Syllabus

The University of Texas at El Paso, College of Education
Educational Leadership and Foundations

Organizational Theory and Development (EDAD 6304)
Spring Session 2015 (Mon. 6:00 – 8:50 p.m. EDUC Room 400A)
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Assistant Instructor: Karina Canaba
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Email: rincones@utep.edu
Office hours: Tuesday 3:00 – 5:30 PM; other times by appointment

Catalog Course Description
This course provides students with information of educational organizations through an in depth study and application of the research and concepts from organizational theory. This seminar focuses on change and reform in education and the theories and professional practices used to create organizational change. Students will be exposed to a synthesis of major traditions of organizational theory. The basic assumption underlying the seminar is that, in order to efficiently influence organizations, educational leaders need a comprehensive understanding of both the theoretical and practical working(s) of organizations.

Seminar Objectives
The seminar has three main objectives. Participants will: 1) understand their own epistemological basis used to view organizations, 2) familiarize with the major traditions of organizational theory, and 3) relate and apply organizational theory in educational settings. The requirements are: 1) to attend the seminars and engage in productive discussion of the issues, 2) to understand and develop a personal organizational philosophy, 3) to prepare and make a formal presentation of a selected seminar topic, and 4) elaborate research papers.

Class attendance
Attendance to every class is expected. Absences should be notified in advanced. If you are not able to attend class you are expected to notify the professor prior to the class session. After two (2) unexcused absences, the student will be dropped from the class. Late arrivals and early departures are discouraged. Students are asked to review UTEP’s attendance policy, which is outlined in the Graduate Catalog 2014-2015, http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/

Participation and Contribution to the Seminar
This class will be conducted in a seminar format. Participants are expected to engage in a shared delivery of the content through focused discussion and participation in all learning activities. For our discussions and collaborative work to be meaningful, you are expected to complete all reading assignments and come to class prepared to participate in discussions and other activities. Class participation starts before you come to class, with having done readings and thought about what seems useful and illuminating, what seems wrong and where you are unclear. Attendance is expected at every session. Unexcused absences (2) will reduce your grade by 5 points.
Class participation is considered as follows:

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provides insights and direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of this class, the quality of discussion would be diminished significantly.

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provides insights and sometimes direction for the class. Challenges are well substantiated and often persuasively presented. If this person were not a member of this class, the quality of discussion would be diminished considerably.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive; provides generally useful insights, but seldom offers new direction for discussion. Challenges are well presented, fairly well substantiated and sometimes persuasively presented. If this person were not a member of this class, the quality of discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class. Therefore, there is not adequate basis for evaluation. If this person were not a member of this class, the quality of discussion would not be changed.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide little insight, and never a constructive direction for the class. Effective challenges are absent and contributions are isolated and with confusing ideas.

**Instructional Strategies**

The following instructional and learning strategies will be used:
- Mini-lectures regarding course topics
- Whole class discussions
- Individual activities and reflection
- Online discussion boards

**Academic Integrity**

UTEP has a code for academic integrity. This code prohibits academic dishonesty. Students are asked to review this code, which is outlined in the Graduate Catalog 2014-2015, [http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/](http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/)

**Assignments and Student Evaluation**

**Discussion Leadership (30 points):** Each student will be required to prepare discussion questions for half of the class sessions (see last column in Course Schedule, it is called LEADER). The discussion questions must span all readings and authors. Because of the effort involved in developing questions, student leaders will not be required to turn in a weekly paper during the weeks in which they are writing questions. Please use APA citation style in your questions. To maintain a high level of academic rigor during our discussions, the format of the student questions will be based on Bloom’s Taxonomy of Cognitive Domains, which includes 6 levels from simple recall (i.e., Knowledge Domains) to more complex and abstract levels (e.g., Evaluation Domain).
In each set of questions, discussion leaders are required to target 2 questions at each of the 6 levels (total: 12 questions) and identify which domain each question relates to. The levels are explained at the back of the syllabus in Appendix 1.

Example Question Format:

The questions must be submitted via email to kccanaba@utep.edu and rrincones@utep.edu by 7 PM on the Sunday night before class. Then, we will compile a discussion guide for the seminar that draws off a subset of questions from all students that will be handed out in class. During the discussion, students will be responsible for leading their questions, so they should prepare by bringing notes to class for each question. Students will be graded on: 1) On-time submission; 2) Having 2 questions at each level; 3) Quality of questions (e.g., potential to stimulate thinking; accuracy/validity of question; depth of thought; focus directly on theory); and 4) Leadership during discussion. Your questions will be returned to you with comments and a grade via email before the next class session.

Weekly Writing Assignment (30 points): On weeks when you are not a discussion leader (see last column in Course Schedule, called PAPER), you will turn in a no less than 3-page writing assignment (you can write more) that will cover the week’s reading. This assignment should be submitted via email to kccanaba@utep.edu and rrincones@utep.edu no later than 6:00 pm on Monday (right before class). The paper should use APA citation style. The assignment must include all of the following parts and the student will be graded on these parts:
1) In-depth discussion of material from all readings at the levels of Knowledge and Understanding (this is a basic summary of key points). – 2 points
2) Demonstration of higher-order level of thinking at two additional levels (Application, Evaluation, Synthesis, Evaluation) – 1 point
   a. Use new paragraphs (or even headings) to demarcate when these sections begin.
   b. Consider applying theory to the PDFs in a way that the author did not; critiquing the week’s theory using another theory; or bringing together a concept from a previous week with this week’s concept to create synthesis. The possibilities are endless.
3) Related to either 1) or 2), discussion of one quote from an original text. – 1 point
4) Correct in-text citations and reference list following APA format. – 1 point
Your paper will be returned to you with comments and a grade via email before the next class session.

Research Paper (40 points)
Each student will work on a research paper identifying an organizational problem/dilemma/issue and how through research you might attempt to address it. You may want to consider a research question relevant to the themes developed in the seminar or your own organization and frame it in the context of relevant theoretical literature. Additional information will be given in the first class.

Instructions for Accessing the Course Online
You must have an UTEP e-mail ID and password before you can access Blackboard.

UTEP automatically generates an e-mail ID for you when you are entered into the system. If you do not have an ID or you do not remember the ID or password, call the Help Desk at (915) 747-5257.
You can access Blackboard by following the steps outlined below.

- Go to http://my.utep.edu
- Your login is your e-mail id and your password is your e-mail password.
- Once you are in the My.Utep space, you can find the link to Blackboard near the top of the webpage

In case the above URL does not work, you can do the following:

- Go to http://blackboard.utep.edu/
- Your login is your e-mail ID but your password is your goldmine password, which is generally a 6 digit number. You need to have an UTEP e-mail ID to be able to access Blackboard.

Once you are logged into Blackboard, you will find all the courses you are registered for, under the appropriate semester. Click on your course title to access the course.

**Grading**

A=90-100  B=80-89  C=70-79

**Reading Materials**

Required and recommended readings will be distributed via Blackboard.


Highly Recommended


**Helpful Journals**
- Academy of Management Annals
- Academy of Management Review
- Administrative Science Quarterly
- American Journal of Sociology
- Educational Administration Quarterly
- Harvard Business Review
- International Organization
- Journal of Business Ethics
- Journal of Management Studies
- Journal of Organizational Behavior
- Organization Science
- Organization Studies
- Phi Delta Kappan
- Public Administration Quarterly
- Research in Organizational Behavior
- Strategic Management Journal
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
<th>Group A’s role</th>
<th>Group B’s role</th>
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</thead>
<tbody>
<tr>
<td>1/19</td>
<td>Martin Luther King Day – University closed</td>
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<tr>
<td>1/26</td>
<td>Course Overview</td>
<td>Shafritz &amp; Ott, Intro; Scott Ch.1; Owens &amp; Valesky Ch.1, 2 (pp. 70-75); Morgan, Ch 11</td>
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<td></td>
<td>Overview and history of the field</td>
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<td>Perspectives to study organizations</td>
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<td>2/2</td>
<td>Classical and neoclassical organizational theories</td>
<td>Shafritz &amp; Ott, Ch 1 &amp; 2; Owens &amp; Valesky Ch.3 (pp.78-95)</td>
<td>LEADER</td>
<td>PAPER</td>
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<tr>
<td>2/9</td>
<td>Human resource theory and organizational behavior perspective</td>
<td>Owens &amp; Valesky, Ch. 3 (pp. 95-105), 4 (pp.111-124); Shafritz &amp; Ott, Ch. 3 (pp.145-151)</td>
<td>PAPER</td>
<td>LEADER</td>
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<td></td>
<td>Blackboard assignment</td>
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<tr>
<td>2/16</td>
<td>Systems theory and educational organizations</td>
<td>Owens &amp; Valesky, Ch. 4 (pp.124-145); Shafritz &amp; Ott, Ch. V (pp.242-246): Morgan Ch. 3, 4</td>
<td>LEADER</td>
<td>PAPER</td>
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<tr>
<td>2/23</td>
<td>Organizational culture and sensemaking</td>
<td>Owens &amp; Valesky, Ch 6; Shafritz &amp; Ott, Ch. VII (pp. 361-368); Weick, et al.; Morgan Ch. 5</td>
<td>PAPER</td>
<td>LEADER</td>
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<td></td>
<td>Blackboard assignment</td>
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<tr>
<td>3/2</td>
<td>Institutional and new-institutional theories</td>
<td>Meyer, Ch. 34; Zucker; Powell; Meyer and Rowan</td>
<td>LEADER</td>
<td>PAPER</td>
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<tr>
<td>3/9</td>
<td>Spring Break</td>
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<td>3/16</td>
<td>Resource Dependency</td>
<td>Davis &amp; Cobb; Hillman et al.; Nienhüser</td>
<td>PAPER</td>
<td>LEADER</td>
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<td>3/23</td>
<td>Organizational identity</td>
<td>DiMaggio and Powell; Strandgaard J. and Dobbin; Weerts &amp; Sandmann</td>
<td>LEADER</td>
<td>PAPER</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<td>3/30</td>
<td>Power, politics, and conflict in organizations</td>
<td>Hoy and Miskel Ch. 7; Morgan Ch. 6; Gelfand, Leslie, Keller</td>
<td>PAPER</td>
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<td>LEADER</td>
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<tr>
<td>4/6</td>
<td>Leadership, management, supervision, authority, decision making</td>
<td>Owens &amp; Valesky, Ch 9; Marion, &amp; Uhl-Bien; Alvesson &amp; Spicer</td>
<td>LEADER</td>
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<td>4/13</td>
<td>Educational reform</td>
<td>Maxcy; Lonsbury and Apple</td>
<td>PAPER</td>
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<td>LEADER</td>
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<tr>
<td>4/20</td>
<td>Organizational change</td>
<td>Owens &amp; Valesky, Ch.7; Morgan Ch. 8; Kezar, pp. 11-57</td>
<td>LEADER</td>
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<td>PAPER</td>
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<tr>
<td>4/27</td>
<td>Accountability and school effectiveness</td>
<td>Malen, B. and King Rice; Darling-Hammond</td>
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<td>LEADER</td>
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<tr>
<td>5/4</td>
<td>Course evaluation</td>
<td>Class essays are due</td>
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## Appendix 1

<table>
<thead>
<tr>
<th>Cognitive Domains</th>
<th>Verb &amp; Question Examples</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Reciting&lt;br&gt;Identifying&lt;br&gt;Remembering&lt;br&gt;Recognizing&lt;br&gt;Recalling information&lt;br&gt;Who, what, when, where, how ...?</td>
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<td>Understanding</td>
<td>Describing in one’s own words&lt;br&gt;Explaining&lt;br&gt;Interpreting&lt;br&gt;Retelling in one’s own words</td>
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<tr>
<td>Application</td>
<td>Applying information to something else&lt;br&gt;Illustrating&lt;br&gt;Problem solving&lt;br&gt;How is ... an example of ...?&lt;br&gt;How is ... related to ...?&lt;br&gt;Why is ... significant?</td>
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<td>Analysis</td>
<td>Criticizing&lt;br&gt;Analyzing&lt;br&gt;Separating a whole into parts&lt;br&gt;What are the parts or features of...?&lt;br&gt;Classify ... according to ...&lt;br&gt;Diagramming&lt;br&gt;How does ... compare/contrast with...?&lt;br&gt;What evidence can you use to support...?</td>
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<td>Synthesis</td>
<td>Constructing&lt;br&gt;Designing/Proposing&lt;br&gt;Combining ideas to form a new whole&lt;br&gt;What would you predict from ...?&lt;br&gt;What ideas can you add to ...?&lt;br&gt;How would you create or design a new ...?&lt;br&gt;What might happen if you combined ...?</td>
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<td>Evaluation</td>
<td>Arguing/Defending&lt;br&gt;Assessing/Evaluating&lt;br&gt;Do you agree that ...?&lt;br&gt;What do you think about ...?&lt;br&gt;What is the most important ...?&lt;br&gt;How would you decide about ...?&lt;br&gt;What criteria would you use to assess ...?</td>
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