



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Letters and Sciences Department Interdisciplinary and Liberal Studies  
 Subject BIS Number 343 Title Social Processes in Organizations Units: 3

Is this a cross-listed course? No  
 If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_

Course description:  
 Examines the interdisciplinary nature of social processes and human interactions across a number of different organizational contexts.

**Requested designation:** Literacy and Critical Inquiry-L

*Note- a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
 For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Fine Arts and Design core courses (HU)
  - Social and Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SQ/SG)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)
  - Cultural Diversity in the United States courses (C)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

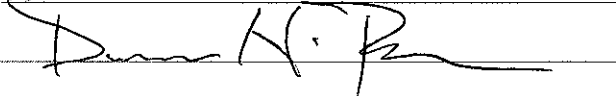
**Contact information:**

Name Dr. Duane Roen Phone 480-727-6513

Mail code 1901 E-mail: duane.roen@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Duane Roen Date: 10/30/2013

Chair/Director (Signature): 

Arizona State University Criteria Checklist for  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Course Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".                     </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Course Syllabus, text TOC
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".                     </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Course Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".                     </div> C-3			

<b>ASU - [L] CRITERIA</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p> <p style="text-align: right;">Course Syllabus</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".</p> </div>		
<p>C-4</p>		

Course Prefix	Number	Title	Designation
BIS	343	Social Processes in Organizations	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

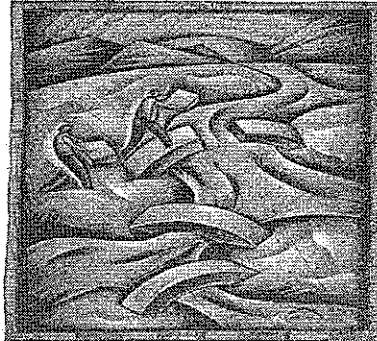
Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	Well more than 50% of the course grade comes from individually written assignments - these include seven core written assignments, and weekly essays / written responses to discussion topic questions / prompts (students also comment on at least three of their peers initial discussion topic postings).	The syllabus shows that 77% of the student's grade comes from seven written assignments and seven discussion topic-based essays. All are written, individual (not group) assignments. The remaining 23% comes from readings quizzes.
C2	All of the writing assignments / discussion topic essays involve the gathering, interpretation and evaluation of evidence.	A detailed description of the writing assignment / discussion topic essays demonstrate that they each require different forms of gathering, interpretation and evaluation of evidence.
C3 & C4	There are seven core, substantial writing assignments and five discussion topic / essay assignments arranged throughout the term so that the students will receive timely feedback to help them do better on the subsequent assignments. Detailed feedback (both individualized and group feedback announcements) are provided weekly.	The syllabus shows that there are seven substantial writing assignments and seven discussion topic / essay assignments, and that they are arranged evenly throughout the term so that the students can receive timely feedback to help them do better on the subsequent assignments.

**BIS 343: Social Processes in Organizations**

**Bachelor of Interdisciplinary Studies Program**

**7-Week Accelerated / ASU Online**

**Arizona State University**



**Instructor**

David A. Thomas, Ph. D.

Office: UASB 212

Office Phone: (480) 727-7061

Office Hours: Varies – E-mail me to set up an appointment

**E-Mail: [david.thomas@asu.edu](mailto:david.thomas@asu.edu)**

- \*\* When e-mailing, please make the **subject line** useful by including
- a) your last name
  - b) a word or two that captures the main point of your email.

In the ***body*** of your email, you might want to include your **PHONE NUMBERS**, in case it is faster/better for me to contact you that way.

*Please make a good effort to use the class website materials to find basic information before you send me an e-mail. You'll find answers to most of your questions if you just read the materials carefully. So, out of respect for your time (and mine) and to get you your answer ASAP, please start with your materials. After that, if you have a special situation or need clarity, by all means send me an e-mail. Thank you!*

**Course Overview**

This particular course, unlike some other college courses you may have taken, isn't about the simple conveyance of facts to fill your head. BIS 343 moves beyond that, and will provide you with questions, self assessments, discussion topics, challenging quizzes, and assignments that encourage your development as a careful, constructively critical, integrative thinker and communicator. The course will help guide you deeper, into more comprehensive thinking about yourself, about the nature of organizational behavior and the social sciences at work, and about the multifaceted nature of social processes in different contexts.

## Course Description

Drawing on the organizational behavior literature, this course examines the interdisciplinary nature of social processes and human interaction across a number of different organizational contexts.

## Course Objectives

### **An in-depth look at social processes in organizations**

- ◆ Acquire knowledge of the interdisciplinary field of organizational behavior by integrating insights from cognitive and social psychology, and sociology, as well as behavioral and social perspectives on communication, leadership & management.
- ◆ Demonstrate a clear understanding of personal qualities, values, and skills associated with effective social processes associated with individuals and small groups.

### **Factors influencing social processes**

- ◆ Identify internal influences associated with personality, values / perceptions, and motivation.
- ◆ Explore individual differences in interpersonal organizational behavior, demonstrate self-awareness with respect to internal influences such as self-concept, personality, motivation, and intelligence.
- ◆ Explore individual differences with respect to the our perceptions / mental models, context, and social influences.

### **Principles of organizational behavior**

- ◆ Discuss the basic elements of individual and organizational learning and performance, including psychological contracts and behavioral factors associated with organizational learning and performance assessment.
- ◆ Analyze behaviors associated with dyadic and small group social processes in organizations, including personal growth, group dynamics, team problem solving, and conflict / conflict resolution.
- ◆ Describe social processes associated with fostering an environment of creativity and group innovation.
- ◆ Understand the behavioral and social aspects of power and influence across a number of different contexts
- ◆ Assess individual strengths and opportunities for improvement with respect to assessing and managing human performance issues
- ◆ Understand group negotiation styles and approaches from a social process / human relations perspective.

### **Literacy and critical inquiry**

- ◆ The vast majority of your grade in this course will depend upon writing, including multiple substantial writing tasks (Discussion Topics and Papers) arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.
- ◆ Papers and Discussion Topics require the gathering, interpretation, and evaluation of evidence.

Comment [DT1]: C1 / C4

Comment [DT2]: C2

**Text Books / Course Readings**

The following textbook and materials are required for the course:

- Osland, J. S., Kolb, D. A., Rubin, I. M. (2007). **Organizational Behavior: An Experiential Approach** 8<sup>th</sup> Edition. Pearson Prentice Hall.
- **Course Website** – You’ll find all of the other required readings available online under the *Readings links* posted under the *Course Home* and *Learning Modules 1 – 7* navigation tabs.

**Grading Policy / Assignment Weighting**

Students in this course will be required to complete short writing assignments in conjunction with activities in the textbook and online readings, perform limited library/internet research, participate in online discussion topics, and take a series of quizzes on the reading materials.

Learning Module	Task(s) To Be Completed	Points
Learning Module 1	<i>Checking in activities:</i> 1) Check-in and introductions activity	10
	<i>Readings:</i> 1) Osland, chapters 1 - 3	
	<i>Assignments:</i> 1) Discussion Topic #1: Psychological Contracts, Individual and Organizational Learning	50
	2) Assignment #1: Social Styles and Connections to Your Behaviors Across Contexts	50
Learning Module 2	<i>Readings:</i> 1) Osland, chapters 4 - 7	
	<i>Quizzes:</i> 1) Readings quiz: Osland – Chapters 1 - 7	50
	<i>Assignments:</i> 1) Discussion Topic #2: Personality and Associated Behavioral Implications	50
	2) Assignment #2: Conditioning influences self-assessment and reflection	50
Learning Module 3	<i>Readings:</i> 1) Osland, chapters 8 - 11 2) Supplementary readings: Perception, attention, mental models	
	<i>Assignments:</i> 1) Discussion Topic #3: Awareness and perception	50
	2) Assignment #3: Conformity and compliance self-assessment and reflection	50

**Comment [DT3]:** C2, C3 Applies for all Discussion Topics / Assignments.  
C4 – See order of Discussion Topics / Assignments - Weekly

**Comment [DT4]:** C2, C3 Applies for all Discussion Topics / Assignments.  
C4 – See order of Discussion Topics / Assignments - Weekly

**Comment [DT5]:** C2, C3 Applies for all Discussion Topics / Assignments.  
C4 – See order of Discussion Topics / Assignments - Weekly



Learning Module 4	<i>Readings:</i> 1) Osland, chapter 12 - 14	
	<i>Quizzes:</i> 1) Readings quiz: Osland – Chapters 8 - 14	50
	<i>Assignments:</i> 1) Discussion Topic #4: Behavioral analysis of small group interactions, and small group problem-solving  2) Assignment #4: Conflict and negotiation related behaviors, self assessment, case analysis, and reflection	50  50
Learning Module 5	<i>Readings:</i> 1) Osland, chapters 15 - 17	
	<i>Quizzes:</i> 1) Readings quiz: Osland – Chapters 15 - 17	50
	<i>Assignments:</i> 1) Discussion Topic #5: Leadership-related behavioral theories, national culture / organizational culture effects on behavior  2) Assignment #5: Decision-making, Harvard Everest team simulation, and connections to behavioral group processes	50  50
Learning Module 6	<i>Readings:</i> 1) Osland, chapters 18 - 20	
	<i>Assignments:</i> 1) Discussion Topic #6: Empowerment and coaching behaviors, theories and value  2) Assignment #6: Power and influence behaviors – self assessment and application of theory	50  50
	Learning Module 7	<i>Readings:</i> 1) Osland, chapters 21 - 22
<i>Quizzes:</i> 1) Readings quiz: Osland – Chapters 18 - 22		50
<i>Assignments:</i> 1) Discussion Topic #7: Integrative reflection and key learnings  2) Assignment #7: Organizational change and organizational design initiatives – putting it all together		40  50
<b>Total Possible Points</b>		<b>900</b>

**Comment [DT6]:** C2, C3 Applies for all Discussion Topics / Assignments  
C4 – See order of Discussion Topics / Assignments - Weekly

**Comment [DT7]:** C2, C3 Applies for all Discussion Topics / Assignments  
C4 – See order of Discussion Topics / Assignments - Weekly

**Comment [DT8]:** C2, C3 Applies for all Discussion Topics / Assignments  
C4 – See order of Discussion Topics / Assignments - Weekly

**Comment [DT9]:** C2, C3 Applies for all Discussion Topics / Assignments  
C4 – See order of Discussion Topics / Assignments - Weekly

**Comment [DT10]:** C1 – 690/900 (77%) of points from written / critical analysis types of assignments.

Total Point Score	Letter Grade
810 – 900 (90% and up)	A
720 – 809 (80% to 89%)	B

630 – 719 (70% to 79%)	C
540 – 629 (60% to 69%)	D

Assignments are generally due Sunday nights at 11:59 p.m. AZ time. Remember, however, that I may not be as available on the weekends so do enough early in the week to see if you have questions.

***Please note that while most assignments are due on Sundays (at 11:59pm), some assignments / due dates near the beginning / end of the course may be on a different day of the week (depending on semester schedule based on the ASU academic calendar). Be sure to keep an eye on the Weekly Learning Modules introductory information for actual due dates.***

***All assignments will be graded within a week of the due dates. Individual and group feedback will be provided***

Comment [DT11]: C4

Also, while due dates are firm, you are generally in control of your schedule beyond that. So, for instance, if you know you need more time to read something, start earlier. Or, for example, you know you have a wedding coming up and you will be gone on a due date, plan ahead to get the work done early and submit it before you go. All assignments are visible from day one, so while this is NOT a self-paced class, you can build in your own wiggle room if you plan ahead. (Generally, if you plan ahead to spend at least as much time as you would coming to campus and sitting in a face-to-face class, plus homework, you should be fine!)

**Late Policy**

Due to amount of work required for this course, **no late work will be accepted for credit except when the student has contacted the instructor prior to the assignment deadline with extraordinary circumstances and appropriate documentation.** If you think you will have trouble meeting the assignment deadlines for this course, you would be well advised to drop the course and take it when you have more time to devote to your studies.

There is sufficient time to do each assignment and you know about them all in advance so can plan ahead and basically start immediately on the next assignment once you've completed the previous one. As mentioned above, if you know you have a busy week coming up, start early or work ahead a bit.

*Illness and/or catastrophes:* The late work policy applies to students who are ill or who are having personal problems. These students are encouraged to face adverse conditions and survive. The key here is to get an early start and do not procrastinate! However, students facing catastrophic illness or events are advised to make an appointment with the instructor, and develop a special plan of action.

*Disability Resources Issues:* If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible in the first week of class. (Technically, if one has a disability they're supposed to explore arrangements before classes start in case it isn't possible to adjust a particular class for a particular disability they can find out early. Still if you are not sure if you have a disability, touch base today and we'll see.)

*Other workload considerations:* Finally, lateness due to national or religious holidays, for athletic events or work/internship events has never come up in my online classes and "absences" don't make sense either. I suspect because it isn't really a valid reason as the due dates are laid out from day one

and folks can plan ahead (to turn something in before the holiday or sporting event, etc.)... part of why they want to take an online class!

Laying out assignments ahead is, again, by design so everybody has plenty of time to know what's coming and when in order to give themselves more time on any one assignment if they personally think they need it or want to work ahead a bit to clear some time on their calendar. So if you know you have travel plans for fun, will be super busy at work one period of time or gone for business, or have restrictions or celebrations to attend for your family or religion on a certain day please simply plan ahead so you can turn your work in any time before that.

### **Policy on Incompletes**

Please note that incompletes will be given only in very special circumstances. An incomplete will only be granted to a student who has only a minor portion of the work left undone at the end of the semester, as the result of special circumstances only. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

### **Assessment Guidelines**

Following are my Assessment Guidelines for your perusal. Your grades will be assigned based on the principles there that relate to the quality and compliance with the detailed instructions laid out in each assignment.

I will post your points to the online Grade book. Then I will offer comprehensive feedback to the class on the Announcements page (my main way of communicating with the class) that speaks in general terms and offers examples of how people did...what tended to earn a better versus a less good grade, etc. so you can learn from what everyone did right (and wrong) on each assignment to apply to doing better on the next assignment.

You are expected to consider your points in the context of that feedback given and what was asked for in the instructions as a way of understanding your score. Through working with many online students I've learned that most prefer this method of feedback (once they get used to it) as it helps build community by letting them know how they fit in with the whole and how they might do better. It's like the comments the teacher gives a face-to-face class after an assignment is done.

Thus, I may not provide individual feedback to students unless they ask for it after having first read the class feedback. Many educators consider this a more advanced form of feedback helping good thinkers (which you should be at this stage of your education) build still better critical thinking skills and skills in self-evaluation, or at least practice them before asking for more that would confirm or disconfirm. (And it discourages students from ignoring contextual feedback and focusing only on themselves.) So, I give plenty of feedback in these announcements. If you re-read what you turned in objectively (in light of the instructions, assessment guidelines, and feedback announcement) you should be able to recognize why you fell where you did on the continuum. (When I do give individual feedback, it is usually attached via hyperlink to your grade in the gradebook...keep an eye out for it.)

All that is said so you understand how the class works and what is expected of you.

Still, please know, you are always welcome to call or email me if you do need some individual feedback in a given case. It can take a little practice to build the skills I described above. So I encourage you to touch base with me if, after you've done as asked above, to email or call me, explain what piece of the

feedback you think does or doesn't apply so you are specific about what piece you need further clarification on (as I can't read minds as much as I try!)

If you ask for additional feedback it needs to be within 3-5 days of when I posted the announcement so that what we talk about will benefit your next assignment & your assignment will be fresh in my head). Following is an assessment guidelines rubric that you should consider as you review your grades on any particular assignment.

### **Assessment Guidelines Rubric**

Each assignment has a different focus with specific requests, but these general rules apply to each as I look for junior / senior-level work and good thinking and writing skills in all work. Divide the points you earned by what the assignment was worth to calculate your grade.

\* Application and integration of disciplines is always welcome and is encouraged. That said, it isn't specifically required for each assignment so, when you see that item below, realize that I know—and you should too from reading the assignment details—when it is required and when it isn't. :-) In some of our assignments, you will be able to substitute the word “frames” and such for disciplines.

#### **A = Excellent = Exceptional Paper**

- All items requested in the assignment details are included, exceptionally outlined
- Comprehensive grasp of subject matter is demonstrated
- In-depth understanding of relevant concepts issues related to topic addressed / assigned
- Profound analytical critique, synthesis, & evaluation of information
- Insight in thought and contribution of something new
- Thorough explanation of the connection and/or application of disciplines \*
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A virtually flawless mastery of all aspects of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

#### **B = Good = Above Average Paper**

- All items are included: meets all requirements
- Good grasp of subject matter is demonstrated
- Basic understanding of relevant concepts & issues related to topic addressed
- Incorporates the connection between disciplines or the application thereof \*
- Some in depth analytical critique, synthesis, & evaluation of information
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A good grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

#### **C = Satisfactory = Competent Paper**

- All items are not included: one key area weak or missing
- Basic grasp of subject matter is demonstrated
- Some understanding of relevant concepts & issues related to topic addressed
- Adequate attempt for analytical critique, more reporting than analyzing
- Minimal attempt to discuss/apply disciplines \*
- Essay with an acceptable style and structure
- Basics of grammar, structure, and spelling
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

**D = Poor = Marginally Acceptable Paper**

- All items are not included: more than one key item missing or very weak
- Confusion of subject matter is demonstrated
- Understanding of relevant concepts & issues related to topic addressed is weak
- Just reporting events
- Just mentions the connection between, or application of, disciplines \*
- A basic grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

**E = Failing = An Unacceptable Paper**

- All items are not included
- A basic lack of understanding of the subject matter
- No attempt to go beyond description
- No mention of the application or integration of disciplines \*
- Written expression is disorganized and poorly expressed
- Serious errors in grammar, sentence structure, and spelling
- Timely submission & Academic integrity questionable
- Standard format not followed

**Academic Integrity**

Academic Integrity is important. Carefully read the material on the Course Website (Learning Module 1). Should you intentionally or accidentally fail to be in integrity, you will fail the class.

**Citing Style for Assignments**

Other potentially useful info: See these cites for APA citation style. APA is easy and what I personally prefer. If you don't know it, see [http://www.wisc.edu/writing/Handbook/DocAPACitations\\_Def.html](http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html) and for help with just about any sort of citation you need to do for several styles (including APA) [http://www.lib.duke.edu/libguide/cite/works\\_cited.htm](http://www.lib.duke.edu/libguide/cite/works_cited.htm) . See all these for help. They also help refresh your memory on how to do your bibliography.

Some additional ones...University of Wisconsin Writing Center, "Writer's Handbook: Documentation Styles," pp. 1-2 (of 5), <http://www.wisc.edu/writing/Handbook/Documentation.html>.

Purdue University Writing Lab, look through lots of handouts and materials there...see information on research and documenting sources, paraphrasing, etc. <http://owl.english.purdue.edu/>

Be prepared that I may ask you to provide/bring in your sources for various reasons throughout the semester. Don't worry, normally I'm just curious to learn more in case I might want to incorporate the source in class or some other non-worrisome reason. Another reason might be I have a plagiarism-related concern, or the like (so suddenly "losing" a source soon after doing the assignment will only add suspicion and will not make things go away.)

### **Assignment Formatting / Submission Tips**

Please follow these instructions carefully:

- Write all of your assignments in Microsoft Word. If you are using Microsoft Word 2010 or any other word processor (such as Word Perfect), be sure to save your file as a Rich Text File (.rtf) before you submit it to the course website. Saving as a rich text file (.rtf) is generally always a good bet when in doubt.
- Always be sure to spell-check and proofread your work.
- Always back up your work – and do it regularly to an external drive or flash drive. You should always have your work saved in at least two places.
- Use the class naming convention for files of YourName\_AssignmentName for each assignment).

**Required Format:** Core assignments must be typed / word-processed (11 point font / 1.5 line spacing / 1 inch margins). When you are responding to specific questions / prompts, please **include the questions / prompts** before your responses (you can copy and paste them from the course website).

Put the assignment number/name on the top left, and your name on the top right, of the first page. Follow the assignment submission instructions carefully and save each file as a Microsoft Word document (or rich text file) with the appropriate file name / extension (according to the instructions for each assignment). Failure to follow formatting and submission instructions will cost you points!

**BIS 343:**

Hamilton, V. M. (2007). *Human Relations: The Art and Science of Building Effective Relationships*. Pearson Prentice Hall.

## **Table of Contents**

### **Chapter One: Foundations of Human Relations**

- Why Study Human Relations?
- What is Context?
- Psychology, Science, and Human Relations
- Interim Summary #1*
- Culture: A Unifying Theme
  - What is Culture?
  - How Do We Define Values?
  - The Origins of Culture
- Interim Summary #2*
- Dimensions of Culture
  - Individualism-Collectivism
  - Power-Distance
  - Uncertainty Avoidance
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- Interim Summary #3*
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### **Chapter Two: The Self in Human Relations**

- The First Steps: Defining and Understanding the Self
  - Self-Concept
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  - Self-Efficacy: Where Self-Concept and Self-Esteem Intersect
- Interim Summary #1*
- Developing Self-Knowledge
  - Social Comparison
  - Self-Perception Theory
  - Discussing Observations and Ideas with Others
  - The Johari Window
- Interim Summary #2*
- Self-Presentation: How (and How Much) We Show Ourselves to Others
  - The Public Self and the Private Self
  - Self-Monitoring
- Interim Summary #3*
- The Self Throughout Adulthood
  - Erikson's Theory
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- Interim Summary #4*
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### Chapter Two Activities

### **Chapter Three: How Personality Influences Human Relations**

- The Psychoanalytic Perspective
  - The Mind as an Iceberg
  - The Three Components of Personality
  - Defense Mechanisms
- Interim Summary #1*
- The Behaviorist Perspective
  - Classical Conditioning
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- Interim Summary #2*
- The Humanist Perspective
  - Carl Rogers' Self Theory
  - Maslow's Need Hierarchy
  - Applying the Humanist Theory to Human Relations
- The Trait Theories
  - The Big Five Theory
  - Applying the Big Five Theory
- Personality Theories: The Big Picture
- Interim Summary #3*
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### **Chapter Four: Emotions, Stress, and Human Relations**

- The Study of Emotion
  - How Thoughts Influence Feelings
  - Fantasies and Nightmares: Seven Irrational Beliefs
  - Disputing Irrational Beliefs
- Interim Summary #1*
- Some Basic Emotions and Their Effects on Relationships
  - Sadness
  - Anger
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- Interim Summary #2*
- Emotional Intelligence
  - Self-Awareness
  - Ability to Regulate Emotions
  - Persistence
  - Empathy

Social Competencies

**Interim Summary #3**

The Role of Stress in Human Relations

The Stress Response

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Coping Effectively with Stress

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Cognitive Biases Which Influence Our

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The Primacy Effect

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The Confirmation Bias: Seeing What We Expect to See

The Fundamental Attribution Error

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**Interim Summary #1**

Individual and Group Differences Which Affect

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Physiological Influences on Perception

Cultural Influences on Perception

Perception-Checking: A Remedy for

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Motives for Conformity

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The Milgram Experiment

Situational Factors in Obedience

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Reflections on the Stanford Prison Experiment

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The Foundations of Prejudice

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**Interim Summary #1**

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### Verbal Communication

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Relative Language

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The Three Components of an Effective I-Statement

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Language Must Be Culturally Sensitive

High and Low-Context Cultures

Elaborate, Exacting, and Succinct Communication

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Instrumental and Affective Communication

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### *Interim Summary #2*

Language Must Be Congruent: The Importance of Nonverbal Communication

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Personality and Cultural Influences on Conflict Style

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Reducing Defensiveness in Conflict Resolution

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Resolving Conflict: An Integrative Approach

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## **Chapter Eleven: Key concepts in Intimate Relationships**

What Is Love?

Sternberg's Triangle Theory of Love

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Falling In Love: Attraction and Mate Selection

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What Is Creativity?

The Wright Brothers: A Study in Creativity

Characteristics of Creative People

Putting It All Together: The Role of Work in a Meaningful Life

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Applying Cultural Values to Work

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