SOCIETY FOR THE TEACHING OF PSYCHOLOGY

WORK MOTIVATION SPRING 2022 SYLLABUS

Department:	Psychology
Program:	Master of Arts in Industrial/Organizational Psychology
Section:	PSY 539-51
Delivery Mode:	Traditional in-person (subject to change in response to COVID-19)
Class Time:	Wednesday 6:30-9:50 p.m. CST
Room:	Schaible Science Center, Room 236
Credits:	0.5 course credit = 2 semester hours
Credit Hour Policy:	1 semester hour = 2-3 hours of out-of-class student work each week (e.g., readings, assignments)

Elmhurst University

Hi everyone!

In this course, we'll examine the science and practice of work motivation through lectures, readings, and active learning. We'll cover classic and contemporary "person as machine" theories such as the reinforcement theory, "person as scientist" theories such as equity theory, and "person as intentional" theories such as goal-setting theory. Group activities, discussion, and individual assessment will focus on integrating and applying these different theories of work motivation. As we are a team-based cohort program, there will also be team work and opportunities for you to reflect on and get feedback on your team functioning. These opportunities appear with the team icon.[1]

My Contact Information

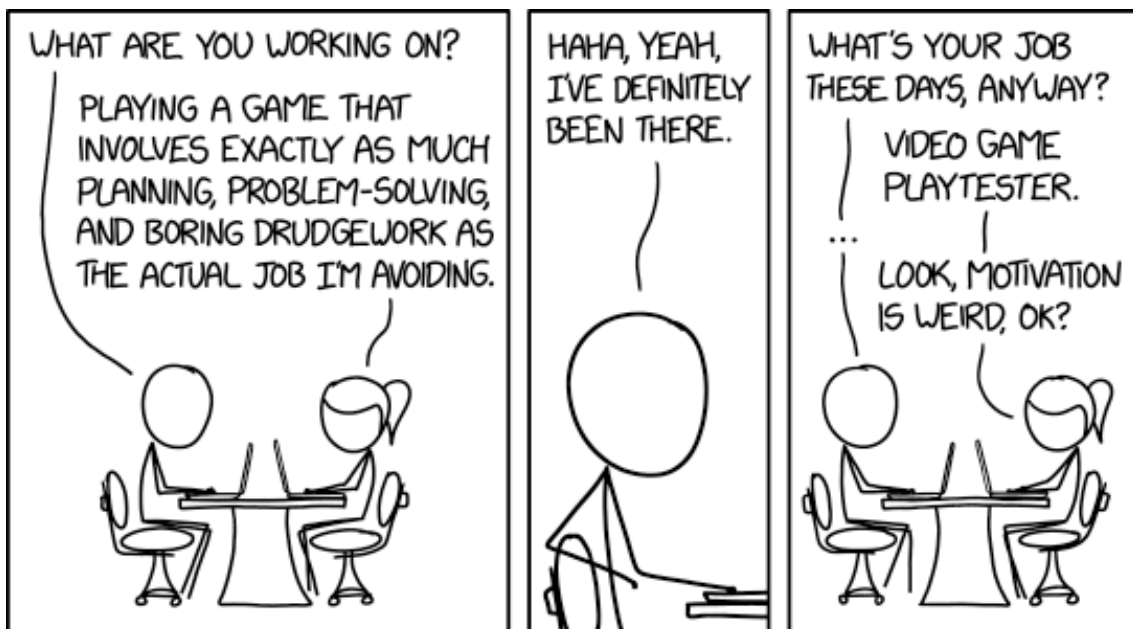|	
Instructor:	Dr. Jessica Sim
Email:	jessica.sim@elmhurst.edu • I usually respond within 24-48 hours
Office Hours:	• Mon 3:00-4:30 p.m. and Thurs 1:00-2:30 p.m. • Unless otherwise arranged, meetings will be held virtually on Zoom • Schedule a virtual meeting or email me other days/times you're available.

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[1] Icons from NounProject.com

Table of Contents

xkcd.com

Course Description and Student Learning Outcomes (SLO)

The course is designed so that by the end of the course, you'll be able to:

SLO 1. Discuss the meaning and importance of motivation in the workplace

SLO 2. Distinguish between the metaphors used to understand work motivation

SLO 3. Describe the principles and assumptions of major theories of motivation

SLO 4. Evaluate strategies to enhance motivation in real organizational settings

SLO 5. Apply research in the area of motivation to workplace scenarios

SLO 6. Demonstrate skills and dispositions adhering to professional standards

This course is also designed to help you refine personal and professional skills that are essential to your success:

1. Oral communication
2. Teamwork skills with diverse groups
3. Written communication
4. Critical thinking and analytic reasoning
5. Complex problem solving
6. Working independently (e.g., setting priorities, managing time/deadlines)
7. Being self-motivated (e.g., ability to take initiative and be proactive)
8. Applied knowledge in real-world settings

Materials and Tools
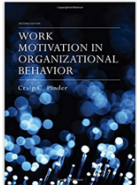
Required Textbook
Pinder, C. C. (2015). *Work motivation in organizational behavior* (2nd ed.). Psychology
Press. https://doi.org/10.4324/9781315734606

Blackboard (BB) Course Site
- **Announcements:** Get updates and important course-related information. Any revisions to the syllabus or changes to due dates will be announced here.
- **My Grades:** Grades will be entered as soon as they're available. A speech bubble 💬 will appear next to your score when I leave feedback.
- **Left panel on Blackboard:** Each class has a separate page where you can find the to-do list, assigned readings, reaction paper instructions, preparation work, lecture slides, and additional resources.

Blackboard

Technical Requirements
- **Please bring a laptop, tablet, or other mobile device such as a smartphone to every class.** You may be asked to refer to the articles, your reaction papers, scale responses, or to complete evaluation forms online.
- You'll need an internet connection, your eNumber, and password to sign in to the My Elmhurst Campus Portal.
- Access Blackboard, Email, and Self-Service from the portal. You can also download Microsoft Office 365 for free (e.g., Word, PowerPoint, Excel) here.
- Check your Elmhurst University email address (username@365.elmhurst.edu) regularly. I recommend adding your Elmhurst email account to your phone if you use an email app.

Email

Technical Support
- For Blackboard help, start with the A. C. Buehler Library.
- For Technology Support Services, contact the Office of Information Services Service Desk or (630) 617-3767.
- If you need to borrow a laptop for schoolwork, the Office of Information Services has a limited number available for loan on a first-come, first-served basis.
- If you don't have reliable access to the internet, study rooms are available in the library or take a picture of the QR code on the left.

Course Schedule (may be subject to change)

Class	Date	In Class	To Do Before Class	
1	Feb 2	**Lecture** **Topics:** • Introduction • Reward practices	**Textbook:**	☐ Chapter 1 ☐ Chapter 14 (pp. 425-455)
			Articles on BB:	☐ Kahneman and Deaton (2010) ☐ Judge et al. (2010) ☐ Kohn (1993) ☐ Kerr (1975)
			Submit on BB:	☐ Reaction paper
			Complete prep work on BB:	☐ Money attitude scale ☐ Watch *CEO who gave all his employees minimum $70,000 paycheck thriving six years later*
2	Feb 9	**Lecture** **Discussion facilitation** **Topics:** • Human needs • Psychological needs	**Textbook:**	☐ Chapter 3 (pp. 63-91)
			Articles on BB:	☐ Nohria et al. (2008) ☐ Wrzesniewski et al. (2014) ☐ Thompson (2019) ☐ McGregor and Doshi (2015)
			Submit on BB:	☐ Reaction paper
			Complete prep work on BB:	☐ Work extrinsic and intrinsic motivation scale ☐ Basic need satisfaction at work scale ☐ Self-actualization scale ☐ Watch *Flow, the secret to happiness*
3	Feb 16	**Lecture** **Discussion facilitation** **Topics:** • Job characteristics • Job design	**Textbook:**	☐ TB Chapter 7
			Articles on BB:	☐ Wrzesniewski et al. (2010) ☐ Grant and Hofmann (2011) ☐ Bailey and Madden (2016) ☐ Wrzesniewski et al. (1997)
			Submit on BB:	☐ Reaction paper
			Complete prep work on BB:	☐ Job diagnostic survey ☐ Growth need strength scale ☐ Work-life questionnaire ☐ Watch *The puzzle of motivation*
4	Feb 23	Case analysis and presentation	☐ Review Class 1-3	

Course Schedule cont'd (may be subject to change)

Class	Date	In Class	To Do Before Class	
5	Mar 2	**Lecture** **Discussion facilitation** **Topics:** • Fairness • Expectations	**Textbook:**	☐ TB Chapter 11 ☐ TB Chapter 12
			Articles on BB:	☐ Menon and Thompson (2010) ☐ Kilduff (2014) ☐ Griep (2018) ☐ Bamberger and Belogolovsky (2017)
			Submit on BB:	☐ Reaction paper
			Complete prep work on BB:	☐ Equity sensitivity scale
6	Mar 9	**Lecture** **Discussion facilitation** **Topics:** • Goal setting • Self-regulation	**Textbook:**	☐ TB Chapter 13 ☐ TB Chapter 14 (pp. 455-473)
			Articles on BB:	☐ Amabile and Kramer (2011) ☐ Grant (2014) ☐ Sitkin et al. (2017) ☐ Fishbach (2018)
			Submit on BB:	☐ Reaction paper
			Complete prep work on BB:	☐ Self-efficacy scale ☐ Self-compassion scale ☐ Listen *You 2.0: WOOP, WOOP!*
7	Mar 16	Case analysis and presentation		☐ Review Class 5-6

Assigned Articles

Class 1: Introduction | Reward practices

Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences, 107*(38), 16489-16493. https://doi.org/10.1073/pnas.1011492107

Judge, T. A., Piccolo, R. F., Podsakoff, N. P., Shaw, J. C., & Rich, B. L. (2010). *The relationship between pay and job satisfaction: A meta-analysis of the literature. Journal of Vocational Behavior, 77*(2), 157-167. https://doi.org/10.1016/j.jvb.2010.04.002

Kohn, A. (1993, September/October). Why incentive plans cannot work. *Harvard Business Review.* https://hbr.org/1993/09/why-incentive-plans-cannot-work

Kerr, S. (1975). On the folly of rewarding A, while hoping for B. *Academy of Management Journal, 18*(4), 769-783. https://doi.org/10.5465/255378

Class 2: Human and psychological needs

Nohria, N., Groysberg, B., & Lee, L.-E. (2008, July/August). Employee motivation: A powerful new model. Harvard Business Review. https://hbr.org/2008/07/employee-motivation-a-powerful-new-model

Wrzesniewski, A., Schwartz, B., Cong, X., Kane, M., Omar, A., & Kolditz, T. (2014). Multiple types of motives don't multiply the motivation of West Point cadets. *Proceedings of the National Academy of Sciences, 111*(30), 10990-10995. https://doi.org/10.1073/pnas.1405298111

Thompson, D. (2019, February). Workism Is making Americans miserable. *The Atlantic.* https://www.theatlantic.com/ideas/archive/2019/02/religion-workism-making-americans-miserable/583441/

McGregor, L., & Doshi, N. (2015). How company culture shapes employee motivation. *Harvard Business Review.* https://hbr.org/2015/11/how-company-culture-shapes-employee-motivation

Class 3: Job characteristics and design

Wrzesniewski, A., Berg, J. M., & Dutton, J. E. (2010, June). Managing Yourself: Turn the job you have into the job you want. *Harvard Business Review.* https://hbr.org/2010/06/managing-yourself-turn-the-job-you-have-into-the-job-you-want

Grant, A. M., & Hofmann, D. A. (2011). Outsourcing inspiration: The performance effects of ideological messages from leaders and beneficiaries. *Organizational Behavior and Human Decision Processes, 116*(2), 173-187. https://doi.org/10.1016/j.obhdp.2011.06.005

Bailey, C., & Madden, A. (2016, June 1). What makes work meaningful—Or meaningless. *MIT Sloan Management Review.* https://sloanreview.mit.edu/article/what-makes-work-meaningful-or-meaningless/

Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. *Journal of Research in Personality, 31*(1), 21-33. https://doi.org/10.1006/jrpe.1997.2162

Class 5: Fairness and expectations

Menon, T., & Thompson, L. (2010, April). Envy at work. *Harvard Business Review.* https://hbr.org/2010/04/envy-at-work

Kilduff, G. J. (2014). Driven to win: Rivalry, motivation, and performance. *Social Psychological and Personality Science, 5*(8), 944-952. https://doi.org/10.1177/1948550614539770

Griep, Y. (2018, May 21). This is why everyone steals office supplies from work—including you. *The Conversation.* https://theconversation.com/this-is-why-everyone-steals-office-supplies-from-work-including-you-96448

Bamberger, P., & Belogolovsky, E. (2017). The dark side of transparency: How and when pay administration practices affect employee helping. *Journal of Applied Psychology, 102*(4), 658-671. https://doi.org/10.1037/apl0000184

Class 6: Goal setting and self-regulation

Amabile, T. M., & Kramer, S. J. (2011, May). The power of small wins. *Harvard Business Review.* https://hbr.org/2011/05/the-power-of-small-wins

Grant, H. (2014, May). Get your team to do what it says it's going to do. *Harvard Business Review.* https://hbr.org/2014/05/get-your-team-to-do-what-it-says-its-going-to-do

Sitkin, S. B., Miller, C. C., & See, K. E. (2017, January/February). The stretch goal paradox. *Harvard Business Review.* https://hbr.org/2017/01/the-stretch-goal-paradox

Fishbach, A. (2018, November/December). How to keep working when you're just not feeling it. *Harvard Business Review.* https://hbr.org/2018/11/how-to-keep-working-when-youre-just-not-feeling-it

Types of Assessment (may be subject to change)

	Participation
Rationale:	Learn actively and contribute to the overall dynamic of the class by completing preparation work before class and being engaged during lecture and discussion.
SLOs:	1, 2, 4, 6
Personal and professional skills:	1, 4, 7, 8
Possible points:	40 points
Important dates:	Opportunities available throughout course
Make-up work:	• Please let me know if you're unable to attend class. • If you're not feeling well, stay home and reach out to your team to borrow notes and to find out what you missed. • If you anticipate having to miss several classes due to illness, please contact me so that we can discuss reasonable accommodations.
More details:	See "Participation" section (p. 11)

|	Reaction Papers
Rationale:	Practice critical thinking (e.g., apply, analyze, evaluate, and synthesize the course material) and prepare for the upcoming topic.
SLOs:	1, 4, 5, 6
Personal and professional skills:	3, 4, 6, 8
Possible points:	5 papers x 10 points each = 50 points
Important dates:	Class 1 reaction paper due by: 11:59 p.m. on 02/01 Remaining reaction papers due by: 6:00 p.m. on Tuesday
Late work:	• If you anticipate needing more time, please let me know. Reasonable adjustments may be approved in certain circumstances. • Otherwise, 1 point will be deducted for every hour late.
More details:	See "Reaction Papers" section (p. 12-13)

Types of Assessment cont'd (may be subject to change)

Discussion Facilitation	
Rationale:	Each team will guide the class to be thoughtful and informed consumers of research and best practices.
SLOs:	3, 4, 5, 6
Personal and professional skills:	1, 2, 5, 8
Possible points:	Instructor evaluation (15) + average of class evaluations (15) + team debrief (10) = 40 points (team grade)
Important dates:	• Class 2 (02/09): Team _____ • Class 3 (02/16): Team _____ • Class 5 (03/02): Team _____ • Class 6 (03/09): Team _____ • Submit team debrief by 11:59 p.m. on Thurs
Make-up work:	• No make-up unless approved by instructor. • Late submission of team debrief will be accepted for half credit (5 points max).
More details:	See "Discussion Facilitation" section (pp. 14-16)

Team Case Analysis and Presentation	
Rationale:	Assess your mastery of the course concepts and ability to apply the material we have discussed in this class.
SLOs:	2, 3, 4, 5, 6
Personal and professional skills:	1, 2, 5, 8
Possible points:	Instructor evaluation (20 team grade) + average of team evaluations (20 individual grade) + team debrief (10 team grade) = 50 points x 2 cases = 100 points
Important dates:	• Case 1: All teams will analyze and present case during Class 4 (02/23) • Case 2: All teams will analyze and present case during Class 7 (03/16) • Submit team debrief by 11:59 p.m. on Thurs (02/24 and 03/17, respectively)
Make-up work:	• No make-up unless approved by instructor. • Late submission of team debrief will be accepted for half credit (5 points max).
More details:	See "Case Analysis and Presentation" section (pp. 17-19)

Grading Scale (may be subject to change)

There are 230 points available in the course.
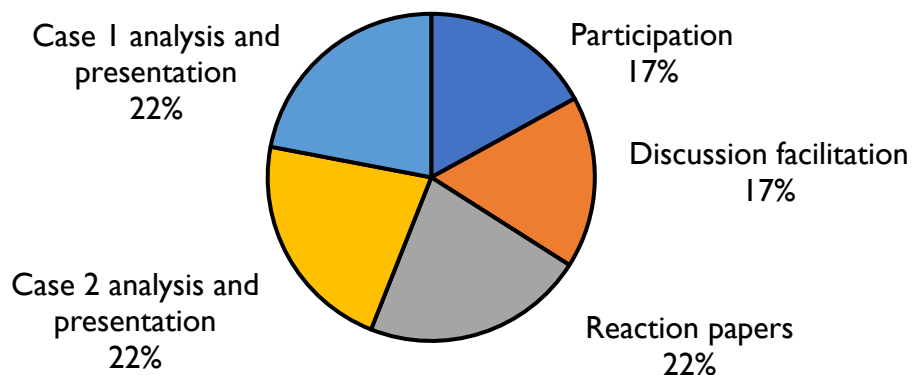
Percent	Grade	Points
93 and higher	A	≥ 213
90-92	A-	206-212
87-89	B+	199-205
83-86	B	190-198
80-82	B-	183-189
77-79	C+	176-182
73-76	C	167-175
70-72	C-	160-166
67-69	D+	153-159
60-66	D	137-152
59 and lower	F	≤ 136

- Final grade percentages of .5 or higher will be rounded up to the nearest whole number.

- Final grades will be entered by May 25.

- I value open communication. Please meet with me early in the course to improve your performance—do not wait until it's too late to earn points as final grades are non-negotiable.

Evaluation Criteria and Rubrics

Participation

Being successful in this course involves not only keeping up with the assigned readings (including the textbook) and activities, but also being curious, asking questions, and critically thinking about the course material. To foster collaborative learning and dialogue, some of the in-class activities will require pair or small group work.

Participation Rubric
Participation will be assessed using the following criteria. You can use the rubric for self-assessment to monitor your progress. Please let me know if there's anything I can do to help you feel more included and welcome and more willing to share. If you anticipate or experience any barriers to learning in this course, please don't hesitate to discuss your concerns with me.

Active Participation: Regularly does most or all of the following…
Moderate Participation: Usually does most of the following…
Low Participation: Rarely or never does the following…

Criteria	Examples of observed behaviors
Involvement	Arrives on time, completes individual, pair, small group, and large group in-class activities
Preparation	Analyzes assigned material in-depth, reads available class responses, completes preparation work, seeks out additional resources that are relevant to the topic
Listening skills	Pays attention, follows ground rules and instructions, acknowledges contributions of others, invites others to share, encourages others to clarify or elaborate on their point, summarizes the discussion so far
Contributions	Asks thoughtful questions, initiates discussions with clear, meaningful comments, provides rationale for ideas, shares creative insights/big ideas about topic
Critical thinking	Makes relevant connections to the course material or the real world, goes beyond mere agreement/disagreement, builds on ideas, focuses on specific arguments, introduces counterarguments to add information or a different perspective

Evaluation Criteria and Rubrics

Reaction Papers	Here are the general instructions for the reaction paper (~500 words). For other tips, see Blackboard > Resources > Reaction paper resources. 1. **Submit <u>two</u> discussion questions based on the week's assigned readings (the articles should be the focus of your paper with the textbook serving as background on the topic).** • Your questions may be based on individual readings or they may be broader questions that integrate all the readings. For example, you can identify an issue that you found particularly insightful, exciting, or not well-explained in the readings; you can question the experimental design/data analysis or challenge the conclusions drawn; you can contrast the readings to other topics in the course; or evaluate the applicability of the findings to teams/organizations you have been a part of, I/O psychology in general, or other real-world phenomena (e.g., extensions to education, business, politics, relationships). 2. **After <u>each</u> question, provide the rationale for your question.** • After posing each question, explain your thoughts, ideas, and reactions. You can attempt to answer your own question; explain why you believe a certain point or finding is particularly interesting or problematic; propose a study that might reveal something new about the issue; or describe specific ways in which the material could be developed or generalized. If your question relates to something you did not understand, elaborate on how or why the reading(s) was confusing or unclear. 3. **"Create Blog Entry" on Blackboard to post.** • Write a descriptive "Title" or include relevant keywords. • You may want to prepare your paper in a separate Word document then paste the text into the "Entry Message" box. 4. **Review the grading rubric before you submit (see p. 13).**

Evaluation Criteria and Rubrics

Reaction Papers cont'd	Grading Rubric

Grading Rubric

Criteria	Yes	No
Interesting discussion questions (1 point per question)	+2 points	
Strong rationale for questions (2 points per rationale)	+4 points	
Specific connections to 2 or more of the assigned articles, one of which is an empirical article when available	+4 points	
Clear, thoughtful, and well-reasoned		−1 point
Well-written (e.g., no typos, seventh edition APA Style in-text citations used where appropriate)		−1 point
Descriptive blog title		−1 point
Submitted by deadline (for every hour late)		−1 point

To do well on the reaction papers

☐ Set aside sufficient time to work on them. Your paper should not be a summary of the articles but a reaction to the key ideas.

☐ Pay attention to any past feedback. A speech bubble will appear next to your grade when I leave feedback; you will receive feedback even if you scored full points. 💬

☐ Proofread your work before submitting (e.g., full sentences, correct spelling and grammar, check for accuracy).

☐ Submit your work on time. Have a backup plan in case of technical difficulties (e.g., computer failure, loss of internet access).

☐ You're capable of achieving a high standard of work and I'll hold you accountable to that.

Evaluation Criteria and Rubrics

Discussion Facilitation

Each team will facilitate a productive discussion of the articles. For other tips, see Blackboard > Resources > Discussion facilitation resources

Before the facilitation, the team should:
- Read all the assigned materials for the week to identify the main issues and ideas (the articles will be the focus of the discussion with the textbook serving as background on the topic)
- Read all the reaction papers submitted by the class to identify emerging themes and interesting discussion questions
- Design an interactive discussion of the articles based on the questions raised (e.g., you can search for the latest research, reviews, and news on the topic, implement a motivational intervention based on your assigned topic, assign pro vs. con sides of a controversial topic, or try to replicate a key finding among your classmates)
- Consult with me about your proposed agenda 📹

On the day of the facilitation, the team will:
- Have ~60 min in the second half of class to facilitate the discussion
- Provide a quick recap of each article (1-2 key takeaways per article or 10 min max for all the articles, whichever is shorter)
- Pose questions based on the reaction papers and generated by the team
- Guide the class to consider alternative perspectives, limitations, and evidence for the applicability/generalizability of findings
- Ensure everyone gets a chance to share their knowledge and expertise
- Keep in mind that the "spotlight" should be on the class rather than on the team—this is not a presentation
- Be evaluated by me and the class using the Evaluation Form (see sample on p. 15)

After the facilitation, each team will:
- Complete the Individual Reflection Form (see sample on p. 16)
- Debrief as a team on the experience (see recommended questions below)
- Email a summary of the team debrief to me including any materials used during the facilitation (e.g., handouts, slides)
- Receive feedback from me and comments from the rest of the class when the grade is posted
- Here are some guiding questions the team can use during the debriefing:
  - What do you think about how the facilitation went?
  - How do you feel about the preparation leading up to the facilitation?
  - Use this time to express appreciations and regrets about the process.
  - What part are you most proud of? Which part was the most enjoyable?
  - Where did conflict/tension emerge? How has the team been affected?
  - What can be done to improve?
  - What other issues were raised in the Individual Reflection Form?

Evaluation Criteria and Rubrics

Evaluation Form

Directions: Please select the option that best describes your rating of the facilitation and the team. Suggested examples of each category are provided. Please rate honestly. Your responses will be averaged with the rest of the class and reported in aggregate.

1. **Knowledge/Organization:** (e.g., Was the team knowledgeable and well-prepared? Was the material discussed at an appropriate level of detail/complexity? Was the discussion productive?)

   Poor   Fair   Adequate   Good   Excellent

2. **Delivery/Style:** (e.g., Did the team engage and hold your interest? How effective was the team in stimulating new ideas and closing the discussion? How professional was the team?)

   Poor   Fair   Adequate   Good   Excellent

3. **Collaboration:** (e.g., Did the team work well together? Were the roles evenly distributed? Did each member contribute in a valuable way?)

   Poor   Fair   Adequate   Good   Excellent

4. **Specific comments for facilitators:** Imagine you are giving feedback to a friend to help them improve. Suggested prompts: What were the strengths of the facilitation? What could have been done better?

5. **Personal reflection:**
a) What did you personally learn from this discussion or about the topic?

b) Self-assess your participation today (using the Participation Rubric on p. 11): _____ (1 = low, 2 = moderate, 3 = active participation)

Evaluation Criteria and Rubrics

Individual Reflection Form

Directions: Please select the option that best describes your personal evaluation of the facilitation and your team. Suggested examples of each category are provided. Please rate honestly. **Your responses are for your personal learning and development.**

1. **Knowledge/Organization:** (e.g., Was your team knowledgeable and well-prepared? Was the material discussed at an appropriate level of detail/complexity? Was the discussion productive?)

   Poor   Fair   Adequate   Good   Excellent

2. **Delivery/Style:** (e.g., Did your team engage and hold the interest of the class? How effective was your team in stimulating new ideas and closing the discussion? How professional was your team?)

   Poor   Fair   Adequate   Good   Excellent

3. **Collaboration:** (e.g., Did your team work well together? Were the roles evenly distributed? Did each member contribute in a valuable way?)

   Poor   Fair   Adequate   Good   Excellent

4. **Personal reflection:** Share your responses to the questions below during your team debrief meeting.

1) Describe the contributions you made to this discussion facilitation.
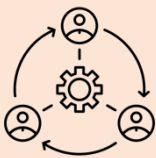
2) What were the strengths of the facilitation?

3) What could have been done better?

4) What specific things can you and your team do to improve the team's performance in the future?

Evaluation Criteria and Rubrics

Case Analysis and Presentation

Each team will analyze and present on a case involving work motivation.

On the day of the case analysis and presentation, each team will:
- Have 90 mins to analyze the same case using course concepts/materials and prepare a presentation of the recommended action plan (open book, open notes)
- Have 15 mins to present and defend the recommendations
- Be evaluated by me using the Case Grading Rubric (see sample on p. 18)
- Be evaluated by fellow team members using the Team Member Evaluation and Reflection Form (see sample on p. 19)

Here are the general instructions that will precede the case:
Approach the case as a team of consultants specializing in work motivation. Imagine you're competing with the other teams to manage this project for the company. There are multiple solutions/strategies to the case. Carefully assess the consequences of your proposed solutions before deciding on a course of action (e.g., potential obstacles, alternative approaches).

In your presentation, you should identify the problems described in the case, outline the factors that may have contributed to the situation, and discuss how knowledge of work motivation can provide possible solutions for intervention.

In other words, using concepts from this course,
- What are the main issues/problems?
- What are the causes of these issues?
- What actions should be taken to address these issues?

After the case analysis and presentation, each team will:
- Complete the Team Member Evaluation and Reflection Form individually (see sample on p. 19)
- Debrief as a team on the experience (see recommended questions below)
- Email a summary of the team debrief to me
- Here are some guiding questions the team can use during the debriefing:
  o What do you think about how the presentation went?
  o How do you feel about the preparation leading up to the presentation?
  o Use this time to express appreciations and regrets about the process.
  o What part are you most proud of? Which part was the most enjoyable?
  o Where did conflict/tension emerge? How has the team been affected?
  o What can be done to improve?
  o What other issues were raised in the individual debrief forms?
  o What recommendations would you make now after seeing all the presentations?
  o What presentation strategies did you learn from the other teams?

Evaluation Criteria and Rubrics

Case Grading Rubric

Criteria	Adequate	Good	Excellent
Identify	Identifies few of the issues in the case.	Identifies some of the issues in the case.	Identifies the main issues in the case.
Analyze	Superficial or incomplete analysis of the issues.	Thorough analysis of most of the issues.	Insightful and thorough analysis of the issues.
Propose	Recommendations are inappropriate, unrealistic, or underdeveloped.	Recommendations are appropriate, realistic, and mostly developed.	Recommendations are appropriate, realistic, and well developed.
Integrate	Limited connections to course material. Course concepts are irrelevant or inaccurately integrated.	General connections to course material. Course concepts are accurately integrated.	Specific connections to course material. Course concepts are relevant and accurately integrated.
Deliver	Presentation does not convey the problems and solutions of the case. Visuals contain errors and transitions are confusing. Unable to identify or address questions.	Presentation conveys the problems and solutions of the case. Visuals are error-free but transitions are difficult to follow. Able to identify and address general questions.	Presentation effectively conveys the problems and solutions of the case. Visuals are error-free and transitions are easy to follow. Able to identify and address relevant questions.
Teamwork	Team does not engage the audience. Roles are not evenly distributed.	Team engages the audience. Roles are fairly evenly distributed.	Team engages the audience with enthusiasm. Roles are evenly distributed.

Evaluation Criteria and Rubrics
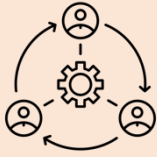
Team Member Evaluation and Reflection Form

Write your team members' names across the top of the table. Rate each member on each question, using the scale below. You can add comments in the box with your rating. Please evaluate honestly. Your responses will be averaged with the rest of the team and reported in aggregate.

Not at all   Slightly   Moderately   Very   Extremely

To what extent did this member…	Member 1 name: _____	Member 2 name: _____	Member 3 name: _____
demonstrate sufficient knowledge, skills, and abilities to contribute to the team?			
encourage the team to perform well and meet desired standards?			
demonstrate receptiveness to feedback and respect others' ideas and contributions?			
reliably complete a fair share of the team's work with acceptable quality?			

Personal reflection: Share your responses to the questions below during your team debrief meeting.

1) Describe the contributions you made to the case analysis and presentation.

2) What were the strengths of your team?

3) What could have been done better?

4) What specific things can you and your team do to improve the team's performance in the future?

Strategies for Success

Learning Center: Academic Support	The Learning Center is the place to go for convenient, free access to academic support for all Elmhurst University students. Each tutoring session is designed to help students with coursework while at the same time modeling the strategies and processes needed for individual growth. Additionally, assistance with study groups and learning strategies is available. To find out more, go to elmhurst.edu/LC. To sign up for peer tutoring and workshops, go to My Tutoring, located on the portal. For more information, contact Dr. Tina Kazan, Assistant Dean for Academic Success
Access and Disability Services	Elmhurst University is committed to creating an inclusive learning environment for its diverse student population. If you experience or anticipate any barriers to learning, please notify me as soon as possible. If you're a student with a documented disability and would like accommodations to participate fully in this class, contact Dr. Linda Harrell, ADS Director. For more information, visit elmhurst.edu/ADS. If you previously received accommodations, please remember that they must be renewed each term.
Inclusive and Respectful Conduct in Our Course	At Elmhurst University, we're a community of diverse learners (e.g., ability, age, ethnicity, gender identity or expression, national origin, race, religion, sexual orientation, socioeconomic status, veteran status), and diversity makes us smarter (Phillips, 2017). We must show respect for one another and strive at all times to avoid the use of stereotypes, labels, and personal attacks to create a safe and equitable classroom and campus community. Feel free to debate and critically evaluate ideas and evidence, but not individuals.
Psychology Department Statement of Inclusion	The Psychology Department is committed to the Elmhurst University's policy to "to afford equal opportunity to and not discriminate against students, employees and applicants regardless of race, color, national origin, religion, sex, gender identity, sexual orientation, age, disability, citizenship, veteran status, pregnancy, marital status, or other protected status as those terms are defined by applicable federal, state and local law." Beyond non-discrimination, the Psychology Department strives to support the development of diverse and equitable learning environments with evidence-based practices that promote a sense of inclusion and belonging. Psychological science has demonstrated that appreciating individual differences can deepen our understanding of one another and the world around us, which creates a richer learning experience for everyone. The Psychology Department values diversity in all its forms and encourages engagement in challenging, constructive, and respectful discourse within our community.

Strategies for Success

Code of Academic Integrity	Elmhurst University is a community of scholars. Such a community places the highest value on academic honesty and integrity. Therefore, Elmhurst University's Code of Academic Integrity is designed to ensure:
	
	1. A fair academic environment where students are evaluated on the scholarly merits of their work.
	2. An academic environment where person integrity is fostered.
	3. An understanding of standard academic practices when formulating ideas, conducting research, and documenting sources.
	
	It's the responsibility of each student to know and understand this academic integrity policy. There are general campus-wide definitions of academic honesty as well as department guidelines. Students are responsible for educating themselves on this matter since sanctions for academic dishonesty may be severe. Thus, Elmhurst University students should act honestly in all academic work.
	
	Guidelines
	The community standards for academic integrity prohibit the following dishonest academic behaviors:
	1. **Cheating.** Intentionally obtaining or attempting to use unauthorized materials or information (notes, texts or study aids) or unauthorized help from another person (looking at a test paper, asking a question during an exam) in any work submitted for evaluation toward academic credit including examinations, quizzes, laboratory exercises or other assignments.
	2. **Fabrication.** Intentional and unauthorized falsification, invention or copying of data, practicum experience, research or laboratory findings, or bibliographic references or citations in any academic course work.
	3. **Collusion.** The facilitation of academic dishonesty by intentionally or knowingly providing or attempting to provide any form of unauthorized help to students in violation of this Code.
	4. **Plagiarism.** Representing someone else's work from any source, including the internet, as your own or providing materials for such a representation. To avoid plagiarism, students must acknowledge the source whenever:
	  a) quoting another person's actual words;
	  b) using another person's idea, opinion or theory;
	  c) using others' facts, statistics or other illustrative material—unless the information is common knowledge.
	
	Academic misconduct also includes submitting, if contrary to the rules of a course, work previously presented in another course. Please refer to the Student Handbook for additional information. The entire Code of Academic Integrity may be found in the [Student Handbook]().

Strategies for Success

Netiquette	The University expects that all students will use appropriate online etiquette (netiquette) while using communication tools such as email, discussion boards, chat applications, and otherwise interacting in online courses. Please follow these guidelines when communicating in this course: 1. **Be respectful**. Remember that you're communicating with actual people. Sometimes the perceived anonymity of the online environment makes it easy for people to forget this. Be sensitive to the fact that others will have different cultural backgrounds, linguistic traditions, and different political and religious beliefs. 2. **Use correct spelling and grammar**. This is an academic course so proper composition, punctuation, and grammar are expected. Avoid using texting shortcuts, acronyms, and informal slang. 3. **Use appropriate language, style, and tone**. Maintain a fair and objective tone and avoid making disagreements personal. Swearing and profanity should be avoided. Don't use all capital letters as this may be regarded as shouting, impolite or aggressive. 4. **Be credible**. Evaluate your sources for credibility. Always cite your sources as appropriate (e.g., APA Style). 5. **Proofread before you send**. Remember that electronic communications may outlive the duration of the course. Proofread and review your writing before you post or send. 6. **Be forgiving**. In the absence of nonverbal communication misunderstandings are more frequent. If something offends you, work with the instructor regarding the incident rather than engaging in further enflamed discussion. For further guidance, consult the Core Rules of Netiquette.

Academic Good Standing	The University designates graduate students in good standing if they make satisfactory progress toward the completion of program requirements. To be in good standing, graduate students must: • Complete all courses with a grade of C or better • Earn no more than one C or C+ grade • Complete additional requirements as outlined by the specific program A second C or C+ grade, a C- grade, a D grade or an F grade will result in dismissal from the graduate program and the University. The Program Director will notify the student, in writing, of the dismissal decision.

Strategies for Success

Incomplete Grades	An incomplete (I) grade may be given to the student who demonstrates to the course instructor and the Program Director that extraordinary circumstances prevent the completion of the course assignments within the regular academic term. A student who wishes to receive an incomplete grade must obtain the consent of the instructor before the final meeting of the course for the academic term. The approval for an incomplete (I) grade must be in writing and signed by the student, the instructor of the course, and the Program Director. Appropriate forms are available through the Office of Registration and Records. An incomplete (I) grade granted for any term becomes a failing grade (F) or a No Pass grade (NP) if the work is not completed within three weeks of the final meeting of the course for the academic term.

Student Health and Support Services (also see Helpful Links on Blackboard)

COVID-19 Classroom Protocols	The health and well-being of everyone in the classroom is a collective priority. The pandemic has highlighted how interconnected we all are—what happens to one person soon affects many others. Even with rising vaccination rates, those around us may be living with vulnerable individuals, caring for children under 5 who are not yet eligible for the vaccine, or working with people who are immunocompromised. To help minimize and mitigate COVID-19 transmission: • Stay in the same seat throughout the semester • The seating chart will be used together with attendance for contact tracing • In-class activities may have an online component to limit paper distribution • Feel free to step outside the classroom if you need to eat or outside the building if you need a mask break • Please stay home if you're not feeling well If you miss a day of class, please let me know and reach out to your team to borrow notes and to find out what you missed. If you anticipate having to miss several classes due to illness or in the event of recommended quarantine/isolation, please contact me. Reasonable accommodations will be made on a case-by-case basis. Arrangements may include, but are not limited to, watching pre-recorded video lectures, or temporarily attending class synchronously online. Please do not publicly share any course materials.

Student Health and Support Services (also see Helpful Links on Blackboard)

COVID-19 Masking on Campus	Public health is everyone's responsibility. Scientific evidence supports that the wearing of face coverings is one of the most effective strategies in limiting the spread of the COVID-19 virus. Following guidance from the Centers for Disease Control and Prevention (CDC) and the Illinois Department of Public Health, masks must be worn in all University-owned and -operated facilities. This applies to vaccinated and unvaccinated individuals on campus. This mask policy will be in effect until further notice. This policy will be re-evaluated for vaccinated individuals based on government and health agency guidelines should the situation change. All members of the Elmhurst University community are required to follow the current masking policy until such time a change in the policy is announced by the university. The University's COVID-19 Task Force regularly emails the University community with new information regarding COVID-19 mitigation efforts and posts COVID-19 Updates. **Acceptable masks and mask wearing in class:** A two-layer mask that covers the nose and mouth and that is cleaned regularly is acceptable. A face shield is not sufficient protection. It is vital that you wear your mask correctly, covering your nose and mouth. See CDC guide to masks. Students not wearing appropriate face coverings in class will be asked to leave. Not complying may result in student conduct reporting or involving the Office of Public Safety. **Mask wearing accommodations:** If you believe you have a disability or diagnosis that precludes you wearing a face mask, you may seek accommodations with Access and Disabilities Services (ADS).
COVID-19 Testing and Reporting	COVID-19 tests are free at several locations (e.g., COVID-19 Testing in DuPage County, CVS). Residential households can order one set of 4 free at-home tests. To ensure a safe and healthy learning environment, please report positive tests, contact, and/or symptoms to me and submit a COVID-19 Report to the University in case contact tracing is needed.

Student Health and Support Services (also see Helpful Links on Blackboard)

COVID-19 Contingency Plan	The delivery mode of this course is subject to change based on county, state, or federal guidelines, or on local conditions related to COVID-19. If the course is moved online: • A Zoom link will be provided in advance • Any synchronous class meetings will be held during scheduled class time • Turn on your video, if you can, so that we can still interact "face-to-face" • Use headphones/earbuds and mute your microphone when you're not speaking • Recordings will only be made when necessary and availability limited to those in the course • Only the instructor is permitted to record class meetings Other adjustments to the course may also be needed (e.g., the class may temporarily move online then return to in-person instruction). Please monitor your Elmhurst University email address and the Blackboard course page for any changes that may occur.
Emergency Notification	Sign up for EU Alert which is the University's emergency text, email, and phone alert system.
The Wellness Center	Basic health care and counseling services are confidential and free to all registered students. Call (630) 617-3565 to make an appointment. For more information, visit the Wellness Center.
Support Resources and Supporting Fellow Students in Distress	As members of the Elmhurst University community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or your own, we encourage you to refer this behavior to the Director of Student Support Services and Intervention in the Office of Student Affairs through the Student of Concern Form. Based upon your report, staff in the Office of Student Affairs reach out to students to make sure they have the support they need to be healthy and safe. Additionally, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (e.g., mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you're managing such a challenge and that it is interfering with your coursework, you're encouraged to contact the Director of Student Support Services and Intervention for support and referrals to campus and/or community resources. For any emergencies, call Public Safety at (630) 617-3000 or call 911.