

Public Organizational Theory & Behavior

College of Humanities and Social Sciences
California State University, Fullerton

Organizational theory, from a classical perspective, is about how organizations work, how they are structured, and how they are managed.

Organizational behavior, as an emerging body of knowledge, is the study of individuals and groups within organizations.

Putting these together, you arrive at the notion that individuals and groups within organizations define how organizations function.

CATALOG COURSE DESCRIPTION

Management-oriented analysis of organizational behavior. Treatments of decision-making, leadership, communication, group dynamics and ethical aspects of organization. Applying theories of administration and systems management to public and volunteer programs and services. (POSC 526 and AGNG 526 are the same course).

COREQUISITE/PREREQUISITE

Corequisite: POSC 509: *Foundations of Public Administration*; or

Prerequisite: POSC 320: *Introduction to Public Administration* or POSC 509

COURSE TOPICS

During this semester, we will examine organizations and their members through two lenses: *organizational theory* (e.g., the systems-related perspective of how and why they operate) and *organizational behavior* (e.g., the human-related perspective of how and why people within organizations do what they do). Many different disciplines study organizational theory and behavior, such as psychology, business administration, economics, political science, public administration, and the list goes on. Naturally, our focus will be on public administration and the organizations involved in that domain. Further, while we will touch on all levels of government, most of the emphasis will be at the municipal level (e.g., city and county) since that is where most people ‘touch and feel’ their government. Topics will include the challenge of effective public organization and management; what makes public organizations distinct; the impact of political power and public policy; organizational goals, effectiveness, and performance; power, decision making, and strategy; organizational design, technology, and social media; motivation and motivation theory; understanding people in public organizations; leadership, management, and organizational culture; understanding communication and conflict in groups; managing organizational change and development; and, advancing public management through collaboration.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

The course objectives and student learning outcomes are to 1) understand the broad, unifying themes in organizational theory and organizational behavior from an interdisciplinary perspective, which includes criminal justice, political science, public policy, psychology, information technology, and behavioral science (among others), 2) demonstrate your synthesis of the concepts presented through group discussions, 3) exhibit critical thinking and in-depth analytical skills by synthesizing and interpreting information, comparing ideas, developing opinions, and determining viable and appropriate solutions to organizational problems, and 4) communicate ideas effectively both orally and in writing.

Note: The most-recent report done by the American Association of Colleges and Universities (AAC&U) entitled, "How College Contributes to Workforce Success: Employer Views on What Matters Most," points out that "critical thinking and analysis, problem-solving, teamwork, and communication through writing and speaking have consistently been ranked highest over time."¹

INSTRUCTOR: DR. MICHAEL D. FALKOW, PMP (BIO ATTACHED)

Office: LH-408C

Cell Phone: (714) 875-1875 ← Best Number to Reach Me!

E-mail: mdfalkow@fullerton.edu

Office Hours: Mondays from 5:45 p.m. to 6:45 p.m., and by appointment (in-person or via Zoom). I will also be on campus Thursday evenings, as I teach a graduate computer science course (professional ethics for software engineers) from 7:00 p.m. to 9:45 p.m. in MH-464. As such, I will be in my office before class (same time as Mondays). The best way to reach me, however, is through e-mail, as I check it very frequently every day. You can also contact me on my cell phone during working hours (approximately 8:00 a.m. to 6:00 p.m. Pacific Time). **Text messages are preferred.** Be sure to let me know who you are and which class you are in when you text me! 😊

CLASS INFORMATION

Course: POSC 526-01 (17796) & AGNG 526-01 (18625)

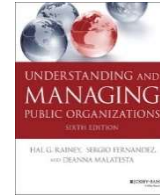
Room: GH 305

Meeting Times: Mondays, 7:00 p.m. to 9:45 p.m.
Except 2/19/24 (President's Day) and 4/1/24 (Cesar Chavez Day—Spring Break)

¹ <https://dgm81phvh63.cloudfront.net/content/user-photos/Research/PDFs/AACUEmployerReport2021.pdf> (p. 5)

Textbooks: The course lectures will come primarily from the following two (2) textbooks (about half from each):

Rainey, Fernandez, S., & Malatesta, D. (2021).
Understanding and managing public organizations. (6th ed.). John Wiley & Sons, Incorporated.



Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2020). *Managing human behavior in public and nonprofit organizations* (5th ed.). CQ Press.



Note: For Week 2, I will provide Chapters 1 & 2 from the Rainey text on Canvas to give you time to obtain the textbooks (either electronically or in hardcopy).

Course Materials: I will also introduce additional reading assignments (e.g., journal articles, news articles, government documents, academic papers, etc.) throughout the course. Typically, I will provide them on Canvas within “Modules” via hyperlink, a PDF file, or a citation you can use to find the item electronically in the CSUF Pollak Library. As a student, you should not have to pay for articles. If you have not used the library to search, find, and download articles, I urge you to do so as soon as possible.

Lecture Materials: PowerPoint slides, in-class handouts, etc., will also be provided via Canvas **after** they are introduced during the lecture.

ATTENDANCE, CONDUCT, AND CLASS PARTICIPATION

This is a graduate-level course being delivered in-person. Class attendance is required and will be tracked; it is a graded component of the course. Students are expected to read the material assigned **prior** to the lectures and discussions.

Conduct in Class

The past four years has been especially difficult for many of us. For some people, the toll taken by the global pandemic caused by the COVID-19 virus has been especially harsh, and our hearts and prayers go out to all those whose families and loved ones were and are still being impacted. Coupled with that, we have witnessed some of the most trying and turbulent times modern society has faced in a generation. With that said, and even though better times are hopefully on the horizon, we are still in a delicate period where emotions have been worn thin, and the wounds of divisiveness are still fresh. It takes little to ignite fury among once civil individuals.

Some of the content of this course may elicit strong personal beliefs and convictions that are diametrically opposed to someone else’s perspectives. In the academic environment, especially when engaged in spirited academic discourse, I expect each one of you to respect one another and the varied opinions we all have.

I do not expect you to always agree with one another—in fact, I guarantee you will disagree with someone (including me) at some point during the semester. That is completely fine and totally expected. While I have no expectation that anyone will exhibit anything less than complete professionalism, I will not tolerate under any circumstances personal criticisms (e.g., *ad hominem* attacks) of any sort, as it stifles discussions and limits the free exchange of ideas. ***Any obnoxious or offensive behavior will result in your immediate expulsion from the class, and you will need to meet with me before I will consider allowing you to return.***

This should not be construed in any way to limit the free exchange of ideas, thoughts, and perspectives. Furthermore, it is not intended to create an artificial environment where people feel that they can only say what is thought to be deemed acceptable for fear of being graded negatively. **I will not grade anyone negatively for expressing an opinion that differs from mine.** Moreover, I may pose questions where I am intentionally trying to promote a discussion opposing my viewpoint. So, please do not think disagreeing with me or anyone else will count negatively against you; it will not! I merely want you always to be thoughtful, respectful, and courteous.

A quick note...While “free speech” is a right afforded to us by the First Amendment to the U.S. Constitution, it is a limited right and not an absolute one—just as you cannot arbitrarily yell “fire” in a crowded theater or say in a public forum that you intend to harm an elected official. This means your ability to express this right can and will be limited in the classroom if I deem it necessary. If someone says something you vehemently disagree with, and you cannot have a cordial academic exchange, I recommend that you respond with something such as, “I respectfully disagree with your position” and say no more. We will use this response to gracefully end a conversation before it potentially spirals out of control. This is an institution of higher learning, and it should be considered a safe space to allow the free exchange of ideas and perspectives. At the same time, in public government-related jobs, such as public administration, law enforcement, human resources, etc., you will undoubtedly encounter people who will disagree with you (sometimes intentionally just to ‘get under your skin’). As such, learning how to effectively deal with them is an essential skill and part of organizational behavior, which is a primary component of the class.

Finally, I expect that you will ask questions when you do not understand something. I will never reprimand you for asking a question or sharing a thought that follows the above guidelines, and I expect that each of you will extend this same courtesy to your peers. If you do not feel comfortable asking a question in class, you may certainly communicate with me privately before or after class, during my office hours, or via e-mail/text. **Thank you!! 😊**

COURSE REQUIREMENTS, GRADING POLICY, AND CLASS SCHEDULE

Please take note of the course requirements, grading policy, and class schedule.

| Course Requirements—Evaluation Categories | Weighted Value |
|---|----------------|
| Attendance & In-Class Discussions/Assignments | 15% |
| Reflection Papers (3) | 15% |
| Term Paper and Annotated Bibliography | 15% |
| Midterm Exam | 25% |
| Final Exam | 30% |
| Total | 100% |

Attendance & In-Class Discussions (15% of the Course Grade)

As graduate students, you have developed excellent time management skills and fully understand the value of preparing for class each week (e.g., the expectation is about 2-3 hours per week for each unit of coursework). Coupled with this outside preparation, students who attend class and participate regularly find that synthesizing the material is much easier and more enjoyable. Since this course is primarily discussion-centric, it is my expectation that I will provide prompts each week focused on the assigned readings from both a theoretical and practical perspective. I fully expect each of you will participate during these class discussions; at some point, I will call upon each of you to participate—you do not want to be in a predicament where it is your turn and you have not prepared. 😞 I may also ask you to get into small groups to complete a brief assignment based on the topic being discussed. At times, I may ask you to submit the results of that effort.

I will pass around a sign-in sheet at some point during the lecture to track attendance. It is your responsibility to notify me if you miss class because of an illness or other extenuating circumstance at your earliest convenience, providing documentation only if requested. **Also, in accordance with the University policies in effect regarding COVID-19, please do not come to campus if you feel sick or are exhibiting any symptoms.** This will help protect everyone's health and wellbeing, including yours. This evaluation category accounts for 15% of your course grade (basically 10% for attendance and 5% for participation/assignments)—these should be easy points. For participation, I may call on one or two students each class session to lead a brief discussion about some aspects of the week's readings—please do not worry, this will not begin until week 4.

Three (3) Reflection Papers (5% each)—(Combined 15% of the Course Grade)

Once we get situated and into a good rhythm (e.g., about week 4), you can begin submitting **brief** (e.g., **not to exceed three pages**)² reflection papers on some aspect of the assigned readings. The reflection papers are due by **11:55 p.m. on the Sunday before the class where the reading themselves are to be discussed**. There are three components to these papers: 1) a very brief synopsis of the main points of the readings, 2) application of the concepts to your relevant experience in an organizational setting, and 3) one proposed discussion question for the class to consider. Note: If I use your question in the class, please refrain from answering it! Let your classmates do it. 😊

There will be links on Canvas for you to upload your reflections. You are to submit Microsoft Word documents (e.g., no PDFs, Google docs, etc.). You are not expected to do any outside research for these papers; just focus on the readings. While I expect high-quality and cogent, graduate-level writing, you may use first person, and **please do not use ChatGPT**; I simply want your own thoughts and words. These assignments should be an easy “A.”

Remember: You only need to submit three (3) reflection papers (e.g., 5% each). You choose which ones you want to do during the semester, but please do not wait until the end of the term, as you will run out of material to reflect upon.

Term Paper (10%) and Annotated Bibliography (5%)—(Combined 15% of the Course Grade)

There will be a formal term paper, which includes an annotated bibliography, that accounts for 15% of your course grade. You will submit your topic and research question(s) after class on **Monday, February 26, 2024**—Week 6). This deliverable is an ungraded but required activity—if you do not provide a submission, I will deduct 20% from your term paper grade.

The Annotated Bibliography is due first on **Sunday, April 14, 2024**, and the Final Term Paper is due on **Sunday, May 5, 2024**. The topics will be discussed in class, and I will distribute a grading rubric and detailed submission requirements for both deliverables during Week 4. **Generally speaking, your paper must be your own individual work and are to be submitted via Canvas in Microsoft Word format (e.g., no PDF, XPS, TIFF, etc.—only Microsoft Word) by 11:55 p.m. (Pacific Time) on the due date. Late papers will not be accepted**, so plan accordingly and please do not wait until the last minute only to realize you are having a problem submitting your assignment! **We will discuss ChatGPT and how you may incorporate its use.**

I will process your deliverables through a plagiarism checker. All reference material used must be properly cited using APA 7th Edition format. **Plagiarism is a serious offense, and it will not be tolerated.** Please refer to the section on *Academic Dishonesty* later in the syllabus.

Midterm Exam (25% of the Course Grade) and Final Exam (30% of the Course Grade)

I will administer two (2) exams during this course—a midterm exam (**March 18, 2024**) and a final exam (**May 13, 2024**). Both exams will consist of essay-style questions. I expect well-crafted and cogent responses that adequately cover the material up to that point in the class, I will not grade down for grammar. I do, however, need to be able to read and understand your responses (e.g., your sentence structure should be reflective of your graduate-level academic standing). I will supply the test (e.g., **no blue book or scantron forms will be needed**), and you may use a pencil.

The exams are not collaborative, so anyone caught cheating will be dealt with as specified in the section on *Academic Dishonesty* discussed later in the syllabus.

Note: The final exam is NOT cumulative per se, but you will likely incorporate enduring concepts, ideas, themes, and theories that carry through the entire course.

² Double-spaced, 12-point Times Roman font, with one-inch margins on top/bottom and left/right (e.g., standard APA format).

Late Policy and Make-up Exams

Given the generous timeframes for deliverables, late submissions will not be accepted without a **valid and documentable excuse such as a profoundly serious illness, death in the family, or other equally compelling reason (you should notify me as soon as possible of the situation so we can discuss its impact)**. If you miss the midterm exam due to unforeseen circumstances like the ones previously noted, you must notify me as soon as practical. In instances such as these, I **may** count your final exam as 55% of your course grade. If you miss the final exam, I may issue you an "I" grade (e.g., Incomplete) or a "U" grade (e.g., an Unauthorized Withdrawal). **All excuses are subject to verification and validation, and my decision is final.** Without a valid excuse, a score of zero (0) will be assigned for any late deliverable or missed exam.

Extra Credit

Please do not ask, "Is there extra credit?" In my experience, when there are extra credit opportunities, students will spend more time trying to earn the extra credit points than they will working toward earning the primary points in the class. As such, there is no extra credit in my classes. Also, please do not ask me for extra points because you are borderline, facing academic probation, etc. You have many opportunities to earn points during the course. I follow general rounding policies as far as grades are concerned (see *Grading Policy* below).

Grading Policy

The following illustrates how letter grades equate to percentage-based scores where \geq indicates the range minimum:

| | | | | | | | | | |
|----|-------------|----|-------------|----|---------------|----|---------------|---|------------|
| A+ | $\geq 98\%$ | B+ | $\geq 87\%$ | C+ | $\geq 77\%$ | D+ | $\geq 67\%$ | F | $< 60\%^*$ |
| A | $\geq 94\%$ | B | $\geq 84\%$ | C | $\geq 74\%$ | D | $\geq 64\%^*$ | | |
| A- | $\geq 90\%$ | B- | $\geq 80\%$ | C- | $\geq 70\%^*$ | D- | $\geq 60\%^*$ | | |

When calculating your final course letter grade, I will **round** fractional grade calculations at the tenths position (e.g., an 86.5% will become an 87.0 or B+, but a 93.49 is still an A-). **Please do not ask me to give you a higher grade at the end of the semester because you are on or in danger of being on academic probation or you are trying to keep a certain GPA! Plan early and score as many points as possible.**

Note: This is a graduate course. If you score below 80% on a deliverable, have trouble keeping up with the course timeline (e.g., the readings and assignments), feel stressed out or overwhelmed, you should communicate with me immediately.

***If you score below 70% on a deliverable, graduate school may not be for you.**

While I do not expect this, if necessary, grades may be assigned by considering your performance relative to the class's overall performance (e.g., a curve), especially if the class average is low on a test or deliverable. **There is no guarantee of a curve; however, I will not curve downward—if everyone does extremely well on a particular test or deliverable, then everyone earns their high grade (e.g., there are no grade quotas).**

Class Schedule

As mentioned, this is a graduate-level, lecture- and discussion-style course being conducted in-person. The following is the tentative lecture and activity schedule. I will make every effort to adhere to this schedule, but I reserve the right to make modifications during the semester, including adding, removing, or modifying the readings. **Under no circumstances will I change the due date making it earlier than what is listed.** To view the official CSUF Academic Calendar, please visit <https://apps.fullerton.edu/AcademicCalendar/> (be sure to select the **Spring Semester 2024**).

| Week | Monday | Lecture and Activity Schedule |
|--------|----------------|--|
| Week 1 | 1/22/24 | Instructor and Student Introductions Course Introduction, Overview, Syllabus, and Warm-up |
| Week 2 | 1/29/24 | <i>The Development of Organizational Theory: A Historical Overview</i> <u>Readings:</u> 1. Rainey: Chapters 1 & 2 2. Taylor: The Principles of Scientific Management (Introduction and Chapter 1 only—16 pages) I will supply all readings for Week 2 on Canvas. |
| Week 3 | 2/5/24 | <i>What Makes Public Organizations Distinct?</i> <u>Readings:</u> 1. Rainey: Chapter 3 2. Allison: Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects? 3. Rainey: Organizations, Politics, and Public Purposes: Analyzing Public Organizations and Public Management |
| Week 4 | 2/12/24 | <i>Academic Writing and Artificial Intelligence</i> <u>Readings:</u> 1. TBD Discuss Term Paper/Annotated Bibliography Criteria |
| Week 5 | 2/19/24 | No Class—President's Day |
| Week 6 | 2/26/24 | <i>The Intersection of Power and Policy: How Political Power and Public Policy Affect Public Organizations</i> <u>Readings:</u> 1. Denhardt et al, <i>Managing Human Behavior in Public and Nonprofit Organization</i> —Chapter 8: Power and Organizational Politics 2. Furlong: Political Influence on the Bureaucracy: The Bureaucracy Speaks 3. Long: Power and Administration Term Paper Topic and Draft Research Question(s) Due by 11:55 p.m. |

| Week | Monday | Lecture and Activity Schedule |
|---|----------------|---|
| Week 7 | 3/4/24 | <p>What are we Trying to Achieve and How do we do it?</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Denhardt et al, <i>Managing Human Behavior in Public and Nonprofit Organization</i>—Chapter 10: Working in Groups and Teams Rainey: Chapter 6 (First four sections only) Behn: Why Measure Performance? Different Purposes Require Different Measures |
| Week 8 | 3/11/24 | <p>Organizational Culture and Change</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Denhardt et al, <i>Managing Human Behavior in Public and Nonprofit Organization</i>—Chapter 12: Organizational Culture and Change Bloomberg-Harvard: <i>City Leader Guide on Organizational Culture Change</i> (pp. 1-18) <p>Brief Review for the Midterm</p> |
| Week 9 | 3/18/24 | Midterm Exam (Weeks 1 - 8) |
| Week 10 | 3/25/24 | <p>Understanding How Organizational Structure, Technology, and Social Media Affect Organizations</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Rainey: Chapter 8 Ross: Chapter 15: Technology and the Organization's Workforce |
| Week 11 | 4/1/24 | No Class—Spring Break |
| Week 12 | 4/8/24 | <p>What Motivates You? Motivation & Motivation Theory in Public Organizations</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Rainey: Chapter 9 Hertzberg: One More Time: How do you Motivate Employees? Maslow: A Theory of Human Motivation Perry & Wise: The Motivational Bases of Public Service |
| Annotated Bibliography Due—Sunday, April 14th by 11:55 p.m. | | |
| Week 13 | 4/15/24 | <p>Leadership Part 1: Leadership in Public Organizations</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Denhardt et al, <i>Managing Human Behavior in Public and Nonprofit Organization</i>—Chapter 7: Leadership in Public Organizations Irvin & Stansbury: Citizen Participation in Decision Making: Is it Worth the Effort? Rainey and Thompson: Leadership and the Transformation of a Major Institution: Charles Rossotti and the Internal Revenue Service |

| Week | Monday | Lecture and Activity Schedule |
|--|----------------|--|
| Week 14 | 4/22/24 | Leadership Part 2: What Makes a Great Leader? <u>Readings:</u> 1. TBD |
| Week 15 | 4/29/24 | Effective Communication <u>Readings:</u> 1. Denhardt et al, <i>Managing Human Behavior in Public and Nonprofit Organization</i> —Chapter 9: Communicating Effectively with Others |
| Term Paper Due—Sunday, May 5th by 11:55 p.m. | | |
| Week 16 | 5/6/24 | Special Topics: Fundamentals of Investing and Retirement Planning <u>Readings:</u> None Brief Review for the Final Exam |
| FINAL EXAM | 5/13/24 | Final Exam (Weeks 10 - 15) GH 305 from 7:00 p.m. to 8:50 p.m. |

SYLLABUS CHANGES

While the syllabus is typically looked upon as a contract between faculty and student in terms of course deliverables, due dates, and grading criteria, it also serves as a general plan for the layout of the class. As with most things in life, change does happen. Therefore, I reserve the right to adjust the schedule as we proceed through the course. Sometimes, I may not complete a lecture by the end of class and will complete it during the following session. To the extent possible, I will try to provide advance notice of any changes.

ACADEMIC DISHONESTY (PLEASE READ!)

Except for any collaborative-based research, I expect you to submit work that represents your efforts and not the efforts of anyone else without proper APA citations. It is your responsibility to maintain the highest standards of honesty and integrity throughout your academic and professional career. It is extremely easy to locate and use information found on the Internet (which is not always accurate, by the way). As such, it is equally as easy for me to discover that same information or determine that work you submit may not be your own (remember, not only am I a computer scientist, but I was also a police officer).

Academic dishonesty intended to gain an unfair academic advantage, such as plagiarism, cheating, purchasing papers or hiring someone to produce an assignment, extensive editing by another person beyond structural/mechanical assistance, or falsifying academic records, will result in the automatic issuance of a **zero (0)** for the assignment/exam, possibly an **F** grade for this course, and potential referral to the University's Student Conduct unit. Severe or repeat offenses may have more significant consequences, up to and including expulsion from the University.

The following excerpt comes from the University Policy Statement on Academic Dishonesty (UPS 300.021): http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.021.pdf

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

Keep in mind that academic dishonesty could also involve the following:

- Having a tutor or friend complete a portion of your assignments.
- Having a reviewer or proofreader make extensive revisions/rewrites to an assignment.
- Copying or using work in whole or in part that was submitted by another student.³
- Purchasing a paper or using material from a 'paper mill' or essay writing service.
- Using information from online information services without proper citation.
- Submitting a paper where you have largely used the ideas and perspectives of another author even if you give credit to that author (e.g., you find a paper that nearly matches what you want to write about, so you follow that author's reasoning and simply restate those ideas in your own words).
- Submitting work product, edited or otherwise, for two different courses without permission from both professors involved.
- Using any external sources during an in-class exam without permission. This includes excusing yourself to use the restroom and then looking something up or asking for assistance while outside the classroom. Communicating (in any form) with anyone besides me during an exam will be deemed cheating.

³ Both students are in danger of being disciplined for academic dishonesty.

See also California State University Regulation – Section 41301: Standards for Student Conduct.

(PLEASE READ THE PREVIOUS SECTION AGAIN!)

Plagiarism and academic dishonesty will not be tolerated!

When in doubt, please ask!

OTHER IMPORTANT INFORMATION

President's Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID Recovery at <http://coronavirus.fullerton.edu/>. Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, (<http://coronavirus.fullerton.edu/messages/presidents-directive-no-22/>), which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures.
- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who test positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID-19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form (<http://coronavirus.fullerton.edu/report-covid-19-case-or-exposure/>).

CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19.

Prior to arriving on campus and before entering class, you should conduct a personal health screening (<http://coronavirus.fullerton.edu/mandatory-health-screening/>) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation in or completion of the course.

Before entering the classroom, you should wash/sanitize your hands (face coverings are optional unless University Policy directs otherwise). While in class, you are required to:

- Sit in your designated seat,
- Always cough or sneeze into your elbow or tissue,
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral to the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

Instructor Absence and Other Significant Impacts

I will do everything in my power to make it to class on-time or notify you in advance if I cannot attend a class session or my scheduled office hours. If I do not show up for class by 15 minutes past the start time, something serious and unavoidable has happened, and as such, you can assume class has been cancelled for that session.

As we learned in 2020 when the campus was forced to respond to the COVID-19 pandemic and most recently when the campus was closed due to Hurricane Hilary, we may find it necessary to adjust to or accommodate university-wide rules and regulations, including mask mandates, social distancing, stay-at-home orders, etc. I will use your campus-issued e-mail to communicate with you should there be a need to meet via Zoom, cancel class, or deal with any other type of emergency or directive that significantly impacts the class.

Recording & Transcription of Class Content

Recording class content is governed by UPS 330.230:

http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20330.230.pdf

Each instructor must permit class content to be recorded or transcribed by students when mandated to do so by the Americans with Disabilities Act or by other federal or state laws. Any recording of class content is for private use and study and shall not be made publicly accessible without the written consent of the instructor and students in the class.

Intellectual Property Information

Faculty Intellectual Property: Intellectual property rights are not transferred by using Zoom or a Learning Management System (e.g., Canvas). Professors always retain ownership rights to their intellectual property. Students may not share, post, or distribute class materials (e.g., class lectures, assignments, tests, etc.), recordings, or transcripts anywhere outside of this class without express written permission from me. Doing so may result in disciplinary action as well as personal legal action against a student.

Student Resources

Any student who wishes to discuss any concern may contact the assistant deans of the college. Assistant deans are student advocates who will help you navigate the university's policies and procedures and assist with resolving any conflicts.

Emergencies

For information on emergency preparedness topics, please visit this website:

<https://police.fullerton.edu/programs/prepare/>

In the event there is a local, regional, or university-based emergency preventing access to Canvas, such as a sustained power outage or system failure, I will adjust any impacted due dates. If the event is long-term, we will adhere to the direction of the University's administration.

Documented Special Needs

If you believe that you may need assistance from the Division of Student Affairs, Disability Support Services, they can be contacted at (657) 278-3112 or via e-mail at dsservices@fullerton.edu. Their campus location is Gordon Hall, Room 101. Please visit this website: <http://www.fullerton.edu/DSS/> for more information.

Writing Help

If you require help with writing assignments in this or any other course, please contact *The Writing Center* at (657) 278-3650 (Pollack Library North, First Floor).

http://english.fullerton.edu/writing_center/

Counseling & Psychological Services (CAPS)

There are many stresses for busy college students! If you feel overwhelmed by your school, home, work, or other commitments, you are encouraged to contact campus Counseling & Psychological Services (CAPS) as soon as possible at (657) 278-3040. CAPS offers an array of services that are free to all enrolled students! <https://www.fullerton.edu/caps/>

Library

If you need help accessing databases and information at the library, contact a Librarian for assistance at <http://www.library.fullerton.edu/services/ask.php>.

Thanks! Let's have a great semester!