

PUA 703
Seminar in Organization Theory
Course Syllabus
Fall Semester 2016
Thursdays 5:30PM - 8:15PM
HYBRID

Welcome:

Welcome to PUA 703, Seminar in Organization Theory. This is a three credit hour course which is a part of the Master's in Public Administration at the College of Urban Affairs, UNLV.

This course is offered in hybrid mode. Some classes are on campus, face-to-face, while the remainder are presented through UNLV WebCampus. Students will need to be proficient in UNLV's WebCampus in order to submit assignments and participate in the course.

During classroom sessions students will participate in course exercises, student presentations, case study analysis, group discussions/debates, and professorial lectures.

This course is designed in a modular format to help keep us organized. Each Week located in the WebCampus, Learning Weeks area contains all of the items addressing the topic for that Week and the assignments associated with it. You are responsible for all of the information contained in the Week area. Your understanding of these topics will be assessed in the course assignments.

Read through this syllabus carefully. *I have found students who do not read the syllabus carefully do more work than is required or miss important instructions.*

Note that this is an intensive reading and writing course. For this reason, I have recommended a book on writing for this course. Writing is a critical component to your graduate experience and it is expected that with each written assignment in this course your writing skills will be further developed and enhanced.

To receive technical assistance on issues related to UNLV WebCampus:
Academic Instructional Technology Help Desk
Visit: <https://oit.unlv.edu/help/it-help-desk>
Call: 702-895-0777

Course Description and Goals

This course serves as an introduction to the academic study of organization theory with an emphasis on public organizations. As a graduate level class, it assumes some general exposure either to the theoretical concepts and/or the actual practice of organization practices. Graduate standing is a prerequisite for this course.

The learning objectives of this course include the identification of major organizational theories and the development of a deeper understanding of the historical, political, social, and cultural contexts in which organizations operate. A secondary objective for this course is to enhance students to graduate research and writing skills as a foundation for developing Masters-level writing assignments throughout the MPA program, including course research papers and other creative assignments.

At the conclusion of this course, students will be able to:

1. Describe how public organizations function, and the ways in which they affect our lives.
2. Systematically analyze major theories of public organizations, and human behavior in organizational context.
3. Formulate effective ways in which public organizations can become more efficient and responsive.
4. Integrate theory and practice and explain the importance of empirical strengths and weaknesses, of various organization theories.
5. Explain the implications of organizational theory for managers and employees

Required Texts:

Bolman, L. and Deal, T. (2013). Reframing Organizations: Artistry, Choice and Leadership, 5th edition. San Francisco: Jossey-Bass.

Rainey, H.G. (2014). *Understanding and Managing Public Organization*, 5th edition. San Francisco: Jossey Bass.

Recommended Texts:

Northouse, P.G. (2009). *Leadership: Theory and Practice*, 5th ed. Thousand Oaks, CA: Sage Publications.

Zinsser, W. (2006). *On Writing Well*, 30th anniversary ed. New York: Harper Collins Publishers.

Required Additional Readings:

Additional readings will be required throughout the semester. These will be available via WebCampus.

Course Requirements:

1. WebCampus Discussions and On-Campus Guest Speaker Questions – 360 Points

There will be 15 discussion boards.

WebCampus Discussions

During WebCampus weeks you are required to answer at *least one question per week*. Discussion questions will be posted to WebCampus. Thoughtful and thorough contributions and reactions to classmates are expected with references as appropriate. Do not simply restate the readings, rather synthesize and expand or pose questions that were raised for you through your readings. Discussions may require you to do some additional research on the topic at hand. Thoughtful and thorough posts are typically the equivalent of 2-3 single spaced pages.

In addition, you should also respond to the posts of at least two of your fellow learners —unless the discussion instructions state otherwise. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Also, respond to any follow-up questions the instructor directs to you in the discussion area.

All original posts are due on Tuesday by **11:59 PM** (PST Zone) and all reactions to classmates are due by Thursday by **11:59 AM** (PST Zone), unless otherwise stated in the syllabus.

Remember to incorporate the week's readings into your responses. Do not assume you will receive the maximum points for simply posting each week. I will read each response and use the scoring rubric at the end of this syllabus.

On Campus Guest Speaker Questions

There will be guest speakers during the on campus sessions (except for weeks 14 and 15; different posts will be required for those weeks). You will need to attend and participate in all sessions. You are expected to contribute at least 3 questions to the WebCampus discussion board that you can ask the guest speaker or to your fellow classmates during class. Questions should be thoughtful and thorough and incorporate the weeks readings. Thoughtful and thorough questions are typically the equivalent of 1-2 single spaced pages. The guest speakers biographies will be posted on WebCampus at least one week before their visit. |

While disagreement may be common in graduate courses, you are expected to be courteous and civil with your colleagues in so doing. There are no make-ups. See the attached rubric for content and grade information. APA is required. No late discussions will be accepted for a grade.

All original posts are due on Tuesday by **11:59 PM** (PST Zone) and all reactions to classmates are due by Thursday by **11:59 AM** (PST Zone), unless otherwise stated in the syllabus.

Again, remember to incorporate the week's readings into your questions. Do not assume you will receive the maximum points for simply posting each week. I will read each response and use the scoring rubric at the end of this syllabus.

2. Research Paper and Presentation – 490 Points

This is a two part assignment: 1) paper (up to 400 points) and 2) presentation (up to 90 points).

By Week 14, submit a research paper; minimum 15 to maximum 20 double-spaced typewritten pages (not including cover page, abstract, references and appendices). The objective of this project is to extend your professional knowledge about a topic related to this course which you consider of value and interest to you. The topic should be reasonably related to the course. By week 5, submit a one-page proposal of the topic you will cover, and a brief description of your objectives. Regardless of the focus, you should also incorporate the course readings and topics in your research paper.

You should work on the topic in a way that helps you learn about it. You can design any of numerous different types of projects, as long as you pursue the general objective stated above. Some examples include but are not limited to:

- Read about the topic and prepare a paper that reports what you learned about it. You should plan to read about 150 difficult pages or 300 less-difficult pages for such a project. For example, cover about eight to ten 20-page articles. You can also read books or sections of books.
- Do a set of readings such as described above and prepare an analytical/critical review of them, like a book review in a professional journal.
- Conduct an inquiry into a topic, using interviews that you will conduct or official, organizational or archival documents from an organization. For example, how are they implementing a particular policy in state government? What is the structure, organization and process of a particular state, federal, or local agency or a particular government?
- Do readings or other research and apply it to a particular problem or situation you know about in an agency. For example, there is sharp conflict between my unit and another; I will read about conflict management and propose a course of action for resolving the conflict. Or, the unit in which you work has poor morale; read about motivation and related topics and analyze the problem.

Sources of Material for Project

Once you submit your one-page proposal review at least ten (10) literature sources (i.e., articles, books, chapters). These should be from the syllabus, but you must also draw on other peer-reviewed articles that deal with this topic. Use the articles as a way to address the question(s), rather than the other way around. Explain what the articles add to your knowledge about the selected topic. Use a very brief direct quote from each of the ten (10) articles and, when appropriate, cite the course readings.

The following sources are high-quality publications usually oriented toward practicing managers and readability: Administration and Society; Administrative Theory & Praxis; American Review of Public Administration; Governance; International Journal of Public Administration; Journal of Public Administration Research and Theory; Journal of Public Affairs Education; Nonprofit and Voluntary Sector Quarterly; Nonprofit Management and Leadership; Policy Studies Journal; Public Administration Quarterly; Public Administration Review; Public Budgeting & Finance Publius; Review of Public Personnel Administration; State & Local Government Review; Harvard Business Review; Sloan Management Review; Business Horizons; Organizational Dynamics; U.S. General Accounting Office reports (www.gao.com); U.S. Office of Personnel Management reports (www.opm.gov).

In addition, the library has many books on the topics listed on this syllabus. Doctoral students should consider more scholarly or research-based articles in academic journals such as Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology, and Organizational Behavior and Human Decision Processes.

Each student will be expected to provide 15 – 20 minute presentation of their findings beginning on Week 14. Handouts and visual aids are encouraged for distribution to the class to aid in further discussion. The paper is due Week 14. APA is required.

You may be creative in your project writing; however, if you prefer to follow a basic template the following outline is recommended:

- a.) Introduction: Introduce the selected question(s) and discuss why it is important to organization theory and leadership in the public sector.
- b.) Relevance: Discuss the relevance of the selected question(s) and its relevance to the course and/or your experience.
- c.) Literature review and synthesis: In this section review and synthesize the articles. Also explain what they contribute to our knowledge about the selected question(s) and/or relevance. This section will likely be the bulk of the paper.
- d.) Reflection: Provide a brief reflection on why this particular theory is important.
- e.) Conclusion: Summarize your literature review and suggest what areas of organization theory merit further research and examination.

3. Philosophy of Leadership and Leadership Action Plan – 150 Points

The purpose of this paper is for you to creatively synthesize what you have learned in this course, construct your philosophy of leadership, and plan future leadership action. It is expected that your philosophy has also been shaped by other courses you have taken and by your past experiences (personal and professional) in organizations of all types. This knowledge is also appropriate to integrate into your philosophy and action plan. Further, the plan should discuss what you will do in the future to develop your leadership abilities. The Philosophy of Leadership and Action Plan assignment should be 7-10 double spaced pages. Include citations from our readings to date. The paper is due no later than Week 16. APA is required. You can earn up to 150 points.

Grading and Grading Scale

Grades will be posted in the Gradebook section in WebCampus. To access the Gradebook, click on My Grades located in the left-hand navigation bar. You will only be able to see your personal grades. To see any comments left by me, click on the graded tab and then the assignment link.

NOTE: Your papers are subject to plagiarism detection systems. Plagiarism is unacceptable. Please read the information regarding academic dishonesty below.

The grading criteria for the assignments will be as follows points:

- | | |
|------------------------------------|-----|
| 1. WebCampus Posts | 360 |
| 2. Research Paper and Presentation | 490 |

3. Philosophy of Leadership and Action Plan

150

Total

1000 Points

Grade Distribution

A	=	950 – 1000
A-	=	900 – 949
B+	=	850 – 899
B	=	800 – 849
B-	=	750 – 799
C+	=	700 – 749
C	=	650 – 699
C-	=	600 – 649

How WebCampus Functions

Turning in Written Assignments

All written assignments except discussion assignments are to be submitted through the assignment link in each Week or by clicking assignment and submitting it through the correct link.

Use the following process to prepare and submit assignments:

- Prepare your project using Microsoft Word. Name your assignment with the following conventions: last name, first name, project title (ex. Lastname_firstname_assignment.doc). **You must choose the .doc file type from the drop down menu in your save window. (under the name of the document).**
- Click on the assignment link in the Learning Weeks overview area or on the assignment in the Assignment tab.
 - At the top of the page will be assignment and attachment instructions.
 - Under Submissions is the text box that you will paste your assignment in if instructed to, otherwise, you will attach your completed assignment by clicking “Add Attachments”.
 - Under Comments is where you can make any comments about your assignment to me.
 - Click submit.

After I have received assignments, I will grade them, make comments, and ask questions, etc. I will return them to you through the Student Gradebook area. Choose the Graded tab. You must click on the assignment to view my comments. **Again, be advised that your papers are subject to plagiarism detection systems.**

REMINDER: Note that this is an intensive reading and writing course. For this reason, I have included a book on writing for this course. Writing is a critical component to your graduate experience and it is expected that with each written assignment in this course your writing skills will be further developed and enhanced.

Using Email

Email in this course is done by using the Mail tab. To use email, click the Mail tab on the left. Click Create Message to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. Be sure to only check the recipients to whom you wish to send email. Typically, you will receive an email response from me within 24 hours.

Do not submit assignments through email. See instructions above.

Posting Discussions

The Discussions feature in WebCampus is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings. We will use this tool frequently. When you click the Discussions tab located on the left or in the Learning Weeks, a listing of subject categories, called forums, will appear in a table format.

All threads (topics) pertinent to a category will appear as links under that subject's forum. Students are required to respond to threads in the course discussion. To respond to a thread:

- Click the Discussions tab located in the left-hand navigation bar or click on the Discussion Assignment link in the Learning Week.
- Click on the topic link to open it and view the contents.
- Click "Create a Message" to post your initial comments or click "Reply" to respond to any existing posts.
- Title your post (i.e, discussion question 1, 2 or 3)
- Be sure to click submit to add your posted comments.

Your responses will appear in the table with your name as author and the date/time of the posting.

It is your responsibility to check the Discussions daily. While I may not respond to each and every posting, I will be reading and responding as appropriate.

University Policies

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For

additional information, please visit:

<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. My preference is that you email me using WebCampus.

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

NOTE ON ASSIGNMENTS - Assignments for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of the College of Education. Names and other identifying elements of all assignments will be removed before

being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor. Your participation and cooperation in the review of programs is appreciated.

Scoring Rubric: WebCampus Discussions

	Non-performance	2 Basic	4 Proficient	6 Distinguished
Applies relevant course concepts, theories, or materials correctly. (6 points)	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.
Collaborates with fellow learners, relating the discussion to relevant course concepts. (6 points)	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.
Applies relevant professional, personal, or other real-world experiences. (6 points)	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.
Supports position with applicable knowledge. (6 points)	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.

Scoring Rubric: Research Paper Assignment

	Basic	Proficient	Distinguished
Research Paper	1-69 Points	70-91 Points	92-100 Points
General Presentation (100 points possible)	<p>Has no thesis statement and/or conclusion.</p> <p>Provides an introduction and background that is insignificant to the thesis.</p> <p>Thoughts and observations are poorly presented in an unstructured argument.</p> <p>Has ineffective writing style, grammar and/or spelling errors.</p>	<p>Has some form of thesis statement and conclusion.</p> <p>Provides an introduction and background that is only somewhat significant to the thesis statement.</p> <p>Thoughts and observations are fairly well presented.</p> <p>Uses adequate style and grammar, with no spelling errors.</p>	<p>Makes a thesis statement that clearly and specifically relates to the question, and has a clear conclusion.</p> <p>Provides a clear and thorough introduction and background.</p> <p>Presents thoughts and observations in the form of a well-structured, logical argument.</p> <p>Uses effective style and grammar, with no spelling errors.</p>
Conceptual Understanding (100 points possible)	<p>Does not demonstrate an understanding of the ideas and issues relating to them.</p> <p>Uses little or no information to build and support arguments.</p>	<p>Demonstrates a partial understanding of the ideas and issues relating to them.</p> <p>Uses a limited amount of information to build and support arguments.</p>	<p>Demonstrates a clear understanding of the ideas and issues relating to them.</p> <p>Uses a broad range of information to build and support arguments.</p>

	Does not demonstrate a line of inquiry and observation that goes beyond those presented by the text or other course materials.	Demonstrates a line of inquiry and observation that does not go beyond those presented by the text or other course materials.	Demonstrates a line of inquiry and observation that goes well beyond those presented by the text or other course materials.
Argument Structure (100 points possible)	Provides few or unclear, statements (i.e. observations and conclusions) relating your thoughts and observations to the issues and artworks about which you are writing. Does not indicate a synthesis of ideas. Does not provide sufficient evidence or observations to support conclusions.	Provides statements (i.e. observations and conclusions) that relate your thoughts and observations to the issues and artworks about which you are writing. Indicates a synthesis of ideas based upon observation, reading, and original thought. Provides adequate evidence and observations to support conclusions.	Provides strong, clear, convincing statements (i.e. observations and conclusions) that relate your thoughts and observations to the issues and artworks about which you are writing. Indicates a synthesis of ideas based upon observation, reading, and original thought Provides relevant evidence, and observations to support conclusions.
Use of literature and pertinent resources with documentation APA style (100 points possible)	Does not make use of available resources. Does not cite references. Does not use observations and/or information that relates to or support s the thesis statement.	Resources used are sufficient but not thorough or extensive. Cites references in text and in a Works Cited page. Uses observations and/or information that may not clearly relate the thesis statement.	Thorough and extensive use of pertinent resources (text book, course Web materials, other books and Web materials). Uses observations and/or information that clearly relates to and supports the thesis statement.

			All sources are properly cited in text and in a complete Works Cited page.
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Scoring Rubric: Philosophy of Leadership & Leadership Action Plan

Philosophy of Leadership and Action Plan	Basic 1-34 Points	Proficient 35-45 Points	Distinguished 46-50 Points
General Presentation (50 points possible)	<p>Has no thesis statement and/or conclusion.</p> <p>Provides an introduction and background that is insignificant to the thesis.</p> <p>Thoughts and observations are poorly presented in an unstructured argument.</p> <p>Has ineffective writing style, grammar and/or spelling errors.</p>	<p>Has some form of thesis statement and conclusion.</p> <p>Provides an introduction and background that is only somewhat significant to the thesis statement.</p> <p>Thoughts and observations are fairly well presented.</p> <p>Uses adequate style and grammar, with no spelling errors.</p>	<p>Makes a thesis statement that clearly and specifically relates to the question, and has a clear conclusion.</p> <p>Provides a clear and thorough introduction and background.</p> <p>Presents thoughts and observations in the form of a well-structured, logical argument.</p> <p>Uses effective style and grammar, with no spelling errors.</p>
Conceptual Understanding (50 points possible)	<p>Does not demonstrate an understanding of the ideas and issues relating to them.</p> <p>Uses little or no information to build and</p>	<p>Demonstrates a partial understanding of the ideas and issues relating to them.</p> <p>Uses a limited amount of information to</p>	<p>Demonstrates a clear understanding of the ideas and issues relating to them.</p> <p>Uses a broad range of information to build</p>

	<p>support arguments.</p> <p>Does not demonstrate a line of inquiry and observation that goes beyond those presented by the text or other course materials.</p>	<p>build and support arguments.</p> <p>Demonstrates a line of inquiry and observation that does not go beyond those presented by the text or other course materials.</p>	<p>and support arguments.</p> <p>Demonstrates a line of inquiry and observation that goes well beyond those presented by the text or other course materials.</p>
<p>Use of literature and pertinent resources with documentation APA style</p> <p>(50 points possible)</p>	<p>Does not make use of available resources.</p> <p>Does not cite references.</p> <p>Does not use observations and/or information that relates to or support s the thesis statement.</p>	<p>Resources used are sufficient but not thorough or extensive.</p> <p>Cites references in text and in a Works Cited page.</p> <p>Uses observations and/or information that may not clearly relate the thesis statement.</p>	<p>Thorough and extensive use of pertinent resources (text book, course Web materials, other books and Web materials).</p> <p>Uses observations and/or information that clearly relates to and supports the thesis statement. All sources are properly cited in text and in a complete Works Cited page.</p>

The rubric for the research paper presentation will be distributed in class closer to presentation dates.

NOTE: This syllabus is subject to change at the discretion of the instructor.