ED535 ORGANIZATIONAL THEORY AND PLANNING
Summer Session Hybrid Syllabus

<table>
<thead>
<tr>
<th>COURSE START DATE:</th>
<th>7/8/2013</th>
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</thead>
<tbody>
<tr>
<td>ONLINE DATES:</td>
<td>Weeks of 7/8, 7/22, 7/29, 8/5, 8/12</td>
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<tr>
<td>ON CAMPUS DATES:</td>
<td>7/15-19</td>
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<td>COURSE END DATE:</td>
<td>8/18</td>
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COURSE DESCRIPTION

Provides an analysis of educational organizations as systems of interrelated parts, influencing and being influenced by other systems. Considers both internal and external constituencies in evaluating models of planning processes which include data selection and analysis, types and timing of stakeholder inputs, uses and usefulness of future projections, and techniques most suitable to addressing different types of problems.

All information on this course, including the official course description and any prerequisites, can be found in the GPS Catalog at [http://catalog.sjcme.edu/](http://catalog.sjcme.edu/)

COURSE OBJECTIVES

Upon completion of this course, you should be able to do the following:

1. Identify and discuss historically representative organizational theories and models.
2. Understand how organizational structure helps and/or hinders organizational and individual behavior.
3. Apply organizational theory to practice by developing a personal plan of action.
4. Understand principles and practice sample techniques of strategic planning.
5. Understand a leader’s role in the organizational planning, change, and improvement process.
COURSE FORMAT

This is an accelerated five week online course with an additional week in the classroom, providing the opportunity to continue the online dialogue in a group setting. You will acquire the skills outlined in the course objectives through the following:

- Readings from the textbook and required readings.
- Active dialogue with your instructor and fellow learners via the course bulletin board
- Active dialogue and discussion in person with your instructor and classmates.
- Class Participation: You are expected to participate in the online dialogue at minimum three times per week per discussion question, preferably on non-consecutive days.

REQUIRED TEXT

ISBN: 0471445819/978-0471445814

ISBN: 0205486363/978-0205486366

If you have any questions regarding your course materials, please contact your academic advisor and/or our book vendor EDPAP. You can reach EDPAP by phone at 1-(800)-274-9104 or website at http://www.edmapbookstore.com/storefront/index/STJSP

COURSE SCHEDULE

Week 1: Online

1. Topics & Issues
   - Introductions
   - Starting Your Game Plan

2. Required Readings
   - Owens Text
     - Chapter 1: In Search of a Vision
     - Chapter 2: Guiding Concepts of Practice
     - Chapter 3: Mainstreams of Organizational Thought
3. **Assignments**
For Discussion Board: Getting to Know Each Other.
What brings you to this course? Please describe your professional background and interests. What are you expectations for this course?

For first class on campus: Mark sections (a few representative sentences will do) in each chapter that spark your interest in some way: e.g., strongly agree, disagree, or find confusing or challenging. Please be prepared to use these for discussion.

Ongoing, for yourself: Notes for your Game Plan

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

**Week 2, Day 1: On Campus**

1. **Topics & Issues**
   - Introduction to the Course
   - Theory of Action
   - Developing a Game Plan

   Introduction to Major Organizational Theories

2. **Required Readings**
   - Pre-meeting assignments, Week 1

3. **Assignments**
   Please see Week 1

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

**Week 2, Day 2: On Campus**

1. **Topics & Issues**
   - Contemporary Theory

**Required Readings**
   - Owens Text:
     - Chapter 4: Organizational Theory
2. **Assignments**
   - Preparation for class discussion

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

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**Week 2, Day 3: On Campus**

1. **Topics & Issues**
   - The Human Dimension
   - Culture
   - Climate

2. **Required Readings**
   - Owens text: Chapters 5 and 6

3. **Assignments**
   - Preparation for class discussion

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

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**Week 2, Day 4: On Campus**

1. **Topics & Issues**
   - Change
   - Conflict

2. **Required Readings**
   - Owens, Chapters 7 and 10

3. **Assignments**
   - Preparation for class discussion

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).
Week 2, Day 5: On Campus

1. Topics & Issues
   - Organizational Learning

2. Required Readings
   - Owens, Chapters 11 and 12

3. Assignments

   Updates on Game Plans
   Consider topic for Final Paper

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

Week 3: Online

1. Topics & Issues
   - Planning for Change
   - Decision Making
   - Schools vs. Business

2. Required Readings
   - Owens, Chapter 9

   Blueberry Story:  http://www.jamievollmer.com/blueberries.html

3. Assignments

   Posting Assignments:

   I’ll also post weekly required questions for discussion board

   Choose topic for final project for me to confirm.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.
Week 4: Online

1. **Topics & Issues**
   - Types of planning

2. **Required Readings**
   - Allison and Kaye, Chapters 1 and 2

3. **Assignments**
   Although you will be working on your own, not part of a formal planning team, these exercises will give you a feel for some of the specific planning techniques covered in this unit. Please use the electronic form on the CD-ROM from Allison and Kaye and complete the following planning templates as fully as you can and submit via the Assignment Submission form:
   - Worksheet #1: Identifying Planning Process Issues and Outcomes
   - Worksheet #3: Developing a Plan for Gathering Information

Continue work on final project.

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

Week 5: Online

1. **Topics & Issues**
   Managing Change

2. **Required Readings**
   - Owens, Chapter 8
   - Allison and Kaye, Chapters 3 and 4

3. **Assignments**
   Allison and Kaye:
   - Worksheet #6: Create a Vision Statement
   - Worksheet #7: Values, Beliefs, Guiding Principles

Continue work on final project

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).
Week 6: Online

1. Topics & Issues
   - Change: Implications for Leaders
   - Personal Vision

2. Required Readings
   - Allison and Kaye, Chapters 5, 6, 7, 8

3. Assignments
   Allison and Kaye Text: Chapters 5, 6, 7, 8
   a. Worksheet #8: Organizational History and Accomplishments
   b. Worksheet #10: Perceptions of Organization’s SWOT

Continue work on FINAL PROJECT, DUE NO LATER THAN 8/18

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

GRADING BREAKDOWN

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<tbody>
<tr>
<td>Written Assignments</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>50%</td>
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<tr>
<td>Final Project</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
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## RUBRICS

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<tr>
<th>Score</th>
<th>Discussion Grading Criteria</th>
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<tr>
<td><strong>A</strong></td>
<td>Responses are on topic, original, and contribute to the quality of the discussion. Responses make frequent, informed references to unit material. Responses are clearly written. Substantial original answers to the questions that furthers the work of the class. Typically in the 100 word range or responses meet length requirements as posted in the classroom. Two or more thoughtful responses per discussion question to classmates that advance the discussion.</td>
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<tr>
<td><strong>B</strong></td>
<td>Responses are on topic, largely original, and contribute to the quality of the discussion. Responses make some informed references to unit material. Responses are generally clearly written. Substantial original answers to the questions that furthers the work of the class. Typically in the 75-100 word range or responses meet only 80% of the length requirements as posted in the classroom. One response per discussion question to a classmate that is thoughtful and advances the discussion.</td>
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<td><strong>C</strong></td>
<td>Responses are on topic, but they lack originality and lack a significant contribution to the quality of the discussion. Responses make vague or summary references to unit material. Responses have several mechanical or stylistic errors. Short posting. Normally in the 50-75 word range or responses meet only 70% of the length requirements as posted in the classroom. Response(s) to others does not advance the discussion.</td>
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<td><strong>D</strong></td>
<td>Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion. Responses make little or no references to unit material. Responses have several mechanical or stylistic errors. Minimal posting. Normally in the 25-50 word range or responses meet only 60% of the length requirements as posted in the classroom. No responses to classmates. If there are two questions, student did not respond to one.</td>
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## Written Assignment

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<tr>
<th>Grade</th>
<th>Content, Focus, Use of Text/Research</th>
<th>Analysis and Critical Thinking</th>
<th>Writing Style, Grammar, APA Format</th>
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<tbody>
<tr>
<td></td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Response successfully answers the assignment question(s); thoroughly uses the text and other literature.</td>
<td>Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation).</td>
<td>Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format when assigned.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature.</td>
<td>Response generally exhibits higher-order critical thinking and analysis (e.g., true analysis).</td>
<td>Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned.</td>
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<tr>
<td><strong>C</strong></td>
<td>Response answers the assignment question(s) with some digression; sufficiently uses the text and other literature.</td>
<td>Response exhibits limited higher-order critical thinking and analysis (e.g., application of information).</td>
<td>Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.</td>
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<tr>
<td><strong>D</strong></td>
<td>Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension.</td>
<td>Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned.</td>
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COURSE GUIDELINES

You are expected to attend each of the five campus classes, to keep up with assignments and make your studies as meaningful as you can. It is up to you to raise questions of your own, make sense of the material, and make sure it is relevant to your circumstances. If you have questions or concerns, please see me after class; and during the online portion, call or email for clarification.

COURSE POLICIES AND PROCEDURES

Current information regarding College policies affecting your course can be found on the Resources/Policy section of the course homepage. On this page, you will find vital information, including the following:

- Current Student Handbook, outlining course-specific policies
- Access to support resources, including advising and online tutorial services
- Student Success Guides

SUBMITTING ASSIGNMENTS

As you complete each assignment in one Week, add each assignment on a new page to your word processing document. Complete and submit all the assignments for each Week in a single word processing document.

For instructions on how to submit your assignments, you can find an icon in your course called “Submit an Assignment” or by clicking on the following link and fill out the Assignment Submission Form: http://www.sjcme.edu/gps/assignments.

How Do I Access Disabilities Services?

Anyone who would like information or needs access to accommodations or services related to disabilities should contact the college’s Accommodations Office. Please contact your Academic Advisor or refer to the Student Handbook for more information.