles or other materials, and the simulated organization. We will watch "Social Network" in class, as the movie contains many of the concepts we will be going over in class. The other 2 papers will be assigned throughout the semester.

5. **Final examination (70pts)**: The final examination will assess all aspects of the course, including insights from your experiences during the semester. A primary issue that the exam will assess is your skill at synthesizing your analysis of the behaviors in your groups with the material presented in the book, other readings, and class lectures. The final exam is a series of essays.

Letter Grades
The numeric total that you have amassed during the semester will translate into a letter grade according to the following scheme:

Minimum Points	Maximum Points	Minimum Percent	Letter Grade
285	300	95%	A
270	284	90%	A-
255	269	85%	B+
240	254	80%	B
225	239	75%	B-
210	224	70%	C+
195	209	65%	C
180	194	60%	C-
165	179	55%	D
0	164	<55%	F

The total number of points may change, but the percentages will remain the same. Note that achieving an A in this course requires **a minimum of 95% of the available points**. As a result, only

the highest achieving students will attain an A for the semester. There is **no extra credit** for attendance, good citizenship, or related reasons on an individual basis.

Strategies for Success
In order to be successful in this course, students should expect to:
- Attend all class meetings; missing class meetings impacts your participation grade.
- Unless directed, do not use laptops/phones/etc in class.
- Read and view all course content.
- Complete all assignments in accordance with requirements, in detail, and on time.
- Engage rigorously in discussion and dialogue with classmates and the instructor.
- Listen actively.
- Communicate professionally and disagree respectfully.
- Attend all team meetings; be a good, responsible, and ethical team player.
- Overcome any learning challenges by proactively seeking assistance from the instructor.
- Overcome any technology barriers by proactively seeking help from IT Services staff.

Assignment Format

File Types	Submit assignments via Bb Assignments using .doc or .docx for text documents, ppt or .pptx for presentations, or .pdf as directed. *Important*: Do not zip files. Do not send URLs. If I cannot open your files, they will be considered unsubmitted until you supply a file I can open, and the late policy will apply. Do not email assignments to my syr.edu account or submit them in print unless directed.
Writing Expectations	Assignments should be prepared with a professional tone and with correct grammar, spelling, mechanics, etc. For assistance, contact the Syracuse University Writing Center (http://wc.syr.edu/index.html). Typewritten assignments should be formatted in Arial or Helvetica with main text in 12-point font.
Citation Expectations	Syracuse University's Academic Integrity Policy is outlined below, and in addition, this course requires attribution and citation using APA format (6th Edition). The following websites can help you create APA documents and citations: • Basics of APA Style, http://flash1r.apa.org/apastyle/basics/index.htm • APA Formatting & Style Guide, http://owl.english.purdue.edu/owl/resource/560/01/ • SU Citation Guide, http://researchguides.library.syr.edu/citation • KnightCite, http://webapps.calvin.edu/knightcite/ • Diana Hacker, http://www.dianahacker.com/resdoc/p04_c09_o.html

Late Assignments
You are expected to complete assignments by the deadlines listed in course materials. Assignments are to be turned in *at the start of class* on the day they are due. Late assignments **drop one letter grade** each day they are late, as described in the chart below. These specifics are provided to avoid misunderstandings regarding the late assignment policy. (Note: Discussion posts are due by 5:00 pm Eastern Friday. See "Discussion" above.)

Example Submission Time	Highest Grade Possible
9:30 am Tuesday	A

10:30 am Tuesday – 9:00 am Wednesday	B
9:01 am Wednesday – 9:00 am Thursday	C
9:01 am Thursday – 9:00 am Friday	D
9:01 am Friday – 9:00 am Saturday	F
After 9:01 am Saturday	No Credit (0 points)

Note: This chart describes late penalties for assignments due on Tuesdays. Assignments due on Thursdays follow the same pattern, but of course will reflect a different day of the week.

Blackboard (Bb)

The iSchool uses Syracuse University's Blackboard system to facilitate distance learning and main campus courses. The environment is composed of a number of elements that will help you be successful in both your current coursework and your lifelong learning opportunities. To access Blackboard, go to the following URL: http://blackboard.syr.edu and use your Syracuse University NetID & Password to log in.

Questions regarding technical aspects of Blackboard, please submit a help ticket to the iSchool dashboard labelled My.iSchool Dashboard at https://my.ischool.syr.edu Log in with your NetID, select "Submit a Helpdesk Ticket," and select Blackboard as the request type. The iSchool Blackboard support team will assist you.

Academic Integrity

Syracuse University sets high standards for academic integrity. Those standards are supported and enforced by students, including those who serve as academic integrity hearing panel members and hearing officers. The presumptive sanction for a first offense is course failure, accompanied by the transcript notation "Violation of the Academic Integrity Policy." The standard sanction for a first offense by graduate students is suspension or expulsion. Students should review the Office of Academic Integrity online resource "Twenty Questions and Answers About the Syracuse University Academic Integrity Policy" and confer with instructors about course-specific citation methods, permitted collaboration (if any), and rules for examinations. The Policy also governs the veracity of signatures on attendance sheets and other verification of participation in class activities. Additional guidance for students can be found in the Office of Academic Integrity resource: What does academic integrity mean? The academic integrity statement can be found at: http://supolicies.syr.edu/ethics/acad_integrity.htm. **Read it carefully.** Pay special attention to the sections on plagiarism, unauthorized collaboration, submitting the same work for different classes, and policies and procedures for handling cases of academic dishonesty.

Note: Please do not share IST 335 course assignments, unless otherwise instructed by the professor. It makes you vulnerable to academic integrity charges should someone use your work later on, as in those cases both students are typically "charged."

Students with Disabilities

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), http://disabilityservices.syr.edu, located at 804 University Avenue, room 309, or call 315-443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities "Accommodation Authorization Letters," as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Religious Observances

SU's religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.

Ownership and Educational Use of Student Work

In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or (2) the creator/originator(s)' written permission will be secured. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.

Introduction to the Instructor

Dr. Megan Oakleaf (www.meganoakleaf.info) is an Associate Professor in the iSchool at Syracuse University where she teaches "Reference and Information Literacy Services" and "Planning, Marketing, and Assessing Library Services" as well as electives focused on assessment and instruction. Her research interests include library value and impact, outcomes assessment, evidence-based decision making, information literacy instruction, information services, and digital librarianship.

Megan is the author of the *Value of Academic Libraries Comprehensive Report and Review* and *Academic Library Value: The Impact Starter Kit* and is on the faculty of the ACRL Immersion Program. Megan has presented at numerous conferences, including ALA, ACRL, AAC&U, and AALHE National Conferences, ARL Library Assessment Conferences, the IUPUI Assessment Institute, the NCSU Undergraduate Assessment Symposium, the Texas A&M Assessment Conference, and EDUCAUSE. Megan won the 2011 Ilene

F. Rockman Publication of the Year Award, was named to the LIRT Top 20 Instruction Articles four times, was included on the 2010 Reference Research Review List, and was awarded "Best Paper" at the 2007 EBLIP Conference. She has published articles in *JASIST*, *College & Research Libraries*, *Journal of Documentation*, *Communications in Information Literacy*, *Library Quarterly*, and *Portal*, among other journals. She authors a recurring column on academic library assessment in the *Journal of Academic Librarianship*. Megan also serves on the editorial boards of *Library and Information Science Research*, *Library Quarterly*, and *Journal of Academic Librarianship*.

Previously, Megan was the Librarian for Instruction and Undergraduate Research at North Carolina State University. In this role, she designed, implemented, coordinated, and assessed the library instruction program; she also trained fellow librarians in instructional theory and methods. Megan completed her dissertation entitled, "Assessing Information Literacy Skills: A Rubric Approach," at the School of Information and Library Science at the University of North Carolina at Chapel Hill.   She earned her MLS from Kent State University and also holds a BA in English and Spanish and a BS in English Education and Spanish Education from Miami University. Prior to a career in librarianship, Megan taught language arts and advanced composition in Ohio public schools, grades 8-12.

*Syllabus Change Policy
The instructor reserves the right to update or alter this syllabus with sufficient notice to students. In the event that it is updated, a new version will be uploaded to Blackboard and ischool.syr.edu.

Note: Much of the content of this syllabus was graciously made available by Dr. Carsten Oesterlund, Alex Corsello, and Steven Hoover. Many thanks.

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