



# COMM 2020: Organizational Behavior

Course CRN:  
Semester/Year: Fall 2023

## Instructor Information

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**Faculty Name:** Andrew Mahoney  
**Clark Email:** andrew@141creative.com  
**Office Hours:** By appointment or as stated below

I am available through email at any time and through appointment, as necessary. You can usually expect a response to emails within one business day.

**Office Hours:** Office hours will be held each Monday from 3:30pm-4pm ET at Dynamy.

## Course Overview

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### Summary

In this course we will focus on the common daily challenges facing individuals within the work place environment. Understanding these different behaviors and concepts found within the complex and diverse work environment is a critical component for survival and success in the modern organization. The specific topics of organizational structure, culture, change, motivation, group dynamics, leadership and interpersonal communication will all be addressed. The objective of this course is to give the student a better overall grasp of the organizational structure and the primary factors driving the managerial decision makers within it.

When people come together in any setting, they develop both spoken and unspoken rules about how things should be done and how to prioritize tasks within the group. Understanding these patterns of interaction, and the relationship of the individual to the group, is essential to accomplishing *your* own goals in an internship, workplace, or with a group of people in any setting (including an apartment or program like Dynamy). This seminar explores the many factors that influence how groups of people work well together—or don't! Topics include the psychological contract, communication, group dynamics, conflict management, individual and organizational learning, conformity, and other related issues.

Readings and other media, personal stories, and the writing assignments provide a lens through which students broaden their understanding of themselves, organizations, and their particular internship

placement. Conversely, internship experiences and class discussion provide a way to evaluate ideas and theories from the reading and discussion. This interplay of theory and practice is central to the learning process of the Dynamy/Clark seminar.

### Student Learning Outcomes

- Identify and connect internship & independent living situations to key course topics through weekly response papers
- Identify and summarize course concepts through in-class discussions

## Course Format

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It is a robust course with significant engagement requirements. Student are expected to participate and complete assignments on time as outlined specifically by the course instructor. Readings and other media, personal stories, and the writing assignments provide a lens through which students broaden their understanding of themselves, organizations, and their particular internship placement. Conversely, internship experiences and class discussion provide a way to evaluate ideas and theories from the reading and discussion.

## Course Resources

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### Required Materials

All readings and materials will be provider by the instructor

### Other Requirements

Laptop with internet access

### Writing

All written assignments must follow the APA (American Psychiatric Association) format. Writing resources are available at <https://www.clarku.edu/departments/writing-at-clark/resources/>

## Grading / Engaged Academic Time

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It is “engaged academic time” that determines how many credit hours a course is worth. The table below outlines an approximation of how the hours are distributed in this course.

Activity	Detail	Estimated hours	Percentage of grade
Readings	1 hours each x 10 weeks	10	N/A
Weekly Presentations/ Lectures/Videos	1.5 hours each x 10 weeks	15	N/A
Practical Discussions	1.5 hours x 10 weeks	15	50
Response Papers	1 hours each x 8 assignments	8	30
Internship Experience	28 hours x 10 weeks	280	N/A
Final paper	10 page paper	10	20
	TOTAL	338	100

## Clark Undergraduate Grading Scale

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When converting "letter grades" to "numeric grades" (or vice versa), the following values will be used.

Grade	Number to letter	Letter to number
A	95-100	100
A-	90-94	94
B+	87-89	88
B	83-86	85
B-	80-82	82
C+	77-79	78
C	73-76	75
C-	70-72	72
D+	67-69	68
D	63-66	65
Fail	below 63	62
IN	Incomplete	(Requires Associate Dean approval)

*Note: A minimum grade of C is considered passing using the Pass/Fail grading option.*

## Participation, Due Dates, and Late Work

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All the assignments are due by midnight on the date shown in the syllabus/Moodle, unless otherwise specified. Students are expected to participate fully in all activities. Students are expected to participate in a manner appropriate to a business meeting, treating their colleagues with courtesy and respect. The allowance of additional time to complete assignments because of illness is at the discretion of the instructor.

Personal illness, urgent family business, work-related issues, and other emergencies are the only basis for not submitting an assignment when it is due. If you need an extension, a request should be made in writing prior to the due date of the assignment.

## Assignment Descriptions

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### Weekly Response Papers (30%)

Response papers are used to connect course topics to the intern's internship and independent living experiences at Dynamy. When students are able to identify and interpret the situations in their Dynamy experience as they relate to course subjects, they are better able to grasp the concepts of the course.

## Class Participation/Practical Discussions (50%)

Discussions are a central part of this course, how you will learn, and how you process the readings and materials presented as they relate to your internship and independent living experiences at Dynamy. You will be asked to review a variety of materials – either in the textbook, from external sources or in videos. Based on these materials, you will address a number of prompts set by your instructor in class.

## Final Paper (20%)

Your final paper must be a minimum of 10 pages and not to exceed 12 pages, and must demonstrate your increased understanding of the Organizational Behavior concepts that we have read about and discussed. You must demonstrate this understanding by applying the concepts to specific, real-life experiences during your semester at Dynamy.

**At minimum, you must write the equivalent of 3 full pages on the internship experiences you had during this course, and how those experiences helped you in your understanding of Organizational Behavior topics and another 3 full pages on the independent living experiences you had at Dynamy.** You may, of course, write your entire paper on these experiences. Please only include specific examples and stories that relate directly to the concept or point you are making, however. You may briefly quote a reading from the course, but only if you discuss its idea directly in your analysis.

# Course Schedule

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This schedule is subject to changes. Please review the Moodle course for the most up-to-date information.

## 9/25: Introduction

### Materials

- Professor supplied content

### Assignments:

- **Read Ch. 1 of *Organizational Behavior: An Experiential Approach*. Write a two-page response paper** on your “psychological contract” thus far with your internship, Dynamy, the adventure challenge, or with your apartment.

## 10/2: Psychological Contracts

### Materials

- Packet provided by professor

### Assignments:

- Complete packet and 2 page response paper

## 10/9: NO IN-PERSON CLASS!

## Organizational & Individual Learning

### Materials

- Packet provided by professor

### Assignments:

- Complete packet and 2 page response paper

## 10/16: Group Dynamics

### Materials

- Packet provided by professor

### Assignments:

- Complete packet and 2 page response paper

## 10/23: Communication & Miscommunication

### Materials

- Packet provided by professor

### Assignments:

- Complete packet and 2 page response paper

## 10/30: Perception & Attribution

### Materials

- Packet provided by professor

### Assignments:

- Complete packet and 2 page response paper

## 11/6: Negotiation & Conflict Resolution

### Materials

- Packet provided by professor

### Assignments:

- Complete packet and 2 page response paper

## 11/13: Perception & Attribution

### Materials

- Packet provided by professor

### Assignments:

- Complete packet and 2 page response paper

## 11/20: Thanksgiving Break, NO CLASS

## 11/27: Conformity & Deviance

### Materials

- Packet provided by professor

### Assignments:

- Complete packet and 2 page response paper

## 12/4: Final class, wrap-up of concepts & course evaluation

### Assignments:

- Final paper due at 9am

# Campus Resources

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## Library Access and Resources

The Clark University Libraries subscribe to many academic resources and offer research assistance for anyone in the Clark community, including students at a distance. The library team offers short tutorials on how to use library resources and the basics of academic research in a Moodle course called "Library Research Tutorials". The Goddard Library Homepage contains links to databases, course research guides, and descriptions of services. For assistance with conducting research or help with a database, use the Goddard Library Online Help to connect with the library team by phone, email, text, or chat.

Clark faculty, staff, and students with domain accounts may access all Clark databases remotely with their Clark University credentials. These are the same way you sign into Moodle and your Clark email. Here you can access over 100 databases and multiple resources to complete your research needs. The library hours are 8am to midnight Monday through Thursday, 8 am to 10 pm on Friday, 10am to 10pm on Saturday, and noon to midnight on Sunday (all times U.S. Eastern Time). Online access is available 24 hours per day. For more information follow this link:

<http://www.clarku.edu/research/goddard/>

When you are off-campus and accessing library resources (such as journal articles or online books in the holdings) you may be prompted for your Clark credentials (username/password).

## Technology Requirements

To be successful in this course, you will access materials and submit assignments electronically regularly, e.g., in Moodle. It is your responsibility to ensure that you can do so. At a minimum to access Moodle, you will need access to the Internet and a supported Web browser (Chrome, Internet Explorer, Firefox, Safari).

In general, you will be expected to submit assignments in MS Word, Excel, PowerPoint, or PDF format (Clark provides MS Office at no extra cost if you need it). Unless the assignment specifically requires an alternate format, please be sure to submit in one of the above formats or I reserve the right not to grade the assignment. If students need assistance with converting or formatting documents, they should contact the ITS Help Desk.

If you need technical assistance with Moodle, using your Clark accounts or with software used for completing course assignments, contact the ITS Help Desk. You may visit the Help Desk in person at the Academic Commons in Goddard Library, email them at [HelpDesk@clarku.edu](mailto:HelpDesk@clarku.edu) or phone them at 508- 793-7745. Their hours are available at <http://www.clarku.edu/offices/its/support.cfm>

## Policies

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### Accommodations for Individuals with Disabilities

Clark University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you have or think you have a disability and require academic accommodations, you must register with Student Accessibility Services (SAS), by contacting the office directly at [accessibilityservices@clarku.edu](mailto:accessibilityservices@clarku.edu) or (508)798-4368. If you are registered with SAS and

qualify for accommodations that you would like to utilize in this course, please let SAS know immediately.

## The Family Educational Rights and Privacy Act (FERPA)

Students at Clark University are protected by the Family Educational and Privacy Act of 1974 (FERPA). A description of the Act and Clark's FERPA policy can be obtained online at [www.clarku.edu/offices/src/ferpag.shtml](http://www.clarku.edu/offices/src/ferpag.shtml).

## Faculty Members are Responsible Employees: "It's On Us" too

Faculty members are required by the Office of Civil Rights to report all alleged sexual offenses to the university's Title IX Coordinator

Exceptions: The only exceptions to this reporting responsibility are the faculty members who have been designated and trained as Confidential Sources. The professional staff in Clark's Center for Counseling and Personal Growth and the medical providers at the Health Center are also confidential spaces.

This reporting is necessary to track patterns of offenses so that we can successfully combat all forms of sexual harassment and sexual violence on campus. We believe in providing all students with an educational environment that is free from discrimination. The sexual harassment of students, including sexual violence, interferes with students' right to receive an education free from discrimination and, in the case of sexual violence, is a crime. The Clark faculty is committed to making Clark University a safe and inclusive environment for all.

## Statement on Inclusion, Equity, and Diversity

The programs of Clark University aspire to be a collaborative, inclusive and caring community that strives for equity and equal opportunity in everything we do; that creates a welcoming environment and enables success for people from all walks of life; and that shares common, fundamental values grounded in justice, civility and respect while looking to our diversity as a source of enrichment and strength. We will work to remain steadfast in our pursuit of equity, inclusion, and diversity.

### Principles

An inclusive university community is achieved and sustained by seeking a diversity of people and perspectives, valuing our differences, and ensuring equitable opportunities. We are guided by the interdependent principles of inclusion, equity, and diversity.

We define inclusion as working together to create a welcoming environment through interpersonal interactions that respect and affirm the inherent dignity, value, and uniqueness of all individuals and communities. Inclusion is an active process of creating a community in which people have full access to relationships and resources that enable their personal and intellectual growth and success. Inclusive practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world.

We define equity as ensuring equality of opportunity in all that we do. Equity requires fairness of standards, norms, and practices for all community members. An equitable learning and working community provide equal access to all rights, privileges, and resources.

We define diversity as seeking and realizing the richness of human difference. Diversity is a dynamic phenomenon, life enriching and foundational to excellence. We strive to create and nurture an environment where a diversity of people, ideas, and perspectives flourish and inspire creativity and achievement.



## University Policy on Academic Integrity

Academic integrity is highly valued at Clark. Research, scholarship, and teaching are possible only in an environment characterized by honesty and mutual trust. Academic integrity requires that your work be your own. Because of the damage that violations of academic integrity due to the intellectual climate of the University, they must be treated with the utmost seriousness and appropriate sanctions must be imposed. The maintenance of high standards of academic integrity is the concern of every member of the University community.

Every student is responsible for knowing the Academic Policies as outlined in the Acalog: [Academic Policies - Clark University - Acalog ACMS™](#)

Several ways in which academic integrity may be violated are outlined below.

***Cheating*** has three principal forms:

Unauthorized use of notes, text, or other aids during an examination or in performance of course assignments.

Copying the work of another.

Handing in the same paper for more than one course unless the faculty members involved give their explicit permission to do so.

***Plagiarism*** refers to the presentation of someone else's work as one's own, without proper citation of references and sources, whether or not the work has been previously published. Submitting work obtained from a professional term paper writer or company is plagiarism. Claims of ignorance about the rules of attribution, or of unintentional error are not a defense against a finding of plagiarism.

***Unauthorized collaboration*** refers to work that students submit as their own but which was arrived at through a process of collaboration without the approval of the professor. Since standards on appropriate or inappropriate collaboration may vary widely among individual faculty, students should make certain they understand a professor's expectations before collaborating on any class work.

***Alteration or fabrication of data*** includes the submission or changing of data obtained by someone else or not actually obtained in the performance of an experiment or study, except where allowed by the professor. It also includes the changing of data obtained in the performance of one's research.

**Participating in or facilitating dishonest activities** includes, but is not limited to:

- Stealing examinations
- Forging grade reports or grade change forms, or altering academic records
- Sabotaging the work of another student
- Selling, lending, or otherwise distributing materials for the purpose of cheating
- Forging or altering Graduation Clearance forms
- Forging letters of recommendation
- Forging signatures on any official university documents

### **Academic Dishonesty Sanctions**

In determining the appropriate sanction, the Graduate Dean Board will take into consideration the student's prior history of academic integrity, and the seriousness of the violation. Sanctions may include but are not limited to one or a combination of the following responses:

- Letter of warning to the student
- Grade of zero for the particular assignment
- Grade of F for the course
- Academic probation, the length of which will be determined by the Board
- Notation of sanction on student's academic record
- Suspension: student may be suspended for one semester or one year; the Board may suspend the student without opportunity for transferable credit
- Expulsion from the University

### **Appropriate Use of Clark's Informational Technology System (ITS)**

The ITS policy sets forth standards for responsible and acceptable use of Clark University's Information Technology Systems (ITS) resources. These resources include computer systems, computer labs, applications, networks, software, electronic communications and information sources, web pages, and related services. It is the responsibility of both the instructor and the student to be in compliance with the University Policy.

### **End-of-Course Evaluation Surveys**

Your feedback regarding your educational experience in this class is very important to Clark University. Your comments will make a difference in the future planning and presentation of our curriculum. At the end of this class, please take the time to complete the online evaluation survey when it is distributed.

**Disclaimer:** The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. Changes will be announced, and an updated version of the syllabus will be posted on Moodle and/or distributed to students.