# PSY 321 – Industrial/Organizational Psychology

## Syllabus

### Contents

# Course Information

## Instructor Information

See the online course in Blackboard for instructor contact information and availability.

## Textbook and Course Materials

Levy, P. E. (2017). *Industrial/Organizational Psychology: Understanding the Workplace* (5th Edition). New York, NY: Macmillan. ISBN-13: 978-1-319-01426-1

Contact the Scribner Bookstore for ordering information.

## Course Description

Presents an overview of individual, environmental, and organizational factors that affect job-related behavior. Topics include selection, testing, motivation, job satisfaction, job analysis, performance evaluation, safety and violence in the workplace, stress, leadership, and engineering psychology.

## Credit Hours

Four (4) credit hours

## Prerequisites and/or Co-requisites

Prerequisites: junior/senior status and PSY 101 or 102, or consent.

## Learning Outcomes

Expanded, detailed, learning objectives are posted within each module and are encapsulated here. Students who successfully complete this course will be able to:

- Summarize what industrial/organizational psychology is and give examples of the kinds of research and applied problems that are the focus of professionals working as I/O psychologists
- Describe the historical events and people that have shaped the growth of the I/O psychology
- Differentiate among the various research methods employed by I/O psychologists to gather their data and evaluate their strengths and weaknesses
- Describe the essential components of and methods of performing a job analysis, and how they are commonly used by organizations
- Explain the nature of job evaluation and some of the controversial topics relating to setting compensation (e.g., gender and wage gaps)
- Describe the ways that I/O psychologists define and measurement performance criteria
- Describe the purpose of performance appraisal process and the various formats used for performance evaluation

- Describe the effects of rating errors and context can have on performance appraisals
- Explain the role of legal issues relating to performance appraisal and the complexities of providing performance feedback
- Define tests and explain how they are used for personnel selection
- Explain the concept and importance of test validity
- Compare and give examples of various types of predictors
- Debate the merits of controversial practices in personnel selection (e.g., drug testing, social media screening)
- Describe the steps involved in validating a selection battery and the various forms of validity
- Give examples of recruiting strategies used by organizations
- Explain the importance of the concept of utility and factors that affect the utility of a selection battery
- Summarize concepts related to the use of selection batteries and the legal issues surrounding their use (e.g. adverse impact in selection decisions, reasonable accommodations as defined in the American's with Disabilities Act)
- Summarize the importance of training to organizations and employees
- Describe how training needs are established and the various training techniques available to organizations
- Evaluate the strengths and weaknesses of training techniques
- Describe the importance of work motivation to organizational psychology
- Distinguish among the major categories and examples of theories of work motivation
- Explain how trends toward job enrichment and job crafting are being used to maximize work motivation in organizations
- Explain the relationship between job attitudes and behavior
- Describe job satisfaction and how it is typically measured
- Discuss how job satisfaction impacts important organizational outcomes like commitment, withdrawal, and counterproductive behaviors within organizations
- Distinguish between stressors and strains
- Explain how coping skills help individuals handle stress
- Discuss modern challenges to well-being at work such as work-family conflict, dual-earner couples, job loss, underemployment and workplace violence
- Cite examples of family-friendly employee benefits and ways companies are helping employees cope with stress
- Explain how social influence affects group behavior
- Define group cohesion and justify its importance in group processes
- Identify the stages of effective decision making and some of the barriers to making good decisions
- Describe the nature and uses of work teams and provide examples of types of work teams
- Discuss emerging trends in teamwork (e.g., virtual teams,multi-team systems)
- Describe characteristics of leadership
- Compare and contrast major theories of leadership
- Explain the role of gender, culture, and emotion relate to leadership processes
- Outline the major organizational theories and how they developed
- Indicate what organizational development is and why it's important for the success organizations

- List and describe principles of organizational change
- Discuss the details and merits of organizational development interventions including gainsharing, total quality management, technostructural interventions, and culture-change interventions

## Course Format and Design

This course is offered fully online in modular format. The course is designed to provide students with a variety of learning experiences and equip students with learning resources and activities that enable learning outcomes.

# University Information and Policies

## University Mission Statement

*Prepare each student for a meaningful life and career*

The mission of Virginia Wesleyan University is to engage students of diverse ages, religions, ethnic origins, and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the university employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

## Special Needs and Accommodations

Virginia Wesleyan University is committed to giving all students the opportunity of academic success. If you are a student who is requesting accommodations based on the academic impact of a disability, speak to your instructor about your accommodations letter and specific needs. If you do not have an accommodations letter for this course, you will need to visit or call for an appointment with a disability support specialist to coordinate reasonable accommodations. Visit [Virginia Wesleyan University Disability Support Services](#) on the Web.

## Honor Code

As a liberal arts university, Virginia Wesleyan is committed to values of citizenship and social responsibility fundamental to a community of scholars. People who join this academic community agree to maintain academic honesty and, therefore, not to cheat, lie, falsify data, or commit plagiarism or academic theft. Refer to the [Virginia Wesleyan Honor Code](#) for definitions, rights, responsibilities, and procedures.

## Student Handbook

All students are expected to uphold the university's mission statement and abide by the university's honor code, the Virginia Wesleyan Creed, and all other standards that govern the conduct and behavior of students. For more information, refer to the student handbook.

## Technology Requirements

Online courses require that you have access to a computer with a reliable Internet connection (high-speed access recommended). A backup plan is recommended in the event of an Internet outage.

You will need to have access to and be able to use the following:

- A Web browser (Google Chrome or Mozilla Firefox is recommended.)
- Adobe Acrobat Reader (Get Adobe Acrobat Reader free.)
- Microsoft Office 365 (Get Office 365 free.)
- A Virginia Wesleyan e-mail account to use when submitting assignments

For assistance with passwords and user IDs, contact the Virginia Wesleyan Help Desk.

For assistance with Blackboard, please contact the Learning House Help Center.

## Instructional Technology

For information, support, and training in the academic software of the university, refer to the university's department of Instructional Technology.

## Learning Center

Contact the Learning Center for the following services:

- Academic advocacy and communication
- Academic planning and workshops
- Academic tutoring
- Computers and assistive technology
- Disability support services
- Individualized writing assistance
- Speech lab

## Hofheimer Library

The Hofheimer Library supports the Virginia Wesleyan community by providing services, resources, and facilities that advance the academic program. Visit the Hofheimer Library on the Web for information, resources, services, and hours.

## Nondiscrimination Statement

Virginia Wesleyan University does not discriminate against students of any race, religion, color, creed, gender, national and ethnic origin, age, marital status, covered veteran status, handicap, sexual orientation, or any other legally protected status in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs and facilities.

## Diversity Statement

Virginia Wesleyan University values the benefits of its diversity. We are committed to educating the campus community about issues of diversity. The campus promotes freedom of thought and opinion in the spirit of mutual respect. Our campus community is enriched through programs, activities, and interactions by celebrating our uniqueness as well as our commonalities.

This commitment to diversity links programs and services that support the distinctiveness of individuals regardless of racial and ethnic backgrounds, physical and cognitive abilities, family status, sexual orientation, gender identity, socioeconomic status, age, and religious and spiritual values.

An essential feature of this community is an environment in which all students, faculty, administrators, and staff are able to study and work free from bias and harassment. Such an environment contributes to the growth and development of each member of the community.

# Course Policies

## Participation

The pace of the class and workload will require frequent interaction with the course page. Participation in Discussion Boards will be a graded component of the class. Beyond the required discussion component, you are encouraged to interact with the instructor and your fellow students through message board features set up on Blackboard. It is expected that you will check into the course page and monitor your e-mail regularly during the week to see if there are any course announcements, adjustments to the class schedule or assignments, or for additional communications such as extra credit or extracurricular events that might pertain to the class (e.g., Port Day, professional talks)

## Late Work

No late work will be accepted without prior consent from the instructor. Any late work approved by the instructor will receive a 10% deduction per day until completion. No late work will be accepted beyond five business days.

## Makeup Work

Requests for makeup work will only be granted in the case of legitimate personal illness or emergencies and must be accompanied by supporting documentation (e.g., doctor's note, accident report, court document).

## Extra Credit

Students may be presented with opportunities to participate in research projects for extra course credit. Point values for each study depend on the estimated level of effort or time commitment involved; most are worth 1-2 points counted toward your exam scores.  The instructor will notify students with details as these opportunities arise via e-mail. Additional extra credit assignments may be posted via Blackboard. Students may earn a maximum of 10 extra credit points for the course, which must be turned in by the last day of class.

## Netiquette Guide

The following rules of conduct for your online interactions with each other and the instructor are designed to make the experience enjoyable and rewarding for everyone. These apply to interactions within discussion or message boards within the course pages and for e-mail communication with each other or your instructor.

1. *Be kind and respectful* to others. No everyone will share the same attitudes, beliefs, culture, or personal experiences as you. Keep in mind that diversity of ideas and in communicating with others is part of the learning experience. If you read another person's post that you disagree with or that makes you upset, take some time away from the computer before responding if you feel the need to reply so that you do not say something you will regret later.

2. *Keep questions and comments relevant* to the topics at hand. If responding to a prompt, review course readings or presentation materials. If you are asked to reply to others' responses in Discussion forums, take the time to read their response carefully and respond thoughtfully.

*3. Attempt to find answers first.* Before posing a question to other students or to the instructor, take some time to find the answer yourself. Most course details are provided here in the syllabus or within assignment instructions posted on the course page.

4. *Be concise.* Discussion responses should make it clear you are prepared and can go beyond restating the material, but aim to maximize what you say by keeping the length of your responses to the main points. Here are some [tips to help you write concisely](#). Questions or comments via e-mail to the instructor should be short and direct and not require more than a few minutes for the instructor to provide a response. Telephone calls can sometimes be better than e-mail for quick replies.

5. *Do not yell.* Please do not use all capital letters. This equates to yelling for online communication.

6. *Check your grammar and spelling.* Reread your messages or posts. Take advantage of spell check and grammar check features available in most software. No one is perfect. However, extensive misspellings and grammar mistakes reflect poorly on one's professionalism, and for assignments it may affect your grade.

7. *Avoid text lingo and abbreviations* that you would use with friends.

8. *Do not over-share personal information.* Sharing anecdotes with other students in the class may facilitate conversation. However, please do not reveal information that could be used for identity theft.

9. *Be careful using sarcasm and humor.* Because you do not have nonverbal cues to accompany sarcastic remarks, your intended meaning may be lost or misinterpreted. You may end up starting an argument you did not intend or offend someone.

10. *Use standard fonts, font sizes, and colors.* In most cases the default fonts, sizes, and colors are defaults because of their readability. If you want to emphasize something, you may use boldface or italics.

## Strategies for Success

1. *Expect to work hard.* This class is condensed to fit into half the time of a traditional semester. It will contain the same amount of material and work as a face-to-face course.

2. *Confirm your technological capabilities and requirements.* Review the technology requirements and familiarize yourself with the support services available (see **Technology Requirements**) in case you have connectivity or software issues.

3. *Familiarize yourself with and continually check your syllabus.* This will be essential for you to successfully manage your time. Know assignment dates and timelines for big projects. You should be able to monitor your progress and calculate your grade as you make your way through the course.

4. *Organize your time.* Due to the mini-session format (i.e., 7.5 weeks), you should expect to put in about 20 hours per week on average on course activities. Dedicate large blocks of time (i.e., 2-3 hours) to complete assignments. Expect to log into the class at least four times per week.

5. *Create a quiet study space.* Locate a space where you will be free of distractions where you can read, complete assignments, and take tests without interruptions. If you find a good quiet spot, use it consistently.

6. *Take responsibility for your learning.* Develop good study habits and practice self-discipline. Be proactive in monitoring the course schedule for upcoming assignments and due dates.

7. *Connect with your instructor early.* If you have questions or are struggling, please do not hesitate to contact the instructor for guidance. It is very important not to wait until it is too late to ask an instructor to provide help or recommend new strategies or approaches.

8. *Stay active.* Consistently participate in discussion forums and message boards. Communicate with other students and the instructor on a regular basis. Active learning is more likely to lead to success than isolation.

# Course Grades and Assignments

## Grade Allocation

| Assignment | Percentage |
|---|---|
| Weekly Discussions | 15% |
| Assignments | 40% |
| Tests | 25% |
| Poster Project | 20% |
| Total Possible | 100% |

## Grading Scale

| Grade | Average |
|---|---|
| A | 93–100 |
| A- | 90–92 |
| B+ | 88–89 |
| B | 83–87 |
| B- | 80–82 |
| C+ | 78–79 |
| C | 73–77 |
| C- | 70–72 |
| D+ | 68–69 |
| D | 63–67 |
| D- | 60–62 |
| F | Below 60 |

## Assignment Descriptions

### *Assignments*

Each module will require completion of 3-5 assignments designed to illustrate the concepts discussed in the readings and other course materials within each module. Assignments may include answering questions about primary research sources (i.e., journal articles), performing activities similar to those done by professional I/O psychologists like a job analysis, writing short reports or critiques, or group work. Details of each assignment (e.g., instructions, point value, and due dates) will be provided within each module. Assignments will be worth **40%** of your course grade.  For most assignments, grades will be awarded for completed work using three categories, "poor" (70%), "good" (85%), and "excellent" (100%). Learning checkpoint assignments (i.e., practice tests) will be graded but may be retaken for mastery and are designed to help

prepare you for the module tests. Additional points may be deducted for incomplete or late work (see policy below).

## *Poster Project*

Twenty percent (**20%**) or your course grade be determined by a research project resulting in a professional conference-style poster based on research question or problem related to the course that you would like to know more about than what you might encounter in the course materials.

Sample topics include controversies over the use of drug testing, a formal job analysis for a particular occupation, gender equality/inequality within or across specific fields, or theoretical explanations and empirical trends related to violence in the workplace. Within each module, you will find a selection of keywords to use to help you perform literature searches on your topics. You are encouraged to look for other additional keywords or topics that are I-O related but not specifically mentioned in the modules. Please see the Poster Project instructions posted on the course page for more details on what content to include and formatting. Note that you will not be required to print your posters, but will upload them in the course page for the class and instructor to view and evaluate. Those students who wish to present their posters at Port Day should communicate their desire to do so with the instructor and consult the VWU Lighthouse Center for Exploration and Discovery website to find out about applications, deadlines, and other information for Port Day presenters.

In addition to completing and submitting a final copy of your poster, there are assignments within most modules designed as intermediate steps toward completing the poster project. These intermediate steps will be graded as **Assignments** and are designed to keep you on pace to finish the project during the last week of class. Posters will be graded based on the instructor's judgment of quality, using the *poster project grading rubric* (see appendix below), and feedback gathered from the class using a Google Form survey (found and explained in the final module).

## *Discussion*

Within each module, you will find a set of discussion prompts. Discussion prompts found within discussion forums are designed for you to apply information from course readings and other materials to accomplish the module objectives in ways that go beyond than traditional tests, quizzes, or assignments. Discussion prompts are designed for you to respond to what you are learning by asking you to provide analysis, explore and express different perspectives, debate, raise questions, share information or viewpoints with other students, or try and offer solutions to problems, among other things.

Discussions within each module generally ask you to make a required number of postings by mid-week (i.e., Wednesday), and then respond to other students' postings by the end of the week (i.e., Sunday). Discussion points will be awarded using the grading criteria listed in the *guidelines for discussion grading in the appendix below. Discussion activity is worth* **15%** *of your grade in the course.*

*Tests*

Each of the first seven modules will include a test over the readings and the associated learning materials and activities covered each week. Exams will consist primarily of multiple choice questions with some short answer questions. Test grades will count toward **25%** of your grade in the class. Learning checkpoint assignments (see above) will contain questions similar to those on the exam. Please use the learning checkpoints to check your progress toward mastering the module objectives before taking the graded module test.

# Course Schedule

Refer to the academic calendar for important university dates.

The instructor reserves the right to make necessary changes, additions, deletions, and revisions to the course schedule as needed.

| Module | Readings | Assignments Due |
|---|---|---|
| 1<br>Introduction and History of I/O; Research Methods in I/O | Levy Ch. 1<br>Levy Ch. 2<br><br>Farnham, A. (2014, February 5) 20 fastest growing occupations. *ABC News.*<br><br>Lohr, S. (2013, April 20). Big data, trying to build better workers. *The New York Times.* | **Application Question 1—I/O Graduate Program Websites** (Levy p.24)<br>(20 *assignment* points)<br>**Research Design Exercise** (10 *assignment* points)<br>**Discussion Forum on Diversity in the Workplace and Types of Validity** (20 *discussion* points)<br>**Module 1 Learning Checkpoint** (10 *assignment* points)<br>**Module 1 Test** (25 <u>exam</u> points) |
| 2<br>Job Analysis; Criterion Measurement | Levy Ch. 3<br>Levy Ch. 4<br><br>Landrum, R. E., Hettich, P. I., & Wilner, A. (2010). Alumni perceptions of workforce readiness. *Teaching of Psychology, 37*, 97–106.<br>Abram, M. (1985, November 4). Against 'comparable worth'. *The New York Times.* | **Discussion Forum—Questions and Debate on Gender and Comparable Worth** (20 *discussion* points)<br>**Job Analysis Assignment** (15 points)<br>**Journal Article Review Questions** Landrum et al. (2010) (10 *assignment* points).<br>**Unit 1 & 2 Learning Checkpoints** (5 *assignment* points each)<br>**Module 2 Test** (25 *exam* points)<br>**Poster Topics** (10 *assignment* points) |

| Module | Readings | Assignments Due |
|---|---|---|
| 3 Performance Appraisal; Predictors | Levy Ch. 5<br>Levy Ch. 6<br><br>Sachau, D., Congemi, P., Meyer, J., & Blackhurst, E. (n.d.). Should You Hire BlazinWeedClown @ Mail.Com?<br>Culbertson, S. S., Weyhrauch, W. S., & Waples, C. J. (2016). Behavioral cues as indicators of deception in structured employment interviews. *International Journal of Selection and Assessment*, *24*, 119-131. | **Journal Article Review Questions** Culbertson et al. (2016; 10 *assignment* points)<br>**Discussion on Controversial Performance Appraisal Practices** (20 *discussion* points total)<br>**Unit 1 & 2 Learning Checkpoints** (5 *assignment* points each)<br>**Module 3 Test** (25 *exam* points)<br>**Annotated References for Five Poster Project Sources** (20 *assignment* points) |
| 4 Selection Decisions and Personnel Law; Training and Development | Levy Ch. 7<br>Levy Ch. 8<br><br>Resendez, M. G. (2002). The stigmatizing effects of affirmative action: An examination of moderating variables. *Journal of Applied Social Psychology, 32,* 185–206.<br>EEOC (August 8, 2017) UPS to Pay $2 Million to Resolve Nationwide EEOC Disability Discrimination Claims. Press release. | **Discussion Forum on Organizational Socialization** (20 *discussion* points)<br>**Internet Recruitment** (10 *assignment* points)<br>**Journal Article Review Questions** Resendez (2002) (10 *assignment* points)<br>**Levy Application Questions 1 & 6** (10 *assignment* points)<br>**Unit 1 & 2 Learning Checkpoints** (5 *assignment* points each)<br>**Module 4 Test** (25 *exam* points)<br>**Journal Article Review Questions for Three Poster Sources** (10 *assignment* points) |
| 5 Motivation; Job Attitudes | Levy Ch. 9<br>Levy Ch. 10<br><br>Latham, G. P., & Baldes, J. J. (1975). The "practical significance" of Locke's theory of goal setting. *Journal of Applied Psychology, 60,* 122–124.<br><br>Trickey, H. (2011, May 26). Workaholics on vacation? Not likely. *CNN Living.* | **Job Characteristics Theory and TSA (Transportation Security Administration) Officers** (10 *assignment* points)<br>**Discussion Forum based on Job Characteristics and TSA assignment** (10 *discussion* points)<br>**Journal Article Review Questions** Read the article by Latham and Baldes (1975) (10 *assignment* points)<br>**Taking it to the Field** (Levy Chapter 10, p. 356) (10 *assignment* points)<br>**Unit 1 & 2 Learning Checkpoints** |

| Module | Readings | Assignments Due |
|---|---|---|
| | | (5 *assignment* points each) **Module 5 Test** (25 *exam* points) **Poster Outline/Sample Headings & Layout** (10 *assignment* points) |
| 6 Stress and Well-being; Group Processes and Teams | Levy Ch. 11 Levy Ch. 12 Liden, R. C., Wayne, S. J., Jaworski, R. A., & Bennett, N. (2004). Social loafing: A field investigation. *Journal of Management, 30,* 285–300. Eliot, K., & Kolasa, K. M. (2017). Stress-induced eating behaviors of health professionals: A registered dietician nutritionist perspective (Commentary). *National Academy of Medicine.* Michel, A. (2016, October). Burnout and the brain. *The APS Observer.* | **Discussion Forum based on Levy Critical Thinking and Application Questions** (Ch. 11 & 12) (20 *discussion* points) **Reframing Activity** (10 *assignment* points) **Journal Article Review Questions** Liden, et al. (2004) (10 *assignment* points) **Unit 1 & 2 Learning Checkpoints** (5 *assignment* points each) **Module 6 Test** (25 *exam* points) **Poster Rough Draft** (20 *assignment* points) |
| 7 Leadership; Organizational Theory and Organizational Development | Levy Ch. 13 Levy Ch. 14 Falbe, C. M., & Yukl, G. (1992). Consequences for managers of using single influence tactics and combinations of tactics. *Academy of Management Journal, 35*( *3*), 638–652. Vermeulen, F., Puranam, P., & Gulati, R. (2010). Change for change's sake. *Harvard Business Review, 88(6),* 70–76. | **Discussion Forum on What is a Leader?** (20 *discussion* points) **Leadership Self-Assessment on the Internet** (15 *assignment* points) **Journal Article Review Questions** Falbe & Yukl (1992) (10 *assignment* points) **Critique of Vermeulen et al. (2010)** (10 *assignment* points) **Unit 1 & 2 Learning Checkpoints** (5 *assignment* points each) **Module 7 Test** (25 *exam* points) |
| 8 Course Wrap-Up and Final Assignments | N/A | **Final Discussion** (10 *discussion* points) **Final Poster Project** (160 *poster* points) **Extra Credit Due** (up to 10 points counted toward exam scores) **Poster Peer Evaluation** (10 *assignment* points) |

# Collaborative Learning

Collaborative learning, through engagement of other students, is a key ingredient of participatory learning. Students can expect each online course to have some degree of collaborative learning. The type of collaboration may be minimal and take the form of weekly small group discussions.

Alternatively, the type of collaboration may be a major virtual team project that requires weekly and substantive participation from all members. Regardless of the type of collaborative learning, all students are expected to participate in a timely, substantive, on-subject, professional, and complete manner.

# Hints for Success in Your Online Course

1. Be sure you have access to proper computer equipment, Internet service, and software as listed above.

2. Designate certain times each week to work on your course. Plan ahead, avoid procrastination, even out your workload, and absorb material before moving on.

3. Have a specific achievement goal for each log-on session to help you accomplish what you need to get done and avoid distractions

4. Actively participate in discussions. Meaningful interchange will lead to better understanding of various aspects of the course and also contribute to the personality and warmth of the online class community.

5. If assigned to an online team or study group, work with your team members actively from the start. Thus, team members will benefit from the other group members' ideas and experiences and can depend on one another to complete assigned tasks.

6. Practice an informal but organized, concise, and clear writing style that aids online communication.

7. Venture beyond the classroom. The Internet medium of the online classroom gives ready access to electronic libraries and to pertinent websites that offer a significant advantage in understanding graduate-level material.

8. Your class may occasionally use short multimedia components to enrich the learning environment. Follow the instructions provided.

# Appendix

## Poster Project Grading Rubric

The following rating form will be used as an assignment for students to rate each other's posters and will also be used by the instructor in determining poster project grades.

A "3" will be used to designate an average level of student performance on each poster project criteria, with some falling above and some below.

| 1<br>Poor | 2<br>Below Average | 3<br>Average | 4<br>Above Average | 5<br>Outstanding |
|:---:|:---:|:---:|:---:|:---:|

**1. Content/Knowledge**  Did the poster present credible information supported by references? Were concepts covered in the course applied to the poster content?  How informative was it?  _____

**2. Organization**  Was the information organized?  Was information presented in a logical order?  _____

**3. Aesthetics**  Was the poster visually appealing?  Was there a good blend of text and graphics?  Were font size and color schemes appropriate?  _____

**4. Creativity**  To what extent was the poster creative (e.g., use humor, dramatic graphics, or unique content arrangement)?  _____

**5. Overall Quality**  Overall impression of the quality of the poster. Mostly error-free spelling and grammar?  _____

The 1-5 scale used on this form will be translated into the following point values for determining overall poster project grades for the course (out of 150 total points):

Point value per category 5 = 30, 4 = 26, 3 = 23, 2 = 20, 1 = 17

# Guidelines for Discussion Grading

**A**: Shows excellent preparation. Analyzes readings and synthesizes new information with other knowledge (from other readings, course material, discussions, experiences, etc.) Makes original points. Synthesizes pieces of discussion to develop new approaches that take the class further. Responds thoughtfully to other students' comments. Builds convincing arguments by working with what other students say, but may question the majority view. Stays focused on topic. Volunteers regularly in class but does not dominate. (90%-100% of total discussion points)

**B**: Shows good preparation. Interprets and analyzes course material. Volunteers regularly and participates on e-mail in a timely fashion. Thinks through own points, responds to others' points, questions others in constructive way, may question majority view, raises good questions about readings. Stays on topic. (80%-89% of total discussion points)

**C**: Shows adequate preparation. Understands readings but shows little analysis. Responds moderately but rarely offers something original, or responds without advancing the discussion. (70-79% of total discussion points)

**D**: Present. Shows little evidence of preparation or comprehension. Responds to prompts or others minimally or detracts from the discussion. (60%-69% of total discussion points)

**F**: Absent