

Arizona State University Interdisciplinary Studies

BIS 340 Organizational Leadership: Socrates, the Super Worker

1. Description and Purpose of the Course

The course title: Socrates, the Super Worker: ***Developing Aligned Work, Workplaces, and Lives.***

Socrates, 2500 years ago, advised: “Know Thyself.” We’ll expand Socrates thinking in this course by adding “Know Thy Work” and “Know Thy Workplace.” We’ll cover all three areas: Your Work, Your Workplace, and You – Your Life. We address all three areas because our interest goes beyond fragments to the “Whole.” You are not a fragment, but a whole human being and, as a whole person, you will benefit from a framework that enables you to see and analyze the Whole. This course challenges fragmentation and introduces a “holistic,” organizing principle: ***ALIGNMENT***. The topic is “work” and the “workplace” in relationship to the “whole of life.”

Our purpose is to align you (your vision, mission and life goals), with your work (whether in an organization or a business, community or educational setting) and your work environment. ***Alignment***, as an organizing principle, points to the interrelationship between the marketplace, the organization, the work positions created to complete the work of the organization, and the people. How do we align all of those components?

At the end of the class, you should be able to have an answer to these questions:

In what ways has this class given me a better understanding of *MY WORK, MY WORKPLACE, and MY LIFE?*

2. Deliverables and Development

Instructional Goals

Our Organizational Leadership and Interdisciplinary Studies Department has some general goals for OGL 340. They are:

- Demonstrate the ability to apply organizational theories and concepts to world and life events
- Demonstrate the ability to analyze the impact of cultural and normative influences on individual behavior
- Demonstrate competency in applying organizational skill sets to goals and objectives while addressing challenges

The instructor has general goals more specific to the topic, Socrates, the Super Worker. Upon completion of this course, students will:

- Complete the Work Style Patterns® Online Inventory (WSP™) and an analysis of personal results;
- Evaluate the significance of discrepancies between Work Preference and Actual Work;
- Apply information from WSP™ results to discussion group activities;
- Apply the principle of *Alignment* to individual and discussion group assignments;
- Compare the concept of the Tipped Hierarchy to one's own work environment;
- Provide a comparison and critique of the Seven Principles of an Aligned Work Environment to case studies from self-managed workplaces
- Complete a Life Design (life plan) including personal mission, values, goals and action steps, and an identification of self-limiting beliefs

Unit Instructional Objectives

Module 1: Know Thy Work, Part 1

The goal of Module 1 puts forth class objectives, establishes a framework for understanding the concepts and language of the WSP™ Inventory and *Work Alignment*. Also, you'll learn how this class will operate (materials, grading, interacting with classmates and instructor, preparing for quizzes, and other pertinent information). Taking the WSP™ Online Individual Inventory introduces you to your Preferred and Position Actual Work Style Profile and the concept of *Work Alignment* for the individual.

Module Actions

Read Introduction and Chapter 1 in the textbook, Realizing the Promise of Work; watch Video #1, complete your first Discussion Board 1.1 (an Introduction and Review of the concept of **Alignment**); watch Video #2 "Before You Take WSP™," then complete the WSP™ Inventory; study Personal Report on the WSP™; watch video #3 "After You Take the WSP™," respond to a classmate's posting for DB 1.1.

Learning Objectives & Experiences

At the completion of Module 1, you will have:

- Completed the online Work Style Patterns® (WSP™) Online Inventory;
- Reviewed individual WSP™ Personal Report including your Preference and Position Actual Profiles applying pertinent characteristics to your work;
- Developed a working knowledge of W/T, S/P, M/O, and ADAPTOR Orientations;
- Initiated contact and introduced yourself to other members of your class;
- Completed Discussion Board 1.1 and responded to a classmate's Discussion Board;

Module 2: Know Thy Work, Part 2

The goal of Module 2 is for you to understand better both your Preferred and Position Actual Work Styles and the degree of alignment or misalignment (Work Style stress) between them; you also develop an understanding of the Preference and Actual Work Styles of others.

Module Actions

Read Chapters 2 & 3 in text; watch Video “Interview #1 with Tomas & Donna MacIntosh-Fletcher,” complete Quiz #1 (Quiz covers Modules 1 & 2, text reading and videos); complete Discussion Board 2.1 sharing information about your work Preference and Discussion Board 2.2 exchanging insights into the WSP™ Position Actual Work Profile information.

Learning Objectives & Experiences

At the completion of Module 2, you will have:

- Demonstrated an understanding of and ability to make use of the WSP™ *Alignment* information
- Described and exchanged WSP™ Profile Preference information through Discussion Board 2.1 with some of your classmates;
- Described and exchanged WSP™ Actual Work information through Discussion Board 2.2 with some of your classmates;
- Completed an analysis of the differences between Preference and Actual Work Styles and Work Style *Alignment* or Misalignment (Work Style Stress)
- Selected one of the 7 Principles that best applies to your work and described its impact

Module 3: Know Thy Workplace, Part 1

The goal of Module 3 is to have you examine the workplace as a dynamic entity in which change relentlessly upsets the status quo. You’ll develop practical ideas of how to use your understanding of Preferred and Position Actual Work Styles to strive for better alignment in whatever work you choose. You’ll revisit the Tipped Hierarchy concept (p. 91 in your text) and explore how change is impacting your workplace. You’ll examine the **ADAPTOR** approach to work and its relevance in the workplace when utilized in response to evolving changes and when it is over-utilized in response to crisis situations.

Module Actions

Read Chapter 5 in the text; complete Quiz #2 on Chapter 5 and Videos (Morningstar) and (Daniel Pink); identify key concepts in videos; complete Discussion Board 3.1 and respond to classmates; complete YOUR WORKSTYLE FIT”

Learning Objectives & Experiences

At the completion of Module 3, you will have:

- Identified examples of current and anticipated change in the workplace including examples of the impact of outsourcing, globalization, automation, and abundance
- Identified key elements of the **ADAPTOR** Actual Work Profile
- Listed potential stress points, if any, for yourself personally between your Preference and the **ADAPTOR** Actual Work
- Presented examples of how Work Style stress can impact a workplace in your Discussion Board
- Identified characteristics of misaligned work environments and contrast to the characteristics of aligned work environments
- Identified 2 or more examples, if any, of the 7 Principles for an Aligned Work Environment in your current work environment
- Demonstrated knowledge of the 7 Principles of Aligned Work through a critical analysis of said Principles;

Module 4: Know Thy Workplace, Part 2

The goal of Module 4 is to enable you to have a more accurate picture of your workplace from an **Alignment** perspective – how well aligned is your workplace currently & where is it headed – and use the power of Accountabilities to achieve better personal alignment and workplace integration.

Module Actions

Read Chapters 6 & 7 in text; identify key concepts in Video: “Interview #2 with Tomas and Donna McIntosh/Fletcher, and Simon Sinek video; complete Quiz #3 on reading materials and videos; complete Discussion Board 4.1 and respond to classmates; complete the WSP Graph Link.

Learning Objectives & Experiences

At the completion of Module 4, you will have:

- Distinguished between concepts of “Why,” “What,” and “How” as they apply to your work environment
- Applied the shifts in Roles for work environment integration of a “we before me” workplace
- Provided examples of how the Principle of Accountability is playing a significant role in the evolving workplace

- Differentiated Shared Accountability from Individual Accountability

Module 5: Know Thy Work, Workplace , Life – Globally

The purpose of Module 5 is to complete your reading of the text, complete Discussion Board 5.1 and respond to two of your classmates for DB 5.1, and take Quiz #4.

Module Actions

Read Chapters 4 & 8 in text; watch Video: Interview #3 with Tomas and Donna McIntosh/Fletcher, take Quiz #4, and review instructions for completing Discussion Board 5.1. Complete DB 5.1 and respond to two of your classmates.

Learning Objectives & Experiences

At the completion of Module 5, you will have:

- Identified your experience with Globalization;
- Reviewed key elements in Globalization
- Identified, within the topic of Globalization, elements of interest and/concern with current trends and shared your interests/concerns with classmates.

Module 6: Know Thy Self: Life Design & Creating the Adventure of Your Life

The purpose of Module 6 is to complete your Life Design or life plan and complete all course exercises including “My Work, My Workplace, My Life.” Watch Instructor Video, “Life Design: Creating the Adventure of Your Life.” There is no Quiz in Module 6.

Module Actions

Complete Life Design exercises and complete your Life Design.

Learning Objectives & Experiences

At the completion of Module 6, you will have completed your Life Design by:

- Applying the Power of Journey stages to your personal journey;
- Completing a Life Satisfaction Chart;
- Writing a Personal Mission Statement;
- Listing your Personal Values;
- Writing Two Goals for Two Life Areas;
- Fleshing out Goals with Action Steps;

- Completing Self-Limiting Beliefs chart;
- Completing Winning the Lottery;
- Looking for potential Doors for Change;
- Finalizing your Life Design.

Course Schedule

Course Topics, Schedule, & Grading

Module	Readings / Assignment / Quiz / Work Group	Points	Due Date
Module 1	Watch Video #1: "Socrates Introductory Video" -- First Thing Read Introduction and Chapter 1 of text Complete Discussion Board 1.1 "The Concept of <i>Alignment</i> " Respond to one of your classmate's DB 1.1 posts	20 20	
Module 1	Watch Video #2: "Before You Take the WSP™" Complete WSP™ Inventory and Study 18 Page Report Watch Video #3: "After You Take the WSP™"	50	
Module 2	Read Chapters 2 & 3; Watch Videos;	0	
Module 2	Discussion Board 2.1: Complete "RESPONSE TO MY WSP™ PREFERENCE" Respond to one of your classmate's DB 2.1 posts. Discussion Board 2.2: Complete "RESPONSE TO MY ACTUAL WORK" Respond to two of your classmate's DB 2.2 posts.	20 20 20 20	
Module 2	Quiz #1	100	
Module 3	Read Chapter 5; Watch Videos		
Module 3	Discussion Board 3.1: "Adapting to Change and Self-Managed Workplaces" Respond to one of your classmate's DB 3.1 posts. "YOUR WORKSTYLE FIT"	20 20 20	
Module 3	Quiz #2	75	
Module 4	Read Chapter 6 & 7; Watch Videos		
Module 4	Discussion Board 4.1: "The 'We Before Me' Workplace" Respond to two of your classmate's DB 4.1 posts Complete WSP Graph Link	20 20 20	
Module 4	Quiz #3	75	
Module 5	Read Chapter 4 & 8 & Watch Video: "Interview #3"		
Module 5	Discussion Board 5.1 Respond to two of your classmate's DB 5.1	20 20	
Module 5	Quiz #4 on Chapter 4 & 8	50	
Module 6	Complete Life Design Exercises & Your Life Design (after	100	

	watching Instructor Video: "Life Design: Creating the Adventure of Your Life"		
Module 6	Writing Assignment: Summary: "My Work, My Workplace, My Life"	50	

Grading Procedure

Grades reflect your performance on quizzes, writing assignments, exchanges with Work Group, and adherence to deadlines. Graded assignments will be available within one week (at the most) of the due date via the Gradebook.

Textbook

Realizing the Promise of Work: *Work of Lasting Value*, Donna McIntosh-Fletcher and W. Thomas McIntosh-Fletcher, Third Printing, 2013.

Syllabus

BIS 340: Socrates, the Super Worker

MASTER COURSE SYLLABUS (V. Spring B, 2017)

Bachelor of Arts, Organizational Leadership

ASU Online / 7-Week Accelerated

Arizona State University

Your Professor

Bill Erwin

Office: UCENT (downtown) 336
 Phone: (602) 717-3239
 Office Hours: E-mail me to set up an appointment

E-Mail: William.S.Erwin@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.

**This course is offered by the School of Letters and Sciences. For more information about the school, visit our website: <https://sls.asu.edu/>. If you have questions or concerns, please send your inquiry to sls@asu.edu.

Introduction to BIS 340: Socrates, the Super Worker

The course title: Socrates, the Super Worker: ***Developing Aligned Work, Workplaces, and Lives.***

Socrates, 2500 years ago, advised: "Know Thyself." We'll expand Socrates thinking in this course by adding "Know Thy Work" and "Know Thy Workplace." We'll cover all three areas: Your Work, Your Workplace, and You – Your Life. We address all three areas because our interest goes beyond fragments to the "Whole." You are not a fragment, but a whole human being and, as a whole person, you will benefit from a framework that enables you to see and analyze the Whole. This course challenges fragmentation and introduces a holistic, organizing principle: ALIGNMENT. The topic is work and the workplace in relationship to the whole of life.

Our purpose is to align you (your vision, mission and life goals), with your work, and with the organization where you work. Alignment, as an organizing principle, points to the interrelationship between the marketplace, the organization, the work positions created to complete the work of the organization, and the people. How do we align all of those components? That alignment is our focus.

At the end of the class, you should be able to have an answer to these questions:

In what ways has this class given me a better understanding of *MY WORK, MY WORKPLACE, and MY LIFE?*

Socrates, the Super Worker (BIS 340) examines the interdisciplinary nature of work, work environments, and balancing one's entire life through a consistent mission, values, and life goals. Clarifying one's personal mission, values and goals and aligning that mission with one's work and the mission and values of one's workplace is critical to creating a holistic approach to life.

Course Learning Activities

This particular course, combines sound theory with practical tools, for a holistic approach to work, the workplace, and life. You'll gain critical information about your work, how you "Prefer" to work and how you see your work. Then attention moves to the workplace and an organizing principle, Alignment, which provides insight into how to align your workplace to the market, and positions to workplace goals, and people to work positions. The final part of the course integrates your work, your choice of workplaces, and your life. The focus of this course is practical application and treating your life – your work, workplace, and life – as the whole that it is.

Course Description

This course examines the interdisciplinary nature of work and how it provides aspects of the meaning of human existence and fulfillment of human capabilities.

Course Objectives

Learning Your Work Preference and How You See What Your Work Requires

- Completing the Work Style Patterns Inventory (WSP™).
- Learning your Work Preference and your Actual Work Position
- Exchanging Work Preference and Actual Work Position information in classmate Discussion Boards
- Completing your Life Design.

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.
- 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 interdisciplinary interactions in organizations, leadership and management.
- Discuss integrative connections between social processes, work/life balance, motivation, and creativity.

Literacy and critical inquiry

- The vast majority of your grade in this course will depend upon writing, including multiple substantial writing tasks (Discussion Topics) arranged so that the students will get timely feedback from the Professor 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.

Text Books / Course Readings

The following textbook and materials are required for the course:

(2013). ***Realizing the Promise of Work: Work of Lasting Value***. The McFletcher Corporation, Donna McIntosh-Fletcher and W. Thomas McIntosh-Fletcher.

- The WSP™ Inventory (your personal access code is provided for you to complete the Inventory).
- **Course Website** – You'll find all of the other required readings available online under the *Readings links* posted under the *Course Home* and *Week 1-6* navigation tabs.

ABOR Policy Regarding Coursework Expectations

Please read this policy carefully. Sometimes students come into an online course (especially one of these intense, accelerated courses) with a full load of courses as well as other obligations, and find that they do not have the time to devote to their studies. This is a time-intensive course, and one that benefits students significantly. It's important, in terms of expectation setting, that you are aware of the official ASU policy regarding reasonable and required course workload (per credit hour of a course).

SLS / BIS POLICY: The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit.... Off-campus courses, regardless of mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. An equivalent of 45 hours of work by each student is required for each unit of credit." (<http://azregents.asu.edu/rrc/Policy%20Manual/2-224-Academic%20Credit.pdf>).

Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a high-quality university education. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

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 work group exercises, and take a series of quizzes on the reading materials.

Read Chapter 5 in the text; complete Quiz #2 on Chapter 5 and videos; identify key concepts in videos; complete work group exercise; place work group documents in Portfolio

Learning Module	Task(s) To Be Completed	Points
Learning Module 1	<p><i>Readings:</i> McIntosh-Fletcher, <u>Realizing the Promise of Work</u>, Read Introduction and Chapter 1</p> <p><i>Videos:</i> “Socrates Introductory Video” “Before You Take the WSP™” “After You Take the WSP™”</p>	

	<i>Assignments:</i> Discussion Board 1.1 Discussion Board Response to Classmate Complete WSP™ Inventory	20 20 50
“Learning Module 2	<i>Readings:</i> McIntosh-Fletcher, chapters 2 & 3 <i>Videos:</i> Instructor Module 2 Instructions <i>Quizzes:</i> Quiz #1 <i>Assignments:</i> Discussion Board 2.1 Response to DB 2.1 Discussion Board 2.2 Response to DB 2.2	100 20 20 20 20
Learning Module 3	<i>Readings:</i> McIntosh-Fletcher, chapter 5 <i>Videos:</i> <i>Quizzes:</i> Quiz #2 <i>Assignments:</i> Discussion Board 3.1 Response to Discussion Board 3.1 “YOUR WORKSTYLE FIT”	75 20 20 20
Learning Module 4	<i>Readings:</i> McIntosh-Fletcher, chapter 8 <i>Videos:</i> <i>Quizzes:</i> Quiz #3 <i>Assignments:</i> Discussion Board 4.1 Response to DB 4.1 WSP Graph Link	75 20 20 20

Learning Module 5	<i>Readings:</i> McIntosh-Fletcher, chapter 8 <i>Videos:</i> <i>Quizzes:</i> Quiz #4 <i>Assignments:</i> Discussion Board 5.1 Response to Discussion Board 5.1	 50 20 20
Learning Module 6	<i>Assignments:</i> Complete Life Design Writing Assignment: Summary: "My Work, My Workplace, My Life"	 100 50
Total Possible Points		780

Total Point Score	Letter Grade
(90% and up)	A
(80% to 89%)	B
(70% to 79%)	C
(60% to 69%)	D

Assignments are generally due either Thursday nights or 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 Professor 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.

Communicating With Your Instructor

This course uses a discussion board called "Hallway Conversations" for students to help each other with general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. *If you would like to get your question answered quickly, you can always email the Instructor – but please be sure you take a look through the course materials first, so you can ask a specific question! Thank you!*

Email questions of a personal nature to your Professor. You can expect a response within 48 hours - weekdays.

Online Course

This is an online course. There are no face-to-face meetings, but there will be bi-weekly Chats where you can ask questions and see what other questions are being asked. You can log into your course via MyASU or <https://my.asu.edu>.

Email and Internet

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

All correspondence from your Professor will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard or as assigned by your Instructor. Do not submit an assignment via email unless permitted by your Instructor.

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.

Quizzes are one of the more objective ways to grade and are given a significant weight in this course. Quizzes cover the reading from the text, any supplemental reading assigned, and VIDEOS. In this course, Videos are an essential part of the learning and information from the videos will show up in the quizzes.

It is important to note that you will not be graded by your peers in your Work Groups. I want you to feel free to provide each other with valuable feedback. The Work Groups are intended to stimulate work as you will be doing in the workplace. Therefore, it is not only the feedback you share with each other but also your experience of working in the group. How valuable is the experience? Considering your WSP™ Preference, how challenging is collaboration and communication?

As an upper level course, I am assuming a high level of participation and quality in the work. As your Instructor, I'm placing a great deal of confidence in your interest in developing the practical, professional skills and information this course is offering. On assignments that I grade, I will complete a quick scan of the entire assignment and then select sections of each assignment for closer examination. Your grade will include a) completing all the work and b) the quality of the sections I examine more closely.

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. (I also may provide individual feedback if I find something especially pertinent that needs a response.) 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.

Citing Style for Discussion Topics / Assignments

The writing in this course is different from most classes. I'm wanting to see your comments back and forth to your classmates more like "inter-office Memo." Feel free to summarize, come to the point quickly (although clearly) and use bullet points.

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 Your Name and Assignment Name for each assignment).
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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!

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

I am particularly interested in your direct, unvarnished feedback on this course so we can improve any deficiencies!

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 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.

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone (optional) and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily
WATCH THE VIDEOS
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your Professor and peers
- create a study and/or assignment schedule to stay on track

Other Course Policies

Grade Appeals: ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Disability Accommodations for Students: Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

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.

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.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else’s work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Drop and Add Dates/Withdrawals

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#).

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes

to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the *Announcements* section on Blackboard.

Student Conduct Statement

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>,
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm>, and
- The ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

ASU Writing Centers

One Center, Many Places: The ASU Writing Centers are located at all four ASU campuses, Thunderbird School of Global Management, and online. The Writing Centers offer free tutoring for all enrolled students.

All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing

Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/writing-centers>.

SI (Supplemental Instruction)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: <https://tutoring.asu.edu>.

Tutoring

Tutoring is available on all ASU campuses and online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

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Assessment Guidelines Rubric

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

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

A = Excellent = Exceptional Paper

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

B = Good = Above Average Paper

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

C = Satisfactory = Competent Paper

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

D = Poor = Marginally Acceptable Paper

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

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