WEB ETIQUETTE AND COMMUNICATIONS

All students are expected to behave, email, and post in a professional, business manner during this class. Assignments are graded on content and appearance not only of the assignment, but on the manner in which the assignment is submitted and the content of the email accompanying the assignment.

COMMUNICATION TO THE INSTRUCTOR

For this course, the preferred communication method is to email me directly at JNDerrick@sfasu.edu. Email is the best way to reach me. I will do my best to respond to your emails in a timely manner (within 24 hours, except for emails received on the weekend or during university holidays).

When emailing my @sfasu.edu account, students should include the course code, student name, and general description of the email in the subject line for all emails sent to the instructor. [Example: MGMT 3370.501 (Jane Doe) – Ch. 1 Assignment Question] Email communications that do not follow this format may not be responded to timely or at all.

Additionally, the body of each email should be written coherently with the question or issue described in a clear and thoughtful manner. As the ability to communicate effectively in a professional manner is a core requirement for success in business, all communications with the instructor (including emails, phone calls, and face-to-face/virtual interactions) in and out of the classroom will be considered when determining each student’s attendance/participation grade.

COMMUNICATION FROM THE INSTRUCTOR

When communicating to the class as a whole (or defined subsets of students), I will use the News/Announcements feature in Brightspace (D2L). If I need to contact a student individually, I will send a message via Brightspace (D2L) email. Students are highly encouraged to setup email and announcement notifications to ensure communications are not missed.
COURSE DESCRIPTION

Management philosophy, functions of management, behavioral approaches to management including the impact of demographic diversity on organizations. Presentation of management as a discipline and as a process.

PREREQUISITE(S)

Sophomore standing.

COURSE OBJECTIVES

LEARNING GOALS AND OBJECTIVES FOR THE BACHELOR OF BUSINESS ADMINISTRATION (BBA)

The BBA degree has four distinct learning goals, all of which are included in this course:

❖ **Critical Thinking.** Our graduates will be able to use critical thinking skills to make business decisions informed by data analysis and quantitative methods.

❖ **Communication Skills.** Our graduates will have effective business writing, speaking, and interpersonal communication skills for team and leadership contexts.

❖ **Ethical Responsibility.** Our graduates will be able to explore and analyze ethical duties and dilemmas inherent in a diverse and global business environment.

❖ **Business Acumen.** Our graduates will be able to apply key business concepts from across the business foundation curriculum.

PROGRAM LEARNING OUTCOMES

Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses in the Curriculum Management Handbook at [http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources](http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources).

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will understand basic theories and insights drawn from the field of management and be able to relate that understanding to organizational settings including but not limited to the following:

1. Describe the basic management functions (planning, leading, organizing & controlling) and the decision-making processes in each of these areas.

2. Understand the importance of diversity and organizational culture in a dynamic and global environment.

3. Understand the importance of ethical decision making and social responsibility.

4. Understand the importance and value of planning as it relates to organizational outcomes.

5. Understand the manager’s role in motivation, leadership, communication and teamwork.

Students are expected to go beyond rhetoric and ideology to develop critical thinking about the principles of management. As a result, students are encouraged to ask questions and to challenge assumptions of class discussions while respecting the logical and reasoned positions of others.
ABOUT THIS COURSE

REQUIRED BOOKS/READINGS

Management: A Practical Introduction 9th Edition (with Connect course access) by Angelo Kinicki and Brian K. Williams, McGraw-Hill Education.


There are several purchasing options available to you. More information is provided in your course content on Brightspace (D2L).

Connect access, which includes an e-book, is required for this course.

Additional readings and materials will be provided through Brightspace by D2L by the instructor.

OTHER REQUIRED MATERIALS

No other materials required.

CLASS PREPARATION

To fully understand the concepts covered in this course, you will likely need to review the assigned material more than once. Keeping up with the course requirements throughout the semester helps you better comprehend the content being covered and improves your likelihood of success in a course.

CLASS TIME

The week for this course runs Monday to Sunday with most assignments due by 11:59pm throughout the week. Go to https://d2l.sfasu.edu for Brightspace (D2L) access. Relevant announcements, course material and grades will be posted in Brightspace (D2L).

TIME COMMITMENT

This course being solely online and asynchronous (anytime) in nature, there is no defined time in which students must participate in the course. Students are given adequate windows of time to determine when they will complete required coursework and exams. This course is compressed into a 6-week term.

Some may be able to complete the readings, assignments, quizzes, and projects quicker than others, but on average, students should expect to spend 2-3 hours per day, 5-7 days per week; totaling twelve (12) to fifteen (15) hours per week committed to this course. To assist students in planning their week, instructions for each course assignment in Brightspace (D2L) include an estimated time to complete and/or the number of questions in the assignment.

TECHNOLOGY REQUIREMENT

As you have selected to enroll in an online course that relies heavily on technology, it is your responsibility to acquire a consistent, stable, dependable computer and internet connection with which to complete the assignments for the course by the deadlines indicated on the Course Schedule.
Technology is a marvelous tool; however, I also know that it can be a little intimidating, and there can be a bit of a learning curve. I will be patient with you as you familiarize yourself with different platforms, applications, and software; I ask that you also have some patience with me. Depending on the situation, I may be willing to provide an alternative means of completing an assignment as a result of technology-related problems if you communicate with me in a timely manner; however, it is not my responsibility as the instructor to provide you with additional time for assignments or exams due to technological issues on your part. In other words, if you have an assignment coming up and are experiencing technological issues that may prevent you from successfully completing the assignment, do not wait until the night it is due to reach out to me—allow both of us adequate time to troubleshoot and, if appropriate, come up with an alternative means of completing the assignment.

**BRIGHTSPACE (D2L) & ZOOM TECHNICAL SUPPORT**

For Brightspace by D2L technical support, contact student support in the Center for Teaching & Learning (CTL) at d2l@sfasu.edu or 936-468-1919. [https://www.sfactl.com/student-support](https://www.sfactl.com/student-support) If you call after regular business hours or on a weekend, please leave a voicemail.

**CONNECT TECHNICAL SUPPORT**

Technical support for Connect is available 24/7 with live chat at [https://mhedu.force.com/CXG/s/ContactUs](https://mhedu.force.com/CXG/s/ContactUs), or M-R 24/7, Friday 12:00 a.m. – 9:00 p.m. EST, Saturday 10:00 a.m. – 8:00 p.m., and Sunday 12:00 p.m. – 12:00 a.m. at 800.331.5094.

**GENERAL TECHNICAL SUPPORT**

For general computer support (not related to Brightspace by D2L), contact the SFA Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu. To learn more about using Brightspace by D2L, visit SFA ONLINE at [http://sfaonline.sfasu.edu](http://sfaonline.sfasu.edu), where you’ll find written instructions and video tutorials.

**GRADING & EVALUATION**

Students have the opportunity to earn 1000 points in this course. Final grades for this course will be determined using the following scale:

- **A** = 90-100% (900-1000 points)
- **B** = 80-89.9% (800-899.9 points)
- **C** = 70-79.9% (700-799.9 points)
- **D** = 60-69.9% (600-699.9 points)
- **F** = 59% and below (599.9 points or fewer points)

Grades are determined from a variety of assignments:

- Exams: 2 @ 200 points (400 points total)
- Discussions: 3 @ 50 points (150 points total)
- Chapter Assignments: 15 @ 15 points (225 points total)
- Content Quizzes: 15 @ 15 points (225 points total)

Due dates for all assignments are listed on the Tentative Course Calendar. It is your responsibility to keep up with your grades and calculate your current average in this course.

The grades you receive throughout the semester will determine your final grade in the course. I will not change the grade you earn. I do not give individual points, extra credit, or additional projects to increase one’s individual grade at any time. You earn points through quality work throughout the semester. If you keep up with the work and do your best throughout the semester, you will earn the points you need for the class.
EXAMS (400 POINTS TOTAL / 40% OF GRADE)

There will be two examinations in this course. Exams will be administered online through Brightspace by D2L and will consist of multiple-choice, matching, true/false, fill-in-the-blank, and/or short answer questions.

Detailed information/instructions on the exam is available in your course content on Brightspace (D2L). All exams must be taken as scheduled unless prior arrangements are made due to official university absences.

DISCUSSIONS (150 POINTS TOTAL / 15% OF GRADE)

Throughout the term, students will be presented with an article, topic to research, or other information relevant to the course and be asked to post/reply in the appropriate discussion forum. Detailed information/instructions on each discussion assignment is available in your course content on Brightspace (D2L).

CHAPTER ASSIGNMENTS (225 POINTS TOTAL / 23% OF GRADE)

Students will work through a variety of activities and exercises using the McGraw-Hill Connect access. Regardless of the number of questions per assignment, each chapter is valued at 15 points.

Sixteen chapter assignments will be given throughout the semester. The 15 chapter assignments with the highest grades will be used when calculating your final grade (in other words, I will drop your lowest chapter assignment grade).

CONTENT QUIZZES (225 POINTS TOTAL / 23% OF GRADE)

Content quizzes will be administered through McGraw-Hill Connect and will review content from assigned readings and material covered in each chapter. Content quizzes typically consist of ten questions, which may include multiple choice, true/false, matching, short answer, and fill-in-the-blank questions. Content quizzes are timed; once you have exceeded the allotted time, the quiz will lock, and you will not be able to enter new responses or modify previously entered responses. Once quizzes are graded, you will be able to review your responses and see which questions you missed. I highly encourage you to review each quiz and take note of any questions you may have answered incorrectly, as this will help guide your study efforts.

Sixteen content quizzes will be given throughout the semester. The 15 content quizzes with the highest grades will be used when calculating your final grade (in other words, I will drop your lowest content quiz grade).

MAKE-UP/LATE ASSIGNMENTS

Given that you will have a 36-hour window during which you can log in and take an exam, it is unlikely that you will encounter a situation in which a make-up exam is appropriate; however, in the event that it does occur, the following make-up policy will apply:

Make-up exams will be given only in the case of documented illness, emergencies, death in the family, university related absences, or similar unavoidable circumstances. Make-up exams may differ in format from scheduled exams. In the event of a missed exam, the student is responsible for informing the instructor as to the nature of the absence and providing the necessary documentation. Failure to do so will result in a score of zero (0) points on the exam.

Late work, including late submission of quizzes, assignments, and projects, is not accepted.

EXTRA CREDIT OPPORTUNITIES

Extra credit opportunities are available at the instructor’s discretion. Any extra credit opportunities will be announced on Brightspace (D2L).
SAFE SPACE AND INCLUSION

Please know that my office, our physical classroom, and our virtual classroom are safe spaces. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

CHALLENGING CONVERSATIONS

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions.
<table>
<thead>
<tr>
<th>Week / Dates</th>
<th>Topic / Assignments</th>
</tr>
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</table>
| **Week 1.**     | **June 28 – July 4**  
| Introduction to Management Principles (MGMT 3370)  
| Chapter 1. The Exceptional Manager: What You Do, How You Do It  
| Chapter 2. Management Theory: Essential Background for the Successful Manager  
| Chapter 3. The Manager’s Changing Work Environment and Ethical Responsibilities: Doing the Right Thing |
| **Week 2.**     | **July 5 – July 11**  
| Chapter 4. Global Management: Managing across Borders  
| Chapter 5. Planning: The Foundation of Successful Management  
| Chapter 6. Strategic Management: How Exceptional Managers Realize a Grand Design |
| **Week 3.**     | **July 12 – July 18**  
| Chapter 8. Organizational Culture, Structure, and Design: Building Blocks of the Organization  
| Chapter 9. Human Resource Management: Getting the Right People for Managerial Success |
| **July 18 – 19**| **Midterm Exam (Chapters 1-9)**  
| Exam available from Sunday, 7/18 12:00 pm to Monday, 7/19 at 11:59 pm |
| **Week 4.**     | **July 20 – July 25**  
| Chapter 10. Organizational Change and Innovation: Lifelong Challenges for the Exceptional Manager  
| Chapter 11. Managing Individual Differences and Behavior: Supervising People as People |
| **Week 5.**     | **July 26 – Aug 1**  
| Chapter 12. Motivating Employees: Achieving Superior Performance in the Workplace  
| Chapter 13. Groups and Teams: Increasing Cooperation, Reducing  
| Chapter 14. Power, Influence, and Leadership: From Becoming a Manager to Becoming a Leader |
| **Week 6.**     | **Aug 2 – Aug 6**  
| Chapter 15. Interpersonal and Organizational Communication: Mastering the Exchange of Information  
| Chapter 16. Control Systems and Quality Management: Techniques for Enhancing  
| Study for final exam. |
| **August 5 - 6**| **Final Exam (Chapter 10 - 16)**  
| Exam available from Thursday, 8/5 12:00 pm to Friday, 8/6 11:59 pm |

Calendar subject to change at the discretion of the instructor. Additional readings/videos may also be assigned for certain modules. Check the course schedule located in the “Start Here” module on Brightspace (D2L) frequently.
UNIVERSITY POLICIES

ACADEMIC INTEGRITY (UNIVERSITY POLICY 4.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

I take academic integrity very seriously.

WITHHELD GRADES (UNIVERSITY POLICY 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENT CONDUCT (UNIVERSITY POLICY 10.4)

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at [http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

ACCESSIBILITY (UNIVERSITY POLICIES 6.1, 6.6)

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices](http://www.sfasu.edu/disabilityservices).
### IMPORTANT UNIVERSITY DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 28, 2021</td>
<td>Classes begin (2&lt;sup&gt;nd&lt;/sup&gt; 6-week)</td>
</tr>
<tr>
<td>July 7, 2021</td>
<td>Last day to change schedules other than to drop courses; Last day to register</td>
</tr>
<tr>
<td>July 29, 2021</td>
<td>Last day to drop courses;                               Last day to withdraw from the university without a WP or WF</td>
</tr>
<tr>
<td>August 5, 2021</td>
<td>Last day to withdraw from the University</td>
</tr>
<tr>
<td>August 6, 2021</td>
<td>Final exams</td>
</tr>
<tr>
<td>August 7, 2021</td>
<td>Commencement</td>
</tr>
<tr>
<td>August 10, 2021</td>
<td>Final grades due to mySFA by 12 noon</td>
</tr>
</tbody>
</table>
UNIVERSITY RESOURCES

ACADEMIC ASSISTANCE RESOURCE CENTER (AARC) TUTORING SERVICES

The AARC is an award-winning program that provides free peer tutoring for many entry-level courses. Some services provided by the AARC that you may find of benefit include online resources (including the Online Writing Lab [OWL]), on-call tutoring at walk-in tables, 1:1 appointments, student instructor groups, and learning teams. For additional information, go to http://sfasu.edu/aarc.

COUNSELING SERVICES

Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals through individual and group counseling for students and outreach, presentations, training, and consultation for the campus community. For additional information, go to http://sfasu.edu/counselingservices.

COUNSELING CLINIC (HUMAN SERVICES)

The SFASU Counseling Clinic is a service provided by the Department of Human Services Counselor Education Programs. It is a training clinic in which services are provided by graduate students who are in the Practicum and Internship portion of their education. All services are supervised by fully licensed Counselor Education faculty. The Stephen F. Austin State University (SFASU) Counseling Clinic combines a therapeutic and community focus which offers a full continuum of counseling care. The service is geared to each person's needs. Client progress is based on the person's ability to move through counseling according to individual readiness. For additional information, go to http://www.sfasu.edu/humanservices/139.asp.

CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

The Center for Career and Professional Development exists to empower students and alumni to achieve life-long career success through individualized assistance, diverse career development programs, and collaboration with both internal and external partners concentrated on career goal achievements. For additional information, go to http://www.sfasu.edu/ccpd.

FINANCIAL LITERACY

Student Financial Advisors are available to help you with your finances through one-on-one appointments, presentations, and workshops. Topics covered include budgeting, credit cards, debt management, insurance, identity theft, fraud prevention, investing, savings, retirement, banking, and paying for college. For additional information, go to http://www.sfasu.edu/studentaffairs/1691.asp.

HEALTH CLINIC

The Health Clinic offers a full range of medical services to enrolled or registered students. For additional information, go to http://sfasu.edu/life-at-sfa/health-safety/health-clinic.

INVolvEMENT CENTER

The SFA Involvement Center a one-stop shopping site for involvement on campus. The program is the center for student involvement on our campus, a distribution and receiving site for applications for any number of opportunities on campus and a place for involved students to meet, hang out and collaborate with other students. For additional information, go to http://www.sfasu.edu/studentaffairs/69.asp.

NUTRITION COUNSELING (ARAMARK DINING SERVICES)

Dining Services’ Dietitian provides nutrition counseling for students with allergies and special dietary needs as well as other nutrition related medical issues, weight concerns, exercise nutrition questions, and more. For additional information, go to https://sfasu.campusdish.com/HealthAndWellness/MeetOurDietitian.
### RESEARCH AND INSTRUCTIONAL SERVICES (RIS)

Develop research skills from hands-on and classroom experience with the Research and Instructional Services department. For additional information, go to [https://library.sfasu.edu/services#/research?_k=hjbdvf](https://library.sfasu.edu/services#/research?_k=hjbdvf).

### SFA FOOD PANTRY

The SFA Food Pantry exists to reduce food insecurity on the SFA campus. For additional information, go to [http://sfasu.edu/studentaffairs/1319.asp](http://sfasu.edu/studentaffairs/1319.asp).

### VETERAN’S RESOURCE CENTER

The Veterans Resource Center (VRC) provides a space for veterans, dependents of veterans, and ROTC members to gather, socialize, and form relationships with others that can provide networks of support and access to veterans' resources provided by the university and outside agencies. For additional information, go to [http://sfasu.edu/vrc/](http://sfasu.edu/vrc/).

### TECHNICAL SUPPORT

**Brightspace by D2L Support:** [https://www.sfactl.com/student-support](https://www.sfactl.com/student-support); d2l@sfasu.edu; 936.468.1919  
**Technical Support Center/Help Desk:** [https://help.sfasu.edu](https://help.sfasu.edu); helpdesk@sfasu.edu; 936.468.4357