INSTRUCTOR
Instructor: Rose Farias
Email: ProfessorRosaFarias@yahoo.com
Hours: Available upon request
Office Location: School of Public Affairs & Administration
Room 325, 111 Washington Street, Newark, NJ 07102-3027
Note: Best way to contact me is via email

REQUIRED TEXT
This course will require students to purchase the following book:
Understanding and Managing Public Organizations
Author: Hal G. Rainey
Edition: 5th
ISBN-10: 111858371X
All additional readings will be provided as needed and posted via Blackboard

COURSE DESCRIPTION
This course will focus on the basic theories of organizational behavior and performance. The course focuses on characteristics of public and nonprofit organizations and how they differ from that of private or profit organizations. It looks at the limits of organizational growth and the internal and external processes that affect organizational effectiveness and efficiency.
Note: Pre-requisite: Introduction to Public Administration 40:834:200

COURSE LEARNING OUTCOMES
At the end of this course, you will be able to:
(1) To be able to lead and manage public organizations;
(2) To participate in and contribute to the public policy process;
(3) To analyze, synthesize, think critically, solve problems, and make decisions;
(4) To articulate and apply a public service perspective;
(5) To communicate and interact productively with a diverse and changing workforce and citizenship

COURSE REQUIREMENTS
As a student in this class, you are expected to attend and participate weekly in the classroom discussion. Assignments must be submitted in a timely manner. All late assignments will be penalized at the discretion of the instructor. Students should notify the professor when they have questions or difficulties in class sooner rather than later. Some assignments may involve group participation and all students are expected to contribute equally. Communication is critical to making sure no one falls behind. Remember there is no such thing as a wrong question to ask. I am always an email away!
Below is an outline of the content and activities for this course. Please note that each area is subject to revision and the professor reserves the right to make modifications to any part of the class syllabus at any time to better accommodate the needs of the students within the course. Students will be given advance notice of relevant changes in class, via email and/or course website. Please check the class website announcements regularly.

**Fall 2015 Semester Dates: 9/12/15 – 12/10/15**

**Week 1:** INTRODUCTION (9/12/15)

**Assignment:** Brief personal bio (Due by: 9/18/15 at 11:59 PM)
Please go to Blackboard for assignment instructions & post online

**Read:** Chapter 1 of Organization Theory by McAuley


**Week 2:** WHAT IS AN ORGANIZATION? (9/19/15)

**Read:** Rainey - Chapter 1 & 2

**Week 3:** WHAT MAKES PUBLIC ORGANIZATIONS DISTINCTIVE? (9/26/15)

**Read:** Rainey - Chapter 3 & 4

**Discussion #1:**
1.) Your question will be posted online and you must post your response by this date

**Due Date:** FRIDAY – 9/25/15 (Post assignment via Blackboard no later than 11:59pm)

**Week 4:** POLITICS & PUBLIC POLICY (10/3/15)

**Read:** Rainey - Chapter 5 & 6

**Week 5:** DECISION MAKING & STRATEGY (10/10/15)

**Read:** Rainey - Chapter 7 & 8

**Discussion #2:**
1.) Your question will be posted online and you must post your response by this date

**Due Date:** FRIDAY – 10/9/15 (Post assignment via Blackboard no later than 11:59pm)

**Week 6:** MOTIVATION THEORY & UNDERSTANDING PEOPLE (10/17/15)

**Read:** Rainey - Chapter 9 & 10

**Week 7:** LEADERSHIP (10/24/15)

**Read:** Rainey - Chapter 11

****Guest Lecturer****

**Discussion #3:**
1.) Your question will be posted online and you must post your response by this date

**Due Date:** FRIDAY – 10/23/15 (Post assignment via Blackboard no later than 11:59pm)
Week 8: TEAMWORK & CONFLICT MANAGEMENT (10/31/15)
Read: Rainey - Chapter 12
****Guest Lecturer***

Discussion #4:
1.) Your question will be posted online and you must post your response by this date
Due Date: FRIDAY – 10/30/15 (Post assignment via Blackboard no later than 11:59pm)

Week 9: ORGANIZATIONAL CHANGE (11/7/15)
Read: Rainey - Chapter 13

Week 10: EFFECTIVE MANAGEMENT (11/14/15)
Read: Rainey - Chapter 14

Discussion #5:
1.) Your question will be posted online and you must post your response by this date
Due Date: FRIDAY – 11/13/15 (Post assignment via Blackboard no later than 11:59pm)

Week 11: TEAM PRESENTATIONS (GROUPS 1-3) (11/21/15)

WEEK 12: THANKSGIVING RECESS (11/28/15)
Assignment: Written Paper
1.) Your question will be posted online and you must post your response by this date
Due Date: FRIDAY – 12/4/15 (Post assignment via Blackboard no later than 11:59pm)

Week 13: TEAM PRESENTATIONS (GROUPS 4-6) (12/5/15)
COURSE POLICIES

Emails To Professor:
In order to facilitate the tracking of assignments and prompt correspondence by the instructor, please use the following naming formats in the “Subject Lines” of your emails for the following:

- **General Emails to Professor:**
  - SPAA FA’12 - Student Name
- **Homework, Assignments & Final:**
  - SPAA FA’12 – Student Name – Homework (Unit #)/Assignment # (Unit #)/Final

Extenuating Circumstances:
If you have extenuating circumstances that prevent you from completing projects, assignments or participating in the class, please contact me to make alternative arrangements as soon as possible. The possibility of alternative arrangements is at the discretion of the instructor. Active communication is the key to overcoming any hurdles you may encounter during the term.

Absence Policy
In this class because it is a short session period, you are only allowed **3 total absences** before receiving a **ZERO** for your class participation grade. Please note that excused absences do not subtract from your total days missed in class.

Extra Credit Policy
Extra credit is not offered.

Late Work Policy
In order to move quickly and successfully, specific deadlines for all assignments are clearly stated in the course syllabus. Should a student be unable to meet a deadline, it is expected the student will make arrangements in advance with the instructor to turn work in late. A penalty **WILL** be assigned, at the discretion of the instructor. If a student does not make prior arrangements with the instructor and fails to turn individual work in on time, the student will receive a **ZERO** for that assignment.

Assignment Paper Submissions
APA manuscript style dictates how your paper should appear on the page. Please make sure to include the following:

- A title page
- The paper itself (the "discussion")
- A references page

A title page contains three items: a running head (a short version of the title), the paper’s title, and the author’s name. Traditionally, the author’s affiliation (the university he or she attends or works for) appears below the author’s name; however, many
college instructors prefer students to put the course and section number in this place (since we all know which institution we are at). The running title appears in the top right corner of every page, including the title page, right before the page number. The title, the author's name, and the author's affiliation (or course and section number) appear in the center of the title page. Formatting the discussion, or body, of the paper, is also quite straightforward. APA style is double-spaced (unless your instructor requests otherwise). As mentioned above, the running head appears in the top right corner of each page, right before the page number. The full title also appears, but only on the first page of the discussion. For subsequent pages, the running head is the only "title" present. New paragraphs should be indented (which is the default setting for the Tab key) and there should not be an extra blank line between paragraphs. The last thing required is the references page. This page, like the others, has the running head and page number in the upper-right hand corner. Sources should be alphabetized by the author's last name (or, for sources without authors, by the first letter in the title) and the second line of each source should be indented a half inch (the first line is not indented).

Here are a few additional formatting standards to keep in mind:

- Use standard margins: 1” on all sides.
- Use standard 12-point Times New Roman font size.
- Use standard double-spacing: average of 22 lines per page, and between 20 and 24 lines per page.
- Use left-aligned text. Do not right-justify.
- There should be no subtitles or spaces between paragraphs within the paper.

**Academic Integrity Policy:**

Students must follow the school's academic integrity policy which can be located on the follow link: (http://academicintegrity.rutgers.edu):

As a general rule you must:

- Properly acknowledge and cite all use of the ideas, results, or words of others;
- Properly acknowledge all contributors to a given piece of work;
- Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration;
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions;
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress;
- Uphold the canons of the ethical or professional code of the profession for which he or she is preparing. Please note that plagiarism and cheating will never be excused under any circumstances. Violation of these policies leads to immediate failure of the course. Be advised that all assignments will be checked for plagiarism using the online software.
Disability Services and Accommodations:

At Rutgers University, we are committed to creating an atmosphere where all students can learn. Accommodations, Auxiliary Aids, and Services are available to qualified students with disabilities to receive the same information and opportunities presented to a student without disabilities. These services allow students who have disabilities to learn and convey knowledge of course materials in alternate formats. These aids and services make classroom, courses, labs, and programs accessible and must not compromise the academic standards or essential requirements of the course or the program. Students should make every attempt to convey any difficulties and challenges faced to their professor as soon as possible. The following list gives some examples of accommodations, auxiliary aids, and service provided in post-secondary settings:

- Scheduling classes in physically accessible locations
- Extended time on exam
- A reduced distraction testing location
- Books on Tape
- Interpreters

Students should apply at [https://disabilityservices.rutgers.edu/](https://disabilityservices.rutgers.edu/) and provide the Instructor with written notice.
GRADING RUBRICS

All course assignments will be generally graded within one week of their due date. Students submitting late assignments must email the instructor to let the instructor know the late submission has been posted on Blackboard or by email. Please note, continual late work will be given a grade of zero at the Professor’s discretion. Discussion grades will be updated each week following the Unit’s completion.

<table>
<thead>
<tr>
<th>Course Grade Breakdown</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions Online (5 total)</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation (Attendance included)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Team Assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grade** | **Definition** | **Numerical Equivalent**
--- | --- | ---
A | Outstanding | 4.0
B+ | Intermediate | 3.5
B | Good | 3.0
C+ | Intermediate | 2.5
C | Satisfactory | 2.0
D | Poor | 1.0
F | Failing | 0.0

DISCUSSIONS ONLINE:
Discussion Questions provide a forum for students to seek clarification and answer important questions about the course material. The discussion also allows students to receive feedback from the instructor and other students in the class. A discussion question grade will be posted for each Unit using the following grading criteria.
# GRADING RUBRIC – DISCUSSIONS ONLINE

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Overall Grading Criteria</th>
</tr>
</thead>
</table>
| 90-100% | • Responses are on topic, original, and contribute to the quality of the discussion.  
• Responses make frequent, informed references to unit material.  
• Responses are clearly written.  
• Substantial original answers to the questions that furthers the work of the class. Typically in the 100 word range or responses meet length requirements as posted in the classroom. |
| 80-89%  | • Responses are on topic, largely original, and contribute to the quality of the discussion.  
• Responses make some informed references to unit material.  
• Responses are generally clearly written.  
• Substantial original answers to the questions that furthers the work of the class. Typically in the 75-100 word range or responses meet only 80% of the length requirements as posted in the classroom. |
| 70-79%  | • Responses are on topic, but lack originality, and lack a significant contribution to the quality of the discussion.  
• Responses make vague or summary references to unit material.  
• Responses have several mechanical or stylistic errors.  
• Short posting. Normally in the 50-75 word range or responses meet only 70% of the length requirements as posted in the classroom. |
| 60-69%  | • Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion.  
• Responses make little or no references to unit material.  
• Responses have several mechanical or stylistic errors.  
• Minimal posting. Normally in the 25-50 word range or responses meet only 60% of the length requirements as posted in the classroom.  
• If there are two questions, student didn’t respond to one. |
| 0-59%   | • Responses are off topic, lack originality, and fail to advance the discussion.  
• Responses make little or no references to unit material.  
• Responses have several mechanical or stylistic errors.  
• Minimal posting. Normally in the fewer than 25 word range or responses meet less than 60% of the length requirements as posted in the classroom.  
• Response is abusive or inappropriate.  
• Response is plagiarized.  
• Responses are missing. |
<table>
<thead>
<tr>
<th>Grade %</th>
<th>Content, Focus, Use of Text/Research</th>
<th>Analysis and Critical Thinking</th>
<th>Writing Style, Grammar, APA Format (when assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Response successfully answers the assignment question(s); thoroughly uses the text and other literature.</td>
<td>Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation).</td>
<td>Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format when assigned.</td>
</tr>
<tr>
<td>80-89%</td>
<td>Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature.</td>
<td>Response generally exhibits higher-order critical thinking and analysis (e.g. true analysis).</td>
<td>Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Response answers the project assignment(s) with some digression; sufficiently uses the text and other literature.</td>
<td>Response exhibits limited higher-order critical thinking and analysis (e.g. application of information).</td>
<td>Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.</td>
</tr>
<tr>
<td>60-69%</td>
<td>Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension.</td>
<td>Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned.</td>
</tr>
<tr>
<td>0-59%</td>
<td>Response insufficiently answers the assignment question(s); insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis and demonstrates limited knowledge on the subject matter.</td>
<td>Sentences unclear enough to impair meaning; tone is inappropriate and/or inconsistent. Grammatical skills are inadequate for college level. Unacceptable use of APA format when assigned.</td>
</tr>
</tbody>
</table>
ONLINE COMMUNICATIONS GUIDELINES

Netiquette
Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online. The word “netiquette” is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. As a Rutgers University student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines. You should also review and refer to the Electronic Communications Policy contained in the most recent Rutgers University Catalog.

A Few Rules of Thumb
Wait to respond to a message that upsets you and be careful of what you say and how you say it.
- Be considerate. Rude or threatening language, inflammatory assertions, personal attacks, and other inappropriate communication will not be tolerated.
- Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING!
- Use boldface and italics sparingly, as they can denote sarcasm.
- Keep messages short and to the point.
- Always practice good grammar, punctuation, and composition.
- Be respectful and treat everyone as you would want to be treated yourself.
- Use spell check!

Discussion Guidelines
To ensure your success as a contributor to discussions and as a student in this class, we suggest the following guidelines for posting:
- Be clear about which message you’re responding to. Refer to specific passages or ideas in the course or text that have sparked your interest.
- Make sure your contribution adds something new to the discussion. A simple "I agree" may be your initial response, but think about how you can take the conversation to the next level.
- Make your posting clear and easy to follow by dividing longer messages into paragraphs.
- Use correct spelling, capitalization, grammar, syntax, and punctuation.
- If you plan on posting a lengthy response, it is a good idea to type your response in Word or Notepad, then copy and paste it into the discussion area. This way you'll always have a record of your communication if for some reason you lose your connection to the course.

OTHER USEFUL WEBSITES INCLUDE:
- http://www.aspanet.org American Society of Public Administration