**Leadership of Organizational Change MLS:5326 (Sample Syllabi)**

**College of Liberal Arts**

**University of Texas El Paso**

**Location: Online**

|  |  |
| --- | --- |
| **Instructor Information:**  Mari Noopila, Ph.D.  Office Location: Kelly Hall Room 409  Phone: 575-571-7300  Email: mynoopila@utep.edu  Office Hours: By appointment (online and telephone office hours available). |  |

**Course Description:** Organizational change is the process by which an organization changes its structures, strategies, operational methods, technologies, or organizational culture to initiate change within and on the organization. Further Organizational Change can be continuous or incremental. The study of Organizational Change is interdisciplinary. Leadership of organizational change is the study of leadership behaviors that initiate, implement, and sustain organizational change, innovation and improvement. Understanding the dynamics promotes stronger leadership training and development. This course will focus on strategic organizational change, analysis of organizational structures, and leadership practices that lead to successful organizational change. Students will explore theoretical perspectives that frame change and practical leadership strategies.

**Textbooks:**

**Required**

Hickman, G.R. (2010). *Leading Change in Multiple Contexts*. Los Angeles, CA: Sage Publications. ISBN: 978-1-4129-2678-2

\*\*Please bring laptop computer, or mobile phone with access to the internet with you to each class. Let me know if you do not have a laptop or mobile phone that can log on to the internet. During class I will ask you to access presentation software, articles, podcasts, videos, and take part in class activities etc.

**Supplemental Reading Sources:**

Access to a computer, a printer, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary. I will be posting additional course materials online for students to access often times during class.

**Required Readings:** Throughout the semester you will be required to read the text book and various articles that will help you understand the course content and will assist you with the weekly writing activities. The professor will provide you with the articles or links to the articles that will be used in class. All materials should be read before attending class for the week. You should be familiar enough with the reading material that you are able to participate in the in-class activities/review.

**Online Videos:** In addition to the above resources I may ask that you view assigned videos or pod casts that will be discussed in class and that will help you with the weekly writing activities.

\* To truly understand the concepts discussed in class it is necessary to go beyond the textbook in a more practical level. Therefore, instruction will include in-class discussions and will require students to participate in a variety of activities.

\*\*Read the assigned material BEFORE class and be prepared to discuss the material in-class.

**Faculty Availability and Responsiveness:**

Available by appointment, please contact me to arrange a meeting time. I will typically be on post at the learning resource center, 2nd floor of the library before class. Any correspondence should be through email or Blackboard email. You can expect a response from me within 24-48 hours during the regular Monday-Friday week, please allow more time during the weekend for correspondence.

**Teaching Philosophy:**

My classroom is one of respect, competence, and forward thinking. As an educator-scholar my classroom, whether it be face-to-face, hybrid, or online is one that recognizes everyone brings a unique lived experience and knowledge to the table. I make sure that students feel comfortable with sharing their experiences, and I encourage that students let their voice be heard. By consideration of the diverse classroom dynamics that the environment consumes, I seek to establish a supportive, collaborative, encouraging places where all students have the opportunity and desire to thrive. In my classroom, students are in a safe space where they are encouraged to share, take risks, and reflectively learn from their experiences. Through innovative instruction, a commitment to diversity, equity, and inclusion, my classroom uses technology-enhanced learning, service learning and professional development, and a continuous dedication to rigorous research. My role in the classroom is that of an engaged facilitator who involves students in the experiential application of leadership concepts and theories.

**Course Policies and Expectations:**

All assignments and major projects are to be presented by the due date. An absence means forfeiting the grade for those assignments. If you cannot attend class, you should plan to submit your written work on time. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will be given a 0. For written assignments, I expect that students will consult APA style manuals for the guidelines required for college-level academic writing. I expect that the course’s major speaking assignments will be well researched, rehearsed, and prepared with ample time. I will provide specific guidelines for each assignment in the course.

**Multiple submissions:** All work submitted in class must be original work. Please do not submit work that you have submitted in another course.

**Incomplete grades:** An incomplete may be given if a student provides evidence of a documented illness or family crisis that the instructor believes genuinely precluded successful completion of the course.

**Make-up work:** No make-up work will be accepted. If you miss the deadline for a submission you will receive a 0 for that assignment.

**Grades:**All work must be submitted on time and using APA style format. Excessive spelling and grammar errors and late papers will impact your grade.

**Electronic Devices:** Please do not use your mobile phones in the class. If you need to take or receive a call, please step outside of the class to do so. Absolutely no recording or photographing of the instructor or classmates is permitted in this classroom.

**Participation:** Each student is expected to read assigned materials on the dates given and to come to class prepared to discuss the assigned content. Students are expected to actively and intently participate in the class discussions, critically engage with the readings, and work collaboratively in the weekly writing activities to learn and to support the learning of peers.

**Plagiarism:**

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person’s ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. Never use another student’s work. A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

**Other Policies:**

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean’s Office, also online <http://catalog.utep.edu/grad/welcome-to-utep/academic-calendar/>.

No competing audio/visual technology in class. Laptops and smart phones may be utilized during our course, but these moments are integrated into the curriculum. Usage of these devices, apart from the course design, will be considered competing.

Official UTEP email accounts are encouraged of every student. All business not dealt with in class will be conducted through UTEP email accounts and students are responsible for checking their accounts for course updates and notifications.

For direction about online course etiquette please visit UTEP’s netiquette guide for online courses: <https://www.utep.edu/extendeduniversity/cid/_Files/docs/netiquette-guide-for-online-courses.pdf>

**Student Conduct:**

Students should familiarize themselves with the UTEP Handbook of Operating Procedures <https://www.utep.edu/vpba/hoop/>. Violation of procedures will result in failure of the class.

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of social responsibility. Any student who engages in conduct that is prohibited by the Board of Regents’ *Rules and Regulations* or University rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. All students are expected and required to obey the law, to show respect for properly constituted authority, and to observe correct standards of conduct.

The University of Texas at El Paso (UTEP) administers student discipline according to established procedures of due process. Procedures are defined and described in the Regents’ *Rules and Regulations*, Rule 50101, and in the UTEP’s [Handbook of Operating Procedures](http://hoop.utep.edu/).

The Regents’ Rules and Regulations

“All students at the University of El Paso are expected to have read and understood The Regents’ *Rules and Regulations*.”

“The official copy of the Regents’ *Rules and Regulations* is maintained by the Office of the Boards of Regents. The *Rules and Regulations* of the Board of Regents of The University of Texas System for the Government of The University of Texas System were reissued on December 10, 2004.”

Handbook of Operating Procedures

Students at the University of Texas at El Paso are encouraged to engage their campus in a positive way. By staying educated on policy and procedure, students can ensure a healthy and productive education at the University of Texas at El Paso.

The UTEP’s[Handbook of Operating Procedures](http://hoop.utep.edu/) contains official policies and procedures for the governance of UTEP. The rules and regulations constituting the HOP must not conflict with any rule or regulation in the Regents’ Rules and Regulations.

If you have any questions, please contact the Office of Student Conduct and Conflict Resolution (OSCCR). [Avoiding Plagiarism (PDF)](https://www.utep.edu/student-affairs/osccr/_Files/docs/Avoiding-Plagiarism.pdf)

**Academic Misconduct:**

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

**Attendance:**

Students who miss two classes will earn a failure in the course. There are no excused absences (includes illnesses, athletic competition, school retreats, etc.) Therefore, it is imperative that you attend class unless you are seriously ill, have a death in your family, are called for jury/military duty, or any other such event requiring your absence.

**Students in need of accommodations and other support services:**

If you have a documented disability that may influence your performance in this class, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Following the meeting, please make an appointment me during the first weeks of the class, in person, and provide documentation from Center. I will make any reasonable accommodations necessary to assure your success in this course. Please find contact information below.

The University of Texas at El Paso  
The Center for Accommodations and Support Services (CASS)   
Union East Bldg. Room 106   
P.O. Box 609   
El Paso, Texas 79968-0609

E: [cass@utep.edu](mailto:cass@utep.edu)  
P: (915) 747-5148   
F: (915) 747-8712

**Course Learning Objectives:**

Learning Objective 1, Critical Thinking. “Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” Students will focus on the nature and scope of issues relevant to multiple leadership theories and practical application of leadership behaviors across a variety of contexts. Critical thinking in leadership reflects a thorough analysis of multiple leadership strategies as well as development of complex arguments and the nature and scope of organizational change(s).

Learning Objective 2, Creative Thinking. “Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.” Creative problem solving and innovative idea generation are critical elements of the principled leadership. Research in decision-making shows consistently that individuals are relatively weak in brainstorming competence and the development of creative options for effective decision outcomes. In all leadership contexts, we address issues of critical and creative approaches leadership excellence and organizational change

**ASSIGNMENTS (Sample)**

Course assignments consist of readings, study analyses/discussions, two short papers, one 2-page current issues critical analysis, and a final PowerPoint presentation. Some of the assigned readings can be complex and detailed, including academic journal articles. Careful reading and study is required. Please see the section on writing and academic honesty for a more specific discussion of expectations on the analyses and the papers.

**DISCUSSIONS AND ANALYSES**

Throughout the class we will discuss issues and course readings on leadership. Each analysis/discussion must demonstrate a mastery of the details as well as the literature on the topic. Each student writes up his/her own analysis/discussion. A general gestalt analysis for discussion section assessment will include the quality of the discussion, outside research, professional writing (no errors) and the ability to participate in the discussion of the topic. Below please read through the grading rubric for this assignment.

**DISCUSSION RUBRIC AND GRADING GUIDELINES**

**Grading Criteria for Online Discussion Postings**

Weekly Discussions—there are **3 weeks of course discussions** divided into ***Two Sections Per Week***; you must post at least **two answers to structured questions and two answers to other student posts PER SECTION** (***four per section; eight total posts per week minimum***). The total number of posts and quality of posts will be assessed in using a gestalt grading frame, but will generally follow the rubric guidelines below.  The total number of points possible per discussion is 50 for a course total of 300 points.

**Discussion Grading Ruric**

**Minimal: 34 point or below (per week)**

* Prose and quality of writing: Language is unclear or non-specific, does not spell check or proofread, and offers only opinions for ideas;
* Intellectual engagement with readings: post does a poor or weak job of engaging ideas from readings, often with no or few examples or logic to support their ideas and arguments;
* Structure quality: post does not really have a main point or does not include a sound argument, and may only summarize material rather than critically analyze ideas in a clear statement or thesis;
* Overall discussion quality: student does not really engage the material in a significant way, posts are often one or two sentences rather than a longer discussion of key ideas from readings, and often responds to other posts with short and non-critical engagement.

**Average: 35-39 points (per week)**

* Prose and quality of writing: Language is often unclear or non-specific, may contain a few spelling and grammatical errors, does a minimal to average job of engaging course readings, and frequently offers opinions rather than knowledge-based comments;
* Intellectual engagement with readings: post does a moderate or average job of engaging ideas from readings, may include one example or question, support for a claim, position, or argument;
* Structure quality: post includes an argument that may not be as clear as needed, may tend to summarize more than offer sound critique of ideas, and provide average or modest support of the argument or claim;
* Overall discussion quality: student engages the material in a mostly significant way, posts might be three of four sentences in length rather than a longer discussion of key ideas from readings, and often responds to other posts with shorter and limited critical engagement.  assignment.

**Above Average: 40-49 points (per week)**

* Prose and quality of writing: Language is clear or specific, does use spell check and proofreads all posts, and offers strong writing throughout the posts;
* Intellectual engagement with readings: post does a strong job of engaging ideas from readings, offers strong support of ideas through examples and sound arguments, uses sound logic, and is clearly engaged with readings at “deep” level;
* Structure quality: post contains a strong argument or main point, engages in critical analysis of textual readings and student comments, and engages other claims and arguments in significant ways;
* Overall discussion quality: student engages the material in a significant way, posts are often one paragraph or more, and responds to other posts with clarity, respect, sensetivity, and critical engagement.

**Excellent: 45-50 points per week**

* Prose and quality of writing: Language is excellent, spelling and grammar are nearly flawless, and offers detailed conceptual analysis of ideas;
* Intellectual engagement with readings: post does an excellent job engaging numerous ideas from course readings (that may extend or go beyond the answer to the chosen question), offers excellent logic and strong supportive materials and examples of ideas and arguments;
* Structure quality: post has a main point or central claim that is clearly linked to reading concepts, and does not summarize ideas but instead engages ideas or concepts critically and creatively (see ideas in course learning objectives);
* Overall discussion quality: student engages the material in a way that often stands above other student posts in terms of insights, critical analysis, and depth of engagement; posts are often one or more paragraphs in length, and provide extensive commentary on other student posts (conforming to all guidelines above).

**PAPERS**

The ***two papers for the class will each be 4 to 5 pages in length***. Students should link to the specific paper requirements in blackboard.  Please remember to use APA style (no abstract necessary for these short papers), and strong organizational structure (clear introduction with thesis and preview, main body with argument support, and summary conclusion). Each of the ***specific paper requirements***is found in the **Assignments**section of the blackboard course menu, as well as here in the course syllabus.

***\*\*Students are restricted from using any publications from author and scholar John Kotter (unless a minor reference).***

Ideas and materials that are not your own must be properly cited. A reference page is required. The papers are opportunities to demonstrate your ability to synthesize the material presented in the relevant literature to the practical question of interest.

**Paper 1 Instructions:**

Students will engage in a critical analysis of leadership theory and practice, based on readings from the first two weeks of class. My primary concern with this analysis paper is that students engage materials in ways that demonstrate at least three dimensions: first, students should demonstrate strong engagement with theories and concepts from the book chapters and readings; second, students should engage these materials critically (what is working, what is not; what are strengths and what are limitations), and third, students should feel free to explore a variety of ideas that relate to change (what does thinking outside the box really look like?).

Readings from the Sections I and II will be used for this paper.

These somewhat broad instructions for paper one are intended to give students great latitude in how they approach the assignment: critical analysis structure, compare and contrast dominate theories, development of an innovative leadership approach, etc.  **However, without detailed and consistent references to readings from this class, the paper will not receive a passing grade. Too many papers from students in the past have been “recycled” from previous classes in this program.**

Make sure that the paper has a well-developed structure and engages reading materials from this class. One of the biggest challenges for students is creating their own analytic structure with a clear purpose or goal. The structure or organization of the paper should include:

1. Introduction that: a) establishes interest, b) establishes the topic of focus, c) provides a clear thesis statement (goal or purpose followed by a brief justification of its importance), and d) a preview of central points or organization of the body of the paper.

2. In the body of the paper, students should think of each first sentence of a paragraph as a "mini-thesis" that establishes the goal or direction of the paragraph.  This first sentence is often an argument, position, or strong "stand alone" statement. By stand-alone statement I mean an idea that makes sense on its own.

3. Conclusion--summarized key ideas (sometimes this is a summary of key points learned, or suggests directions for future analysis). Be sure to look at the grading rubric because it provides very clear ideas about structure for writing--clear introduction and statement of purpose, strong organizational structure of key ideas/key arguments, and strong use of supporting evidence (quotes, extended examples, and limited personal experience materials). 200pts.

***The first analysis paper is due March 10, 2019 by 11:59 pm.***

**Paper 2 Instructions:**

For the final paper I would like to students to utilize their knowledge of leadership and change, and develop their own unique and new theory of leadership and change. This assignment requires an integration of key leadership ideas that are based in your knowledge and education of leadership, as well as personal experiences.  The structure of this paper will include:

1. An introduction that establishes the primary and key focus of your theory (including the name of your theory)

2. A clear thesis statement that argues for the new theory's relevance and importance to study and practice of leadership and change.

3. A body that articulates:

     a. 4-6 assumptions you make about leadership and change--these assumptions constitute what you believe to be true about leadership and change based on your academic learning and personal experiences.

     b. Elaboration of your theory's key concepts--define and explain each of the key concepts within your theory

     c. Explain and provide examples of the theoretical richness and practical utility of your           new theory

     d. Identify possible limitations and challenges with your theory (can it be tested, is it   falsifiable, etc.)

4. Summarize the value or importance of the theory to learning from this class.

Remember that engagement with ideas from chapter materials and course readings throughout the three-week course.   200 pts.

***The second analysis paper is due March 17, 2019 by 11:59 pm.***

**PAPER GRADING RUBRIC**

                                    “A” Paper                               “B” paper                                “C” Paper

|  |  |  |  |
| --- | --- | --- | --- |
| Measure |  |  |  |
| 1. Quality of Analysis | Great job! The analysis is interesting, coherent, and well-developed. Excellent consideration of key terms | Good work! Analysis is clear and generally well-developed; might be one or two limitations of the reasoning | Somewhat difficult to determine the reasoning; needed to broaden or strengthen the analysis |
| 2. Structure and Quality of Writing | Clear thesis—established purpose and answers “why”  Document is error free (grammar & spelling), demonstrates polish and clarity; excellent prose | Clear purpose with a strong justification for why—error free, strong prose and writing | Thesis is somewhat unclear or unfocused, a couple of errors; writing may needs work—clarity and focus |
| 3. Supporting Material | Strong throughout! Great job integrating course readings and concepts into the analysis; fulfilled assignment criteria fully. Outstanding use of examples! | Good connections to course material. Key terms are generally well defined and integrated into examples | Support was okay, but more needed to be done to define and integrate key concepts, examples were limited or confusing |
| 4. Originality and Independent thought | Incredible work!!  Ideas and concepts transcended text materials and readings about the issues/ theories/applications | Good work, some promising lines of reasoning; somewhat insightful | Paper/ideas failed to capture the key issues; summarized or repeated concepts and ideas from class/text |
| 5. Overall Impression | Overall great job in all the above categories | Generally a strong paper, could be improved with a somewhat minor revision | Average paper, could use a strong revision |

**CURRENT ISSUES SHORT ANALYSIS REPORT**

The purpose of this assign is to find an academic article that explores a political and/or social issue and leadership. The second week of class explores how leadership is enacted is complex political and social contexts, with a focus on how leaders facilitate change in those environments. Therefore, this assignment examines how academic research reflects and analyzes leadership in political and social contexts. The requirements for this assignment are:

1. A 2-3 page short report of the article and its relevance to readings from week two. The minimum number of pages is 2 and the maximum is 3. Failure to stay within this limitation will result in a 20% reduction in the grade for this assignment.

2. Students should include: a brief description of the article, an analysis of its relevance to readings, and a critical analysis (all within three pages).

3. Include a link to the article when submitting your analysis.

4. The short report will be double spaced with one-inch margins (APA required)

100 points.

***The Current Issues Report is due March 15, 2019 by 11:59 pm.***

**PowerPoint—Final Content “Exam”**

For the final assignment in class students will be required to prepare a PowerPoint presentation. The presentation will be the culmination of learning from class, and students should treat the assignment as if they were presenting to Master’s Level participants in a workshop on “Leadership and Organizational Change.”  Students should include a strong structure, relevant ideas from text and students’ own learning, and notes that supplement the slides. This assignment is also a way for me to assess how much of the course material was covered in the class. Although there are no absolute slide requirements, students will have anywhere from 20-30 slides with relevant notes. See Assignments section in blackboard for final PowerPoint due date. 200pts.

Tips for PowerPoint:

1. Be sure to create strong visual interest (graphics, photos, etc.)

2. Each slide contains a structure or outline of key ideas—ineffective use of PowerPoint slides occurs when individuals place large amounts of text in each slide.

3. Create an outline or structure for the slide, and put detailed information in the “notes” section. Doing so allows for elaboration of key ideas and links to important concepts from readings.

4. Imagine that the presentation might actually be given to some group in the future—pay attention to text size, use of color and graphics, etc.  For military students, DO NOT USE THE STANDARD MILITARY GREY TEMPLATE.

**PowerPoint Evaluation Criteria**

                                  “C” Range                       “B” Range                        “A” Range

|  |  |  |  |
| --- | --- | --- | --- |
| Measure | Needs  Improvement | Meet  Expectations | Exceptional  Work |
| 1. Depth of Immersion in Content Analysis | 20-29 points | 30-34 points | 35-40 points |
| 2. Structure and Grammar—use of clarity in Notes section of Presentation | 5-6 points | 7-8 points | 9-10 points |
| 3. Overall Quality of Answer—Overall Presentation Quality | 30-39 points | 40-44 points | 45-50 points |

\_\_\_\_\_\_\_\_\_  100 points x 2 \_\_\_\_\_\_\_\_\_\_\_\_\_200 total points possible

***The PowerPoint final is due March 22, 2019 by 11:59 pm.***

**COURSE GRADING**

Weekly Discussions                      30%           (300 Points)

Papers  x 3                                       50 %    (500 Points)

PowerPoint                                      20%      (200 points)

**ONLINE SUCCESS:**You must participate to be successful. It is every student’s responsibility to fully participate, so that everyone can get the most from the experience. Some simple rules to follow for full participation and engagement in learning:

Ask questions: If you do not know an answer, someone else will. The HELP board is a forum for asking questions related to content or any problems you are having in the course. Ensure that you clearly indicate the subject of your message. Reach out to others: Offer a fact, article link or other item that can help others to learn something in the course.

Be appropriate: The online course is not the place for insults, insensitive comments, attacks, or venting. In appropriate behavior will be subject to disciplinary action as well as grade reduction. Be diplomatic: Tolerance and respect for the opinions of others should always be upheld, even when strong differences of opinion exist. When sending messages on emotionally charged issues, make sure to pause after writing the message and reread the message before sending it. Always be constructive, never destructive. Remember, there is a person at the other end. Stay focused and stay on topic to increase your learning.

**EFFECTIVE ONLINE COMMUNICATION:**A few pointers to help in effective communication. Identify yourself and clearly summarize the contents of your message in the subject line of your email and your discussion board postings. Avoid sarcasm in your postings and emails. Sarcasm does not translate well online and can start word wars.

Avoid using all capital letters. USING ALL CAPS MAKES IT SEEM LIKE YOU ARE SHOUTING AND IT’S DIFFICULT TO READ.

**GUIDELINES FOR WRITING:**Please use a standard term paper format including 1" margins; page numbering, standard 12 cpi, Times New Roman font and **proper citation procedures (APA). A**style guideline is available at the following web site: <https://www.google.com/#q=purdue+owl>

**REQUIRED SOFTWARE:**You will need the following software on your computers to efficiently work in this course. If you are using a lab on campus, they will probably already have the necessary software. All of the needed programs are free downloads and can be downloaded from the URLs provided here. In many cases your computer may already have some of these programs installed.

Adobe Acrobat Reader. You can get the program by going to http://www.adobe.com and then clicking on the icon on the center of the screen, which says “Get Adobe Reader.” Follow the instructions to install the reader.

Adobe Flash Player. You can get the player by going to http://www.adobe.com and then clicking on “Get Adobe Flash Player.” Follow the instructions to install the player.

Apple Quick Time Player, Windows Media Player or Real Player.

Microsoft Office. I recommend buying this if you do not have any word processing software or presentation software. I recommend it because all the labs on campus have it and it is pretty cheap. As students you can generally buy this whole package for under $50 at the campus bookstore.

The bottom line is if I cannot open your documents, they will not be graded, so don’t use some obscure software that won’t convert.

**OTHER REQUIREMENTS:**If you do not have a UTEP e-mail account, get one immediately. Go to [https://getmail.utep.edu](https://getmail.utep.edu/)**.**After you create your account, you must wait 48 hours, the go back to the site and click on “Check on existing account.” Enter your student ID# and date of birth and you will get your login name and password.

**CONDUCT OF COURSE:**Your success in this course is important to me. I will be available to assist. Please feel free to email me. Students are responsible for all material covered and all announcements made. Reading the assigned material is essential to achieving maximum benefit from discussions. It is important that each student do his/her own work. Constructive class participation and questions are encouraged.

**ACADEMIC DISHONESTY:**Per Regents’ Rules, Ch. 6, cheating is an academic offense, penalty for which may be suspension or dismissal. It does not detail all behaviors, which constitute cheating. The following are some of the activities that are considered cheating:

Plagiarism of another’s work, including copying another’s writing without quotation marks and sourcing. Copying from another student’s exam. Allowing someone to copy from your exam.

Copying from another student’s homework. Allowing someone to copy your homework. Working in groups on an individual assignment. Buying solutions to homework or research papers. ‘Cheat’ sheets used during an exam.

Stealing an exam. Studying off of old (prior) exams other than your own. Copying homework from a solution manual or dormitory, fraternity, sorority, and/or ‘other’ file. Changing graded exam or homework answers and asking for ‘regrades.’ Taking an exam for someone else. Allowing someone to take an exam for you.

Incidents involving academic dishonesty will be addressed on an individual basis and forwarded with documentation to the Office of the Dean of Students.    Penalties are detailed in section 3.6, Ch. 6 of the Regents’ Rules and include suspension or dismissal.