

2008-3



EDUCATION 813
Organizational Theory & Analysis
(Enroll # 9460)

Fall Semester 2008		Instructor:	Dr. Michelle Nilson
Meeting	Sept 5,6, 19,20	Office:	15-755
Dates:	Oct 3,4, 24,25		Faculty of Education
	Nov 14,15		250- 13450 102 Ave.
			Surrey, BC V3T 0A3
Times:	Fridays: 5:00 - 9:00	Telephone:	778-782-8122
	Saturdays: 9:00 - 5:00		778-782-8119
Location:	SFU- Surrey Campus	Email:	michelle_nilson@sfu.ca
Room:	SUR 3260	Office	2-4 Fridays before class and by
		Hrs:	appointment.

ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or http://learningcommons.sfu.ca/hot_topics/academic_integrity.php or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

Le plagiat, intentionnel ou non intentionnel, est une forme de malhonnêteté académique qui expose à des sanctions, comme l’ajournement à un examen ou l’exclusion de l’université. L’université de SFU (<http://www.sfu.ca/policies/teaching/t10-02.htm>) définit le plagiat comme “une forme de malhonnêteté académique où un individu soumet ou présente le travail d’autrui comme étant le sien”. Le plagiat signifie s’approprier les mots, les idées et la recherche d’autrui sans mention d’emprunt à l’auteur initial. Les étudiants doivent se familiariser avec les différentes formes de plagiat, intentionnel ou non intentionnel. Pour plus d’informations, se référer aux documents en ligne suivants: <http://www.sfu.ca/policies/teaching/t10-03.htm> ou http://learningcommons.sfu.ca/hot_topics/academic_integrity.php ou la section intitulée *Academic Honesty and Student Conduct in the General Regulations* du Calendrier de SFU.

COURSE RATIONALE

Postsecondary educational organizations reflect a set of complex interrelationships between stakeholders, communities, external organizations, and contexts. Course goals are to examine theory, analyze organizational functions as they relate to postsecondary education, and gain an awareness of the complex interrelationships in this sector. In particular, attention will be given to: understanding forms of organizational structures, designs, and processes; values, beliefs, and culture of organizations; and current issues and controversies in organizational theory.

DESCRIPTION

This course critically examines organizations in which educational leaders work from different theoretical perspectives and in light of research evidence. It also critiques several past and current reform initiatives, and explores specific topics in-depth. A central and pervasive question of the course concerns organizational purposes, especially with respect to learning, and how these purposes are served by organizational structures and processes.

GOALS AND LEARNING OUTCOMES

Objectives: The course has three primary objectives classified as knowledge acquisition, dispositions, and performance.

Knowledge:

- To understand and synthesize the historical and emerging theoretical aspects of organizational theory.
- To compare and contrast different perspectives related to organizational theory.
- To apply organizational research to an environment.

Dispositions:

- To develop an awareness of your personal beliefs about organizations.
- To share and contrast your personal perceptions of organizations with colleagues through discussion, assessment, and case studies.
- To reflect on areas of strengths and weaknesses of organizations.
- To develop and improve your ability to: identify organizational opportunities; manage organizational challenges; and facilitate organizational change.

Performance:

- To construct a useful set of theoretical understandings that will assist you in confronting and exploring complex organizational issues.
- Compare and contrast different perspectives related to organizational theory.
- Apply organizational research in an analysis of an organizational environment.

REQUIRED TEXTS

Hatch, M.J. & Cunliffe, A.L. (2006). *Organization Theory: Modern, Symbolic, and Postmodern Perspectives*. Oxford University Press. **ISBN-13: 978-0199260218**

**Additional readings will be on reserve in the library, distributed in class, in the course reader, and available online, as indicated in the syllabus.

GRADING

Class participation 10%
Annotated Bibliography 10%
Paper proposal 10%
Literature Review 20%
Team Projects & Presentation 30%
Case Study Report (Final Analysis Paper) 20%

** Incompletes will be given only under extraordinary circumstances that are beyond the student's control and may result in a lower grade. If you need an incomplete due to a medical situation, I suggest using the official form available in the Graduate Studies office that protects your privacy while at the same time provides me with the information I need.

General Grading Guide:

A+ 97 – 100
A 93 – 96
A- 90 – 92
B+ 87 – 89
B 83 – 86
B- 80 – 82
C 70 – 79
D 60 – 69