



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 10/20/09

1. ACADEMIC UNIT: Interdisciplinary and Liberal Studies/School of Letters and Sciences
2. COURSE PROPOSED: BIS 300 Theories and Applications of Org. Studies 3
3. CONTACT PERSON: Name: Duane Roen Phone: 7-6513
Mail Code: 1901 E-Mail: duane.roen@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

How the course meets the specified criteria are supplied in the detailed table of the criteria checklist.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this multisection course?: [] No [X] Yes; Is it governed by a common syllabus? Yes, so far. It will have common objectives even if a faculty member digresses a bit from the specifics of the enclosed syllabus.

Duane Roen
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 10/20/09

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.

ASU - [L] CRITERIA			
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"/>	CRITERION 1: 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>	this detailed form (see table below); 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. Also:			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div>			
C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	this detailed form; syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also:			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div>			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	this detailed form; syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also:			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div>			
C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: 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>	this detailed form; syllabus
<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 circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	Designation
BIS	300	Theories and Applications of Organizational Studies	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)
C-1: At least 50% of the course grade is dependent upon writing.	95% of the overall course grade is dependent on writing well-thought out papers that demonstrate specific understanding and application of material, theory, etc.	<p>65% of the course grade requires students to collect examples and evidence from the organizations in their lives (which include work and personal/civic organizations) to analyze if/how the module materials apply and how they can use the new material/theory/insights to adjust their own or organizational behavior. This work is done in writing, and I give precise instructions and offer assessment guidelines.</p> <p>You'll see in the syllabus that the focus of these assignments are nominally split between "Personal Applications" (PA) and "Organizational Applications" (OA), depending on if the theory is more about individual choices/behavior or group/organizational dynamics/behavior. And once we get to the "frames" (a way to organize the wealth of theory), they do similar sorts of papers (similar instructions for each of the frames) so they can improve their writing and thinking in a structured way (easier to compare across the 5 similar assignments on different topics).</p> <p>30% of the course grade near the end requires students to analyze documents (analysis of discourse) to look for, in one example, instances of specific</p>

		<p>theoretical frame use/reference. In other cases, they review several course documents, including some of their own writing, and some new articles, to see patterns and changes, etc. They aren't prepared to do this at the beginning of the course, but at the end, they then have enough learning under their belt to review/integrate the material in a fresh way.</p>
<p>C-2: The composition of tasks involves the gathering, interpreting and evaluating evidence.</p>	<p>This course requires students to use their life organizations (which are many and varied) as a subject of study. They offer data and look for evidence to use to interpret and analyze the theories and topics we cover. In that respect it is like "primary" qualitative research (though some get a little quantitative in it) but in another way it is their using secondary research (the work of the theorists and researchers we cover) in applied to setting to test its viability in their organization(s).</p>	<p>This class is about the gathering, interpreting, and evaluating of evidence in the area of organizational theory and application. Each assignment requires that they gather something from their experience (personally or organizationally) and interpret it through the lens of that module's material. They evaluate the effectiveness of their own or their organizations' choices/behaviors and/or evaluate how the theory applies or could be applied in the situation or organization.</p> <p>The larger-point assignments toward the end are less about gathering evidence than about interpreting and evaluating evidence in the form of analyzing and applying what they've learned in the course in a new setting through how they analyze a document (analysis of discourse). In the other assignment they have to look back across the course from the very beginning and pull it together in light of what they now know. This involves looking at some specific items that I point them to (some old, some new) and some of their choice on what evidence they choose to connect with.</p>

<p>C-3/C-4: A minimum of two substantial writing tasks that receive timely and detailed feedback.</p>	<p>This course is very intense. Students have substantial thinking/writing due almost every week, and the class gets detailed feedback within the week so they can incorporate what they learn from that into the next assignment. It nearly kills me to do it, but I can't remember a time I have not gotten feedback to them within a week and that we have so many assignments allows them to constantly build.</p> <p>There is "class" feedback that helps them see specific trends (good and bad) across the class so they can learn from each other and have key examples of strength and weakness in the writing and thinking that shows up in the papers. And, in actual practice, many students get additional personalized individualized feedback as well. (There tends to be more need for this at the start of the semester while they are still figuring out the rigor of the class but they need less when they realize they need to work hard. Then they need more individual feedback again when we switch to the OA assignments as they need to learn to think in some new ways and write more tightly then.)</p> <p>While there are two larger (in terms of scope) assignments toward the end, I do medium-sized weekly papers because they tend to improve more quickly and to a higher level with more frequent thinking/application/writing assignments.</p> <p>It would be much easier for me (and the students!) if I only did two bigger papers per term, but they wouldn't learn as much. I believe this approach creates better "habitual skill" in both thinking and writing.</p> <p>"...writing and critical thinking have been fully integrated as means of learning the content" and, in is required to demonstrate their level</p>	<p>"Substantial writing" is about more than the number of pages in any one assignment...it is also about what they have to think about/process in order to do their writing. Still, I'll give you an idea of the pages they write...I suspect that overall they do a lot more writing in this class than in the ones with fewer (but larger) assignments.</p> <p>The first 4 papers (PA 1 - 5) are usually around 8 pages a piece.</p> <p>The OA 1-5 are limited to 4 pages each, but they are info-packed four pages that are actually harder for them to write as they have to be critical about what to include and write more tightly and specifically to fit in the page limit and do all they have to do in terms of connecting the new material to their organization, etc. If they can do it well in fewer pages, that's fine, but part of the writing/learning task in this series of papers is to learn to write more "on-target" and say more in fewer words.</p> <p>To give you more detail on this, for example, the "Organizational Applications" (OA) assignments require that for each "frame"(a way to organize a chunk of theory and look at organizations) they get somewhat similar instructions in terms of form of the paper, etc. but the paper they write must be very different in content to demonstrate that they collected the right sort of examples/evidence from an organization and could apply the new frame to how they see that organization's behavior. The beauty of this approach (similar instructions for each of the frames) is that it allows them to really zero in on how to think and write more specifically on each subsequent assignment.</p>
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	of learning of the material.	
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Catalog Description: BIS 300 Theories and Applications of Organizational Studies. (3)

Critical analysis and application of organizational theory and conceptual perspectives to identify and solve problems, emphasizing personal and organizational application.

BIS 300: Theories and Applications of Organizational Studies Fall 2009 Syllabus*

Faculty Information

Dr. Stephanie deLusé

Office Phone: (480) 965-1136

Office Location and Hours:

- As this is a completely online class, offices hours are also virtual. Post general questions to the Virtual Office discussion board. If it is of a personal nature, however, email and phone contact is standard and effective. If for some reason these don't meet our needs we may be able to schedule an appointment for phone or in person (UASB on Tempe Campus 2nd floor).

- Virtual availability: Like you, I don't live on the computer/phone/email 24/7, but, as you might expect, I'm on a fair amount during the M-F week (I try to check on the weekend when I can too). So you may get a very quick response to your Virtual Office post or email. On the other hand, don't stress if you don't. A one-business-day turnaround may occur during the week. If it is into the 2nd business day and you haven't heard from me, then try again (perhaps with a call too) in case your email was mis-delivered.

- In any event, please plan ahead. If you plan on doing work on the weekend at least work or read enough ahead to see if you have questions. Don't wait until the last minute. And please follow the guidelines discussed immediately below. Remember the beauty of the Virtual Office discussion board is you can help each other too. So check there first to see if your question is already answered and, if it isn't, post your question there (if it isn't personal about your grade or whatever) as a peer may jump in an answer you before I even get to. ☺

E-Mail: BIS300DeLuse@asu.edu please use this address regardless of others you may have used or see (sometimes the system defaults my personal email address so watch that you still use the class email address).

With multiple class sections and many students who may potentially contact me, your using the right class address, and the following guidelines, is important so I can keep track of you and respond to you. Use this email address (regardless of from where I might send you mail).

And please make the **subject line** useful by including

- a) your last name,
- b) your schedule line # (yours is 86359 and should match what's on your schedule)
- c) a word or two that captures the main point of your email.

In the **body** of your email, please always include your **PHONE NUMBERS** in the body of each email, 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 post to the discussion board, call, or email. I put as much there for you as I can. 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 post to the Virtual Office discussion board, or contact me if it is personal. **Go to Virtual Office and Announcements regularly anyway** to see if I've said something or if you can help a peer.

Course Objectives

Generally speaking you will:

- Understand the interdisciplinary nature and structure of the Organizational Studies degree
- Understand your responsibility in putting together the mosaic of your degree and learning
- Understand organizational variety and the utility of using different perspectives
- Understand basic elements/concerns present in all forms organizations
- Reflect on problematic situations and practice skills related to smooth personal and organizational function
- Identify values and skills. Relate these to personal goals and person/organization fit.
- Practice active reading, awareness, reflection, concrete description, concept application, skill building and writing.
- Improve your critical thinking skills

More specifically you will learn more about your self in relation to organizations as you use personal and organizational “evidence” and “data” throughout the class and use it to understand, apply, and communicate about the four-frame approach to viewing organizations. You will be able to:

- Become a more discriminating consumer of organizational theory and advice
- Understand and work with the ambiguity and complexity in both the discipline’s theory base and in organizational reality.
- Translate the flood of organizational solutions and leadership prescriptions into usable diagnostic tools and more elegant strategies.
- Develop a schema and language for joint problem solving
- Use the frames as a way of categorizing and recalling organizational theory
- Use the frames, and your other learning in this class, to improve communication and appreciate and manage organizational diversity.

Course Overview

While this is a class, it isn’t about the simple conveyance of facts to fill your head. No, this will provide you with material and assignments to encourage your development as a careful, constructively critical thinker and guide deeper, more comprehensive thinking about your self and organizations.

More than content on organizational theory, it is about learning a process of how to think about organizations and learning. It is to prepare you to be a “sponge” for picking up insights that will help you in your Organizational Studies degree as you take your various Category and Core classes. It is about a process of learning about the world and making sense of your experiences, past and present, in life no matter the “organization.”

There are many types of organizations. There are the business or corporate type that come to mind quickly but there are also non-profit organizations, schools, government offices, civic, community, military, political, religious organizations and then the one we all have definitely had experience with—the family organization.

So no matter the type of organizations you've had experiences in, or the type of organizations you hope to be in in the future, you've lived and breathed many different kinds of organizations each with their own style, culture, goals and expectations. And each person in them may see the same situation in different ways but this class will help you see through that, appreciate different views, and move situations forward.

Here you will spend thoughtful time considering the sorts of problems that come up (and the skills to help solve them) that are common across organizational type. You will observe and apply these fundamental elements in settings specific to you and that will vary as each of you have different goals and organizational interests.

Even though this is an online class, it involves “active learning” as the full responsibility for what you get out of it (and how well you do score-wise) falls to you. How pro-actively you engage the material, manage your time, follow instructions and apply yourself with care and an open-mind will determine your outcomes.

A few notes:

There are different kinds of assignments in class but the two primary categories are “Personal Applications” and “Organizational Applications.” The names are largely self-explanatory but please know that while they have a specific focus, they almost always include a bit of both. That is, a Personal Application will usually still ask you to think about an organization you are (or have been) associated with and Organizational Applications will usually ask you to think a bit about yourself. But IN GENERAL, they are heavier on whichever it is titled (Organizational v. Personal).

***** Success Note/Fair Warning:** if you are prone to procrastination, it is time to slay that dragon! Your life will be much easier and you will be MUCH more successful in this class if you habitually read the assignment materials AS EARLY as you can in the week. That way you have time to review it, think about it, write and then review that to hopefully have your work done by the end of the week. (See Success Tips, Myths & Realities, and FAQ documents).

That said, you do have the weekend to work if you need to as assignments are due Sunday nights at 11:59 p.m. AZ time (though, note, a couple discussion boards are due on other days). 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.

Also, while there are firm due dates, 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!)

Books for Class

1) The primary text for class is *Reframing Organizations: Artistry, Choice, and Leadership* by Lee G. Bolman & Terrence E. Deal. This is the FOURTH EDITION, copyright 2008. It is the one where the top two-thirds of the cover is white and the bottom third is goldish/yellow.

You should pick it up or order it from the ASU bookstore or order it online from Amazon.com and do so quickly. You'd be wise to choose one of the faster shipping options as you do need the book soon enough that you shouldn't trust the slower version as, unfortunately, you can't do the class without the book so there'll be no good reason for not having it.

There are additional readings for the class as well. You'll be directed to these as we proceed.

Late Policy (and such)

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. There's really little reason for late work in this class so, yes, there are penalties for it.

The **basic late policy is this:** late work loses a normal letter grade from whatever grade it would have earned quality-wise. For example, "A" work gets a "B" if it is one day late, a "C" if it is two days late and so on. So if you turn something in late, make sure it is really good! (p.s. It reflects well on you if you turn in good work even if it is officially too late for credit as it shows you care about the spirit of learning. It's good to do too, as the assignments build on each other.)

There is a **late pass:** I know we are all human and weird stuff happens so each student gets one grace period. If you invoke grace by the due date, you get another 24-hour period to turn whatever it is in without penalty--it will get the grade it earned quality-wise. If you want to invoke your late pass grace period, go to the "For Heavens Sake, Please Give Me One More Day" discussion board. As an aside, the grading of late work is often delayed, so be patient if you turned something in late.

Speaking of being human, 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.)

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! [Similarly ASU has policies on disruptive behavior that rarely come into play online (but if you are disruptive by my definition, your access to class will end).] Anyway, feel free to use your late pass for whatever reason, of course, but I recommend saving it for when you really need it.

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.

Fall 2009 Planned Assignment Schedule & Due Dates
 (Subject to change – unlikely, but if they do I'll post it on Announcements)
 C-1 through C-4 (see previous page for more on C-1 & C-2)

Due Sunday (usually)
 --take note of exceptions &
 Discussion Boards

Assigned Monday	Learning Modules Focus on:	11:59 pm AZ	Points
Week 1 8/24	Understanding the Degree & Getting Started in Class Read: <i>Getting Started</i> folder material (and everything else it tells you to read) Turn in: * Syllabus / Course Site Quiz * About Your Degree Quiz * Org. Variety & Description Discussion Board (DB) * Begin Learning Grid (recommended for success)	8/30 Sunday 8/30 8/30 C-3/C-4	10 15 50
PART I – Self in relation to Organizations			
Week 2 8/31	Respond to a peer's Org. description DB post Reply to a response on the DB Psychological Contracts Read: <i>Organizational Behavior: An Experiential Approach</i> , Chapter 1 excerpts & Chapter 3 (on learning) * Personal Application 1 – psychological contracts	8/31 Monday 9/1 Tuesday C-3/C-4 9/6 Sunday	(15 total) 50
Week 3 9/7 is (Labor Day) so T. 9/8	Mental Models Listen to online audio and Read Hutchens' <i>Shadows of the Neanderthal</i> pages and concept/theory handout online * Personal Application 2 – mental models	9/13 Sunday-- It's almost always Sunday but keep an eye out for when it's not! ☺ C-3/C-4	50
Week 4 9/14	Values & Mission Read: <i>The Soul of a Business: Managing for Profit and the Common Good</i> , Chapter 1 (and online excerpts) & Bolman & Deal text, Chapter 19 "Reframing Ethics and Spirit" * Personal Application 3 – Identifying Values	C-3/C-4 9/20	50
Week 5 9/21	Career Development & Goals Read: <i>Organizational Behavior</i> , Chapter 6 * Personal Application 4 – career dev. & work stress	C-3/C-4 9/27	50
	Continued....		

Part III – Integration, Review & Planning			
Week 13 11/16	Analytical Integrative Frame Essay Read and analyze “Transcending Academia-Rosabeth Moss Kantor: The professor as business leader” * Integrative Frame Analysis Essay	C-3/C-4 11/22	125
Week 14 11/23	Off for Thanksgiving - Though you’d be wise to start thinking about your next assignment a bit early.		
Week 15 11/30	Review & Synthesis Read documents provided online with assignment * Integrative Reflection * Course Feedback Tasks / Course Eval.	12/6 Sunday C-3/C-4	125 req.
Week 16 12/7	Final Exam Week -- Course Objectives Review * Take-Home Point DB * Respond thoughtfully to a peer * Reply to response * Complete Course Evaluation if you haven’t already	12/10 Thurs. 12/11 Friday 12/12 Saturday You’re done!	50 (15 total) req.

You may start the assignments earlier than when they are listed above, of course, if you feel you need more time on something. I encourage you to do so, if need be, as you plan your days/weeks/semester. That said, you can start early but I won’t grade work early. I grade after the official due date when I have the whole batch of assignments from the class.

Continued...

Grading

There are Assessment Guidelines (below and in the FAQs for Success Tips area of the class site). 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). Feedback is not a grade appeal...see that section if need be.

****By all means, please realize you can call for help before an assignment too, of course, just be sure you've read all the instructions first and have them in hand so our conversation is more productive. It is always easier and more productive to handle questions before hand so we can try to get you as clear as possible on something! Whether it is for help before an assignment or something after an assignment, realize I can't read minds...if you don't email &/or call, I assume you are fine.**

Assessment Guidelines for Assignments

Each assignment has a different focus with specific requests, but these general rules apply to each as I look for 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

This page relates to C-3/C-4 even though I just highlighted the “A” level as that’s the level I hope they will achieve as the course unfolds and all the practice they get.

Grade Appeals

Additional feedback is one thing, arguing a grade is another (though you will see in both cases I expect you to use your “thinking cap” first)...

Grades will not be discussed. To request reconsideration of a grade you must take the following steps.

1. Review the assignment and its instructions
2. Compare your work with the grading criteria, my feedback announcement, tips, etc.
3. Wait at least 24 hours after the grade and feedback announcement is posted (to allow any surprise, shock, or anger you may feel to cool and allow time for you to do a proper review as described here)
4. Submit an appeal in writing after 24 hours but within one week from the time the grades are posted. After that, the opportunity for appeal is lost. Also, when I say “in writing” it may be via email but write it formally/professionally written (not in casual email-speak)
5. Pinpoint the discrepancy between the instructions and the grade awarded
6. Provide a cogent, well-written argument explaining how your work met the instructions and criteria
7. Indicate the grade (or number of points) you feel you **earned**--not the one you want. Sadly, I cannot grade on effort. Effort is part of what college means; quality dictates the grade.

NOTE: An appeal does not necessarily equate to getting the extra points. However, if all directions are followed, I will carefully and open-mindedly review your appeal.

Academic Integrity

Academic Integrity is important. Carefully read the material later in the syllabus and the unit on this in the Course Information area of the class website. Should you intentionally or accidentally fail to be in integrity, you will fail the class.

More on Cheating and Plagiarism

Read this even if you think you’ve never done it, as the definition is broad so take care! I expect you to use your own words and develop your own ideas on each assignment. When you refer to, quote, or paraphrase sources I provide or you find you should cite it properly.

This all may seem heavy-handed that I spend so much space on this but, sadly, I have to fail one or two people out each term because of this and I hate it when that happens...so I try to remind people of these things so they know that if they have gotten sloppy in other classes or haven’t written many papers before, forgotten the rules, or whatever. This is the time to re-acquaint your self with these basic things each student is expected to know. :-)

Cheating and plagiarism include, but are NOT limited to the following:

- Presentation of the ideas or words of others (from either print or electronic media) without proper bibliographic credit (i.e., citation) to the source in the text of the paper.
- Presentation of the ideas or words of others (from either print or electronic media) without proper bibliographic credit (i.e., citation) to the source in the bibliography of the paper.
- Use of direct quotations without quotation marks or other acceptable formatting and without bibliographic credit to the source

- Paraphrasing without bibliographic credit to the source
- Submitting material written by someone else as one's own
- Submitting other person(s)'s work, information, property (i.e., transcripts) as one's own
- Purchasing, borrowing, or downloading research papers and submitting them as one's own work
- Copying another student's work in part or in whole
- Allowing someone to copy one's work
- Submitting the same paper for more than one course without the knowledge and approval of both instructors
- Making up bibliographic information or entries
- Using notes or other material during a test without authorization
- Accepting credit for group work without doing one's share.

See the Student Affairs web page at <http://www.asu.edu/studentaffairs/studentlife/judicial/> and <http://provost.asu.edu/academicintegrity> as well as the School of Letters and Sciences web page <http://sls.asu.edu/bis/forms.html> for policies to which we adhere. Read them.

Here is a fun little quiz to use as a resource to be sure you have this down...

http://library.umf.maine.edu/plagiarism/is_it.html This web site from the University of Maine has some excellent links and allows you to take a short quiz with quick feedback on whether different situations are plagiarism or not.

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 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 . 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.)

Anyway, students who plagiarize or cheat will be reported to the appropriate university authorities. The minimum penalty will be a zero grade for the plagiarized work (or any work that contains things that can be considered plagiarism). The minimum penalty is possible but NOT likely. The maximum penalty is expulsion from the University. What is most common is I fail the student for the course. Don't take the chance. Please don't do these things (even on accident).