Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

<table>
<tr><th colspan="4" style="text-align:center">ASU--[SB] CRITERIA</th></tr>
<tr><td colspan="4" style="text-align:center">A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</td></tr>
<tr><td>YES</td><td>NO</td><td></td><td>Identify Documentation Submitted</td></tr>
<tr><td>☒</td><td>☐</td><td>**1.** Course is designed to advance basic understanding and knowledge about human interaction.</td><td>Syllabus / Textbook Table of Contents</td></tr>
<tr><td>☒</td><td>☐</td><td>**2.** Course content emphasizes the study of social behavior such as that found in**:**
• ANTHROPOLOGY
• ECONOMICS
• CULTURAL GEOGRAPHY
• HISTORY   Psychology, sociology, organizational leadership</td><td>Syllabus / Textbook Table of Contents</td></tr>
<tr><td>☒</td><td>☐</td><td>**3.** Course emphasizes:
  a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
<center>**OR**</center> **b.** the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td><td>(a) Syllabus / Textbook Table of Contents</td></tr>
<tr><td>☒</td><td>☐</td><td>**4.** Course illustrates use of social and behavioral science perspectives and data.</td><td>Syllabus / Textbook Table of Contents</td></tr>
<tr><td></td><td colspan="2">**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**
• Courses with primarily arts, humanities, literary or philosophical content.
• Courses with primarily natural or physical science content.
• Courses with predominantly applied orientation for professional skills or training purposes.
• Courses emphasizing primarily oral, quantitative, or written skills.</td><td></td></tr>
</table>

Course Prefix	Number	Title	General Studies Designation
IDS	315	The Integrative Nature of Behavioral Dynamics	SB

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/C2	The course is about behavioral dynamics, and considers both internal and external factors associated with behaviors in social / organizational environments.	The course primarily focuses on advancing knowledge about human interaction and the behavioral implications of various psychological and social psychological processes in human interactions.
C3	The course textbook, supplimental readings, and assignments draw from the discinct knowledge base of the social and behavioral sciences	The course draws heavily on the social sciences - psychology, social psychology, cultural anthropology, and the psychology of communication / human interaction - and associated behavioral dynamics.
C4	The majority of the textbook, as well as supplimental readings explore a number of different social science perspectives.	Assignments are designed to allow students to translate and apply concepts and theory from the social sciences across a number of different perspectives.

IDS 315: The Integrative Nature of Behavioral Dynamics

Integrative Studies Program

ASU Online / 7-Week Accelerated

Arizona State University

Instructor

David A. Thomas, Ph. D.

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

E-Mail: **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 Description

Human behavior doesn't happen in a "bubble" – our behaviors at any point in time are a function of a number of complex constantly interacting variables. The behaviors we exhibit, in the most basic sense, rise from the interaction between *internal influences* (such as thoughts, attention, conditioning influences, personality, needs / desires, intelligence, physiology, mood), and *environmental influences* (such as social context / other people, cultural rules and norms, expectations of others). How we perceive ourselves, our environment, and the effectiveness of our behaviors in context is the foundation of behavioral dynamics.

IDS 315: The Integrative Nature of Behavioral Dynamics examines the interdisciplinary nature of behavioral dynamics, drawing on theories, strategies, and skills that we can use to become more effective at identifying behavioral tendencies in ourselves and others, and in building more effective and productive relationships with others. Students will develop greater insight into their own personal, interpersonal, sociocultural, and environmental perceptions, and develop deeper self-awareness and human relations knowledge and skills that will help them understand and promote positive behavioral dynamics in organizations.

1

Course Learning Activities

This particular course, unlike some other college courses you may have taken, isn't about the simple conveyance of facts to fill your head. IDS 315 moves beyond that, and will provide you with questions, self-assessments, 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 your own behaviors, about the nature and structure of your relationships with others, and about the multifaceted nature of human behavioral dynamics in different contexts.

Course Description

This course examines the interdisciplinary nature of social processes and human interaction across a number of different organizational contexts.

Course Objectives

The art and science of human relations
♦ Acquire knowledge of the interdisciplinary field of human relations by integrating insights from cognitive and social psychology, sociology, communication, leadership & management, and cultural studies.

♦ Demonstrate a clear understanding of personal qualities, values, and skills associated with effective social processes and human relations in organizations.

Factors influencing our interpersonal behaviors
♦ Identify internal influences associated with the ways in which we interact with others.
♦ Identify cultural influences associated with the ways in which we interact with others.
♦ Explore individual differences in interpersonal organizational behavior, demonstrate self-awareness with respect to internal influences such as self-concept, personality, emotional intelligence, and stress level.
♦ Explore individual differences with respect to the our perceptions / mental models, context, and social influences.

Principles of effective interpersonal communication and associated skills
♦ Discuss the basic elements of (and barriers to) effective listening.
♦ Practice active listening and dialogue techniques
♦ Describe various aspects of verbal and nonverbal communication, and associated cultural and organizational implications.
♦ Assess individual strengths and opportunities for improvement with respect to managing conflict
♦ Practice an integrative approach to resolving conflict in several different organizational contexts.

Commented [DT1]: C1 / C2

Commented [DT2]: C1 / C2

Commented [DT3]: C3 / C4

♦ Understand negotiation styles and approaches from a social process / human relations perspective.

Contextualizing human relations

♦ Compare and contrast notions of human relations across personal and organizational contexts.
♦ Draw connections between effective human relations, effective interdisciplinarity interactions in organizations, leadership and management.
♦ Discuss integrative connections between social processes, work/life balance, motivation, and creativity.

Commented [DT4]: C1 / C2

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.

Textbook / Course Readings

The following textbook and materials are required for the course:

- **Organizational Behavior: Bridging Science and Practice v3.0**
(https://students.flatworldknowledge.com/course/2586839)
By: Talya Bauer and Berrin Erdogan   Published: 2018

   Available through FlatWorld Knowledge Publishers
(https://students.flatworldknowledge.com/course/2586839)

   Cost: Approximately $35 for online access. Additional cost for downloadable PDF or hardcopy.

- **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	*Readings:*
	1) Textbook, Chapters 1, 2, 3
	
	Quizzes:
	    1) Readings quiz
	
	Self-Assessments
	    1) Cultural Dimensions Self-Assessment
	    2) Personality Self-Assessment
	
	Assignments:
	1) Assignment #1-1: Values, Self-Knowledge, and Social Comparison
	
	2) Assignment #1-2: Informational Interviews – Assessing Your Behavioral Competencies
		
		25
		
		50
		
		50

Learning Module 2	*Readings:*
	1) Textbook, chapters 4 & 7
	
	Additional Online Content: Empathy, Emotional Intelligence, Mental Models
	
	Quizzes:
	    1) Readings quiz
	
	Self-Assessments
	    1) Emotional Intelligence Self-Assessments (2)
	
	Assignments:
	1) Assignment #2-1: Emotional Intelligence and Empathy, Positions of Power and Compliance Behaviors
	
	2) Assignment #2-1: Mental Models – Perspectives and Differences
		
		25
		
		50
		
		50

Commented [DT5]: C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences and illustrate use of social sciences perspectives and data (See Table of Contents below).

Commented [DT6]: C3 Distinct methods of Inquiry in the social and behavioral sciences.

Commented [DT7]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

Commented [DT8]: C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences and illustrate use of social sciences perspectives and data (See Table of Contents below)

Commented [DT9]: C3 Distinct methods of Inquiry in the social and behavioral sciences

Commented [DT10]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

Learning Module 3	*Readings:* 1) Textbook, chapters 5 and 6 2) Supplementary readings: Motivation, Transfer of Learning, Mindset, and Grit	
	Additional online content: Motivation, Transfer of Learning, Mindset, and Grit	
	Quizzes: 1) Readings quiz	25
	Self-Assessments 1) *Kolb Learning Styles Self-Assessment* 2) *Goal Orientation Self-Assessment*	
	Assignments: 1) Assignment #3-1 Kolb Learning Style Analysis and Transfer of Learning Plan	50
	2) Assignment #3-2: Mindset, Goal Orientation and Associated Behavioral Implications	50
Learning Module 4	*Readings:* 1) Textbook, chapters 8 and 9 2) Supplementary readings: Dialogue / Bohm	
	Additional Online Content: Listening, verbal/nonverbal communication.	
	Quizzes: 1) Readings quiz	25
	Self-Assessments 1) *Listening Skills Self-Assessment* 2) *Indigo Assessment*	
	Assignments: 1) Assignment #4-1: Listening Skills Application and Analysis	50
	2) Assignment #4-2: Indigo Assessment Debrief and Write-Up	50

Commented [DT11]: C3 Textbook and supplementary readings draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

Commented [DT12]: C3 Distinct methods of Inquiry in the social and behavioral sciences

Commented [DT13]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

Commented [DT14]: C3 Textbook and supplementary readings topics draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

Commented [DT15]: C3 Distinct methods of Inquiry in the social and behavioral sciences

Commented [DT16]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

Learning Module 5	*Readings:*
	1) Textbook, chapters 10, 11, and 12
	2) Supplementary readings: Tuckman, Stages of Team Development
	
	Additional Online Content: Conflict and Negotiation-Related Online Content
	
	Quizzes:
	1) Readings quiz
	
	Self-Assessments
	  1) Conflict Styles Self-Assessment
	  2) Leadership Styles Self-Assessment
	
	Assignments:
	1) Assignment #5-1: Team Process Analysis
	
	2) Assignment #5-2: Analysis of Conflict Style, and Practice With Defensive Behavior Concepts
		
		25
		
		50
		
		50

Learning Module 6	*Readings:* 1) Textbook, chapters 13, 14, and 12 2) Supplementary readings: Social processes and human performance in organizations, goals *Quizzes:* 1) Readings quiz *Assignments:* 1) Assignment #6-1: Influence, Organizational Culture, and Performance-Related Behaviors: Diagnosis and Intervention Analysis	 25 50
Total Possible Points		**700**

Commented [DT17]: C3 Textbook and supplementary readings topics draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

Commented [DT18]: C3 Distinct methods of Inquiry in the social and behavioral sciences

Commented [DT19]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

Commented [DT20]: C3 Textbook and supplementary readings topics draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

Commented [DT21]: C3 Assignment draws from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data

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

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.

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 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.)

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!

Communicating With the Instructor

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and

existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

Email

ASU email is an official means of communication (Links to an external site.) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility for missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

ASU Online Course Policies

View the ASU Online Course Policies (Links to an external site.)

Accessibility Statements

View the Accessibility section to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs (Links to an external site.).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling (Links to an external site.), is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/online-resources.html (Links to an external site.).

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

Organizational Behavior: Bridging Science and Practice v3.0

Table of Contents

Chapter 15 Organizational Culture