Distance Education MGMT 301 Syllabus

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Textbook & Course Materials:

Course Description: This course approaches management as that process of reaching organizational goals by working with and through people and other resources. Organizations are treated as dynamic entities affected by individual and group behavior as well as structural and environmental factors. International as well as domestic situations are examined.

Prerequisite: Sophomore standing (completed 30+ credit hours).

This course is housed in the School of Business (SB) at the College of Charleston. Several SB Learning Goals are addressed in this course.

COMMUNICATION SKILLS: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. Reflections on each module and exam essay answers are required, assessing written communication skill.

QUANTITATIVE FLUENCY: Students will demonstrate competency in logical reasoning and data analysis skills. Logical reasoning is assessed via module reflections and essay answers on exams.

GLOBAL AND CIVIC RESPONSIBILITY: Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues. Students will also be able to integrate knowledge and skills in addressing these issues. The course includes discussions and essays regarding social and ethical dilemmas related to the 21st century workplace.

INTELLECTUAL INNOVATION AND CREATIVITY: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems. Students will be faced with problems to solve throughout the semester, specifically in the form of class exercises and discussion board posts. In addition, students are expected to integrate current event readings into the module reflections.

SYNTHESIS: Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks. Addressed via essay reflections on exams.

College of Charleston QEP in Sustainability Learning Goals are also addressed in this course.

SLO1: Identify various elements of sustainability and relationships between them. Student work identifies elements of sustainability and relationships between them. The assigned textbook (Chapters 3 and 4 specifically, but also at other points throughout) highlights elements of sustainability related to people, profit, and planet.
SLO 3: Identify policies and practices that have led to unsustainability. Student work identifies and provides a comprehensive description of 2 or more major unsustainable policies/practices, and connects them to other course content. A module prompt specifically asks students to consider sustainability.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Thread</td>
<td>10</td>
<td>A 94%</td>
</tr>
<tr>
<td>Resume Assignment</td>
<td>20</td>
<td>A- 90%</td>
</tr>
<tr>
<td>Exercise 1</td>
<td>15</td>
<td>B+ 87%</td>
</tr>
<tr>
<td>Exercise 2</td>
<td>15</td>
<td>B 84%</td>
</tr>
<tr>
<td>Reflections (4 exercises x 50 points each)</td>
<td>200</td>
<td>B- 80%</td>
</tr>
<tr>
<td>LearnSmart Quizzes (14 quizzes x 10 points)</td>
<td>140</td>
<td>C+ 77%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>C 74%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>C- 70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+ 67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D 64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D- 60%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>600</td>
<td>F 59% and below</td>
</tr>
</tbody>
</table>

Assessment:

- McGraw Hill Connect Learn Smart. Each chapter will include an on-line quiz completed via McGraw Hill LearnSmart.
- Resume. All MGMT 301 courses require a resume as a portion of the class. The resume assignment is pass/fail. That is, a resume with grammatical/spelling errors and clear structural issues will receive a “0” for the assignment.
- Experiential Exercises. There are two experiential exercises scheduled during the semester. Students are expected to participate in both.
- 2 Exams. The exams are multiple-choice and essay-based. They are on-line, open-note, and open-book... but are NOT collaborative. For each exam, you will answer a number of multiple choice items plus essay/short-answer questions. The answers may seem simple, but to get full credit, you must justify your answer with information from the textbook with citation, and give examples from current events from 2023 to show understanding of the concept (also with citation). More information will be given regarding the nature of the assignment and expectations.
- Reflection. Four times a reflection is due in the course. More information is provided in OAKS.

General Schedule

There are 6 modules. The first “module” will open on Monday June 5 (12:01 AM), and all assignments within the module are due on the due date for each module before midnight (11:59 PM). When a module or assignment is available, you may work ahead in the course on some items, but your work will not be graded until the due date. You will not receive a grade if you submit work past the module end date. Assignments and discussion posts will not be accepted late, even for partial credit. This course is fast-paced, and you must remain on schedule in order to advance. Work ahead if you know you are experiencing regular disruptions in schedule. Summer online classes do not have room for disruption. If you think you are falling behind, let’s discuss the best option for you in order to protect your GPA.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout
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their academic career and they are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

College of Charleston Honor Code and Academic Integrity.
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Accommodation

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.
<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Due SUNDAY</td>
<td><strong>Introduction.</strong> Orientation to Connect, OAKS, and class communication tools. <strong>PARTICIPATE</strong> in introduction discussion thread by introducing self AND posting a question (10 points)</td>
</tr>
</tbody>
</table>
|        | June 11      | **Chapter 1: The Management Process Today**  
READ Chapter 1 & DUE Chapter 1 McGraw Hill LEARNSMART  
**Chapter 2: Values, Attitudes, Emotions, and Culture: The Manager as a Person**  
READ Chapter 2 & DUE Chapter 2 McGraw Hill LEARNSMART  
**Chapter 3: Managing Ethics & Diversity**  
READ Chapter 3 & DUE Chapter 3 McGraw Hill LEARNSMART  
**PARTICIPATE** in Exercise 1 in McGraw Hill Connect  
**SUBMIT Reflection 1**  
Topic: Give an example of a situation affecting organizations in which the pace of change has outpaced the legal environment surrounding organizations, making it unclear if the organization acted illegally. Examples abound! |
|        | Due THURSDAY | **Chapter 4: Managing in a Global Environment**  
READ Chapter 4 & DUE Chapter 4 McGraw Hill LEARNSMART  
**Chapter 5: Decision Making, Learning, Creativity, & Entrepreneurship**  
READ Chapter 5 & DUE Chapter 5 McGraw Hill LEARNSMART  
**SUBMIT Reflection 2**  
Topic: Give an example of a current event story of an organization whose operations were disrupted by factors in the general environment. |
| 3      | Due MONDAY   | **Chapter 6: Planning, Strategy, and Competitive Advantage**  
READ Chapter 6 & DUE Chapter 6 McGraw Hill LEARNSMART  
**Chapter 7: Designing Organizational Structure**  
READ Chapter 7 & DUE Chapter 7 McGraw Hill LEARNSMART  
**SUBMIT Submit Resume via OAKS Assignments**  
**EXAM 1: Covering Chapter 1 – Chapter 7** |
<p>|        | June 19      |                                                                                                                                          |</p>
<table>
<thead>
<tr>
<th></th>
<th>Due Date</th>
<th>Chapter/Assignment</th>
<th>Details</th>
</tr>
</thead>
</table>
| 4 | THURSDAY June 22 | Chapter 8: Organizational Control & Change | READ Chapter 8 & DUE Chapter 8 McGraw Hill LEARNSMART  
|   |           | Chapter 9: Motivation | READ Chapter 9 & DUE Chapter 9 McGraw Hill LEARNSMART  
|   |           | Chapter 10: Leaders & Leadership | READ Chapter 10 & DUE Chapter 10 McGraw Hill LEARNSMART |
|   |           | **SUBMIT Reflection 3** | Topic: The environment surrounding organizations has changed, often meaning that the environment surrounding organizations is changing more quickly. Does that change the way organizational leaders need to motivate and lead followers? Why or why not? Be sure to use an example from a current event! |
| 5 | MONDAY June 26 | Chapter 11: Effective Team Management | READ Chapter 11 & DUE Chapter 11 McGraw Hill LEARNSMART  
|   |           | **COMPLETE Exercise 2 in McGraw Hill Connect** | |
|   |           | Chapter 12: Building and Managing Human Resources | READ Chapter 12 & DUE Chapter 12 McGraw Hill LEARNSMART  
|   |           | **SUBMIT Reflection 4.** | Give an example of an organization using team-based structures. Incorporate how HR processes are used to manage team structure in the organization. Find a good example to make this integration work! |
| 6 | FRIDAY June 30 | Chapter 13: Effective Communication | READ Chapter 13 & DUE Chapter 13 McGraw Hill LEARNSMART  
|   |           | Chapter 14: Operations Management: Managing Operations & Processes | READ Chapter 14 & DUE Chapter 14 McGraw Hill LEARNSMART  
|   |           | **EXAM 2: Covering Chapter 8 – Chapter 14** | |
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Community Statement

Open and honest communication is important in an on-line learning environment. This document serves as a quick guide for communication in the on-line course.

The work involved in an on-line class can be elusive. Because there is not a face-to-face component, sometimes the discussions can feel impersonal. Because the communication is asynchronous, sometimes the deadlines can feel soft. Because the communications are in writing and you can communicate anytime, sometimes the amount of communication can feel overwhelming. These feelings often cause students to perform poorly or get frustrated.

Here are some tips to help you succeed:

1. Most of our interactions will occur in OAKS. To keep things simple, try your best to communicate with me and classmates via OAKS discussion as much as possible. Using other communication tools (e.g., texting peers) may be overwhelming.
2. Each module will be outlined under “Content” in OAKS; your best bet is to work through the content in the order in which it is presented within the module. If you get lost, just return to the module within “Content” and pick-up where you left-off.
3. Expect to spend 5-7 hours per week working in the course. Expect to spend more time when major assignments are due or when we are completing on-line experiential exercises.
4. Plan to log-in to the course 4 or more times per module to participate in class discussions and other activities.
5. Just as you would schedule time on your calendar to attend a face-to-face course, schedule time in your calendar for this course, to make sure it gets your undivided attention.
6. A couple of assignments require interaction with assigned partners or team members; plan in advance for these weeks.
7. Expect response from the professor within 1-business day, but no sooner, unless you are contacting the professor during scheduled office hours. If a question is more urgent, consider posting to the “Course Lounge” Discussion board in OAKS so that you can crowd source a response.
8. Assignments submitted late will automatically receive a “0”. Once a module has ended, all discussion for that module will also be closed, thus there is not opportunity to work backwards within the module.
9. As with any class, if you have an emergency or unusual situation, communicate privately with the professor as soon as possible.

Netiquette Rules

1. Remember that you are communicating with a person. Be polite.
2. Avoid all capitals (THAT LOOKS LIKE SHOUTING!) and personal attacks.
3. Use good grammar and spelling.
4. Respond to all personal communication within 1-business day.
5. Be concise. No one is counting your words, but say what you need to say in a concise way.
6. Be respectful of information shared within this class. While engaging in leadership discussions, you or your peers may share information that is personal in nature. You should not repeat information shared by others.
Communication Contract:

We will primarily communicate via OAKS, and the majority of our interaction will occur in OAKS discussion. We will also complete several Harvard Business Review Press simulations. Here is a breakdown of our communication channels for the course:

<table>
<thead>
<tr>
<th>Type of Communication</th>
<th>Appropriate Channel of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Comments or Discussion Questions about course content,</td>
<td>Each “Module” will have its own discussion; reply to a thread within the</td>
</tr>
<tr>
<td>readings, and exercises</td>
<td>module, or start your own thread if appropriate.</td>
</tr>
<tr>
<td>Questions about Assignments or Technology (e.g., due dates,</td>
<td>Use the “Course Lounge” Discussion board in OAKS</td>
</tr>
<tr>
<td>where to submit an assignment, where to find content, etc)</td>
<td></td>
</tr>
<tr>
<td>Small group discussions or project discussions</td>
<td>Communicate via the discussion thread designed for the use of your small</td>
</tr>
<tr>
<td>Questions that only pertain to you, or personal questions for</td>
<td>Email <a href="mailto:messalc@cofc.edu">messalc@cofc.edu</a> ; the professor will either reply, or set-up a</td>
</tr>
<tr>
<td>the professor</td>
<td>meeting time to discuss F2F or phone</td>
</tr>
</tbody>
</table>
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To prepare to use these tools, please:

1. Make sure that your browser is up-to-date and that you have reliable access to internet for the duration of the course.

2. Confirm your familiarity with OAKS (here is a quick link to a bunch of handy tutorials on OAKS (http://blogs.cofc.edu/oaks/students/tutorials/)). For the class, we will communicate via:
   a. OAKS “Course Home”. Here I’ll post news items, and you’ll have a calendar of upcoming due dates.
   b. OAKS “Content”. The syllabus and modules, and link to other tools you need, will all appear in “Content”. Within each module you’ll receive a checklist of all you need to complete within the module. If you get lost, return to the current module under “Content” and pick-up where you left off. If you need information from a previous module, you’ll be able to access it here.
   c. OAKS “Communication”.
      i. OAKS Discussion boards. This will be our primary form of communication throughout the course, including the following types of discussion categories:
         1. Course Lounge. This area is intended for general questions about the course technicalities (e.g., what was the length of the assignment; where do I access the reading?).
         2. Module discussions. For each module, there will be a designated discussion area. For each module, several students will be assigned the role of “discussion starter” and everyone else is expected to participate. Guidelines and expectations for quality and quantity of communication are explained under assessment.
   d. OAKS Grades.
      i. OAKS Grades. You’ll always know where you stand in the course.
      ii. OAKS Assignments, Quizzes, & Checklist. You will submit assignments to Dropbox and complete quizzes under OAKS Quizzes, and a checklist will be provided for every module. Links to the items you need to complete in these sections will also be provided under OAKS → Content → Module. Treat the Content area as your home base for the course to keep from getting lost.

3. The textbook is available via the bookstore or McGraw Hill. The CONNECT component of the textbook is required, as the quizzing component of the class is managed via CONNECT.
Technical Problems

Due to the nature of the course, it is possible that you will experience technical difficulties. Some tips:

1. Do not wait until the last minute. Technical difficulties will not be considered an excuse for work submitted late, especially if the instructor does not know about the technical difficulties until last minute. Work in advance.
2. Consider the source of the technical difficulties:
   a. If related to the class content, consider posting the question to the “Course Lounge” discussion board. Maybe one of your peers has a quick answer. For example, if you have trouble finding a reading, you could post the question to the course lounge.
   b. If related to OAKS or a CofC platform, consider whether the question can be answered with TLT’s online tutorials (http://blogs.cofc.edu/studentreadinessfornlinelearning/) . If not, contact Helpdesk.
   c. If related to Harvard Business School Press, contact the help information provided in the instructions for each simulation or registration.