

Grant Title: **Accelerated Pathways in Advanced Manufacturing (APAM)**

Author: **Community College of Rhode Island**

Link: <http://www.ccri.edu/>

Document: Curriculum: Sociology of Work in Formal Organizations

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Community College of Rhode Island

Course Proposal:

| | |
|-------------------------------------|----------------|
| <input checked="" type="checkbox"/> | New Course |
| <input type="checkbox"/> | Revised Course |

Please attach a course syllabus with course topics, textbook titles and evaluation methods.
Beginning 1/2013, all NEW & REVISED proposals should use syllabus format on Page 9

Date Submitted: 08 / 01 / 2016

DEPARTMENT: Social Sciences

DEVELOPED BY: Leslie Killgore

COURSE TITLE: Sociology of Work in Formal Organizations

COURSE NUMBER: SOCS: TBD

| | | | |
|----------------|--|--|--------------|
| CREDITS: _____ | CONTACT HOURS PER WEEK | | |
| | Lecture hours: <u>3</u> | Lab hours: _____ (Clinical hrs., Practicum, etc.) | Other: _____ |
| | ACTUAL COURSE MEETING TIME -- HOURS / MINUTES PER WEEK | | |
| | Lecture hours / minutes: <u>3</u> | Lab hours / minutes: _____ (Clinical hrs., Practicum, etc.) | Other: _____ |

This is a 1st year course: at CCRI

Yes

☒

No

☐

This is a 2nd year course:

Yes

☐

No

☒

If this course will be required in a specific academic program(s), indicate below:

Advanced Manufacturing Technology

If this course will replace another course in a specific academic program, indicate below:

If this course ran on an experimental basis, indicate the course number: _____

Rationale:

This course fulfills one of two "liberal arts electives" requirements for an Associate's Degree in Advanced Manufacturing Technology. (The other course currently designated is in behavioral sciences: "PSYCH 1050: Psychology of the Workplace".)

.. this course is taken through the PTECH program, it will be taken in the 4th year of the PTECH curriculum.

CATALOG DESCRIPTION (include old and new):**OLD:****NEW:**

This course requires no prerequisites and provides an introduction to the science of teamwork in formal organizations from the perspective of sociology. Sociology is the systematic study of human behavior, both as individuals and as groups. Sociology is the one field of study that tries to understand and describe the often unwritten and unrecognized social rules that underlie our individual and collective behavior. Sociologists study patterns that emerge when individuals interact with other individuals. We seek to explain where these patterns come from, why they have come to exist, and how they are maintained or changed.

The purpose of this course is to teach students to think critically about—and develop concrete skills in—teamwork in the context of large organizations, based on sociological principles of bureaucracy, group dynamics, leadership, and authority. A solid grasp of the materials presented in this course will enable you to analyze and understand some of the basic components of large organizations, the purpose of teamwork, and the kinds of skills needed to succeed as a member of a team.

PREREQUISITE:

*List course number, title and reading level***CO-REQUISITE:**

*List course number, title and reading level***TRANSFERABILITY: Is this course intended for transfer to the following institutions:**☐

RIC

☐

URI

☐

Other, please specify

How does the course align with existing transfer agreements? Please list the specific course(s) at sister institution this proposed course will match.

There are no matching courses at either RIC or URI.

-Some minor overlap with RIC SOC 306: Formal Organizations.

-Some minor overlap with URI SOC 320: Organizations and SOC 432: Work, Employment, and Society.

Both of these are upper-level courses and the institutions would be unlikely to accept this course as equivalency.

Student Learning Outcomes/Educated Person:

The learning outcomes of specific courses foster multiple perspectives which contribute to the acquisition of desired graduate outcomes as well as to inform and deliver discipline related content.



On the next page entitled “Student Learning Outcomes”

- Please delineate the major learning outcomes for the proposed course. Each learning outcome should be written in a format that follows the statement “as a result of this course, a student will be able to:”
- Indicate what techniques/methods will be used to achieve these student learning outcomes?
- List how will the student learning outcomes be assessed?

Community College of Rhode Island

Student Learning Outcomes

Course Title: Sociology of Work in Formal Organizations

The learning outcomes of specific courses are to foster multiple perspectives that contribute to the acquisition of desired graduate outcomes as well as to inform and deliver discipline related content.

Please delineate below the major learning outcomes for the proposed course. Learning Outcomes should be written in a format that follows the statement: "as a result of this course, a student will be able to..."

| Item # | STUDENT LEARNING OUTCOMES | TECHNIQUES/METHODS USED TO ACHIEVE OUTCOMES | TYPE(S) OF ASSESSMENT USED TO DETERMINE THE DEGREE TO WHICH THE OUTCOMES ARE ACHIEVED |
|--------|---|---|---|
| 1 | Understand the behavior of individuals and groups in organizations | Lecture, reading, written assignments | LearnSmart quiz; reflection paper |
| 2 | Describe stages of team development and several team building strategies | Lecture, reading, written assignments, group work | LearnSmart quiz; essay exam; team project |
| 3 | Apply tools for diagnosing and enhancing team effectiveness | Lecture, reading, written assignments, group work | LearnSmart quiz; essay exam; reflection paper; team project |
| 4 | Link qualities of successful teams to successful outcomes | Lecture, reading, written assignments, group work | LearnSmart quiz; essay exam; team project |
| 5 | Recognize, diagnose, and problem-solve team problems, such as conflict, time pressure, and different accountability systems | Lecture, reading, written assignments, group work | LearnSmart quiz; reflection paper, essay exam; team project |
| 6 | Develop specific teamwork skills (e.g., communication, problem-solving, conflict resolution) | Lecture, reading, written assignments, group work | LearnSmart quiz; reflection paper; team project |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

COURSE PROPOSAL

CCRI Definition of an Educated Person: Four Abilities

The Community College of Rhode Island recognizes four critical areas that define the learning outcomes of a CCRI graduate. These four abilities can be applied in many contexts and are critical skills that must be developed not only at CCRI, but over the course of a lifetime. These core abilities guide students, faculty and staff in establishing educational goals and assessing learning within and across the primary domains of knowledge: arts and humanities, science and mathematics, and the social sciences.

Since individual courses provide the opportunity to gain knowledge in these four critical areas, it is essential to understand which areas are to be covered in each course. In each of the four areas below, please indicate in the Item(s) # box next to each critical element, the Item #(s) from the previous page (Student Learning Outcomes) which supports the Educated Person Ability that is covered.

| | Item(s) # |
|---|-----------|
| 1. Effective Communication | |
| a. Use standard English grammar and mechanics | 1-6 |
| b. Create work that addresses a given purpose and context and responds to the target audience | 1-6 |
| c. Present a central idea, supported by concrete, relevant details | 1-6 |
| d. Establish a clear and consistent sequence of ideas | 1-6 |
| 2. Critical Thinking | |
| a. Identify and analyze complex ideas | 1-6 |
| b. Determine a research focus and the nature and scope of information needed | 2-6 |
| c. Locate, evaluate, and use information effectively | 1-6 |
| d. Draw logical conclusions from information | 1-6 |
| e. Express well-reasoned or innovative perspectives | 1-6 |
| 3. Quantitative, Mathematical and Scientific Reasoning | |
| a. Demonstrate an understanding of mathematical, quantitative or scientific principles. | |
| b. Apply a scientific approach in asking questions | |
| c. Apply mathematical, quantitative, or scientific principles in solving problems | |
| d. Interpret numeric information in graphical forms | |
| 4. Social Interaction | |
| a. Evaluate ethical dimensions of decisions | 1-6 |
| b. Use teamwork to accomplish tasks in groups | 2-6 |
| c. Demonstrate an understanding of global, cultural and historical perspectives. | 1-6 |

Note: With respect to the four abilities listed above, the level of attainment achieved should reflect the needs of the specific program. **It is not necessary that individual courses address each outcome, yet, in total, all courses required by a program of study must together meet these goals.**

ADMINISTRATIVE PLANNING

Indicate the locations where the course will be offered (check all that apply):

Knight X Flanagan _____ Liston _____ Newport _____
Shepard _____ Westerly _____ Off-Campus _____ DL _____ Hybrid _____

Indicate time of day this course will be offered:

Days X Evenings _____ Weekends _____ Web _____

Indicate semester(s) the course will be offered: Fall X Spring X Summer _____

Indicate the course scheduling format: 15 weeks _____ 5 week module _____ Other 7 week

01

or

REQUESTED START DATE: 09 / _____ / 2017

FINANCIAL:

Will this course necessitate purchasing new capital equipment? Yes ☐ No ☒

If yes, type and source of funding for purchase:

Specify amount and type of additional operating funds required to support this course, including any software:

Will students be required to use a lab as part of the course? Yes ☐ No ☒

If yes, specify lab characteristics and lab preference (e.g., public computer lab, electronic classrooms, specific science lab, etc.):

Will course require a lab fee? Yes ☐ No ☒

Explain the reasons for requesting a lab fee. List specific items requiring replacement each semester/year.

ADMINISTRATIVE PLANNING continued:

Do current full-time or adjunct faculty possess requisite education/experience? Specify additional/unique training that may be required.

Will additional staff hiring be required to implement this course proposal?

Yes

☐

No

☒

If yes, specify requirements/skills:

What *additional* books, periodicals, data bases or other resources are needed in the Library to support the course?

If another department(s) will be impacted by this course offering, indicate the department(s) involved, the potential impact, and the principals involved in these discussions.



Professor Leslie Killgore

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Spring 2017

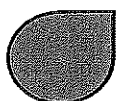
Office Hours:

TBD

Additional hours by appointment

Course #, CRN, Room, Day/Time

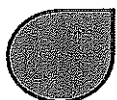
SOCS xx: Sociology of Work in Organizations



Overview:

This course requires no prerequisites and provides an introduction to the science of teamwork in formal organizations from the perspective of sociology. Sociology is the systematic study of human behavior, both as individuals and as groups. Sociology is the one field of study that tries to understand and describe the often unwritten and unrecognized social rules that underlie our individual and collective behavior. Sociologists study patterns that emerge when individuals interact with other individuals. We seek to explain where these patterns come from, why they have come to exist, and how they are maintained or changed.

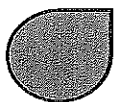
The purpose of this course is to teach students to think critically about—and develop concrete skills in—teamwork in the context of large organizations. A solid grasp of the materials presented in this course will enable you to analyze and understand some of the basic components of large organizations, the purpose of teamwork, and the kinds of skills needed to succeed as a member of a team.



Technology Requirements

This course makes use of an online site provided by McGraw-Hill called **Connect**. It is similar to Blackboard, and I make extensive use of it to provide you with information about the course, lecture and study materials, assignments, unanticipated schedule changes, due dates, grades, and so on. All assignments may be found on Connect, and are to be submitted via the Connect website.

It is important that you log on to Connect as soon as possible and familiarize yourself with the site. In addition, I expect you to check Connect regularly for updates and information about what is coming or what you may have missed due to absence. **DO NOT contact me with questions until you have looked on Connect for the answer.**



Course Objectives:

By the end of the semester you will:

1. Understand the behavior of individuals and groups in organizations
2. Describe stages of team development and several team building strategies
3. Apply tools for diagnosing and enhancing team effectiveness
4. Link qualities of successful teams to successful outcomes
5. Recognize, diagnose, and problem-solve team problems, such as conflict, time pressure, and different accountability systems
6. Develop specific teamwork skills (e.g., communication, problem-solving, conflict resolution)

You also will have opportunities to further develop some of the competencies of an educated person, as identified on the CCRI website: <http://www.ccri.edu/gened/educatedperson.html>.

1. Effective Communication

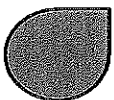
- Use standard English grammar and mechanics
- Create work that addresses a given purpose and context and responds to the target audience
- Present a central idea, supported by concrete, relevant details
- Establish a clear and consistent sequence of ideas

2. Critical Thinking

- Identify, analyze and understand complex ideas
- Locate, evaluate, and use information effectively
- Draw logical conclusions from information
- Express well-reasoned or innovative perspectives

4. Social Interaction

- Demonstrate an understanding of global, cultural, and historical perspectives

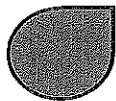


Textbook and Other Required Course Materials

My goal is to keep the cost of the text as low as possible. The basic text I will use is *Communicating in Groups: Applications and Skills, 9th edition*, by Katherine Adams (ISBN w Connect TBD: xxx). The presentation is online, although supplemental loose-leaf versions are available for purchase, both through the bookstore and via the publisher's website.

Our tentative schedule is as follows (check Blackboard regularly for updates). Because we will spend an uneven number of classes on each chapter, the schedule below is only approximate.

| TOPIC | CLASS SESSION |
|---|---------------|
| Course Introductions | 1 |
| *Sociology: Groups and Bureaucracies | 2-3 |
| Ch1: Small Groups as the Heart of Society | 4 |
| Ch2: Groups as Structured Open Systems | 5 |
| EXAM 1 | 6 |
| *Sociology: Social Interaction | 7 |
| *Sociology: Group Dynamics | 8 |
| Ch3: Communication Principles for Group Members | 9 |
| Ch4: Using Verbal and NonVerbal Messages in a Group | 10 |
| EXAM 2 | 11 |
| *Sociology: Cultural Formation | 12-13 |
| Ch5: Becoming a Group | 14 |
| Ch6: Working with Diversity in a Group | 15 |
| EXAM 3 | 16 |
| *Sociology: Functionalist and Conflict Perspectives | 17 |
| Ch7: Creative Thinking and Critical Thinking in a Small Group | 18 |
| Ch8: Group Problem-Solving Procedures | 19 |
| EXAM 4 | 20 |
| *Sociology: Power, Authority, and Leadership | 21 |
| Ch9: Managing Conflict Productively | 22 |
| Ch10: Leadership in Groups | 23 |
| EXAM 5 | 24 |
| Ch11: Planning, Organizing, and Presenting Oral Presentations | 25 |
| Presentations | 26 |
| Presentations | 27 |
| Presentations | 28 |
| Presentations | 29 |



Grading

Grading in this course evaluates both what you have learned and how well you can communicate that learning to me. Assignments are designed to assess your ability to synthesize and critically reflect on specific concepts and broad course themes. Writing matters—assignments provide you with practice and the opportunity to further develop skills needed in your later professional careers.

The grading structure assigns points as follows:

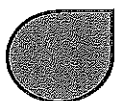
- Homework (LearnSmart in **Connect**) 30
- Short Answer Essay Exams 25
- Team Project 35

- Reflection papers
- Team plan and work assignments
- Oral presentation
- Participation (comments across a minimum of 10 classes) 05
- Attendance (each class is worth .42 points) 05

Due dates for homework and essay quizzes are published on Connect. All due dates, quiz dates, and assignments are available to you from the first day of the course/semester. Because this gives you plenty of advance notice, I do not accept late work. **Work that is handed in late or that fails to follow submission instructions will receive a zero.** (On rare occasions, I am willing to negotiate extensions to due dates when students contact me in advance.)

THERE IS NO EXTRA CREDIT AVAILABLE IN THIS COURSE.

| | | | |
|----|--------|----|-------|
| A | 93-100 | C+ | 77-79 |
| A- | 90-92 | C | 70-76 |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 60-66 |
| B- | 80-82 | F | <60 |



Attendance

Students earn attendance points for every class they attend or for which they receive an excused absence.

Excused absences depend on notifying me: anytime you are unable to attend class I expect the courtesy of notice via email or text message. I prefer advance notice, but if advance notice is not possible, I will accept notice up until 8:00a of the following day. I am happy to excuse student absences when I have been informed, and I DO NOT require doctor's notes, explanations, etc. Even so, recognize that absences will impact your ability to do well in the course and may contribute indirectly to a reduced grade.

Leaving class early without prior arrangement will reduce your attendance grade, as will habitual tardiness.

Exams may be rescheduled if your absence is excused, but make-ups must be completed within one week of the original date. Exams missed as a result of an unexcused absence may not be rescheduled and will receive a grade of zero, as will make-up quizzes that are not resolved within one week. Making up exams is on your own initiative; I will not remind you.



Participation

Students earn participation points for every class after which they submit a participation slip that documents their in-class comment or question (comments/questions

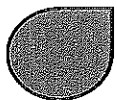
must be made OUT LOUD to the group and documentation must be turned in the day of the participation).

There are extensive opportunities for class discussion, and I expect you to do your part to contribute to them and to demonstrate your engagement in the course. I understand that some people do not enjoy speaking up, but I ask students to recognize that learning to do so is an important component of your college education. I expect you to make the effort and the grading rubric rewards those who do so. Students who fail to verbally participate during the semester will not accrue valuable points.

A cautionary note about discussion: you must respect the other people in the class, as well as the opinions they may express. Remarks that are purposefully inflammatory, derogatory, or insulting are unacceptable. In addition, comments or questions that are frivolous of the course material will not be awarded participation credit. Finally, comments made to a neighbor, but not to the class, are distracting and interruptive. I expect every effort to advance *group* discussion in a curious, substantive, and educative way.

Although perhaps obvious, I consider sleeping, texting, Internet surfing, and conversation unrelated to the lecture to be inappropriate. If you feel you must respond to a phone call or text message, please leave the room temporarily—***this behavior should be reserved for true emergencies***. Students who engage in these behaviors and disrupt my lecture or group discussion will be asked to leave the classroom.

****** Students are responsible for documenting their contributions to class discussion and submitting them to me. I will have index cards available at the classroom desk; you may also use your own paper. Students may submit ONE slip per class session. Provide name, date, and a summary of your comment or question.



Disability Statement

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the office of Disability Services for Students to coordinate reasonable accommodations. See www.ccri.edu/dss for the DSS Coordinator's contact information. I expect students with registered accommodations to initiate contact with me to make special arrangements for scheduled quizzes and exams. Otherwise, I expect that such students will take scheduled quizzes and exams under the conditions set for all students.



Academic Honesty

This class is one example of an educational community based on honesty and trust. Academic dishonesty represents an offense against the community and the integrity of the faculty-student relationship. I recognize that many people learn best when they learn together, and I encourage you to discuss the readings, concepts, and assignments with other members of the class. Nevertheless, I expect that the work you present on examinations is your own. During an in-class quiz or exam, use of an electronic device, observing another student's work, or communicating with another student will be considered cheating. As a student, you are responsible for avoiding plagiarism (defined as including, but not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another

person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials). Further, you are expected to develop and submit original work for this course, and you may not submit work you completed for another course to satisfy the requirements for this course. Failure to abide by this policy makes you subject to official disciplinary action as stated in the online *Student Handbook*

(http://www.ccrl.edu/advising/new_students/student_handbook/handbook.html#academic_dishonesty).

If you have questions or concerns about any part of this syllabus, feel free to contact me so that we may discuss them.

This syllabus is subject to change at any time at the discretion of the instructor, but usually as a consequence of weather-related class cancellations. Any adjustments to the schedule will be posted to Blackboard. Students are responsible for keeping current with changes made to this syllabus.