

# *Exploring the Creative Sector: Art in the 21<sup>st</sup> Century*

**Art Education 480: (U5) #02330-0**

Spring 2009 | Monday/Wednesday 11:30-1:18 | Hopkins Hall 362

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## **Course Description**

This 5-credit hour course explores the creative enterprise in contemporary American society. By examining the issues and providing information from diverse points of view, the course develops a holistic understanding of the creative sector, that is, the relationships within between the artistic workforce, the trends in contemporary arts and critical frameworks, the structures of cultural organizations and the variety within the creative industries. In addition students will discuss the diverse values, beliefs and attitudes driving arts advocacy, specific arts audience participation and the support of the larger community. With a comprehensive understanding of the arts/culture environment, students can investigate their professional options and make informed career decisions. Through lectures/discussions, slides/videos, guest speakers, reading, written and oral assignments, students will investigate conceptual frameworks for writing critically about arts and cultural issues: from aesthetic, historical, social, political, and cultural perspectives Practical methods for identifying and researching ideas, questions and solutions in cultural research will be presented in conjunction with the major writing assignments.

## **Course Objectives: Students will:**

- Describe the segments of the creative sector: the artist, the artistic product/service, the industries, the infrastructure,
- Investigate past and present conditions of change/stability in creative sector fields.
- Examine the issues, policy problems and solutions impacting contemporary policy making.
- Understand the impact of the community, nonprofit and commercial structures on the creative sector.
- Analyze contemporary economic influences on the production and the consumption of cultural products in America.
- Interpret the role of social/cultural values, beliefs and attitudes related to audience participation in contemporary arts and culture.
- Explore the impact of economic, demographic, political, legal and global interventions shaping the cultural landscape.
- Practice various research methods and entrepreneurial strategies in classroom activities, projects, and assessments.

**REQUIRED TEXT:** Cherbo, J. et al. (2008). *Understanding the Arts and Creative Sector in the United States*. New Jersey: Rutgers University Press.

**ADDITIONAL ARTICLES:** OSU On-line Journals or Distributed through the course website:  
<https://carmen.osu.edu>.

## **Student Responsibilities & Course Policies**

**1. Attendance:** Regular and timely attendance is required. If you cannot attend class, email the instructor immediately. For every unexplained absence over two class sessions, the student’s overall course grade will drop by one-third. If you miss a class, it is your responsibility to find out the material that was covered and the outside work that was assigned. *Absence from a prior class is no excuse for being unprepared for class or missing assignments.* Any extended periods of absence due to medical problems will be dealt with individually at the discretion of the instructor.

**2. Class Participation:** In order to meet the objectives of the course, active participation is mandatory. Quality participation includes: consistent attendance, obvious outside preparation for class, active engagement in classroom discussions and activities, preparing classroom presentations for reading assignments, working collaboratively in large and small groups, submitting individual assignments on time, and submitting online group postings.

**3. Assignments and Grading:** Performance in this course will be measured using a grading scale available on Carmen. Satisfactory completion of **all** assignments, that is, readings, presentations, writings, and other assessments is mandatory for getting an "A". In the interest of fairness, *assignment due dates will be the same for all students and late submissions are subject to a grade deduction at the discretion of the instructor.* If your assignment is late (as determined by submission date on Carmen), please indicate the reason in the drop box “comments.” Assignments are graded against an external set of performance criteria, but students may be offered an opportunity to achieve mastery of specific learning goals by resubmitting assignments. As a result, his/her grade may improve on individual assignments.

**4. Statement of Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp))

**5. Students with Special Needs/Disabilities:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## Assignments and Grade Distribution (Due Dates on Course Calendar)

<b>Attendance and Participation:</b>	<b>10 %</b>	
<b>Creative Sector Research (Group):</b>		<b>15%</b>
<b>Industry Reading Responses (3):</b>	<b>15 %</b>	
<b>Industry Presentation: (Individual)</b>	<b>25%</b>	
<b>Organization Collaboration Plan: (Group)</b>	<b>20%</b>	
<b>Creative Sector Profile Presentation: (Group)</b>	<b>15%</b>	

**TOTAL: 100%**

**10% Attendance and Participation:** As this course involves in-class group work, discussions, presentations, and guest speakers, regular attendance is mandatory. Timely submission of assignments and active participation in classroom

activities, discussions and online postings are a course requirement; these guided activities aid in understanding course concepts and in developing the final projects. Participation is graded twice during the quarter; at mid-term (5%) and on the last day of classes (5%).

**15% Creative Sector Research (Group):** Students will, as a group, map and research the Greater Columbus Creative Sector, including data on the artistic/cultural workforce and training, the subsector distribution (commercial, nonprofit, informal), and infrastructure, that is, public/private funding sources, advocacy, education, audiences and arts participation.

**15% Industry Reading Responses (3):** Students will respond to THREE articles throughout the quarter. Each essay will include 1) an overview of the major issues suggested in the article, 2) an analysis of the strengths and weaknesses of the problem as defined by the author, 3) a statement of the article’s significance in understanding the creative sector environment. Each reading response is a two-page, single-spaced response (1200-1300 words) for substantial articles (10-15 pages). **IMPORTANT:** Demonstrate your understanding of the topic by incorporating information and examples from the course readings, lectures, and in-class discussions.

**25% Industry-Specific Presentation (Individual):** Students will, individually, research and construct a profile of a specific industry, including data on its local institutional history, large and mid-size organizations, aesthetic program offerings, and potential for competition and collaboration within the industry. Indicate the research sources you have used. Based on course readings and Industry Reading Responses, prepare a class presentation of the issues and problems and offer potential industry solutions within the Columbus arts environment.

**20% Organization Collaboration Plan: (Group)** Students will, as a group, present a design for an organizational collaboration, including suggestions for specific project implementation. Based on the group and individual profiles of the sector and industries, students will:

- Position the organizations within the creative sector, including potential competitors, collaborators, etc.
- Analyze the impact of their missions, boards, structure & staff, programming activities, financial, fundraising, marketing practices, etc. on any potential collaboration.
- Assess the problems and propose solutions arising from the collaboration.
- Suggest a design for a specific project and its implementation, including how the proposed project fits the missions and the needs of the organizations. **Submit a 2-3 page executive summary and planning overview to Carmen.**

**15% Creative Sector Profile Presentation: (Group)** Students will give a final presentation of the proposed collaboration to a “board of trustees.” The oral presentation should not exceed one (1) hour, should be well organized and prepared, and should not be read. *You should have a reasonable familiarity with your subject in order to “field” questions from the “Board” during the last 10 minutes of the presentation.* PowerPoint presentations are REQUIRED to summarize ideas.

**THE GRADING SCALE IS BASED ON THE FOLLOWING PERCENTAGES:**

	<b>A</b> (93%-100%)	<b>A-</b> (90% - 92%)
<b>B+</b> (87%-89%)	<b>B</b> (83% - 86%)	<b>B-</b> (80% - 83%)
<b>C+</b> (77 % - 79%)	<b>C</b> (73% - 76%)	<b>C-</b> (70% - 72%)

<b>D+</b> (67% - 69%)	<b>D</b> (63% - 66%)	<b>E</b> (62% - 0%)
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**COURSE CALENDAR**

	TOPICS & ISSUES	CLASS LECTURE & ACTIVITIES	READINGS & ASSIGNMENTS
WEEK 1 March 30	Course Introduction & Student Introductions	LECTURE/DISCUSSION: Explaining the Syllabus, Readings, Projects	
April 1	A Creative Sector Model	LECTURE/DISCUSSION: Mapping the Creative Sector	<p><b>REQUIRED READING:</b>  <b>Cherbo, J. et al. (2008).</b> Toward an Arts and Creative Sector. Understanding the Arts and Creative Sector in the United States. New Brunswick: Rutgers University Press, pp.11-14.</p> <p><b>Americans for the Arts. (2008).</b> Creative Industries 2008, A 50 City Report. (CARMEN)</p> <p><b>Americans for the Arts. (2006).</b> Creative Industries: State, District, Cities(CARMEN)</p>
WEEK 2 April 6	Historical/Current Societal Rationales	LECTURE/DISCUSSION: Tracing Societal Rationales for Arts/Cultural	<p><b>REQUIRED READING: CHOOSE ONE</b>  <b>Gard, M. (2007).</b> Community Organizing: Building Community through the Arts, <i>Fundamentals of Arts Management.</i> (Chapter 1)</p> <p><b>Vogel, H. (2008).</b> Capital, Commerce, and the Creative Industries, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.143</p>
April 8	The Artistic Workforce: Creativity, Knowledge, Innovation	LECTURE/DISCUSSION: Positioning Artists in Society & the Economy	<p><b>REQUIRED READING: CHOOSE ONE</b>  <b>Cherbo, J. (2008)</b> About Artists, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.75-</p> <p><b>Van Laar, T. &amp; Diepeveen, L (1998).</b> The Function of Artists in Society. <i>Active Sights: Art as Social Interaction</i> (Chapter 3)</p>
WEEK 3 April 13 [Census]	The Subsectors: Commercial, Nonprofit & Informal Arts	LECTURE/DISCUSSION: Operating across Organizational Structures  <b>GROUP PROJECT WORKSHOP: CREATIVE SECTOR MAP</b>	<p><b>REQUIRED READING: CHOOSE ONE</b>  <b>Pankratz, D. (2003).</b> The Nonprofit and Commercial Arts in America: Research on New Interrelationships, <i>The Arts in A New Millennium.</i> Westport: Praeger. (Chapter 13)</p> <p><b>Rosenstein, C &amp; A. Brimer. (2005).</b> Nonprofit Ethnic, Cultural, and Folk Organizations, <i>The Journal of Arts Management, Law, and Society.</i> 35(3). pp.189-203.</p> <p><b>DUE: CREATIVE SECTOR INDIVIDUAL RESEARCH</b></p>
April 15	The Organizational Focus: The Cannon, Creativity, & Community	LECTURE/DISCUSSION: Focusing Organizational Purpose & Programming	<p><b>REQUIRED READING: CHOOSE ONE</b>  <b>Dissanayake, E. (2008).</b> The Universality of the Arts in Human Life, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.61</p> <p><b>Blandy, D. (2008).</b> Cultural Programming, Arts and Cultural Programming; A Leisure Perspective. Champaign, IL: Human Kinetics. (Chapter 12).</p>
WEEK 4 April 20	Relationships: Networks, Competition & Collaboration	LECTURE/DISCUSSION: Collaborating in the Creative Sector  <b>GROUP PROJECT WORKSHOP: ORGANIZATIONAL CASE STUDY</b>	<p><b>REQUIRED READING: CHOOSE ONE</b>  <b>Burgess, C. &amp; D. Pankratz. (2008).</b> Interrelations in the Arts and Creative Sector, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.28.</p> <p><b>Ostrower, F. (2003).</b> Cultural Collaborations: Building Partnerships for Arts Participation. Urban Institute.</p>
April 22	Local Stakeholders, Strategies & Solutions	<b>GROUP PROJECT WORKSHOP: COMMUNITY PANEL DISCUSSION:TBA</b>	<p><b>Jackson, M. (2008).</b> Art and Cultural Participation at the Heart of Community Life, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.92</p> <p style="text-align: center;">5</p> <p><b>Greater Columbus Arts Council. (2007).</b> Building Creative Capital: Reflections on the Assets Available to Sustain Robust Arts and Culture in Columbus. Columbus, OH: Benefactors Counsel, LLC</p> <p><b>DUE: READING RESPONSE ESSAY</b></p>
WEEK 5	Support: Audiences,	LECTURE/DISCUSSION:	REQUIRED READING: CHOOSE ONE

## **Managing Arts Organizations Art Education 481 #02284-4**

**AUTUMN 2008 | Tuesday/Thursday 2:30-4:18 | Hopkins Hall 250**

**Dr. Jane Cataldi E-Mail: [cataldi.1@osu.edu](mailto:cataldi.1@osu.edu)**

Office Hours: by Appointment  
Mailbox: 258 Hopkins Hall, 128 N. Oval Mall

### **Course Description**

The topic of this 5-credit hour course is Managing Arts Organization. Through an examination of diverse points of view on management and on arts and culture, this course constructs a conceptual framework for students to understand the nonprofit sector and arts and cultural organizations (including their mission, their operations and their societal functions). Conversely, nonprofit arts and cultural organizations, based in public values and public purposes, are viewed as a unique response to societal issues. Emphasizing entrepreneurial leadership, students will examine such topics as organizational governance, staffing and structure, strategic planning, program design and evaluation, marketing, fundraising and financial planning,. They will develop an understanding of issues such as sustainability, capacity building, and ethical practice. Through lectures/discussions, media presentations, guest speakers, field trips, and through reading, written and oral assignments, students will examine contemporary issues and the external threats and opportunities impacting arts and cultural organizations. Practical research methods will be presented in conjunction with the major writing assignments.

### **Course Objectives:**

- To understand the role of nonprofit arts organizations in the United States and how they are affected by their

- social, political, and economic context;
- To investigate conditions and agents of change/stability impacting non-profit arts organizations;
- To describe the internal functions and structures of non-profit organizations;
- To examine problems, alternative solutions, and entrepreneurial skills vital to managing non-profit arts organizations;
- To appreciate both similarities and differences among nonprofit arts organizations in different fields (e.g., theatre, dance, museums, orchestras, etc.);
- To improve critical & creative thinking skills through description, analysis, interpretation and evaluation of readings, presentations, and arts organization visits;
- To refine skills in researching, writing, and oral communication about arts management.
- To gain familiarity with technology useful in arts organization management.

## Required Text and Supplies

**Basic Readings: Dreeszen, Craig. (2003). Fundamentals of Arts Management (4th Edition)**

**Advanced Readings: Distributed through the course website on [www.carmen.osu.edu](http://www.carmen.osu.edu).**

## Student Responsibilities & Course Policies

**1. Attendance:** Regular and timely attendance is required. If you can not attend class, email the instructor immediately. For every unexplained absence over two class sessions, the student's overall course grade is subject to a deduction. If you miss a class, it is your responsibility to find out what material was covered and what outside work was assigned. *Absence from a prior class is no excuse for being unprepared for class or missing assignments.* Any extended periods of absence due to medical problems will be dealt with individually at the discretion of the instructor.

**2. Class Participation:** In order to meet the objectives of the course, active participation is mandatory. Quality participation includes: consistent attendance, obvious outside preparation for class, active engagement in classroom discussions and activities, asking relevant questions and offering pertinent remarks, working collaboratively in large and small groups, submitting individual assignments on time, and participating in online group postings.

**3. Assignments and Grading:** Performance in this course will be measured using the standard Ohio State University grading scale. Satisfactory completion of **all** assignments, readings, presentations, writings, and assessments is mandatory for getting an "A". Due dates or benchmarks for outside research assignments or unit essays are indicated on the syllabus to aid students in pacing their work throughout the quarter. However, final group projects assignment due dates are the same for all students and late submissions are subject to a grade deduction at the discretion of the instructor. If your assignment is late (as determined by submission date on Carmen), please indicate the reason in the dropbox "comments."

**4. Statement of Academic Misconduct:** In accordance with Faculty Rule 3335-5-487, all instances of alleged academic misconduct will be reported to the department chairperson and the Committee on Academic Misconduct (University rules on academic misconduct can be found at <https://oaa.osu.edu/academic-integrity-and-misconduct>) and may be grounds for further sanctions. Academic misconduct includes, but is not limited to, giving or receiving

information during or about an exam and submitting plagiarized work for academic requirements. The University provides guidelines for research on the web at <http://gateway.lib.ohio-state.edu/tutor>. *If in doubt, about issues of plagiarism, the university provides a service to check your work at <https://www.turnitin.com/> (The Turnitin course ID is 1643391; the password is nam2006)* If you have additional questions about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

**5. Students with Special Needs/Disabilities:** Students who need accommodations based on the impact of a disability are responsible for contacting the instructor and making their needs known in a timely manner. The instructor relies on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. For more information, please contact the Office at 292-3307.

## Assignments, Grade Distribution & Scale

Your performance in Art Education 481 is measured by how many points you earn out of a possible 200 points; these points are distributed among assignments as follows:

<b>In-Class Participations/Postings:</b>	<b>20 pts</b>
<b>Creative Sector Profile:</b>	<b>30 pts</b>
<b>Unit Readings Responses (4):</b>	<b>40 pts</b>
<b>Arts Event Paper</b>	<b>30 pts</b>
<b>Individual Project:</b>	<b>40 pts</b>
<b>Group Projects/Presentation:</b>	<b>40 pts</b>

The Grading Scale is based on the following percentages:

	A (93%-100%)	A- (90% - 92%)
B+ (87%-89%)	B (83% - 86%)	B- (80% - 83%)
C+ (77% - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69%)	D (63% - 66%)	E (62% - 0%)

**10% Attendance and Participation:** As this course involves in-class group work, discussions, media presentations, and guest speakers, regular attendance is mandatory. Timely submission of assignments and active participation in classroom activities, discussions and online postings are a



course requirement; these guided activities aid in understanding course concepts and in developing the final projects. Participation is graded twice during the quarter; at mid-term (5%) and on the last day of classes (5%).

**15% Creative Sector Profile:** Students will research the Columbus creative sector and construct an industry profile, including data on the cultural workforce, the large and mid-size organizations, aesthetic programming, and arts participation. Indicate the research sources you have used. Based on course readings, analyze the issues and problems and offer potential industry solutions within the Columbus arts environment.

**20% Unit Readings/Essays (4): Students will respond in a short essay to prompts focused on individual units of study.** Due four times during the quarter, students submit a two-page, double-spaced response (650 words) for substantial articles (10-15 pages) of their choice to the Carmen drop box. Each of the 4 short essays represents 10 points of a total 40 points. As you prepare, briefly outline your response to the unit prompt. Describe the **major concepts**, explain and relate them to each other, provide **relevant information**, and offer **strong examples** of each major idea you present. **IMPORTANT:** Demonstrate your understanding of the topic by incorporating your information and examples from the course readings, lectures, speakers and in-class discussions. Finally, based on your analysis, state the utility of the article to managers in arts and cultural institutions.

**15% Arts Event Paper:** Students are required to attend one arts event of their choosing and write a three-page, double-spaced paper (approximately 1000 words) providing a short organizational management case study. In addition to researching the organization's website, students will observe and describe the on-site elements of the art event. Incorporating course materials, the student should discuss programming choice and artistic quality, audience demographics, created experience (physical facility/spaces, event atmosphere, augmented services), evidence of the marketing plan (publicity posters, programs, etc), and evidence of organizational fundraising efforts (board, sponsors, donors, etc.). Specifically, the paper should discuss how these elements suggest the organization's effectiveness in meeting its mission and integrating into the community. Finally, students should identify possible managerial problems and propose solutions.

### **20% Group Presentation & 20% Individual Project**

The Group Presentation requires that members of a group present the design of an art organization developed over the course of the quarter and their individual projects to a hypothetical board of trustees of a newly incorporated venture. The oral presentation should not exceed one (1) hour, should be well organized and prepared, and should not be read. ***You should have a reasonable familiarity with your subject in order to "field" questions from the "Board" during the last 10 minutes of the presentation.***

- **As a group**, profile and position your new venture in the community. Describe your hypothetical organization (its mission, its board, structure & staff, its programming activities, its financial, fundraising, marketing plan, etc.)
- **As individuals**, explain how your proposed individual project fits the mission and meets the needs of the larger organization. **Submit a 2-3 page executive summary and planning overview to Carmen.**

- **Finally, as a group**, discuss your decision making process, the problems and solutions in integrating aspects of your organization, and the way you achieved a consensus on in your decision making. A summary of ideas at the end can be accomplished in any number of ways, but should engage the audience in critical reflection on the anticipated challenges you face in implementation.
- **Power Point presentations** are REQUIRED to aid your presentation. Presentations are assessed primarily on organization and preparation.

## Class Calendar

DATE	TOPICS AND ISSUES	CLASS ACTIVITIES	READINGS / ASSIGNMENTS
Sept 24	<p><b>Introducing the Course</b>            What is the course subject?            What topics will be covered?            What are the objectives of the course? What are the course assignments and expectations? What materials will be used?</p>	<p><b>LECTURE:</b>  <b>Introducing the Course</b></p> <p><b>INDIVIDUAL INTRODUCTIONS</b></p> <p><b>CARMEN: Coordinating Online Work; post personal profile &amp; tour Carmen functions (Arranged)</b></p>	<p><b>ON THE WEB: Identify &amp; Bookmark Article Sources. For example: Check Carmen “Links” or “Suggested Journals” ALSO:</b></p> <p><b>FIELD-RELATED NEWSLETTERS:</b>  <b>ARTS JOURNAL</b> <a href="http://www.artsjournal.com">www.artsjournal.com</a></p> <p><b>COLUMBUS ARTS COMMUNITY</b>  <a href="http://www.columbusarts.com">www.columbusarts.com</a></p> <p><b>NONPROFIT.ABOUT.COM</b>  <a href="https://www.thebalancesmb.com/non-profit-4161501tart">https://www.thebalancesmb.com/non-profit-4161501tart</a></p> <p><b>CULTURE ADD.COM</b>  <a href="http://www.cultureadd.org/Index/ResourceLibrary.aspx">http://www.cultureadd.org/Index/ResourceLibrary.aspx</a></p>
WEEK 1 Sept 30	<p><b>Describing the Creative Sector &amp; Economy</b>            What is the creative sector?            What is the relationship between the creative industries and the creative economy? How do you determine community need for an arts/culture organization within a community? How can you identify possible collaborations or competition for an organization? What support and resources are available within a community for arts &amp; cultural activities?</p>	<p><b>LECTURE:</b>  <b>Describing the Creative Sector &amp; Economy</b></p> <p><b>CARMEN GROUP PROJECT: (Arranged)</b>  <b>Mapping the Local Arts Industries</b></p>	<p><b>READING:</b>  <b>Borup, T. (2003).</b> “Arts and the Economy” <i>Fundamentals of Arts Management.</i> (Chapter 2)</p> <p><b>CHOOSE ONE:</b>  <b>Cherbo, J. et al. (2008).</b> “Toward an Arts and Creative Sector,” <i>Understanding the Arts and Creative Sector in the United States.</i> New Brunswick: Rutgers University Press, p.11.</p> <p><b>Wyszomirski, M. (2002).</b> “Arts and Culture.” Lester M. Salamon, ed... <i>The State of Non Profit America.</i> Washington, D.C.: Brookings Institute Press. p.187 [<b>Choose one industry: Museum, Opera, Theatre</b>]</p>
Oct 2	<p><b>Situating Arts/Culture in the Creative Sector</b>            What are a nonprofit, a for-profit and a public sector organization? Why are arts &amp; cultural organizations structurally similar or dissimilar from each other? How do these characteristics change from one arts industry to another? How does the structure change the organizational function?</p>	<p><b>LECTURE:</b>  <b>Situating Arts/ Culture in the For Profit, Nonprofit, &amp; Community Sectors</b></p> <p><b>CARMEN GROUP PROJECT: (Arranged)</b>  <b>Collaborating on a Great Idea</b></p>	<p><b>READING:</b>  <b>Gard, M. (2007).</b> “Community Organizing Building Community through the Arts” <i>Fundamentals of Arts Management.</i> (Chapter 1)</p> <p><b>Stein, S. &amp; J. Bathurst. (2008).</b> “Mission, Vision, and Strategy,” <i>Performing Arts Management.</i> (Chapter 2 <b>ON CARMEN</b>)</p>

<p><b>WEEK 2</b> <b>Oct 7</b> <b>(Census)</b></p>	<p><b>Incorporating a Nonprofit Arts/Cultural Organization</b> What are the specific characteristics of the nonprofit organization? What are the purposes &amp; functions of a nonprofit? Who grants nonprofit status? What are nonprofit incorporation requirements?</p>	<p><b>LECTURE:</b> <b>Incorporating a Nonprofit Arts/Cultural Organization</b></p> <p><b>CARMEN GROUP PROJECT:</b> <b>(Arranged)</b> <b>Composing an Organizational Mission Statement</b></p>	<p><b>READING:</b> <b>Stein, S. &amp; J. Bathurst.</b> (2008). "Nonprofit Formation &amp; Legal Considerations," <i>Performing Arts Management</i>. (Chapter 3 CARMEN)</p> <p><b>NONPROFIT FORMATION: STATE OF OHIO</b> <a href="http://www.sos.state.oh.us/SOS/Text.aspx?age=345&amp;AspxAutoDetectCookieSupport">http://www.sos.state.oh.us/SOS/Text.aspx?age=345&amp;AspxAutoDetectCookieSupport</a></p> <p><b>ARTICLES OF INCORPORATION</b> <a href="https://managementhelp.org/startingorganizations/start-nonprofit.htm">https://managementhelp.org/startingorganizations/start-nonprofit.htm</a></p>
<p><b>Oct 9</b></p>	<p><b>Applying for Federal Tax Exemption</b> What is the reason for an organization vision/mission statements? How are an organizational mission and purpose related? How does federal tax exemption support an arts &amp; cultural organization &amp; its supporters? Will your organization benefit/not benefit from incorporation? What information does a 501© (3) application require?</p>	<p><b>LECTURE:</b> <b>Applying for Federal Tax Exemption</b></p> <p><b>CARMEN GROUP PROJECT:</b> <b>(Arranged)</b> <b>Drafting Articles of Incorporation for a Nonprofit Organization.</b></p>	<p><b>READING:</b> <b>EMPLOYER I.D. NUMBER SS-4 Form</b> <a href="http://www.Irs.Ustreas.Gov/prod/bus_info/eo/eokit.html">www.Irs.Ustreas.Gov/prod/bus_info/eo/eokit.html</a></p> <p><b>TAX EXEMPTION:</b> <a href="http://www.irs.gov/charities/article/0,,id=09,00.html">http://www.irs.gov/charities/article/0,,id=09,00.html</a></p> <p><b>APPLICATION:</b> <a href="http://www.irs.gov/pub/irs-pdf/f1023.pdf">http://www.irs.gov/pub/irs-pdf/f1023.pdf</a></p> <p><b>DUE: SCHEMATIC OF A CREATIVE INDUSTRY</b></p>
<p><b>WEEK3</b> <b>Oct 14</b></p>	<p><b>Governing &amp; Strategically Planning for an Arts/Cultural Organization</b> What is governance? What is the nature and responsibility of a nonprofit board? What is the relationship &amp; responsibility of the board, executive director, and staff? What is the purpose of a strategic plan? Who is involved? What principles guide the strategic process? What are the pros &amp; cons of strategic planning?</p>	<p><b>LECTURE:</b> <b>Governing &amp; Strategically Planning for an Arts/Cultural Organization</b></p> <p><b>CARMEN GROUP PROJECT:</b> <b>(Arranged)</b> <b>Building a Board of Trustees.</b></p>	<p><b>READING:</b> <b>Dreeszen, C.</b> (2003). "Board Development: Leading to Effective Governance," <i>Fundamentals of Arts Management</i>. (Chapter 5)</p> <p><b>Dreeszen, C.</b> (2003). "Strategic Planning: Helping Arts Organizations Find Their Way" <i>Fundamentals of Arts Management</i>. (Chapter 4)</p>

<p><b>Oct 16</b></p>	<p><b>Organizing Structure &amp; Staff</b> How does organizational structure impact performance? What are the benefits/weaknesses of formal organization? How does the organizational structure &amp; culture vary across industries or disciplines? What is human resource management? What are the issues in staffing an arts/culture organization? What are the differences in staffing professions &amp; volunteers? What procedures or tasks are required in hiring personnel for an organization?</p>	<p><b>LECTURE:</b> <b>Organizing Structure &amp; Staff</b></p> <p><b>CARMEN GROUP PROJECT:</b> <b>(Arranged)</b> <b>Structuring &amp; Staffing an Organization</b> <b>(Organizational Charts)</b></p> <p><b>SPEAKER: TBA</b></p>	<p><b>READING:</b> <b>Brannock, A.</b> (2003) "Personnel Management" <i>Fundamentals of Arts Management</i>. (Chapter 8)</p> <p><b>CHOOSE ONE:</b> <b>Korza, P.</b> (2003). "Volunteers in the Arts: Getting Help and Relationships" <i>Fundamentals of Arts Management</i>. (Chapter 4)</p> <p><b>Suh, T. &amp; H. Shin.</b> (2005). "Creativity, job performance and their correlates: a comparison between nonprofit and profit-driven organizations" <i>International Journal of Nonprofit Voluntary Sector</i>. 10, pp.203-211</p> <p><b>DUE: READING RESPONSE ON HUMAN RESOURCES</b></p>
<p><b>WEEK4</b> <b>Oct 21</b></p>	<p><b>Designing Arts/Cultural Programming</b> What artistic/cultural purpose will you serve? What audiences will you target? What organizational factors will you consider? How will you articulate a program philosophy? How will standards will you use to measure your program effectiveness?</p>	<p><b>LECTURE:</b> <b>Designing Arts/Cultural Programming</b></p> <p><b>CARMEN GROUP PROJECT:</b> <b>(Arranged) Programming "The Season."</b></p>	<p><b>READING:</b> <b>Korza, P.</b> (2003). "Program Development: Connecting Art with Audiences," <i>Fundamentals of Arts Management</i> (Chapter 13)</p> <p><b>CHOOSE ONE</b> <b>Rutherford, J.</b> (2007). "Museums," <i>Arts &amp; Cultural Programming: A Leisure Perspective</i>.(Chapter 13 <b>ON CARMEN</b>)</p> <p><b>Morrison, S.</b> (2007). "Performing Arts Programming," <i>Arts &amp; Cultural Programming: A Leisure Perspective</i>.(Chapter 14 <b>ON CARMEN</b>)</p>
<p><b>Oct 23</b></p>	<p><b>Implementing Special Programs</b> What are the major elements in a needs assessment? How do you construct a program rationale? What are some helpful techniques &amp; tools for implementing a plan of action? What is the purpose of program evaluation? How does planning vary across disciplines?</p>	<p><b>LECTURE:</b> <b>Implementing Special Programs</b></p> <p><b>CARMEN INDIVIDUAL PROJECT (Arranged): Implementing Special Programs</b></p> <p><b>SPEAKER: TBA</b></p>	<p><b>READING:</b> <b>Wester, M.</b> (2003) "Arts Education: Defining, Developing, &amp; Implementing a Successful Program" <i>Fundamentals of Arts Management</i> (Chapter 14)</p> <p><b>Dreeszen, C.</b> (2003) "Program Evaluation," <i>Fundamentals of Arts Management</i>. (Chapter 15)</p> <p><b>DUE: READING RESPONSE ON ORGANIZATIONAL PROGRAMMING</b></p>
<p><b>WEEK 5</b> <b>Oct 28</b></p>		<p><b>GROUP PROJECT WORKSHOP</b></p>	<p><b>READING:</b> <b>Walker, C. et al.</b> (2002). <i>Arts Participation: Steps to Stronger Cultural and Community Life</i>. Urban Institute. (<b>ON CARMEN</b>)</p> <p><b>Grams, D.</b> (2008). <i>Building Arts Participation through Transactions, Relationships, or Both: Entering Cultural Communities</i>. New Brunswick: Rutgers University Press. (<b>ON CARMEN</b>)</p>

<p><b>Oct 30</b></p>	<p><b>Developing an Audience:</b> What is audience participation research? What does it reveal about audiences? How do organizations set audience development goals? What is the core, the target, audience? What strategies are current organizational practices? What is the difference between audience building and audience education?</p>	<p><b>LECTURE:</b> <b>Developing an Audience</b></p> <p><b>CARMEN GROUP PROJECT:</b> <b>(Arranged)</b> <b>Identifying the Target Audience</b></p>	<p><b>READING:</b> <b>Hanna, G. &amp; Kammel, L.</b> (2003). "Cultural Access" <i>Fundamentals of Arts Management</i> (Chapter 13)</p> <p><b>Kotler, P. and J. Scheff</b> (1997). "Identifying Market Segments, Selecting Target Markets and Positioning the Offer," <i>Standing Room Only</i>, (Chapter 5 <b>ON CARMEN</b>)</p> <p><b>DUE: READING RESPONSE ON AUDIENCE DEVELOPMENT</b></p>
<p><b>WEEK 6</b> <b>Nov 4</b></p>	<p><b>Establishing an Organizational Brand &amp; Message</b> What is an audience segment analysis? What are various marketing approaches, such as branding? What are their pros and cons in reaching a potential audience? What aspect of your product is most appealing? How can the intangible "value" of arts/culture be conveyed? How can the arts product be positioned in a market niche?</p>	<p><b>LECTURE:</b> <b>Establishing an Organizational Brand &amp; Message</b></p> <p><b>CARMEN GROUP PROJECT:</b> <b>(Arranged)</b> <b>Projecting an Organizational Image</b></p> <p><b>SPEAKER: TBA</b></p>	<p><b>REQUIRED READING:</b> <b>McClellan, A. et al.</b> (1999). "Resisting Invisibility: Arts Organizations and the Pursuit of Persistent Presence." <i>Nonprofit Management &amp; Leadership</i>, 10, 2, pp. 169-180 (<b>ON CARMEN</b>)</p> <p><b>Kotler, P. and J. Scheff</b> (1997). "Defining and Positioning the Product Offering," <i>Standing Room Only</i>, (Chapter 8 <b>ON CARMEN</b>)</p>
<p><b>Nov 6</b></p>	<p><b>Applying Marketing Tools &amp; Techniques</b> What marketing tools and techniques are available to organizations? What is a marketing "mix"? What are the pros &amp; cons of commercial ads, sales promotions, direct marketing etc.? What is the difference between advertising and public relations? What should you consider when writing copy for different publicity media?</p>	<p><b>LECTURE</b> <b>Applying Marketing Tools &amp; Techniques</b></p> <p><b>CARMEN GROUP PROJECT:</b> <b>(Arranged)</b> <b>Presenting a Marketing Plan</b></p>	<p><b>READING:</b> <b>Sneve, S.</b> (2003). "Marketing: Tools for the Arts," <i>Fundamentals of Arts Management</i> (Chapter 12)</p> <p><b>Kotler, P. and J. Scheff</b> (1997). "Formulating the Communication Strategy," <i>Standing Room Only</i>, (Chapter 12 <b>ON CARMEN</b>)</p> <p><b>DUE: READING RESPONSE ON MARKETING</b></p>
<p><b>WEEK 7</b> <b>Nov 11</b></p>		<p><b>NO CLASS: Veteran's Day</b></p>	

<p><b>Nov 13</b></p>	<p><b>Mounting the Annual Fundraising Campaign</b> How important is contributed income to nonprofit arts organizations? What motivates individual contributors to give to nonprofits? What are the different ways of giving for individual contributors? Where do you find information about potential contributors? What are the different strategies you might employ to raise funds? What events/activities are conducive to an annual campaign?</p>	<p><b>LECTURE:</b> <b>Mounting the Annual Fundraising Campaign</b></p> <p><b>CARMEN GROUP PROJECT: (Arranged)</b> <b>Mounting an Fundraising Event</b></p> <p><b>SPEAKER: TBA</b></p>	<p><b>READING:</b> <b>North, H and A. North</b> (2003). "The Art of Fundraising," <i>Fundamentals of Arts Management</i>. (Chapter 6)</p> <p><b>Swanson, S. &amp; J. Davis.</b> (2006). "Arts Patronage: A Social Identity Perspective." <i>Journal of Marketing Theory &amp; Practice</i>, 14 pp. 125-138. <b>(ON CARMEN)</b></p> <p><b>DUE: ARTS EVENT CRITIQUE</b></p>
<p><b>WEEK 8</b> <b>Nov 18</b></p>	<p><b>Approaching Funding Sources</b> What are the major institutional sources for private and public giving to the arts? How do their goals &amp; limitations differ? What is the process for identifying &amp; approaching an appropriate funding source? What do you need to provide in a grant proposal?</p>	<p><b>LECTURE:</b> <b>Understanding Multiple Funding Sources &amp; Requirements</b></p> <p><b>CARMEN GROUP PROJECT: (Arranged)</b> <b>Approaching Funding Agencies</b></p>	<p><b>READING:</b> <b>Diritz, N. (2003).</b> "Essentials of Proposal Writing," <i>Fundamentals of Arts Management</i> (Chapter 7).</p> <p><b>Hopkins and Friedman.</b> (1997). "Foundations," "Businesses," "Government" <i>Successful Fundraising for Arts and Cultural Organization: (ON CARMEN)</i></p> <p><b>STATE OF OHIO:</b> <a href="http://sos.state.oh.us">http://sos.state.oh.us</a></p> <p><b>OHIO ARTS COUNCIL:</b> <a href="http://www.oac.state.oh.us/">http://www.oac.state.oh.us/</a></p> <p><b>GREATER COLUMBUS ARTS COUNCIL:</b> <a href="http://www.gcac.org/">http://www.gcac.org/</a></p>
<p><b>Nov 20</b></p>	<p><b>Controlling Finances &amp; the Budget</b> What are organizational "control systems"? How is the budget an organizational control system? What are the different types of budgets? What are the key concepts embedded in a budget? What are the basic budget functions? How do you read or use the elements of each budget?</p>	<p><b>LECTURE:</b> <b>Controlling Finances &amp; the Budget</b></p> <p><b>CARMEN GROUP PROJECT: (Arranged)</b> <b>Constructing a Budget Summary</b></p>	<p><b>READING:</b> <b>Burdett, C.</b> (2003). "Financial Management: The Basics for Non-Financial Managers," <i>Fundamentals of Arts Management</i>. (Chapter 10)</p> <p><b>Burgess, C.</b> (2007). "Economics of Programming," <i>Arts and Cultural Programming</i>. (Chapter 7 <b>ON CARMEN</b>)</p>

<p><b>WEEK 9</b> Nov 25</p>	<p><b>Integrating the Individual (Special) Project Proposals</b> How does is the project a solution to a community need? How are your activities related to various objectives? What indicators will you use to measure your outcomes? Have you planned for sufficient personnel, time, and funding?</p>	<p><b>GROUP PROJECT WORKSHOP: Integrating the Individual (Special) Project Proposals</b></p> <p><b>COURSE EVALUATIONS</b></p>	<p><b>DUE: SUMMARY OF INDIVIDUAL PROJECT</b></p>
<p>Nov 27</p>		<p><b>NO CLASS: Thanksgiving Day</b></p>	
<p><b>WEEK10</b> Dec 2</p>	<p><b>Understanding the Art Organization Environment</b> What are the demographic, economic, cultural/social, political/legal, technological and global impacts on arts/cultural environments? Which problems have the greatest positive/negative influence on arts industries? What are organizational management responses to these influences? Do these responses encourage stability or change?</p>	<p><b>LECTURE: Understanding the Art Organization Environment</b></p> <p><b>CARMEN GROUP PROJECT: (Arranged) Profiling the Organization; Designing the Power point Presentation</b></p>	<p><b>READING:</b> Byrnes, W. (2003). "Arts Organizations in Changing World," <i>Management and the Arts</i> (Chapter 4 <b>ON CARMEN</b>)</p>
<p>Dec 4</p>		<p><b>FINAL GROUP PRESENTATIONS</b></p>	<p><b>DUE: POWER POINT</b></p>
<p><b>FINALS</b> Dec 8-11</p>		<p><b>FINAL GROUP PRESENTATIONS (If Needed!)</b></p>	<p><b>DUE: POWER POINT</b></p>



# Arts/Cultural Organizations: Student Service Learning

Art Education 589 (U5) #????-?

SPRING 2009

Instructor: Dr. Jane Cataldi E-Mail: [cataldi.1@osu.edu](mailto:cataldi.1@osu.edu)

Office Hours: by Appointment  
Mailbox: 258 Hopkins Hall, 128 N. Oval Mall

## COURSE DESCRIPTION

This 5-hour course introduces undergraduate students to management practices of arts organizations through mentorship and experiential learning. This course provides students the opportunity to connect academic studies to social, political, economic, and educational issues of nonprofit organizations, their missions, and their targeted audiences and stakeholders.

Students will work with mentors in local arts organizations, agencies, businesses in a selected area of operations: programming, marketing, development, education, etc. Students are encouraged to participate fully in the artistic and/or administrative activities, to be involved in a range of daily course-related tasks and decision making for 9-10 weeks of onsite mentorship experience. (3 credits =6 hours of work per week on site) Depending on previous experience, students may be given responsibility for individual projects with agreement of the mentor and the instructor. Students will meet face-to-face with the course instructor (typically weeks 1,6,11 for 1 hour to discuss general issues in the local arts sector, in agencies and organizations, and in their course readings. Students will have assigned weekly readings related to the mentorship experience, will maintain written weekly journals of their observations and reactions, and will submit a final written paper integrating their readings with their practical experience. **Related Prerequisite:** One of the following: 480 [agencies], Art Education 481 [organizations], 483 [artists/businesses] and/or instructor recommendation and placement.

## COURSE OBJECTIVES: Students will

- Understand the role of the arts/cultural organizations related to specific community values, beliefs & attitudes.
- Explore the many areas of individual, organizational and agency work in the creative sector.
- Acquire knowledge and information about arts/cultural organizations and their needs.
- Recognize innovative opportunities for community action in the current economic, political and cultural context.
- Develop personal initiative, leadership and implementation strategies and skills appropriate to an arts/cultural work environment.
- Assess individual responsibilities to the larger community through targeted experiences.
- Position their experience within the literature on arts/cultural organizations.
- Incorporate community-based research methods in their work with on-site mentors and course instructors.

## REQUIRED TEXT & SUPPLIES

Readings will represent general nonprofit literature and readings specific to the student's experience. Mentors will be encouraged to suggest readings.

OSU On-line Journals or Distributed through the course website: [www.carmen.osu.edu](http://www.carmen.osu.edu).

# Student Responsibilities & Course Policies

- 1. Attendance:** Regular and timely attendance is required. If you cannot attend a work session or meeting, email the instructor & mentor immediately. For every unexplained absence over two sessions, the student's overall course grade will drop by one-third. If you miss a work session or meeting, it is your responsibility to reschedule work hours or meetings. Any extended periods of absence due to medical problems will be dealt with individually at the discretion of the instructor.
- 2. Class Participation:** In order to meet the objectives of the course, active participation is mandatory. Quality participation includes: consistent attendance, obvious outside preparation for work sessions, working collaboratively with the mentor and others, active engagement in meeting discussions with the instructor, and timely submission of assignments.
- 3. Assignments and Grading:** Performance in this course will be measured using a grading scale available on Carmen. Satisfactory completion of **all** assignments, that is, readings, journals, papers, and other assessments is mandatory for getting an "A". In the interest of fairness, *assignment due dates will be the same for all students enrolled during the same quarter and late submissions are subject to a grade deduction at the discretion of the instructor.* If your assignment is late (as determined by submission date on Carmen), please indicate the reason in the drop box "comments." Assignments are graded against an external set of performance criteria, but students may be offered an opportunity to achieve mastery of specific learning goals by resubmitting assignments. As a result, his/her grade may improve on individual assignments.
- 4. Statement of Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with assignments submitted for course evaluation. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp))
- 5. Students with Special Needs/Disabilities:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## Assignments and Grade Distribution

### **25% Mentorship Experience & Evaluation**

Students will work 6 hours per week for the 3 credit hour course. Job activities vary by site but are detailed in the **contract** that the student, the instructor, and the on-site mentor complete prior to the beginning of the quarter. (See attached sample contract). At the end of the quarter, the mentor and the student will each provide an evaluation of the student's performance using the evaluation form (attached). However, the mentor may give feedback (as needed) to the instructor at any point in the quarter. The student's self-assessment and the mentor's evaluation will be used by the instructor as guides for assigning the final performance grade.

### **25% Student/Instructor Meetings**

The student and instructor will meet three (3) times during the quarter. The first meeting (week 1) will provide an orientation for the internship. At the second meeting (mid-quarter, week 6) the instructor and student will discuss the on-going readings and how they are related to the on-site experience. Adjustments and/or suggestions about improving the experience will be discussed. Preparation for the final report will also be discussed. At the last meeting (week 11), the student will turn in the final written paper and will discuss the

overall experience with the instructor, including the impact of the experience on the student’s career decisions. The student will also turn in his/her self-assessment at this final meeting.

**25% Weekly Journal Entries on Carmen**

Students are required to submit one reflective journal entry per week.

- Journal entries are intended to serve as a vehicle through which the student can reflect on the experience with regards to his/her professional, personal, and academic development.
- Journal entries are also intended to inform the instructor about on-site work activities and will be used as a component of the student’s evaluation.
- Journal entries will be treated with full confidentiality and will only be read only by the instructor.
- The student’s journal entry should include a brief description of your weekly activities, what you have learned from this work and how it relates to readings.
- Entries should highlight any significant concerns the student wants to share.
- Each entry should be about 500-1000 words and posted on Carmen by the end of your work week, but no later than on Fridays by 5:00 p.m.

**25% Final Written Paper**

By the final exam date assigned for the course meeting times, each student will complete a 1000-1500 word critical research paper that combines reflection of the internship experience with a larger contextual discussion of the role of arts/cultural organizations and their mission.

**THE GRADING SCALE IS BASED ON THE FOLLOWING PERCENTAGES:**

	<b>A</b> (93%-100%)	<b>A-</b> (90% - 92%)
<b>B+</b> (87%-89%)	<b>B</b> (83% - 86%)	<b>B-</b> (80% - 83%)
<b>C+</b> (77 % - 79%)	<b>C</b> (73% - 76%)	<b>C-</b> (70% - 72%)
<b>D+</b> (67% - 69%)	<b>D</b> (63% - 66%)	<b>E</b> (62% - 0%)

**COURSE CALENDAR & READINGS**

DATE	MEETING TOPICS & ON-SITE ACTIVITY	ASSIGNMENTS: READINGS, JOURNAL, PAPER
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		

Week 8		
Week 9		
Week 10		

## EVALUATION OF STUDENT PERFORMANCE

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

General description of work completed:

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Learning Goals

Upon successful completion of this course students will:

- Understand the role of the arts/cultural organizations related to specific community values, beliefs & attitudes.
- Explore the many areas of individual, organizational and agency work in the creative sector.
- Acquire knowledge and information about arts/cultural organizations and their needs.
- Recognize innovative opportunities for community action in the current economic, political and cultural context.
- Develop personal initiative, leadership and implementation strategies and skills appropriate to an arts/cultural work environment.
- Assess individual responsibilities to the larger community through targeted experiences.
- Position their experience within the literature on arts/cultural organizations.
- Incorporate community-based research methods in their work with on-site mentors and course instructors.

Please use this form to provide us with feedback on the performance of the student you worked with for this mentorship relative to these learning goals.

**Student understands the role of the organization in your local community.**

Unsatisfactory

Satisfactory

Exceptional

DK/NA

Examples from intern's work/comments:

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**Student understands the scope of work the organization performs, including the skills and strategies required to work effectively in the current economic and political context.**

Unsatisfactory

Satisfactory

Exceptional

DK/NA

Examples from intern's work/comments:

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**Student is able to place their internship experience into larger theoretical and empirical contexts.**

Unsatisfactory                      Satisfactory    Exceptional                      DK/NA

Examples from intern's work/comments:

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**Internship Performance**

Please use the following questions to provide us with feedback on the performance of the student you supervised for the internship.

1 Unsatisfactory	Never demonstrates this ability/does not meet expectations
2 Uncomplimentary	Seldom demonstrates this ability/rarely meets expectations
3 Fair	Sometimes demonstrates this ability/meets expectations
4 Commendable	Usually demonstrates this ability/sometimes exceeds expectations
5 Exceptional	Always demonstrates this ability/consistently exceeds expectations
NA	Not Applicable

**A. Ability to Learn**

1. Asks pertinent and purposeful questions	1	2	3	4	5	NA
2. Seeks out and utilizes appropriate resources	1	2	3	4	5	NA
3. Accepts responsibility for mistakes and learns from experiences	1	2	3	4	5	NA

**B. Reading/Writing/Computation Skills**

1. Reads/comprehends/follows written materials	1	2	3	4	5	NA
2. Communicates ideas and concepts clearly in writing	1	2	3	4	5	NA
3. Works with appropriate mathematical procedures	1	2	3	4	5	NA

**C. Listening & Oral Communication Skills**

1. Listens to others in an active and attentive manner	1	2	3	4	5	NA
2. Effectively participates in meetings or group settings	1	2	3	4	5	NA
3. Demonstrates effective verbal communication skills	1	2	3	4	5	NA

**D. Creative Thinking & Problem Solving Skills**

1. Breaks down complex tasks/problems into manageable pieces	1	2	3	4	5	NA
2. Brainstorms/develops opinions and ideas	1	2	3	4	5	NA
3. Demonstrates an analytical capacity	1	2	3	4	5	NA

**E. Professional & Career Development Skills**

1. Exhibits self-motivation	1	2	3	4	5	NA
2. Demonstrates ability to set appropriate priorities/goals	1	2	3	4	5	NA
3. Exhibits professional behavior and attitudes	1	2	3	4	5	NA

**F. Interpersonal & Teamwork Skills**

1. Manages and resolves conflict in an effective manner	1	2	3	4	5	NA
2. Supports and contributes to a team atmosphere	1	2	3	4	5	NA
3. Demonstrates assertive but appropriate behavior	1	2	3	4	5	NA

**H. Basic Work Habits**

1. Reports to internship site as scheduled and on-time	1	2	3	4	5	NA
2. Exhibits a positive and constructive attitude	1	2	3	4	5	NA
3. Dress and appearance are appropriate for this organization	1	2	3	4	5	NA

I. Character Attributes

1. Brings a sense of values and integrity to the internship	1	2	3	4	5	NA
2. Behaves in an ethical manner	1	2	3	4	5	NA
3. Respects the diversity (religious/cultural/ethnic) of others	1	2	3	4	5	NA

J. Comments:

Overall Performance of Student

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Unsatisfactory  
DK/NA

Satisfactory

Exceptional

Signatures

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Completed By (Print): \_\_\_\_\_

Signature: \_\_\_\_\_

Role \_\_\_\_\_  
(i.e. student, mentor)

Date: \_\_\_\_\_

Adapted from *Starting and Maintaining a Quality Internship Program*, Technology Council of Central Pennsylvania, Michael True (Editor).

## CONTRACT

Organization: \_\_\_\_\_  
 Web Address: \_\_\_\_\_  
 Mailing Address: \_\_\_\_\_  
 \_\_\_\_\_

Mentor: _____	Phone:	_____
	Email:	_____
Student: _____	Phone:	_____
	Email:	_____
Instructor: _____	Phone:	_____
	Email:	_____

Course: \_\_\_\_\_  
 Quarter or Semester/Year: \_\_\_\_\_  
 Credit Hours: 3 credit hours=6 hours per week

- Briefly describe the kind of the work to be done (Will there be specific projects on which the student will focus? What kinds of day-to-day office activities will be included in the experience? Will the intern attend board meetings or community events? Will the intern work on a regular weekly schedule or will the schedule vary depending on the project?).

- How will the student get information s/he needs (from the university library, the organization's library, interviews, other)?
- How often will the intern and the mentor confer?
- Deadlines (Are there deadlines for particular projects the intern will complete?)

Intern's signature: \_\_\_\_\_ date: \_\_\_\_\_  
Mentor's signature: \_\_\_\_\_ date: \_\_\_\_\_  
Instructor's signature: \_\_\_\_\_ date: \_\_\_\_\_

*Adapted from Ross, Carolyn and Ardel Thomas. Writing for Real: A Handbook for Writers in Community Service. New York: Longman, 2003.*

## *Exploring the Creative Sector: Art in the 21<sup>st</sup> Century*

**Art Education 595A: (U5) #02330-0**  
Spring 2009 | Monday/Wednesday 11:30-1:18 | Hopkins Hall 362

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### **Course Description**

This 5-credit hour course explores the creative enterprise in contemporary American society. By examining the issues and providing information from diverse points of view, the course develops a holistic understanding of the creative sector, that is, the relationships within between the artistic workforce, the trends in contemporary arts and critical frameworks, the structures of cultural organizations and the variety within the creative industries. In addition students will discuss the diverse values, beliefs and attitudes driving arts advocacy, specific arts audience participation and the support of the larger community. With a comprehensive understanding of the arts/culture environment, students can investigate their professional options and make informed career decisions. Through lectures/discussions, slides/videos, guest speakers, reading, written and oral assignments, students will investigate conceptual frameworks for writing critically about arts and cultural issues: from aesthetic, historical, social, political, and cultural perspectives Practical methods for identifying and researching ideas, questions and solutions in cultural research will be presented in conjunction with the major writing assignments.

### **Course Objectives: Students will:**

- Describe the segments of the creative sector: the artist, the artistic product/service, the industries, the infrastructure,
- Investigate past and present conditions of change/stability in creative sector fields.
- Examine the issues, policy problems and solutions impacting contemporary policy making.
- Understand the impact of the community, nonprofit and commercial structures on the creative sector.

- Analyze contemporary economic influences on the production and the consumption of cultural products in America.
- Interpret the role of social/cultural values, beliefs and attitudes related to audience participation in contemporary arts and culture.
- Explore the impact of economic, demographic, political, legal and global interventions shaping the cultural landscape.
- Practice various research methods and entrepreneurial strategies in classroom activities, projects, and assessments.

**REQUIRED TEXT:** Cherbo, J. et al. (2008). *Understanding the Arts and Creative Sector in the United States*. New Jersey: Rutgers University Press.

**ADDITIONAL ARTICLES:** OSU On-line Journals or Distributed through the course website:  
[www.carmen.osu.edu](http://www.carmen.osu.edu).

## Student Responsibilities & Course Policies

**1. Attendance:** Regular and timely attendance is required. If you cannot attend class, email the instructor immediately. For every unexplained absence over two class sessions, the student's overall course grade will drop by one-third. If you miss a class, it is your responsibility to find out the material that was covered and the outside work that was assigned. *Absence from a prior class is no excuse for being unprepared for class or missing assignments.* Any extended periods of absence due to medical problems will be dealt with individually at the discretion of the instructor.

**2. Class Participation:** In order to meet the objectives of the course, active participation is mandatory. Quality participation includes: consistent attendance, obvious outside preparation for class, active engagement in classroom discussions and activities, preparing classroom presentations for reading assignments, working collaboratively in large and small groups, submitting individual assignments on time, and submitting online group postings.

**3. Assignments and Grading:** Performance in this course will be measured using a grading scale available on Carmen. Satisfactory completion of **all** assignments, that is, readings, presentations, writings, and other assessments is mandatory for getting an "A". In the interest of fairness, *assignment due dates will be the same for all students and late submissions are subject to a grade deduction at the discretion of the instructor.* If your assignment is late (as determined by submission date on Carmen), please indicate the reason in the drop box "comments." Assignments are graded against an external set of performance criteria, but students may be offered an opportunity to achieve mastery of specific learning goals by resubmitting assignments. As a result, his/her grade may improve on individual assignments.

**4. Statement of Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp))

**5. Students with Special Needs/Disabilities:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.



## Assignments and Grade Distribution (Due Dates on Course Calendar)

<b>Attendance and Participation:</b>	<b>10 %</b>	
<b>Creative Sector Research (Group):</b>		<b>15%</b>
<b>Industry Reading Responses (3):</b>	<b>15 %</b>	
<b>Industry Presentation: (Individual)</b>	<b>25%</b>	
<b>Organization Collaboration Plan: (Group)</b>	<b>20%</b>	
<b>Creative Sector Profile Presentation: (Group)</b>	<b>15%</b>	

**TOTAL: 100%**

**10% Attendance and Participation:** As this course involves in-class group work, discussions, presentations, and guest speakers, regular attendance is mandatory. Timely submission of assignments and active participation in classroom activities, discussions and online postings are a course requirement; these guided activities aid in understanding course concepts and in developing the final projects. Participation is graded twice during the quarter; at mid-term (5%) and on the last day of classes (5%).

**15% Creative Sector Research (Group):** Students will, as a group, map and research the Greater Columbus Creative Sector, including data on the artistic/cultural workforce and training, the subsector distribution (commercial, nonprofit, informal), and infrastructure, that is, public/private funding sources, advocacy, education, audiences and arts participation.

**15% Industry Reading Responses (3):** Students will respond to THREE articles throughout the quarter. Each essay will include 1) an overview of the major issues suggested in the article, 2) an analysis of the strengths and weaknesses of the problem as defined by the author, 3) a statement of the article's significance in understanding the creative sector environment. Each reading response is a two-page, single-spaced response (1200-1300 words) for substantial articles (10-15 pages). **IMPORTANT:** Demonstrate your understanding of the topic by incorporating information and examples from the course readings, lectures, and in-class discussions.

**25% Industry-Specific Presentation (Individual):** Students will, individually, research and construct a profile of a specific industry, including data on its local institutional history, large and mid-size organizations, aesthetic program offerings, and potential for competition and collaboration within the industry. Indicate the research sources you have used. Based on course readings and Industry Reading Responses, prepare a class presentation of the issues and problems and offer potential industry solutions within the Columbus arts environment.

**20% Organization Collaboration Plan: (Group)** Students will, as a group, present a design for an organizational collaboration, including suggestions for specific project implementation. Based on the group and individual profiles of the sector and industries, students will:

- Position the organizations within the creative sector, including potential competitors, collaborators, etc.
- Analyze the impact of their missions, boards, structure & staff, programming activities, financial, fundraising, marketing practices, etc. on any potential collaboration.
- Assess the problems and propose solutions arising from the collaboration.
- Suggest a design for a specific project and its implementation, including how the proposed project fits the missions and the needs of the organizations. **Submit a 2-3 page executive summary and planning overview to Carmen.**

**15% Creative Sector Profile Presentation: (Group)** Students will give a final presentation of the proposed collaboration to a "board of trustees." The oral presentation should not exceed one (1) hour, should be well organized and

prepared, and should not be read. *You should have a reasonable familiarity with your subject in order to “field” questions from the “Board” during the last 10 minutes of the presentation.* PowerPoint presentations are REQUIRED to summarize ideas.

**THE GRADING SCALE IS BASED ON THE FOLLOWING PERCENTAGES:**

	<b>A</b> (93%-100%)	<b>A-</b> (90% - 92%)
<b>B+</b> (87%-89%)	<b>B</b> (83% - 86%)	<b>B-</b> (80% - 83%)
<b>C+</b> (77 % - 79%)	<b>C</b> (73% - 76%)	<b>C-</b> (70% - 72%)
<b>D+</b> (67% - 69%)	<b>D</b> (63% - 66%)	<b>E</b> (62% - 0%)

## **COURSE CALENDAR**

	TOPICS & ISSUES	CLASS LECTURE & ACTIVITIES	READINGS & ASSIGNMENTS <b>CAA</b>
<b>WEEK 1</b> March 30	Course Introduction & Student Introductions	LECTURE/DISCUSSION: Explaining the Syllabus, Readings, Projects	<b>27 of 137</b>
April 1	A Creative Sector Model	LECTURE/DISCUSSION: Mapping the Creative Sector	<b>REQUIRED READING:</b> <b>Cherbo, J. et al. (2008).</b> Toward an Arts and Creative Sector, Understanding the Arts and Creative Sector in the United States. New Brunswick: Rutgers University Press, pp.11-14.  <b>Americans for the Arts.</b> (2008). Creative Industries 2008, A 50 City Report. (CARMEN)  <b>Americans for the Arts.</b> (2006). Creative Industries: State, District, Cities(CARMEN)
<b>WEEK 2</b> April 6	Historical/Current Societal Rationales	LECTURE/DISCUSSION: Tracing Societal Rationales for Arts/Cultural	<b>REQUIRED READING: CHOOSE ONE</b> <b>Gard, M.</b> (2007). Community Organizing: Building Community through the Arts, <i>Fundamentals of Arts Management.</i> (Chapter 1)  <b>Vogel, H.</b> (2008). Capital, Commerce, and the Creative Industries, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.143
April 8	The Artistic Workforce: Creativity, Knowledge, Innovation	LECTURE/DISCUSSION: Positioning Artists in Society & the Economy	<b>REQUIRED READING: CHOOSE ONE</b> <b>Cherbo, J.</b> (2008) About Artists, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.75-  <b>Van Laar, T. &amp; Diepeveen, L</b> (1998). The Function of Artists in Society. <i>Active Sights: Art as Social Interaction</i> (Chapter 3)
<b>WEEK 3</b> April 13 [Census]	The Subsectors: Commercial, Nonprofit & Informal Arts	LECTURE/DISCUSSION: Operating across Organizational Structures  <b>GROUP PROJECT WORKSHOP: CREATIVE SECTOR MAP</b>	<b>REQUIRED READING: CHOOSE ONE</b> <b>Pankratz, D.</b> (2003). The Nonprofit and Commercial Arts in America: Research on New Interrelationships, <i>The Arts in A New Millennium.</i> Westport: Praeger. (Chapter 13)  <b>Rosenstein, C &amp; A. Brimer.</b> (2005). Nonprofit Ethnic, Cultural, and Folk Organizations, <i>The Journal of Arts Management, Law, and Society.</i> 35(3). pp.189-203.  <b>DUE: CREATIVE SECTOR INDIVIDUAL RESEARCH</b>
April 15	The Organizational Focus: The Cannon, Creativity, & Community	LECTURE/DISCUSSION: Focusing Organizational Purpose & Programming	<b>REQUIRED READING: CHOOSE ONE</b> <b>Dissanayake, E.</b> (2008). The Universality of the Arts in Human Life, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.61  <b>Blandy, D.</b> (2008). Cultural Programming, Arts and Cultural Programming; A Leisure Perspective. Champaign, IL: Human Kinetics. (Chapter 12).
<b>WEEK 4</b> April 20	Relationships: Networks, Competition & Collaboration	LECTURE/DISCUSSION: Collaborating in the Creative Sector  <b>GROUP PROJECT WORKSHOP: ORGANIZATIONAL CASE STUDY</b>	<b>REQUIRED READING: CHOOSE ONE</b> <b>Burgess, C. &amp; D. Pankratz.</b> (2008). Interrelations in the Arts and Creative Sector, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.28.  <b>Ostrower, F.</b> (2003). Cultural Collaborations: Building Partnerships for Arts Participation. Urban Institute.
April 22	Local Stakeholders, Strategies & Solutions	<b>GROUP PROJECT WORKSHOP: COMMUNITY PANEL DISCUSSION:TBA</b>	<b>Jackson, M.</b> (2008). Art and Cultural Participation at the Heart of Community Life, Understanding the Arts and Creative Sector in the United States. New Brunswick, N.J. Rutgers University Press, pp.92  <b>Greater Columbus Arts Council.</b> (2007). Building Creative Capital: Reflections on the Assets Available to Sustain Robust Arts and Culture in Columbus. Columbus, OH: Benefactors Counsel, LLC  <b>DUE: READING RESPONSE ESSAY</b>
<b>WEEK 5</b>	Support: Audiences,	LECTURE/DISCUSSION:	<b>REQUIRED READING: CHOOSE ONE</b>

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involved in the kind of mission that addresses social or public service issues. You'll learn about this kind of nonprofit through four different methods.

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this course (ASC 338.05). You will hear from guest speakers from the local nonprofit community for one hour. A second hour will allow you opportunities to make connections among reading, speakers, and experiential work through discussion and other class activities. Each speaker will address several topics:

- 1) Description of the nonprofit where

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selection for that week and explore connections to the week's guest speaker. To get credit for each journal, you will need to write at least one page of reflection.

*Case Study*

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As necessary preparation for your Challenge Project, you will complete an observation/analysis Case Study of one nonprofit organization. In most cases, your Case Study will focus on the nonprofit of the Challenge Project. In some cases, you may decide that doing a Case Study on another nonprofit is an important



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For this assignment, your group will:

- Develop a plan for **how** your group will work together, including how **credited** it will be

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**Grading**

The final course grade will be based on the following:

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establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Disability Services**  
Students

ASC 337  
5 Credits  
**Introduction to Nonprofit Organizations**  
**(In proposal to meet concurrently with ASC 338.05)**

**Course Goals**

ASC 337 is designed to introduce students to the world of nonprofit organizations, in particular those whose missions address social issues and public service. The course will expose you to:

- A range of types of non-profit organizations that have a social issue focus (focus, organizational structure, size),
- The range of competencies required in the management of nonprofit organizations (political, organizational, economic, and technological)
- The challenges and social issues involved in this type of nonprofit organization.

By work in groups on the Challenge Project, you will analyze one nonprofit in detail and address a challenge brought to class by a local nonprofit organization.

**Course Description**

As some of the leading experts in non-profit management note (Wolf, Drucker), clearly defining a non-profit organization is a complex task. The broadest definition can be based on state and federal regulations that give them tax-exempt status. Within that definition, nonprofits can be categorized by their various missions: those that have a public purpose and those that do not (a soup kitchen versus a trade association, for instance). And within the category of public purpose missions, non-profits can be organized by type of public purpose. This course will focus on the type of non-profit that addresses social issues in our society.

In the preface to *Managing the Nonprofit Organization*, Peter F. Drucker offers one description of this kind of non-profit organization, contrasting it with businesses and government agencies. He notes, "the 'non-profit' institution[s]. . . 'product' is neither a pair of shoes [business] nor an effective regulation [government]. Its product is a *changed human being*. Their 'product' is a cured patient, a child that learns, a young man or woman grown into a self-respecting adult; a changed human life altogether" (xiv). In this course, you will learn how social issue-related nonprofit organizations go about producing "changed human beings," what is involved in the kind of mission that addresses social or public service issues. You'll learn about this kind of nonprofit through four different methods.

- 5) You will read and respond (in writing and in class discussions) to reading about the world of nonprofit organizations with a social issue focus.
- 6) You will listen and respond (in writing and in class discussions) to guest speakers who work in central Ohio social issue nonprofit organizations.
- 7) You will present a written Case Study on a local nonprofit organization, doing research through multiple means: traditional methods, the Internet, observation, and interviews.
- 8) You will work in a group to address a real challenge faced by a local nonprofit organization, through the lens of one of the practices of high-impact nonprofits (as presented in *Forces for Good*. (Challenge Project)

## Meeting Times

The course will meet two days each week.

### Day 1 (meetings with ASC 338.05)

On Day 1, you will meet along with students in a S/U Professional Pathways two-hour version of this course (ASC 338.05). You will hear from guest speakers from the local nonprofit community for one hour. A second hour will allow you opportunities to make connections among reading, speakers, and experiential work through discussion and other class activities.

Each speaker will address several topics:

- 6) Description of the nonprofit where they work (mission, structure, size)
- 7) Overview of the social issues it addresses
- 8) Strengths of that organization
- 9) Challenges for the organization
- 10) Description of his/her role in that organization and what skill sets/training they have found essential.

Guest speakers may include CEOs/presidents from different sectors of the nonprofit community, for example:

- Nonprofit organizations:
  - CARE
  - Children's Hunger Alliance
  - Columbus Literacy Council
  - Columbus Museum of Art
  - COSI
  - Firstlink
  - Franklin Park Conservatory
  - Girl Scouts, Ohio's Heartland Council
  - Leukemia and Lymphoma Society
  - YWCA
- Funding organizations and foundations:
  - Columbus Foundation
  - United Way of Central Ohio
  - Women's Fund of Central Ohio
- Consulting organizations
  - Cramer and Associates
  - Milligan Communications

### Day 2

Day 2 class meetings will be workshops focused on the Challenge Project. For this project, you will work in groups to address a current challenge of a nonprofit organization, using the framework from *Forces for Good*.

## Weekly Outline

### Week 1

#### Day 1

(with ASC 338.05)

Introduction to Course

Discussion of nonprofit organizations: history and key elements that make these organizations different from for-profit organizations and government agencies  
Discussion of Case Study assignment.

#### Day 2

Discussion of Challenge Project

Discussion of working in groups

Meet in small groups to discuss individual histories with nonprofit organizations.

By end of week, email instructor with list of characteristics that are important for you in working with a group.

### Week 2

#### Day 1

(with ASC 338.05)

NonProfit Overview

Reading assignments: *Forces for Good*:

Appendix C

Appendix E  
Introduction  
Chapters 1 and 2

<i>Day 2</i>	Nonprofit leadership team comes to class to present the Challenge Project. By end of class, turn in first and second choices for <i>Forces for Good</i> practices you'd like to use for your Challenge Project.
<i>Week 3</i> <i>Day 1</i> (with ASC 338.05)	Journal proposal of Case Study project due in class for peer response. For this assignment, you may want to consider the following questions: What organization will you research? Why are you interested in that organization? What do you already know? How will you learn more? Reading assignment: <i>Forces for Good</i> Chapters 3 and 4
<i>Day 2</i>	Groups meet to discuss Challenge Project. By end of class, each group should identify a tentative list of resources needed to complete the project.
<i>Week 4</i> <i>Day 1</i> (with ASC 338.05)	Reading assignments: <i>Forces for Good</i> Chapters 5 and 6 Guest Speakers
<i>Day 2</i>	Group work on Challenge Project By end of class, each group should submit a plan for how It will address the Challenge—who will do what, timeline, etc.
<i>Week 5</i> <i>Day 1</i> (with ASC 338.05)	Reading assignment: <i>Forces for Good</i> Chapters 7, 8, and 9 Guest Speakers
<i>Day 2</i>	Group work on Challenge Project Group conferences with instructor about plans.
<i>Week 6</i> <i>Day 1</i> (with ASC 338.05)	Reading assignment: <i>Good to Great</i> Journal for Week 6: How do you apply <i>Good to Great</i> principles to a nonprofit: for ASC 338.05 students: the nonprofit of their Case Study, for ASC 337, the nonprofit of the Challenge Project. Guest Speakers
<i>Day 2</i>	Group work on Challenge Project By end of class, each group submits an update on plan, including additional resources needed.
<i>Week 7</i> <i>Day 1</i> (with ASC 338.05)	Peer response to Case Study drafts Guest Speakers
<i>Day 2</i>	Group work on Challenge Project
<i>Week 8</i>	



Day 1 (with ASC 338.05)	Guest Speakers
Day 2	Group work on Challenge Project
Week 9	
Day 1	Presentations of Case Studies (ASC 337)
Day 2	Peer response to Challenge Project draft solutions.
Week 10	
Day 1 (with ASC 338.05)	Peer response to case studies from ASC 338.05 students
Day 2	Group presentations of Challenge Project Nonprofit organizations attend for group presentations.

## Assignments

### Reading

The required readings for this course are:

Crutchfield, Leslie R. and Heather McLeod Grant. *Forces for Good: The Six Practices of High-Impact Nonprofits*. San Francisco: Jossey-Bass, 2008.

Collins, Jim. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. NY: Collins, 2005.

In addition, students will make individual choices about background material for their Case Study and Challenge Project. These choices will include: web sites, annual reports, newspaper articles, etc.

Students may also want to consult some of the following resources:

Bell, Karen, Janet Jackson, Karen Schwartzwalder, Kathryn Sullivan, Mari Sunami, and Mary Jo Conte. *Women Leading the Way: Reflections on Life and Leadership*. Jefferson Center for Learning and the Arts.

Drucker, Peter F. *Managing the Nonprofit Organization: Principles and Practices*. NY: CollinsBusiness, 1990.

### Writing

*Reflection/Analysis Journals* 30%

By Friday, 5 pm of each of weeks one-eight, you will turn in a written reflection journal. (You can do this by posting to the Carmen web site.) In each journal, I'd like you to respond to the reading selection for that week and explore connections to the week's guest speaker. To get credit for each journal, you will need to write at least one page of reflection.

*Case Study* 20%

As necessary preparation for your Challenge Project, you will complete an observation/analysis Case Study of one nonprofit organization. In most cases, your Case Study will focus on the nonprofit of the Challenge Project. In some cases, you may decide that doing a Case Study on another nonprofit is an important choice. For instance, if you want to look closely at a nonprofit that has faced similar challenges or a one that may be a good partner for the Challenge Project nonprofit, you may make that choice. You'll spend the next five weeks learning about that organization through multiple methods of research (traditional and/or internet research, observation, interview) During week 9, you will present your Case Study to the class. At the end of week 9, you will turn in a 5-8 page written report on your chosen organization. The goals of each Case Study are to learn not only the "what's" of that organization:

- Mission

- History
- Organizational culture
- Kinds of work that are done there

but to show relationships with the “why’s.”

- What are the challenges this organization faces-both ongoing and current?
- What are the underlying social issues connected with this organization?
- How is its structure connected with the social issues it addresses?

*Challenge Project* 40%

The Challenge Project will be your opportunity to apply what you are learning through reading, discussion, and guest speaker lectures to a real life issue in the nonprofit world. One nonprofit organization will come to class in week 2 to present background of their organization and a current challenge they are facing. Examples of nonprofit challenges might include restructuring because of fewer resources, finding resources to meet increased demand, preparing for the stepping down of an organization’s leader.

For the rest of the quarter, on the second class meeting of each week, you and 3-5 other students in class will work as a group to develop a plan for addressing this challenge. Each group will look at this challenge through the lens of one of the four practices in *Forces for Good’s* organizing framework:

- Advocating/serving
- Making markets work
- Inspiring evangelists
- Nurturing nonprofit networks (23).

For this assignment, your group will:

- Develop a plan for **how** your group will work together, including how credit will be awarded. For instance, will each group member have a particular assignment for which he or she is evaluated? Will the group receive one evaluation for everyone, etc. (5%)
- Identify additional resources you will need to develop a plan for addressing the challenge. For instance, what additional reading will you need to do? Are there additional guest speakers you would like scheduled for class? Do you want to schedule a site visit? (5%)
- Present a plan to address this challenge. In addition to other class members and your instructor, your audience will include members of the nonprofit organization’s board of directors and leadership team. (30%)

**Grading**

The final course grade will be based on the following:

Journals	30% (1 journal/8 weeks)
Case Study	20%
Challenge Group Project	40%
Attendance/Participation	10%

Participation in class includes active listening to guest speakers and classmates, as well as participation in discussions of class, either verbally or in written/online form.

Criteria for of written Case Study:

- Writing addresses topic, describing the “what’s” and the “why’s.”
- Writing uses clearly identified details from outside sources (written sources as well as oral interviews) to put topic in a larger context.
- Outside sources are appropriately cited (using MLA or APA format).
- Writing shows evidence of student’s own response to the topic.
- Writing is organized so that readers can follow its argument.

Criteria for evaluation of Challenge Project

- Criteria/plan developed by group
- Feedback from nonprofit audience

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

### Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

TR

3:30 p.m. – 5:18 p.m. IH 100

Terry Paul 532 Fisher Hall 292-9549 paul.5@osu.edu

Date

T 3/29 R 3/31

T 4/5 R 4/7

T 4/12 R 4/14

T 4/19 R 4/21

T 4/26 R 4/28

T 5/3 R 5/5

T 5/10 R 5/12

T 5/17 R 5/19

T 5/24

R 5/26

T 5/31 R 6/2

T 6/7

Topic

Introduction to Course Introduction to Marketing

The Marketing Environment Consumer Behavior

B2B Marketing Segmentation and Targeting

**1<sup>st</sup> MIDTERM**

Product Overview

Product Management Services Marketing

Channels & Logistics Wholesaling and Retailing

**2<sup>nd</sup> MIDTERM**

Advertising

Personal Selling Pricing

Careers in Marketing

Global Marketing

Information for Marketing Decision Making

**3<sup>rd</sup> MIDTERM**

Make up exams – room to be announced – at 3:30 p.m.

In Text

Chapter 1

Chapter 2 Chapter 8

Chapter 9 Chapter 10

Chapter 11

Chapter 13 Chapter 12  
Chapter 14 Chapter 16  
Chapter 18  
Chapter 19 Chapter 21  
Appendix (back of text) A-1 Chapter 6  
Chapter 4



## Management & Human Resources

### BUS-MHR 290 *Entrepreneurship*

#### **Instructor**

Dr. Sharon Alvarez  
Office: 850 Fisher Hall  
Phone: (614)688-8289  
Email: [alvarez.42@osu.edu](mailto:alvarez.42@osu.edu)  
Office Hours: 1 hour before class periods.

Course Location: SCH 320  
Time: 1:30-3:18 p.m.  
Call Number: TBD

#### **Course Description and Objectives**

*Entrepreneurship* is a foundations course. This course will examine the foundations of entrepreneurship from historical, philosophical, economic, and sociological lenses. The course seeks to give students and understanding of the origins of the field as it relates to modern day application of entrepreneurship. The course finishes by examining how different entrepreneurship opportunities result in different organizational structures and requirements. After taking this course, students will be ready for follow on courses in organizational creation and design, industry evolution, and wealth creation.

**This course meets the GEC requirements for a social science course.**

#### **Social Science Goals**

Courses in social science facilitate student understanding of human behavior and cognition, in addition to the structures of human societies, cultures, and institutions.

#### ***Social Science Learning Objectives***

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

***Specific Course Learning Objectives***

1. Students understand the history and evolution of entrepreneurship thought.
2. Students develop an understanding of the theoretical basis for innovation and entrepreneurship including sociological and economic foundations.
3. Students understand and develop a typology of entrepreneurial opportunity formation.
4. Students are able to understand and implement organization based on entrepreneurial opportunities.

**Prerequisites**

There are no prerequisites for this course.

**Required Text and Materials**

The required texts for this course are:

Kirby, David A. (2002). Entrepreneurship. Berkshire, England: McGraw-Hill.

Herbert, R., & Link, A. Forthcoming. *Historical Perspectives on the Entrepreneur*. Hanover, MA: now Publishers Inc

In addition, several readings will come from a variety of sources, including textbooks, research papers, book chapters, journal articles, and newspapers. Students will focus more on understanding the process and theoretical foundations of entrepreneurship than on memorizing specific details. Entrepreneurship is like dancing: *you learn it by doing it*. Books are essential for teaching you the theory, but book knowledge is nothing without an appreciation for and understanding of its application. All readings listed on the syllabus must be completed before the class session in which they are assigned.

**Evaluation**

Final grades for this course will be based on:

Class Contribution .....	20.0%
(Attendance and Discussion)	
Written Papers (4) .....	40.0%
Midterm Exam .....	15.0%
Final Exam .....	25.0%

**Grading Scale**

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
C+	77-79%	E	Below 60%

**Format for Written Paper Assignments**

There will be four written research papers due throughout the quarter. For each paper, students will evaluate a current article about entrepreneurship and consider arguments from one particular school of thought, its historical and current implications, and how the particular school of thought influences the contribution of each article. The article must have been published in 2007 from one of the following periodicals.

- *The Wall Street Journal*
- *The New York Times*
- *Harvard Business Review*
- *Fortune*
- *Inc. 500*
- *Entrepreneurship Magazine*
- *Business First*
- *Columbus Dispatch*

With this many different publications, there is little chance that students will choose the same article. However, **students**

**cannot plan to work on the same article.** Your write up must contain a theory that you can easily identify. For the evaluation section, your paper should include at least the following items:

1. a description of the concepts/variables at issue and the relationships between them;
2. the theoretical relationship between concepts relevant to the article; and
3. a general reaction to the article - why is this an important and issue about entrepreneurship?

Your paper should address the following topics.

1. To what paradigm or historical tradition does the entrepreneurial project belong?
2. How does the article relate to the historical tradition that you are describing?

A satisfactory paper (i.e., a 'C' paper) will:

1. cover each evaluative component in a satisfactory manner;
2. correctly identify and classify the research paradigm/program/tradition under consideration;
3. give support for those arguments from the article itself and from other class readings;
4. cite sources properly;
5. be virtually free of spelling, grammar, and punctuation errors; and
6. have satisfactory transitions and logic flow.

An excellent paper (i.e., an 'A' paper) will:

1. cover each evaluative component above in an excellent manner;
2. give special attention to the *theoretical relationship* component of the paper;
3. correctly identify the paradigm/program/tradition and support the relationship between the article and the historical tradition with effective reference to course readings (be sure again of proper citation);
4. discuss the ontological and epistemological assumptions of the authors and/or paradigm/etc;
5. be able to distinguish between a viewpoint of the article and the student's personal viewpoint;
6. cite sources properly;
7. be virtually free of spelling, grammar, and punctuation errors; and
8. have excellent transitions and logic flow.

The writing assignments have two main components. First, the (relatively) easy component is analytic: you must take your article apart (critically review) and apply the readings. In doing so, you will be able to show strengths and weaknesses of a specific theory. Do not spend all of your space/time summarizing the article. You must also analyze the article. Second, the (relatively) difficult component is synthetic: you must bring together the authors' ideas and your own, while applying a theoretical framework. A 'C' paper merely has the analytic component. An 'A' paper has both, and does them both well.

Choose your article wisely so that you can show me your erudition in understanding the components of the theories and the different approaches to explanation and progress.

The essay has a limit of 1,500 words (not counting the title page and works cited page). Double-space the paper. (I suggest using 1-inch margins and Times Roman 12pt. font.) Use the APA in-text citation style, those with questions can get help from our outstanding library staff. Include a works cited page and a title page, with the word count noted on the title page.

### **Absences and Make Up**

Students are expected to attend class, arrive on time, be prepared, and participate. In general, recruiting/work related conflicts or overlapping requirements due in other classes are NOT valid excuses for missing class or assignments. In cases of valid family, health, or safety emergencies, students must contact the instructor PRIOR to the class or assignment deadline. No assignments will be accepted late if the absence was unexcused. Five percent (5%) will be deducted off the final grade for the first two unexcused absences and for every unexcused absence thereafter. To a significant extend, the value in this course depends on your presence in order for your classmates to learn from your insights and unique perspectives.

Five percent of the final grade for written assignments will be deducted for each day the assignment is late up to two days. No assignments will be accepted beyond two days from the original due date. Assignments due on the scheduled date of the final exam will not be accepted late.

It is the sole responsibility of absent students to obtain any missed class notes, handouts, etc. In general, the instructor

will not provide missed handouts to absent students during subsequent class periods. In addition, the instructor will generally not discuss missed material with and absent student until the student can provide evidence that he or she has worked diligently at understanding the material missed.

### Contribution Participation Evaluation

In order to emphasize the necessity to be prepared for and to contribute to each class, class contribution will comprise a significant portion of your grade (20%). As is the case with real world work environments, you are judged not by what you know but by what you **contribute**. Even if you feel that you know the material, unless you share your insights with the class, I cannot adequately evaluate your preparedness and contribution. At the end of the quarter – I will ask the entire class to assign participation points to their team members. While that evaluation will not be the one that is used for the grade – I do take it into strong consideration when I assign a participation grade.

- Is there a willingness to take intellectual risks and test new ideas or are all comments “safe”?
  - Repeating case facts without analysis or conclusions or repeating comments already made by someone else do not represent intellectual risk-taking nor do they earn credit towards your class contribution evaluation.
  - An example of a potentially risky contribution that will be positively viewed is providing an insight about a firm’s operations that was not provided in the case discussion but was gleaned from the data. This can also apply to questions you ask guest speakers.
- Is the contributor a good listener?
  - An illustration of good listening is acknowledging previous contributions from others upon which your contribution builds.
- Do the comments and questions add to our understanding of the situation? Are they incisive? Do they cut to the core of the problem?
  - An example of a contribution that will be positively viewed is carefully explaining the major factors affecting a decision, how they were evaluated and how the different factors were weighed.
- Are the points made relevant to the discussion? Are they linked to the comments of others and to the themes that the class is exploring together?
  - An example of a contribution that will be positively viewed is describing a situation you have experienced or read about that bears on the discussion.
- Is there a willingness to challenge the ideas that are being expressed, by classmates or the instructor?
  - An example of a contribution that will be positively viewed is pointing out an error or weakness in someone’s argument/decision, providing an alternative approach, and explaining why the alternative should be preferred.
- Does the contributor integrate material from past classes or the readings where appropriate? Do the comments reflect cumulative learning over the course or does the contributor merely consider each case in isolation?
  - An example of a contribution that will be positively viewed is exploring an issue that arises naturally from the case but was not raised in the case itself or in the study questions.

Finally, I understand that participating in class can be an intimidating experience initially, and I will try to help you in any way that I can.

### Administrative Issues

**Notification of Scores and Final Grades:** The results of any graded materials, including final grades, WILL NOT be given by the instructor to individual students via phone, US post, e-mail, or verbally in person. Grades will be posted on Carmen. Students may obtain their final grades online by accessing the University Registrar link.

Materials submitted for grading throughout the quarter will be returned to students generally within one week after submission. Students with invalid absences on the return date must retrieve their materials at the instructor’s office.

**Other Policies Accommodation:** Students with disabilities who request help will be given reasonable accommodation through the advice and assistance of the University Office of Disability Services.

**Appeals:** Grading errors should be corrected. Appeals must be in writing within two weeks after the graded work is made generally available – not the date you first looked at it. If the end of term is within the two-week period, the two weeks will start at the beginning of the next quarter. In general, the entire document will be checked for grading errors,

and correcting these could either raise or lower the overall score.

**Academic Misconduct:** Cheating is ground for failing the course and additional sanctions. In accordance with Faculty Rule 3335-5-487, all instances of alleged academic misconduct will be reported to the Committee on Academic Misconduct, which recommends appropriate sanctions to the Office of Academic Affairs.

### Course Schedule

**Week 1:** Introduction to the Theoretical Foundations of Entrepreneurial Thought

**Lecture 1: Course Introduction**

Readings: Chapter 2: The Role of Entrepreneurship in the Economy and Society

**Lecture 2: Overview of the Realist Perspective, Social Constructionist Perspective, and Evolutionary Perspective**

Readings: Alvarez & Barney: "Epistemological Foundations of Entrepreneurial Opportunity Formation"

**Week 2: The Realist Perspective**

**Lecture 1: Discussion of Underlying Concepts of the Realist Perspective**

Readings: Babbie, Earl. 1973. "The Logic of Science." Chapter 1 from Survey Research Methods. Belmont, CA: Wadsworth Publishing (pp. 1-22).

Babbie, Earl. 1973. "Science and Social Science." Chapter 2 from Survey Research Methods. Belmont, CA: Wadsworth Publishing (pp. 23-30).

**Lecture 2: Application of the Realist Perspective to Entrepreneurship**

Readings: Kirzner: "Entrepreneurial discovery and the competitive market process: an Austrian approach:

**Week 3:** The Constructionist Perspective

**Lecture 1: Discussion of Constructionist Concepts**

Readings: Chell, Elizabeth. "Towards researching the 'opportunistic entrepreneur': A social constructionist approach and research agenda"

Video: Jones, Dewitt. "Everyday Creativity". Star Thrower Distribution: St. Paul, MN

**Lecture 2: Application of the Constructionist Perspective**

Readings: Baker and Nelson: "Creating something from nothing: Resource construction through entrepreneurial bricolage."

**Assignment: Paper 1 Due: *Realistic Perspective***

**Week 4: The History and Evolution of Entrepreneurial Thought**

**Lecture 1: Evolution of Entrepreneurial Thought from an Economical Perspective**

Readings: Historical Perspectives on the Entrepreneur (Herbert & Link, Forthcoming)

**Lecture 2: Evolution of Entrepreneurial Thought from a Sociological Perspective**

Readings: Aldrich and Ruef: "Organizations Evolving"

**Week 5: The History and Evolution of Entrepreneurial Thought (cont'd)**

**Lecture 1: Evolution of Entrepreneurial Thought from a Psychological Perspective**

Readings: Ch 5: The Nature, Characteristics, and Behavior of the Entrepreneur



**Assignment: Paper 2 Due: *Economics, Sociology, Entrepreneurship Origins***

**Lecture 2: Evolution of Entrepreneurial Thought, Policy and Institutions**

Readings: Ch 3: Influences on Entrepreneur Development; Aldrich and Foil, "Fools rush in? The institutional context of industry creation"

**Week 6: Review Week**

**Lecture 1: Midterm Review**

**Lecture 2: Midterm Exam**

**Week 7: The Evolutionary Perspective**

**Lecture 1: Discussion of the Evolutionary Perspective**

Readings: Romanelli: "The evolution of new organizational forms"

**Lecture 2: Application of the Evolutionary Perspective**

Readings: Alvarez and Barney: "Toward a creation theory of entrepreneurial opportunity formation"

**Assignment: Paper 3 Due: *Constructionist Perspective***

**Week 8: Wealth Creation**

**Lecture 1: The Resource Based Theory**

Readings: Barney: "Firm Resources and Sustained Competitive Advantage"

**Lecture 2: Where do Heterogeneous Resources Come From?**

Readings: Barney & Alvarez (2007)

**Week 9: Industry and Entrepreneurship**

**Lecture 1: Industry Evolution**

Readings: Nelson and Winter: "An Evolutionary Theory of Economic Change"

**Lecture 2: Incremental and Disruptive Technology Influences on Industry**

Readings: Christensen, Anthony and Roth: "Seeing What's Next": Introduction, Chapter 1 and 2

**Assignment: Paper 4 Due: *Evolutionary Perspective, Wealth Creation***

**Week 10: Implications for Organizations – Where Firms Come From**

**Lecture 1: Linking Organizations to Opportunities**

Readings: TBD

**Lecture 2: Opportunities in Organizations Wrap-Up**

Final Exam Review

**Final: Paper and Presentation**

**BUSINESS MARKETING & LOGISTICS 450 FOUNDATIONS OF MARKETING MANAGEMENT  
SPRING 2005**

Office Hours: M 9:00 a.m. – 10:45 a.m., 3:45 p.m. – 5:15 p.m.

RequiredText: *Marketing, 9e\**, Evans and Berman. Highly recommended – Lecture Outline sold by zippublishing.com

**If you need to speak to the instructor, please do so after class rather than before the lecture.**

\*the text doesn't change much from one edition to the next (about 90% carry over). The chapter numbers often do change so if you're using a different edition, pay attention to the assigned topics to identify the corresponding chapters.

### **GRADE DETERMINATION**

There will be 3 exams, each consisting of 40 multiple choice questions. Together these three exams will account for your entire grade in the course (except for any extra credit you earn). Each exam will cover only the material for that third of the course.

Exam questions are derived as follows – roughly 1/4 from lecture material alone, 1/4 from assigned material in the text alone and, 1/2 jointly from the lecture and text.

All chapters – topics are not equally important; the exact allocation of exam questions will be announced in class the day before the tests.

If you miss a midterm exam, you will be required to take an essay exam over that material as a make-up on **June 7**.

There will be a number of opportunities to earn extra credit for participating in research experiments conducted outside of class. You will receive 1 point for each project in which you participate which will be added to your final point total in the course. You may earn a MAXIMUM of 10 points in this way.

The textbook is full of examples which relate to particular organizations and their marketing activities. In general you should concentrate on the basic concepts, the marketing principles these examples illustrate rather than trying to remember what a specific company did. There will be very few questions on each exam that ask about textbook examples by the name of the organization.

**SOME SUGGESTIONS - READ ASSIGNMENTS CAREFULLY, TAKE NOTES, OR UNDERLINE WHAT YOU READ.**

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### **EXAM DAY PROCEDURE**

Given the size of this class it is necessary to establish a set of routine behaviors for the day of the exam - your cooperation here is necessary and appreciated. You must use a #2 (softlead) pencil.

Be sure to identify yourself on the exam answer sheet by your exact name (as it is recorded on OSU records) and by your social security number - you will be penalized if this information is incorrect or omitted on your answer sheet.

**ABSOLUTELY NO SUBSTANTIVE QUESTIONS ABOUT THE EXAM MATERIAL WILL BE ANSWERED DURING THE TESTS** - this is the only way to treat all students equally. If an exam question is unclear in some way, answer it as best as you can. If there is a procedural complication (missing questions, typographical errors, etc.) come quietly to the instructor for help. All books, backpacks, etc. must be left out of sight during the exam. Second language students may use a translation dictionary during the exam. English language dictionaries will be available during the exam.

A total of 65 minutes will be available to complete the midterms - this should be more than adequate for most students. At the end of this time, all remaining answer sheets must be turned in promptly.

You'll probably want to record your answers directly on the exam to match them with the key.

Remember, you keep the exam itself.

If a student behaves suspiciously during an exam, he or she will receive one warning; if this behavior is repeated, the student's exam will be confiscated and the student will be referred to the OSU

Committee on Academic Misconduct.

### **EXTRA CREDIT OPPORTUNITIES**

Much of the basic research you will learn about in BUS M&L 450 and advanced marketing courses is

conducted by faculty members at major universities like Ohio State. In order to carry out research projects, faculty members often ask undergraduate students to volunteer to serve as participants. Typical research projects include viewing and rating advertisements, obtaining student's perceptions and reactions to various marketing phenomena (special promotions, coupons, etc...), and having students use computers to search for information about new products or places to shop. This quarter, you will have the opportunity to earn up to 10 exam points via extra-credit in BUS M&L 450.

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You may only participate in a given study one time (though particular studies may involve two sessions and allow you to earn multiple points). A number of different studies will be conducted during the Quarter. Each will have a unique identification number. In some cases, individuals will be called by telephone and recruited to participate in a particular study.

When you sign up for a study, it is very important that you note 1) the number of the study and 2) the date, time, and place you are to attend the study. Be sure to retain a record of the date, time, and place of the projects in which you participated. On the day of the study it is very important that you arrive approximately 5 minutes early. Because instructions are given only at the beginning of each session, absolutely no one will be admitted late.

Extra-credit study opportunities will begin approximately the third week of the quarter and continue until the last week of scheduled classes. Most of these studies usually take place in the second half of the course. In addition to helping your grade in BUS M&L 450, participation in the studies will allow you to gain a better understanding of marketing and the research process.

In fairness to all other students in the course, you must make every possible effort to attend all extra credit projects for which you sign up. Students who are "no shows" will be ruled ineligible to participate in further studies held outside of class. Students who attempt to participate in extra credit studies after having been no-shows will forfeit all extra credit earned for the quarter.

Most extra credit opportunities will be posted on a website called *experimetrix*. Instructions for accessing and using this site are on the following page.

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### **Marketing Extra credit sign-ups**

Most of the extra credit opportunities will be announced via email, and students will sign up for these opportunities via an internet web site.

#### **For registration:**

1. Go to [www.experimetrix.com/osu](http://www.experimetrix.com/osu)
2. Click on the "New User" link, which appears on the left side of the web page.
3. You will need to enter your full name, social security number and your OSU email address to register. Please enter your social security number in the student number section.
4. Your logon ID and password will be emailed to you at your OSU email address.
5. You will need to logon to the website using your logon ID and password **within 3 days** of receiving them.
6. You can then check the website for new extra credit opportunities that will be posted there.
7. When you see an extra credit opportunity that you would like to sign up for, please go to the "sign-up" link on the website and follow instructions.

#### **Reminders:**

- When you sign up for an extra credit session, please arrive early to your scheduled session. Sessions begin at the scheduled time, and late arrivals may not be admitted.
- Please do not sign up for a session if you cannot attend. If you sign up for a session and fail to show, you may be penalized and prohibited from participating in future extra credit opportunities.
- We thank you in advance for your participation in our marketing experiments!

in advance for your participation in our marketing experiments!

**Management and Human Resources (MHR 590)**  
**Leading High Performance Firms**  
**Fisher College of Business**  
**Winter 2009**  
**Monday – Wednesday: 10:30 to 12:18, SB 305**  
**(Syllabus is subject to change)**

<b>Faculty:</b>	Dr. Judy Tansky	<b>Office Phone:</b>	292-0532
<b>Office:</b>	642 Fisher Hall	<b>Email:</b>	tansky_1@cob.osu.edu
<b>Office hours:</b>	Wed. 7:45 to 8:15 Monday 12:30 to 1:15 By appointment	Cell phone - 614-361-6413 Please remember to leave your phone number if you leave a message.	
<b>COURSE URL</b>	<a href="http://www.carmen.osu.edu">http://www.carmen.osu.edu</a>		

**Course Description and Objectives:**

We hear more and more in the press about the fact that the entrepreneurial sector accounts for more and more of the growth in jobs. There is a key difference between starting a business and growing a business. The majority of small businesses fail to achieve meaningful growth, are marginally profitable, and operate as “mom and pop” businesses. This course focuses on concepts, frameworks, skills, and tools that can help a start-up become a sustainable enterprise that creates jobs for citizens and creates value for customers. It is also true that this course is applicable to all small businesses and the challenges that a small business owner/operator faces. You do not have to want to start your own business. The issues discussed are applicable for people who want to become involved in a start-up or who want to manage growth.

This course will explore the challenges and opportunities involved with leading a growing enterprise/high performance firm. Growth is the ultimate resource constrainer, stretching all resources and systems in a company to the limit and often beyond. Consequently, this course will tend to use a boundary-spanning approach, investigating management “at the limit” of what students may have already learned in other functional courses.

You will be working individually and within teams to understand how the “people management” issues, very broadly defined, affect the performance of organizations. This discovery goes beyond the traditional concept of human resource management although many of the issues of a growing firm include human resource management and legal concerns. The management team of a growing firm is often completely in the dark and oblivious to the issues that they are confronting or need to confront. The most pressing questions are often how to locate and recruit talented people, and how to manage and keep those people.

In terms of skill development, this course will focus on:

- your ability to use information that is available, critique it, understand it, combine it with your own ability to be **creative** and build something new
- general management skills
- your ability to market and sell your ideas to others – communication
- talking “business talk” – learning about business processes
- working well with others – leading discussions, working as part of a team, contributing within large group discussions, etc.
- organization, pacing your work to meet your goals
- problem solving
- ethics and social responsibility

You will be placed in a group on Wednesday, You will work with this group for the quarter. The groups will be based on diversity of academic background and information from your personal questionnaire.

**Required Materials:**

1. A human resource management text: Kulik, Carol T., 2004. Human Resources for the Non-HR Manager. New Jersey: Lawrence Erlbaum Associates. (This is available used on the web as well as at the bookstores)
2. A simulation called “Entrepreneur” You will be given the information for this simulation in class. We will use the simulation as one of the ways of studying material in this experiential class setting.

Additional Suggested Reading:

Collins, J., 2001. Good to Great. HarperCollins.

**Grading Scale:**

A = 460 - 500	A- = 450 - 459	B+ = 440 - 449
B = 410 - 439	B- = 400 - 409	C+ = 390 - 399
C = 360 - 389	C- = 350 - 359	D+ = 340 - 349
D = 300 - 339	E = below 300	

**Assignments and Grades:**

Assignment	Points
First Midterm	100 points
Second Midterm	100 points
Attendance (on time- for entire class), group participation, and class activities (16 classes)	160 points
"Entrepreneur" simulation – written paper	80 points
“Entrepreneur” results	30 points
group presentation	30 points
Total	500 points

**Tentative Course Schedule (Subject to Change)**

**Week 1**

**Class #1** **Monday, January 5**

**Class Objective:** To introduce the class and Dr. Tansky, review expectations for the course, and meet classmates.

**Class Assignment:** <http://www.humanmetrics.com/cgi-win/JTypes1.htm> Please go to this site before Jan. 7 and take the Myers-Briggs Test. It is free. You will be given 4 letters that represent your personality. For example,

INFP or ESTJ. Please e-mail me the four letters that represent you to Dr. Tansky before 6 p.m. on Tuesday, Jan. 6. Tansky\_1@fisher.osu.edu

**Class #2** **Wednesday, January 7**

**Class Objective:** To understand the material in the course. Discussion of issues that might arise in growing a business.

**Class Activities:** Discussion of issues in a business  
Discussion of management and the founding team  
Discussion of “Entrepreneur”  
Assignment of teams

**Week 2**

**Class #3** **Monday, January 12**

**Class Objective:** To understand why people issues are important.  
To understand the simulation

**Class Preparation:** Sign up for “Entrepreneur”  
Read preface and Chapter 1 in Kulik

**Class Activities:** Discussion of “Entrepreneur” simulation  
Brewster Landscaping

**Class #4** **Wednesday, January 14**

**Class Objective:** To understand the simulation  
To discuss legal issues

**Class Preparation:** Read chapter 2 in text

**Class Activities:** Discussion of legal issues involved with people  
Finish Discussion of simulation – review terminology

**Week 3**

**Class #5** **Monday, January 19 – no class Martin Luther King Day**

**Class #6** **Wednesday, January 21**

**Class Objective:** **Start preparing for case**

**Class Preparation:** Read manual for simulation

**Class Activities:** Discussion of strategy, mission, objectives, plans and policies  
Start discussion of accounting  
The Business Plan – work on in class

**January 23 – Decision 1 – 1 p.m.**

**Week 4**

**Class #7** **Monday, January 26**

**Class Objective:** To understand the results of the simulation – read financials, reports, etc.

**Class Preparation:** Bring information from first decision to class

**Class Activities:** Discussion of results, reports etc.  
Cash budget analysis  
Security devices incident

**January 26 – Decision 2 – 1p.m.**

**Class #8** **Wednesday, January 28**

**Class Objective:** Understanding your decisions and results

**Class preparation:** Look at financial statements, inventory analysis, breakeven analysis

**Class Activities:** Discussion of above, in-class exercises, “An Ethical Dilemma”

**January 28 – Decision 3 – 1 p.m.**

**January 30 – Decision 4 – 1 p.m.**

**Week 5**

**Class #9** **Monday, Feb. 2**

**Class Objective:** To understand the need for a hiring policy. To understand the process involved in filling a position. To understand processes one can use when determining who to hire

**Class preparation:** Chapters 3 and 4 in text  
**Class Activities:** “The Pushy Employee”, in class exercises related to reading

**Feb. 2 – Decision 5 – 1 p.m.**

**Class #10** **Wednesday, Feb. 4**

**Class Objective:** Understanding how to interview a future employee  
**Class preparation:** Chapter 5 in text  
**Class Activities:** “Bait and Switch” or customary practice, in class exercises on text

**Feb. 4 – Decision 6 – 1 p.m.**

**Feb. 6 – Decision 7 – 1 p.m.**

**Week 6**

**Class #11** **Monday, February 9**

**Class Objective:** To understand what is performance appraisal and why it is important. How to give feedback. Whose responsibility is feedback? To understand the legal ramifications of poor feedback. To understand culture  
**Class preparation:** Chapter 6 in text  
**Class Activities:** “Purchasing Policies”, in class exercises related to text

**Feb. 9 – Decision 8 – 1 p.m.**

**Class #12** **Wednesday, February 11**

**Class Objective:** Show have mastered material in class  
**Class Activities:** Exam 1

**Feb. 11 – Decision 9 – 1 p.m.**

**Feb. 13 – Decision 10 – 1 p.m.**

**Week 7**

**Class #13** **Monday, February 16**

**Class Objective:** To discuss various reward systems and issues involved with pay. To understand the need for developing processes and programs that will help retain employees.  
**Class preparation:** Chapter 7 in text  
**Class Activities:** “The Problem Employee”, exercises related to text

**Feb. 16 – Decision 11 – 1 p.m.**

**Class #14** **Wednesday, February 18**

**Class Objective:** To understand benefits  
**Class preparation:** Chapter 7 in text  
**Class Activities:** “Cooperative Advertising”, exercise over text.

**Feb. 18 – Decision 12 – 1 p.m.**

**Week 8**

**Class #15** **Monday, February 23**

**Class Objective:** To understand employees and their need to manage their Careers – to summarize and review simulation  
**Class preparation:** Chapter 8 in text  
**Class Activities:** “The New Store”, exercises in class  
**Results of simulation**

**Class #16** **Wednesday, February 25**

**Class Objective:** To understand disciplining employees and terminating relationships  
**Class preparation:** Chapter 9 and 10 in text  
**Class Activities:** Case to be distributed for class

**Week 9**

**Class #17** **Monday, March 2**

**Class Objective:** To understand social responsibility. The ageing workforce, sexual harassment and Disabilities  
**Class preparation:** Chapter 11, 12, 13 in text, article on web  
**Class Activities:** Team should find an entrepreneurial firm or small firm that they think is socially responsibility, bring page describing company to turn in for class.  
Be ready to discuss your company.

**Class #18** **Wednesday, March 4**

**Class Objective:** To practice presentation skills  
**Class preparation:** **Prepare in class presentations**  
**Class Activities:** Five groups present case  
Exercise in class

**Week 10**

**Class #19** **Monday, March 9**

**Class Objective:** To practice presentation skills  
**Class preparation:** **Prepare in class presentations**  
**Class Activities:** Five groups present case  
Exercise in class

**Class #20** **Wednesday, March 11**

**Class Objective:** **Test learning**  
**Class Activities:** **Midterm 2**

**Group paper on simulation due in class on March 11**

**Process for a Grade Appeal:**

You must contact Dr. Tansky (not your TA) within one week of when an assignment is returned to you (returned in recitation by TA not when you receive it) if you want to appeal your grade.

**Step 1:** You must give Dr. Tansky **a written appeal** specifically describing in detail why you believe your grade is not correct. The written appeal must include a copy of the assignment that was graded.



**Step 2:** Dr. Tansky will grade your assignment and return the assignment. If necessary, at this point, you can request a meeting with Dr. Tansky.

**Step 3:** If necessary, a meeting with Dr. Tansky will be scheduled.

### **Working With Your Teams**

Due to the nature of the class, team dynamics will be an ongoing part of this course. Team issues can be discussed with your TA and Dr. Tansky at any time during the quarter. If your team is experiencing problems please *do not wait until the end of the quarter* to bring these issues to the attention of Dr. Tansky or your TA

### **Disability Services**

([http://ods.osu.edu/faculty\\_syllabus.asp](http://ods.osu.edu/faculty_syllabus.asp))

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

### **Academic Misconduct**

(<http://oaa.osu.edu/coam/faq.html#academicmisconductstatement>)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

## **MHR 701 - Managing Individuals in Organizations: Organizational Behavior and Human Resources Course Syllabus Fall 2009 Fisher College of Business The Ohio State University**

### **Professor Information**

Dr. Matthew Rodgers Phone: 292-4395 344 Fisher Hall Email: [rodgers@fisher.osu.edu](mailto:rodgers@fisher.osu.edu)

### **Course Description**

#### **Course information Office Hours**

Days: Monday, Wednesday Tuesday 1:00-3:00 7:30-9:18 pm Thursday 10:30-12:00

Schoenbaum 105 Or by appointment

This is a survey course in organizational behavior and human resource management. It is designed to give you exposure to essential theories and concepts for understanding and analyzing human behavior in organizations. More specifically we will be examining topics related to the behavior of individuals (e.g. motivation), the behavior of groups (e.g. teamwork), and organizational-level topics (e.g. culture). We will also discuss different organizational policies and practices (e.g. selection, compensation, etc.) and how they influence the organization and its performance. Much of the class discussion will focus on business organizations, but the concepts covered in class will also be very relevant to other types of organizations as well (e.g. non-profit, public sector, volunteer, etc.).

Throughout the course, you will be encouraged to think critically not only about the content areas but

also about your own personal improvement and success.

### **Required Materials**

Two textbooks will be used in this course, with selected chapter readings from each:

Kinicki, A., & Kreitner, R. (2008) *Organizational Behavior: Key Concepts, Skills and Best Practices*. (4<sup>th</sup> edition) Boston, MA: McGraw-Hill

Noe, R., Hollenbeck, J., Gerhart, B., & Wright, P. (2008) *Fundamentals of Human Resource Management*. (3<sup>rd</sup> edition) Boston, MA: McGraw-Hill

Course information, powerpoint presentations, etc. will be available on the Carmen site for this course. Carmen's address is: <http://carmen.osu.edu>. Let me know if you have any problems accessing the page for this course. In general, I will post my slides for a class prior to the class. On occasion I will leave items out of the slides that are posted prior to class. If I do so, I will post a second complete set of slides after the class.

### **Course Expectations**

Understanding and performance in the class will be a function of both class attendance and keeping up with the readings. Therefore, regular attendance throughout the quarter is important. It is also important that you stay intellectually engaged in the class. Come ready for class and I hope that you will ask questions (even in this large classroom).

I full expect a high level of courtesy and professionalism in the classroom setting; this means minimal talking, no cell phones, no IMing or text messaging, etc. These behaviors are distracting and disrespectful not only to me but to your fellow students as well, and they reflect poorly on you as an adult. If you don't want to be in class, don't be in class. **When you're here, be here.**

If you come in late to class be sure that you do so in a way that does not distract your peers.

### **Grading**

Your grade in this course will be based on three exams, each worth 100 points and the completion of three in-class exercises. The format for the exams will be non-essay, and will be primarily multiple choice. These exams will not be cumulative in nature and will be spaced at roughly equal intervals throughout the quarter. All three exams are closed book and the use of notes is not allowed during an exam. The use of all electronic devices (laptop, cell phone, PDA, etc.) during exams is strictly forbidden. You are expected to take the exams when scheduled; failure to take an exam at the appointed time will result in your receiving a score of 0 points for that exam. Students with exam schedule conflicts must speak to me prior to the exam date. Make-up exams will only be granted with a legitimate excuse.

In addition, there will be 3 in-class assignments designed to be completed during class (I will give you 10 minutes or so for completion) that will be worth a total of 15 points, for a course total of 315 points. In-class assignments missed due to extreme circumstances (e.g. medical situations, family emergencies, etc.) can be made up at my own discretion, but will generally require documentation. Please also not that our third exam will be held during Finals Week. Due to the large number of students in this course, please do NOT ask for a different exam date unless you have a VERY pressing and legitimate need (e.g. 3 or more finals on the same day, etc.) Wanting to leave campus earlier vs. later, already scheduled travel arrangements, starting a new job, etc. are NOT sufficient reasons to warrant a different exam date as this would introduce a logistical nightmare and is simply not practical. It is your responsibility to be at our third exam as scheduled, so plan your schedule, travel arrangements, etc. accordingly.

A straight scale, provided below, will be used to determine your final grade based on the total points you earn during the quarter.

### **Point Range**

#### **Final Letter Grade**

292 – 315

A

282 – 291

A-

276 – 281

B+

260 – 275

B

251 – 259

B-

244 – 250

C+

229 – 243

C

219 – 228

C-

213 – 218

D+

197 – 212

D

188 – 196

D-

0 – 187

E

### **General Comments**

Any issues concerning grading (e.g. exam scoring) need to be called to my attention via e-mail within one week of receipt of the grading. Any student with special accommodation needs due to a disability should speak to me within the first two weeks of the course. Students with these needs are responsible for making me aware of their situation. Academic misconduct and dishonesty will not be tolerated. Suspicion of academic misconduct will be acted upon in accordance with the Ohio State University and Fisher College of Business policy.

Grades assigned at the end of the quarter are not negotiable. Because of the grading system that OSU uses, there will likely be a large number of times in a class this size that a student is just a few points away from the next grade. I do not round up, nor do I provide any opportunity for extra credit; the time to accumulate points is during the quarter, not at the end of it.

### **Course Outline and Assigned Reading\*\***

#### **Date Topic**

9/23 Course introduction

9/28 Strategy and Strategic Organizational Behavior 9/30 Organizational Culture and Socialization

10/5 Global Organizational Behavior 10/7 Social Perception and Individual Differences

10/12 Recruiting, Interviewing, and Selection 10/14 Exam 1

10/19 Motivation I 10/21 Motivation II

10/26 Performance Management 10/28 Compensation and Benefits

#### **Assigned Reading**

n/a

K&K, Chap. 1 K&K, Chap. 2

K&K, Chap. 3 K&K, Chap. 4, 5

Noe et al., Chap. 5, 6

K&K, Chap. 6 K&K, Chap. 7

Noe et al., Chap. 8 Noe et al., Chap. 12, 13

11/2 11/4

11/9 11/11

11/16 11/18

11/23 11/25  
11/30 12/2  
Groups and Teams Exam 2  
Decision Making Veteran's Day (No Class)  
Conflict, Power, and Politics Leadership  
Leadership (cont.) Thanksgiving (No Class)  
Employee Training and Development Organization Structure, Development, & Change  
K&K, Chap. 9  
K&K, Chap. 10  
K&K, Chap. 11, 13 K&K, Chap. 14  
K&K, Chap 14  
Noe et al., Chap. 7, 9 K&K, Chaps. 15, 16  
Finals Week – Exam 3 – TBD \*\* I reserve the right to make changes to the readings and/or topics as needed

## English 304: Business Writing

Fall 2009      11:30-1:18  
DE 343

Prof. Roger Cherry (e-mail: cherry.3@osu.edu)  
Office: DE 363 (Eng. Dept.: 292-6065)  
Offc. Hrs.: T Th 2-3

**Text:** Philip Kolin, *Successful Writing at Work*, 9<sup>th</sup> ed. Available at SBX and probably other bookstores as well.

**Course Objectives:** The primary objective of English 304 is to help you communicate more effectively in a wide range of business and professional settings, with a focus on written documents. We will examine the variables at work in all writing tasks--writer, reader, information, purpose, and context--and discuss how managing these variables effectively contributes to written messages with an appropriate format, tone, and level of detail. Secondary objectives include learning how to respond effectively to documents produced by others and learning how to deliver effective oral presentations.

**Class Structure and Activities:** English 304 is different from classes that employ a lecture or lecture/discussion format. English 304 is modeled after a workplace environment in which close collaboration with colleagues and supervisors is expected. The class will be a document production workshop in which much of the time is devoted to working in small groups on documents produced by group members. You are expected to take group work very seriously and contribute your best efforts to its success.

The amount of time given to workshop activity is no accident. Rather, it reflects the time needed for quality collaboration on revising and editing the documents that are produced for the course. *It is your responsibility to use this time productively.* Make sure you are thinking carefully and thoroughly about the texts you are reviewing. If you and your colleagues are doing a good job on any given day, you should run out of time before you run out of work. If you have a clear idea about revisions you need to make on a particular text, work on the document and have it reviewed again by group members. (Anyone requesting to leave class early because all work is “finished” will be fired, with no severance package.)

You *must* have your documents available to work on in class. You can email your work to yourself or bring it on disk. Do *not* neglect to have your documents accessible during class time.

## Requirements

- Two chapter summaries. Each chapter summary is a two-page, double-spaced summary of the reading for a particular class. Your summary should be in the form of a memo to a colleague or supervisor. Make sure your summaries demonstrate that you have read and synthesized the material. You should be reformulating the issues presented in the chapter in your own language and format, and your summary should be presented in continuous, fluent, discursive prose. Do not resort to an outline or simply repeat the headings that appear in the chapter. Make sure your summaries are well written, just as you would with anything else you turn in. Chapter summaries are due on the day the reading is assigned. (Chapter summaries must be based on chapters other than those on which you are presenting.)
- Three brief documents of 1-2 pages ea. (must total at least 4 pages).
- Two extended documents of 4-6 pages ea. (must total at least 10 pages).
- Two Group Presentations. Each group will twice present information based on the reading for a particular day. Do not simply plod through the material in the text. Decide how to make the material memorable and engaging for the audience. Identify the most significant points raised in the material, provide examples/demonstrations to explain the material, raise questions, concerns, or problems not covered in the material.
- Final versions of all assignments must be turned in on time. Late papers are subject to a penalty of one letter grade for each day late. Missing class or technological misfortunes are not acceptable excuses for failing to meet a deadline. Even if you can't get to class, make sure your paper does.
- Completion and duplication of all drafts on time. It is essential that you have your work prepared and adequate copies available at the **beginning** of the class in which it is to be considered in a small group. Drafts must be complete and top-quality—your best effort to date. Your grade on a given writing assignment will be lowered one letter grade any time you fail to have a thorough, quality draft completed and copies available for group work.
- Attendance & Punctuality. You are expected to attend each class session and to be on time. Emergencies and illness do arise, of course, and missing a class or two during the quarter might be unavoidable. Your final grade will be lowered 2/3 of a letter grade for each class you miss beyond two (e.g., a B+ would drop to a B-). In addition, you are permitted 2 “grace” tardies. Beyond the 2 “grace” tardies, each additional one will lower your final grade by 1/3 of a letter.

This policy is in effect from the date you were first enrolled, not from the date you first attended. You are responsible for making sure that your attendance is recorded on the attendance sheet that circulates during class and for reporting when you are late. The policy does not mean that you have two “unexcused” absences in addition to any “excused” absences. The two allowed absences include both “excused” and “unexcused” absences. Appropriate accommodations to this policy can be made in extraordinary circumstances (e.g., hospitalization, death in the family, military service, etc.). If you encounter such circumstances, let the instructor know; otherwise, do not feel compelled to report or explain your absences.

- If you miss class, do not email the instructor and ask “what we did in class.” Instead, email one of your colleagues with that question and consult the Carmen site to see if there are any announcements or changes to the schedule, etc.
  
- **Productivity & Professionalism.** On the job, employees are compensated based on productivity and the quality of their work, both individually and in terms of their contributions to group projects. Many workplaces are organized into teams that are assigned particular responsibilities. Employees are evaluated on the basis of their ability to contribute to the project groups to which they are assigned. Similarly, in English 304, a component of your grade will be based on your contributions to the classroom community as a whole and your effectiveness as a team member of the writing group to which you are assigned. Like conscientious employees in the workplace, conscientious students in English 304 are considerate of their colleagues and do not waste their time by being unprepared. In terms of productivity, you will be evaluated on (1) timely completion of quality chapter summaries and (2) how effectively you (individually and in collaboration with your colleagues) use the class time. In terms of professionalism, you will be evaluated on (1) your preparation for and participation in class discussion, which involves reading textbook assignments and raising issues and questions in a thoughtful way, (2) your contributions to effective group work, including your suggestions for revising and editing the written work of others, and (3) the extent to which you make a conscientious effort to improve your writing and responding skills as the course progresses. The productivity and professionalism grade is based on the impression you create about your commitment to the course and to quality work, and it can be entirely compromised by lapses in any *one* area. You should be aware that no warnings, reminders, or notices of any kind are given regarding lapses in professionalism.

<b>Grading:</b>	Two Chapter Summaries	(5%)	10%
	Three Brief Documents		25%
	<ul style="list-style-type: none"> <li>• Complaint Letter</li> <li>• “Bad News” Letter</li> <li>• Proposal Memo for Extended Docs</li> </ul>	(5%) (10%) (10%)	
	Two Extended Documents		30%
	<ul style="list-style-type: none"> <li>• Student-Defined Task</li> <li>• Student-Defined Task</li> </ul>	(15%) (15%)	
	Group Presentations		25%
	<ul style="list-style-type: none"> <li>• # 1</li> <li>• # 2</li> </ul>	(10%) (15%)	
	Productivity & Professionalism		10%
			-----
			100%

**Style and Format:** All written work must be produced on a computer word processing system and submitted in hard copy. All documents must be double-spaced with standard 1-inch margins, a standard type size (12 pt.), and a conventional font. Your texts should be double-spaced even though many documents produced in the workplace (particularly letters and memos) are single-spaced (double-spacing allows for comments and suggestions for revision). Make sure that your documents consist predominately of extended discursive prose (as opposed to outlines, lists, or “recipe”

instructions). Be sure also that you assume a general audience with a college education rather than a highly specialized audience or environment. Make sure that your documents are *stapled*.

**Technology:** We are fortunate to live in an age when text production has been greatly facilitated by extraordinary computer and printing technologies. Nevertheless, the sophisticated machines we use to produce documents can be temperamental. It is essential, therefore, to plan ahead and allow time to compensate for any technological mishaps that might arise. Technological misfortunes will not be accepted as excuses for failing to meet deadlines in English 304. Moreover, electronic submissions are not permitted in English 304.

**Plagiarism:** It is academically dishonest, and often illegal, to present someone else's ideas or writing as your own. You cannot use even short phrases or parts of sentences obtained from other sources (published or unpublished) unless you use quotation marks when necessary and properly acknowledge and document your sources. Submitting your own previous work is also academically dishonest, as is submitting the same work to satisfy requirements in two or more classes simultaneously without instructor permission. You are accountable for furnishing upon request all the sources and all preliminary work (notes, rough drafts, etc.) that you use in preparing your written work, and failure to provide such materials will be considered evidence of academic dishonesty and will be handled accordingly. Plagiarism of any kind will constitute grounds for failing English 304 and may result in further disciplinary action at the professor's discretion, or at the discretion of the Department of English or the University.

### Resources

**Writing Programs Ombud:** The Department of English provides an ombud whose job is to field students' issues and concerns regarding writing courses. The Ombud is Matt Cariello. If you wish to consult the ombud, inquire in the English Dept. office (DE 421; 292-6065) about how to arrange a meeting.

**The Writing Center:** The OSU Writing Center is an excellent resource, not only for English courses but for all the writing you do in college. Free, one-on-one consultations with writing experts can be scheduled by appointment. The Writing Center is located in 475 Mendenhall Lab on the south side of the Oval. Phone: 688-4291 or visit [www.cstw.osu.edu](http://www.cstw.osu.edu). *You should visit the Writing Center for every document you write for the course.*

**Office of Disability Services:** If you have a disability and need particular accommodations, please let me know right away, either after class or during office hours. Students who need accommodations should be registered at the Office of Disability Services in 150 Pomerene Hall. Phone: 292-3307.

### English 304 Schedule

Day	Date	Readings	Activities	Assignments Due
Th	9/24		Introduction	
T	9/29	Chapter 1: Writing and Your Career. Chapter 9: Summarizing Material	Discussion/Exercise: Common Errors in Writing	
Th	10/1	Chapter 5: Basics of Letter Writing. Chapter 16: Successful Presentations	Discussion	
T	10/6	Chapter 2: The Writing Process at Work	Group Presentation Workshop	Draft of Complaint Letter
Th	10/8	Chapter 3: Collaborative Writing and Meetings at Work	Group Presentation	Final Complaint Letter
T	10/13	Chapter 4: Memos, Faxes, Email, IMs, Blogs	Group Presentation Workshop	Draft Bad News Letter
Th	10/15	Chapter 6: Types of Business Letters	Group Presentation	Final Bad News Letter
T	10/20	Chapter 10: Designing Visuals	Group Presentation Workshop	Draft Proj Proposal Memo
Th	10/22	Chapter 11: Designing Documents and Web Sites	Group Presentation	Final Proj Proposal Memo
T	10/27	Chapter 12: Writing Instructions and Procedures	Group Presentation Workshop	Draft Major Project 1
Th	10/29	Chapter 13: Writing Proposals	Group Presentation	



T	11/3	Chapter 14: Writing Short Reports	Group Presentation Workshop	Revised Draft Major Project 1
Th	11/5	Chapter 15: Writing Longer Reports	Group Presentation	Final Major Project 1
T	11/10	Chapter 7: How to Get a Job: Resumes, Letters, Applications	Group Presentation Workshop	Optional Resume & Job Application Letters
Th	11/12	Chapter 8: Research and Documentation on the Job	Group Presentation	
T	11/17		Workshop	Draft Major Project 2
Th	11/19		Workshop	Optional Resume & Job Application Letters
T	11/24		Workshop	Revised Draft Major Project 2
Th	11/26	No Class	Thanksgiving	
T	12/1		Workshop	
Th	12/3		Course Evaluation	Final Major Project 2

**English 567S**  
**Rhetoric in the Community**  
Winter 2009

**Mindy Wright**  
**wright.7@osu.edu**  
**114F University Hall**

In this undergraduate seminar, you will extend your critical and rhetorical skills beyond the classroom into the world of community action as you think about writing as an instrument of social change. By volunteering at a local nonprofit agency for at least two hours each week, you will learn about the nonprofit world and research a specific community issue or problem. Your experiences onsite and in the classroom will provide a framework for the writing you do both for your community partner and for classroom assignments. Students in past classes have worked with Children’s Hunger Alliance, the Women’s Fund of Central Ohio, Columbus Literacy Council, and the Ohio Historical Society.

Service learning courses (unlike field experiences or internships) ask students to do practical, onsite work with a community partner and to reflect on connections among your classroom work, onsite experience, and social issues related to your partner organization. (For more information about service learning at OSU, see <http://service-learning.osu.edu/>.) In your time onsite with your community partner, you will learn about contexts for writing that are different from the ones you’ve become familiar with in academic classrooms. And you will produce one or more pieces of writing that your community partner will be able to use (a grant proposal, a brochure, needs statement, etc.). In your time in the classroom, you will not

only work on skills that will help you do your community writing, but you will also reflect on issues of public policy that help or hinder the work of your community partner.

To be successful in this course, you should have a schedule that is flexible enough to work with your community partner's needs. At the beginning of the course, we will all work together to match up every student in the class with a community partner who would like to work with OSU students. Then it will be your responsibility to make initial contact with your partner, to arrange for transportation to the site, and to write a contract that will outline the specific tasks you will complete as well as their deadlines.

Texts:

Ross, Carolyn and Ardel Thomas. *Writing for Real: A Handbook for Writers in Community Service*. New York: Longman, 2003.

Heatn, Chip and Dan Heath. *Made to Stick*. New York: Random House, 2007

Selected Readings.

### Dates Subject to Change Dependent on Community Partner Projects

Color Coding: **Links** **Community Related** **Writing Topics** **Guest Speakers** **Academic Writing Assignments**  
*WfR*

Date	Class Activity	Assignments Due in Class
Week 1 Monday 1/5	Introduction to Course  In Class: Reflection Journal #1 <b>Introduction to sites/Begin choices</b>  After Class: Read <i>WFR</i> : Chapter 1, "Why Community-Based Writing" Chapter 4, "Understanding 'Service'"  Revise Reflection Journal # 1: After reading Chapter 4, are your expectations for your service project different, the same?	Expectations
Wednesday 1/7	<b>Partner Pairings Announced</b> <b>Preview contract and first meeting preparation</b>	RJ #1 final draft due <b>RJ#2 due:</b> <b>Community</b> <b>Partner</b> <b>Preferences</b>  <b>1) List the top</b>

		four sites where you'd like to work 2) Describe any "hidden benefits"--useful additional information that would make you a good match for a site (special backgrounds, transportation constraints)
Week 2 Monday 1/12	<p>Discussion of discourse communities Discuss <b>Writing Project #1</b></p> <p><b>Discuss WfR:</b> Chapter 2, "Writing in College and Writing in the Community" Chapter 3, "Collaborations" Chapter 5, "Making Connections" and Chapter 7, "Work Styles and Writing Assignments in the Community" Chapter 6, "<i>Negotiating Community-Based Assignments</i>"</p> <p>First site visit this week: <b>Contract</b></p>	
Wednesday 1/14	No Class Community Partner Visits	
Week 3 Monday 1/19	No Class Ohio State Closed	RJ#3 due (Response to first site visit via e-mail due by Monday, 1/19)
Wednesday 1/21	<p>Community Partner Updates</p> <p><b>WP#1 Generate criteria:</b> What is a good first draft? What will make a good final paper?</p> <p>Read <b>WfR:</b> Chapter 9, "Researching," 139-144, 150-169</p>	<p>First draft due, Writing Project #1/ Observation-Based Inquiry</p> <p>Contract with agency or group due. Include types of writing and due dates.</p> <p>RJ#4 due</p>

<p>Week 4 Monday 1/26</p>	<p>Community Partner Updates</p> <p>In-class conferences on WP #1 CW inventory for first writing project (<i>WfR</i> p. 187)</p> <p>Writing Topic: Interviewing</p> <p>Discuss <i>MTS Chapters 1, 2</i> <i>WfR</i>: Chapter 10, "Mapping, Organizing and Drafting," 180-190 and Chapter 11, "Formatting"</p>	
<p>Wednesday 1/28</p> <p>OHIO STATE CLASSES CANCELLED</p>	<p>Guest Speaker: Patricia Houston Director, Humanities Writing Minor 9:30-10:00</p> <p>Discuss WP #1/D2 Generate second draft set of responding questions. WP#1D2 Respond to each other's drafts.</p>	<p>Second draft due, WP#1/ Observation- Based Inquiry</p> <p>RJ #5</p>
<p>Week 5 Monday 2/2</p>	<p>Community Partner Updates</p> <p>Writing Topic: Newsletters</p> <p>Writing Topic: Grant Proposals and Searching for Funding</p> <p>Guest Speaker: Sarah Starr Director, Office of Research 10:30-11:30</p> <p>Discuss WP#2</p> <p>Discuss <i>WFR</i>; Chapter 10 and <i>MTS Chapters 3, 4, 5, 6, 7</i></p> <p>For Wednesday, Read "Who Will Help?"</p>	<p>Bring to class possibilities (actual or imagined) that your community partner might want to have funded.</p>
<p>Wenesday 2/4</p>	<p>Community Partner Updates</p> <p>Writing Topic: Grant Writing</p> <p>Reassess plans and schedule for quarter Contracts What writing topics do we need to address? When do we need to address them? What chapters in <i>WfR</i> address these topics: Chapters 4, 6, 3, 2, 5, 7, 9, 10, 11 What chapters in <i>WfR</i> would it be useful to discuss together in class?</p> <p>Continue work with newsletters If you are already working on a newsletter article, you may use that article as your basis. If not, assume you are writing an article for a newsletter for your community partner. Your article will announce your (and your classmates, if appropriate) joining the organization and the project(s) that you will be working on.</p>	

	<p>Use the <b>Community Writing Inventory</b> to write a description of your project. Look at a copy of your organization's newsletter as reference.</p> <p>Discuss issues for WP2</p>	
<p>Week 6 Monday 2/9</p>	<p><b>Writing Topic: Ghostwriting Or Writing for Someone Else</b>  <b>Guest Speaker: Jane Scott</b>  <b>Executive Director, Columbus Metropolitan Club</b>  <b>9:30-10:30</b></p> <p><b>Discuss WP #2</b></p>	<p>First draft due, WP#2/Issue Essay ("Play around on paper with issues at the heart of your community partner.)</p> <p><b>RJ #6 due</b></p>
<p>Wednesday 2/11</p>	<p><b>Community Partner Updates</b></p> <p>Spring 2009  ASC 338.05 Professional Pathways in Non-Profit Organizations  T 11:30-1:18  02568-2</p> <p>338.07 Professional Pathways in Public Affairs  T 3:30-4:18  02570-7</p> <p>338.10 Professional Pathways in Civic Engagement  MW 11:30-1:18  21300-8</p> <p><b>Writing Minor</b>  450.02 Professional Writing in Organizations  TR 9:30-11:18  21538-1</p> <p><b>Writing Topic: Working with Community Groups</b>  <b>Guest Speaker, Rich Rosen</b>  <b>Vice President, External Relations, Battelle</b></p> <p><b>Discuss topics/issues for Writing Project #2 Issue Essay</b></p> <p>Discuss <i>WRF</i>: Chapters 7 and 9</p>	
<p>Week 7 Monday 2/16</p>	<p>Discuss <i>Made to Stick</i>  Which of the 6 principles can be used to strengthen your practical writing project for your community partner?</p> <p>Ex: <a href="http://www.womensfundcentralohio.org/">http://www.womensfundcentralohio.org/</a>  <b>One Girl</b></p> <p><b>Writing Topic: Press Releases</b>  <b>Guest Speaker: Lori Robishaw</b>  <b>Arts and Sciences Director of Communications</b></p>	<p><b>RJ # 7 due</b></p>
<p>Wednesday 2/18</p>	<p>No Class</p>	

	Community Partner Work	
Week 8 Monday 2/23	<p>Community Partner Updates</p> <p>Edit WP#1 final draft in class with editing partners</p> <p>Editing Partners            "Top Ten Mistakes" according to Michael Harvey's "The Nuts and Bolts of College Writing"            "20 Most Common Errors" according to Andrea Lunsford's <i>St. Martin's Handbook</i>            Style Sheets</p> <p>Writing Topic; Memos            Look at memo examples</p>	<p>Final draft due, WP#1</p> <p>RJ # 8 due</p>
Wednesday 2/25	<p>Guest Speaker: Ruth Milligan, Milligan Communication            Using Social Media in Nonprofits</p> <p>WP#2: Generate criteria</p> <p>Assessment</p>	<p>Second draft due, WP#2/Issue Essay</p>
Week 9 Monday 3/2	Preparation for WP#3 presentations	RJ # 9 due
Wednesday 3/4	TBD	
Week 10 Monday 3/9	WP#3 presentations	RJ # 10 due
Wednesday 3/11	WP#3 presentations	Final draft due WP#2/Issue Essay
Finals Week Wednesday March 18 10:30-11:30	WP#3 memo due in my office	WP#3 memo due

**The Ohio State University**  
**John Glenn School of Public Affairs**

**PUB AFRS 290**  
**Leadership in the Public and Nonprofit Sectors**  
**Syllabus**  
**5 credit hours**

<b>Call Number</b>	
<b>Location</b>	
<b>Time</b>	
<b>Instructor Name &amp; Title</b>	
<b>Instructor Office &amp; Phone</b>	
<b>Email</b>	
<b>Office Hours</b>	

**COURSE OVERVIEW**

Leadership is a fascinating yet complex topic that is important to anyone interested in public service. Leadership is a concept that is difficult to define, yet we all intuitively know what it means (to us). When we do try to define it and talk about it in concrete terms, however, we find that there are about as many meanings as there are people talking about it. There are literally thousands of books on leadership. There are academic programs dedicated to leadership development. There are leadership workshops and seminars conducted every day across the country for executives from all sectors. Without a doubt, leadership is in high demand. So what do we mean by leadership? Are leaders born or made? What aspects of leadership are most important for those in the public and non-profit sectors?

This course will consist of a mixture of leadership theory, case studies of different leaders in public service, and practical exercises designed to help you gain exposure to several examples of leadership in the public sector. This course will develop your competencies in the areas of written and oral communication, decision making and teamwork, cultural competency (including ethics), democratic values, and diversity.

**STUDENT LEARNING GOALS AND OBJECTIVES**

Upon completion of this course, students will:

1. Develop a better understanding of what leadership is in the context of the public and nonprofit sectors.
2. Understand what skills help one become a more effective leader in the public and nonprofit sectors.
3. Examining how leadership in public and non-profit sectors differ from practiced leadership in other sectors.
4. Further develop their oral and written communication skills through classroom discussion and written assignments.

**COURSE DESCRIPTION**

Students can learn concepts about leadership from many different disciplines. This course will focus on the leadership development process for leaders in public organizations. While public leaders are often elected leaders with “positional authority,” leadership concepts in this class will challenge this historical understanding of leadership. Effective public leaders need to know when to use a supportive style, a coaching style, or a task-focused style.

Students will learn about the historical evolution of leadership theory, and take a variety of leadership assessments to understand their own styles as potential or future public leaders. Students will examine their leadership styles and prepare a comprehensive analysis that will lead to an action plan. Using Van Wart’s Leadership Action

Cycle, students will provide an evaluation and a set of action steps you will make for each Action Cycle that focus on leader assessments, characteristics, behaviors, evaluation and development.

The course will focus on ethical challenges that confront public leaders and discuss strategies to resolve and respond to these ethical crises. Students will examine these issues with case studies and class discussions designed to explore dilemmas and appropriate responses to ethical situations.

### REQUIRED TEXTS AND AVAILABILITY

1. Cohen, S. & Eimicke, W. (2002). *The effective public manager: Achieving success in a changing government*. San Francisco: Jossey Bass Publishers.
2. Nanus, B. & Dobbs, S. M. (1999). *Leaders who make a difference: Essential strategies for meeting the nonprofit challenge*. San Francisco: Jossey Bass Publishers.
3. Van Wart, M. (2008). *Leadership in public organizations*. Armonk, NY: M. E. Sharpe.
4. Additional course readings on electronic reserve.

### GRADING

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9	E	< 60
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

### ACADEMIC HONESTY POLICY

As members of a University community, students are expected to uphold the highest standards of academic honesty in all course work. Penalties for plagiarism, cheating, or other acts of academic dishonesty may include receiving a failing grade, dismissal from the University, or revocation of degree. More information can be found in *The Ohio State University Code of Student Conduct*.

### ADA STATEMENT

*Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.*



## *COURSE REQUIREMENTS*

### *1. Class Participation and Preparation (10 points)*

- Attendance at each class session for the entire class meeting period is required.
- Completion of reading assignments prior to the class for which they are assigned.
- Active** participation in class discussions, including participation in class activities.
- Any quizzes or homework assigned will count toward the participation grade.

### *2. Reflection Papers (40 points) – due during assigned weeks*

Ten reflection papers of 2 pages in length will be required in this class. Questions for each reflection paper are listed in the schedule of class topics and readings. Reflection papers will be evaluated based on depth of response to the question posed, connection to the assigned readings, and writing mechanics.

### *3. Leadership Analysis Paper (30 points) – due during Week 7*

This assignment involves an exploration of leadership development. Using the leadership theory and exercises we have covered this quarter, students will be asked to develop their own philosophy of public/non-profit sector leadership. In this 9-10 page paper, students should reflect on the three individuals who they believe to be exemplary leaders. Students may respond to these questions when completing this assignment:

- What does it mean to be a leader in the public or non-profit sectors? How is this different than being a leader in the private sector?
- What does it mean to be an effective leader?
- What are the leadership strengths/weaknesses of the three leaders you selected?
- Who or what do you think has shaped their philosophies of leadership?
- The Van Wart text is organized into a Leadership Action Cycle. Select one Action Cycle and provide an evaluation of their leadership performance.

### *4. Leadership Action Plan (20 points) – due during Finals Week*

This assignment involves developing a plan to implement and further develop your leadership skills. You will choose a leadership quality of yours that you would like to improve in preparation for a career in the public or non-profit sector and develop specific action items to work on that particular aspect of leadership. Using Van Wart's Leadership Action Cycle, provide an evaluation and a set of action steps you will make for each Action Cycle:

- Leader assessments
- Leader characteristics
- Leader behaviors
- Leader evaluation and development

**COURSE OUTLINE AND ASSIGNED READINGS**

<b>Date</b>	<b>Topic(s)</b>	<b>Readings</b>
Class 1	Introduction	
Class 2	Understanding Leadership  Reflection question: What are the essential characteristics of leaders in public and non-profit sectors?	Nanus & Dobbs, Chapters 1-3  Raney article  <b>Reflection Paper Due</b>
Class 3	Understanding Public Leadership	Van Wart, Chapters 1-2
Class 4	Early Theories of Leadership  Reflection question: Why is leadership theory so complex and seemingly contradictory?	Van Wart, Chapter 3  <b>Reflection Paper Due</b>
Class 5	Charismatic Leadership Styles	Van Wart, Chapter 4  Javidan & Waldman article
Class 6	Traits and Skills of Leadership  Reflection question: Critique a leader you know using the ten leadership traits discussed in chapter 7.	Van Wart, Chapter 7  <b>Reflection Paper Due</b>
Class 7	Traits and Skills of Leadership	Van Wart, Chapter 8
Class 8	Leadership Assessments  Reflection question: Discuss why situational leadership can be effective in public and non-profit organizations, along with the challenges that exist.	Van Wart, Chapter 9  Hersey & Blanchard LEAD article  <b>Reflection Paper Due</b>
Class 9	Leadership Assessments	Van Wart, Chapter 9  Kouzes & Posner article

Class 10	<p>Task-Oriented Behaviors</p> <p>Reflection question: The Perry &amp; Wise article outlines the role of motivation in the public sector. How is motivation of public employees tied to instilling confidence in the public sector?</p>	<p>Van Wart, Chapter 10</p> <p>Perry &amp; Wise article</p> <p><b>Reflection Paper Due</b></p>
Class 11	<p>People-Oriented Behaviors</p>	<p>Van Wart, Chapter 11</p>
Class 12	<p>Organization-Oriented Behaviors</p> <p>Reflection question: Managing organizational change encompasses and coordinates numerous competencies. What competencies does it build upon and why?</p>	<p>Van Wart, Chapter 12</p> <p><b>Reflection Paper Due</b></p>
Class 13	<p>Team Development</p>	<p>Van Wart, Chapter 13</p>
Class 14	<p>Vision &amp; Strategy</p> <p>Reflection question: What essential vision and strategy skills do public sector leaders need in their organizations?</p>	<p>Nanus &amp; Dobbs, Chapters 4-6</p> <p><b>Reflection Paper Due</b></p> <p><b>Leadership Analysis Paper Due</b></p>
Class 15	<p>Change Management</p>	<p>Nanus &amp; Dobbs, Chapter 7</p> <p>Denhardt &amp; Denhardt article</p>
Class 16	<p>People and Relationships</p> <p>Reflection question: What does the model presented in the Moynihan and Pandey article demonstrate about the era of government by performance management? What roles do people and relationships have in performance management?</p>	<p>Cohen &amp; Eimicke, Chapters 3-5</p> <p>Moynihan &amp; Pandey article</p> <p><b>Reflection Paper Due</b></p>
Class 17	<p>Political Strategy</p>	<p>Nanus &amp; Dobbs, Chapters 8-9</p>
Class 18	<p>Crisis in Public Management</p> <p>Reflection question: In chapter 2, the authors state, “innovation and entrepreneurship are not only possibilities, they are necessities for effective management in the public sector” (p. 37). Explain what you think is meant by this statement.</p>	<p>Cohen &amp; Eimicke, Chapters 1-2</p> <p><b>Reflection Paper Due</b></p>

Class 19	Surviving and Thriving in Public Service	Cohen & Eimicke, Chapter 12 Raney & Bozeman article
Class 20	Ethical Leadership  Reflection question: Explain what Van Wart means by the “contextual complexity” of understanding leadership theories in the public sector.	Van Wart article  <b>Reflection Paper Due</b>
Class 21	<b>FINALS WEEK</b>	<b>Leadership Action Plan Due</b>

### Citations Used for Course Readings

Denhardt, R. B. & Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public Administration Review*, 60(6), 549-559.

Hersey, P. & Blanchard, K. (1976). Leadership effectiveness and adaptability description (LEAD). In J. W. Pfeiffer & J. E. Jones (Eds.). *The 1976 Annual Handbook for Group Facilitators*. San Francisco: Jossey Bass.

Javidan, M. & Waldman, D. A. (2003). Exploring charismatic leadership in the public sector: Measurement and consequences. *Public Administration Review*, 63(2), 229-242.

Kouzes, J. & Posner, B. (1995). *The leadership challenge*. San Francisco: Jossey Bass.

Moynihan, D. P. & Pandey, S. K. (2004). Testing how management matters in an era of government by performance management. *Journal of Public Administration Research and Theory*, 15(3), 421-439.

Rainey, H. G. (1995). *Understanding and managing public organizations*. San Francisco: Jossey Bass.

Rainey, H. G. & Bozeman, B. (2000). Comparing private and public organizations. *Journal of Public Administration and Theory*, 10(2), 122-145.

Perry, J. L. & Wise, L. R. (1990). The motivational bases of public service. *Public Administration Review*, 50(3), 367-373.

Van Wart, M. (2003). Public-sector leadership theory: An assessment. *Public Administration Review*, 63(2), 214-228.



### Introduction to Nonprofit Management, NEW UNDERGRADUATE COURSE

**Professor:** Dr. Stephanie Moulton

**Office:** 310 U Page Hall

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**E-mail:** moulton.23@osu.edu

**Office Hours:** Thursdays 4:00 to 6:00 pm,  
or by appointment

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**Course Description:**

This course is a survey course on nonprofit management and governance. Topics include the legal framework for nonprofit organizations, nonprofit mission and strategic planning, nonprofit performance measurement and management, nonprofit board governance and organizational structure, nonprofit human resource and volunteer management, nonprofit financial resource management and nonprofit external stakeholder engagement and management. The course uses a combination of readings, lectures and experiential learning to give students daily opportunities to test their textbook material in the real world.

**Course Objectives:**

By the end of the course, students have gained:

- 1) Knowledge of nonprofit management methods and practices;
- 2) An understanding of laws and standards applicable to nonprofit organizations;
- 3) Experience in analyzing management dilemmas and proposing responses; and
- 4) Experience in presenting and defining strategic positions on critical issues facing the nonprofit sector.

**Required Texts\*:**

1. Ott, J. Steven (2001). *Understanding Nonprofit Organizations: Governance, Leadership and Management*. Boulder, CO: Westview Press.
2. Salamon, Lester. (2003). *The Resilient Sector*. Washinton, DC: Brookings Institution Press.

**Supplemental Text:**

1. Herman, Robert and Associates (2004). *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, 2<sup>nd</sup> Edition. San-Francisco: Jossey-Bass.

\*Additional assigned readings for each class will be available online, through Carmen.

**Assignments/ Grading:**

Course grades will be assigned based upon the following distribution:

	Percent of Final Grade
<b>Exams</b>	
Mid-Term Exam	20%
<b>Reading Responses</b>	
5 at 8% Each	45%
<b>Management Issue Analysis</b>	
Analysis Outline & Bibliography	5%
Final Paper, Due at Final Exam Period	20%
<b>Participation &amp; Discussion</b>	10%
<b>TOTAL</b>	<b>100%</b>

*Exams:*

Students will take one exam in this course, after week 5 of the course. The exam will cover assigned material, including readings and lecture notes, up through the fifth week of the course. The format may include multiple choice, true/false, term definition, and short essays. More information on specific content will be provided one week prior to the exam.

*Reading Responses:*

For each class session, students are provided with critical management questions or challenges to guide their preparation for the class session and their reading of required materials (see handout “reading response prompts”). While every student is required to be prepared to discuss the questions each session, students will provide a **written** response to **at least 5** of the questions or challenges throughout the course (on average, one per week). Written reading responses are due at the beginning of class. (It is a good idea to bring two copies: one for you during class discussion, and one to hand in at the beginning of class). Make sure to cite references appropriately. The format should be typed, 2-4 double spaced pages (12 point Times New Roman Font). Responses will be graded for: quality of the analysis (50%), reference to supporting materials for key points (30%), and quality of writing (20%).

*Management Issue Analysis:*

Students will research and write an individual paper (about 15 typed double spaced pages), exploring a topic related to nonprofit management. A two page outline of the analysis and bibliography will be approved by the instructor at least 2 weeks before finals week. The final paper will be due on the day of the scheduled final exam, in class.

Students will research a current topic related to nonprofit management, building on challenges or issues discussed in class. Examples might include Sarbanes-Oxley financial accountability legislation, effective board management models, changes in legislation regarding nonprofit political activity, debates over the tax exemption for specific types of nonprofit organizations and reporting and accountability for nonprofit organizations. You will (1) provide a background of the topic grounded in relevant literature; (2) reference current events that highlight the importance of this

topic to nonprofit management (news articles, etc.); and (3) discuss how this topic will likely impact nonprofit organizations in the future, and what is required of nonprofit organizations to respond effectively. Specific instructions for the project will be provided after completion of the Mid-Term Exam.

*Participation and Discussions:*

Because of the importance of active class discussion and participation, 10 percent of the final grade is based on participation and discussion. You must be present in class to receive full credit for participation.

*A Note on Plagiarism*

The Center for the Study of Teaching and Writing here on campus provides direction on citing materials in documents. [http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm). Inadequate citation of materials, or plagiarism, is taken very seriously at The Ohio State University, and the guidelines on academic misconduct will be followed in this course. Refer to the Office of Academic Affairs for further information. <http://oaa.osu.edu/coam/faq.html>.

### Course Schedule

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Week 1:

**Introduction to Nonprofit Organizations and the Course**

Review Course Syllabus

Session One: Overview of the Nonprofit Sector & the Course

Read: Salamon (book)

Session Two: Opportunities and Challenges in Nonprofit Management

Read: Salamon (book)

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Week 2:

**Nonprofit Incorporation and Legal Issues**

Session One: The Legal Framework for Nonprofit Organizations

Read: Ott, pages 51-91 (The Legal Framework of the Nonprofit Organization)

Session Two: Application- Becoming a Nonprofit Organization

Review the Foundation Center's Tutorial, "Establishing a Nonprofit Organization", online at:

<http://foundationcenter.org/getstarted/tutorials/establish/index.html>

Browse IRS: Life Cycle of a Public Charity, online at

<http://www.irs.gov/charities/charitable/article/0,,id=122670,00.html>

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Week 3:

**Nonprofit Governance**

Session One: Governance and the Board of Directions

Read: Ott, pages 1-24 (Chapters 1 & 2)

Explore John Carver's "Policy Governance Model" at <http://www.carvergovernance.com/model.htm>

Session Two: Case Study

Read: Case Study of Governance posted to Carmen

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Week 4:

### **Nonprofit Mission & Strategy**

Session One: Mission

Read: \*Frumkin, P., & Andre-Clark, A. (2000). When missions, markets, and politics collide: Values and strategy in the nonprofit human services. *Nonprofit and Voluntary Sector Quarterly*, 29(1), 141-163.

Session Two: Strategy

Read: Ott, pages 131-141 (Chapter 10)

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Week 5:

### **Financial Resource Management**

Session One: Budgeting and Accountability

Read: Ott, pages 283-307 (Chapters 24-26)

Session Two: Financial Compliance- IRS Form 990

Read: Case Study of IRS Form 990 Posted to Carmen

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Week 6:

### **Revenue Generation**

Session One: Fundraising and Procuring Resources

Read: Ott, pages 167-194 (Chapters 13 & 14)

Session Two: MID TERM EXAM

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Week 7:

### **Human Resource & Volunteer Management**

Session One: Human Resource Management

Read: \*Smith, Bucklin, Your People and Their Environment (posted to Carmen)

Browse the following websites: [http://www.managementhelp.org/hr\\_mgmnt/hr\\_mgmnt.htm](http://www.managementhelp.org/hr_mgmnt/hr_mgmnt.htm) and [http://www.mncn.org/info/basic\\_hr.htm#Personnel%20Policies](http://www.mncn.org/info/basic_hr.htm#Personnel%20Policies).

Session Two: Volunteer Management

Read: Ott, pages 309-323, 329-338 (Chapters 27 & 29)

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Week 8: May 20, 2009

### **Accountability and Evaluation**



Session One: Logic Models and Outcome Evaluation

-Read: Ott, pages 359-365 (Chapter 32)

\*Logic Model Handout, Posted to Carmen

-Browse the United Way Outcome Network <http://www.liveunited.org/outcomes/>. Check out a few of the items in the “Resource Library”.

Session Two: Nonprofit Accountability

Read: Ott, pages 345-358 (Intro and Chapter 31)

-Review the BBB and Charity Navigator websites at <http://www.bbb.org/us/charity/> and <http://www.charitynavigator.org/>.

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Week 9:

## **Marketing, Outreach & Social Media**

Session One: Marketing

Read: \*Smith, Bucklin,. Marketing (Chapter 3)- Posted to Carmen

Session Two: Social Media

Guest Speaker (read materials posted to Carmen)

Check out ARC’s social media resources at:

<http://www.redcross.org/portal/site/en/menuitem.d8aaecf214c576bf971e4cfe43181aa0/?vgnextoid=24f1cb2d6c15b110VgnVCM10000089f0870aRCRD&vgnnextfmt=default>

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Week 10:

## **The Future of Nonprofit Management: Challenges and Opportunities**

Session One: Sector Blurring

Read: Ott, Pages 256-266 (Chapter 21)

\*Other readings posted to Carmen

Session Two:

Read: Case Study posted to Carmen

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FINAL EXAM WEEK

**Management Analysis Paper Due**

**INSTRUCTOR:**

**HOME PHONE: OFFICE PHONE:**

## **RURAL SOCIOLOGY 542**

### ***Leadership and Community Development***

Joseph F. Donnermeyer, Professor, Rural Sociology Program College of Food, Agricultural and Environmental Sciences Room 204, Agricultural Administration Building, 2120 Fyffe Road

451-9830 FAX:292-7007 292-9167 E-MAIL: [donnermeyer.1@osu.edu](mailto:donnermeyer.1@osu.edu)

**OFFICE HOURS:** As scheduled **COURSE OBJECTIVES:**

By the end of this course, I will expect you to demonstrate: **(1)** basic knowledge and understanding of concepts of community, community change, leadership, social capital, and development at the local level; **(2)** an ability to apply social science concepts to issues and topics related to the application of leadership at the local or community level; **(3)** competence in best practices associated with community development, including leadership identification, principles of community organization, community readiness, and social marketing (i.e., marketing for non-profit causes/issues).

**TIME/PLACE:** 1-3:18 PM; Room 246, Agricultural Administration Building

**REQUIRED TEXTBOOKS:** Handouts provided throughout this class **COURSE POLICIES:** The course will be graded on a 100 point basis, using the OSU standard scheme.

**1. VERY SHORT IN-CLASS ESSAYS:** Forty percent (40 points) of the final grade will be determined by short, one-page or less in-class “surveys/essays” about issues related to community development. There will be 10 such surveys randomly administered throughout the quarter, hence, 4 points each essay. These function as attendance checks (automatic 2 points for submission of the essay) and as indicators of how well you are understanding leadership applied to the context of American communities (2 points based on my grading of its quality).

**Page 2: Syllabus – Rural Sociology 542 Leadership and Community Development**

**2. THE OTHER 60 PERCENT (SELECT ANY TWO FROM THE FOLLOWING FOUR ACTIVITIES)**

*Rule #1: Each activity is worth either 30 or 60 points. Whatever you select, however, must add up to 60 points. You must indicate the weight you want on an assignment at the top of the first page.*

*Rule #2: All activities must be completed by the last day of class, which is June 5. Rule #3: Any two participants in RS 542 may team up to complete a project. Teams can*

*be no larger than 2. More is expected from a team based project, regardless of whether that activity is worth 30 or 60 points. Teams should consult with the instructor to clarify expectations. The same grade will be assigned to both participants in any project that is developed by a team.*

A. *Case study paper of a community issue/problem – select an issue or problem confronting a community and develop a paper indicating a solution based on various course readings assigned in RS 542. Be sure to describe the various sides/groups in competition relative to this issue. I must review and approve the issue/problem you propose. Essentially, this means the report incorporates two different sets of materials: (1) information from web and other sources about the issue/problem; and (2) assigned readings. The proposed solution is a plan of action to be implemented within a community, either real or hypothetical.*

B. *Research paper on the leadership structure of your community – Go back home, wash all your dirty clothes, suck more money off your parents thereby reducing your inheritance to the same amount, and take the time to interview 3-5 local leaders. Interview these local leaders on what motivates them to get involved in community-based events/issues etc. What is their vision for the community? Are they influentials, lieutenants or doers (to be covered in class)? Ask them to name five other leaders? In your opinion is the leadership structure of your community dominated by a few families, a few industries or a “good ole boy/girl” clique(s), or does it resemble a factional structure with groups who frequently and over the long-term oppose each other, or a coalitional structure with groups who temporarily form alliances to address issues/problems/projects, or a fragmented structure with groups who largely ignore each other and “do their own thing”, or an amorphous structure in transition from one of the other six types to another. Use [www.census.gov](http://www.census.gov), chamber of commerce and other web sites to provide essential background information about your community, but keep this kind of information to no more than 10% of the paper’s content.*

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C. *Localsocialmovements–Althoughwell-knownsocialmovementsaremostly national/international in scope (MADD, Greenpeace, Pro-Choice and Pro-Life groups, Amnesty International etc.), there are many lesser known social movement groups whose focus is on a single or a few communities. These groups may*

or may not be linked to other national/international social movement groups. Your job is to conduct a case study of a locally-based social movement. What are the goals of the social movement group? How many local members does it have? How does it attempt to mobilize resources to promote its objective(s)? What actions has it taken recently in the community to achieve its goals? What are its future plans?

D. Local volunteer groups – Volunteer groups may or may not be part of a social movement, but they are certainly essential to the quality of life of American communities. In American communities of all sizes, volunteer groups range from church sponsored projects to those with political overtones. Your job is to conduct a case study of a locally-based volunteer group. What are the goals of the volunteer group? How many local volunteers does it have or how many were mobilized for a recent event/action in the community? What motivates people to volunteer for this particular group? How does it attempt to mobilize resources (people/money/printed material etc) to promote its objective(s)? How does it keep its volunteers informed and connected? What are its future plans? Is it linked to groups outside the community?

E. Go to page 129 of the Si Kahn article and interview 3-5 community leaders using his “stand up” method. You must interview leaders from a community point of view. If you want, you can make a case for why OSU is a community and interviews individuals within. To the best of your ability, be sure that you get diversity in those you interview. I want more than 3 leaders of student organizations with CFAES.

F. Re-answer any two of the ten in-class short essay exams. You must defend or tell me, however, why you selected those two. Hence, the two must be related in terms of how you answer them, which is in terms of a single theme.

G. Scrapbooking your Community – use the philosophy behind photo voice (Foster- Fishman., Nowell, Deacon, Chavis and Van Egeren), write a photo essay that tells a story about a community and that is linked to the readings in RS 542.

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3. **ONE EXEMPTION, AND ONE EXEMPTION ONLY:** Due to a death in the family, a severe illness, sports or student organization activity, or some other legitimate reason (I am the ultimate judge of legitimate), you can be exempted from one grading activity associated with this class. If approved, your score will be pro-rated to reflect an approved exemption. A request for an exemption must be no later than one class session after the activity you missed, and preferably before. I do not want you coming to me in, for example, week 10, and telling me about a situation from week 1.

#### 4. OSU Standard Grading Scheme

A = A- = B+ = B = B- = C+ = C = C- = D+ = D = E =

93+ PERCENT A VERAGE 90 - 93 PERCENT A VERAGE

A VERAGE A VERAGE A VERAGE A VERAGE A VERAGE A VERAGE A VERAGE A VERAGE A VERAGE

5. **Academic Misconduct:** For all assignments for this course, the Code of Student Conduct of The Ohio State University applies. Academic misconduct is defined as any activity that compromises the academic integrity of the university or subverts the educational goals of this course, including plagiarism. Specifically, plagiarism is the representation of another’s work or ideas as one’s own, including the unacknowledged word-for-word and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. It also includes submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted. For an extended version of these examples, please refer to: [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp).

6. **Students with Disabilities:** All students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Office for Disability Services at 614-292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. Or visit the internet address of this office at <http://www.ods.ohio-state.edu> for more information.

PERCENT PERCENT PERCENT PERCENT PERCENT PERCENT PERCENT PERCENT PERCENT

86-89 83-85 80-82 76-79 73-75 70-72 65-69 60-64 UNDER 60 PERCENT A VERAGE

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## **OBJECTIVES AND READING ASSIGNMENTS**

### **WEEK 1: Leadership Learning Objective: Understand the concepts of leadership**

P. Hersey and K. Blanchard, "Situational Leadership," Chapter 8 in *Management of Organizational Behavior*

### **WEEKS 2: Community, Leadership and Change**

#### **Learning Objective: Understand concepts related to the community and to community change in American society**

R. Liepins, "New Energies for an Old Idea: Reworking Approaches to 'Community' in Contemporary Rural Studies."

C. Harper and K.T. Leicht, "Chapter 2 (American Social Trends), Chapter 3 (Change in the Settings of Everyday Life: Populations, Families, and Work), and Chapter 4 (Economics, Politics, and the American Prospect)

### **WEEKS 3 and 4: Community, Leadership and Development**

#### **Learning Objective: Understand concepts related to community development and the roles of community leaders/change agents**

J. Bhattacharyya, "Theorizing Community Development," *Journal of the Community Development Society*

G. Israel and L. Beaulieu "Community Leadership," Chapter 11, in A. Luloff and L. Swanson (eds.), *American Rural Communities*

K. Pigg, "Community Leadership and Community Theory: A Practical Synthesis," *Journal of the Community Development Society*

S. Kahn, "Leadership: Realizing Concepts through Creative Process," in Weil (ed.), *Community Practice: Models in Action*

W. Dodge, "Ten Commandments of Community Development or One Middle Aged Graduate's Advice," *Journal of the Community Development Society*

C.B. Flora and J.L. Flora, "Social Capital", Chapter 16 in D.L. Brown and L.E. Swanson (eds.), *Challenges for Rural America in the Twenty-First Century*.

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### **WEEK 5: Community, Networks and Power**

#### **Learning Objective: Understand the distribution of power and decision-making within communities, and networks of local leaders and organizations**

J.B. Mitchell and S.G. Lowry, "Power Structures, Community Leadership and Social Action, North Central Extension Sociology Task Force Leadership Series No. 5.

J. Tait, J. Bokemeier & J. Bohlen, "Identifying the Community Power Actors: A Guide for Change Agents," North Central Regional Extension Publication 59

D. Hyman, F.X. Higdon and K.E. Martin, "Reevaluating Community Power Structures in Modern Communities," *Journal of the Community Development Society*

### **WEEK 6: The Community Change Agent's Toolbox I: Understanding Community Readiness and Community-Based Marketing**

#### **Learning Objective – Understand the stages of local development, from initiation through implementation and sustainability**

P. Kotler and E.L. Roberto, "The Social Marketing Approach to Social Change" (Chapter 2) in *Social Marketing: Strategies for Changing Public Behavior*

J. Donnermeyer, B. Plested, R. Edwards, G. Oetting and L. Littlethunder, "Assessing Community Readiness for Prevention," in *Journal of the Community Development Society*

F. Farmer, L. Clarke, J. Floaks, C. Bryant, C. Romund and S. Albrecht, "Community-Based Social

Marketing: Involvement in Health Programs,” *Journal of the Community Development Society*

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## **WEEKS 7 and 8: The Community Change Agent’s Toolbox II: Understanding Volunteerism and Social Movements**

**Learning Objective: Understand volunteering, social movements and grassroots development**

EXTRA: Sprinboards to Community Action (really old extension bulletin) R.A. Cnaan, F. Handy, and M. Wadsworth, “Defining Who is a Volunteer: Conceptual and

Empirical Considerations,” *Nonprofit and Voluntary Sector Quarterly*

J. Wilson, “Volunteering,” *Annual Review of Sociology*

P. Petrzela and S.E. Mannon, “Keepin’ This Little Town Going: Gender and Volunteerism in Rural America,” *Gender and Society*

M. Stephenson Jr., “Developing community leadership through the arts in Southside Virginia: Social networks, civic identity and civic change,” *Community Development Journal*

## **WEEK 9: The Community Change Agent’s Toolbox III: Action Research**

**Learning Objective: Understand the relationship between research and development at the local level**

G. Dickson and K. Green, “Participatory Action Research: Lessons Learned with Aboriginal Grandmothers,” *Health Care for Women International*

P. Foster-Fishman, B. Nowell, Z. Deacon, M.A. Nievar and P. McCann, “Using Methods That Matter: The Impact of Reflection, Dialogue, and Voice,” *American Journal of Community Psychology*

P. Foster-Fishman, K. Fitzgerald, C. Brandell, B. Nowell, D. Chavis, and L. Van Egeren, “Mobilizing Residents for Action: The Role of Small Wins and Strategic Supports,” *American Journal of Community Psychology*

## **WEEK 10: All Things Reconsidered**

**Learning Objective: Review readings, lectures and class discussion**

*The Ohio State University*  
College of Social Work  
Spring, 2009

Lisa Raiz, PhD

Office: 225 D Stillman Hall

Phone: 292-0478

Office hours: Tues & Thurs 11:00-12:00

Wed. 10:30-12:00 and by appt.

e-mail: raiz.1@osu.edu

Social Work 230

2004 Evans Lab

Lecture: Tues & Thur 9:30-10:48

TA: office: 204 Stillman Hall; There is a telephone in the TA office, but no voicemail. Please use e-mail or see your TA before or after lecture or during scheduled office hours.

Joy Livergood – office hours: Wednesday 1:30-3:30 and by appt., e-mail [livergood.1@osu.edu](mailto:livergood.1@osu.edu)

Shawn King – office hours: Wednesday 8:30-10:30 and by appt., e-mail [king.shawn@nelsonvillev.com](mailto:king.shawn@nelsonvillev.com)

**COURSE TITLE:** Individual Needs and Societal Responses  
Foundation Component: Social Science

**LEVEL OF INSTRUCTION:** (UG)

**PREREQUISITE:** None

**CREDIT HOURS:** 5 credits; 5 hours

**COURSE DESCRIPTION:**

The purpose of this course is to provide an introductory understanding of human needs, social values and institutional structures that have shaped the growth of social welfare systems and the social work profession in the United States. The course will explore the nature of modern social problems and the public policies that frame societal responses. The course will examine the underlying assumptions, core values, fundamental goals, unique functions and methods of social work in traditional social work settings.

The course will examine the frequent conflicts between individual needs and societal responsibilities. Several social problems that emerge from these conflicts will be studied; including poverty, mental illness, crime and violence and substance abuse. The impacts of social stratification and stigmatization, as evidenced through racism, sexism, classism and homophobia, contribute to the understanding of these social problems and are a critical part of this course.

**OUTCOMES:**

Upon satisfactory completion of this course, students will:

1. Understand the core functions and value assumptions of social work.
2. Be familiar with a variety of social work approaches to addressing social problems.
3. Understand the social institutions and professional roles involved in the formation and implementation of social policies and programs.
4. Be familiar with the impacts of social stratification and stigmatization on well-being and social welfare policy.

**REQUIRED TEXT:** Segal, E.A., Gerdes, K.E. & Steiner, S. 3<sup>rd</sup> ed. (2010) An Introduction to the Profession of Social Work: Becoming a Change Agent. CA: Thomson/Brooks Cole.

**COURSE FORMAT:**

Instruction will be provided in lectures and recitation sections. Films and/or guest speakers may also be scheduled. The instructor and the recitation leaders will divide responsibility for student evaluation. Recitation sections are designed to supplement and enhance required readings and lecture material. Recitation leaders will design evaluation methods for the materials presented in their sections. They may also assign additional readings.

Students are encouraged to ask questions or share pertinent experiences during lectures. To the degree that large lecture sessions can be interactive and still cover essential course content, students are strongly encouraged to relate lecture material to relevant practical situations and/or provide information from personal experience or outside readings.

The discussion sections will provide students with excellent opportunities to expand on reading or lecture materials and to discuss practical applications of lecture materials. Discussion leaders will oversee the

assignment of additional readings, writing exercises and other classroom experiences designed to enhance the student's ability to think critically about concepts and apply learned principles.

**EXPECTATION OF STUDENTS:**

1. Students are expected to attend lectures and recitation meetings.
2. Students are expected to complete assigned readings prior to class meetings and participate in discussion sections in an informed and relevant fashion.
3. Students are responsible for all assigned readings, including vocabulary, whether or not they are discussed in class.
4. Students are responsible for all lecture materials and discussions, including any announcements notifying students of exam schedule changes, regardless of whether or not they are in class.

**COLLEGE AND UNIVERSITY POLICIES:**

1. *Method of Course Evaluation by Students-* Evaluation of course and instructor by students constitutes an important aspect of our College's quality review process. Therefore, students enrolled in this course will have an opportunity to give their written impressions and assessments of the course and instructor on a standardized SET (Student Evaluation of Teaching) form provided in class and in keeping with evaluation policies of the College of Social Work and the University. The evaluation will be treated as a confidential communication in which student's anonymity will be protected unless students should elect to identify themselves voluntarily. Students will also have the opportunity to evaluate recitation sections.
2. *College Incomplete Policy-* In the event that circumstances interfere with the timely completion of an examination or other assignment, the student will be responsible for informing the instructor in advance (if possible) and then for negotiating how and when the requirements will be fulfilled. University guidelines will determine the issuing of an "I" grade and its eradication. Students should note that an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take next quarter, the requirements for the "I" must be completed by the second week of the next quarter.
3. *Academic Misconduct-* The College of Social Work supports fully the University standards on the Academic Misconduct. Students are responsible for the following University rules (3335-31-02) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or, assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty is strictly bound to report suspected cases of Academic Misconduct,

4. **Students with Disabilities**

If you need an accommodation based on the impact of a disability, you should contact me, (Dr. Lisa Raiz), to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services (614 292-3307), I encourage you to do so.

### 5. *The Use of Carmen*

This syllabus is designed to satisfy all of the objectives of the course as stated earlier. Additionally, this course will expose you to some of the technology available to you as a student at the Ohio State University. It is expected that undergraduate students pursuing a college degree in the new millennium will start to build their technological skills as well as their academic skills. Both skills are invaluable.

This course and all of its contents are available to you via Carmen (the university's Course Management System [CMS]). [Please go to [carmen@osu.edu](mailto:carmen@osu.edu) for all of the materials for this course. The website for Carmen offers step-by-step directions on how to use the system. Workshop trainings are also available to those interested in learning more about how to navigate this system.] The syllabus and an outline of lecture material are available to you via Carmen. A student-friendly version of CMS is easily accessible on-line and will be available on campus as well as away from campus. You will be impressed by the technology available to you as a consumer of this university. It will also make your life much easier, despite any fears that you may initially have about Carmen--simply login with your OSU ID (e.g., raiz.1) and your password. Find SW230 and then click on it. It is strongly suggested that students download the material PRIOR to class meetings to enable the most effective utilization of the notes.

## COURSE REQUIREMENTS

### LECTURE

Mid-term and Final Examination (120 points total). Students will be required to take both 60-item multiple choice in class examinations. The final will cover only materials covered since the midterm. **The midterm is scheduled for Tuesday, May 5, 2009 and the final is scheduled for Thursday, June 11, 2009 from 9:30-11:18am.** Make-up exams will not be given without an approved excused absence.

### RECITATION

Recitation points will equal a total of 80 points, which will be awarded to you by your individual recitation instructor. Both recitation sections offer the same assignments.

General—All assignments are due by the end of class period on the assigned date. Late assignments will only be accepted if the absence was due to an approved absence. In unusual circumstances, an assignment may be accepted, with approval from the recitation leader and course professor. However, a grade reduction on the assignment will occur. If a student misses a class, it is the student's responsibility to contact the recitation leader to make arrangements to provide the appropriate documentation and turn in the assignment. If the absence could be anticipated (such as jury duty) the recitation leader should be given documentation of the absence and any assignments due at that class meeting prior to the absence. If the absence could not be anticipated (such as illness), the documentation and assignments must be provided within one week after the absence.

### **Attendance/Participation** (20 points)

Students are expected to come to all recitation meetings prepared to discuss assigned material and participate fully in class activities. Attendance for the entire recitation period is required to receive participation points



unless prior arrangements are made with the recitation instructor.

### **International Social Work Group Presentation (20 points)**

Student groups will identify a social issue/problem in a country OTHER than the United States. Examples include genocide, maltreatment of women or children, child labor, refugees, international sex trade, hunger, HIV/AIDS. Groups should have their topic approved by their recitation instructor prior to preparing their presentation. Groups will provide a 20 minute presentation in recitation that addresses the following:

1. identification of the issue/problem: the scope and consequences of the problem (4 points)
2. description of the social welfare system of the identified country (3 points)
3. discussion of the mechanism for currently addressing the issue/problem and its effectiveness (3 points)
4. description of social work in the country of interest (2 points)
5. recommendations of how social work might intervene in that country to address the issue/problem (5 points)
  - a. please identify and discuss cultural considerations that might impact social work intervention (3 points)

Groups are required to provide a one page overview of their presentation and a second page with their references to the recitation instructor at the time of their presentation to receive credit for the assignment. It is our intention that each group member will receive the same grade for the presentation. Thus, we expect students to demonstrate a commitment to their colleagues. If a problem arises with a student's participation in the group, we expect that recitation leaders will be advised. Consistent failure to meet with group members or fulfill assigned responsibilities within the group can result in a lowered grade for a particular group member. This will be determined by the recitation leader. That having been said, we are confident that students will find this opportunity interesting and challenging.

### **Position Paper (40 points)**

This assignment provides students the opportunity to examine further an area of particular interest to them. Students will submit a 6-7 page double spaced paper that takes a position on a topic that is relevant to any issue discussed in this course. Students will take one side of an argument and persuade the reader of your position on the topic. It is important that students demonstrate knowledge of the topic being presented by providing evidence that supports the validity of your claim. It is also necessary to demonstrate familiarity with the arguments on the opposite side of the argument and evidence that supports that position. This paper will incorporate knowledge gained from course readings, lectures, discussions and outside materials. Discussion and application of social work values is an important component of the paper. Three articles from peer-reviewed journals must be used to support the positions. Two articles from peer-reviewed journals are to be used to explain the counter claim to your argument. Thus, a minimum of five articles from peer-reviewed journal are required for this assignment. Students should contact their recitation instructions if they are unsure whether a particular article is from a peer-reviewed publication.

A description of the paper topic will be submitted by May 6, 2009.

The list of the five peer-reviewed journal articles (in APA format) will be submitted by May 13, 2009.

The final position paper will be submitted by June 3, 2009.

The grading for the papers will be based on:

Title page -- 1 point

APA -- 2 points

Introduction--What is the issue? (3 points) Why is it important? (3 points) What is your position? (3 points)

#### Support for position

- How do research findings support your argument? -- 6 points (2 points each for 3 articles)
  - Report (and cite) what the article stated that supported your position.
- What is the logic behind your argument? – 3 points
  - How do the points made in the articles above logically support your position?
- Reflection of Social Work Values -- 7 points
  - Use Appendix A of the text for this section

#### Counter-argument for position

- Identify the counter-argument (2 points)
- How do research findings support the counter-argument? – 4 points (2 points each for 2 articles)
  - Report (and cite) what the article stated that supported the counter-argument.
- What is the logic behind the counter-argument? (2 points)
  - How do the points made in the articles above logically support this counter-position?

Conclusion--Summarize main findings and restate your position. 4 points

#### Some suggestions for the paper:

- If internet sources are used beyond the five peer-reviewed journal articles, make sure they are reliable. Typically, government websites (US Census Bureau, Center for Disease Control, etc.), and web sites for established organizations (American Diabetes Association, American Association for Retired People) provide good information. Some web sites describe positions. Be sure you separate position from fact.

- Do not hesitate to ask the librarian at the Social Work library for help in searching for articles on your topic. Learning to use library search tools is a valuable skill. Your recitation leader can also give some suggestions.

- If a student has any uncertainty about the appropriateness of a topic, the use of a reference, or anything about the paper, please bring it up in the recitation class or discuss it with your recitation leader.

### The Writing Center

The Writing Center provides free 50 minute writing tutorials Monday thru Friday in 485 Mendenhall, 125 S. Oval between the hours of 9:30 a.m. and 5:30 p.m. and in SEL (Science and Engineering Library) between the hours of 5:30 p.m. to 7:30 p.m. Please call 614-688-4291 to schedule an appointment or for more information. This is an excellent resource for students. Please do not hesitate to take advantage of this excellent free resource. Please see the text below in block quote format.

What does the Writing Center do?

The [Writing Center at CSTW](#) offers free help with writing at any stage of the writing process for any member of the university community. During our [tutorials](#), we can work with you on anything from research papers to lab reports, from dissertations to resumes, from proposals to application materials. We also maintain a resources page with [writing handouts and weblinks](#). For more on our policies, see our [policies page](#).

What does the Writing Center NOT do?

The Writing Center does not proofread. We will discuss grammar issues with you and give you advice on how to proofread your own work, but we will not give you a proofed draft. We have a [list of proofreaders](#) if you would like to pay to have this done.

(Retrieved March 17, 2008, from <http://www.cstw.osu.edu>)

**GROUND RULES FOR DISCUSSION:**

Because we will be spending time discussing controversial topics, it is important that we recognize that we will all have differing opinions, backgrounds, and experiences. So that we may all gain the most from our time together, sharing our own perspectives **as they relate to the material** will definitely come up, and is encouraged. Therefore our ground rules will be:

- **Respectful Listening** – we may not always agree with one another, but we each deserve to be heard. It’s also a good idea to make room for quieter students if you know you are a talker.
- **Compassion** – never forget there is a human being behind an opinion, and that we are all at different levels of growth, awareness, and life experience.
- **Confidentiality** – when we share personal stories in the context of larger concepts, they become part of the classroom and should stay within that context.

**LATE WORK & MAKE-UP POLICY:**

All work is due on the date assigned. If you turn in work later than the required due date, points may be deducted. If you miss your final presentation date, without extreme cause and/or a doctor’s excuse, you will lose all points associated with the assignment. Assignments will not be accepted via e-mail.

Recitation

Attendance/Participation	20 points
International Social Work Group Presentation	20 points
Position Paper	<u>40 points</u>
TOTAL	80 points

**TOTAL POINTS AVAILABLE:**

<u>Lecture:</u>	Mid-term	60 points
	Final	60 points
<u>Recitation</u>		80 total points
<u>Grand Total</u>		<u>200 points</u>

EXTRA CREDIT 6 points

NOTE: You will hand in all recitation assignments to your recitation leaders – not to the instructor. Grades for your recitation assignments will be given by your recitation leaders.

Grading Scale

A	186-200	C+	154-159	E	0-119
A-	180-185	C	146-153		
B+	174-179	C-	140-145		
B	166-173	D+	134-139		
B-	160-165	D	120-133		

**EXTRA CREDIT:**

1. You may earn extra credit points by submitting a 2-3 page double-spaced typed critique of one of the following: 1). the videos shown in class or 2). the social work panel presentation. Your paper will be due the next class session - no exceptions! Please address: 1) How the video or panel is relevant to **Social Justice**; 2) Why/how the video relevant to the profession of **Social Work**; 3) What is your **reaction** to the video or panel? All three of these requirements must be addressed for the paper to be considered for full credit. A maximum of 3 points will be given for each paper.

This is a chance for you to be creative - describe for me what you learned and why - again - what is the impact of viewing this for YOU?

2. An assignment to be negotiated between the student and lecture instructor. This assignment must be approved by Dr. Raiz to receive credit. It is due no later than Mar.

**COURSE SCHEDULE AND READINGS**  
**SW 230**  
**Spring, 2009**

**Week of:**

March 31, 2009	Review of Syllabus Social Justice and Civil Rights Introductions Chapter 3: Segal, Gerdes & Steiner (S, G & S)
<i>April 1, 2009</i>	<i>Social Justice and Civil Rights</i>
April 2, 2009	Social Justice and Civil Rights (cont) Chapter 3 (cont)
April 7, 2009	Introduction to Social Work Chapter 1: S, G & S Appendix A (emphasize 459-463)
<i>April 8, 2009</i>	<i>Intro to Social Work</i>
April 9, 2009	Poverty and Economic Disparity Chapter 4: S, G & S 9
April 14, 2009	Poverty and Economic Disparity Chapter 4: S, G & S 9 (cont)
<i>April 15, 2009</i>	<i>Poverty and Economic Disparity</i> <b><u>Film: Poverty Outlaw</u></b>
April 16, 2009	The Social Welfare System Chapter 2: S, G & S
April 21, 2009	Diversity Chapter 6: S, G & S
<i>April 22, 2009</i>	<i>Diversity</i>
April 23, 2009	Diversity Chapter 6: S, G & S (cont)
April 28, 2009	Modes of Intervention Chapter 5: S, G & S
<i>April 29, 2009</i>	<i>Diversity</i>
April 30, 2009	Crisis, Trauma, and Disasters Chapter 15: S, G & S
<b>May 5, 2009</b>	<b>Midterm (chs. 1, 2, 3, 4, 5, 6, 15 &amp; lecture notes)</b>
<i>May 6, 2009</i>	<i>Description of position paper topic due, meet in groups</i>

May 7, 2009	Health Care Services Chapter 9: S, G & S
May 12, 2009	Health Care Services (cont) Chapter 9
<i>May 13, 2009</i>	<i>Health Care Services</i> <b><u>Film:</u> <i>When Billy Broke His Head</i></b>
May 14, 2009	Mental Health Services Chapter 10: S, G & S
May 19, 2009	Child Welfare: Working With Children and Their Families Chapter 7: S, G & S
<i>May 20, 2009</i> <b>Group presentations (3)</b>	<i>Children/School Social Work</i>
May 21, 2009	School Social Work Chapter 11: S, G & S
May 26, 2009	Violence, Victims, and Criminal Justice Chapter 14: S, G & S
<i>May 27, 2009</i> <b>Group presentations (2)</b>	<i>Criminal Justice/Substance Abuse</i>
May 28, 2009	Substance Abuse Chapter 13: S, G & S
June 2, 2009	<b>Social Work Panel</b>
<i>June 3, 2009</i> <b>Position paper due</b>	<i>Critical Issues</i>
June 4, 2009	Gerontology: Working With People Who Are Older Chapter 8: S, G & S
<b>Last day to submit extra credit papers</b>	

**Final: Thursday, June 11, 2009 from 9:30-11:18. Material covered includes text chs. 7, 8, 9, 10, 11, 13, 14 and lecture notes.**

**Due Dates for Course Assignments**

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Date Due	Assignment
May 5, 2009	Midterm – <b>Lecture</b> : please bring #2 pencils to the midterm
May 6, 2009	Description of position paper topic due - <b>Recitation</b>
May 13, 2009	List of five peer-reviewed journal articles - <b>Recitation</b>
May 20, 2009	Group presentations - <b>Recitation</b>
May 27, 2009	Group presentations - <b>Recitation</b>
June 3, 2009	Position paper due - <b>Recitation</b>
June 4, 2009	Last day to submit extra credit papers - <b>Lecture</b>
June 11, 2009	Final examination – 2004 Evans Lab, 9:30-11:18am – <b>Lecture</b> : please bring #2 pencils to the final

Keith A. Anderson, Ph.D.  
Assistant Professor  
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By Appointment  
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**Social Work 520: Problems, Policies, and Programs in Social Welfare I**

M: 9:30am – 12:18pm  
W: 5:30pm – 7:48pm  
F: 12:30pm – 3:18pm  
Columbus Campus  
Autumn Quarter 2008

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The Ohio State University  
College of Social Work

**COURSE NUMBER:** Social Work 520

**COURSE TITLE:** Problems, Policies and Programs in Social Welfare I

**LEVEL OF INSTRUCTION:** UG

**CREDIT HOURS:** 3

**REQUIRED COURSE TEXTS:**

Barusch, A.S. (2008). *Foundations of social policy: Social justice in human perspective* (3<sup>rd</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

**COURSE DESCRIPTION:**

This is the first of two courses in Social Welfare Policy. This course provides an introduction to social policy analysis. Social welfare policies and programs will be analyzed and discussed from historical, economic and political perspectives. The emergence of the American social welfare system and the profession of social work will be examined. Concepts critical to the understanding and evaluation of social welfare policy and acting as a social change agent for social justice are included.

**COURSE OBJECTIVES:**

Upon satisfactory completion of the course, students will:

1. Understand the historical background and competing societal values, which underlie social welfare policies and programs.
2. Understand social welfare institutions, their organization structure and purpose.
3. Understand societal forces that limit access to social and economic justice.
4. Select and critically evaluate the adequacy of existing policies and programs relevant to generalist social work practice.
6. Understand how racism, sexism, classism and other forms of societal oppression impact the social policy arena.

**METHODS OF INSTRUCTION:**

The methods of instruction will include lecture/discussion, work in groups, and panel discussion/debate. Generally, the panel discussions will focus on questions or group positions on specific policy issues that have been raised by course reading assignments and lectures.

**COURSE EXPECTATIONS:**

Students will be expected to read the assigned text material as indicated on the syllabus in preparation for class discussions. Students will be expected to demonstrate knowledge and understanding of the concepts, principles, and information reflected in the course outline.

Assignment	Brief Description	Due Date	Weight
<b>Class Attendance and Participation</b>	Students are expected to attend and participate in all class sessions.	Weekly	10%
<b>Discussion Panel</b>	Each student must participate as a member of a discussion panel. (see below for additional instructions)	Class Sessions 3 – 8	10%
<b>Exams</b>	Two exams will focus on class discussion and course reading assignments. Exams will be in multiple choice format.	Exam 1: Class Session 5 Exam 2: Class Session 10	30%  30%
<b>Essay Paper</b>	Policy paper (5 pages).	Class Session 9	20%

**Discussion Panels**

Students will be assigned to groups of four or five and given a position (e.g., pro/con, progressive/conservative) on a current policy issue. Policy issues may include the following:

- welfare reform
- healthcare reform
- affirmative action
- immigration policy

Using a discussion panel format with the instructor serving as moderator, the groups will then discuss and support their positions on the policy issue. Groups should be able to address the following points:

- Discuss the issue or problem.
- What does your assigned policy position have to say about the issue?
- How does your side support its position?
- If your position was adopted, how might it change our society?
- Are there moral or ethical concerns if this position is accepted?



- Where does your position stand in terms of respecting diversity and combating oppression?
- What implications might this policy stance have for the social work profession?
- Do you foresee future changes?

Each group member is expected to participate and you will be graded on both individual merit and the overall preparation and presentation of the group.

### **Essay Papers**

Students will select a topic for their essay paper. Topics can range from current social policy issues (e.g., reparations for slavery) to historical policy issues (e.g., child labor legislation). **Students must have their topics approved by the professor.** Papers should include discussions on the following:

- Define the topic or issue. What is the issue or policy? What is or was the scope of the problem? Why should this be important to society and to us as social workers?
- Historical context of the topic or issue.
- Society's response to the topic or issue. How has society tried to address this topic or issue?
- What has been the impact of this problem on diverse groups and in terms of social justice?
- The social work profession's role in addressing the topic or issue?

**Papers must be in APA format, double-spaced, 1" margins on all sides, and 5 pages long – no longer and no shorter. This does not include the cover page or the references.**

### **Papers will be graded using the following criteria:**

- Appearance and clarity of presentation of the topic – grammar, logic, structure, and organization of information.
- Ability to critically analyze the topic or issue.
- Statements are supported using appropriate references.
- Original thought and creativity.
- Proper adherence to format.

**For more detailed information on grading criteria, a rubric will be posted on Carmen. Make sure that you review this document!**

### **COLLEGE INCOMPLETE POLICY:**

An Incomplete "I" course grade will be considered only in relation to emergency and/or hardship situations. A request for such a grade option must be discussed with and agreed to the instructor prior to final examination week. A date for completion of the incomplete work will be established with the student. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be followed.

Incomplete work must be completed by the sixth (6<sup>th</sup>) week of the quarter following the quarter in which the "I" is received, unless an "I" with an alternate grade of "E" is assigned in a course which is a prerequisite to a course the student must take or needed the next quarter. Under these circumstances, the "I" must be eliminated and all requirements completed by the second week of the next quarter.

### **ACADEMIC MISCONDUCT:**

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to, following course rules; no use of unauthorized information or assistance; no plagiarizing; no falsification, fabrication or dishonesty in reporting research; and no alteration of grades or University forms. Faculty is strictly bound to report suspected cases of Academic Misconduct.

### **METHOD OF COURSE EVALUATION BY STUDENTS:**

Evaluation of courses and instructors by students constitutes an important aspect of the College of Social Work's quality review process. Student Evaluation of Instruction/Student Evaluation of Teaching will be distributed at the end of the quarter as the primary means of obtaining student

feedback on relevant class experience for this course. Students are encouraged to share with the instructor, on an ongoing basis, concerns, ideas and questions about the course, its content and assignments.

**STUDENTS WITH DISABILITIES:**

**This publication/material is available in alternative formats upon request. Please contact Brenda Davidson, MSW Office (Room 313) at 292-7684.**

**COURSE OUTLINE:**

The course outline is a guide for lectures, reading assignments, due dates for course assignments, and discussion panel topics. Lecture topics listed for one week may not be completed on the date indicated and may be carried over to the following week.

<b>Class Session 1</b>	<b>Social Justice and Social Workers</b>
M: 9/29 W: 9/24 F: 9/26	Introduction to Social Work 520 Review of the Course Syllabus and Course Text Assign Groups for Discussion Panels <b>Lecture/Discussion:</b> Social Justice and Social Workers <b>Readings:</b> Barusch Chapter 1 <b>Assignments:</b> Chapter 1: “Think About It” Question 5
<b>Class Session 2</b>	<b>Policy Analysis and Practice</b>
M: 10/6 W: 10/1 F: 10/3	<b>Lecture/Discussion:</b> Government’s Role; Policy Practice and Analysis <b>Readings:</b> Barusch Chapters 2 and 3 <b>Assignments:</b> Chapter 2: Web-Based Exercise 2 (choose one topic); Chapter 3: “Think About It” Question 2
<b>Class Session 3</b>	<b>Collective Responses to Social Problems</b>
M: 10/13 W: 10/8 F: 10/10	<b>Lecture/Discussion:</b> Social Security Act; Poverty in the United States <b>Readings:</b> Barusch Chapters 4 and 5 <b>Assignments:</b> Chapter 4: Web-Based Exercise (final paragraph only); Chapter 5: “Think About It” Question 3 <b>Discussion Panel:</b> Groups 1 and 2 – “Welfare Reform”
<b>Class Session 4</b>	<b>Physical and Mental Illness</b>
M: 10/20 W: 10/15 F: 10/17	<b>Lecture/Discussion:</b> Government’s Role; Policy Practice and Analysis <b>Readings:</b> Barusch Chapters 6 and 7 <b>Assignments:</b> Chapter 6: “Think About It” Question 7; Chapter 7: “Think About It” Question 3 <b>Discussion Panel:</b> Groups 3 and 4 – “Healthcare Reform”
<b>Class Session 5</b>	<b>Disability</b>
M: 10/27 W: 10/22 F: 10/24	<b>Lecture/Discussion:</b> Disability and Disability Policy <b>Readings:</b> Barusch Chapter 8 <b>Exam #1</b> (covering Chapters 1 through 7 and class discussions)
<b>Class Session 6</b>	<b>Vulnerable Populations</b>
M: 11/3 W: 10/29 F: 10/31	<b>Lecture/Discussion:</b> People of Color and Public Policy <b>Readings:</b> Barusch Chapter 9 <b>Assignments:</b> Chapter 9: “Think About It” Questions 2 and 3 <b>Discussion Panel:</b> Groups 5 and 6 – “Affirmative Action”
<b>Class Session 7</b>	<b>Gay, Lesbian, Bisexual, and Transgendered Individuals</b>

M: 11/10 W: 11/5 F: 11/7	<b>Lecture/Discussion:</b> Issues and Policies Affecting GLBT Populations <b>Readings:</b> Barusch Chapter 10 <b>Assignments:</b> Web-Based Exercise 1 <b>Discussion Panel:</b> Groups 7 and 8 – “Adoption Policy”
<b>Class Session 8</b>	
<b>Children</b>	
M: 11/17 W: 11/12 F: 11/14	<b>Lecture/Discussion:</b> Issues and Policies Affecting Children <b>Readings:</b> Barusch Chapter 11 <b>Assignments:</b> Chapter 11: “Think About It” Questions 2 and 3 <b>Discussion Panel:</b> Groups 9 and 10 – “Immigration Reform”
<b>Class Session 9</b>	
<b>Women and Older Adults</b>	
M: 11/24 W: 11/19 F: 11/21	<b>Lecture/Discussion:</b> Issues and Policies Affecting Women and Older Adults <b>Readings:</b> Barusch Chapters 12 and 13 <b>Assignments:</b> Chapter 12: “Think About It” Question 1; Chapter 13: “Think About It” Question 2 <b>Essay Paper Due</b>
<b>Class Session 10</b>	
<b>A Glance toward the Future</b>	
M: 12/1 W: 12/3 F: 12/5	<b>Lecture/Discussion:</b> Emerging Trends in Social Welfare Policy <b>Readings:</b> Barusch Chapter 14 <b>Exam #2</b> (covering chapters 8 through 13 and class discussions)

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**SW521:** Problems, Policies, and Programs in Social Welfare II **M:** 2:30-5:18 Stillman Rm. 135  
**W:** 5:30-8:18 Stillman Rm. 135  
**F:** 7:30-10:18 Stillman Rm. 240

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**The Ohio State University**  
**College of Social Work**

**COURSE NUMBER:** Social Work 521

**COURSE TITLE:** Problems, Policies, and Programs in Social Welfare II

**LEVEL OF INSTRUCTION AND CREDIT HOURS:** (U) 3 credit hours

**PREREQUISITE:** Social Work 520

**REQUIRED COURSE TEXT(S):**

Gilbert, N., & Terrell, P. (2005). *Dimensions of social welfare policy* (6<sup>th</sup> ed.). Boston, MA: Pearson Education.

**COURSE DESCRIPTION:**

This course is an application of an analytic framework to the study of current issues and problems of policies, programs and social welfare services from the perspective of the American welfare system. This course emphasizes the role of the social work profession in social policy makings that supports or deters people in attaining their fullest potential. The role of culture, social conditions and issues defined as social problems within the contest of policy formation, implementation and evaluation will be discussed. This is the second of two required undergraduate courses in social welfare policy. This course is intended to address:

1. A liberal arts perspective to social welfare policy with an awareness of one's cultural heritage in the context of other cultures and to understand the methods and limitations of various systems of inquiry.
2. Acquisition of the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person capable of thinking critically about society, about people and their problems, and about such expression of culture as literature, science, history and philosophy.
3. Acquisition of knowledge about social determinants of human behavior and knowledge of diverse cultures, social conditions, and social problems.

**OVERARCHING GOALS:**

Students of social work need to know the history, mission, and philosophy of the profession. They need to know the history of the social welfare system and to be able to analyze current social policy within the context of historical and contemporary factors that shape policy. They need to know how social policy helps or deters people in the attainment of their fullest potentialities and how policy affects social work practice. They need to understand how political process influence social policy. They need to understand the process of policy formation and to be acquainted with different frameworks for analyzing social policies in light of the principles of social, political and economic justice.

**SPECIFIC OUTCOMES:**

Upon satisfactory completion of the course, students will be able to:

1. Explain the role of social welfare policy in their social work education and their future practice.
2. Discuss social welfare policy issues in such areas as poverty, health care, housing and mental health.
3. Apply major policy analysis concepts to social policy.
4. Evaluate and develop policy and program alternatives.
5. Critically assess existing social service delivery systems within a policy framework.
6. Identify value premises and goal orientations contained in statements of policy.
7. Understand the nature of poverty and inequity including issues of race, gender, sexual orientation, age, class and ethnicity and how these issues impact social policy.

8. Advocate for changes to social policy.

**METHODS OF INSTRUCTION:**

The course format will be a combination of interactive lecture and discussion and class activities.

**COLLEGE INCOMPLETE POLICY:**

An Incomplete “I” course grade will be considered only in relation to emergency and/or hardship situations. A request for such a grade option must be discussed with and agreed to the instructor prior to final examination week. A date for completion of the incomplete work will be established with the student. University policies governing the circumstances under which “I” grades are given and deadlines for completion will be followed. Incomplete work must be completed by the sixth (6<sup>th</sup>) week of the quarter following the quarter in which the “I” is received, unless an “I” with an alternate grade of “E” is assigned in a course which is a prerequisite to a course the student must take or needed the next quarter. Under these circumstances, the “I” must be eliminated and all requirements completed by the second week of the next quarter.

**ACADEMIC MISCONDUCT:**

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow the Code of Student Conduct in all academic work. The Code of Student Conduct can be found in the student resources guide: [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp) . This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

**AVAILABILITY OF THE INSTRUCTOR:**

The instructor will be available at the campus classroom location before and after the scheduled class time for brief student-instructor conferences as needed. Students needing to meet with the instructor for a longer conference time should arrange a specific meeting time.

**METHOD OF COURSE EVALUATION BY STUDENTS:**

Evaluation of courses and instructors by students constitutes an important aspect of the College of Social Work’s quality review process. **Student Evaluation of Instruction/Student Evaluation of Teaching will be available online** at the end of the quarter as the primary means of obtaining student feedback on relevant class experience for this course. Students are encouraged to share with the instructor, on an ongoing basis, concerns, ideas and questions about the course, its content and assignments.

**Students with Disabilities**

**This publication/material is available in alternative formats upon request at [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu).**

**Please contact Brenda Davidson (MSW Office), 200-E Stillman Hall, 292-7684 regarding services through the Office for Disability Services.**

**COURSE EXPECTATIONS:**

Students will be expected to demonstrate knowledge and understanding of the concepts, principles, and information reflected in the course outline.

Assignment	Brief Description	Due Date	Weight
<b>Attendance and Participation</b>	Students are expected to come to class prepared and ready to participate. One point will be deducted from your final grade for each missed class (no excuses).	Weekly	10%
<b>Policy Analysis Paper</b>	Policy analysis paper on a topic of your choice. Sections of the paper will be due as the quarter progresses (see detailed	See Class Schedule for	60%

	description of this assignment on the following page).	Due Dates	
<b>Exam</b>	Exam will cover information from the readings, lectures, and discussions in class. Primary focus will be on your understanding and knowledge regarding the elements of the policy analysis framework Exam format will be multiple-choice and true/false.	Week 10	30%

### GRADING

Grading will be in accordance with the OSU standard grading scheme.

Late Assignments will be assessed **one letter grade for each day that the assignment is late.**

### POLICY ANALYSIS PAPER

All written assignments must adhere to the following format:

- a. **double-spaced**
- b. **maximum of 1” margins on all sides**
- c. **APA format**
- d. hard copies due on the specified date and time

The policy analysis paper will consist of a detailed review and analysis of a specific policy or program related to social welfare. Students will select a topic of interest related to social welfare. **Topics must be approved by the instructor. Length of the final paper should be 8 pages (plus or minus ½ page). This does not include the title page or the references.**

Students will then provide a detailed written analysis that addresses the following points:

- I. *Definition of a Social Problem and Policy/Program (2 pages)*  
Identify a specific problem in society.  
Why is it a problem and who is it a problem for?  
What is the magnitude of the problem?  
What are the values or ethical issues that are associated with this problem?
- II. *Program that Addresses the Social Problem (1 page)*  
Identify a specific program that addresses this problem.  
What is the history and evolution of this policy or program?  
What are the basic positions and intentions of this policy or program?
- III. *Basis of Social Allocations (1 page)*  
Who benefits for this program?  
What are the criteria for determining who receives benefits and who does not?  
Are these criteria “fair”?  
Do these criteria adequately address the problem?
- IV. *Nature of Social Provisions (1 page)*  
What are the actual benefits provided by the program?  
What form(s) of benefits are provided?  
What is the value of these benefits?  
Do the beneficiaries have a choice?  
Do these benefits “hit the target”?
- V. *Design of the Delivery System (1 page)*  
How is the program administered?  
What is the structure of the organization?  
How is the organization structured?  
Is this an efficient method for delivering services?
- VI. *Sources of Funds (1 page)*  
How is the program financed?  
Provide some historical and current budget figures.  
Is the program adequately funded?  
What are some concerns regarding future funding?  
Is there adequate accountability and oversight?
- VII. *Conclusions and Future Directions (1 page)*  
How would you change the policy to make it better?  
What is your rationale for the proposed change?  
What groups do you think would support or oppose your proposed changes?

How do you plan to finance your proposed changes?  
 What outcomes do you anticipate from your proposed changes?  
 Is it realistic to think that we can address this problem through social policy?

**COURSE OUTLINE:**

<b>Week 1</b>	<b>Introduction to Social Welfare Policy Analysis</b> <b>Readings:</b> Posted on Carmen <b>Discussion Questions:</b> Posted on Carmen <b>Assignment Due:</b> Decide on the topic for your policy analysis paper!
<b>Week 2</b>	<b>A Framework for Social Welfare Policy Analysis</b> <b>Readings:</b> Chapter 3 <b>Discussion Questions:</b> Posted on Carmen <b>Assignment Due:</b> Decide on the topic for your policy analysis paper!
<b>Week 3</b>	<b>The Basis of Social Allocations</b> <b>Readings:</b> Chapter 4 <b>Discussion Questions:</b> Posted on Carmen <b>Assignment Due:</b> <i>Section I - Social Problem (2 pages)</i>
<b>Week 4</b>	<b>The Nature of Social Provisions</b> <b>Readings:</b> Chapter 5 <b>Discussion Questions:</b> Posted on Carmen <b>Assignment Due:</b> <i>Section II – Program that Addresses the Social Problem (1 page)</i>
<b>Week 5</b>	<b>The Design of the Delivery Service</b> <b>Readings:</b> Chapter 6 <b>Discussion Questions:</b> Posted on Carmen <b>Assignment Due:</b> <i>Section III – Basis for Social Allocations (1 page)</i>
<b>Week 6</b>	<b>The Mode of Finance: Sources of Funds</b> <b>Readings:</b> Chapter 7 <b>Discussion Questions:</b> Posted on Carmen <b>Assignment Due:</b> <i>Section IV – Nature of Social Provisions (1 page)</i>
<b>Week 7</b>	<b>The Mode of Finance: Systems of Transfer</b> <b>Readings:</b> Chapter 8 <b>Discussion Questions:</b> Posted on Carmen <b>Assignment Due:</b> <i>Section V – Design of Delivery System (1 page)</i>
<b>Week 8</b>	<b>Alternative Methods of Social Welfare Policy</b> <b>Readings:</b> Posted on Carmen <b>Discussion Questions:</b> Posted on Carmen <b>Assignment Due:</b> <i>Section VI – Sources of Funds (1 page)</i>
<b>Week 9</b>	<b>International Trends in Social Welfare Policy</b> <b>Readings:</b> Chapter 9 <b>Discussion Questions:</b> Posted on Carmen <b>Assignment Due:</b> <i>Section VII - Conclusions and Future Directions (1 page)</i>
<b>Week 10</b>	<b>Exam</b>

**American Women's Movements  
Women's Studies 510  
TTH 1:30-3:18  
Central Classroom Building 0354  
Autumn Quarter 2007**

Professor: Dr. Wendy G. Smooth  
Office Location: 286E University Hall  
Email: [smooth.1@osu.edu](mailto:smooth.1@osu.edu)  
Office Phone: 247-8449  
Office Hours: 3:30- 4:30 or by appointment

This course examines the structures, origins and ideologies of both women-centered social movements and those social movements in which women played pivotal, though often unacknowledged roles in the U.S. Central to this course is studying how gender dynamics are both questioned and reinforced within social movements. We will survey a range of movements beginning with women's 19<sup>th</sup> century quests for suffrage and the activities of the women's club movement. We will explore a number of 20<sup>th</sup> century movements including the Civil Rights Movement, the Black Power Movement, and the Chicana Movement. Finally, we will discuss a number of ongoing movements particularly the modern Women's Rights Movement, the disability rights movement and the emerging activism of 21<sup>st</sup> century U.S. women. We will grapple with the status of the women's movement today as well as the emergence of counter movements. Throughout this course, we will keenly focus on the differences among women in an effort to understand how the intersections of gender, race, class, sexuality, age, and ability influence women's participation and activism.

In this course we will operate at two levels 1. We will seek to uncover the involvement of women in major social movements that have shaped the course of history 2. We will seek to understand the basic theories of social movements and how gender analysis enhances the study of social movements

Required Texts

Sara Evans Born for Liberty: A History of Women in America. Free Press 1997

Betty Collier Thomas and V.P. Franklin Sisters in the Struggle NYU Press 2001

Benita Roth Separate Roads to Feminism Cambridge University Press 2004

Copy packet available at the Student Book Exchange (SBX)

**Course Requirements and Grading**

Grading

Your final grade will be based on three response papers, a midterm and final examination, a final project and class participation. Your grades will be computed as follows:

Response Papers (3 total)	20%	<b>1<sup>st</sup> Paper Due by October 11<sup>th</sup></b>
Take Home Midterm Examination	25%	<b>Due Tuesday Oct 23<sup>rd</sup> in Class</b>
Final Project	20%	<b>Due Tuesday, November 29<sup>th</sup></b>
Take Home Final Examination	25%	<b>Due Wednesday, December 5<sup>th</sup> by 5:00 pm</b>
Class Participation	10%	



### Response Papers

Students are required to write 3 short response papers over the course of the semester. The papers should be 2-3 double spaced, typed pages. The first response paper must be completed by **Thursday, October 11<sup>th</sup>**. In the response papers, students are required to discuss the readings for the day. Students should not summarize the readings, but instead provide critical thoughts on the subject supported by the readings. Papers should be turned in at the beginning of class. Students writing response papers for that week will be asked to share their thoughts in class. No late papers will be accepted.

### Examinations

There will be two take home essay exams which will cover the readings, lectures, class discussions and other course materials. Each exam will count towards 25% of your final grade for the course. There will be no make up exams. Late exams will be reduced by one letter grade for each day it is late.

### Final Project

You will perform an organizational scan of women's organizations in an effort to establish the current status of the Women's Movement. Details of the final project are found at the end of the syllabus

### Class Participation

The success of this course is dependent upon all members actively participating. Occasionally, I will lecture in this class, but this class is primarily based on discussion. You are expected to complete the assigned readings **before** coming to class. You are also expected to attend **all classes**. Reading a daily newspaper will keep you apprised of current events, which will often be used as examples in class discussions. To enhance classroom discussions, students are encouraged to bring newspaper clippings to class to share.

### In Class Assignments

Throughout the course we will engage in small group activities that are related to the course materials and you will be evaluated based on your participation. Given the nature of these activities, there is no way to make-up missed class activities. Pop quizzes will periodically be given in class. These quizzes will be given at the beginning of class. There will be no make-up quizzes; however your lowest quiz score will be dropped. These in class assignments and quizzes will count towards your participation grade.

### Academic Integrity/Plagiarism

Students are expected to maintain complete academic integrity. Please become familiar with the departmental statement on plagiarism:

As defined by University Rule 3335-31-02, plagiarism is "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in works that is not his or her own and plagiarism search engines make documenting the offense very simple. You should always cite your sources (I can help you with this if you are unfamiliar with proper styles of documentation). Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

### University Documented Disabilities

Students with a university- documented disability certified by the Office of Disability Services should discuss with me any special accommodations needed for the course. Please make me aware of your needs as soon as possible. The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307292-3307, TDD 292-0901;

<http://www.ods.ohio-state.edu/>.

Attendance Policy

Students are expected to attend all class meetings and class presentations arriving on time. You should be aware that unexcused absences and excessive tardiness will be reflected in your final grade. With more than two absences, you automatically forfeit the possibility of earning an “A” for the course.

Class Schedule

**Week 1 September 20<sup>th</sup>**

**Thursday, September 20<sup>th</sup> Introductions/Housekeeping/What is a social movement?**

**Week 2 September 25<sup>th</sup> & 27<sup>th</sup> Examining Theories of Social Movements**

Tuesday, September 25<sup>th</sup>

Doug McAdam “The Classical Model of Social Movements Examined”  
“Resource Mobilization: A Deficient Alternative”

Thursday, September 27<sup>th</sup>

Doug McAdam “The Political Process Model”

Verta Taylor “Gender and Social Movements: Gender Processes in Women’s Self Help Movements”

**Week 3 October 2<sup>nd</sup> & 4<sup>th</sup> The Suffrage Movement and the Quest for Women’s Rights**

Tuesday, October 2<sup>nd</sup>

*Born for Liberty* Chapters 3-5

Ellen Carol Dubois “Taking the Law into their own hands: Voting Women During Reconstruction”

Thursday, October 4<sup>th</sup>

*Born for Liberty* Chapters 6-7 (1865-1920)

Seneca Falls Declaration of Sentiments and Resolutions

Nancy McGlen and Karen O’Conner “The Struggle for Political Rights” from *Women, Politics and American Society*

**Week 4 October 9<sup>th</sup> & 11<sup>th</sup> Women and the Civil Rights Movement**

Tuesday October 9<sup>th</sup>

*Sisters in the Struggle* “Behind the Scenes View of a Behind the Scenes Organizer: The Roots of Ella Baker’s Political Passions Barbara Ransby

*Sisters in the Struggle* “ ‘We Wanted the Voice of a Woman to be Heard’: Black Women and the 1963 March on Washington” Dorothy I. Height

Thursday October 11<sup>th</sup>

*Sisters in the Struggle* “African American Women in the Mississippi Freedom Democratic Party” Vicki Crawford

Belinda Robnett “African American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership and Micromobilization” *The American Journal of Sociology*, v. 10; n6 (May, 1996).

**Week 5 October 16<sup>th</sup> & 18<sup>th</sup> Women and Revolution**

Tuesday October 16<sup>th</sup>

*Sisters in the Struggle* “No One Ever Asks a Man His Role in the Revolution” Tracy Matthews

Margo V. Perkins “Inside Our Dangerous Ranks”: The Autobiography of Elaine Brown and the Black Panther Party from *Still Lifting Still Climbing: African American Women’s Activism*

Thursday, Oct 18<sup>th</sup>

*Sisters in the Struggle* “Black Women and Black Power: The Case of Ruby Doris Smith Robinson and the Student Nonviolent Coordinating Committee” Cynthia Griggs Fleming

Dionne Espinoza “Revolutionary Sisters: Women’s Solidarity and Collective Identification Among Chicana Brown Berets” from AZTLAN: Journal of Chicano Studies Spring 2001.

**Pick Up Midterm Exam**

\*\*\*\*\*Tuesday, October 23<sup>rd</sup> Midterm Exam Due in Class\*\*\*\*\*

**Week 6 October 23<sup>rd</sup> & 25<sup>th</sup> The Modern Women’s Movement: Women’s Liberation and Women’s Equal Rights Movements**

Tuesday, October 23<sup>rd</sup>

Lynn Ford “Two Paths to Equality”

Myra Marx Ferree and Beth B. Hess “Reemergence of a Feminist Movement, 1963-1972” in *Controversy and Coalition The New Feminist Movement Across Four Decades of Change*

Thursday, October 25<sup>th</sup>

Evans: Chapters 11-13

*Separate Roads to Feminism* Chapter Two “The “Fourth World” Is Born”

**Week 7 Oct 30<sup>th</sup> & Nov 1<sup>st</sup> Not Without Critique: The Women’s Movement Continued**

Tuesday, October 30<sup>th</sup>

Leslie R. Wolfe and Jennifer Tucker: “Feminism Lives: Building a Multicultural Women’s Movement in the United States”

Esther Ngan-Ling Chow “The Feminist Movement: Where are all the Asian American Women?”

*Separate Roads to Feminism* Chapter 4 “We Called Ourselves Feministas”

Thursday, November 1<sup>st</sup>

*Separate Roads to Feminism*

Chapter 1 “The Emergence and Development of Racial/Ethnic Feminisms in the 1960s and 1970s

Chapter 3 “The Vanguard Center

Chapter 5 “Organizing One’s Own: The Competitive Social Movement Sector and the Rise of Organizationally Distinct Feminist Movements

**Week 8 November 6<sup>th</sup> & 8<sup>th</sup> The Women’s Movement Inside Organizations**

Tuesday, November 6<sup>th</sup>

“Organizational Mobilizations, Institutional Access and Institutional Change” Debra Minkoff

Suzanne Staggenborg “The Consequences of Professionalization and Formalization in the Pro-Choice Movement”

Susanne Beechey “When Feminism is Your Job: Age and Power in Women’s Policy Organizations”

Thursday, November 8<sup>th</sup>

*Sisters in the Struggle* “The Civil Rights-Black Power Legacy: Black Women Elected Officials at the Local, State and National Levels” Linda Faye Williams

**Week 9 November 13<sup>th</sup> & 15<sup>th</sup> Women and Countermovements**

Tuesday, November 13<sup>th</sup>

Kathleen Blee “The Place of Women”

Rebecca E. Klatch, “Women of the New Right in the United States: Family, Feminism and Politics”

Thursday, November 15<sup>th</sup>

Jean Hardisty “Kitchen Table Backlash The Anti-Feminist Women’s Movement” in *The Public Eye* v10, n2 (Summer 1996).

**Week 10 November 20<sup>th</sup> & 22<sup>nd</sup> Women Continuously in Movement**

Tuesday, November 20<sup>th</sup>

Jenny Morris “Impairment and Disability: Constructing an Ethics of Care That Promotes Human Rights” *Hypatia*. Fall 2001 v 16(4).

“Sharon Groch “Free Spaces: Creating Oppositional Consciousness In the Disability Rights Movement” In *Oppositional Consciousness: The Subjective Roots of Social Protest* eds Jane Mansbridge and Aldon Morris

**Thursday, November 22<sup>nd</sup> \*\*Thanksgiving Class Will Not Meet\*\*\***

**Week 11 November 27<sup>th</sup> & 29<sup>th</sup>**

Course Wrap Up and Future of the Women’s Movement

**Final Project due Thursday, November 29<sup>th</sup>**

**Pick Up Final Exam**

**Final Examination due Wednesday, December 5<sup>th</sup>**

**Final Project: Organizational Scan and Analysis of Women’s Organizations**

Since the 1970s, we have experienced a dramatic growth in the number and scope of organizations that address issues impacting women’s lives as an outgrowth of the Women’s Movement. In this final paper, you will identify and research a minimum of 15 women’s or women-centered groups organized under similar causes/issues (i.e. reproductive rights; welfare rights; women’s health; art and performance) or share an identity base (i.e. lesbian organizers; race-based organizers; age-based organizers). You will perform an audit of each organization, which will include researching and reviewing each organization analyzing their goals, actions and target audience. Your audit of each organization should include the following:

A clear description of the goals of each organization and including a discussion of how the organization addresses women’s issues as well as how the organization defines women’s issues. You should also include a discussion of the groups’ general purposes or missions.

Include an analysis of the groups’ activities. Do they engage in mainstream politics or protest politics? Describe the strategies of the organizations. What were their major projects over the last two years? How do they promote their issues?

Identify the groups' target audience. Are they predominantly interested in rural women's issues, young women, retired women, women of color, etc...? Determine if the groups are national in scope or more local based. Determine whether groups have a membership base. How do they attract new members and/or maintain their membership base?

Where do the groups fall on the political spectrum, do they tend to be more liberal or conservative? How do you know this – justify your assessment of the group.

This project constitutes 25% of your final grade for the course, so given its weight in relation to other aspects of the course, so I suggest you take it very seriously. You should be able to cover the materials in 10-12 pages. The final project is due on **Thursday, November 29<sup>th</sup>**.

Project Proposal: Due no later than **Thursday, October 11<sup>th</sup>**. In 2-3 pages, the proposal should describe your plan of action to complete the research. Your project proposal should consist of a preliminary list of the organizations you intend to analyze.

#### Notes to Help You Prepare Response Papers

Here are some questions that you may find helpful in addressing the readings and preparing your response papers. You may find that these questions may not apply to all the readings. You are not required to answer all the questions in your paper, but they are provided to give you some guidance in preparing your paper.

1. What are the authors' central theses? What are they trying to convey to the readers? What are the most important ideas presented in the readings? Why do the authors think these ideas are important? Are the ideas presented in the readings new (i.e. Have we seen these ideas in other readings)?
2. What do these readings contribute to our understanding of issues of gender, race, class, ethnicity, religion, ability as they relate to women's lives?
3. What assumptions about women are made in the readings? Why do you think the authors hold these views? Do you agree or disagree with the authors' views? What issues challenged the way you think about the topic?
4. Do you find any particular bias in the readings? What, if anything is missing in the readings?
5. How do the readings compliment one another? What message are the readings conveying about women and social movements? How do these readings compare to what we have read previously in the course?

The Ohio State University  
Max M. Fisher College of Business

Accounting 310: Foundations of Accounting  
Course Syllabus - Winter Quarter, 2009

**Instructor** Marc H. Smith  
**Office** 348 Fisher Hall  
**Phone** 292-8753  
**E-mail** mhsmithosu@yahoo.com  
**Office Hours** Monday from 2:15 – 3:15 pm; Friday from 2:30 – 3:30 pm and by appointment

**Course Materials:**

1. Marshall, McManus, & Viele, *Accounting: What the Numbers Mean*, Seventh Edition, Irwin/McGraw Hill Publishing Company, 2007 (*Optional*)
2. **Non-programmable calculator** to be used at exams (*Required*)

**Welcome to Accounting 310:** Accounting 310 is a great introduction to the world of business. In fact, accounting is sometimes referred to as the *language of business*. That's because the very purpose of accounting is to provide meaningful financial information to individuals and institutions that have an interest in business, whether they be investors, creditors or managers. Most Americans today invest in business through the stock market. Intelligent investors seek out financial information on companies to make more informed investment decisions. It is a company's accounting system that creates and provides the information used by investors. Business managers likewise need information produced through accounting in making the day-to-day operational decisions that improve a company's performance and profitability. If you hope to become a successful investor or manager, you will need to understand accounting information to improve your decision-making. In some respects, this class will actually be a "principles of business" class in that it is necessary to understand what a business is and how it operates in order to account for its activities and generate useful financial information. This class will be an important class for anyone who is interested in someday participating in or investing in a business. Welcome to the world of business!

**Keys to Success in Accounting 310:** *Because this class is being taken with relatively few classroom lectures and homework is not turned in for credit, a higher level of self-discipline may be required in order to successfully complete this course.* You cannot afford to get behind. It is strongly recommended that you set up a personal study schedule that specifically earmarks time when you will regularly work on the material for this course. If you do not stay up with the course schedule provided in this syllabus you will not successfully complete this course.

**Carmen Course Site:** All class communications, including any announcements or schedule changes along with all quizzes, checking of grades, etc., will be handled through the carmen course website located at: <http://carmen.osu.edu>. The username and password you will use to log in to carmen are the same ones you use to check your OSU e-mail and to register online for classes. To activate your OSU e-mail visit <http://www.oit.ohio-state.edu/userpass.html> and click on 'how to activate' or call (614) 688-HELP. All lecture materials, solutions to all practice assignments, quizzes, and other relevant information will be posted on the course website.

**Class Lectures:** All of the lectures for this course are located on the carmen course site (*click on 'content' on the top navigation bar and then scroll down to the header labeled 'lecture modules'*). The online lectures present the course material in a video lecture format with synchronized graphic displays, sample problems, and solutions. A student can pause the online lectures at any time to make any notations they feel will help them in future study and reviews. In addition, the online lectures can be viewed as many times as necessary to reinforce the learning of difficult concepts. The online lectures are also available in an 'audio-only' format which allows students to listen to the lectures and view the accompanying power point slides without the video. *There are several problems that are worked during each lecture. You should have these problems in front of you while viewing the lectures. The lecture problems can be found on the carmen course site under the header 'lecture modules'*. If you encounter any difficulties in running the online lectures (i.e., the lectures will not load, the lectures run slowly, you do not have high speed internet access), I encourage you to consider purchasing the AMIS 310 CD at the Tuttle uniprint. This CD has all of the online lectures on it, runs much faster than accessing the lectures using the OSU server via carmen, and does not require you to have high speed internet access to run it.

**Class Attendance:** Every Friday there is a two-hour class meeting scheduled. The professor will meet with the class to answer any questions, go over any problems the students may have encountered during their work with the online lectures, and provide a review of the material from the online lectures. *Except for the first scheduled recitation, which is mandatory, these class meetings are optional.* If you are having difficulty or struggling with the online materials, it is definitely recommended that you attend the Friday class meetings. It should be noted that the Friday recitations are **not a substitute** for the online lectures. Rather, the Friday class meetings are meant to reinforce and complement the material from the online lectures.

**Homework:** There are no formal written homework assignments for this course. However, **practice is essential** to mastering this subject matter. Thus, I have posted practice problems for each topic covered on carmen (click on 'content' on the top navigation bar and then scroll down to the header labeled 'practice assignments'). *Although these practice assignments will not be submitted or graded, your ultimate success on quizzes and exams will be directly correlated to your ability to understand and do these homework problems on your own.* Because homework solutions and explanations are provided (click on 'content' on the top navigation bar and then scroll down to the header labeled 'practice assignment solutions'), many students will be tempted to simply refer to the solutions rather than hammering out a problem on their own. This will be a serious mistake. The best learning takes place when students work through problems on their own before resorting to a provided solution. *You must be able to understand and do these homework problems on your own without references to do well on the exams.*

**Other Important Learning Resources:** The following learning resources are also available

1. **copies of the power point slides for each online lecture**  
(these are available online under the 'lecture modules' header on carmen or can be purchased as a course packet from uniprint)
2. **printed transcripts for each online lecture**  
(these are available online under the 'lecture modules' header on carmen or can be purchased as a course packet from uniprint)
3. **MP-3 versions of the online lectures** (available under the 'lecture modules' header on carmen)

**Quizzes:** Seven (7) lesson quizzes will be given online through the carmen course website during the quarter. The primary purpose of these quizzes is to encourage and reward the student's timely progress through the course materials. Each lesson quiz covers only the material for the online lectures noted in the course schedule included in this syllabus. A student should be well prepared for a quiz if they have reviewed the online lectures and have completed the homework problems assigned for those lectures.

Each lesson quiz consists of some combination of true/false, matching, multiple choice, and calculated questions, for a total of 20 points per quiz. Only the 5 best out of the 7 possible quiz scores will be used in determining a student's final grade. **No late quizzes will be accepted for any reason (refer to the quiz deadlines noted in the course schedule).** If you are unable to take a quiz due to illness or for any other reason, then that quiz will become one of the two to be dropped for grading purposes.

All lesson quizzes are to be taken online through the course website by clicking on "Quizzes" in the upper left corner on the home page of the site and then selecting the specific Quiz #. *The quizzes are to be treated as open-book quizzes meaning you may use your notes, textbook and other reference materials to complete the quizzes.* Additionally, the quizzes are not timed so you may take as much time as needed to complete each quiz. I encourage you to open the quiz at the beginning of the week so you may begin working on the quiz questions. *You may submit the quizzes as early as you wish but not later than 6:00 pm on the dates noted in the course schedule.*

**These quizzes are pop-ups in carmen. If you click on the link and nothing happens, you probably have a pop-up ad blocker enabled on your security settings. You must disable the blocker while you work on these quizzes. This can be done by holding down the control button on your keyboard at the same time you click on the link for the quiz.**

**The answers to the quizzes with accompanying explanations on how to solve the problems will be available after the deadline for each quiz.** The quiz solutions can be accessed by clicking on 'content' on the top navigation bar and then scrolling down to the header labeled 'quiz solutions'.

**TA Assistance.** There are seven TAs assigned to work with this course offering over 60 hours of free tutoring services to assist students in solving problems, answering questions, etc. The days, times, and locations of the TA office hours are posted on the carmen course site (click on 'content' on the top navigation bar and then scroll down to the header labeled 'TA help sessions').



**Exams:** Three exams will be given throughout the course as noted below. Please note the first two exams will be given at 10:30 am while the final is at 7:30 pm. Also, please attempt to arrive at the exam approximately twenty minutes early so that we may find you a seat and have everyone ready to begin the exam on time.

Exam #1: Covers Chapters 1 – 4	[scheduled for Friday, January 30 at 10:30 am]
Exam #2: Covers Chapters 5, 6, 6 appendix, and 9	[scheduled for Friday, February 27 at 10:30 am]
Exam #3: Covers Chapters 12, 13, 14, and 16	[scheduled for Wednesday, March 18 at 7:30 pm]

You must bring some form of picture identification and a non-programmable calculator to each examination. Additionally, you must take the exam in the room that you are assigned. Failure to take the exam in the proper room location will result in a score of 0 on the exam. Exam room assignments will be posted on the carmen website one week prior to the exam. The exams are not comprehensive and will cover only the materials in the chapters designated. If you miss an examination for a valid reason (e.g., sickness, death in immediate family) and provide sufficient documentation to support your situation, you will receive an excused absence. The final grade for those students receiving an excused absence will be determined by the method the instructor assigns at the time the absence is judged excused. If you receive an excused absence from the final examination, you will receive an incomplete grade until you complete a make-up exam. If you miss any examination without receiving an excused absence, your score for that examination will be zero.

**Exam Preparation:** In order to perform well on exams, a student must not only have a solid understanding of the course material but must also be able to apply that understanding to actual problems. The best evidence of a student’s adequate preparation for the exams is their ability to do the assigned homework problems on their own without assistance. Students must understand how to do the problems and the reasoning behind the solutions.

Included on the carmen course site are three sample exams with solutions provided at the end of each exam. These sample exams provide students with an opportunity to experience typical exam questions in a multiple-choice format. *The sample exams can be found on the carmen course site by clicking on ‘content’ on the top navigation bar and then scrolling down to the header labeled ‘sample exams’.*

**Course Grades:** Grading is based on the following:

Exam #1 (Friday, January 30 at 10:30 am)	300 points
Exam #2 (Friday, February 27 at 10:30 am)	300 points
Exam #3 (Wednesday, March 18 at 7:30 pm)	300 points
Lesson Quizzes (5 x 20 points)	<u>100 points</u>
Total Possible Points	1,000 points

Class Schedule

DATE	TOPIC	PRACTICE ASSIGNMENTS
January 9	Introduction to course	
Jan 10 – Jan 15	Chapter 1, Modules 1 – 2: Introduction Chapter 2, Modules 1 – 8: Financial Statements	Work problems posted on carmen
January 16	Class recitation – Review chapters 1 & 2 <b>Quiz #1 (deadline 6:00 pm on January 18)</b>	
Jan 17 – Jan 22	Chapter 3, Modules 1 – 4: Financial Statement Analysis Chapter 4, Modules 1 – 8: Accounting Cycle	Work problems posted on carmen
January 23	Class recitation – Review chapters 3 & 4 <b>Quiz #2 (deadline 6:00 pm on January 25)</b>	
Jan 24 – Jan 29	Prepare for exam I (sample exam posted on carmen)	
<b>January 30</b>	<b>Exam I – 10:30 am – location TBA</b>	
Jan 31 – Feb 5	Chapter 5, Modules 1 – 9: Current Assets	Work problems posted on carmen
February 6	Class recitation – Review chapter 5 <b>Quiz #3 (deadline 6:00 pm on February 8)</b>	
Feb 7 – Feb 12	Chapter 6, Modules 1 – 8: Plant Assets & Depreciation	Work problems posted on carmen
February 13	Class recitation – Review chapter 6 <b>Quiz #4 (deadline 6:00 pm on February 15)</b>	
Feb 14 – Feb 19	Chapter 9, Modules 1 – 4: Statement of Cash Flows Chapter 6 Appendix, Modules 1 – 4: Time Value of Money	Work problems posted on carmen
February 20	Class recitation – Review chapters 6 appendix & 9 <b>Quiz #5 (deadline 6:00 pm on February 22)</b>	
Feb 21 – Feb 26	Prepare for exam II (sample exam posted on carmen)	
<b>February 27</b>	<b>Exam II – 10:30 am – location TBA</b>	
Feb 28 – Mar 5	Chapter 12, Modules 1 – 5: Cost Behaviors & Break-Even Analysis Chapter 13, Modules 1 – 6: Job Order Costing	Work problems posted on carmen
March 6	Class recitation – Review chapters 12 & 13 <b>Quiz #6 (deadline 6:00 pm on March 8)</b>	
Mar 7 – Mar 12	Chapter 14, Modules 1 – 4: Budgeting Chapter 16, Modules 1 – 7: Decision Making & Capital Budgeting	Work problems posted on carmen
March 13	Class recitation – Review chapters 14 & 16 <b>Quiz #7 (deadline 6:00 pm on March 15)</b>	
Mar 14 – Mar 17	Prepare for exam III (sample exam posted on carmen)	
<b>March 18</b>	<b>Exam III – 7:30 pm – location TBA</b>	

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**COMM 656: Information Technology and Organizational Communication**

The Ohio State University

School of Communication

**Instructor:**

Axel Westerwick, Ph.D.

3045B Derby Hall

Building 025

(614) 247-2558

[westerwick.1@osu.edu](mailto:westerwick.1@osu.edu)**Teaching Assistant:**

Vincent Cicchirillo

3043 Derby Hall

Building 025

[cicchirillo.1@osu.edu](mailto:cicchirillo.1@osu.edu)

Office hours:

Tuesday

12:00-1:00 p.m.

Office hours:

Monday &amp; Wednesday

1:00-2:00 p.m.

**Course Objectives:**

Communication plays a vital role in the success and failure of almost any organization. To support their communication processes and to increase their performances, organizations use various information technologies and technological networks.

Thus, the course will demonstrate the influence of these technologies on communication and knowledge networks, and how technology changes the daily work of organizations, teams, and individuals.

Students will learn about technologies that impact organizational communication patterns, new organizational forms, and new challenges for organizational members as users of information technologies in a global business environment.

**Class is:** Monday and Wednesday

2:30 p.m. to 4:18 p.m.

Room CL 0277

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**Used Text:**

DeSanctis, G. & Fulk, J. (Eds.) (1999). Shaping organizational form: Communication, connection, and community. Newbury Park, CA: Sage.  
*(recommended)*

Additional text and journal articles may be announced during class.

**Class Web site via Carmen:**

<http://telr.osu.edu/carmen>

*Please be sure to check Carmen at least twice a week for news, changes,...*

**Special Accommodations**

Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Academic Integrity and Academic Misconduct**

It is imperative that all work you submit be your own. When you use someone else's ideas, you must give proper credit to the original author(s). Please adhere to the 5<sup>th</sup> edition of the APA manual of style when citing others' work.

According to the Committee on Academic Misconduct "Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process,"

(<http://oaa.osu.edu/procedures/1.0.html>). Further, the term "academic misconduct" includes all forms of student academic misconduct wherever committed and is illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). It is the responsibility of the Committee of Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

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## Exams

The information taught before an exam will be tested on this exam. It will be not tested on the following exams again (exams in this class are not cumulative).

Exams will be multiple-choice (please bring a #2 pencil on exam days), based on the material from the readings and class discussions. Make-up exams will only be offered for medical or other similar, legitimate reasons.

Failure to take any exam will result in a zero for the exam.

Late Arrival: I reserve the right to exclude students from the exam if they arrive late. Exclusion will result in a zero for the exam.

## In-Class Assignments (ICA)

On some days there will be unannounced In-Class Assignments (7 over the whole quarter) where you should take a few minutes to write on an assigned topic. ICAs have to be completed during class. They should help you to reflect specific topics of the actual lecture.

One of them provides you the opportunity of bonus points. Only 6 of the 7 ICAs are necessary to obtain the chance to score 100% in this class.

*(Example: You have completed all 7 ICAs successfully = 12 regular points + 2 bonus points; you have completed 6 ICAs successfully = 12 regular points and 0 bonus points.)*

## Team Assignment

There will be a team assignment in the second half of the quarter. This assignment gives you the opportunity to apply your new knowledge about organizational form and communication technology based on the lectures of the class. This assignment has to be completed in small groups of 2-3 students.

All members of a team will get the same score, so that it is a question of fairness and honesty that everyone contributes actively to create an excellent paper. All papers have to be submitted within the given deadline. Late submissions or papers from individuals or more than 3 students won't be accepted.

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All teams will have the opportunity to prepare PowerPoint presentations and present their papers in class at the end of the quarter to receive max. 5 bonus points.

Further details about the team assignment and paper presentations will be announced in class after the first exam.

### **Evaluation**

In-Class Assignments	12%
Team assignment	20%
Exams (weighted equally)	68%
<i>Total</i>	<i>100%</i>

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**Class Schedule and Reading List**

<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
M	03/30/09	Introduction and Overview	
W	04/01/09	Communication Technology and Organizational Form	Chapter 1, DeSanctis/Fulk
M	04/06/09	In Search of a New Organizational Model	Chapter 2, DeSanctis/Fulk
W	04/08/09	Communication Technology for Global Network Organizations	Chapter 3, DeSanctis/Fulk
M	04/13/09	Network and Internet Technology	
W	04/15/09	The Role of Information Technology in the Transformation of Work	Chapter 4, DeSanctis/Fulk
M	04/20/09	Shaping Electronic Communication	Chapter 5, DeSanctis/Fulk
W	04/22/09	Team Based Organizations and Communication Flows	Chapter 6, DeSanctis/Fulk
M	<b>04/27/09</b>	<b>Exam I</b>	
W	04/29/09	The Founding of the Own Company – Team Assignment	
M	05/04/09	Organizational Culture, Communication Effectiveness, and Technology Use	Chapter 8, DeSanctis/Fulk
W	05/06/09	Communication in Networked Organizations	Garner, J.T., 2006

<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
M	<b>05/11/09</b> <i><b>Deadline Team Assignment</b></i>	The Dark Side of new Organizational Forms	Chapter 14, DeSanctis/Fulk
W	05/13/09	Computer-Mediated Communication	
M	05/18/09	Computer-Mediated Communication (cont.)	
W	05/20/09	Knowledge Management	
M	<b>05/25/09</b>	<b>Holiday No Class</b>	
W	05/27/09	Knowledge Management (cont.)	
M	06/01/09	In-Class Presentations of Team Assignment	
W	06/03/09	An Outlook: Information Technologies and Organizations in 2019	
W	<b>06/10/09</b> <b>(1:30-3:18 p.m.)</b>	<b>Exam II (Final)</b>	

**Caveat**

I reserve the right to update or change portions of this syllabus in order to make the class a better experience for everyone. Any changes will be posted to Carmen.



# Communication 637 – Public Communication Campaigns – Spring 2009

## Course information:

Call Number – 05617-2  
M & W 10:30 a.m. – 12:18 p.m.  
DB 0080

## Instructor:

Dr. Natalie Boyne  
Email: [boyne.11@osu.edu](mailto:boyne.11@osu.edu)  
Office: 3105 Derby Hall  
Office phone: 614.292.6132  
Office Hours: M & W 12:30 to 2:30 p.m. and  
by appointment

**Course Introduction and Objectives:** The purpose of this course is to apply strategic communication management techniques to campaign development. Students will work in teams throughout the quarter to develop a campaign for a real world client. Campaigns for the client will include extensive research, planning, execution and evaluation elements and will culminate with an oral presentation to the class and client.

In this course you will work in teams, which will require you to:

- Develop in-depth understanding of client's needs
- Research and prepare a comprehensive campaign proposal to address client's goals and/or problems
- Design and develop media products as needed for above
- Formally present the proposal and media products for the client, fellow students, and interested community members

**Course texts:** *Strategic Planning for Public Relations 2<sup>nd</sup> Edition*, Ronald D. Smith, Lawrence Erlbaum Associates, 2005 (Required); *The Associated Press Stylebook and Briefing on Media Law*, any edition after 2004 (Recommended). Additional readings will be posted to the course site on Carmen throughout the quarter.

**Please note:** Cell phones are to be turned off and put somewhere out of sight prior to coming into the classroom. You will be asked to leave the class if talking, texting, gaming, or taking pictures at anytime in the classroom (including group work time). Your final grade will be dropped one full letter grade for each offense. If you need to know the time, wear a watch. If you are awaiting a call or message that is so urgent it requires constant monitoring of your phone, perhaps you should not be in class at all. If this is a problem for you, please consider visiting OSU's Counseling and Consultation Services: <http://www.ccs.ohio-state.edu/>. If you use a laptop to take notes, please sit in the back row to avoid distracting classmates seated around you.

## Grading and Requirements:

Group project – Section 1 – 20 points  
Group project – Section 2 – 20 points  
Group project – Final plan – 40 points  
Group project – Oral presentation – 20 points  
Group evaluation – 15 points  
2 in-class quizzes – 15 points each  
Take home research assignment – 15 points  
Terms worksheet – 25 points  
Participation and attendance – 15 points  
Total: 200 points

**Grades:** Your grade is not something that I “give” to you; it is something that you earn. Performance in this course is evaluated on a 200-point scale. You will earn your grade according to your performance on the above requirements. Because a large focus of this class involves working in a group, you will evaluate each group member and they will evaluate you after each assignment is completed. (*Please note: you will only receive half credit for group projects if your average evaluation is 2 or below.*)

Final grades will be assigned as follows:

200+ to 186 = A	173 to 166 = B	153 to 146 = C	129 to 125 = D
185 to 180 = A-	164 to 160 = B-	145 to 140 = C-	124 to 120 = D-
179 to 174 = B+	159 to 154 = C+	139 to 130 = D+	119 = E

**Quizzes:** In-class quizzes are designed to help you keep up with the required readings. They are multiple-choice completed via scan-tron.

**Take home research assignment:** The take home research assignment consists of examining academic journal articles relevant to the group project. Each student is responsible for this assignment independently. Details will be provided closer to the due date.

**Terms worksheet:** Consists of 200 terms every marketing communications practitioner should know. Your assignment will be to define each of those terms as they relate to the practice of public relations or marketing communications.

**Participation and attendance:** You will have an opportunity to meet with your group at the end of every class period. As such, it is imperative that you attend every class. It is unfair to expect your group to make decisions and assign tasks without you and to take time away from group meetings to get you up to speed when you return. Points will be deducted after three unexcused absences. Chronic tardiness is also subject to a loss of points.

**Absent/Late Policy:** In the professional world, if you miss a day of work then your "earned income" or paycheck suffers. In this class, if you miss class then your earned points or grade will suffer. It is understood, however, that "things happen". In an effort to be fair to all students there are only two "things" that warrant an excused absence – illness and death in the family. I understand that hangovers can be brutal and break-ups with significant others can be tough. As adults, it is up to you to determine if these things are worthy of losing points for a class. If they are, then take responsibility for your decision and accept a lower grade. Please do not squabble with your instructor about making up work or quizzes.

You are expected to take quizzes when scheduled and to turn in all assignments on the scheduled due date. If you miss a quiz or assignment due date for some legitimate reason (e.g., illness, death in the family), you are expected, if at all possible, to notify me (via phone or e-mail), of your situation prior to missing a scheduled test or assignment. If, for some legitimate reason, you are not able to contact any of me prior to missing a test or assignment due date, you must do so within one day after the missed scheduled test or assignment due date. Note that unless you are unconscious, kidnapped, incarcerated, or similarly incapacitated there is no excuse for not contacting me within one day of missing a deadline.

- Under NO circumstances will assignments be accepted via e-mail unless explicitly stated otherwise.
- All late assignments will be penalized by one-half letter grade (e.g. A- to B+) if not turned in with the class and one full letter grade for each day it is late (this includes weekend days).
- If you are absent the day an assignment is discussed, it is your responsibility to come see me in my office for the assignment. I will not e-mail it to you.
- If you are absent the day an assignment is handed back, it is your responsibility to pick up your assignment from my office. I will not bring it with me to class.

**Athletes and Employed Students:** Athletes and students with jobs will be held to the same standards as any other student - no more, no less. If practice, competition, or work presents a conflict with a quiz, for example, you should ask to take the quiz early, just as would be the case if any other personal event conflicted with your responsibilities to this class. If sport or work is going to present a consistent conflict with your ability to attend or perform in this course you should see me immediately so that we can discuss the situation.

**Tentative Nature of this Syllabus:** This syllabus represents a contract in the works. Events that transpire over the quarter may require me to modify the administration of the course and therefore the syllabus. In the event that I need to modify the syllabus, I will announce the modification in class, via e-mail (using your OSU e-mail address only) and/or on the Carmen site. It is your responsibility to keep up with any such modifications and be aware of current policies, deadlines, etc.

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practice in connection with examinations. I will report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-31-02). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

**Students with Special Needs:** If you require accommodations based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. I am strictly required by the University to make all such accommodations through the Office for Disability Services: <http://www.ods.ohio-state.edu/>  
In fact, I am forbidden to address any alleged disability without their oversight. So if you have an issue of this nature that you wish to have taken into account, and you have not done so already, I encourage you to contact the ODS at the website listed above or at 614-292-3307. The ODS is in room 150 Pomerene Hall.

COM 637 – SP09  
Daily schedule (Subject to change)

Week			Topics	Readings	Assignments
1	M	3/30	Course introduction; Terms Worksheet Assignment distributed		
	W	4/1	Introduction to campaign plans; Client overview – The Lantern	Smith pp. 2-13; Resources on Carmen	
2	M	4/6	Situation analysis; Working in groups; Assignment of groups	Smith pp. 15-41	
	W	4/8	Situation analysis, cont'd; Research; Research assignment discussed	Smith pp. 42-66 & 259-299	
3	M	4/13	Meet the client*		
	W	4/15	Research	Smith pp. 42-66 & 259-299	
4	M	4/20	Goal statement and problem statement	Smith pp. 67-81	Research assignment due
	W	4/22	Objectives and strategies; Tactics	Smith pp.82-116; Smith pp. 155-216	Section 1 due; Peer evaluation 1 due
5	M	4/27	Communication theories	Smith pp. 117-154	Quiz 1
	W	4/29	Group meetings* (Section 1 returned); Communication theories, cont'd		
6	M	5/4	OST work session		
	W	5/6	Implementation	Smith pp. 217- 234	
7	M	5/11	Evaluation and Results	Smith pp. 235- 258	
	W	5/13	Putting it all together – ethics, client relations and business etiquette		Section 2 due; Peer evaluation 2 due
8	M	5/18	Group presentation expectations/tips		Quiz 2
	W	5/20	Section 2 returned*		
9	M	5/25	No classes; Memorial Day		
	W	5/27	Group meetings		Terms worksheet due
10	M	6/1	Group presentations/Final projects due*		
	W	6/3	Group presentations/Final projects due*		Final peer evaluation due

\*All group members must be present. This is NOT an optional attendance day. Absences from these days are subject to loss of all participation/attendance points.

Westerwick

COMM 325 Autumn08

**COMM 325: Introduction to Organizational Communication**

The Ohio State University  
School of Communication

**Instructor:**

Axel Westerwick, Ph.D.  
3045B Derby Hall  
Building 025  
(614) 247-2558  
[westerwick.1@osu.edu](mailto:westerwick.1@osu.edu)

**Teaching Assistant:**

Mrittika Sen  
Derby Hall  
Building 025  
(614) 247-3747  
[sen.27@osu.edu](mailto:sen.27@osu.edu)

Office hours:

Tuesday  
10:30-11:30 a.m.

Office hours:

has to be determined

**Course Objectives:**

Communication plays a vital role in the success and failure of almost any organization. Because of that the course will demonstrate the importance of communication within organizations and will help you to understand the main factors which are influencing today's world of work.

To understand the changing role of communication in organizations, this class is structured in two primary parts:

1. Introduction, overview and prior approaches to the study of organizational communication
2. Current perspectives of organizational communication

**Class is:** Tuesday and Thursday  
8:30 a.m. to 10:18 p.m.  
Room PH 1180

**Used Text:**

Eisenberg, E. M., Goodall Jr., H. L., Trethewey, A. (2007). Organizational Communication: Balancing Creativity and Constraint (5th ed.). Bedford/St. Martin's. ISBN: 0-312-44239-4

*You can get it in each University book store and also from online bookstores.*

**Class Web site via Carmen:**

<http://telr.osu.edu/carmen>

*Please be sure to check Carmen at least twice a week for news, changes,...*

**Special Accommodations**

Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Academic Integrity and Academic Misconduct**

It is imperative that all work you submit be your own. When you use someone else's ideas, you must give proper credit to the original author(s). Please adhere to the 5<sup>th</sup> edition of the APA manual of style when citing others' work.

According to the Committee on Academic Misconduct "Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process,"

(<http://oaa.osu.edu/procedures/1.0.html>). Further, the term "academic misconduct" includes all forms of student academic misconduct wherever committed and is illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). It is the responsibility of the Committee of Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

**Exams**

The information taught before an exam will be tested on this exam. It will be not tested on the following exams again (exams in this class are not cumulative).

Exams will be multiple-choice (please bring a #2 pencil on exam days), based on the material from the readings and class discussions. Make-up exams will only be offered for medical or other similar, legitimate reasons.

Failure to take any exam will result in a zero for the exam.

Late Arrival: I reserve the right to exclude students from the exam if they arrive late. Exclusion will result in a zero for the exam.

### **In-Class Assignments (ICA)**

On some days there will be unannounced In-Class Assignments (8 over the whole quarter) where you should take a few minutes to write on an assigned topic. ICAs have to be completed during class. They should help you to reflect specific topics of the actual lecture.

Two of them provide you the opportunity of bonus points. Only 6 of the 8 ICAs are necessary to obtain the chance to score 100% in this class.

*(Example: You have completed all 8 ICAs successfully = 12 regular points + 4 bonus points; you have completed 6 ICAs successfully = 12 regular points and 0 bonus points.)*

### **Evaluation**

In-Class Assignments	12%
Exams (weighted equally)	88%
<i>Total</i>	<i>100%</i>

**Class Schedule and Reading List**

<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
R	09/25/08	Introduction and Overview	
T	09/30/08	Communication and the changing world of work	Chapter 1, pp. 1-25
R	10/02/08	Defining organizational communication	Chapter 2, pp. 28-54
T	10/07/08	Early Perspectives: <i>The classical management approach</i>	Chapter 3, pp. 61-78
R	10/09/08	Early Perspectives: <i>Human relations and human resources approach</i>	Chapter 3, pp. 78 - 94
T	10/14/08	The Systems Perspective	Chapter 4, pp. 100 - 123
R	<b>10/16/08</b>	<b>Exam I</b>	Chapters 1-4
T	10/21/08	The Cultural Approach	Chapter 5, pp. 126 - 157
R	10/23/08	The Critical Approach	Chapter 6, pp. 163 - 191
T	10/28/08	The Critical Approach (cont.)	Chapter 6, pp. 163 - 191
R	10/30/08	Identity and Differences	Chapter 7, pp. 199 - 227
T	11/04/08	Teams and Networks	Chapter 8, pp. 230 - 270
R	<b>11/06/08</b>	<b>Exam II</b>	Chapters 5-8
T	<b>11/11/08</b>	<b>Holiday No Class</b>	



<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
R	11/13/08	Leadership	Chapter 9, pp. 273 - 306
T	11/18/08	Leadership (cont.)	Chapter 9, pp. 273 - 306
R	11/20/08	Strategic Communication	Chapter 10, pp. 309 - 338
T	11/25/08	Strategic Communication (cont.)	Chapter 10, pp. 309 - 338
R	<b>11/27/08</b>	<b>Holiday No Class</b>	
T	12/02/08	Working with Integrity	Chapter 11, pp. 343 - 359
R	12/04/08	Working with Integrity (cont.)	Chapter 11, pp. 343 - 359
	<b>12/10/08</b> <b>(7:30-09:18 a.m.)</b>	<b>Exam III (Final)</b>	Chapters 9 -11

**Caveat**

I reserve the right to update or change portions of this syllabus in order to make the class a better experience for everyone. Any changes will be posted to Carmen.