LEADERSHIP INTERNSHIP: GOVT 391-003/JLC 391-001
American University, Spring 2015
Thursdays 8:10 – 10:40 PM in Ward 114

Professor: Karen Wheeless
Office Hours/Location:

Thursday, ½ hour before and ½ hour after class in Ward Circle lobby. Other times by appointment.

Primary Contact: wheeless@american.edu
Emergency Contact: 703-869-1373

REQUIRED TEXT

A video lesson for the February 12 class and the required materials for the April 16 class will be posted on Blackboard.

Additionally, links to relevant additional materials are found in the body of this syllabus and posted weekly on Blackboard’s “Announcements.”

COURSE OVERVIEW
In this course students pursue an internship; working 15-30 hours per week for at least 14 weeks. During the weekly face-to-face class sessions students will examine and analyze the internship in light of the theories of organizational behavior. The goal is to leverage the internship experience to gain a better understanding of leadership, motivation, power, diversity, teamwork, and group dynamics within organizations.

LEARNING OBJECTIVES
• Gain a solid understanding of the foundation of Organizational Behavior (OB) and related theories.
• Demonstrate the ability to apply OB theory to real-life situations, particularly through the student internship.
• Prepare to be successful in a professional work environment.

STUDENT RESPONSIBILITIES
• Class attendance is mandatory. See the Class Attendance section for further information.
• You will be graded on your participation during the weekly class. This grade is based both on the substance and amount of your participation. Any student who, during class activities, cannot demonstrate familiarity with the assigned materials should expect their class participation grade to be lowered. See the Grading Rubric for Class Participation.
• From time to time you will be asked to bring a laptop or tablet computer to class for use in class research. This request will either be made a week ahead of time or announced on Blackboard a few days before class. Otherwise, your computing and communications equipment should be turned off or put into muted sleep mode. See the policy on Technology Use During Class.

• You are expected to be on-time to class and submit/present all assignments by the deadline listed in this syllabus. All papers and Reflective Journal assignments **MUST** be submitted in digital form on Blackboard. All papers must use the **APA style**.

• Deviations from deadlines that are due to knowable events (athletic contests, trips, mid-terms-finals, scheduled medical procedures, etc.) **MUST** be negotiated with and approved by the professor at least **24 hours in advance** of the deadline.¹ In case of an unforeseeable personal emergency (emergency trips to the hospital, death in the family, apartment fire, etc.), contact the professor at the earliest possible time to negotiate a revised deadline. In case of **campus-wide emergencies**, **AU policy 13.5** will be implemented.

• **Great leaders don’t do it alone . . . They get help** - Erika Anderson, says in a 2012 Forbes column, that the best leaders she’s known “ask for and accept help along the way.” So be a great leader and let me know if there are things I can do to help you in your internship or class work. Don’t assume I know what will best help your learning. I may not be able to grant every request, but I can guarantee I can’t grant any request I don’t know about.

• **Recent research** by Internships.com shows that gaining work experience through an internship is one of the best ways to get a future, full-time job. Take full advantage of everything offered in this course to improve the success of both your current internship and your future job options.

• **Let’s have a great semester as we grow and learn together**

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¹ The sanction for assignments that are late without an extension to the deadline approved by the professor at least 24 hours in advance of the deadline is that the grade on the late assignment will be reduced one whole letter grade for each 24-hour period the assignment is late, including weekends and holidays.
Syllabus Policies:

- Technology Use During Class
- Class Attendance
- “Make Up,” “Do Overs,” Extra Credit, or Reviewing “draft” papers
- Academic Integrity
- Emergency Preparedness
- Assistance
TECHNOLOGY USE DURING CLASS

During various classes, the professor will ask you to use your personal technology (laptop, tablet, or smartphone) to engage as individuals or groups with materials found on the Internet. You’ll be notified of such occasions in advance (in class, via email, and on Blackboard) and encouraged to bring a device that allows you to conduct on-the-spot internet-based research during class.

If you wish to do so, taking personal notes in a digital format is also an acceptable class use of your personal technology during class.

You MAY NOT record or transmit audio or video of the professor, guest speakers, or other students without their explicit, advance approval.

When not in use for class activities, your laptop/tablet/smartphone should be turned off or put into muted sleep mode.

If you are observed using your technology for non-class purposes - checking or sending messages, updating your status, shopping, playing games, taking selfies, watching cat videos, doing assignments for other classes, etc. - you will be asked to stand up, share what you’re doing with the entire class, and explain how leaders mitigate disruptive behaviors within an organization.

More than one instance of immature or discourteous use of technology – meaning a use not associated with in-class activities – will lower your overall class participation grade by at least one letter grade for the semester. Continual immature or inconsiderate use of technology will result in a “0” for the class participation portion of your final grade.

CLASS ATTENDANCE

Class attendance is mandatory. Unless excused, all students are expected to come prepared for every class, having studied the required materials in advance of the class.

Each student may have one unexcused absence without adverse impact upon his/her grade. Additional unexcused absences will exponentially reduce the class participation grade.

Excused Absences: Students with excused absences are still required to complete the assigned class preparation work.

Students may receive an excused absence from class for reasons that include, but are not limited to, major religious holidays, a medical reason, athletic participation on an AU team, off-campus activities that are required and related to another class, or a family emergency. The documentation required for excused absences is as follows and shall be sent to the professor, unless otherwise noted:

- Religious holiday – notification from student at least 24 hours before the class to be missed;
• Off-campus activity related to your internship or another class – notification from the internship supervisor or instructor of another class to professor at least 24 hours before the class to be missed;
• Athletic participation on an AU team – notification from coach or athletic department staff at least 24 hours before the class to be missed;
• Medical, family emergency, or other – documentation from the Dean of Students’ Office to be sent to the professor. (Note: If a required co-payment for a Health Services visit that is necessary to secure needed documentation poses a financial hardship for any student, the Program Director will gladly provide it without question.)

“MAKE-UPS,” “DO-OVERS.” EXTRA CREDIT, OR REVIEWING OF “DRAFT” PAPERS

Students are expected to stay current with all required materials and class assignments. No “make up” assignments are offered unless AU’s emergency preparedness conditions are activated. If an unforeseeable personal emergency (emergency trips to the hospital, death in the family, apartment fire, etc.), occurs students are to contact the professor at the earliest possible time to negotiate a revised deadline for any missed assignment. Otherwise, assignment deadlines must be met.

Students know from the start of class when assignments are due. It is the student’s responsibility to plan their schedule to allow adequate time to prepare and present their best work at the time of each assignment deadline. “Do-Overs” and “Extra Credit” are not offered.

The professor is glad to answer general assignment questions (topic, approach, format, research method, etc.) PRIOR to an assignment deadline. The professor WILL NOT review written “drafts” or outlines of assignments. Doing so would be the equivalent of telling a student how to “do-over” a specific assignment in order to get a better grade. As noted above “do-overs” are not offered in this class.

ACADEMIC INTEGRITY

Students in the course can expect that any violation of the University's Academic Integrity Code will be reported to the University for further action. Plagiarism, fabricating observations, copying other students’ work, and unauthorized collaboration, are all examples of violations of the Academic Integrity Code. Be aware that all written papers are automatically checked by Blackboard’s SafeAssign program. Any academic misconduct in the context of Leadership Program work will result in being dismissed from the Program.

As the Code says, “The academic community is bound by a fundamental trust that professors and students alike undertake and present their work honestly. As a community of the mind, we respect the work of others, paying our intellectual debts as we craft our own work.”
EMERGENCY PREPAREDNESS
In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) and the AU information line at 202-885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

ASSISTANCE
Everyone at this university wants you to succeed. The university offers many resources to assist you in being successful, including:

- **Academic Support and Access Center** (202-885-3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Also offers technical and practical support and assistance with accommodations for students with physical, medical, psychological, or learning disabilities.

- Writing tips and support are available in the **ASAC Writing Lab** (202-885-3360, MGC 243) or at the **Writing Center** (202-885-2991, Bender Library Commons).

- **Career Center** (202-885-1804, Butler Pavilion 5th Floor) offers internship and career counseling and advice.

- **Counseling Center** (202-885-3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

- **Center for Diversity & Inclusion** (202-885-3651; 2nd floor MGC) is dedicated to enhancing LGBTQ, multicultural, first generation, and women's experiences on campus and to advance AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

- **Wellness Center** (202-885-3276, McCabe Hall 123) provides health education resources and programs for AU students. The center’s mission is to provide students with wellness resources, to promote healthy lifestyles, reduce risky behaviors, and offer a safe, non-discriminatory environment. Both the Sexual Assault Prevention Coordinator and the Coordinator of Victim Advocacy Services work in the Wellness Center to counsel
students who are survivors of sexual assault. The coordinators can also provide information about reporting options and resources at the University and in the D.C. area.

- **Dean of Students’ Office** (202-885-3300, 408 Butler Pavilion) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The DOS office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class.
Assignments and Grading Rubrics:

- Graded Assignments and Their Weights
- Class Materials, Study Topics, And Key Assignment Dates
- Grading Rubric for Written Papers
- Grading Rubric for Supervisory Evaluations
- Grading Rubric for Group Presentations
- Grading Rubric for Class Participation
- Grading Rubric for Reflective Journals

Final, Cumulative Class Grade (incorporates grades on all the graded elements that are identified on the next page)

93-100 points = A
90-92 points = A-
87-89 points = B+
83-86 points = B
80-82 points = B-
77-79 points = C+
73-76 points = C
70-72 points = C-
69 points or below = not passing
GRADED ASSIGNMENTS AND THEIR WEIGHTS

6 Credits = 30 hours per week, 3 papers, 10 Reflective Journals
5 Credits = 25 hours per week, 3 papers, 9 Reflective Journals
4 Credits = 20 hours per week, 2 papers, 7 Reflective Journals
3 Credits = 15 hours per week, 2 papers, 6 Reflective Journals

<table>
<thead>
<tr>
<th>Three Paper Option (5-6 credits)</th>
<th>Two Paper Option (3-4 credits)</th>
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</thead>
<tbody>
<tr>
<td>1. Supervisory Evaluation</td>
<td>30%</td>
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<tr>
<td>2. Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>3. Final Paper</td>
<td>15%</td>
</tr>
<tr>
<td>4. Reflective Journals</td>
<td>10%</td>
</tr>
<tr>
<td>5. Group Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>6. Paper #1</td>
<td>10%</td>
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<tr>
<td>7. Paper #2</td>
<td>10%</td>
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</tbody>
</table>

Pick either Paper 1 or 2

Evaluation Elements:

1. **Supervisor’s evaluation** (30%) – all elements (narrative, ratings, and rankings) found on the supervisor’s evaluation, which is conducted by the Career Center, will be considered by the professor in determining the grade earned by each student. Students are encouraged to meet directly with their supervisors at the start, mid-point, and end of their internship to understand what the supervisor expects and to learn how they are performing.

2. **Class participation** (15%) – a student’s individual substantive contributions, in-class attentiveness, support for the learning of classmates, and level of participation are all considered in determining the participation grade earned by each student. Partial participation grades will be posted in Blackboard after Weeks 5 and 10 so that students have an understanding of how they are progressing in this graded area. The final participation grade will aggregate participation from Weeks 1-14. Please note that both excessive absences and immature or inconsiderate use of technology during the face-to-face classes will significantly lower a student’s participation grade. See the Class Attendance and Technology Use sections of this syllabus.

3. **Final Paper** (15%) – each student synthesizes all the topics covered in the class and presents specific steps they will take – when they enter the full-time work force – to apply their knowledge to their future workplace. The final paper must be a minimum 7 pages and use the APA style.

Please note that synthesis requires the combining of separate ideas into a unified theory. Another way to say this is that any Final Paper that receives a grade of 90 or above will weave the various topics covered in the class together so that the inter-relationships among the individual elements are noted. Writing about the class topics as separate entities is not synthesis and will not produce a grade higher than an 89 no matter how well the paper is written or how much independent research is included in the paper.

4. **Reflective Journals** (either 10% or 15%) – reflective analysis of the student internship with emphasis on how you observe power, motivation, and leadership practiced in the organization
where you are interning. The process that needs to be followed in writing and posting the online Reflections will be described during the first two weeks of class.

The first Reflective Journal must be posted on Blackboard by January 28. All Reflections - with no more than one Reflection per week - must be posted on Blackboard by April 22. See the footnote below for further requirements for the Reflections.²

5. **Group Presentation** (10% or 15%) – students will be randomly assigned to groups by the end of the second class. Each group must be prepared to discuss the following aspects of this assignment in class on the dates noted below:
   - **February 5** - select a current societal topic (health care, immigration, unemployment, integrity of the justice system, wealth inequality, etc.);
   - **February 26** - identify the key organizations influencing the issue;
   - **March 26** - analyze how the structure, power, culture, and leadership of your key organizations impacts what is happening on your societal topic; and
   - **April 23** – make a 10 minute in-class presentation - in the format and style of your choice - on your findings, analysis, and recommendations on how your key organizations should change in order to ethically resolve the issue.³

6. **Paper 1** (10%) – the student selects and researches a structure, power, or motivation theory and discusses its application to the organization where they are interning. The paper must be a minimum of 4 pages and utilize the APA style. Please carefully read the Specific Writing Guidelines section of this syllabus to understand how this paper will be graded.

7. **Paper 2** (10%) – the student selects and researches theories on teamwork, groups/teams, or diversity in the workplace and discusses the relevance of these theories to the organization where they are interning. The paper must be a minimum of 4 pages and utilize the APA style. Please carefully read the Specific Writing Guidelines section of this syllabus to understand how this paper will be graded.

² Reflective Journals have the specific timing and Blackboard posting requirements noted above but have limited format requirements. The Reflections may be in a written (doc or pdf), audio (mp3) or video (mp4) format. Each Reflection must be a minimum of 150-200 words or 2-3 minutes of audio/video. In addition, Reflective Journals must be thoughtful, clearly communicated, demonstrate application of theory to practice, and reflect upon – not just describe – what the student is learning from the internship.

Examples of what are and are not Reflective Journals will be provided during the first two weeks of class. Online feedback and partial grades will be shared with students after each Reflective Journal entry is posted. The final grade for Reflective Journals will be the cumulative score of all Reflection postings. Failure to complete the required number of journal postings within the start and finish deadlines and rule of 1 journal posting per week will result in a grade of “0” for each missed or non-conforming journal posting.

³ There is no proscribed format for the group presentation except that every member of the group must participate in some evident way and the presentation must meet the requirements of the assignment. The presentation itself can be a video developed by the group, it can be a skit, it can be a poster session, it can be a PowerPoint slide show, it can be a verbal speech, or anything else – so long as every group member is involved in some way, the presentation observes the Academic Integrity Code, the presentation is within the bounds of legality, decency, courtesy, and the presentation meets the requirements of the assignment.
### Class Meeting Topics and Materials

**BEFORE CLASS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 15</td>
<td>Organizational Behavior and Internship Essentials</td>
</tr>
<tr>
<td>January 22</td>
<td>Structure: How People First Encounter Organizations</td>
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<tr>
<td>January 28</td>
<td>FIRST Reflective Journal must be submitted electronically on Blackboard by 11:59 p.m. on this Wednesday – before class. Remember, no more than one Reflective Journal a week and all Reflections must be submitted by 11:59 p.m. on Wednesday, April 22.</td>
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<tr>
<td>January 29</td>
<td>Power: A Leader’s Essential Tool</td>
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<td>February 5</td>
<td>Motivation: Self or Organizationally Provided</td>
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<td>February 11</td>
<td>Paper 1 due from 5/6 credit hour students and from those 3/4 credit hour students who choose to write Paper 1. Papers submitted electronically on Blackboard by 11:59 p.m. on this Wednesday – before class.</td>
</tr>
<tr>
<td>February 12</td>
<td>NO CLASS; Professor unavailable</td>
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<tr>
<td>February 19</td>
<td>Groups and Teams: Same or Different</td>
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<tr>
<td>February 26</td>
<td>Culture: Where Leaders Start Change</td>
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<tr>
<td>March 5</td>
<td>Diversity: What it Means in Organizations Today</td>
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<tr>
<td>March 12</td>
<td>NO CLASS – Spring Break</td>
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</tbody>
</table>

**GROUP UP-DATE IN CLASS:** What current societal topic has your group decided to work on?

**KEY QUESTIONS:**
- How do **Bauer and Erdogan**, **VARK Learning Styles Survey**, and **Burns and Stalker’s** models of organizational structure best fit your internship organization?
- Is there a best structure for organizations? What are the contributions of **Chandler, Hall and Sias**, and **Mintzberg** to the study of organizational structure? Which of **Burns and Stalker’s** models of organizational structure best fit your internship organization?
- What team and group roles do employees play in your internship organization?
- Are worker and organizational interests the same? How do **Maslow**, **McClelland**, and **Rock**’s views of human needs? Do you have any responsibility for self-motivation at your internship organization?
- Is groupthink bad why do many consider **Surowiecki’s** “wisdom of the crowd” good?
- What team and group roles do employees play in your internship organization?
- Which organizations influence the societal topic your group has decided to work on?
- Are there any differences between the underlying assumptions, espoused values, and actual practices in the organization where you intern? Can a leader create change in an organization without changing the culture?
- What views of workplace diversity do **Schein, Argyris & Schon, Quinn & Rohrbaugh**, and **Meyer** teach about organizational culture? Are there any differences between the underlying assumptions, espoused values, and actual practices in the organization where you intern? Can a leader create change in an organization without changing the culture?

**PRE-CLASS ASSIGNMENT DEADLINE**
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>March 18</td>
<td>Paper 2 due from 5/6 credit hour students and all 3/4 credit hour students who did not write Paper 1. Papers submitted electronically on Blackboard by 11:59 p.m. on this Wednesday – before class</td>
</tr>
</tbody>
</table>
| March 19   | **Leaders vs Managers: Do You See Either in Your Organization**  
REQUIRED: Read Bauer & Erdogan, v 1.1.4 – Chapters 12 and 13  
KEY QUESTIONS: What do organizations mean when they use the terms “leader” and “manager”? What is Townsend’s 3rd Degree in Leadership? What are the roles of trust and ethics in effective leadership? Is there effective leadership and management at your internship organization? |
| March 26   | **Communication: The Enabler of Leadership**  
REQUIRED: Read Bauer & Erdogan, v 1.1.4 – Chapter 13  
**GROUP UP-DATE IN CLASS:** How do the structure, power, culture, and leadership of your influencing organizations impact what is happening on this societal topic?  
KEY QUESTIONS: What are the functions of communication within an organization? How much time do leaders spend communicating? Is it true that what a leader does speaks so loudly that employees don’t pay any attention to what the leader actually says? What are the level and type of communications at your internship organization? |
| April 2    | **Conflict: Leaders Use it for Growth**  
REQUIRED: Read Bauer & Erdogan, v 1.1.4 – Chapter 14  
KEY QUESTIONS: Is there a way to make conflict “an act of caring” for the organization’s well-being? Are their times or types of conflict that you should avoid at work? How does your personal view of conflict impact your work performance? Is it possible to negotiate “win-win” job-offers? |
| April 9    | **Change: A Leader’s Greatest Challenge**  
REQUIRED: Read Bauer & Erdogan, v 1.1.4 – Chapter 15  
KEY QUESTIONS: Do organizations avoid change? Is there any comparison between Lewin’s three-step change model and Kotter’s eight-step plan for change? What kinds of organizational culture, structure, and leadership encourage change? |
| April 16   | **The Future of Organizations**  
REQUIRED: See Blackboard’s “Syllabus and Class Materials” section for the required materials for this week’s focus on the future of organizations.  
KEY QUESTIONS: What impact will the emergence of robotics and thinking machines have on organizations of the future? If organizations don’t deliberately undergo Schumpeter’s “creative destruction” can they survive in the future? What are the key trends and skills needed for future organizations? |
<p>| April 22   | <strong>FINAL Reflective Journal</strong> must be submitted electronically on Blackboard by 11:59 p.m. on this Wednesday – before class |
| April 23   | <strong>FINAL CLASS MEETING</strong> – 10 minute <strong>Group presentations</strong> that summarize what your group has uncovered in previous weeks and addresses how the organizations influencing your societal topic should change in order to resolve the issue. |
| April 29   | The Final Paper is due from all students electronically on Blackboard by 11:59 p.m. on this Wednesday. This Final Paper is required in lieu of a final exam. |</p>
<table>
<thead>
<tr>
<th>GRADE</th>
<th>CHARACTERISTICS OF WRITTEN MATERIAL</th>
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</table>
| 95-100  | • The writing is clear, precise, and free of mechanical, word-usage, grammar, punctuation, or spelling errors.  
• The ideas presented go well beyond the required readings; are well developed and elaborated on with relevant supporting examples and independent research; show insight, perception, and depth.  
• The organization is smooth and maintains clear and consistent focus and clarity from beginning to end; transitions are varied and effective, creating a seamless flow of ideas.  
• The APA style for presentation and format as well as for citations and references is used correctly and not mixed with other styles. (OPTIONAL FOR REFLECTIVE JOURNALS)  
• Instructions for the electronic submission of materials are followed; deadlines are met. |
| 90-94   | • The writing is clear with almost no mechanical, word-usage, grammar, punctuation, or spelling errors.  
• The ideas presented go beyond what is found in the required readings and are supported with independent research.  
• The writing is organized and maintains consistent focus but may occasionally lack clarity; transitions are used between paragraphs and thoughts.  
• The APA style for presentation and format as well as for citations and references is used correctly and not mixed with other styles. (OPTIONAL FOR REFLECTIVE JOURNALS)  
• Instructions for the electronic submission of materials are followed; deadlines are met with rare extensions which are negotiated in advance. |
| 85-89   | • The writing is understandable but contains some mechanical, word-usage, grammar, punctuation, or spelling errors.  
• Ideas presented rarely go beyond what is found in the required reading. The presentation of these ideas is limited in depth and thoroughness; supporting examples tend to be general in nature.  
• The writing occasionally loses focus or clarity at some points; transitions between paragraphs and thoughts are sometimes missing.  
• The APA style for citations and references is used correctly and not mixed with other styles. (OPTIONAL FOR REFLECTIVE JOURNALS)  
• Instructions for the electronic submission of materials are occasionally not followed; extensions are frequently negotiated in advance. |
| 80-84   | • The writing is generally understandable but contains numerous mechanical, word-usage, grammar, punctuation, or spelling errors.  
• The ideas presented are generally just repetition of the required readings.  
• Some organization is evident but with several instances of lack of focus or loss of clarity; there are few or no transitions between paragraphs and thoughts.  
• The APA style for citations and references is used inconsistently or incorrectly or is mixed with other styles. (OPTIONAL FOR REFLECTIVE JOURNALS)  
• Instructions for the electronic submission of materials are seldom followed; deadlines are sometimes not met or extensions are frequently requested at the last minute. |
| 79 or below | • The writing is difficult to understand because of a large number of mechanical, word-usage, grammar, punctuation, or spelling errors.  
• There is little or no indication of having read or understood the required materials.  
• The submission rambles from topic to topic with no clear focus or evidence of organization.  
• The APA style for citation and references is not used. (OPTIONAL FOR REFLECTIVE JOURNALS)  
• Instructions for the electronic submission of materials are not followed; deadlines are frequently missed with no attempt to negotiate extensions prior to the deadlines. |
The professor utilizes all the input provided on the end-of-semester supervisory evaluation, which is conducted by the Career Center, to make the determination of what grade has been earned by each student for this portion of the overall class grade.

The professor uses the following guidelines to make this grading determination:

- **A=90-100; B=80-89; C=70-79**
- Assess the coherence between the grade suggested by the supervisor, the ratings given on the 19 appraisal items, the assessment of whether the organization would ask the student back for a further internship, and any narrative remarks made.
- Make deductions from 100 based upon the number and rank of “less than excellent” ratings. “Good” ratings generally receive a deduction of 1.25 points; “Fair” ratings generally receive a deduction of 2.5 points; “Poor” ratings generally receive a deduction of 5 points.
- Make a further 3 point deduction if the organization indicates it would not hire the student back based upon weaknesses in their performance or if the supervisor provides highly negative narrative remarks.
- If these total deductions align with the grade suggested by the supervisor, assign a grade using the range noted above so that the student’s earned grade is consistent with the supervisor's suggested grade and marks on the 19 evaluation elements.
- If the total deductions do not align with the grade suggested by the supervisor, contact the supervisor to seek information that better explains the discrepancy or brings alignment.
- General heuristic: stay within the range of the supervisor’s suggested grade while reserving the right to change the suggested grade if, in the judgment of the professor, the suggested grade is inappropriate.

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4 The professor’s judgment will be influenced by information gained from the student throughout the semester as well as discrepancies between the supervisor’s suggested grade and other areas of the supervisory evaluation.
### GRADING RUBRIC FOR GROUP PRESENTATIONS

<table>
<thead>
<tr>
<th>Everybody in the student group is part of the preparation and presentation</th>
<th>95-100</th>
<th>90-94</th>
<th>85-89</th>
<th>80-84</th>
<th>79 or below</th>
</tr>
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<tbody>
<tr>
<td>The presentation includes independent research and other evidence which demonstrates that the students in the group understand both their chosen societal issue and the key organizations at a deep (not surface) level</td>
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<td>The presentation includes substantive recommendations for change in the key organizations that provide a reasonable path for the ethical resolution of the societal issue</td>
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<td>The presentation clearly demonstrates that the students can apply organizational behavior topics – power, structure, leadership, culture, communication, change, etc. – to making changes in both organizations and society</td>
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<tr>
<td>Miscellaneous:</td>
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<tr>
<td>• Creativity in style, format, expression</td>
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<tr>
<td>• Clarity of the presentation</td>
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<tr>
<td>• Substantive depth of the presentation</td>
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<td>• Communication skills</td>
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<tr>
<td>• Involving fellow students in discussion</td>
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</tbody>
</table>

**95-100:** Clear, precise, creative presentation of substantive, thought-provoking, original research and recommendations. Stays within 10 minutes and all student participate equally.

**90-94:** Clear presentation of substantive research and original recommendations. Stays close to 10 minute timeline and all students participate equally.

**85-89:** Clear presentation of research and recommendations – some of which are original and some of which are already in public discourse. Generally stays within 10 minutes and most students in group participate equally.

**80-84:** Presentation of general knowledge that includes recommendations that are already in public discourse. Generally stays within 10 minutes and most students in group participate equally.

**79 or below:** Unclear, lacks substance, lacks depth; exceeds time-limit; wide disparity in participation of group members.
<table>
<thead>
<tr>
<th></th>
<th>100</th>
<th>95</th>
<th>85-89</th>
<th>82</th>
<th>75 or below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Misses no classes</td>
<td>1 absence</td>
<td>2-4 excused absences</td>
<td>2 unexcused absences</td>
<td>3 or more unexcused absences</td>
</tr>
<tr>
<td><strong>On-time</strong></td>
<td>Always on-time to class</td>
<td>Late to class once</td>
<td>Late to class 2 times</td>
<td>Late to class 3 times</td>
<td>Late to class more than 3 times</td>
</tr>
<tr>
<td><strong>Familiar with assigned materials</strong></td>
<td>New insights</td>
<td>Mastery</td>
<td>Knows the basics</td>
<td>A bit of confusion</td>
<td>No evidence</td>
</tr>
<tr>
<td><strong>Substance of contributions during class</strong></td>
<td>New insights</td>
<td>Mastery</td>
<td>Knows the basics</td>
<td>A bit of confusion</td>
<td>Meaningless</td>
</tr>
<tr>
<td><strong>Frequency of contributions during class</strong></td>
<td>Frequent</td>
<td>Twice</td>
<td>Once</td>
<td>When called upon</td>
<td>No contribution</td>
</tr>
<tr>
<td><strong>Assists learning of classmates</strong></td>
<td>Significant</td>
<td>More than once</td>
<td>Occasional</td>
<td>When called upon</td>
<td>Distracts other students</td>
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<tr>
<td><strong>Inappropriate use of technology</strong></td>
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</table>

*Class attendance is mandatory.* See the [Class Attendance](#) section for further information.
# GRADING RUBRIC FOR REFLECTIVE JOURNALS

<table>
<thead>
<tr>
<th></th>
<th>95-100</th>
<th>90-94</th>
<th>85-89</th>
<th>80-84</th>
<th>79 or below</th>
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</thead>
<tbody>
<tr>
<td><strong>Is it reflective?</strong></td>
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<td><strong>Meets deadline standards</strong></td>
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<td><strong>Communicated clearly</strong></td>
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<td><strong>Shows growth over time</strong></td>
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</table>

**Conclusion:** What did you learn? What else could you have done? Asses the impact on you and on your future actions.

**Description:** What happened?
- Context
- Roles played by you and others

**Text:** How do class readings and lectures relate to your understanding of the incident?

**Feelings:** What were you thinking and feeling at the time? How have those feelings changed?

**Analysis:** What sense can you make of the situation?
- Explore details & the 'why' of your judgements.
- What challenged you?

**Evaluation:** What was good and bad about the experience? Make a judgement.

---

**95-100:** Addresses all portions of the reflective cycle; meets all deadlines; easily understood; shows continuous growth and learning.

**90-94:** Addresses most of the reflective cycle; meets all deadlines; most of the writing is clear, organized and maintains consistent focus - may occasionally lack clarity; shows growth and learning.

**85-89:** Addresses at least half of the reflective cycle; meets all deadlines; the writing has a few errors and occasionally loses focus or clarity at some points; shows occasional growth and learning.

**80-84:** Addresses at least half of the reflective cycle; meets all deadlines; the writing has several errors and occasionally loses focus or clarity at some points; shows occasional growth and learning.

**79 or below:** Is rarely reflective – instead giving only descriptions without reflection; misses deadlines; the writing is difficult to understand and rambles around; there are few, if any, indicators that growth or learning are taking place.