

San José State University
Organizational Studies
ORGS 101 People & Organizations, Fall 2017

Instructor:	Altovise Rogers, Ph.D.
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Office Hours:	Mondays, 1:30 – 2:00pm (or by appointment)
Class Days/Time:	Mondays and Wednesdays 3:00 pm to 4:15 pm; Fridays 3:00 pm to 4:15 pm
Classroom:	Clark Hall 204 on Mondays, Wednesdays, Fridays
Prerequisites:	Completion of core GE and upper division standing. Declared major in ORGS or instructor permission.
GE/SJSU Studies Category:	N/A

Canvas

Course materials, such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description

ORGS 101 People & Organizations (4 units) is designed to introduce students to the study of complex organizations in which people live their lives. Topics include organizational forms and functions; internal social and cultural dynamics; growth and change in material, social and symbolic environments; and ethical issues of organizational life.

Broader Perspective

Humans organize to get things done that cannot be done alone. Organizations take a variety of forms and they perform many functions, and it is difficult to imagine social life without them. Organizations contribute to helping us live meaningful lives, just as they are capable of frustrating or even enraging us; we take them for granted at our peril.

The organizations of contemporary life are everywhere, and yet we often fail to pay explicit attention to them. This course provides a foundation for that “paying attention” through an interdisciplinary approach to seeing, understanding, and acting in organizations. We will draw upon many of the disciplines of the social sciences and while many contributions to the study of

organizations come from management studies, our emphasis in this course will be a social scientific one. Likewise, we will be drawing examples from across the economy, but we will also pay attention to nonprofits since they broaden our perspective on the study of organizations.

Succeeding in a Four-Unit Course

At SJSU, students are expected to spend two hours outside of class for every one hour of class time. In this four-unit course, you can expect to spend on average 12 hours per week during a regular semester in class and on tutorials, assignments, service-learning fieldwork, and other course-related activities. Careful time management will help you keep up with readings and assignments and facilitate your success in all of your courses.

Course Goals and Student Learning Objectives

Organizational Studies Program Learning Outcomes

The Organizational Studies program includes six program learning outcomes (PLOs). After you successfully complete all your coursework in the major, you will be able to:

- PLO1. Identify the variety of organizations humans have created to achieve their goals.
- PLO2. Understand the relationships between organizational structure and process, and the social and natural environments in which they operate;
- PLO3. Use quantitative and qualitative research methods to understand organizations and their environments.
- PLO4. Identify the importance of understanding human diversity within organizations.
- PLO5. Recognize the moral dimensions of human actions, and be able act ethically and effectively within organizations.
- PLO6. Demonstrate skills in addressing real-world organizational problems.

ORGS 101 incorporates all the Program Learning Outcomes to some extent, but the course emphasizes PLO1, PLO2, PLO4 and PLO5.

Service-Learning Objectives

This course includes a service-learning requirement (see Assignments and Grading Policy below). The service-learning fieldwork for this course is intended to meet the following learning objectives:

- to gain hands-on experience applying course knowledge in an organizational setting;
- to analyze the structures of organizations and how people function with them;
- to be knowledgeable in how organizations reflect human values;
- to understand how larger environments affect organizations internally and externally on local and global levels;
- and to develop research skills for understanding organizational communication, technology, values, patterns, processes, workflows, environments, and symbols

Course Goals

This course is the first of the three-course core sequence in the undergraduate program in organizational studies. Students will initially be introduced to the history of organizational studies. Then, they will learn about the various organizational forms and functions ranging from relationships between individuals to complex organizational structures. Third, students will examine internal social and cultural dynamics. They will then explore the growth and change in material, social and symbolic environments. Finally, students will study the ethical issues of organizational life.

Course Learning Outcomes

Students who successfully complete this course will:

1. CLO1. understand the history of organizational studies and its relations to other studies
2. CLO2. be able to identify the variety of organizations that humans have created to achieve their goals
3. CLO3. be able to analyze the structures of organizations and how people function with them
4. CLO4. be knowledgeable in how organizations reflect human values
5. CLO5. be able to understand how larger environments affect organizations internally and externally on a local and global level
6. CLO6. develop research skills for understanding organizational communication, technology, values, patterns, processes, workflows, environments, and symbols; and
7. CLO7. be knowledgeable in the ethical principles of organizational studies

Required Materials

- Organization Theory: A Practice Based Approach. Ulla Eriksson-Zetterquist, Tomas Mullern, and Alexander Styhre. ISBN: 9780199569304
- All other readings are available for download from Canvas.
- Harvard Business School Simulation Purchase - \$15
- ReefPolling iclicker download

Classroom Protocol

This is a lecture-discussion class, and you are encouraged and expected to ask questions and make constructive comments. Please arrive at class on time. If you are delayed, please arrive and take a seat quietly without disrupting the students around you. If you must leave early, please inform me prior to the start of class and seat yourself near the exit.

Each class addresses a single, albeit often complex topic. Readings are assigned as per the class calendar below and you are responsible for completing them before class meets. You simply cannot participate in a meaningful way without having read the material and either mastered it or be able to identify the questions that would help you master it.

High-quality participation may consist of addressing questions or issues raised by other members of the class, synthesizing material (including with what you have learned in other classes), and suggesting new and important questions. It always involves knowing how to speak and how to listen.

Please: (1) demonstrate curiosity and openness to exploring topics; (2) base claims or conclusions that you make in data; (3) build upon what others have already said; and (4) help create an environment in which everyone feels comfortable participating.

All assignments must be completed during the designated period in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments. You should conform to either the American Psychological Association Style Guide or the American Anthropological Association Style Guide, available at http://www.aaanet.org/publications/style_guide.pdf.

Assignments and Grading Policy

1. **Class Participation (10%).** Participation is related to your use of the ReefPolling/iclicker System to answer questions that complement readings, lectures and discussions. These cannot be made up.

You will not be graded for the correctness of your answers, only for participation. The *ReefPolling/iclicker* CRS system, includes a texting SMS or web-based system used to record and evaluate your answers to questions which requires use of either a smart phone, tablet, or laptop users.

Two ways to register depending on your device of choice:

If you plan to use your smartphone during class to participate, please register for ReefPolling/iclicker by finding Reefpolling/iclicker in your apps store on your smartphone.

If you plan to use your laptop to participate in class with ReefPolling/Iclicker, please proceed to the following website and register:

<http://www.sjsu.edu/ecampus/docs/iClicker%20Account%20-%20Setup%20Guide%20-%20Student.pdf>

2. **Service-Learning Fieldwork (10%).** As part of this course, you will be required to conduct six two-hour service-learning fieldwork assignments with a designated partner organization. You will have some choice in when you perform these activities, but you will sign up for and commit to a schedule by our third class meeting. While you are required to perform the fieldwork assignments, you will not be graded on the fieldwork itself. There will be no Friday class meetings on service-learning fieldwork weeks. Our service learning partners will be:

Sacred Heart Organization <https://sacredheartcs.org/>

Third Street Community Center <http://www.3street.org/>

3. **Fieldwork Papers & Colloquia (25%).** Each student will write seven essays (750-1000 words *each*) in which you present fieldwork observations and connect them to course readings. Each paper will be based on a fieldwork assignment developed by the instructor and based on course material. Every other week, we will meet on Friday afternoons for a

colloquium in which students present their written assignments and we discuss them as a group.

4. **Midterm (20%).** There will be a midterm examination—multiple choice and short answer—based on textbook, lectures and readings.
5. **Homework (15%).** There will be 5-7 homework assignments this semester in which you will be asked to review video clips, news articles, and media exemplars and supply comments to provided questions.
6. **Final Examination (20%).** There will be a final examination that will be submitted during the final exam period.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

Grading distribution is as follows:

100	-	97	A+	79	-	77	C+
96	-	93	A	76	-	73	C
92	-	90	A-	72	-	70	C-
89	-	87	B+	69	-	67	D+
86	-	83	B	66	-	63	D
82	-	80	B-	Below 63			F

Electronics and Recording of Class Sessions Policy

According to university policy, “common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Logging Into Canvas

Canvas Login URL: <https://sjsu.instructure.com/> . Please note that it should NOT have the "www" at the start of the URL like many other websites. All students and faculty must first

set up their SJSUOne account before accessing Canvas. To do so, go to <http://its.sjsu.edu/services/sjsuone/>. The Username for Canvas then is your 9 digit SID or Employee ID and your PW is the one you chose when you established your SJSUOne account.

You will see the courses you taking (assuming the instructor is using Canvas).

Further Assistance with Canvas

Students should go first to <http://guides.instructure.com/m/4212> with problems and then to the University Help Desk for Canvas problems, including logging in (<http://www.sjsu.edu/helpdesk/>).

University Policies

Academic integrity

Students should read and understand the University's Academic Integrity policy, available at <http://www.sjsu.edu/aec/about-us/policies-guidelines-regulations/Academic%20Dishonesty%20Policy%208.13.pdf>

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

SJSU Policy on Final Exams

Final examinations may be rescheduled:

1. If there are verifiable emergency circumstances; **or**

2. If a student has more than two exams scheduled within a 24-hour period. In this case, the student may request an alternative exam date from any one of the instructors at least three weeks prior to the last class meeting.
3. In either case, if an alternate exam date and time during the regular final exam period cannot be arranged between the student and instructor, the rescheduled exam will be taken during the final exam-makeup period. If students and instructors are unable to reach agreement to reschedule, the Provost's office will negotiate an appropriate solution.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

About Diversity

Consistent with the mission of San José State University, I welcome persons of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status.

This course encourages and is supportive of diversity of thought and of cultural backgrounds. It is important to have an environment supportive of all individual differences of students to maximize the learning process.

Other University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

ORGS 101: ORGS 101: People & Organizations Fall 2017 Course Schedule

COURSE MEETING	Homework Deadline	Fieldwork Assignment	THEME AND ASSIGNMENTS
Wednesday, August 23			Introduction to class goals and format, review syllabus, group assignments, add/drop process and deadlines
Friday, August 25			Visits by community partners – Sacred Heart and Third Street Community Center <u>Discussion of Cassel & Symon: “Participant Observation” from Essential Guide to Qualitative Methods in Organizational Research</u>
Monday, August 28			<i>Organizations and Contemporary Life: An Interdisciplinary Approach</i> <u>Question:</u> What do we mean by organizations and why does understanding them require an interdisciplinary approach? <u>Readings</u> Zetterquist, Chapter 1
Wednesday, August 30			<i>Dimensions of Organizational Structure</i> <u>Question:</u> How are organizations structured by the dimensions of complexity, formalization, and centralization? <u>Readings</u> Zetterquist, Chapter 2
Friday, September 1			<i>Dimensions of Organizational Structure</i> <u>Question:</u> How are organizations structured by the dimensions of complexity, formalization, and centralization? <u>Readings</u> “Chapter 2: Industrial Supply Corporation: The Setting,” from Kanter, Rosabeth M. 1977. <i>Men and Women of the Corporation</i> . New York: Basic Books. (p.29-43)

			Zetterquist, Chapter 2
Monday, September 4			NO MEETING – LABOR DAY
Wednesday, September 6			<i>Dimensions of Organizational Structure</i> <u>Question:</u> How do size, technology, culture, and environment influence organizational structure? <u>Readings</u> Zetterquist, Chapter 3
Friday, September 8			NO MEETING – FIELDWORK WEEK
Monday, September 11	<i>HW1 Deadline</i>		<i>Explaining Organizational Structure</i> <u>Question:</u> How do size and physical ecology influence organizational structure? <u>Readings</u> : N/A
Wednesday, September 13			<i>Explaining Organizational Culture</i> <u>Question:</u> How do size, formalization, physical ecology, history influence organizational culture? <u>Readings</u> Zetterquist, Chapter 7
Friday, September 15		X	FIELDWORK COLLOQUIUM I Fieldwork Paper #1 Due
Monday, September 18			<i>Explaining Organizational Culture</i> <u>Question:</u> What are some influential approaches to analyzing and managing organizational culture? <u>Readings</u> Zetterquist, Chapter 7

Wednesday, September 20			<p><i>Birth of Modern Organizations</i></p> <p><u>Question:</u> What are the main attributes of the bureaucratic organization?</p> <p><u>Readings</u></p> <p>Zetterquist, Chapter 2</p>
Friday, September 22			NO MEETING – FIELDWORK WEEK
Monday, September 25			<p><i>Roots of Organizational Studies: Scientific Management</i></p> <p><u>Question:</u> What are Taylor’s main assumptions about the working class? What are the main features of scientific management? What are the benefits and disadvantages of scientific management?</p> <p><u>Readings</u></p> <p>Zetterquist, Chapter 4 [Taylorism]</p>
Wednesday, September 27			<p><i>Roots of Organizational Studies: Scientific Management</i></p> <p><u>Question:</u> What are the benefits and disadvantages of scientific management?</p> <p><u>Readings</u></p> <p>Zetterquist, Chapter 4 [Taylorism]</p>
Friday, September 29		X	<p style="text-align: center;">FIELDWORK COLLOQUIUM II</p> <p>Fieldwork Paper #2 Due [Class will meet in Tesla Car Factory in Fremont, CA 4pm]</p>
Monday, October 2	<i>HW 2 Deadline</i>		<p><i>Behavior in Organizations, Part I: Motivations A</i></p> <p><u>Questions:</u> How are humans motivated to behave in organizations?</p> <p><u>Readings</u></p> <p>Natemeyer & Hersey: Maslow, p.76, [hierarchy of needs] Alderfer. p.117 [ERG relatedness needs]</p>

Wednesday, October 4			<p><i>Behavior in Organizations, Part II: Motivations B</i></p> <p><u>Questions:</u> How are humans motivated to behave in organizations? How is this behavior optimized to meet organizational goals?</p> <p><u>Readings</u></p> <p>Natemeyer & Hersey: Latham, Locke, p.150 [goal-setting theory]</p>
Friday, October 6			NO MEETING – FIELDWORK WEEK
Monday, October 9			<p><i>Power in Organizations, Part I</i></p> <p><u>Question:</u> What are the bases of power in organizations and what are the outcomes of how power is exercised?</p> <p><u>Readings:</u></p> <p>Youtube Clip Jeffrey Pfeffer discussion of power</p>
Wednesday, October 11			<p><i>Power in Organizations, Part I</i></p> <p><u>Question:</u> What are the bases of power in organizations and what are the outcomes of how power is exercised?</p> <p><u>Readings:</u></p> <p>Natemeyer & Hersey: Machiavelli, p. 395, [Machiavelli] , French & Raven, p.398</p>
Friday, October 13		X	<p>FIELDWORK COLLOQUIUM III</p> <p>Fieldwork Paper #3 Due</p>
Monday, October 16			Exam Review Day
Wednesday, October 18			MIDTERM EXAM
Friday, October 20			NO MEETING – FIELDWORK WEEK

Monday, October 23			<p><i>Power in Organizations, Part II</i></p> <p><u>Question:</u> What are the bases of power in organizations and what are the outcomes of how power is exercised?</p> <p><u>Readings</u></p> <p>Zetterquest, Chapter 6</p>
Wednesday, October 25			<p><i>Power in Organizations, Part III</i></p> <p><u>Question:</u> How do people lead and follow in organizations?</p> <p><u>Readings</u></p> <p>Zetterquest, Chapter 6</p>
Friday, October 27		X	<p style="text-align: center;">FIELDWORK COLLOQUIUM IV</p> <p>Fieldwork Paper #4 Due</p>
Monday, October 30	<i>HW3 Deadline</i>		<p><i>Behavior in Organizations, Interpersonal & Group Behavior</i></p> <p><u>Question:</u> How do different facets of individual behavior and group dynamics affect organizations?</p> <p><u>Readings</u></p> <p>Zetterquist, Chapter 5 Topic: Hawthorne Experiments</p>
Wednesday, November 1			<p><i>Behavior in Organizations, Part I: Group Dynamics</i></p> <p><u>Questions:</u> What are some of the key dynamics of collective behavior in organizations? How do they develop? How are they managed?</p> <p><u>Readings</u></p> <p>N/A</p>
Friday, November 3			<p>NO MEETING – FIELDWORK WEEK</p>
Monday, November 6			<p><i>Behavior in Organizations, Part II: Group Dynamics</i></p> <p><u>Questions:</u> What are some of the key dynamics of collective behavior in organizations? How do they develop? How are they managed?</p>

			<u>Readings</u> Tuckman & Jensen, p. 280 [stages of group development]
Wednesday, November 8			<i>Behavior in Organizations, Part III: Group Dynamics</i> <u>Questions:</u> What are some of the key dynamics of collective behavior in organizations? How do they develop? How are they managed? Natemeyer & Hersey: Maier, [assets and liabilities in group decision making] p.175, Janis, p.219 [groupthink]
Friday, November 10			NO MEETING – CAMPUS CLOSED FOR VETERAN’S DAY
Monday, November 13	<i>HW4 Deadline</i>		<u>Questions:</u> What are some of the key dynamics of collective behavior in organizations? How do they develop? How are they managed? <u>Readings</u> King, G. .(2001) Jeans Therapy: Levi's Factory Workers Are Assigned to Teams. http://www.kellogg.northwestern.edu/course/opns430/modules/lean_operations/Levi%20and%20Team.pdf
Wednesday, November 15			Teams Computer Simulation – Harvard Business School (Location: TBA)
Friday, November 17		X	FIELDWORK COLLOQUIUM V Teams Computer Simulation – Harvard Business School (Location: TBA) Fieldwork Paper #5 Due
Monday, November 20			<i>Organizations and Ethics</i> <u>Question:</u> If organizations are ethical, how does that influence the way they make decisions?

			<u>Readings</u> Viewing of video – ‘Madoff Scandal’
Wednesday, November 22			NO MEETING – THANKSGIVING HOLIDAY
Friday, November 24			NO MEETING – THANKSGIVING HOLIDAY
Monday, November 27			<i>Organizational Ethics</i> <u>Question:</u> If organizations are ethical, how does that influence the way they make decisions? <u>Readings</u> pg. 50 ‘Morals’ in Gabriel, Fineman, Sims (2000). Organizing and Organizations
Wednesday, November 29	<i>HW5 Deadline</i>		<i>Organizational Communication, Part I</i> <u>Question:</u> How do organizations structure communication? <u>Readings</u> Fernandez (2004) Corporate Communications: A brand new world Fernandez (2004) Businesses and Non-Profits: Communication is Commitment
Friday, December 1		X	FIELDWORK COLLOQUIUM VI Fieldwork Paper #6 Due Class Discussion of Harvard Business School Simulation Experience and Results
Monday, December 4			<i>Organizational Communication, Part III</i> <u>Question:</u> How do organizations structure communication with those outside and within the organization? <u>Readings</u> Fernandez (2004) Corporate Communications: A brand new world

			Fernandez (2004) Businesses and Non-Profits: Communication is Commitment
Wednesday, December 6			<p><i>Organizational Futures and Non-Profits</i></p> <p><u>Question:</u> What are the challenges unique to non-profit organizations?</p> <p><u>Readings</u></p> <p>Anheier, H. Nonprofit Organizations: Theory, management, and policy</p> <p>Guest Speaker – Non-Profits in Silicon Valley</p>
Friday, December 8			NO MEETING – FIELDWORK WEEK
Monday, December 11		X	<p><i>Organizational Futures and Non-Profits</i></p> <p><u>Question:</u> What are the challenges unique to non-profit organizations?</p> <p><u>Readings</u></p> <p>Anheier, H. Nonprofit Organizations: Theory, management, and policy</p> <p>Fieldwork Paper #7 Due</p>
Wednesday, December 13			<p>12:15pm to 2:30pm in regular class meeting room</p> <p>FINAL EXAM</p>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>