



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School: College of Integrative Sciences & Arts, Department/School: Leadership & Integrative Studies, Prefix: OGL, Number: 365, Title: Global Organizations, Units: 3

Course description: Explores how organizations function by analyzing in depth a specific organizational context such as: health care, technological innovation, family, education, government, community, religion, nongovernmental organizations, the economy, or country/country groups.

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:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent-numbered course with topics? YES

If yes, each topic requires an individual submission, separate from other topics.

Requested designation: SB

Mandatory Review: YES

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area 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.

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, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name: David A. Thomas, PhD, E-mail: David.thomas@asu.edu, Phone: (480) 688-9809

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth, Date:

Chair/Director (Signature):

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.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus / Textbook Table of Contents		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;"> Psychology, sociology, organizational leadership </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology, sociology, organizational leadership	Syllabus / Textbook Table of Contents
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology, sociology, organizational leadership				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	(a) Syllabus / Textbook Table of Contents		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus / Textbook Table of Contents		
		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.			

Course Prefix	Number	Title	General Studies Designation
OGL	365	OGL 365: Organizational Contexts: Global Organizations	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 checklist)	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 associated with national and organizational cultures, and considers both internal and external factors associated with working effectively in the global workplace	The course primarily focuses on advancing knowledge about the behavioral implications associated with working and leading across cultures and different types of organizations - with a particular emphasis on national and organizational cultural characteristics of behavior.
C3	The course textbook, supplemental readings, and assignments draw from the distinct knowledge base of the social and behavioral sciences	The course draws heavily on the social sciences - cultural studies, psychology, social psychology, cultural anthropology, and the psychology of communication / human interaction - and associated behavioral dynamics as manifested in global organizations.
C4	The majority of the content in each of the textbooks, as well as supplemental readings, explore a number of different social science perspectives - from the point of view of effective employment and leadership in global organizations.	Assignments are designed to allow students to translate and apply concepts and theory from the social sciences across a number of different perspectives, and develop the behavioral insights and skills to be successful in a wide array of multicultural environments.

OGL 365: Global Organizations

Bachelor of Arts, Organizational Leadership

ASU Online / 7-Week Accelerated

Arizona State University



Instructor

David A. Thomas, Ph. D.

Office: USE 248

Office Phone: (480) 727-7061

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.

Catalog Course Description

Explores how organizations function by analyzing in depth a specific organizational context such as: health care, technological innovation, family, education, government, community, religion, nongovernmental organizations, the economy, or country/country groups.

Course Learning Objectives

- Analyze the organization of social groups and social structures.
- Apply organizational theories and concepts to different scenarios.
- Examine the impact of social structures on individual behavior.

Course Overview

Welcome to OGL 365: Global Organizations! You've made an incredible investment in yourself and your future by deciding to travel abroad and learn about the textured nature of the global workplace! I'm happy to be your guide!

Organizational behavior in the global workplace doesn't happen in a "bubble" – our behaviors at any point in time are a function of a number of complex and 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 learning to lead diverse groups of people in a multi-cultural, global workplace.

OGI 365: Global Organizations examines a number of approaches to understanding how national culture and organizational culture influence behavioral dynamics, leadership, and followership. This course draws on interdisciplinary approaches that we can use to become more effective leaders in global organizations, where a multicultural and diverse workforce is the norm. 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 lead a global workforce more effectively.

This particular course, unlike some other college courses you may have taken, isn't about the simple conveyance of facts to fill your head. OGI 365 moves beyond that, and will provide you with questions, self-assessments, challenging quizzes, and assignments that encourage your development as a careful, constructively critical, global leader 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 leadership in international / global contexts.

Course Learning Outcomes

This course examines the nature of social processes and human interaction across a number of different national and organizational contexts with an eye toward effective multicultural integration and global leadership.

Module 1: Becoming a Cultural Sojourner / Challenges Associated With Living and Doing Business Globally

- Identify, describe, and provide examples of “culture shock”
- Develop goals with respect to learning about specific aspects of national and organizational culture in your countries of interest
- Assess individual dimensions of personality (MBTI) and discuss results in light of challenges associated with living, studying, and working abroad
- Demonstrate an understanding of one's own identity, socialization, ethnic heritage, and culture and how that influence interactions with others

Commented [DT1]: C3

Commented [DT2]: C2/C4

Module 2: Behavioral Dynamics in Multicultural Environments

- Identify the major work attitudes that affect work behaviors in multicultural environments
- Understand cultural differences in work attitudes and ethics
- Understand and recognize the stress cycle, as well as the sources and implications of stress
- Understand the role emotions play in work-related attitudes and behaviors
- Assess and reflect on your level of emotional intelligence

Commented [DT3]: C2/C3

- Reflect on the value and behavioral implications of empathy
- Assess your capacity to empathize with others who may see the world very differently
- Describe your dominant mental models and the behavioral ramifications associated with these mental models from a multicultural perspective

Commented [DT4]: C1/C2/C3

Module 3: Understanding National Culture From a Global Perspective

- Demonstrate an understanding of global cultures and the components of cultural diversity and its historical, economic, political, and social roots
- Demonstrate an understanding of the different models for analyzing national cultures and how those models can be used to explain cultural differences
- Define and recognize prejudice and discrimination
- Describe, self-assess, and demonstrate basic intercultural competencies

Commented [DT5]: C1/C2

Commented [DT6]: C4

Module 4: Understanding Organizational Culture

- Describe three leading approaches to understanding and describing organizational culture
- Demonstrate awareness of the interaction between leadership styles and organizational culture
- Describe key behavioral competencies associated with effectively leading diverse organizations
- Reflect on motivation and learning self-assessment results when discussing key factors associated with organizational learning and motivation-related behaviors

Commented [DT7]: C2/C3/C4

Module 5: Integrative Approaches to Communication and Teamwork in the Global Workplace

- 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.
- Within the context of the Indigo Assessment, develop and employ strategies to communicate more effectively with a wide range of people from different cultural and organizational backgrounds

Commented [DT8]: C1/C2/C3

Module 6: Personal Leadership and Professional Development for Aspiring Global Leaders

- Assess individual strengths and opportunities for improvement with respect to managing conflict

- Practice an integrative approach to resolving conflict in several different organizational and national contexts
- Understand negotiation styles and approaches from a social process / human relations perspective, including national and organizational cultural implications
- List key factors and behaviors associated with organizational performance
- Diagnose organizational performance problems in global organizations

Commented [DT9]: C2/C3/C4

Textbook / Course Readings

Selected chapters / readings from the following textbook 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.
- **Riding the Waves of Culture: Understanding Diversity in Global Business – 4th Edition**
 By: Fons Trompenaars and Charles Hampden-Turner Published: 2020
 Available through various sources as an e-book or hardcopy.
 Cost: Approximately \$28 for e-book.
- **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.

Commented [DT10]: C1 – See Attached Table of Contents

Commented [DT11]: C1 (Specific chapters) – See Attached Table of Contents

Grading Policy / Assignment Weighting

Students in this course will be required to develop an electronic portfolio, 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.

(Continued on next page)

Learning Module	Task(s) To Be Completed	Points
Learning Module 1 Becoming a Cultural Sojourner Challenges Associated With Living and Doing Business Abroad	<p>Readings:</p> <ol style="list-style-type: none"> OB Textbook, Chapters 1, 2 Culture Textbook, Chapters 1, 2 <p>Additional Online Content: Culture Shock readings, Cultural Sojourner article (The Psychological Roller Coaster of Cultural Transitions)</p> <p>Quizzes:</p> <ol style="list-style-type: none"> Readings quiz <p>Self-Assessments</p> <ol style="list-style-type: none"> Personality Self-Assessment <p>Assignments:</p> <ol style="list-style-type: none"> E-Portfolio Assignment #1-1: Personal Strengths & Weaknesses Associated with Living / Working Abroad E-Portfolio Assignment #1-2: Goals and Strategies for Success in Specific Global Destinations of Interest 	<p>25</p> <p>50</p> <p>50</p>
Learning Module 2 Behavioral Dynamics in International Multicultural Environments <ul style="list-style-type: none"> Mental Models / Perspectives Emotional Intelligence Stress Management 	<p>Readings:</p> <ol style="list-style-type: none"> OB Textbook, Chapters 4, 7, 11 Culture Textbook, Chapter 3 <p>Additional Online Content: Empathy, Emotional Intelligence, Mental Models</p> <p>Quizzes:</p> <ol style="list-style-type: none"> Readings quiz <p>Self-Assessments</p> <ol style="list-style-type: none"> Emotional Intelligence Self-Assessments (2) <p>Assignments:</p> <ol style="list-style-type: none"> E-Portfolio Assignment #2-1: Emotional Intelligence and Empathy, Positions of Power and Compliance Behaviors, Stress Management E-Portfolio Assignment #2-1: Mental Models – Perspectives and Differences 	<p>25</p> <p>50</p> <p>50</p>

Commented [DT12]: C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction) and illustrate use of social sciences perspectives and data (See Table of Contents below).

Commented [DT13]: C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction) and illustrate use of social sciences perspectives and data

Commented [DT14]: C3 Distinct methods of Inquiry (associated with human behavior / human interaction) in the social and behavioral sciences.

Commented [DT15]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data

Commented [DT16]: C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction) and illustrate use of social sciences perspectives and data (See Table of Contents below)

Commented [DT17]: C3 Distinct methods of Inquiry in the social and behavioral sciences (associated with human behavior / human interaction)

Commented [DT18]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data

<p>Learning Module 3</p> <p>Understanding National Culture (From a Global Perspective)</p> <p>Behavioral Tendencies Associated and Leadership Skills Associated With Working Across Cultures</p>	<p>Readings:</p> <ol style="list-style-type: none"> OB Textbook, Chapters 5 and 6 Culture Textbook, Chapters 4 - 10 <p>Additional online content: Motivation, Transfer of Learning, Mindset, and Grit</p> <p>Quizzes:</p> <ol style="list-style-type: none"> Readings quiz <p>Self-Assessments</p> <ol style="list-style-type: none"> Kolb Learning Styles Self-Assessment Goal Orientation Self-Assessment Cultural Self-Assessments <p>Assignments:</p> <ol style="list-style-type: none"> E-Portfolio Assignment #3-1 Kolb Learning Style Analysis and Transfer of Learning Plan E-Portfolio Assignment #3-2: Mindset, Goal Orientation and Associated Behavioral Implication E-Portfolio Assignment #3-3: Cultural Self-Assessments Reflection 	<p>25</p> <p>25</p> <p>50</p>
<p>Learning Module 4</p> <p>Understanding Organizational Culture</p> <p>Behavioral Tendencies and Leadership Skills Associated with Recognizing and Developing Effective Organizational Cultures Globally</p>	<p>Readings:</p> <ol style="list-style-type: none"> OB Textbook, Chapter 10 Culture Textbook, Chapters 13, 14, 15 Supplementary readings: Dialogue / Bohm <p>Additional Online Content: Bolman & Deal Organizational Frames / Organizational Culture</p> <p>Quizzes:</p> <ol style="list-style-type: none"> Readings quiz <p>Self-Assessments</p> <ol style="list-style-type: none"> Conflict Styles Self-Assessment Leadership Styles Self-Assessment <p>Assignments:</p> <ol style="list-style-type: none"> E-Portfolio Assignment #5-1: Organizational Cultural Analysis E-Portfolio Assignment #5-2: Analysis of Conflict Style, and Practice With Defensive Behavior Concepts 	<p>25</p> <p>50</p> <p>50</p>

Commented [DT19]: C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction) and illustrate use of social sciences perspectives and data (See Table of Contents below)

Commented [DT20]: C3 Distinct methods of Inquiry in the social and behavioral sciences (associated with human behavior / human interaction).

Commented [DT21]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data

Commented [DT22]: C3 Textbook and supplementary readings topics draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data.

Commented [DT23]: C3 Distinct methods of Inquiry in the social and behavioral sciences (associated with human behavior / human interaction).

Commented [DT24]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data.

<p>Learning Module 5</p> <p>Integrative Approaches to Communication and Teamwork in the Global Workplace</p>	<p><i>Readings:</i></p> <p>1) OB Textbook, Chapters 11, and 12</p> <p>2) Supplementary readings: Tuckman, Stages of Team Development, Listening Skills</p> <p><i>Quizzes:</i></p> <p>1) Readings quiz</p> <p><i>Self-Assessments</i></p> <p>1) <i>Listening Skills Self-Assessment</i></p> <p>2) <i>Indigo Assessment</i></p> <p><i>Assignments:</i></p> <p>1) E-Portfolio Assignment #4-1: Listening Skills Application and Analysis in an Intercultural Context</p> <p>2) E-Portfolio Assignment #4-2: Indigo Assessment Debrief and Strategies to Improve Intercultural Communication</p>	<p>25</p> <p>50</p> <p>50</p>
<p>Learning Module 6</p> <p>Personal Leadership and Professional Development for Aspiring Global Leaders</p>	<p><i>Readings:</i></p> <p>1) OB Textbook, Chapters 13 and 14</p> <p>2) Culture Textbook, Chapters 16 - 20</p> <p>Supplementary readings: Social processes and human performance in organizations, goals</p> <p><i>Quizzes:</i></p> <p>1) Readings quiz</p> <p><i>Assignments:</i></p> <p>1) E-Portfolio Assignment #6-1: Influence, Organizational Culture, and Performance-Related Behaviors: Diagnosis and Intervention Analysis</p> <p>2) Team Project: Cultural Interpretations Activity & Presentation</p>	<p>25</p> <p>50</p> <p>50</p>
<p>Total Possible Points</p>		<p>750</p>

Commented [DT25]: C3 Textbook and supplementary readings topics draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data.

Commented [DT26]: C3 Distinct methods of Inquiry in the social and behavioral sciences (associated with human behavior / human interaction).

Commented [DT27]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data.

Commented [DT28]: C3 Textbook and supplementary readings topics draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data.

Commented [DT29]: C3 Assignment draws from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data.

Total Point Score	Letter Grade
675 – 750 (90% and up)	A
600 – 674 (80% to 89%)	B
525 – 599 (70% to 79%)	C
450 – 524 (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.

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Organizational Behavior: Bridging Science and Practice v3.0

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