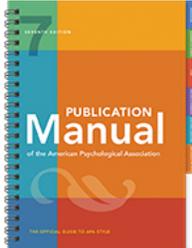## Class Information

Meeting: Wednesdays and Fridays 2:10 – 3:25 PM via Zoom (call info will be on Moodle)

Email and drop-in hours: abrawley@gettysburg.edu, Mondays 9 – 11 AM and Thursdays 2 – 4 PM via Zoom

Required Materials & Tools

We'll use Zoom for course meetings.

Be sure you have access to the APA *Publication Manual* (7th edition; not 6th).

All required readings will be available on Moodle or through Musselman Library.

Check Moodle and your College email regularly.

Course Goals

OMS focuses on issues within and around work organizations, including their place in society at large. However, these are not static issues: society, organizations, workers, and jobs are all continually changing.

The gig economy – that is, a situation where short-term contracting work is common – embodies many of these ongoing changes. When you call an Uber, is that driver "working"? Who's their boss? Why do they do this work?

This course embraces the mindset of evidence-based management, meaning we will focus especially on building our skills around the evaluation of rapidly-emerging and constantly-evolving evidence. This is necessary to understand a topic like the gig economy, but this is also meant to set you up with tools for life post-Gettysburg; to paraphrase the founder of evidence-based medicine, David Sackett:

> **"Half of what you learn in school will be shown to be either dead wrong or out of date within five years of your graduation; the trouble is that nobody can tell you which half – so the most important thing to learn is how to learn on your own."**

To meet that goal, we'll explore not only how work is changing, but also how we as managers and critical scholars (or just as people with jobs!) can shape the future of work. This class will challenge you to flex the critical thinking skills you've been building in the OMS major. We'll consider how OMS knowledge can (and can't!) be applied to work, and we'll also have stretch ourselves beyond our OMS "bubble" to other relevant domains of knowledge, like filing taxes (I promise you'll see the thrill when we get there), programming and app design, housing, travel, transportation, and many others.

You can expect the following outcomes of your work in this course.

1. You'll learn about the major trends in changes to work, workers, and workplaces.
2. Specific to the gig economy, you'll gain expertise in its two key components: (a) employee classification and (b) gig work platforms.
3. You'll practice evaluating a variety of resources relevant to OMS, with a special focus on nontraditional resources.
4. You'll practice writing quality reports and communicating with your peers both formally and informally.
5. You'll learn about where OMS fits in the bigger picture of the world of work and where it intersects with other fields.
6. You'll practice applying OMS knowledge to real issues happening right now in the world of work.

Course Requirements

COVID-19 considerations: We are living in interesting times. We are living in interesting times. I will work with you to accommodate whatever we might encounter this semester, but to best do that, please keep me updated if something is going on. This includes your physical health as well as the many other circumstances that could be impacted right now (e.g., financial, family, mental health). Know that I won't require private health or other personal details – I'll just need to know how you'll be affected in our class. Note that I will expect you to **not** attend class if you feel or think you could be sick; please prioritize your health and the health of others around you. Rest assured that I'll make appropriate plans and exceptions on a case-by-case basis for health concerns this semester. This set of considerations will apply across the board to grading and all other policies noted here.

Assignment	Points Each	#	Total Points (% of Grade)
Participation			
Class participation	2	× 23 (of 25 possible)	46 (18%)
Participation prep assignments	2	× 19 (of 21 possible)	38 (15%)
Mini-presentations	5	× 2	10 (4%)
Exams			
Midterm exam	20	× 1	20 (8%)
Final exam	30	× 1	30 (12%)
Paper #1: Literature review paper			
Topic submission	2	× 1	2 (1%)
Annotated bibliography	10	× 1	10 (4%)
Complete literature review paper	35	× 1	35 (14%)
Paper #2: Empirical or theoretical paper			
Proposal	10	× 1	10 (4%)
Project updates	1	× 2	2 (1%)
Polished draft	5	× 1	5 (2%)
Paper reviews	4	× 2	8 (3%)
Complete report	40	× 1	40 (16%)

Total possible points: 256

Grade	%				
		B	82.5 – 87.4%	D+	67.5 – 69.9%
A	92.5%+ (of 256 points)	B-	80.0 – 82.4%	D	62.5 – 67.4%
A-	90.0 – 92.4%	C+	77.5 – 79.9%	D-	60.0 – 62.4%
B+	87.5 – 89.9%	C	72.5 – 77.4%	F	0 – 59.9%
		C-	70.0 – 72.4%		

Grades will be provided to you on an ongoing basis via Moodle. Address concerns early. Any concerns about specific grades should be addressed within one week of the grades being posted on Moodle. Note that one requirement for graduating with departmental honors is to earn a B+ or better in your capstone.

Class participation: Participation will be graded on all non-exam dates from Aug 21st through Dec 2nd (that is, excluding the first and last day of class) in various formats, tailored the course materials. You must be in class to earn participation credit.

Of the 25 possible participation grades, only your 23 highest scores will officially count towards your grade. (Therefore, if you need to miss regular class dates for any reason, you're covered for two possible absences.) If you earn all 25 grades, the last two grades will count as bonus.

You'll be informed about how participation will be graded each day, but in general:

- **full participation credit** will be awarded to students who come to class prepared; contribute readily to the conversation or activity without dominating it; make thoughtful, "on point" contributions; show interest in and respect for others' views; participate actively in small groups; and push discussions to a "deeper" level of analysis.
- **reduced participation credit** will be awarded to students who come to class prepared and make thoughtful comments or contributions <u>when called upon</u>; show interest in and respect for others' views; and participate actively in small groups. These students show interest in the discussion or activity and listen attentively, but <u>passively</u>.
- **further reduced – or even "0" – participation credit** will be awarded to students who miss class (or a key part by arriving late or leaving early), show evidence of minimal preparation, provide incorrect, irrelevant, or inappropriate answers to questions and avoid or are distracted from participation altogether (e.g., by technology).

Participation prep assignments: In order to prepare for high quality class sessions, you'll complete brief preparatory assignments (typically from ½ to 1 page long). Formats vary depending on our class goals for the day, but generally you'll be asked to engage with the assigned materials prior to our class meeting. Typed, hard copies must be turned in during class.

Of the 21 possible prep assignment grades, only your 19 highest scores will officially count towards your grade. (Therefore, if you need to miss regular class dates for any reason, you're covered for two possible absences.) As with the participation grades, if you earn all 21 of these grades, the last two grades will count as bonus.

There are a few dates, marked with asterisks (**) in the course schedule, where a prep work assignment will not be due.

Mini-presentations: Twice during the semester, you will deliver a brief solo presentation – lasting 5-8 minutes, plus any Q&A – about a particular gig work platform or setup (mini-presentation #1) and about a topic of your choosing that is relevant to the changing nature of work (for example, a recent news story, recent changes or developments in an industry you're interested in; mini-presentation #2).

Everyone will deliver mini-presentation #1 on the same scheduled date(s). Mini-presentation #2s will be scheduled to happen throughout the semester.

Exams: Exams will be based on the readings, lectures, and in-class discussions and activities (in short, everything will be fair game). Exams will vary in format and may include multiple choice, short answer, true or false, matching, and essay items.

Literature review paper and theoretical/empirical paper: Due dates for each part of these papers are listed in the schedule, and details will be provided. All students will complete (1) a literature review on a topic of their choosing, as well as (2) a separate second project that is <u>either</u> empirical or theoretical.

The second project can build on your literature review, or it can be on a new topic. Topic selection is generally open but must relate to the changing nature of work and/or the changing nature of OMS. I encourage you to choose something you find personally valuable and/or interesting that fits within those areas.

Though not required, there are a number of resources and opportunities available to you to get the most out of your capstone project. The capstone course is a lot of work, so that makes it a great chance to get some more mileage out of your efforts.

- You can apply for research funding to enhance your project beyond what you could've done otherwise (https://www.gettysburg.edu/offices/student-scholarly-engagement/undergraduate-research-creative-activity/funds-for-senior-projects)
- You can apply to present your work on campus at Celebration in May (https://www.gettysburg.edu/celebration/)
- You can apply for funding to present your work at off-campus professional conferences (https://www.gettysburg.edu/offices/student-scholarly-engagement/undergraduate-research-creative-activity/funds-for-student-professional-papers-and-conferences; and I'm happy to help you find a conference where your project would be a good fit)
- I also regularly nominate papers for Gettysburg's repository, *The Cupola* (https://cupola.gettysburg.edu/mgmtstu/)

Other Important Policies & Information

General attendance policy: For planned (or emergency) absences in which there is work to possibly be made up, email me with documentation prior to the absence (or ASAP). If an assignment is due on a day you miss, submit it early for full possible credit (e.g., leave it in my department mailbox, send it to class with a classmate) or submit it upon your return at the peril of the late work penalty (see below).

In case you may need to miss our class meeting (e.g., an interview, an illness), only your top 22 of 24 class participation scores and top 18 of 20 prep work scores will be officially counted towards your grade.

Electronic devices: Of course, electronic devices are essential to our being able to meet virtually for class this semester, but please keep in mind the above section on class participation grades in terms of setting yourself up to be focused on our class meetings. Start practicing the professional habits now of using self-control and/or site-blocking browser add-ins, as well as putting away your phone during our meetings.

Late work policy: Late submissions result in an immediate 20% deduction if an assignment is not turned in on time, plus another 20% deduction for each additional 24 hours it is late. Be sure that any submitted files are the correct, working file.

Honor Code: The Honor Code is taken seriously in our class in order to maintain our reputation as a department and as an entire college. Consider this capstone course a final practice run for your behavior in the real world and the workplace after Gettysburg.

Requesting accommodations: If you need accommodations to support your learning, contact Academic Advising to develop an Individual Education Accommodation Plan (IEAP), then share your IEAP with me at least two weeks before the first time you'll need the accommodation.

OMS 405, Advanced Topics in IOD and OS: The Gig Economy, Fall 2020
Dr. Brawley Newlin, Gettysburg College

Course Schedule

Any changes to this schedule will be communicated to you. Readings and prep work instructions will be posted on Moodle.

Date	Topic	Key Dates
W 8/19	What is gig work?	
F 8/21	" "	Signing up for mini-presentation dates and topics
W 8/26	This ain't a new problem, folks!	**Meet-and-greet deadline & literature review topic due**
F 8/28*	" "	Library session #1
W 9/2	" "	**Annotated bibliography due ****
F 9/4	" "	
W 9/16	Exploring platforms	**Platform presentations (mini-presentation #1) due**
F 9/18	" "	**Platform presentations (mini-presentation #1)**
W 9/23	" "	
F 9/25	Evidence-based management	
W 9/30	" "	Library session #2
F 10/2	" "	**Literature review due ****
W 10/7	Being a gig worker	
F 10/9	" "	
W 10/14	" "	
F 10/16	**Midterm exam (What is gig work? – Being a gig worker)**	
W 10/21	Measuring the gig economy	
F 10/23	Worker issues	
W 10/28	" "	**Project proposal due**
F 10/30*	Fairness	
W 11/4***	" "	
F 11/6	Bigger picture impacts	**Project update #1 (in class)**
W 11/11	" "	
F 11/13	Is the gig economy good?	**Project update #2 (in class)**
W 11/18	" "	
F 11/20	What gig work means for us	**Polished draft of final paper due ****
	Thanksgiving break – no class meeting	
W 12/2	" "	**Paper reviews due ****
F 12/4	Course wrap-up	**Complete paper due**
Wed 12/8 AM	**Final exam (Worker issues – What gig work means for us)**	

** = no prep work will be due; but participation will still be graded on this date.
* 8/28: Last day to drop/add courses, 10/30: Last day to withdraw with a final grade of "W" (instead of A-F grade).
*** 11/3: US Presidential election day – be sure to plan ahead! To register to vote, check if you're registered to vote, find your polling place, get a mail-in ballot, and more, you can visit vote.org.