

# MANAGING

## INFORMATION ORGANIZATIONS

**\*\*Updated after Spring 2021 storm**



INF387C

Spring 2021

Asynchronous

NOTE: All updates marked in turquoise and underlined

### COURSE DESCRIPTION

In this course you will learn how to learn practical skills to manage people and projects. We will use an active learning approach to consider big questions that have practical consequences. The coursework encourages reflection and practice grounded in theoretical, philosophical, and empirical research. In learning how to manage individuals, teams, and projects, we will consider how accumulative actions help shape our world. Ultimately, the goal is to help you: develop an understanding of what it takes to be a manager; build confidence in your ability to lead others; and gain and develop skills and knowledge that will prepare you to manage and lead well.

### COURSE OBJECTIVES

In this course you will:

1. Articulate your strengths and areas for development as a manager.
2. Learn and think critically about managerial concepts, skills, perspectives, and experiences.
3. Translate theories and concepts into practical understanding; and
4. Learn and apply evidenced-based management skills, perspectives, & strategies effectively & ethically (for example: communication, conflict, feedback, project management, teamwork).

*Learn to manage and lead effectively, ethically, & sustainably by translating research into practices that build on your strengths.*

### COURSE STRUCTURE

This class is asynchronous. The course is organized using [Canvas](#) modules that correspond with each week in the semester. An orientation module is provided during the first week of the semester. To simplify your schedule, every assignment is due on Wednesday (except the final submission during final exams. Modules will become available each Thursday once the semester begins.

### INSTRUCTOR



#### **Brenda L. Berkelaar PhD**

she/her/hers

Slack: [managinginfoorgs.slack.com](https://managinginfoorgs.slack.com)

Email: [b.berkelaar@austin.utexas.edu](mailto:b.berkelaar@austin.utexas.edu)

Office Hours: [www.calendly.com/MeetDrB](https://www.calendly.com/MeetDrB)

NOTE: I dedicate at least 6 hours each week for office hours, typically by appointment on Tuesday - Thursday afternoons. My preferred form of communication is Slack. I check Slack before email. I usually respond within 1 - 2 business days.

### TABLE OF CONTENTS

<b>Course Description</b> .....	<b>1</b>
Course Objectives .....	1
Course Structure .....	1
<b>Instructor</b> .....	1
<b>Course Requirements and Assignments</b> .....	2
<b>Course Materials</b> .....	3
<b>Grading policies</b> .....	<u>33</u>
Grade Appeals.....	<u>33</u>
Late Work .....	<u>33</u>
Incompletes.....	<u>33</u>
<b>Course Schedule</b> .....	4
<b>Land Acknowledgements</b> .....	<u>77</u>
<b>Policies &amp; Services</b> .....	<u>77</u>
Accommodations for Documented Disabilities.....	<u>77</u>
Honor Code & Academic Honesty.....	<u>77</u>
Drop Policy.....	<u>77</u>
UT Email Address & Canvas... ..	<u>77</u>
Religious Holidays .....	<u>77</u>
Behavioral Concerns & COVID - 19 Advice Line (BCCAL) .....	<u>88</u>
Title IX Reporting .....	<u>88</u>
Prohibition on Sharing Course Materials without Permission .	<u>88</u>
Writing Coaching.....	<u>88</u>

## COURSE REQUIREMENTS AND ASSIGNMENTS

This course is designed to be valuable to you now and in the future by helping you prepare you for anticipated and unanticipated management challenges and opportunities. My goal is to work with you to develop your ability to apply course concepts to everyday practice. Detailed instructions & rubrics will be available on [Canvas](#).

- **Reflection, Integration, and Application Exercises | 55%**  
Weekly on Wednesdays | Objectives: 1, 2, 3, 4  
Each week you will be assigned a set of *brief pass/fail* reflection, integration, & application exercises relevant to the course readings for each week.
- **Get Help. Give Help (AKA Online Discussion) | 20% 25%**  
Weekly: ~~Thursday to~~ Wednesdays | Objectives: 2, 3, 4  
The purpose of online discussion is to engage *with* course content and *with* each other. Ask questions. Answer questions. Engage. Online discussions also provide a space place to improve your informal communication. Postings might include questions, responses, reflections, and applications of course materials; relevant outside material; or feedback. [Storm weeks excluded, see schedule.](#)  
  
Expect to post briefly at least 2 - 3 times *throughout* the week. We will be using [Slack](#), one of the dominant tools for workplace chats. Your "Get Help. Give Help" grade is based on: (a) *Consistent and beneficial contributions* to online discussion (pass/fail); (b) *Two self-reflections* on your online communication (letter grade).
- **Individual Self-Development Project | 10%**  
Objectives: 1, 2, 3, 4  
During the semester you will work on an individual project to help build or hone a skill you have identified as an area for development. This assignment will demonstrate your ability to: identify strengths and areas for development; learn and think critically when translating theories and concepts into practical understanding; learn and apply evidenced-based practices. The scope of the project should consider your available resources (e.g., time, money, bandwidth) to allow for a sustainable semester (letter grade).
- **Group "How-To" Project | 15%**  
Objectives 3, 4  
Working as a team, your group will develop a brief 7 - 15 minute "How-To" asynchronous presentation to educate managers, supervisors, & leaders about a particular topic from research. Your goal is to motivate your audience to develop a skill, learn & apply that skill, and then retain what they have learned (letter grade).

*Online discussions in courses have an (often understandably) bad reputation. They don't have to be this way.*

### **Re-imagine online discussion as a place to get help and give help.**

*Practice getting advice, giving advice, and working through dilemmas.*

*Think of online discussion as a conversation (back-and-forth "intellectual texting" or chatting) rather than a monologue regurgitating information to "prove" that you have read the assigned reading.*

*Instead consider your audience and how to connect with them in digital spaces. I chose Slack because it lets you practice communicating with real-world audiences using one of the dominant workplace tools.*

### **Seek to understand, to be understood, and to connect.**

*Not sure what to do? Ask. I'm happy to help. Plus, if you ask on Slack it also helps your grade and other people in the class will benefit from your curiosity.*

# COURSE MATERIALS

## REQUIRED

- Stable computer & internet connection with backup plan if possible
- Canvas <http://canvas.utexas.edu>  
Most readings and resources are available on Canvas at no additional cost
- Slack <https://managinginfoorgs.slack.com>  
No additional cost to use application on web, phone, or computer. You will receive an invitation using the email address on record with UT by the first day of class.
- Tulgin, Bruce (2014). *The 27 challenges managers face. Step-by-step solution to nearly all your management problems*. San Francisco, CA: Jossey-Bass [Available in digital, print, and audio formats in English & Spanish). Some paper copies are also available at the library (\$8 - \$12 used; \$17 - \$24 new digital, print, audio).

*If you have any difficulties getting any of these materials for any reason, let me know. I'm happy to help. We'll find a solution together. Also, if you want recommended resources, I likely have some. Just ask.*

## GRADING POLICIES

### GRADE APPEALS

If you want to appeal a grade, please know within one (1) week so we can get it sorted out. I encourage waiting 48 hours before submitting a grade appeal because this tends to improve people's decision making and communication especially if emotions are running high. (Plus, it's more pleasant for all involved). Please submit your appeal in writing with any relevant information. *You are responsible for keeping grading comments, submission receipts, and assignments through the end of the semester.* If I made a mistake, I'll fix it.

### LATE WORK

Meeting deadlines is an essential part of being an effective manager. So is learning how to negotiate deadlines and manage supervisors. I don't accept late assignments because it usually just prolongs stress and work for everyone. Instead, I provide students and team with 2 "golden tickets" for this course which provide 24 hours, no penalty, no questions asked extension. More information will be provided.

If you are still having difficulty meeting one or more deadlines, let me know as soon as possible, in advance of the deadline unless you have no means of contacting me. The earlier you let me know the more options we have. [To reiterate, if you can't let me know \(no power, internet, water, etc.\), we'll figure it out once we get basics services & needs in place.](#) Plus, being upfront and talking through possible options is good practice for the rest of life as well—because as recent months [continue to make have-made broadly](#) visible—things happen.

### INCOMPLETES

Incompletes are available for cases of last-minute medical or similar emergency. Documentation may be required. If you're not sure what to do, please ask. I'm here to help.

Grade	Percentage
<b>A</b>	<b>93.5 - 100%</b>
A-	89.5 - 93.4%
B+	86.5 - 89.4 %
<b>B</b>	<b>83.5 - 86.4%</b>
B-	79.5 - 83.4%
C+	76.5 - 79.4%
<b>C</b>	<b>73.5 - 76.4%</b>
C-	69.5 - 73.4%
D+	67.5 - 69.4%
<b>D</b>	<b>63.5 - 67.4%</b>
D-	59.5 - 63.4%
F	0 - 59.4

## Course Schedule

Week	Start	Due	Topic	Readings (organized by module and under Canvas > Files > Readings)	Tasks
<b>ORIENTATION   MANAGE COURSE</b>					
1	Tues, Jan 19	Weds, Jan 27	Course Orientation and Roadmap	<ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabus</li> <li><input type="checkbox"/> Linda A. Hill (2007). <i>Becoming the boss</i>.</li> <li><input type="checkbox"/> Ans De Vos, Beatrice Van der Heijden, &amp; Jos Akkermans (2020). <i>Sustainable careers: Towards a theory</i></li> <li><input type="checkbox"/> Palena Neale (2020). <i>Serious leaders need self-care too</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Module 1 (readings, exercises, discussion prompts) on Canvas</li> <li><input type="checkbox"/> Chat on Slack to "Get Help. Give Help"</li> <li><input type="checkbox"/> Schedule appointment with Dr. B</li> </ul>
<b>INDIVIDUAL   MANAGE YOURSELF</b>					
2	Thurs, Jan 28	Weds, Feb 3	Who am I? Understanding Yourself	<ul style="list-style-type: none"> <li><input type="checkbox"/> Arthur Rubens &amp; Ryan Schaffer (2018). <i>Self-awareness and leadership</i></li> <li><input type="checkbox"/> Hermina Ibarra (2014). <i>Self-awareness in leadership development is sound, but insufficient</i>.</li> <li><input type="checkbox"/> Tasha Euruch (2018). <i>What self-awareness-really is (and how to cultivate it)</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Module 2 which includes VIA Character strengths survey exercise</li> <li><input type="checkbox"/> Identify goal &amp; scope for individual self-development project</li> <li><input type="checkbox"/> Chat on Slack to "Get Help. Give Help"</li> </ul>
3	Thurs, Feb 4	Weds, Feb 10	Who am I? Who are you? Understanding yourself and others.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paul E. Madlock (2008). <i>Link between leadership style, communicator competence &amp; employee satisfaction</i></li> <li><input type="checkbox"/> Tal Eyal, Mary Steffel &amp; Nicholas Epley (2018). <i>Perspective-taking doesn't help you understand what others want</i>.</li> <li><input type="checkbox"/> Bruce Tuglan (2014). <i>The 27 challenges managers face</i>. Ch. 1</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Module 3 which includes Communication Competence assessment</li> <li><input type="checkbox"/> Chat on Slack to "Get Help. Give Help"</li> </ul>
<b>GROUP   MANAGE YOURSELF AND OTHERS</b>					
4	Thurs, Feb 11	Weds, <a href="#">Mar 3</a>	How can we find good people to work with? Personnel Selection	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bruce Tuglan (2014). <i>The 27 challenges managers face</i>, Ch. 2</li> <li><input type="checkbox"/> Lauren A. Rivera (2012). <i>Hiring as cultural matching</i></li> <li><input type="checkbox"/> Brenda L. Berkelaar (2014). <i>Cybervetting, online information, and personnel selection</i>.</li> <li><input type="checkbox"/> Erin E. Donovan (2015). <i>Difficult conversations</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Module 4 which includes Tolerance of Ambiguity and Interview exercises</li> <li><input type="checkbox"/> Chat on Slack to "Get Help. Give Help" (<a href="#">Will count posting 2 - 3 times for entire module rather than week given storm</a>)</li> <li><input type="checkbox"/> Select group members</li> </ul>
5	<a href="#">Thurs Mar 4</a>	<a href="#">Weds Mar 10</a>	How do we find common ground and manage conflict?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Jeanne Brett, Kristen Behfar &amp; Mary C. Kern (2006). <i>Managing multicultural teams</i>.</li> <li><input type="checkbox"/> Karen A. Jehn &amp; Elizabeth A (2001). <i>Dynamic nature of conflict</i></li> <li><input type="checkbox"/> Sally Maitlis &amp; Hakan Ozcelik (2004). <i>Toxic decisions processes: A study of emotion and organizational decision making</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Module 5 which includes Conflict Styles exercise</li> <li><input type="checkbox"/> Chat on Slack to "Get Help. Give Help"</li> <li><input type="checkbox"/> Submit rules of engagement for group project with project roles</li> </ul>

6	<a href="#">Thurs. Mar 11</a>	<a href="#">Weds. Mar 24</a>	How do we coordinate groups? Setting ground rules and managing expectations.	<input type="checkbox"/> Willibald Ruch, Fabian Gander, Tracey Platt & Jennifer Hoffman (2018). <i>Team roles: Their relations to character strengths and job satisfaction.</i> <input type="checkbox"/> Daniel C. Feldman (1984). <i>The development and enforcement of group norms.</i> <input type="checkbox"/> Re-read instructions for group "How-To" project	<input type="checkbox"/> Complete Module 6 which includes Team Roles exercise <input type="checkbox"/> Chat on Slack to "Get Help. Give Help" <input type="checkbox"/> Submit top 3 topic choices for group project <input type="checkbox"/> Submit Reflection 1 for Get Help, Give Help
<a href="#">** Not expected to work or post on class during Spring Break - Use time in way that helps you have sustainable work under current conditions)</a> <b>SPRING BREAK   March 15 - 20</b>					
7	<a href="#">Thurs. Mar 25</a>	<a href="#">Wed. Mar 31</a>	How do we manage projects well?	<input type="checkbox"/> Alan Cline (2015). <i>The birth of a project: Portfolio management.</i> <input type="checkbox"/> Shelly A. Brotherton, Robert T. Fried & Norman S. Eric. (2008). <i>Applying the work breakdown structure.</i>	<input type="checkbox"/> Complete Module 7 which includes Budget exercise <input type="checkbox"/> Chat on Slack to "Get Help. Give Help" <input type="checkbox"/> Submit Project Breakdown
8	<a href="#">Thurs. Apr 1</a>	<a href="#">Wed. Apr 7</a>	How do we manage projects well?	<input type="checkbox"/> Caitlin C. Rosenthal (2018). <i>How slavery inspired modern business practices.</i> <input type="checkbox"/> Viktoria Stray, Nils Brede Moe, Dag I. K. Sjøberg (2018). <i>Daily Stand-up meetings: Start breaking the rules</i> <input type="checkbox"/> Kathryn Heath & Brenda F. Wensil (2019). <i>To build and inclusive culture, start with inclusive meetings.</i>	<input type="checkbox"/> Complete Module 8 which includes Ideal Meeting exercise <input type="checkbox"/> Chat on Slack to "Get Help. Give Help" <input type="checkbox"/> Provide feedback on your group <input type="checkbox"/> Provide update on individual self-development project
9	<a href="#">Thurs. Apr 8</a>	<a href="#">Weds. Apr 14</a>	How do we motivate others?	<input type="checkbox"/> Manuel Guillén, Ignacio Ferrero & W. Michael Hoffman (2014). <i>Neglected ethical &amp; spiritual motivations in the workplace.</i> <input type="checkbox"/> Bruce Tulgan (2014). <i>The 27 challenges managers face, Ch 6</i> <input type="checkbox"/> AOM Insights (2019). <i>Why women don't delegate as much as men</i> <input type="checkbox"/> Steven Kerr (1975). <i>On the folly of rewarding A while hoping for B.</i>	<input type="checkbox"/> Complete Module 9 which includes Intrinsic/Extrinsic Motivation exercise <input type="checkbox"/> Chat on Slack to "Get Help. Give Help" <input type="checkbox"/> Submit draft or prototype of group project
10	<a href="#">Thurs. Apr 15</a>	<a href="#">Weds. Apr 21</a>	How do we work towards inclusive workplaces? Diversity, equity, and inclusion.	<input type="checkbox"/> Deborah R. Litvin (2006). <i>Diversity: Making space for a better case.</i> <input type="checkbox"/> AOM Insights (2019). <i>Being a token is more difficult for some employees</i> <input type="checkbox"/> AOM Insights (2019). <i>When diversity increases absenteeism</i> <input type="checkbox"/> Monica Cox (2019). <i>Stop "playing" diversity games with people of color.</i> <input type="checkbox"/> Robin Ely (2020). <i>Getting serious about diversity: Enough already with the business case.</i>	<input type="checkbox"/> Complete Module 10 which includes Perspective Taking & Listening exercise <input type="checkbox"/> Chat on Slack to "Get Help. Give Help"

11	<a href="#">Thurs, Apr 22</a>	<a href="#">Weds, Apr 28</a>	How can I fairly evaluate myself and others? Feedback and Performance Assessments	<input type="checkbox"/> Frederik Anseel, Karoline Strass, & Filip Lievens (2017). <i>How future work selves provided feedback</i> <input type="checkbox"/> Jean-François Mazoni (2002). <i>A better way to deliver bad news</i> <input type="checkbox"/> Bruce Tuglan (2014). <i>The 27 challenges, Ch. 3-5</i>	<input type="checkbox"/> Complete Module 11 which includes Perspective Taking & Listening exercise <input type="checkbox"/> <a href="#">Submit Group Project to Class</a> <input type="checkbox"/> <a href="#">Schedule Final Meeting with Dr. B</a> <input type="checkbox"/> Chat on Slack to "Get Help. Give Help"
<b>ORGANIZATIONAL   MANAGE IN SYSTEMS AND STRUCTURES</b>					
12	<a href="#">Thurs, Apr 29</a>	<a href="#">Weds, May 5</a>	Where do I fit in the system? Organizational Structures	<input type="checkbox"/> Michael Goold & Andrew Campbell (2002). <i>Do you have a well-designed organization?</i> <input type="checkbox"/> Bruce Tuglan (2014). <i>The 27 challenges, Ch. 7</i>	<input type="checkbox"/> Complete Module 12 which includes a System/Structures exercise <input type="checkbox"/> <a href="#">Submit peer feedback for teams</a> <input type="checkbox"/> <a href="#">Submit feedback on group projects</a> <input type="checkbox"/> Chat on Slack to "Get Help. Give Help"
13	<a href="#">Thurs, Apr 22</a>	<a href="#">Weds, Apr 28</a>	How do we manage our managers? Persuasion & Negotiation	<input type="checkbox"/> Elizabeth Welsh, Kevin E. Henderson & Erica Diehn (2019). <i>Aren't bosses supposed to manage you?</i> <input type="checkbox"/> Jeanne Brett & Leigh Thompson (2016). <i>Negotiation</i> <input type="checkbox"/> Summary of Roger Fisher & William Ury's <i>"Getting to yes: Negotiating agreement without giving in"</i>	<input type="checkbox"/> Complete Module 13 which includes Persuasion/Negotiation exercise <input type="checkbox"/> Chat on Slack to "Get Help. Give Help" <input type="checkbox"/> Submit Group Project to class: <input type="checkbox"/> <a href="#">Schedule final meeting with Dr. B</a>
14	<a href="#">Thurs, Apr 29</a>	<a href="#">Weds, May 5</a>	How can we encourage wellbeing at work? Culture, Climate	<input type="checkbox"/> <i>Re-read:</i> Ans De Vos, Beatrice Van der Heijden, Jos Akkerman (2020). <i>Towards a sustainable career:</i> <input type="checkbox"/> Arnold Bakker & Patricia L. Costa (2014) <i>Chronic job burnout and daily functioning:</i> <input type="checkbox"/> Pick 1-2 readings on technostress or workplace bullying <input type="checkbox"/> Heri Pirkkalainen, Markus Salo, Monideept Tarafdar & Markus Makkonen (2019). <i>Deliberate or instinctive? Proactive and reactive coping for technostress:</i> <input type="checkbox"/> Gloria Mark, Shamsi T. Iqbal, Mary Czerwinski, Paul Johns & Akane Sano (2019). <i>Email duration, batching and self-interruption: Patterns of email use on productivity and stress:</i> <input type="checkbox"/> Morten Birkeland-Nielsen & Ståle Valvatne Einarsen (2018). <i>What we know, what we do not know, and what we should and could have known about workplace bullying: An overview of the literature and agenda for future research</i> <input type="checkbox"/> Megan Paull, Maryam Omari, Peter Standan (2012). <i>When is a bystander not a bystander? A typology of the roles of bystanders in workplace bullying:</i>	<input type="checkbox"/> Complete Module 14 which includes Sustainable Work assessment <input type="checkbox"/> Chat on Slack to "Get Help. Give Help" <input type="checkbox"/> Submit Peer-Feedback for Teams <input type="checkbox"/> Provide feedback on group projects  <p><u>NOTE: If you are interested, I'm happy to meet with any students who would like to talk about the material we will not be covering because of the storm. I will also upload the exercises and assessment for the two cancelled weeks once the course is reset and basic services are restored.</u></p>
15_ <a href="#">Exam week</a>	TBD	<a href="#">Based on final exam date</a>	How can you build on what you've learned?		<input type="checkbox"/> Submit Independent Self-Development Project <input type="checkbox"/> Submit Final Reflection: Get Help. Give Help.

## LAND ACKNOWLEDGMENT

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, [Lipan Apache](#), [Alabama-Coushatta](#), Kickapoo, [Tigua Pueblo](#), and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.”

To learn more, see:

- [Land Acknowledgements](#) from the Committee on Land Acknowledgement, Program in Native American and Indigenous Studies (NAIS), The University of Texas at Austin
- [Beyond Territorial Acknowledgements](#) at [Âpihtawikosisân.com](#); and the
- The [Indigenous Cultures Institute](#)

## POLICIES & SERVICES

### ACCOMMODATIONS FOR DOCUMENTED DISABILITIES

Please let us know if you need accommodations and provide a copy of the letter issued by Services for Students with Disabilities. The University of Texas at Austin provides appropriate academic accommodations, upon request, for qualified students with disabilities. Students who require special accommodations are encouraged to report to the Division of Diversity & Community Engagement, Services for Students with Disabilities, (512) 471-6259 <http://www.utexas.edu/diversity/ddce/ssd/>

### HONOR CODE AND ACADEMIC HONESTY

Students are responsible for conducting themselves with honor and integrity. I expect you to follow the University Honor Code: “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community” (Catalog, 2013-2014). You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including possibility of failure in the course and/or dismissal from the University. For more information visit the Student Judicial Services site:

<http://deanofstudents.utexas.edu/sjs>

### DROP POLICY

There are limits on when and how often you can drop a course. See University Policies (<http://registrar.utexas.edu/docs/catalogs/gi/ut.cat.gi0809.pdf> ) and contact your advisor to determine options.

### UT EMAIL ADDRESS & CANVAS

To avoid missing crucial course or university information, we expect you to check email and Canvas regularly. (We recommend once a business day. University policy requires that you keep your official email address up to date. We use Canvas for communication, submitting assignments, and accessing course materials. All course announcements will be made on Canvas.

### RELIGIOUS HOLIDAYS

If you will be absent to observe a religious holiday, UT requires you notify your instructor at least 14 days prior to dates you will be absent. If you meet this requirement, I will allow one week to complete the missed work.

## BEHAVIORAL CONCERNS & COVID-19 ADVICE LINE (BCAL)

If you have concerns about odd or unusual behavior by someone or have questions about COVID-19 and need support and resources, call the BCCAL at: 512-232-5050 or [use the online forms](#).

## TITLE IX REPORTING REQUIREMENTS

"Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported.

If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419."

## SHARING OF COURSE MATERIALS IS PROHIBITED

"No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course."

[If you would like to share something from the class with someone else, please ask. We can often find a solution.]

## CRAFTING ASSIGNMENTS

In the spirit of [job crafting](#), if you have a different idea for an assignment or want to redesign an assignment in a way that would fulfill the course objectives, let me know. Why? It can encourage engagement, resilience, and thriving. We just need to ensure it is equivalent work towards the same objectives.

## WRITING COACHING AND TRAINING

We encourage you to schedule appointments for coaching and feedback from the University Writing Center (<http://uwc.utexas.edu/>) to build on strengths and address opportunities for improvement. Their services are included as part of your tuition and fees.

NOTE: For complete set of university policies please see: <https://policies.utexas.edu/>, in particular the [Institutional Rules on Student Services and Activities](#), the [University Code of Conduct and the University's Student Honor Code](#).