



School of Administrative Studies
Faculty of Liberal Arts and Professional Studies

Introduction to Organizational Behaviour AP/ADMS 2400 3.0, Section A SYLLABUS

*****This course is being delivered in COMPRESSED 6-week and BLEND format.*** Most classes will be delivered in person and will use a mix of online learning components as well (asynchronous modules and synchronous zoom meetings). All exams will be delivered in-person, no exceptions. Therefore, this course cannot be taken remotely.**

Course Director ("Instructor"): Professor Victoria Daniel, PhD ([Pronouns](#): She/Her)

Time Zone: All dates/times are in Eastern Standard Time (EST).

Land Acknowledgement

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been cared for by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Course Description & Objectives

Introduces concepts of individual and group behaviour as they affect performance in organizations. Topics covered include motivation, communication, decision-making, leadership and structural issues. Lectures and case discussions are employed to develop theoretical models and illustrate their use.

The learning objectives for students of this course are to:

1. Understand major concepts and theories of individual and group behaviour in organizations that guide contemporary management thinking today.
2. Apply these concepts and theories to identify, analyze, and recommend solutions to solve organizational problems.
3. Develop foundational skills that can increase your effectiveness as a member of organizations.

Prerequisites

AP/ADMS 1000 3.0 and AP/ADMS1010 3.0; For students in the BHRM program, AP/HRM1000. For BDEM and BPA students, AP/ADMS 1000. Course credit exclusion: HH/PSYC 3570. These prerequisites must be COMPLETED IN ADVANCE of taking this course and CANNOT BE WAIVED by the course Instructor. Students without prerequisites will be removed from the course by the administration after the add date.

Course Registration

Please note that Instructors cannot enroll or approve a student's enrollment to the course when prerequisites are not met or if the class/section is full. If the class/section is full, regularly visit the online course registration system in the first two weeks of classes and check if a space becomes available. This area does not permit late enrolments. Direct registration questions to the [School of Administrative Studies](#).

Disclaimer: This is a general outline for the online course calendar, but once enrolled in the course a more comprehensive outline will be provided on eClass that students should follow.

Course Administration

Where to Find Course Information

- ▶ **Course website:** All of the information, course materials, and announcements will be made in eClass, which you should check regularly. Assignments will be submitted on eClass.
- ▶ **Course announcements:** Notices and updates will be posted to the Course Announcements forum on eClass. You should also receive an e-mail notice when a class-wide announcement is made on the course website (sent to your preferred email on your eClass profile). Do not communicate with me via eClass messages as I do not check them.

Electronic Communication

- ▶ **Email:** For privacy/security reasons, I will only communicate electronically with students via their YorkU email address (e.g., "@my.yorku.ca"). Use of another email address will not be answered.
- ▶ **Etiquette:** When sending an email, you must include the course and section you are enrolled in in the subject line and please be specific about your request. Emails without this critical information and adherence to professional standards of communication will be returned.
- ▶ **Response times:** I aim to reply within two business days (or an automated email will indicate when a response can be otherwise expected). My standard working hours are Monday – Friday, 9-5pm. As such, do not expect to receive email responses outside of business hours (e.g., on weeknights or weekends); repeatedly sending emails will not be answered any sooner.

Lectures & Class Attendance

The course includes lecture but is more based on active engagement (e.g., via various in-class exercises, analysing cases, etc.), which I believe this approach has several advantages. For example, the benefit of attending class is the interaction between Instructor-student and student peers to facilitate learning.

Attendance is not marked in this course. Although I do not recommend it, there is no obligation in terms of grade requirements for students to attend classes. Students do NOT need to let me know in the event they are going to miss class. However, if absent, it is the student's responsibility for finding out anything that was missed (e.g., check eClass); extra materials will not be provided to make up for missed class.

Timely Requests

Most importantly, students need to take responsibility for communicating with me directly about course accommodations/considerations PRIOR to an assignment deadline or exam occurs. Please note that my options for providing course accommodations or considerations is greatly reduced when it is not brought to my attention before an assignment is due or test/exam is held. Given the means and ends of providing academic accommodations or considerations, it is nearly impossible to retroactively make accommodations to an assignment/test once it is complete.

Technical Requirements

Using a wireless electronic device is needed to access important course materials on eClass and is recommended during each lecture session in order to follow the slides, activities, assignments, etc. Deadlines are strictly imposed and students should monitor the effectiveness of their devices to ensure materials can be accessed and assignments submitted on time.

Variability in Course Delivery

At the Instructor's discretion, changes in delivery and/or material may be introduced that is not on this outline which is meant to further illustrate the topics under study, depending on the Instructor's assessment of progress and student needs. Students will always be notified if any material changes are made. There can be variation expected in the way things are done in this section from other Instructors.

Overview of Course Assessment

Summary of Grade Components

****Additional information about these grade components will be provided in class and posted on eClass.****

Course Engagement	20%	Opportunities to earn points through a variety of activities throughout the semester. <i>Weekly deadlines.</i>
Midterm Exam	35%	Closed-book exam held in-person; includes Weeks 1-3 content. <i>Occurs in Week 4.</i>
Final Exam	45%	Closed-book exam held in-person; non-cumulative, includes Weeks 4-6 content. <i>Held during final exam period.</i>

*Note: The Instructor reserves the right to make changes to the activities that make up these assessments throughout the term and in the delivery of the course as needed.

Academic Accommodations

A list of approved academic accommodations is provided to the Instructor in a letter from the [Student Accessibility Office](#). Though, I also suggest that students communicate with me directly and promptly about anything I can do that may help enhance the learning experience and environment.

- ▶ **For Test/Exam Accommodations:** Students can use approved test/exam accommodations by scheduling to write with the [Student Accessibility Office](#). These booking dates are strictly upheld it is recommended that students book their tests/exams at the very beginning of the semester.
 - **Deadline for midterm exams:** THREE (3) WEEKS from the date of your midterm.
 - **Deadline for final exams:** THREE (3) weeks before the first day of the final exam period.

Summary Of Policies Regarding Exam Conflicts and Missed Exams

This course only uses scheduling accommodations for missed exams. Under no circumstances will an alternative assignment or test format be given to a student in lieu of writing the in-person exam. There are no adjustments or alternatives to start or end times of originally scheduled or makeup/deferred examinations.

- ▶ Students will receive a grade of zero (0%) unless the Instructor confirms one of the legitimate exceptions applies and a makeup/deferred exam is approved. It is the student's responsibility to follow the formal procedures that will be explained by the Instructor.
 - **Makeup Midterm:** If approval is granted, a solution will be communicated to the student by email. For students that receive an excused absence the original midterm, a maximum of one (1) opportunity to write a makeup exam will be provided based on the date scheduled by the Instructor. NO further extensions will be given. The weight of the midterm exam cannot be transferred to the final exam as a result of missing the originally scheduled and/or makeup midterm.
 - **Final Exam:** Students unable to write their final examination at the scheduled time can [apply for deferred standing](#) which will take place during the formal deferred final exam period. Students are responsible for following the appropriate University policies and guidelines and do so with enough advanced notice to the Instructor and following the.

Required Course Materials

Textbook

Johns, G. & Saks, A. M. (2023). *Organizational Behaviour: Understanding and Managing Life at Work* (12th edition). Pearson Canada.

- ▶ The digital copy of the required textbook is available through the YorkU Bookstore for \$62 (no HST). This course does not require any additional Pearson's Revel resources.
- ▶ Alternative options? Print copies of the textbook are not stocked by the Bookstore you may be

able to locate them elsewhere. If students want to buy an older version of the book, they assume the risk of doing so; while the structure and content are fairly similar between editions, there will be some differences which is the student's responsibility to know.

Reappraisals of Coursework

For more information on regrading of coursework/final course grades, see the [University Policy on Regrading](#).

Timeline for Re-grading Requests

Any and all re-grading requests—regardless of magnitude of the issue—must be done within ONE (1) WEEK of the grade being posted. If no request is made within one week after marks are returned, the grade is considered to be final and will be no longer open for re-grading for any reason.

How to Address Different Types of Re-grading Issues

For “Minor” Issues: In the event of small errors, such as a mistake in the calculation or recording of a grade, these can be verbally amended between the Instructor and student.

For “Major” Issues: In the event that a student feels something significant was overlooked or mishandled in the grading of any coursework, the student must provide written notification to the Instructor via email within the timeline noted above.

- This written request for re-grading must be based on sufficient academic grounds. Students must provide a brief written summary of what part of the assignment/exam warrants further attention based on results and any feedback provided as well as checking with course materials (e.g., researching correct answer in textbook, lecture slides) to support their reasoning. That means, at minimum, re-grading will not be done before the student has first reviewed the assignment/exam for themselves.
- Any accepted request for coursework to be re-graded means that assignment/exam will be re-evaluated in its entirety. For example, the entire midterm exam will be marked again, not just cherry-picking the questions you want re-marked and those you don't. Hence, the final grade on this assessment may increase OR decrease OR stay the same because of secondary grading.

Expectations

Students should familiarize themselves with [York's Academic Conduct Policy and Procedures](#).

I believe that every student has the ability to succeed in this course, and students are therefore expected to show up, be curious, try their best, and challenge themselves. You will only get out of this course what you put into it.

The learning environment is inclusive of class time, interactions between any member of our community (Instructor, student, etc.) outside of class that may transpire face-to-face, electronically, or other modalities. We all have a collective responsibility to make the shared learning environment the best it can be—by being respectful of the space and each other. For example, my hope is this should be a place where we can push ourselves to take risks, such as students finding the confidence to speak in front of others maybe for the first time and perhaps even challenge each other's viewpoints. But in order to do so, we should be mindful about sharing differing perspectives in a way that leads to productive discussion and upholds the collective agreements of this community (e.g., everyone should form their own opinion which is always welcomed and valued, regardless of whether others agree).

Class Disruption Policy: This is a large class where students may feel they can, for example, have side conversations or watch videos on their devices, without being noticed. However, repeatedly talking or making other noise, having distractions on screens, etc. causes serious disruption that limits other students' ability to learn in the class as well as my ability to teach effectively. In the event where there are significant interruptions to class are occurring, one warning will be given before I utilize one or more of the following modes of deterrence/penalties at my disposal (e.g., deductions from grades; stop class).

Harassment Policy: Bullying, incivility, or threatening/hostile actions of any kind towards any member of the learning environment is UNACCEPTABLE. These behaviours are not conducive to a healthy or productive learning experience for any member of this community. [This will not be tolerated by the course Instructor or York University.](#)

Academic Misconduct

Students are strongly encouraged to make themselves familiar with the [University regulations concerning Academic Misconduct](#) as outlined in the online calendar, [LAPS Academic Integrity Statement](#), and visit the interactive [on-line tutorial for students on academic integrity](#).

What is Academic Misconduct ("Cheating")?

Below are examples of what constitutes a breach of academic honesty, including but not limited to:

- ▶ plagiarism (i.e., submission of work that is not your own, a lack of proper citations for paraphrasing material information from other sources)
- ▶ completing coursework, assignments, etc. together with other students when not explicitly approved or directed to do so by the Instructor
- ▶ copy or use of unauthorized aids in examinations (e.g., unsanctioned notes, devices, etc.); working with other students or anyone else to complete a test/exam
- ▶ obtaining exam questions/specific exam content prior to or during the exam or sharing this information with classmates or others
- ▶ giving false information for the purpose of gaining credit and/or accommodations (e.g., lying about reasons for not being about to complete originally scheduled coursework)
- ▶ aiding and abetting another student's dishonesty (e.g., ignoring others cheating on assignments, providing others your work either directly or via websites, etc.); this includes being the one to help a classmate with their work even if there is no benefit to your own work
- ▶ submission of work generated for another course (including any prior times taking in this course) without prior clearance by the Instructor of this course
- ▶ use of [Artificial Intelligence tools](#), such as ChatGPT, without explicit Instructor approval

Potential Consequences of Being Caught Engaging in Academic Misconduct

It's important to think about the fact that cheating not only devalues your own education (which you are paying to receive) because you aren't learning the content or furthering your understanding/knowledge, but also the education of your classmates because you're gaining an unfair advantage over your peers. Students are often unaware of the consequences of breaches of academic honesty so I would like to provide some examples of how this could affect you:

- ▶ Depending on the severity of the offence, the student would at minimum receive a zero (0) on the assignment/exam in question, but it could result in failing the course which in many cases will remain on your transcript even if you retake the course
- ▶ Students found to be involved in academic misconduct have a note placed on your internal record until you graduate (so repeat offences will be evident)
- ▶ This notation of academic dishonesty put on your transcripts could show up if you apply for a job that requires a record/background check. It could also be noted on your official transcript, which is visible if you, for example, try to apply to graduate school.

This is just the few imminent possibilities among many other more severe consequences. Also keep in mind that Instructors may retroactively bring cases of academic misconduct forward after final grades for the course are released or even after you officially graduate, if evidence arises that warrant it.

Student Privacy

To ensure students' privacy in the course of delivering a positive educational experience, every reasonable effort will be made to keep the personal information of the student private and secure. If a student is concerned with or needs to make special arrangements to accommodate specific privacy issues, they must bring these matters to the attention of the Instructor as soon as possible—i.e., within the first week of classes or enrollment in the course—so that reasonable accommodations can be made or an alternate section can be selected by the student. Please note that during any one-on-one meetings occurring in-person, the office door will remain open at all times; the student may also choose to have a virtual meeting instead.

In addition, the following measures exist to balance the requirements of the course with the need to protect personal information:

- ▶ Information about exams and assignments will only be released to the student who submitted them. Marks are released through eClass to facilitate students' privacy.
- ▶ Electronic communication will only be done via York U email addresses.
- ▶ Class lists will not be visible to students on eClass; students are prohibited from sharing class lists with others.
- ▶ Coursework will be kept in a secure area; exam papers will not be returned to students.

Instructor Privacy and Copyright of Course Materials

I have spent a lot of time and effort developing and updating/revising the educational materials for this course to ensure students receive the best possible experience. As such, any educational materials provided during class or on eClass (e.g., lecture notes and slides, handout materials, examinations and assignments) are the intellectual property of the Instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. **Students in the course must not share the lecture materials for this section with any other student who is not also currently enrolled in ADMS2400 during the same semester.**

Posting or providing unauthorized audio, video, or textual material of lecture content, including that of the Instructor, to any third-party violates an Instructor's privacy and intellectual property rights (and in some cases other students' privacy), [York University's copywrite policies](#), and the Canadian Copyright Act. **Recording lectures in any way (e.g., photographs, audio, or video recording) is prohibited unless specific permission has been granted by the Instructor on the basis of approved academic accommodations.** Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct and will result in appropriate penalties. ***Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with York University.***

Student Resources

There are several different resources through York U that are for students to enhance their overall experience and learning. The university has these in place for your benefit, so use them! For more information and an overview of different services, please visit [Student Services](#) or [My Online Services](#). For other ways to get support where you need it, see below for a selection of helpful resources.

General University Policies & Information

- [General University Policies](#)
- [Important Sessional Dates](#)
- [York Human Rights Policies and Procedures](#)
- [Religious Observance Policy](#)
- [SAS Common Course Policies](#)
- [LA&PS Student Resources](#)

Academic Supports: Services, Skill Development, Etc.

- [Manage your Academic Record](#)
- [Academic Accommodations through Student Accessibility Services](#)
- [Learning Skills Services](#)
- [Learning Commons](#)
- [Writing Centre](#)
- [ESL Open Learning Centre](#)

Non-Academic Supports: Resources for Well-Being & Student Needs

- [Student Counselling & Development](#)
- [Mental Health and Wellness at York](#)
- [Sexual Violence Response & Support](#)
- [Office of Student Community Relations](#)
- [Community Safety](#)
- [York International](#)
- [Better Together](#)
- [Getting Around Campus](#)