

## FGCU Course Syllabus

**CRN 10166 Spring 2008**

**Course Title Contemporary Management Concepts**

**Description** Fundamentals of effective management from an organizational behavior perspective. Emphasis on tools and skills for understanding contemporary business activity in such areas as decision-making, planning, organizing, communicating, staffing, and controlling. Examines the role leadership plays in these areas. (Junior standing required)

**College/Division BUSINESS**

**Required Text** **Management Challenges for Tomorrow's Leaders**  
(2007) 5e  
Authors: John R. Schermerhorn, Jr.  
Publisher: John Wiley & Sons Publishers  
ISBN 978-0-470-07835

**Required Subscription** The Wall Street Journal **OR**  
the Financial Times newspaper  
(*enrollment completed during the first class*)

**Subject Area MANAGEMENT**

**Course Number MAN 3025**

**Credit Hours 3**

<b>Meeting Information</b>	<b>Start Date</b>	<b>End Date</b>	<b>Days</b>	<b>Time</b>	<b>Room</b>
	1/07/2008	4/15/2008	Tues	6:30-9:15 PM	AB5-112

## Instructor Information

**Instructor** Darlene Andert Ed.D. CMC CFM  
Office Hours Monday/Wednesday  
2:00 to 3:15; and 5:00 to 6:15.  
Other hours by appointment (590-7322)  
Module Village – Room 7  
[dandert@fgcu.edu](mailto:dandert@fgcu.edu)

*Dr. Andert's doctoral research explores corporate governance for Fortune 1000 Boards of Directors, and provided the first understanding of Human Resource Development (HRD) as a Board oversight mandate. Dr. Andert's skills and extensive experience on various Boards and audit committees, her knowledge as an Arbitrator*

*for the National Association of Securities Dealers (NASD), her skills as a Certified Financial Manager (CFM), a Certified Management Consultant (CMC); and experience as a Florida Supreme Certified Court Mediator provide solid working knowledge useful to the ICRCG. Dr. Andert's education includes a BA from Alverno College with a dual major in Business Management and Professional Communications, a master's degree from Central Michigan University in Administration, and a doctoral degree from The George Washington University Executive Leadership Program in Human Resource Development, Graduate School of Organizational and Human Development. Dr. Andert has authored books and numerous articles; designed and delivered certification programs; and provided over a decade of service to organizational development projects for national and local client organizations. She currently serves as the Director for the International Center for Responsible Corporate Governance at FGCU.*

## University Statements

### Academic Dishonesty/Cheating Policy:

"All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the "Student Code of Conduct" on page 11, and under "Policies and Procedures" on pages 18 - 24 of the Student Guidebook. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. "

### Disability Accommodations Services:

*Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 590-7956 or TTY 590-7930.*

## Learning Objectives

### Core Student Learning Outcomes

### Assessment Measures

<b>Communication Skills</b>  <u>Upon completion of this course, the student will be able to:</u> <ul style="list-style-type: none"> <li>▪ Employ the conventions of standard written English</li> <li>▪ Select a topic and develop it for a specific audience and purpose, with respect for diverse perspectives</li> <li>▪ Select, organize, and relate ideas and information with coherence, clarity, and unity.</li> </ul>	Group business report Group presentation Class participation
<b>Critical Thinking</b>  <u>Upon completion of this course, the student will be able to:</u> <ul style="list-style-type: none"> <li>▪ Select and organize information</li> <li>▪ Identify assumptions and underlying relationships</li> <li>▪ Synthesize information, and draw reasoned</li> </ul>	Personal business paper Group business report Group presentation Class participation

inferences <ul style="list-style-type: none"> <li>▪ Formulate an appropriate problem solving strategy</li> <li>▪ Evaluate the feasibility of the strategy</li> </ul>	Personal assessments Mid-term Exams and quizzes
<b>Content/Discipline Knowledge and Skills</b>  <u>Upon completion of this course, the student will be able to:</u> <ul style="list-style-type: none"> <li>▪ Understand the basic management concepts, models, and language of the discipline</li> <li>▪ Understand how and where the course topics are applied in the business world</li> <li>▪ To be able to successfully research current business journals and newspapers in order to understand the various applications of management content and the business environment in which the student will work.</li> <li>▪ Understand group dynamics and apply basic management topics of planning, organizing, motivating, and controlling to a working group experience.</li> </ul>	Group business report Group presentation Class participation Skills assessment surveys Mid-term Exams and quizzes

## Course Policies

### **TEACHING METHODS**

**This is a participatory course** and you must be able to actively participate in group work and keep up with course reading and regularly attend classes to be successful in this course. **The professor will not lecture the text.** Instead, class discussions and activities will expand pre-read course material.

Student group presentations serve as action learning labs and provide the foundation for application of course theory and content. The group experience and work also serves as the foundation for peer assessments in which students will apply evaluations techniques.

### **GRADING**

Grades are based on how well the student performs during in-class and out-of-class group work, unannounced in-class quizzes, class discussions and in-class exercises, and the attention to the content and delivery of the final course presentations. Attendance is not taken at each class session, but students are responsible for gathering the course content offered during each class and applying it to the final project; ALL in-class work (as listed above) as it is an important dimension of performance.

Course points will be translated into a course grade as follows:

A = 90 to 100      B = 80 to 89.99      C = >70 - 79.99  
 D = 60 to 69.99      F = Below 60

At the end of the semester, your assigned grade for the course will be available via Gulfline at: <http://gulfline.fgcu.edu>

The grade of "Incomplete" will be given **by exception only** in accordance with University policy, and there is **NO EXTRA CREDIT** in this course or **make-up assignments for missed work**.

Students must record and manage their own grades. A worksheet is attached to aid the student.

## Student Grade Summary Worksheet

### IN-CLASS WORK, QUIZZES, and SELF-ASSESSMENT (20%):

Pre-course Self-Assessment: 100 90 80 70 60 0

Week Two Class exercise (date):	_____	(grade)	_____
Week Three Class exercise (date):	_____	(grade)	_____
Week Four Class exercise (date):	_____	(grade)	_____
Week Five Class exercise (date):	_____	(grade)	_____
Week Seven Class exercise (date):	_____	(grade)	_____
Week Eight Class exercise (date):	_____	(grade)	_____
Week Nine Class exercise (date):	_____	(grade)	_____
Week Ten Class exercise (date):	_____	(grade)	_____
Week Eleven Class exercise (date):	_____	(grade)	_____
Week Twelve Class exercise (date):	_____	(grade)	_____
Week Thirteen Class exercise (date):	_____	(grade)	_____
Week Fourteen Class exercise (date):	_____	(grade)	_____
Week Fifteen Class exercise (date):	_____	(grade)	_____

Week Two Quiz (date)	_____	(grade)	_____
Week Three Quiz (date)	_____	(grade)	_____
Week Five Quiz (date)	_____	(grade)	_____
Week Six Quiz (date)	_____	(grade)	_____
Week Seven Quiz (date)	_____	(grade)	_____
Week Eight Quiz (date)	_____	(grade)	_____
Week Nine Quiz (date)	_____	(grade)	_____
Week Ten Quiz (date)	_____	(grade)	_____
Week Eleven Quiz (date)	_____	(grade)	_____
Week Twelve Quiz	_____	(grade)	_____
Week Thirteen Quiz:	_____	(grade)	_____
Week Fourteen Quiz	_____	(grade)	_____
Week Fifteen Quiz	_____	(grade)	_____

Post-course Self-Assessment: 100 90 80 70 60 0

Total average and multiply by .20

\_\_\_\_\_

Group Presentation (20%):

Multiply by .20

\_\_\_\_\_

\_\_\_\_\_

Group Report (20%)

Multiply by .20

\_\_\_\_\_

\_\_\_\_\_

Peer Review (10%):

One week late = minus 10 points – No submission or untimely submission = 0 points

Date: \_\_\_\_\_ Submitted : Y N Submitted timely: Y N Grade: \_\_\_\_\_

Multiply by .10

\_\_\_\_\_

\_\_\_\_\_

First Course Exam (15%):

Multiply by .15

\_\_\_\_\_

\_\_\_\_\_

Second and Final Exam (15%):

Multiply by .15

\_\_\_\_\_

\_\_\_\_\_

Final Grade =

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## GRADING PERCENTAGES

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**PARTICIPATION** is 20% of your grade. Students will provide a self-assess survey fully describing their participation in the group projects. A self assessment form is attached. Students will also complete the [Learner-Centered Evaluation Form](#) (attached) and are encouraged to review the criteria in advance of the course completion. The instructor reserves the right to readjust this review based on group member peer reviews.

### **PARTICIPATION REQUIREMENTS**

Students are responsible for the following:

- ▶ All material in the text and on the syllabus.
- ▶ All readings and/or written assignments.
- ▶ Class participation. This is not a lecture-based course.
- ▶ Presenting assignments at the beginning of class, when due.
- ▶ All work assigned in class whether in the syllabus or not.
- ▶ Clearly labeled homework that includes a signed cover sheet.
- ▶ Information disseminated in class whether in the syllabus or not.
- ▶ Follow-up with fellow students to seek missed information.

**QUIZZES:** Quizzes may be given without notice on reading material at the beginning or end of the class and completed within the designated time. Please be on time and stay for the whole class as there are **no make-up quizzes**. *Quizzes will be considered part of your "participation" grade.*

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**FIRST COURSE EXAM:** This is worth 15% of your grade.

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**SECOND AND COURSE FINAL EXAM:** This is 15% of your grade.

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**INTERACTIVE GROUP PRESENTATION:** The Group presentation is **20%** of your grade. Please see [GROUP PRESENTATION GRADING CRITERIA](#).

**Interactive Group Exercise Presentation Overview:** Groups are assigned to present an interactive exercise that highlights the major chapter topics. The INTERACTIVE exercise *may* include power point slides and/or other media. Be creative and have fun. Educational software game formats may be located through a basic Google search.

**DO NOT DIVIDE THE CHAPTER AND/OR TEACH THE CHAPTER**

Each group member must PRESENT at least TWO news articles per group member that supports and/or expands the material of the chapter.

**Presentation timing is no less than 30 minutes and no greater than one hour.** Groups will provide the instructor with an overview of any power point slides (with a cover sheet and reference page) BEFORE THE PRESENTATION (*two slides per page format*). That packet should also contain handouts or other materials used in the group exercise.

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**MAN3025 GROUP PRESENTATION GRADING CRITERIA**

*Dr. Darlene Andert*

Text Chapter Number **or** /Title: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / 2008

Group Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Introduction**

The presenter(s) provided an overview of the entire presentation and exercise 5/

The exercise was clearly explained (including all rules and materials) 5/

**Comments:**

**Content**

The exercise supported the major models or concepts within the chapter 10/

The exercise engaged the audience to learn more about the major topics within the chapter 10/

The news articles presented an interesting twist or application to the text material 10/

The presentation challenged the audience to learn more about the chapter material 15/

**Comments:**

## Conclusion

The exercise displayed strong originality 5/

All group members equally participated in the group presentation 5/

TWO or more news articles were presented/per member during the exercise 5/

News articles were orally cited throughout the presentation 5/

News articles were cited and noted on the power point slides 5/

The presentation was not less than 30 mins. OR greater than 1 hour\*\* 5/

\*\* Excluding questions and interruptions

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Total Time: \_\_\_\_\_

An overview sheet showing power point slides was submitted BEFORE the presentation 5/

Materials were free of typos and improper formatting errors 10/

**DIVIDED THE CHAPTER +/OR SUMMARIZED THE CHAPTER MINUS 20/**

General Comments: \_\_\_\_\_ Final Grade: \_\_\_\_\_

Please down load this template for submission with GROUP PRESENTATION MATERIALS.

### MAN3025 Contemporary Management Concepts

Name of Group Members:

Assignment Title: GROUP PRESENTATION

Chapter Number/Title:

Report Due Date (MM/DD/YY): \_\_\_\_/\_\_\_\_/\_\_\_\_

Report Submission Date (MM/DD/YY): \_\_\_\_/\_\_\_\_/\_\_\_\_

"I certify that this written paper is (a) original work containing full citations indicating the source of research material(s) and (b) that work was NOT previously submitted for credit in this or any other course"

Student's signature \_\_\_\_\_

Date \_\_\_\_\_

Student's signature \_\_\_\_\_

Date \_\_\_\_\_

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Date \_\_\_\_\_

Student's signature	Date
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Student's signature	Date

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**GROUP REPORT:** Presentation Groups will complete a post-presentation GROUP-report that includes:

- (1) A matrix or Gantt chart that outlines the actual group's **working plan**. This document should layout the steps the group will take to complete the project, the responsibilities member(s) assigned to complete each step, and the periodic and final due dates. Please reference your course text as needed to define these concepts. Include pre- and post Gantt chart.
- (2) The review of the **measurement standards and criteria** applied to monitor and assure the quality of the group project. Review all grading forms to assure the group project will address all requirements.
- (3) The communications model that best describes the group process (see the text to guide this requirement),
- (4) The group motivation and punishment norms that emerged during the working process,
- (5) A set of completed Group Report Self Evaluation Forms (shared and placed in the Appendix of the report) from **ALL members**, AND
- (6) A list of recommended changes to improve future group work and the rationale and support for these recommendations. [USE APA and INCLUDE TEXT and other source REFERENCES](#) (and other sources) to support the content of the report. The Group report is worth **20%** of your grade. Please see [GROUP REPORT CRITERIA FORM](#) and [MAN3025 GROUP REPORT ATTACHEMENT: SELF EVALUATION FORM](#)

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**GROUP REPORT COVER SHEET:** The Group Report MUST have the following over sheet SIGNED BY ALL GROUP MEMBERS.

Please download this template for submission with GROUP REPORT.

<p style="text-align: center;"><b>MAN3025 Contemporary Management Concepts</b></p> <p>Name of Group Members:</p>
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Assignment Title: GROUP REPORT

Chapter Number/Title:

Report Due Date (MM/DD/YY): \_\_/\_\_/\_\_

Report Submission Date (MM/DD/YY): \_\_/\_\_/\_\_

"I certify that this written paper is (a) original work containing full citations indicating the source of research material(s) and (b) that work was NOT previously submitted for credit in this or any other course"

Student's signature

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# GROUP REPORT CRITERIA FORM

Names of Group Members: \_\_\_\_\_

Assigned Chapter Number/Title: \_\_\_\_\_

Report Due Date: \_\_\_\_\_ Submission Date: \_\_\_\_\_

## I. Chapter and Other Source Utilization in Group Planning (25 points)

24 – 25 Excellent use of text material AND OTHER SOURCES. Used theories, facts, principles, and ideas of experts pertinent to the topic(s) in the report.

20 – 23 Good use of text material -- theories, facts, principles, and ideas of authorities pertinent to the topic(s) in the report.

17 – 19 Limited use of text material -- facts, theories, principles, and ideas of authorities and material is somewhat pertinent to the report. **Evidence of areas where more support is necessary.**

15 – 16 Little evidence of use of text material. **Evidence that more reading is necessary.** Report merely summarizes group activities.

<14 No evidence of use of text concepts or material. **Assumptions and statements written without documentation.** Points Obtained: \_\_\_\_\_

## II. Analysis of Group Work Plan and Execution (25 points)

23 – 25 Shows *analysis* AND *originality/creativity* in the choice and application of the terms, facts, theories and principles from the text (or other sources). **Thorough consideration of pro AND con sides of group plans and execution of that plan.**

20 – 22 Shows originality *or* creativity but limited analysis of the choices and application of the terms, facts, theories and principles from the text (or other sources) t the execution of the group work plan. **Report more summary than creative analysis.**

17 – 19 Limited or no originality or creativity in the choice and application of facts, theories, and principles from the text chapter are partial. **Report offers somewhat unrelated material.**

< 16 Less than satisfactory use of resources from the text in support of the analysis of the group work plan. Points Obtained: \_\_\_\_\_

## III. Format of Content (25 points)

23 – 25 Report is well arranged into appropriate categories and proceeds in a logical manner.

20 – 22 Paper is arranged in categories and proceeds in a fairly logical manner.

17 – 19 Paper is fairly well arranged with some confusion in organization.

15 – 16 Paper is poorly organized and arranged. No logical order in sequence.

<14 Paper is poorly organized and confusing. **Sequence or order of ideas not appropriate to a report.** Points Obtained: \_\_\_\_\_

## IV. Mechanics and Use of APA (25 points)

23 – 25 Language grammatically correct and ideas very clearly expressed with **consistent use of APA.**

20 – 22 Language correct but a few typos or language errors are present or **inconsistent or inappropriate use of APA.**

17 – 19 Expression of ideas and concepts needs some clarification. Numerous typos and language errors present throughout paper or **inappropriate use of APA format.**

16 or < Below average expression of ideas. **No use of APA formatting.** Points Obtained: \_\_\_\_\_

**Overall Grade:** \_\_\_\_\_

**/\_/ Assignment not clearly labeled = Final grade ZERO**

# MAN3025 GROUP REPORT ATTACHEMENT: SELF EVALUATION FORM

Your Name: \_\_\_\_\_  
Presentation Date: \_\_\_\_\_

Text Chapter: \_\_\_\_\_  
Today's Date: Date: \_\_\_\_ / \_\_\_\_ / 2007

**Directions:** Please reflect on your participation in the course's group assignment and respond to the following questions.  
A completed copy of this form (with your signature) MUST be included in the Appendix of your Group Report.

**QUESTION ONE:** Specifically, describe the work *you performed* in support of the group project: \_\_\_\_\_

Date Assigned	Work Assigned	Date Completed

**QUESTION TWO:** What hampered *your efforts* or caused you to provide less than the maximum effort and support to your group?

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Was this information shared with your other group members?    /\_/\_ yes /\_/\_ no, why not: \_\_\_\_\_

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**QUESTION THREE:** Grade *your* personal overall efforts:

- \_\_\_\_\_ "F" -- Provided little or no effort compared to average group members
- \_\_\_\_\_ "D" -- Provided less effort compared to average group members
- \_\_\_\_\_ "C" -- Provided effort equal to the efforts of the average group members
- \_\_\_\_\_ "B" -- Exceeded expectations of my fellow group members.
- \_\_\_\_\_ "A" -- *Consistently* exceeded the expectations of my fellow group members

**I CAREFULLY REVIEWED ALL INFORMATION PRESENTED BY MY FELLOW GROUP MEMBER ON THIS FORM AND AGREE THAT IT ACCURATELY REPRESENTS THIS GROUP MEMBER'S PARTICIPATION IN THE GROUP PROJECT.**

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

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Student's signature

\_\_\_\_\_  
Date

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**INDIVIDUAL PEER REVIEWS OF GROUP MEMBERS:** Group members will practice personnel evaluation and appraisal of fellow group members' efforts during the whole "Interactive Group Presentation" project.

To begin, groups will meet to exchange, review and sign the [MAN3025 GROUP REPORT ATTACHEMENT: SELF EVALUATION FORM](#) from each group members. Any discrepancies in the information offered on the forms should be addressed during the meeting.

**Next, each group member will confidentially complete the [MAN3025 GROUP PEER REVIEW FORM](#).**

This is a confidential form so please suppress any questioning of fellow group members regarding assigned grades. Each group members will place his/her completed form in an individual **seal** envelope to be submitted with the final group report packet.

Peer Review grading is **10%** of your grade. Please see [MAN3025 GROUP PEER REVIEW FORM](#) below.

## MAN3025 GROUP PEER REVIEW FORM

Your Name: \_\_\_\_\_  
Presentation Date: \_\_\_\_\_

Text Chapter: \_\_\_\_\_  
Today's Date: Date: \_\_\_\_ / \_\_\_\_ / 2007

**Directions:** Please reflect on your participation in the course's group assignment and respond to the following questions.

**QUESTION ONE:** Grade\* ("**A**", "**B**", "**C**", "**D**" or "**F**") your fellow group members on their overall effort on the following areas:

\* For grading purposes "A" = 100, "B" = 89, "C" = 79, "D" = 69, "F" = 0).

Group Member's Name	Reliability	Comm. w/Group	Timeliness of Work Submitted	Research Efforts	Presentation Preparation Effort

**QUESTION TWO:** What will you do differently to improve future group project participation? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**ANY GENERAL COMMENTS YOU WISH TO ADD:**

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## Homework Requirements

**Submitting Homework When NOT in Class :** Any student missing a class may timely submit the homework due by following these steps: (1)EMAIL a copy of the assignment BEFORE the start of the missed class, (2) BRING A HARD COPY of the assignment to the next class, (3) ATTACH a copy of the email to verify the timely submission of the paper. Failure to follow these steps will result in a late paper. The instructor will NOT make copies of emailed homework.

**Late Homework:** Homework is due at the beginning of each class session. Late homework will result in the loss of one grade from the earned grade, and MUST BE RECEIVED by the beginning of the next class session (allowing a one week grace period). Homework received past the one-week grace period will receive a zero.

## Course Agenda

Week	Date	Pre-Class Reading	Group Presentation of Week's Chapters	Group Report Due	Class Topic.
1	1-8-08	NONE	NONE	None	Chapter 1 Challenges of the 21 Century Chapter 12 Leading  SAS VIDEO "Green Veg" Exercise
2	1-15-08	Chapters 1, 12, 2 & 13	NONE	NONE	Chapter 2 Evolution of Management Chapter 13 Team Dynamics
3	1-22-08	Chapters 9 & 4	Group One	NONE	Chapter 9 Strategic HRM Chapter 4 Strategic Planning
4	1-24-08	Chapters 5 & 6	Group Two	Group One	Chapter 5 Planning Chapter 6 Decision Making
5	2-5-08	Chapters 10 & 8	Group Three	Group Two	Chapter 10 Organizational Culture Chapter 8 Organizational Design
6	2-12-08	Chapter 14	Group Four	Group Three	Chapter 14 Motivation
7	2-19-08	Chapter 11	Group Five	Group Four	Chapter 11 Communication
8	2-26-08	Chapter 7	Group Six	Group Five	Chapter 7 Organizational Effectiveness
9	3-4-08	Spring Break	NO CLASSES	March 5-10	

10	3-11-08	EXAM 1			
11	3-18-08	Chapters 15	Group Seven	Group Six	Chapter 15 Organizational Control
12	3-25-08	Chapter 16	Group Eight	Group Seven	Chapter 16 Productivity and Quality Control in Complex Business Environment
13	4-1-08	Chapter 17	Group Nine	Group Eight	Chapter 17 Information Technology and Control
14	4/8-08	Chapter 3 & 12	Group Ten	Group Nine	Chapter 3 Social Responsibility and Ethics Chapter 12 Leading
15	4-15-08	EXAM 2		Group Ten	"Post-Course Learner- Centered Evaluation Form" --Due at the beginning of the Class

This syllabus is subject to change without notice

# Post-Course Learner-Centered Self-Evaluation Form

Name: \_\_\_\_\_

**Directions:** The syllabus clearly stated that "this is a **participatory course** and you must able to participate in group work and keep up with course reading and regularly attend classes to be to be successful in this course. **The professor will not lecture the text.** Instead, class discussions and activities will expand pre-read course material.

Student group presentations serve as action learning labs and provide the foundation for application of course theory and content. The group experience and work also serves as the foundation for peer assessments in which students will apply evaluations techniques (course syllabus.).

Please ASSESS YOUR LEVEL OF WORK during this semester by answering the following questions are accurately and frankly as possible, and assess your level of effort to the level of learning.

The scale is:

- 1 = expended no effort
- 2 = placed limited effort
- 3 = average effort
- 4 = above average effort
- 5 = consistently exceeded stated expectations

## Class Readiness:

- |           |  |
|-----------|--|
| 1 2 3 4 5 | I fully read the syllabus before the first class OR by the end of the first week of classes.                                   |
| 1 2 3 4 5 | I prepared for each class by reading ALL required course material(s).  |
| 1 2 3 4 5 | I timely completed ALL homework to the best of my ability.   |
| 1 2 3 4 5 | I executed solid research when locating the required course articles.  |
| 1 2 3 4 5 | I used the website information to expand my knowledge concerning the course material and the use of APA citation requirements. |
| 1 2 3 4 5 | I arrive on-time or early to ALL classes and stayed for the entire class.  |

## Class Work:

- |           |   |
|-----------|---|
| 1 2 3 4 5 | I fully utilized library or other the resources to prepare for class.       |
| 1 2 3 4 5 | THE primary focus of each class was learning ALL course material(s).        |
| 1 2 3 4 5 | I fully listened in order to understand the course content.                 |
| 1 2 3 4 5 | I sought to fully resource my professor's knowledge.                        |
| 1 2 3 4 5 | I asked well-developed questions whenever I didn't understand the material. |
| 1 2 3 4 5 | I never left class without asking ALL my questions.                         |
| 1 2 3 4 5 | I supported and respected fellow class members during ALL classes.          |
| 1 2 3 4 5 | I fully and appropriately participated in ALL class exercises.              |
| 1 2 3 4 5 | I fully and appropriately supported fellow class members' learning.         |
| 1 2 3 4 5 | I was an enthusiastic audience member during group presentations.           |

Name: \_\_\_\_\_

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**Team Work:**

- |           |   |
|-----------|---|
| 1 2 3 4 5 | I arrived early or stayed after class to work with fellow team members.     |
| 1 2 3 4 5 | I fully communicated with fellow class members throughout the semester.     |
| 1 2 3 4 5 | I made every effort to attend ALL scheduled group meetings.                 |
| 1 2 3 4 5 | I provided <u>timely work</u> to support my group's efforts.                |
| 1 2 3 4 5 | I provided <u>excellent work</u> to my fellow class members/ group members. |
| 1 2 3 4 5 | I participated with a positive attitude during ALL group efforts.           |
| 1 2 3 4 5 | I was an enthusiastic audience member during group presentations.           |

**Major Learnings**

**Directions:** Please review the content of this course and provide your top three to five major course learnings.

- 1.
- 2.
- 3.
- 4.
- 5.

**Behavioral Changes**

**Directions:** Please review your "Major Learnings" list above and consider the behavioral changes required to implement these major learnings. Then, list the top three to five behavioral changes you will make as a result of your major course learnings.

- 1.
- 2.
- 3.
- 4.
- 5.

**I believe my effort support the accomplishment of the following course grade:** \_\_\_\_\_

**General Comments**

**Directions:** Please provide course feedback that you will is necessary for the instructor to know in order to improve the course content, delivery, and conditions.



Name: \_\_\_\_\_

Student group presentations serve as action learning labs and provide the foundation for application of course theory and content. The group experience and work also serves as the foundation for peer assessments in which students will apply evaluations techniques (course syllabus).

The scoring scale is:      1 = Strongly Disagree                          5 = Strongly Agree

YES	NO	I will fully read the syllabus before the end of the first week of classes.
YES	NO	I will prepared for each class by reading ALL required course material(s).
YES	NO	I will timely completed ALL homework to the best of my ability.
YES	NO	I will execute solid research when locating the required course articles.
YES	NO	I will use the website information to expand my knowledge concerning the course material and the use of APA citation requirements.
YES	NO	I will arrive on-time or early to ALL classes and stayed for the entire class.

YES	NO	I will fully utilized library or other the resources to prepare for class.
YES	NO	THE primary focus of each class will be learning ALL course material(s).
YES	NO	I will fully listened in order to understand the course content.
YES	NO	I will seek to fully resource my professor's knowledge.
YES	NO	I will ask well-developed questions whenever I didn't understand the material.
YES	NO	I will not leave class without asking ALL my questions.
YES	NO	I will support and respect fellow class members during ALL classes.
YES	NO	I will fully and appropriately participated in ALL class exercises.
YES	NO	I will fully and appropriately supported fellow class members' learning.
YES	NO	I will be an enthusiastic audience member during group presentations.

YES	NO	I will arrived early or stayed after class to work with fellow team members.
YES	NO	I will fully communicated with fellow class members throughout the semester.
YES	NO	I will made every effort to attend ALL scheduled group meetings.
YES	NO	I will provide <u>timely work</u> to support my group's efforts.
YES	NO	I will provide <u>excellent work</u> to my fellow class members/ group members.
YES	NO	I will participate with a positive attitude during ALL group efforts.
YES	NO	I will be an enthusiastic audience member during group presentations.

Name: \_\_\_\_\_

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**Team Work:**

- YES NO I will arrive early to work with fellow team members.
- YES NO I will fully communicated with fellow class members when needed or requested.
- YES NO I will provide timely work to support my group's efforts.
- YES NO I will provide excellent work to my fellow class members/ group members.
- YES NO I will provide a positive attitude during ALL group efforts.
- YES NO I will be an excellent listener during group presentations.
- YES NO I will b an enthusiastic audience member during group presentations.

**Class Participation:**

- YES NO My individual in-class behavior will be always appropriate.
- YES NO My individual in-class participation will be always excellent.
- YES NO Personal comments offered during class discussions will always be appropriate.
- YES NO Personal comments during class discussions will be well-informed by the course material.
- YES NO I will encourage and support fellow class members' discussions.
- YES NO Fellow class members will appreciate my presence in class.
- YES NO I will follow ALL instructions provided during class and in the syllabus.

The final course grade you will work to achieve is (circle one): A B C

**What issues(s) may hamper your ability to achieve this course grade?**

**How do you plan to address those concerns/issues?**