Course Syllabus: Current Issues in Organizational Behavior
College of Business
5443 Section 189
Spring January 20th – May 8th

Contact Information

Instructor: Dr. DeAndrea Y. Davis
Office: 122
Office hours: Monday 2:00 P.M. to 3:00 P.M.; Tuesday & Wednesday 1:00 P.M. to 4:00 P.M.; or by appointment
Office phone: (940) 397-4149
Cell Phone: N/A
Twitter: N/A
E-mail: deandrea.davis@msutexas.edu

Course Description

This course focuses on behavioral factors relating to issues such as automation, ethics, labor-management relations, and similar problems, with emphasis upon research and current literature

Textbook & Instructional Materials

Recommended Materials: Phillips, Jean M., & Gully, Stanley M. (2014). Organizational Behavior: Tools for Success. 2nd Edition. Mason, OH: South-Western. ISBN (student edition): 978-1133953609. Additional articles and materials will be provided by the instructor.

General Learning Goals

Problem Solving and Decision Making

This course develops problem-solving and decision-making skills by requiring students to apply organizational behavior (OB) theories to real-world managerial challenges. Through exams, case analyses, leadership training assignments, and structured debates (e.g., AI in managerial decision-making, monitoring employee productivity, remote vs. in-office work), students analyze complex organizational problems and evaluate alternative courses of action. Students use decision-making frameworks, motivation models, power and influence concepts, and

change management approaches to recommend evidence-based managerial solutions.

Communication (Oral and Written)

This course strengthens both written and oral communication skills. Written communication is developed through case analyses, leadership reflection assignments, exams with open-ended responses, and debate preparation, all of which require structured argumentation and the integration of OB theory. Oral communication is enhanced through in-class debates, case presentations, and active class participation. Students are expected to articulate positions clearly, engage in professional dialogue, challenge ideas respectfully, and deliver formal group presentations that demonstrate clarity, organization, and executive-level professionalism.

Technology Usage

Technology is integrated throughout the course via the D2L learning management system, online lectures, digital quizzes, and the submission of assignments in professional formats. Students also critically examine the role of automation and artificial intelligence (AI) in organizational contexts, particularly in managerial decision-making and employee monitoring. The syllabus includes structured guidance on appropriate and ethical use of AI tools (e.g., ChatGPT) for idea development and writing support, requiring documentation, attribution, and fact verification. Students learn both how technology shapes organizational behavior and how to use digital tools responsibly in professional settings.

Ethical Reasoning within a Business Environment

Ethical reasoning is embedded in discussions of organizational trust, fairness perceptions, power and politics, employee monitoring, AI usage, and decision-making biases. Students evaluate how ethical leadership, transparency, accountability, and responsible AI use impact organizational outcomes and stakeholder trust. Through debates and case analysis, students assess competing perspectives, analyze ethical dilemmas in managerial contexts, and consider the consequences of organizational decisions on employees and organizational culture.

Core Business Knowledge

This course reinforces core business knowledge by connecting organizational behavior principles to broader organizational performance and strategy. Students study leadership theories, motivation models, group dynamics, organizational structure, culture, conflict management, negotiation, and change management. Through exams and applied assignments, students demonstrate the ability to integrate OB concepts with managerial practice, illustrating how human behavior

influences productivity, organizational effectiveness, and long-term competitive success.

Multicultural Awareness

The course promotes multicultural awareness by examining how individual differences, personality, perceptions, fairness, communication styles, leadership approaches, and organizational culture influence behavior across diverse workplace settings. Through class discussions, group work, and debates, students engage with varied perspectives and learn to navigate differing viewpoints professionally. Emphasis is placed on respect, professionalism, the inclusion of ideas, and understanding how organizational behavior concepts operate across diverse employee backgrounds and organizational contexts.

These general learning goals are among those established by the Dillard College of Business Administration. General learning goals are the skills graduates will carry into their careers. While assessing student performance in achieving these general learning goals, Dillard College is also evaluating its programs. The assessments help us improve our curriculum and its delivery.

Study Hours and Tutoring Assistance

ASC offers a schedule of selected subjects tutoring assistance. Please contact the ASC, (940) 397-4684, or visit the ASC homepage for more information.

Student Handbook

Refer to: Student Handbook

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Office of Student Conduct

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this Moffett Library webpage to explore these resources and learn how to best utilize the library.

Grading

Course Grade - List all graded assignments with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137 = A.

Table 1: Points allocated to each assignment

Assignments	Points
Quizzes	**-**
Quizzes (10 at 10 pts each)	100
Leadership Training	-
Decision Making	50
The Great Debate	50
Assignment 1	20
Exams	-
Exam 1	200
Exam 2	200
Case Analysis	-
Case Analysis	200
Participation	-
Class Participation	200
Total Course Points	**1020**

Table 2: Total points for final grade.

Grade	Points
A	918 and Higher
B	816 to 917
C	714 to 815
D	612 to 713
F	Less than 612

Homework

This course is writing intensive, meaning writing will be a central component of instruction and assessment. Your ability to effectively communicate through writing will be critical in evaluating your mastery of course content.

If you score below 80% on any written assignment, you must meet with the Professor before submitting future.

I strongly encourage you to utilize the Writing Center for all assignments. This free service is available to all MSU Texas students. For assistance, don't hesitate to get in touch with gradwritinghelp@msutexas.edu.

All written assignments are to be single-spaced, have one-inch margins, use an 11 or 12-point font (the specific font must present a business appearance and be similar in "size" to Times New Roman or Arial), and be uploaded to D2L in an MS Word or PDF file format. The assignments that you hand in should reflect your professionalism.

Quizzes

You will be charged with applying organizational behavior theories and concepts to answer multiple choice questions throughout the semester in the form of a quiz. There are ten quizzes worth 10 points each. We will use the first 15 minutes of class to take the quiz. These will appear on the Course Schedule in more detail.

Exams

You will have two exams throughout the semester. In each exam, you will be provided with open-ended, multiple-choice questions, **or** a case analysis that are relevant to organizational behavior. Each exam is worth 200 points. You will have the normal class period to take each exam. These will appear on the Course Schedule in more detail.

Projects Required

Leadership Training

You will be asked to complete four leadership training assignments throughout the semester. You will be charged with applying organizational behavior theories and concepts using practical examples.

The Great Debate (Group): This assignment aims to engage students in a debate on a controversial topic in Organizational Behavior. It will enhance classmates' understanding of the chosen issue. (See D2L for debate guidelines).

Decision Making (Group): Decision-making is a critical skill in both personal and professional contexts, requiring a balance of analytical reasoning and creative thinking to address challenges effectively. Groups will be given a scenario where they will be tasked with using these skills to make a decision.

Leader Self-Reflection (Individual Project – Included in Exam 1): This individual assignment focuses on developing self-awareness of your leadership skills.

Through structured reflection, you will assess your strengths, identify areas for growth, and create a personalized leadership development plan.

Case Analysis (Group)

One case related to organizational behavior will be selected by you. At the end of the semester, you will make a group presentation to the class. Please see D2L for information on the case analysis.

Class Participation

Active participation is essential **(each class period and will be assessed each class period)** for effective learning, particularly in Organizational Behavior (OB). Participation in this class means contributing thoughtfully to discussions and exercises, enriching everyone's learning experience. Quality is prioritized over quantity; frequent contributions are unnecessary for a high participation score.

However, remaining silent throughout the semester will impact your grade, as your insights are valuable.

Here are my expectations for participation:

Enrich the Conversation: Effective participation includes (1) asking thought-provoking questions, (2) sharing relevant experiences, (3) respectfully challenging ideas, (4) building on previous comments, and (5) integrating insights from course readings.

Engagement: Everyone's experiences and perspectives are valuable. Engage by asking questions, sharing your views, and being present. If you feel uncomfortable speaking in class, please reach out early in the semester so accommodations can be arranged.

Courtesy: Treat classmates professionally and listen carefully to their contributions. Respectful disagreement and open debate are encouraged, as they often lead to deeper understanding.

Your participation is not only about your learning but also about enhancing the collective experience of the class.

Guest Lecturers

Throughout the semester, we will host guest speakers. Please be prepared to take detailed notes and actively engage by asking thoughtful questions, as this will contribute to your participation grade. Additionally, the topics discussed by the guest speakers will be included in your weekly quizzes, so thorough preparation is essential.

Extra Credit

Extra Credit is not provided in this course.

Late Work

No late submission will be accepted and graded. Students who experience an emergency need to contact the instructor for late submission permission. Valid documentation is required.

Make Up Work/Tests

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. Valid documentation is needed for the acceptance of late assignments. The student will receive a score of zero for all late assignments, exams, and project.

Note: The due dates and times for the activities will adhere to the Central Time Zone.

Important Dates

- Last day for term schedule changes: January 23, 2026
- Deadline to file for graduation: February 16, 2026
- Last Day to drop with a grade of "W:" April 29, 2026
- Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis.

The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#)**.**

Instructor Class Policies

All the course activities will generally be graded one week after the set due date on an absolute scale. You can check your grades by going to Gradebook. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or general feedback on the performance of the course activity.

Additional Grading Information:

Academic honesty is mandatory in this course. All assignments must be completed independently. Your submissions to D2L are your affirmation that it is exclusively your work and property. If AI tools were utilized, they were strictly compliant with the syllabus policy. You further confirm that no external individuals, aside from a graduate writing tutor gradwritinghelp@msutexas.edu), contributed to the writing of your submission.

Written assignments will be graded based on the following five criteria:

Depth of Analysis: The paper should demonstrate thorough research, reflection, and compelling insights.

Integration with Course Content: The paper must effectively use, apply, and extend the concepts covered in class.

Creativity and Insight: The content should be original, engaging, and thought-provoking.

Organization and Structure: The paper should follow a logical framework.

Style: The writing should be professional, with correct grammar, spelling, and punctuation.

Artificial Intelligence (AI)

In this course, students should give credit to AI tools whenever used, even if only
to generate ideas rather than usable text or illustrations.

When using AI tools on assignments, add an appendix showing:

A. The entire exchange, highlighting the most relevant sections

B. A description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version)

C. An explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.)

D. An account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
Students shall not use AI tools during examinations. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.

You are responsible for the content of any work submitted for this course. Use of artificial intelligence (AI) to generate a first draft of text is permitted, *but you must review and revise any AI-generated text before submission.
AI text generators can be useful tools, but they are often prone to factual errors, incorrect or fabricated citations, and misinterpretations of abstract concepts. Utilize them with caution.

Attribution:

All ideas that are not originally one's own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation:
(1) You need to document the process
(2) You need to find and attribute the original source of the idea, identify the location within the source, and provide a working link to the location.
If you quote the AI itself, label it as "synthesized communication" and reference it like the conventions for "personal communication". Note that such "synthesized communication" is not a valid source for facts, only for the conversation itself.

Facticity:

Besides inventing sources, generative AI may invent facts as well. Verification is your responsibility: submitting factually wrong material is an academic offence, and whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, the logic, and document what you did to validate your material.
This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any substantive portion of an assignment for them, which includes hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT.
If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to Dean of Students Office, for possible review. Academic dishonesty is inclusive of the full range of academic penalties imposable by the university but not limited to penalties including a grade penalty and or dismissal from the course upon the first finding.

Inappropriate Uses of ChatGPT Plagiarism and Cheating:

Do not submit work generated by ChatGPT as your own. Always cite any substantial assistance received. Here is something to keep in mind. *If you are using three or more words in a row from a source, it needs to be identified as a direct quote and cited.

Do not use ChatGPT during exams or assessments unless explicitly permitted by the instructor.

Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat

Do not present AI-generated content as original ideas without proper attribution.

Avoid using ChatGPT to impersonate others or generate deceptive content.

Do not become overly dependent on ChatGPT for assignments or learning. Use it as a supplement, not a replacement, for your effort and understanding.

Please note that I have the capability to use various technology to detect AI usage.

Attribution and Citation

When using ChatGPT, always provide appropriate attribution:
For Ideas and Concepts: Mention ChatGPT as a source in your acknowledgments or bibliography.

For Direct Text: Use quotation marks and cite ChatGPT as you would any other source.

Example: "According to ChatGPT, an AI language model by OpenAI, the concept can be explained as follows..."

Please adhere to APA 7 formatting and style for all written assignments.

Additionally, these resources will assist you with proper citation:

MSU TEXAS GRADUATE WRITING: gradwritinghelp@msutexas.edu
APA Style: How to Cite ChatGPT

Purdue Owl: APA Formatting and Style Guide

Instructor Support

If you have any questions about how to use ChatGPT appropriately, please reach out to the instructor. We encourage open dialogue to ensure you can effectively and ethically integrate AI tools into your learning process.
Professionalism:

As an MBA student, you are expected to uphold the highest standards of professionalism. The following guidelines outline key expectations:

Integrity and Ethics:

Demonstrate honesty, transparency, and ethical behavior in all academic and professional activities. Adhere to the principles of academic integrity and the code of conduct of the institution.

Respect and Inclusivity:

Treat all individuals with respect and consideration. Foster an inclusive environment by valuing diverse perspectives and backgrounds.

Accountability:

Take responsibility for your actions and decisions. Meet deadlines, attend classes regularly, and be punctual for all commitments.

Professional Communication:

Communicate effectively and professionally in all forms of interaction, whether written, verbal, or digital. Use appropriate language and tone.

Collaboration and Teamwork:

Engage constructively with peers, faculty, and colleagues. Contribute positively to team efforts and respect the contributions of others.

Attendance and Class Participation:

An instructor may drop a student at any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date.

Students who miss more than one third of the class periods without a valid excuse will be dropped from this course with a failing semester grade. In the case of an excused absence, the instructor must be notified of the excuse and the document justifying the absence must be turned in to the instructor within one week from the absence.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester.

HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies

Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new

Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *["Run. Hide. Fight."](#)*

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Course Schedule:

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Week or Module	Topics	Learning Objectives	Assignments/Due Dates
Week 1 01/20 to 01/26	To define Organizational Behavior. To discuss the importance of Organizational Behavior To recognize the impact of internal and external factors on behaviors	To define Organizational Behavior. To discuss the importance of Organizational Behavior To recognize the impact of internal and external factors on behaviors	Familiarize with D2l Course syllabus Watch Lecture 1 in D2L Getting to Know You (in class activity)

Week or Module	Topics	Learning Objectives	Assignments/Due Dates
Week 2 01/27 to 02/02	Session 2: Trust	Explain trust in Organizational Behavior and its core components: ability, benevolence, and integrity. Assess how trust influences leadership, teams, and organizational performance, especially during change. Apply trust-building and trust-repair behaviors to real managerial and organizational situations.	Quiz #1: In Class Quiz over Lecture 1 Watch Lecture 2 in D2L Take Big Five Personality Test Assignment 1 (due 02/03 @ 5:00P.M. **we will discuss during next class period**)
Week 3 02/03 to 02/09	Session 3: Individual Difference I: Session 4: Individual Difference II	To explain individual differences from the perspectives of demographic characteristics, personality traits, intelligence, self-concept, learning orientation, and perceptions of fit	Quiz 2: In class Quiz over Lecture 2 Watch Lectures 3 and 4 in D2L Discuss Big Five Personality Test

Week or Module	Topics	Learning Objectives	Assignments/Due Dates
Week 4 02/10 to 02/16	Session 5: Attitudes, Values, Moods, and Emotions	To explain individual differences from the perspective of attitudes, values, moods and emotions	Quiz #3: In class quiz on lectures 3 and 4 Watch Lecture 5 in D2L Guest Lecturer
Week 5 02/17 to 02/23	Session 6: Social Perception, Attributions, and perceived Fairness Session 7 Motivating Behavior	To describe the process of social perceptions, attributions, and fairness perceptions in individuals To analyze the impact of motivation at work	Quiz #4: In Class Quiz over Lecture 5 Watch Lecture 6 and 7 in D2L The Great Debate: Remote Work vs In Office Work
Week 6 02/24 to 03/02	Exam 1 (Covers Sessions 1,2,3,4,5,6, and 7 Materials)	To demonstrate the ability to apply OB theories to the analysis of behavioral contexts	Exam 1 Part 1 Multiple Choice OR short answer or combination of both. Part 2 Self Reflection Exercise
Week 7 03/03 to 03/08	Session 8: Communication	To describe the communication process and barriers to effective communication	Watch Lecture 8 in D2L The Great Debate: AI in managerial decision making

Week or Module	Topics	Learning Objectives	Assignments/Due Dates
Week 8 03/09 to 03/15	Spring Break	Spring Break	Spring Break
Week 9 03/16 to 03/23	Session 9: Making Decision	To describe and apply decision making models	Quiz 5: In class quiz on Lecture 8 Watch Lecture 9 in D2L Read Hidden Traps in Decision Making
Week 10 03/24 to 03/30	Session 10: Power, Influence, and Politics Session 11: Managing Conflict and negotiation at work	To assess power, influence, and political behaviors at work To describe conflict and negotiation at work To contrast conflict management styles	Quiz 6: In class Quiz over Lecture 9 Watch Lectures 10 and 11 in D2L The Great Debate: Monitoring Employee Productivity

Week or Module	Topics	Learning Objectives	Assignments/Due Dates
Week 11 03/31 to 04/06	Exam 2 (Covers Sessions 8,9, 10, and 11 Materials and the Article Hidden Traps in Decision Making)	To demonstrate the ability to apply organizational behavioral theories to the analysis of behavioral contexts	Exam 2
Week 12 04/07 to 04/13	Session 12: Group Behaviors and Effective Teams Session 13: Leading	To describe effective group developmental process To classify and compare theories of leadership and followership	Watch Lectures 12 and 13 in D2L The Great Debate: Pay Transparency Policies
Week 13 04/14 to 04/20	Session 14: Organizational Structure and Design Session 15: Organizational Culture and Organizational Change	To analyze and design effective organizational structure To recognize and describe the importance and functions of organizational culture To describe and apply organizational change approaches	Quiz 7: In class quiz on lectures 12 and 13 Watch lectures 14 and 15 in D2L Class Activity (Values, Symbols, and Artifacts)

Week or Module	Topics	Learning Objectives	Assignments/Due Dates
Week 14 04/21 to 04/27	Session 16: Managing Your Career	To interpret effective career management To demonstrate the ability to apply organizational behavior theories to the analysis of behavioral contexts	Quiz #8: In class quiz on Lectures 14 and 15 Watch Lecture 16 in D2L Student Presentations **(Your case analysis and presentation or due the date you present)**
Week 15 04/28/ to 05/04	Organizational Behavior Case Analysis	To demonstrate the ability to apply organizational behavior theories to the analysis of an organizational behavior case	Quiz 9: In class quiz on Lecture 16 Student presentations **(Your case analysis and presentation or due the date you present)**
Week 16 05/05 to 05/12	Organizational Behavior Case Analysis	To demonstrate the ability to apply organizational behavior theories to the analysis of an organizational behavior case	Quiz 10: In class quiz Student presentations **(Your case analysis and presentation or due the date you present)**