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BUS 318

Human Resource Foundations in Global Organizations

Fall

B 2019 | 3 Hours

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Course Description

This course covers concepts concerning the principles, practice and issues of human resource (HR) management. The content emphasizes the planning, leading, organizing and controlling of the organization's human participants with the overall goals of realizing human potential while enhancing organizational effectiveness. The traditional tools of HR management are supplemented with contemporary ideas. HR issues concerning the formal structure and the informal culture are examined with attention to motivation, development, performance and appraisal, communication, decision-making, and conflict resolution.

Course Prerequisites: BCP II Status, BUS 110 for minor and AA

Required Course Materials

Dessler, G. (2016). *Fundamentals of Human Resource Management 4th edition*. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-0133791532.

ECN Information. Students are required to utilize ECN for additional resources, assignment submission, and gradebook.

Additional Readings, Handouts and Resources: Students are responsible for all material discussed and assigned in class throughout the semester.

Instructor Information

Instructor: **Madison Ernenwein**
Email: mernenwein@walsh.edu
Phone: [330.491.6419](tel:330.491.6419)
Office Hours: **By appointment**

Student Success Support

Milana Tarbuk
Student Success Advisor

Technical Support

Contact Technical Support
Phone: [1-800-867-5309](tel:1-800-867-5309)
Email: helpdesk@walsh.edu

Program Student Learning Outcomes (PSLOs)

A graduate of the DeVille School of Business will:

- PSLO 1: Communicate effectively
- PSLO 2: Think critically and solve problems supporting their decision with appropriate analytical and quantitative techniques
- PSLO 3: Demonstrate effective decision-making that incorporates the tenets of ethics and cultural awareness
- PSLO 4: Demonstrate the personal and professional knowledge, skills and cross-cultural competencies to function effectively in a global environment
- PSLO 5: Demonstrate leadership in service to others
- PSLO 6: Demonstrate specific competencies in a specialized area of business

Course Student Learning Outcomes (CSLOs)

Upon completion of this course, students will be able to:

- Distinguish between strategic human resources and traditional human resources.
- Understand how an organization determines the appropriate number of employees and managers it needs.
- Understand how an organization recruits, motivates, and develops its employees, focusing on legal and administrative issues.
- Understand the unionization process from a management and union perspective.
- Be functionally literate concerning issues surrounding laying-off or firing employees.

Learning Assessments

Discussion Forums Contribution (11 points total)

Each module will have 1-2 discussion forums. You may earn up to one point for your contributions per discussion forum.

Active student participation is the intellectual sharing of and engaging with others in the discussion forums and experiences that are integral in the teaching-learning milieu. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials. Participation includes **both** original discussion and responses to discussions of other students.

Discussion Forum. Participation in the discussion forums is critical for maximizing students' learning experiences in this course. Each student is required to be part of an online community through discussion to enhance and support the learning development of the group and its respective members. Part of the assessment criteria for the course includes assessing the quality and quantity of each student's participation in the discussion forum.

Where student numbers are sufficient to warrant such, students will be broken into mid-sized groups for discussion to facilitate greater interaction.

For full grades in this area, students should engage in **active** discussion – this means not just posting an original comment and a response where required, but responding to comments on their posts and facilitating discussion through integration of others' ideas (e.g., Mikey noting that Johnny and Susie each posted original thoughts on motivational tools, and then bringing both of their original ideas together for greater discussion by everyone else reading the thread).

Some characteristics that are considered to be a part of excellent discussion contributions are outlined below. The professor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) by **Day 3** and subsequent responses to the posts of other learners at timely intervals within the duration of the session – all by the deadlines identified. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. However, students are encouraged to be brief — try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and responding to too.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.

The required number is the “minimum” number of posts required – however, students are free and encouraged to engage and develop online dialogues.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, Websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Individual Assignment for Assessment (16 points)

Management Development Program

This assignment will be completed individually and will not only be graded as an assignment in this class, but will also be used for programmatic assessment purposes. This means that after your class has been completed, and the grades submitted, the assignments will be anonymized in order for members of the DSoB Assessment committee to evaluate the extent to which this course effectively serves the student learning outcomes as described earlier in this document. The grade you earn on this assignment, as determined by your instructor, will be reflected in your final grade.

The project is designed to provide a work-related experience that incorporates how resources of all types (*financial, material, human, and informational*) are impacted by human resource management. Remember, strategic human resource management needs to consider all resources, not just human resources, of import to the organization.

For this project, students will create a management development program; either for their own current organization, or another organization with which they are familiar and they aspire to work for. This project may be completed in the industry of the student’s choice.

In order to design a management development program, students will need to clearly:

- Analyze the current situation in the organization and categorize the various resources (e.g., financial, material, human, and informational) in a manner that makes sense, both for the organization and the purpose of a management development program.
- Prioritize organizational strategies, especially as they relate to a management development program – your management development program should reflect your organization’s strategy.
- Design an appropriate resource usage plan for all categories of resources as they relate to the management development program you are creating.

You will need some “inside” information in order to complete this project. Consider who it is within the organization that you need to speak with in order to get sufficient information to create your management development plan. You will need information about your organization’s strategy and resources – this information may not be what you regularly have at your disposal. ***The information provided in this paper will be kept confidential and will not be released publicly so you may ensure such discretion to your employer if they are concerned about the release of information.***

Think about the following:

- What are the “big picture” strategic goals for your organization, and what are the more division or departmental strategic priorities?
- Within your organization, do you have the internal talent to develop, or will your management development program require recruitment and selection considerations?
 - What is the candidate pool for this program?
- How will you use existing technology/HRIS (Human Resources Information Systems) and/or are you recommending adopting new technology?
- How will this program relate to organizational succession planning? And to what extent is this an organizational strategic priority?

The paper should be crisp, concise, and include external research to support your recommendations. I will be looking for papers that demonstrate research, thought and excellent execution in creating this management development program. Papers must be at least 1500 words (not including title page/references) in APA format.

Group Project and Presentation (15 points paper + 15 points presentation= 30 points)

This group paper/presentation is intended to integrate the concepts learned throughout the term into an in-depth study of one human resource discipline. The paper will include a deep dive process of research, evaluation of data including best practices, current trends, influencers (either people or organizations), and legislation ***especially including global considerations.***

Your group’s paper should include:

- A thesis statement explaining the discipline that you have researched
- Documented research into the topic (*at least 15 external references required*)
- Relevant data and the impact of the data on the discipline currently and in the future
- Your view of the discipline and facts that support your opinions
- Recommendations to practitioners
- A conclusion that summarizes what the reader should take away from your work

The paper should be crisp, concise, and include research to support your view. I will be looking for papers that demonstrate research,

thought and excellent execution in exploring the specific HR discipline. Papers must be between 3500-5000 words (double-spaced, not including title page, references, etc.) in APA format.

The oral presentation should be a 15-20 minute presentation.

If you are uncertain about how to make a professional presentation online, please see the guidelines that are provided for this assignment in ECN.

Your group is strongly recommended to start this project as soon as possible, as it will be time intensive, especially if you are not familiar with the creating professional online presentations.

Group Project Written Paper Grading (15 points)

(4 points) **Written Quality** Using the DSoB Written Report Rubric points for this are assigned based on points earned on the rubric.

(11 points- explained in the list) **Paper Quality** Your paper will be evaluated based on the assignment criteria:

- (1 point) Clear thesis statement
- (2 points) Relevant data and the impact thereof
- (2 points) Your view and supporting facts
- (4 points) Recommendations to practitioners
- (1 point) Clear conclusion
- (1 point) Documented research (at least 15 external references)

Group Project Presentation Grading (15 points)

(3 points) **Creativity** A simple voice-over PowerPoint= 0 (points increase from there based on the creativity and effectiveness of the presentation)

(6 points) **Presentation Quality** Based on the DSoB Oral Presentation rubric. Your score on the rubric will be divided by 4.

(6 points) **Content** The depth of the content you present clearly will be assessed here. While your presentation may not afford you the time to go in-depth with all aspects of the research you have in your paper, you should still present clearly the most important information from your group's research. Where you don't have time to go in-depth, you should provide the viewer with clear links for their own further research/information.

Assignments/Activities (19 points total)

Modules will run Monday-Sunday of each course week. Modules will open on the Friday prior to the start of a module. Assignments, discussion replies, readings, etc., should be completed and submitted by Day 7 by 11:55 PM ET unless otherwise posted in the course on ECN.

Submission of Assignments. All course written requirements should be submitted via the *Assignments* link on ECN – **not the Drop Box.**

Weekly Quizzes (24 points total)

There are 8 weekly quizzes.

Grading Scheme

Letter Grade

A

A-

B+

B

B-

C+

C

C-

D+

D

D-

F

Percentage

94% – 100%

90% – 93.9%

87% – 89.9%

83% – 86.9%

80% – 82.9%

77% – 79.9%

73% – 76.9%

70% – 72.9%

67% – 69.9%

63% – 66.9%

60% – 62.9%

below 60%

Assignments and Assessments

Weekly Quizzes (8)

Individual Assignment for Assessment

Group Project Written Report

Group Project Oral Presentation

Discussion Board Contributions (11)

Assignments/Activities (11)

Total

Points

24

16

15

15

11

19

100 points

Course assignments will be graded using the rubrics. Students should note that each subsection of a rubric is being graded on a binary basis – either the work is of acceptable quality or not. Partial grades will not be given within sections of an assignment. For greater detail, please see the grading rubrics and their accompanying instructions.

Late Assignments and Make-Up Exams

Time Zones. All times referred to in this document are Eastern time zone where Walsh University is physically located. All students,

irrespective of their geographic location, are expected to adhere to the times and days listed in this document.

Late Assignments/Assignment Revisions. The DSoB is committed to developing the behaviors required for success in the workplace and expects that assignments and other work will be submitted as requested. Assignments are due on the due date at class time unless otherwise stated. Late assignments will not be accepted for grading.

Make-Up Exams. If a student misses an exam due to illness, a note from a doctor must be submitted to the professor within 1 week explaining the situation so the student receives full credit on the make-up exam. If a student athlete must miss an exam with a university approved excuse, a note must be submitted in writing to the professor prior to the exam date with the dates of athletic events so the student receives full credit on the make-up exam.

- **Approved.** With University approved absence and notification in writing prior to the exam date, students may make-up missed exams within 1 week of the original exam date. Schedule all make-up exams with your professor.
- **Unapproved.** Without a university approved absence and written notification, and only with professor discretion, the student may be able to make-up a missed exam and will receive only 70% of the actual exam grade for the make-up exam. If the student fails to arrange a make-up date for the exam within one week of the original exam date, a “0” will be earned.

Final Course Grade

Final course grade will be based on the above listed graded activities, interactive participation at the graduate level in online “classrooms”, labs, small group and community activities, along with demonstration of ethical and professional clinical conduct in all learning activities.

Grade Appeal

Refer to the Walsh University Undergraduate Catalog for the specific policy.

*Modules will run Monday-Sunday of each course week. Modules will open on the Friday prior to the start of a module. Initial posts to the discussion boards must be made by Day 3 and all other assignments, discussion replies, readings, etc., should be completed and submitted by **11:55 PM ET** on the day indicated on the assignment.

Course Policies

Course Conduct

Each student is expected to read the assigned chapters and articles prior to coming to class (virtually) each week. The course is designed to encourage active learning by all participants, both within and outside the classroom setting. Class sessions are built around lectures, active class discussions, and assigned readings. Outside the classroom, students are encouraged to seek out additional resources (i.e., journals, presentations, etc.) that will supplement their collective learning within the course and enhance their course performance.

Academic Integrity

The School of Business subscribes to the Academic Integrity Policy as published in the Walsh University Catalog (“Academic Integrity Policies & Procedures” section). If a student engages in academic dishonesty – as defined by the policy – the penalties may include an “F” for the assignment, an “F” for the course, as well as submission of the student’s (or group’s) name to the university for further action. The professor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc. Additionally, it is the student’s responsibility to fully understand the university’s definitions of academic integrity, including those of plagiarism.

Student Conduct

Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor. Each student is expected to read the assignments for each module. The course is designed to encourage active learning by and between class members. The modules include recorded lectures, class discussions, assigned readings, videos, and other activities.

Preparation. Assignments, readings, and exercises are to be completed before the module ending dates. In addition, uses of individually-selected research articles are required to enhance understanding of course content.

Computerized Web-Based Evaluations for Courses/Faculty. Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a professional responsibility and obligation to complete these evaluations.

Communication with Professor. Instead of sending emails with questions/concerns regarding the course, please post your course questions in the Frequently Asked Questions Topic in the Discussion Forum. The professor will respond to all questions posted there within 48 hours, except on weekends. This is the best place to post all non-private questions that pertain to the course, since other students will benefit from the exchange. Please contact the professor via Walsh email with any personal and/or private issues or questions.

Student Preparation & Behavior

Students should be prepared for course activities and are expected to complete readings and other assignments on time. All students and faculty are expected to display ethical and personal behaviors. The class must be sensitive to both individual needs as well as those of the class as a whole. Faculty and students are encouraged to work collaboratively and be allowed the opportunity to enjoy their learning activities.

Active participation is critical for both individual success as well as the success of your cohorts. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. For this reason, it is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics.

Make-Up Policy

Make-up assignments will only be permissible under **exceptional** circumstances. It is the student's responsibility to notify the professor in advance of the assignment. The professor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due date.

Technology

All students are expected to check their walsh.edu email accounts and ECN several times per week. Students are also responsible to ensure that they have access to the required technology to access any online materials. ECN technological requirements are posted on ECN. Students will be required to have a YouTube account (a Google or Gmail account is sufficient and will provide access to YouTube).

Email Policy

We will communicate via your Walsh email address exclusively. It is your responsibility to check your Walsh email account, read any attachments, and take appropriate action based upon the email message.

Withdrawal Policy

Students are to refer to the current Walsh University Calendar to obtain the last date for withdrawal (W) from a course. Students may be administratively withdrawn from a course for lack of attendance. In an online course, this will be considered no online contributions during the first 2 modules. Refer to the Walsh University Undergraduate Catalog for the specific policy regarding administrative withdrawal by faculty.

Other applicable Walsh University policies are published in the Undergraduate Catalog.

University and Departmental Policy

Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Soduk, the Director of Academic Support Services, at 330-490-7529 or msoduk@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

DeVille School of Business Code of Conduct

To grow, to learn, to lead, and to serve the global community.

The mission of the DSoB is to "prepare our graduates to be leaders in service to others through a relevant, global, and integrated business curriculum within a Catholic, practitioner-oriented teaching institution." The DSoB expects everyone to conduct themselves in a manner commensurate with the highest of professional standards. We represent the DSoB in a variety of different capacities, both in and out of the classroom, including class attendance, involvement in student organizations, field trips, and events on and off campus. In those capacities, our conduct will reflect the following behaviors and characteristics when representing the DSoB:

Service	Advance a culture of leadership in service to others.
Courtesy & Mutual Respect	Treat students, faculty, staff, and others with courtesy and mutual respect, while refraining from disruptive behavior.

Honesty	Act honestly, morally, and ethically in upholding the highest professional standards for learning, research, and writing
Integrity	Safeguard academic freedom, be receptive of diverse perspectives, uphold the DSoB code of ethics, and engage in civil discourse in the pursuit of education, enrichment, and personal and professional development.
Engagement	Be attentive and actively engaged in class and at events.
Professionalism	Act professionally and, when appropriate, dress professionally reflecting that of the work environment.
Timeliness	Arrive on time to class and events.
Diversity	Respect the diversity of individuals, ideas, cultures, strengths, and experiences and the value it adds to the DSoB.

Faculty, staff, and students may confidentially refer any conduct that negatively impacts the normal pursuit of academic, administrative, or extracurricular activities, or that violates any University policies or rules while representing the DSoB, to the Dean of the DSoB to determine if further action is required.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 3-5 week course – after one week
- 8 week course – after two weeks
- Semester course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Dean of Graduate Affairs or the Dean of Academic Services. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

E-Learning Modality Considerations

Any student who fails to participate during the first week must contact the instructor as soon as possible. If a student fails to participate for consecutive or non-consecutive weeks as defined by the schedule above, the student may be administratively withdrawn from the class by the instructor per the above Administrative Withdrawal policy.

Academic Honesty

The DeVille School of Business subscribes to the Academic Honesty Policy published in the most recent edition of the *Walsh University Catalog*.

Plagiarism is a serious offense against academic integrity and honesty. It entails benefitting directly from someone else's ideas without giving due credit and is the unacknowledged use of someone else's published or unpublished writing or ideas. There are many kinds of plagiarism:

- a. *Handing in a paper written by someone else*
- b. *Copying directly from sources without using quotation marks*
- c. *Using someone else's sequence of ideas, arrangement of material, or pattern of thought*
- d. *Inadequately paraphrasing a source by changing only slightly the author's word choice and sentence structure, instead of completely rephrasing the ideas/ideas in your own words*
- e. *Plagiarizing your own work by handing in a paper you have already submitted in one course as an original work for another course (this is generally not acceptable without the full knowledge and consent of all faculty members involved)*
- f. *Failing to document a direct quote, a paraphrase, a summary, or a chart or graph, both in the body of the paper [an in-text citation] and in the "References" or "Works Cited"*

Late Work Policy

The DSoB is committed to developing the behaviors required for success in the workplace and expects that assignments and other work will be submitted as requested. Late assignments will not be accepted for grading.

Writing Policy

A minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. Those skills are evaluated using the written report evaluation criteria (DSoB Writing Rubric) available from the School of Business.

A student scoring lower than 16.5/24 on the DSoB Writing Rubric (14/24 in 100- and 200- level BUS courses) will not have their work graded for quality, and the student will be required to remediate his/her work by getting writing tutoring provided by the Academic Support Center at Walsh University which is available in person or by electronic means.

A specific plan of action may be determined by the course instructor in consultation with the Academic Support Center. A specific plan

of action may include, but is not limited to: requiring a student to attend writing tutoring sessions prior to each subsequent assignment in the course; requiring students to submit multiple drafts of a paper; and/or requiring a student to attend multiple writing tutoring sessions. Any assignment that is remediated will be graded for content quality upon resubmission, however in fairness to those who submit acceptable work when it is due, the written quality grade will remain as it was upon first submission.”

Format:

Term Papers: Term papers submitted for School of Business courses will conform to APA writing guidelines. The format is published in the Manual of the American Psychological Association (current edition) and it also available at the [Purdue Online Writing Lab](#).

Approved: January 29, 2003; Revised Spring 2009; Revised April, 2015

Citation:

All sources used for term papers and projects submitted for DeVille School of Business courses will be properly cited and conform to APA writing guidelines. The format is published in the *Publication Manual of the American Psychological Association*, Current edition. APA guidelines are available at the [Purdue Online Writing Lab](#).

Course Schedule

Week

Week 1/Module 1

Week 2/Module 2

Week 3/Module 3

Week 4/Module 4

Week 5/Module 5

Week 6/Module 6

Week 7/Module 7

Week 8/Module 8

Deliverables

Discussion 1.1: Introduce Yourself!

Assignment 1.1: Technology Advancement in HR (Padlet)

Assignment 1.2: Sexual Harassment Policies (Memo)

Blog 1.1: Diversity in Your Organization

Quiz 1.1: Chapters 1 & 2

Discussion 2.1: Strategy Map, HR Scorecard, & Digital Dashboard

Assignment 2.1: HR Audit

Activity 2.1: ADA Case Study

Quiz 2.1: Chapters 3 & 4

Discussion 3.1: Employee Referral Campaign

Discussion 3.2: Peer Selection “Mistakes”

Blog 3.1: The Impact of Branding on Recruiting

Quiz 3.1: Chapter 5 & 6

Discussion 4.1: Technology & Training

Discussion 4.2: OTJ Training

Quiz 4.1: Chapter 7

Discussion 5.1: Performance Management & Appraisals

Discussion 5.2: 4 Step Coaching Process

Assignment 5.1: 360 Degree Feedback Survey

Quiz 5.1: Chapter 8 & 9

Discussion 6.1: Pay Inequity

Activity 6.1: Blue Bay Motor Boat Company Incentive Plan

Assignment 6.1: Stock Options as Compensation

Quiz 6.1: Chapter 10 & 11

Discussion 7.1: Bad Apples, Bad Cases, and Bad Barrels

Discussion 7.2: Collective Bargaining Impasse

Activity 7.1: Unions Debate

Group Project and Presentation

Quiz 7.1: Chapter 12 & 13

Activity 8.1: Protecting Vulnerable Workers

Assignment 8.1: DSoB Individual Assignment for Assessment

Quiz 8.1: Chapter 14

Due Date

Initial Response: Day 3 **Respond to Classmate:** Day 7

Day 7

Day 7

Day 7

Day 7

Initial Response: Day 3 **Respond to Classmate:** Day 7

Day 7

Day 7

Day 7

Initial Response: Day 3 **Respond to Classmate:** Day 7

Initial Response: Day 3 **Respond to Classmate:** Day 7

Day 7

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Initial Response: Day 3 **Respond to Classmate:** Day 7

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Initial Response: Day 3 **Respond to Classmate:** Day 7

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Day 7

Day 7

Initial Response: Day 3 Respond to Classmate: Day 7

Initial Response: Day 3 Respond to Classmate: Day 7

Day 7

Day 7

Day 7

Day 7

Day 7

Day 7

Appendices

Deville School of Business Writing Rubric Exit Expectations

Criterion

Organization & Coherence

Professional Tone/Voice

Presentation of Ideas

Word Choice

Sentence Structure

Grammar & Spelling

Punctuation % Capitalization

Format (Length, Report, Essay, APA)

*Score may be recorded in decimals or fractions.

0

Not Acceptable

Unorganized and incoherent.

Tone and voice are inappropriate throughout.

Lacking in flow of thoughts and ideas.

Word choice is confusing, unclear and/or inappropriate.

Sentences are fragmented and incomplete.

No attention given to grammar and spelling.

No attention given to punctuation and capitalization.

No apparent format.

1

Needs Improvement

The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.

Frequent lapses in tone and voice. The writing does not engage the reader.

Minimal flow of thoughts and ideas.

Word choice is poor and/or inappropriate.

Several sentences are constructed incorrectly.

Errors are frequent and distracting.

Errors are frequent and distracting.

Inappropriate format and/or frequent inconsistency in application.

2

Satisfactory

The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.

Tone and voice are generally appropriate with only minor lapses.

Flow of thoughts and ideas is generally consistent.

Word choice is generally clear, concise and appropriate.

Most sentences are well phrased, clear and varied.

Minor errors are apparent but do not detract from or obscure meaning.

Minor errors are apparent but do not detract from or obscure meaning.

Appropriate format but with minor inconsistencies in application.

3

Exemplary

The paper is well organized and coherent throughout. The reader can follow the line of reasoning.

Tone and voice are professional and consistently appropriate throughout.

Flow of thoughts and ideas is consistent throughout.

Word choice is accurate, clear, concise and appropriate throughout.

Sentences are well phrased, clear and varied throughout.

Writing is error free throughout.

Writing is error free throughout.

Appropriate format consistently applied and artifact within assigned page length.

Total Score

Score*

0-3

**Deville School of Business
Oral Presentation Rubric
Exit Expectations**

Criterion

Organization and Coherence

Flow (smooth transitions from point to point & slide to slide, where applicable)

Non-Verbal (eye contact, gestures, movement, posture)

Verbal Crutches (use of ah, um, uh, you know, etc.)

Appearance

Demeanor (Professional conduct)

Length

Visual Appeal/Satisfaction (originality, creativity, charts, graphs)

*Score may be recorded in decimals or fractions.

0

Not Acceptable

Unorganized and incoherent.

Fragmented.

Lacking in all attributes.

Inarticulate.

No attention to appearance.

No attention to demeanor.

> +/- 2 minutes

Ineffective or inappropriate.

1

Needs Improvement

The presentation is weak in organization and/or coherence. The audience cannot identify a line of reasoning.

With few exceptions, flow is generally disjointed.

Needs improvement (circle): eye contact, gestures, movement, posture.

Frequent use of verbal crutches.

Inappropriate appearance.

Inappropriate demeanor.

+/- 2 minutes

Lacks variety, originality, boring. Graphics do not support the message.

2

Satisfactory

The presentation is generally organized and coherent. The audience can mostly follow the line of reasoning.

Flow supports delivery of the message.

Generally acceptable in all areas with minor lapses.

Generally fluent with minor lapses.

Generally professional in appearance.

Generally professional in demeanor.

+/- 1 minute

Supports the message and engages audience but does little to enhance the presentation.

3

Exemplary

The presentation is well organized and coherent throughout. The audience can follow the line of reasoning.

Flow is supportive and seamless.

Exceptional in all areas.

Fluent throughout.

Professional appearance.

Professional demeanor. Exudes confidence and poise throughout.

Used allotted time.

Exceptional in originality and/or creativity. Graphics enhance and reinforce the message.

Total Score

Score*

0-3

Online Discussion Rubric
(Total of 1 Point Available for Each Discussion Board)

This rubric outlines the varied areas from which you can earn points in a discussion. Any category that earns a “Very Good” or “Excellent” score will earn 1 point. Unacceptable, Below Average, or Average areas will earn 0 points. **It is, effectively, either good enough, or not.**

From the first through seventh week, there will be 1-2 discussion boards and students will be expected to make original posts to these and respond to each classmate who posts. Each question will be scored on a scale of 0-6 points. If a student scores 4 points or greater, they will earn 1 point for that question. If a student scores 3 points or fewer, they will earn 0. **Again, this is binary grading, your work was either good enough or not.**

Criterion

Quality of Information

(Score of 0 or 2)

Participation and Engagement

(Score of 0 or 2)

Timeliness of Posting

(Score of 0 or 1)

Writing Style of Postings

(Score of 0 or 1)

Unacceptable

(F)

Nothing is posted.

Nothing is posted.

Initial posting is not uploaded by the deadline, and/or first response is not posted by the deadline.

Nothing is posted.

Below Average

(D)

Postings restate the main concept(s).

Posts own comments but does not interact with others in the online community.

Postings have numerous grammar and spelling errors. Conversational writing style is used in primary posting. No citation given to external sources.

Average

(C)

Postings focus on the week's topic, but do not integrate course concepts and/or do not offer any examples.

Rarely interacts or responds to other members of the online community other than required responses.

Postings have occasional errors in grammar and spelling. Conversational writing style is used in primary posting.

Very Good

(B)

Postings consistently focus on the week's topic and integrate course concepts; provides one (1) supporting detail or example.

Occasionally responds to other members of the online community *over* the required minimum number of postings.

Postings have occasional errors in grammar and spelling. Professional writing style is used in primary posting.

Excellent

(A)

Postings consistently focus on the week's topic and integrate course concepts; provides several supporting details and/or examples.

Consistently *encourages and facilitates interaction* among members of the online community on an ongoing basis *over* the required minimum number of postings. Engages in actual discussion of topics (post/response/response/ect. or response/response/response/ect.) on a regular basis. This is much more than just a post and reply.

Initial posting is uploaded by Day 3 **and** responses by Day 7.

Postings consistently use correct grammar and spelling. Professional writing style is used in primary posting. External citations are provided when appropriate.