Instructor

Course Number: MAN3350 – Fall 2016 / crn 80905
Course Title: Performance and Training (previously Training & Development)

Description: Provides the knowledge, skills, and ability for students to accurately assess employee performance and provide mentoring and counseling to manage and motivate performance. Includes the development of programs that train and develop employees to deal with current workplace challenges and for career development.

Prerequisite: MAN 3301

Required Text: Employee Training & Development 7 ed.
By: Raymond A. Noe
Publisher: McGraw Hill Education
ISBN number: 978-0-07-811285-0

Subject Area: Department of Management – College of Business
Credit Hours: 3 credits (Prerequisite MAN3301 Human Resource Management)

Syllabus: Complete syllabus and class forms available on CANVAS

Meeting Information:

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22/2016</td>
<td>11/28/2016</td>
<td>Monday</td>
<td>4:30 to 7:15PM</td>
<td>Lutgert Hall 1204</td>
</tr>
</tbody>
</table>

Faculty Information:

Office Location: Lutgert Hall- Room 3349 (third floor) – (239) 590-7322.
Email: dandert@fgcu.edu

Open Office Hours: Mondays - 2:30 to 4:00PM  Wednesdays – 2:30 to 5:00PM  Fridays – 11:00AM to 1:00PM. Other hours by appointment.

For best contact, stop in my office for a personal conversation.

Dr. Andert’s doctoral research explored corporate governance for Fortune 1000 Boards of Directors, and provided the first understanding of Human Resource Development (HRD) as a Board oversight mandate. She has extensive experience on various corporate boards and Audit Committees. She is an Arbitrator for the Financial Industry Regulatory Authority (FINRA), formerly National Association of Securities Dealers (NASD), a Certified Financial Manager (CFM), a Certified Management Consultant (CMC); and former Florida Supreme Certified Court Mediator. She directed the former Institute for Responsible Corporate Governance at FGCU.

Dr. Andert’s education includes a BA from Alverno College with a dual major in Business Management and Professional Communications, a master of science degree from Central Michigan University in Administration, and a doctoral degree from The George Washington University Executive Leadership Program in Human Resource Development, the Graduate School of Organizational and Human Development. Dr. Andert has authored books, professional and academic journal articles; designed and delivered certification programs; and provided over a decade of service to organizational development projects for national and local client organizations.

University Statements

Academic Behavior Standards and Academic Dishonesty
All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html
University Nondiscrimination
Statement Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC's phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

Disability Accommodations Services
Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

Student Observance of Religious Holidays
All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Distance-Learning
Information on distance learning courses is available online at http://itech.fgcu.edu/distance/

Online Tutorials
Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/Approved

Canvas Learning Management System and Demonstration Site
Information on Canvas is available online at http://canvas.fgcu.edu/ and https://fgcu.instructure.com/courses/7692

Library Resources Main page: http://library.fgcu.edu/
Tutorials & Handouts: http://library.fgcu.edu/RSD/Instruction/tutorials.htm
Research Guides: http://fgcu.libguides.com /

Learning Objectives

Lutgert College of Business Mission Statement
The Lutgert College of Business provides a high quality, student-centered learning environment to prepare students with the knowledge and skills needed to contribute to and take leading positions in business and society. Our faculties are devoted to teaching excellence, scholarship, and service that enhances our academic and business communities and we are dedicated to building partnerships that foster the economic growth of the southwest Florida region and beyond.

Management Department Mission Statement
We believe that great leaders effectively deal with both people and problems. Therefore, the department of management provides managerial knowledge and skills that enable students, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; and (2) identify, understand, and implement successful solutions to complex organizational issues in today's dynamic global environment.
### MAN3350 Student Learning Objectives

<table>
<thead>
<tr>
<th>Interdisciplinary Knowledge</th>
<th>Course Learning Objectives (Measurable)</th>
<th>Assessments Used to Measure Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Concentration</td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

- **Interdisciplinary Knowledge**
- **Learning Objective**
  - MAN graduates will: Understand main concepts & definitions in accounting, economics, finance, information systems, management, marketing, and operations management.
  - MAN graduates will: Integrate knowledge across disciplines.

- **Course Learning Objectives (Measurable)**
  - MAN graduates will: Understand the basic management concepts, models, and language of the discipline.
  - MAN graduates will: Understand organizational knowledge management and apply basic training and development applications, including: formal, facilitated, self-directed techniques; course design and delivery techniques; and transfer of learning measurements; and training needs assessment design, delivery and analysis.
  - MAN graduates will: Understand how and where the course topics are applied in the business world.

### Recommended Course Syllabus Information

#### Teaching Philosophy: This is a participatory course
Students will learn the discipline theories and explore skills and the applications of those skills through mini-lectures, conceptual classroom discussions, speakers, cases, and presentations. Your presence is imperative as the classroom experience is central to learning course content. Please arrive prepared by reading the course material so you can maximize your classroom experience.

**Canvas** is the primary source of the course content. Please log in to Canvas BEFORE EVERY CLASS.

**Cell Phone/Electronic Devices:** Viewing Face Book, gaming, or unrelated web surfing is not business professional behavior, as such, laptops, iPads, cell phones, and all other electronic equipment are off when class is in session to show respect for other students and faculty. However, please bring these devices to class as we do at times, use these devices to resource information during the class discussions.

**Attendance/Participation Policy:** Class attendance AND participation is a vital component in your learning. Attendance is noted via a sign-in sheet, which is the official attendance record. As per University policy, an instructor who informs students about the necessity of attendance may request the Registrar to drop the student from the class for lack of attendance. This is the required written notice about attendance, and any student who fails to attend six or more class sessions during the semester may be administratively dropped from this course by the instructor.

Students who are dropped from this course by the University for Non-payment of tuition and/or fees are still responsible for timely completion of all course activities and assignments while working on reinstatement to this course.
**Plagiarism:** Plagiarism includes using the work or words of others without proper citations. Copying an assignment from a friend, roommate, etc. is also plagiarism. Any plagiarized work will be given a grade of zero (0) notwithstanding other additional consequences.

**Cheating:** Anyone caught cheating may, at the discretion of the Professor, receive either an automatic grade of “F” for the assignment, the class, or even expulsion from the University. This is at the full discretion of the Professor.

**Audio Taping Cass:** To protect the privacy of all students, audio taping of any class is not allowed. Please see Adaptive Services if a related accommodation is required.

**This is a NO FREE RIDING COURSE:** This course includes a group presentation and ALL students are capable of earning their own Grades. Resultantly, ALL students are expected to equivalently participate in the aspects of any multi-student, action-learning assignment(s). If a student free-rides on the group efforts, the group is encouraged to first communicate those concerns with the non-performing member. If the work ethic remains unacceptable, groups can terminate nonperforming class member from the group project. Students terminated from a work group may still succeed in this class, but will complete the full project on their own. The consequence of termination is a zero for the peer review grade (usually 10% of your grade).

The instructor reserves the right to terminate a nonperforming group member for lack of class attendance and/or other free-riding. Inadequate class attendance renders a student uninformed about critical course material(S) and instructions.

**NO EXTRA CREDIT is offered** in this course.

**Homework is due at the beginning of the NEXT class session.** Late work receives a grade lower from the earned grade (e.g., an “A” becomes a “B”). Late homework MUST be received by the beginning of the next scheduled class session (not during or after that class). Work received after that time automatically receives a ZERO, so please timely turn in all home work. NO CREDIT IS PROVIDED FOR LATE ASSIGNMENTS HANDED IN AFTER THE GRACE PERIOD even if the assignment is required to be submitted as part of another assignment (e.g., the Leadership Portfolio).

### Grading

Course grades will be translated into a letter grade as listed below with NO ROUND UP.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.00+</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 - 92.99</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87.00 - 89.99</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83.00 - 86.99</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.00 - 82.99</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77.00 - 79.99</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73.00 - 76.99</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70.00 - 72.99</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67.00 - 69.99</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63.00 - 66.99</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60.00 - 62.99</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Course grades are posted on Angel throughout the semester and **GRADE CORRECTIONS ARE DUE WITHIN TWO WEEKS of the date the grade was posted.** Bring your original document as proof.

The final course grade is available via Gulline at: [http://gulline.fgcu.edu](http://gulline.fgcu.edu). A grade of “Incomplete” will be given by exception only in accordance with University policy. An Incomplete Grade Contract Form must be completed prior to receiving the Incomplete. Incompletes not timely corrected as stated in the Grade Contract automatically become a final course grade of “F.”

### GRADING PERCENTAGES

- **Final Exam:** 35% - Closed books/open hand written class and study notes (3 two-sided pages maximum).
- **In-class Exercises:** 25% - See Homework Outline for scheduled examples of In-class Exercises (includes Group Design assignment).
- **Presentation:** 30% - Presentation of detailed needs assessment & analysis.
- **Peer Review:** 10% - Review of group members performance throughout the semester presentation and project.
Homework Requirements

ALSO SEE CANVAS FOR HOMEWORK OUTLINE.

Homework is due in hard copy at the beginning of the class session. DO NOT EMAIL YOUR HOMEWORK. Please do not attempt to complete homework during class as it is already late. Instead, consider taking the opportunity to do the homework well. Late homework must be received by the beginning of the next class session and will result in the loss of one grade from the earned grade.

Homework is due at the beginning of the NEXT class session. Late work receives a grade lower from the earned grade (e.g., an “A” becomes a “B”). Late homework MUST be received by the beginning of the next scheduled class session (not during or after that class). Work received after that time automatically receives a ZERO, so please timely turn in all home work. NO CREDIT IS PROVIDED FOR LATE ASSIGNMENTS HANDED IN AFTER THE GRACE PERIOD even if the assignment is required to be submitted as part of another assignment (e.g., the Leadership Portfolio).

NO EXTRA CREDIT is offered or make-up assignments for in-class exercises or missed work.

Steps for Submitting Homework When Missing the Beginning of Class or NOT Attending Class: Any student absent from class may timely submit homework BEFORE the beginning of the missed class period.

Please follow these steps: (1) EMAIL a copy of the assignment as a file attachment to the Professor BEFORE the start of the missed class using Canvas, (2) BRING A HARD COPY of the assignment to the next class, (3) ATTACH a copy of the email with date and time stamp that verifies the timely submission of the paper BEFORE the beginning of the missed class session. Not following these steps may result in a late paper.

This instructor does NOT download emailed homework.
This Instructor does NOT accept unstapled homework.

Communication with the Professor: I prefer face-to-face communication with students to get to know you and fully address your needs. I am available during office hours and other times when needed: or stop me in the halls. Emails are my least favorite method as it’s slow, impersonal, and often incomplete.

For immediate needs please stop by my office during normal office hours (I am often available in my office during non-office hours and I am glad to make other times available to meet).

The following outline indicates the topics to be covered and describes the assigned readings for the semester. While an effort exists to balance the workload throughout the course, as in the real world, there will be periods during the semester when the workload is greater. Therefore, I recommended that you review this syllabus carefully and plan your schedule early. Please note that the schedule may vary and I may make modifications as the term progresses.

List of Relevant Course Topics

- Training versus Development (T&D),
- Applied Needs Assessments,
- Program Evaluation,
- Training Design & Delivery,
- Legal Issues in T&D
- Learning Organizations Frameworks
- CSR &Current Training Trends.

Homework Overview

SYLLABUS MAY BE REVISED WITHOUT NOTICE. Students are responsible for ALL information disseminated in class and/or in the syllabus.

The following outline indicates the preliminary plan for topics to be covered and assigned readings for the semester. Please note that the schedule will vary to meet the timing needs and progress of your specific class session. Changes will be announced during class sessions. Check Canvas announcements for other class up-dates.
<table>
<thead>
<tr>
<th>Week</th>
<th>Pre-Class Readings, Class Topic(s), and Class Events</th>
</tr>
</thead>
</table>
| 1 8/22/16 | Course Introduction: Learning objectives, design, deliverables, policies/procedures  
Class Topic: Training vs. Development (T&D) and systemic training systems.  
Complete First Sign-in sheet |
| 2 8/29/16 | Read: Chapter 2 – Strategic Training  
Pre-Course Student Form Due at the beginning of class  
Class Topic: Learning Organizations  
The Schwandt Model  
Theorist: Senge |
| 3 9/5/16 | NO CLASS |
| 4 9/12/16 | Read: Chapter 3 – Needs Assessment  
Class Topic: Needs Assessments: uses, design, application, and analysis. |
| 5 9/19/16 | Read: Chapter 10 – Social Responsibility: Legal Issues, Managing Diversity, and Career Challenges  
Class Topic: Legal Issues in T&D |
| 6 9/26/16 | Read: Chapter 11 – The Future of Training and Development  
Class Topic: Training vs. Development II |
| 7 10/3/16 | Read: Chapter 4 – Learning Transfer of Training  
Class Topic: Needs Assessments III  
Program Design I |
| 8 10/10/16 | Read: Chapter 5 – Program Design  
Mid-Course Student Form Due at the beginning of class  
Class Topic: Program Design II |
| 9 10/17/16 | Read: Chapter 6 – Training Evaluation  
Class Topic: Program Evaluation |
| 10 10/24/16 | Read: Chapter 7 – Traditional Training Methods  
Read: Chapter 8 Technology-based Training  
In-class Exercise: Designing Level TWO through FOUR |
<p>| | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td><strong>11</strong> 10/31/16</td>
<td><strong>Read: Chapter 9 – Employee Development and Career Management</strong></td>
<td><strong>Group ONE Presentation</strong></td>
<td><strong>Group TWO Presentation</strong></td>
</tr>
<tr>
<td><strong>12</strong> 11/7/16</td>
<td><strong>Group THREE Presentation</strong></td>
<td><strong>Group FOUR Presentation</strong></td>
<td><strong>Group FIVE Presentation</strong></td>
</tr>
<tr>
<td><strong>13</strong> 11/14/16</td>
<td><strong>Group SIX Presentation</strong></td>
<td><strong>Review: Chapter 10 – Social Responsibility: Legal Issues, Managing Diversity, and Career Challenges</strong></td>
<td><strong>In-class Current Events Discussion</strong></td>
</tr>
<tr>
<td><strong>14</strong> 11/21/16</td>
<td><strong>Review: Chapter 11 – The Future of Training and Development</strong></td>
<td><strong>In-class Current Events Discussion</strong></td>
<td><strong>Comprehensive Exam of Terms, Models, and T&amp;D Concepts</strong></td>
</tr>
<tr>
<td><strong>15</strong> 11/28/16</td>
<td><strong>In-class Exercise: Group 1-6: Program Design Exercise.</strong></td>
<td><strong>In-class Exercise: Group 1-6: Program Design Exercise.</strong></td>
<td><strong>Group 1-6: In-class Presentations of Program Designs and Online Canvas Postings for Program Designs. See Canvas Discussion Forum. Post-Course Student Form Due at the beginning of class Peer Review Packets Due at the beginning of the class</strong></td>
</tr>
<tr>
<td><strong>Exam: Presentation Ranking &amp; Review</strong></td>
<td><strong>Date: TBA</strong></td>
<td><strong>Time: TBA</strong></td>
<td><strong>Location: TBA</strong></td>
</tr>
</tbody>
</table>

SYLLABUS MAY BE REVISED WITHOUT NOTICE. Students are responsible for ALL information disseminated in class and/or in the syllabus.
CASE ANALYSIS NEEDS ASSESSMENT

Prepare, field test, administer, and analyze a training needs assessment for an actual organization.

☐ Cover Page – with your group members’ names, MAN3350 Human Performance and Training, fall 2016.

☐ Copy of Presentation AND Writing Grading Rubrics (place behind cover sheet along with a copy of this check list).

☐ Copy of power point slides (two slides per page).

☐ Include in slides a Company Summary that describes:
  o Name and location of the company.
  o Specific reasons for group selection of this specific organization (plus, any members working for the organization).
  o Specific job title selected for needs assessment analysis.
  o Size of data population.
  o Size of organizational population.

☐ Include in slides a summary of the Industry Trends.
  o Google search to learn about any current events related to this organization (by name or industry).
  o Wall Street Journal search to learn about current events related to this organization (by name or industry).

☐ Include in slide a copy of the final, field-tested needs assessment survey
  o A one to two paragraph summary of corrections and leanings concerning the survey design.

☐ Presentation Purpose:
  o Educate fellow students about the basic concerning this company and important/elated company and/or industry trends/events.
  o Educate fellow students about the job and data population selected.
  o Educate fellow class members about job analysis, survey development, and survey field testing outcome(s).
  o Educate fellow class members about the lessons learned during the needs assessment design issues. Answer the question would the group do anything differently? Why or why not?
  o Educate fellow class members about the lessons learned during the data collection procedures. Answer the question would the group do anything differently? Why or why not?
  o Educate fellow class members about criteria and methodology used to analyze data (e.g., KSAOs, frequency tables, mean, mode). Answer the question: “how did we measure and then analyze our data”? AND “Would the group do anything differently to capture additional/different data”?
  o Offer FIVE specific and important keys to having a successful needs assessment experience that the group learned during this applied exercise.

☐ Provide a full REFERNCE page and citations on the appropriate slide(s):
  o Use APA (See syllabus for APA tutorial sources).

☐ Include in the Appendix - Copies of:
  o The current job description for the data population position(s) (Appendix A).
  o Copy of O*NET for data population position(s) (Appendix B).
  o Copies of the article and material supporting your group’s trend/industry analysis/issues (Appendix C and so on).

☐ REMINDER: Attach a copy of the Presentation AND the Writing Grading Rubric then this Check List should be placed following the Cover Page.
## College of Business Writing Criteria & Grading Rubric

Attach a copy of this Writing Grading Rubric AND the Presentation Grading Rubric (Appendix 3) then the Check List (above) following the packet Cover Page.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context of &amp; Purpose for Writing</strong></td>
<td>Little attention to directions, context, audience, purpose, or assigned tasks(s) (e.g., sections of assignment missing or incomplete).</td>
<td>Shows awareness of directions, context, audience, purpose, &amp; to the assigned tasks(s).</td>
<td>Shows adequate consideration of directions, context, audience, purpose &amp; a clear focus on the assigned task(s).</td>
<td>Shows a thorough understanding of directions, context, audience, &amp; purpose that is responsive to the assigned task(s).</td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>Uses appropriate &amp; relevant content to develop simple ideas in some parts of the work.</td>
<td>Uses appropriate &amp; relevant content to develop ideas through most of the work.</td>
<td>Uses appropriate, relevant, &amp; compelling content to explore ideas within the context of the discipline.</td>
<td>Uses appropriate, relevant, &amp; compelling content showing mastery of the subject.</td>
</tr>
<tr>
<td><strong>Genre &amp; Disciplinary Conventions</strong></td>
<td>Attempts to use a consistent writing system for basic organization &amp; presentation.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, &amp; presentation.</td>
<td>Shows consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, &amp; style.</td>
<td>Detailed attention to, &amp; successful execution of, most conventions particular to a specific discipline &amp; task(s) including: organization, content, presentation, formatting, &amp; style.</td>
</tr>
<tr>
<td><strong>Sources &amp; Evidence</strong></td>
<td>Attempts to use and sources to support ideas in the writing OR uses no sources of support.</td>
<td>Attempts to use credible &amp;/or relevant sources to support ideas that are appropriate for the discipline &amp; genre. Cite use.</td>
<td>Consistent use and citation of credible, relevant sources to support ideas that are situated within the discipline &amp; genre.</td>
<td>Skillful use and proper citing of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline &amp; genre. Offers Reference page.</td>
</tr>
<tr>
<td><strong>Control of Syntax &amp; Mechanics</strong></td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses straightforward language that generally conveys meaning to readers &amp; has few errors.</td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity &amp; fluency, &amp; is virtually error-free.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total earned points</th>
<th>/ 20</th>
</tr>
</thead>
</table>

**Final Grade**

**Comments:**
Suggestions for Writing

1. Know Your Subject. Whether you are writing a letter, a memorandum, a research paper, or an essay, you must know your subject. Often, students write poorly because they have not gathered enough information about the subject. Additionally, believe in what you write. Be honest. Do not apologize. Students sometimes write poorly because they are not sufficiently interested in their topics and lack a sense of commitment to develop their thesis statement.

2. Avoid faulty generalizations. Faulty generalizations are statements made without examining enough examples. For example: All professors are absent minded. Be careful using absolute or all inclusive terms such as: all, every, everyone, always, never, no, none, no one, and nobody.

3. Instructor Expectations. There are many kinds of writing assignments: know the expectations of the Instructor in terms of the kind of writing that is required before you begin.

4. References Expected. If references are required, be sure that you understand what the Instructor expects in both the quantity and the quality of articles required (specific authors, specific books or commentaries, specific subjects, specific time frames, academic vs. non-academic sources).

5. Thesis Sentence. Each paper or essay must have a central or controlling subject and a central or controlling idea, that is, a thesis statement. Ideally, a thesis statement contains at least one subject, a predicate-verb, and one object. A thesis statement makes an assertion about a subject. For example: The boy bit the dog. One reason why students sometimes write poor essays is that they are unable to write a clear thesis statement.

6. Organization: Is there some type of logical progression of thought? Organize your material so that it is coherent. Does your introductory paragraph, for the paper and for the next class to fix it (go to the writing center, have someone knowledgeable proofread your paper, etc.). The paper will then be graded and you will receive whatever grade you earn, minus one letter grade. If you don’t make the corrections, you receive a “0” on the assignment. NOTE: Some instructors have stricter or more lenient policies. Be sure you know what your teacher expects. Each instance of the following is a fatal error:

Fatal Error List

1. Misspelled word
2. Sentence fragment
3. Run-on sentence or comma splice
4. Mistake in capitalization
5. Serious mistake in punctuation
6. Error in verb tense or subject/verb agreement
7. Sentence ending with a preposition
8. Improper citation, or lack of a citation, where needed
9. Serious grammar error that obscures meaning
10. Misuse of terminology

CHECK YOUR WORK
Before you submit written work, be sure to check it for the following.

TITLE – Does your title accurately describe the paper? Is it interesting?
HEADINGS – Is the paper longer than a page or two are major divisions of the paper clearly identified with headings and subheadings? Do they accurately describe that section of the paper?
ORGANIZATION – Is there some type of logical progression of thought and material? Are there significant gaps or missing parts? Do paragraphs flow coherently?
TRANSITIONS – Does your introductory paragraph, for the paper and for each section of the paper, tell the reader what is coming? Are ending paragraphs concise and clear – do they summarize the major points of the previous section? Do individual paragraphs flow smoothly from one thought into another?

FOOTNOTES/CITATIONS – Do you clearly tie statements to its attributed source? NO PLAGIARISM ALLOWED (no copying); when in doubt, reference something

WORKS CITED – Did you include appropriate references? Put everything in the bibliography unless you are sure you did not use it. Recent references are much better than dated ones (except classics).

APA STYLE – Are you following the style as required? (See http://www.apastyle.org.)

WRITING STYLE – Is your paper a pleasure to read or a pain to endure? Do your thoughts flow well? Is the writing choppy or smooth? Does the paper hold the interest of the reader?
**MAN4143 GROUP PRESENTATION GRADING CRITERIA**

Attach a copy of this Writing Grading Rubric AND the Presentation Grading Rubric (Appendix 3) then the Check List (above) following the packet Cover Page

<table>
<thead>
<tr>
<th>Points</th>
<th>1**</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristic/criteria</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>

### Presentation Skills

<table>
<thead>
<tr>
<th>Enthusiasm</th>
<th>Unvaried or erratic volume &amp; pace. Speaker seemed uninterested or uncomfortable.</th>
<th>Volume &amp; pace were satisfactory, but did little to engage listeners.</th>
<th>Volume &amp; pace showed the speaker’s enthusiasm for the topic &amp; engaged audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery</td>
<td>Reads report with little or no eye contact; unprofessional manner</td>
<td>Sometimes reads from notes or slides; usually professional.</td>
<td>Professional manner; maintains eye contact; does not read notes or slides</td>
</tr>
<tr>
<td>Voice</td>
<td>Student mumbles or incorrectly pronounces term. Frequent use of filler words (such as “like” or “uh”).</td>
<td>Student’s voice is usually clear. Most words pronounced correctly. Occasional use of filler words.</td>
<td>Student uses a clear voice and correct pronunciation; audience can hear &amp; understand; few or no filler words (such as “uh” or “like”).</td>
</tr>
</tbody>
</table>

### Organization

<table>
<thead>
<tr>
<th>Organizational Overview of Current Training Methods</th>
<th>Confusing or unclear overview of the current training programs and/or methods used by the organization.</th>
<th>Adequate overview of the current training programs and/or methods used by the organization.</th>
<th>Comprehensive &amp; crisp overview of the current training programs and/or methods used by the organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Description Overview</td>
<td>Confusing or unclear overview of the data population’s current job description/KSAOs.</td>
<td>Adequate review of the data population’s current job description/KSAOs.</td>
<td>Comprehensive and crisp review of the data population’s current job description/KSAOs.</td>
</tr>
<tr>
<td>Clarity</td>
<td>Presentation or section is unorganized &amp; the logic of arguments is not made clear. Confusing.</td>
<td>Presentation or section is generally clear &amp; well organized. A few minor points may be confusing.</td>
<td>Presentation or section is logical &amp; organized. Audience can follow line of reasoning.</td>
</tr>
<tr>
<td>Structure</td>
<td>Presentation or section ended abruptly without a conclusion or summary of key points</td>
<td>Conclusion was satisfying, but summary of main points was unclear.</td>
<td>Presentation or section came to suitable conclusion with main points clearly summarized.</td>
</tr>
<tr>
<td>Subject Knowledge*</td>
<td>Speaker gave vague, no response, or nonspecific responses to questions</td>
<td>Speaker responded hesitantly, but knowledgeably to questions.</td>
<td>Speaker responded to questions fully, knowledgeably.</td>
</tr>
</tbody>
</table>

### Additional Criteria

<table>
<thead>
<tr>
<th>Presentation Materials</th>
<th>Typos and formatting problems throughout power point slides/handouts.</th>
<th>A few typos and formatting problems on power point slides/handouts.</th>
<th>Consistent, professionally formatted and offered presentation materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cited Support for Presentation Content</td>
<td>No citations offered.</td>
<td>Some citations missing or improperly formatted.</td>
<td>Appropriate citations throughout.</td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>Attire too casual for business presentation.</td>
<td>Attire and appearance more business casual than professional.</td>
<td>Group appearance coordinated and attire consistently professional for business presentation.</td>
</tr>
</tbody>
</table>

**Individual Totals**


**Group Grade**
**MAN4143 PRE-PREP PEER ASSESSMENT FORM**

**SELF EVALUATION FORM:**
Please download template and placed signed pages from each group member in the envelope with the Peer Review Forms

<table>
<thead>
<tr>
<th>Group Member’s Name:</th>
<th>Group Number/ Organization’s Name:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Date Assigned</th>
<th>Start/End Time</th>
<th>Detailed Description of Tasks Completed</th>
<th>Total Time Per Task (Individual time not group time)</th>
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Expand form if additional space is needed.

**QUESTION TWO:** Grade your personal overall efforts and share your expectations and rational with members of your group:
- **“F”** – Provided very limited efforts to the project or displayed behaviors that were negative to the group process.
- **“D”** – Attended meeting but added limited value or inconsistent efforts throughout the semester.
- **“C”** – Average added-value to the group. Predominately providing work when asked.
- **“B”** – Provided good work, and at times, exhibited either managerial or leadership behaviors.
- **“A”** – Provided consistently superior work and consistent managerial AND leadership exhibited throughout the project.

**QUESTION THREE:** Did anything hamper your efforts or caused you to provide less than the consistent maximum effort and support to your group?

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

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

<table>
<thead>
<tr>
<th>Student’s signature</th>
<th>Date</th>
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Grading Rubric for Peer Review

MAN3350 GROUP PEER REVIEW FORM
(*CONFIDENTIAL - SUBMIT IN SEALED ENVELOPE and place in Group Envelop)

Directions: Acting as the Project Manager, please appraise the work efforts of fellow group members. Using the language of management, provide TYPED, written rational for all ratings. Specify the exact observed behaviors that support your rating. Forms missing narratives loss 11 points from the earned peer grade. Forms not typed loss 5 points from the earned grade. Forms not tabulated loss 5 points.

5 = HIGH SCORE
Consistently exceeds. Always available in class and attended All meetings.

4 = Exceeds Expectations. Consistently available in class and attended most meetings.

3 = Just Meets Expectations. Provided work when asked. Missed two or more class sessions or left class sessions without meeting.

2 = Assumed limited role as group member or provided inconsistent efforts throughout the semester. Limited class or meeting attendance.

1 = LOW SCORE
Assumed almost no role as a member of this group. Provided limited efforts to the project. Was absent from many class and/or sessions or not cooperative with scheduled meetings. Group needs seemed very unimportant.

0 = NO SCORE - Should have been terminated earlier in the project.

<table>
<thead>
<tr>
<th>Group Members’ Name</th>
<th>Stayed in constant contact for the entire semester AND attended ALL scheduled meetings and classes.</th>
<th>Willingly accepted a fair share of workload</th>
<th>Provided Consistently high quality work.</th>
<th>Submitted work on time throughout the semester.</th>
<th>Displayed Knowledge of ALL course material(s).</th>
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<tbody>
<tr>
<td>Name:</td>
<td>0 1 2 3 4 5</td>
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<td>0 1 2 3 4 5</td>
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<tr>
<td>Total Points</td>
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QUESTION TWO: Now that you have completed this project, what will you personally do differently to continue to improve your interpersonal and group skills?

ANY GENERAL COMMENTS YOU WISH TO ADD:
MAN4143 TERMINATION FOR FREE-RIDING PETITION

Please download template, add missing information, group members’ signatures and submit to Dr. Andert

Group Number/Title: ________________________________

First Verbal Warning occurred on (date): __________________________ (attach email, if possible)

Second Written Warning occurred on (date): __________________________ (attach email, if possible)

Petition Submission Date: ___________

We, the undersigned group members, wish to terminate (name) ________________________________ from the group course project. The reason(s) for the requested separation is that the specified individual does not carry his/her work load and makes group work more difficult for the rest of the members. The specific grounds for termination are (check appropriate item[s]):

____ Does not show up to group meetings
____ Does not read assigned materials or prepare for group meetings
____ Does not follow through on assigned tasks
____ Is unwilling to assume fair share of work
____ Work quality is so poor, it cannot be used as submitted
____ Other (please specify):

Respectfully signed,

<table>
<thead>
<tr>
<th>Group Members</th>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td>______________</td>
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</tbody>
</table>

Please submit an emailed form to the terminated group member with a hard copy to the Instructor.
Addendum 6: MAN3350 Pre-Course Learning Contract

Name: __________________________ Date: __________________________

Directions: These are the components and needed effort participants MUST expend to be successful in this class. Please assess your personal willingness and ability to accurately and completely meet the course expectations.

Preparation and Research:
YES NO I read the entire course syllabus and understand the class requirements.
YES NO I understand this class is fluid and I will need to attend class to stay abreast of constant changes.
YES NO I understand this is an applied class and spontaneous learning is the norm.
YES NO I understand readings must be completed prior to the class and classes are interactive.
YES NO I understand I am responsible for bringing and sharing new ideas on the class topics.
YES NO I understand I must log in to Canvas BEFORE each class and a MINIMUM of once per week, or more as needed.
YES NO I understand assignment grades are posted on Canvas and GRADE CORRECTIONS ARE DUE WITHIN TWO WEEKS from the date the grade was originally posted or my professor will go postal.
YES NO I understand I am responsible to stay in constant contact with fellow group members during the entire semester. A Group Discussion Forum is available on Canvas and the group may utilize other CMC sites (e.g. GroupMe or ooVoo).
YES NO I understand my obligation to attend ALL group meetings and to value my time in equal importance to my group members' time. My work schedule or other class obligations are not solid reason to miss meetings.
YES NO I understand that my full participation in the group work includes attending every class session.
YES NO I understand that I will become a better researcher through the required group project and presentation and that the Business Librarian is available to help.
YES NO I understand the final course grade will be listed with NO ROUND UP and all students will be graded using the syllabus grading scale.
YES NO I understand that my efforts are best spent on assigned course work as there is NO EXTRA CREDIT provided in this course.

Please review any statements that might have received a “no” response, and re-evaluate and re-assess your ability to direct your energies to meet the needs of this comprehensive group-focused course. Are there any reason(s)/issue(s) hampering your ability to achieve excellence in this program? Please check one response:

/ / No      / / Yes, if “yes” how will you address the concerns/issues?
Addendum 7: MAN3350 Mid-Course
Self-Assessment of Learning Results

Name: _____________________________

Directions: Please ASSESS YOUR LEVEL OF WORK to date by answering the following questions as accurately and frankly as possible. The scale is listed here:

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

My Learning Style Assessment:

1 2 3 4 5 I am reading all course materials before each class (if reading some, how can we increase your reading?).

1 2 3 4 5 I currently ask questions whenever I don’t understand the course material (if not, let it all hang out!).

1 2 3 4 5 I never leave a class session without participating to class discussions (if not, expect to be picked on soon)

1 2 3 4 5 My primary focus has been to challenge myself! (go for it!!!!)

1 2 3 4 5 My in-class behavior supports fellow class members’ learning (e.g. no cell phones, laptop surfing, or day dreaming of the beach).

1 2 3 4 5 My group can count on me being at every class.

1 2 3 4 5 My group can count on me being at every meeting (I respect others’ schedule as much as my own).

1 2 3 4 5 I submit all my course homework on time (if no, it this a time or focus issue?).

1 2 3 4 5 I submit my best quality course homework (if no, it this a time or focus issue?).

1 2 3 4 5 My study habits are improving as a result of my work in this course (i.e., I’m getting older and better as the same pace ;-)).

My anticipated final course grade is _____.

I am satisfied that this grade /_/ Yes /_/ No
It is the best I am capable of obtaining /_/ Yes /_/ No
If “No” please state how we can work together to help you achieve a higher grade.
Addendum 8: Post-Course Homework Form
Please download template, TYPE responses and submit in hard copy form.
Due at the beginning of the last class session

Post-Course Assessment of Personal Learning

Name: ____________________________

Directions: Please ASSESS YOUR LEVEL OF LEARNING during this semester by completing the following sections.

**Major Learnings**

Directions: Please thoroughly review the content of this course and reflect upon the entire course content. Then, please list your personal top five major course learnings.

1. 

2. 

3. 

4. 

5. 

**Behavioral Changes**

Directions: Please thoughtfully reflect on the “Major Learnings” list you created above and consider the behavioral changes required to implement these major learnings. Please then; list the top five behavioral changes you will make to enact your major course learnings. How will you act differently as a result of what you have learned from this course?

1. 

2. 

3. 

4. 

5. 

Please Complete Page TWO
### Post-Course Self-Assessment of Personal Learning

**Name:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My knowledge increased in this area?</strong></td>
<td>Not at all</td>
<td>To a very little extent</td>
<td>To a little extent</td>
<td>To a moderate extent</td>
<td>To a fairly large extent</td>
<td>To a great extent</td>
<td>To a very great extent</td>
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<tr>
<td>Strategic T&amp;D Needs Assessment Process</td>
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<td>Transfer of Learning</td>
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<td>Program Design</td>
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<td>Training Evaluation</td>
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<td>Training Methods</td>
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<td>Technology of Training</td>
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<td>Employee Development</td>
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<td>Career Management</td>
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<td>Legal Issues in T&amp;D</td>
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<td>Current HR Trends in T&amp;D (from articles)</td>
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<tr>
<td><strong>My skill increased in this area?</strong></td>
<td>Not at all</td>
<td>To a very little extent</td>
<td>To a little extent</td>
<td>To a moderate extent</td>
<td>To a fairly large extent</td>
<td>To a great extent</td>
<td>To a very great extent</td>
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<tr>
<td>Ability to write a Needs Assessment Survey</td>
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<td>Ability to Deliver a Needs Assessment Survey</td>
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<td>Ability to Analyze a Needs Assessment Survey</td>
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<td>Ability to Locate HR Statistics (O*NET)</td>
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<td>Ability to problem solve T&amp;D issues &amp; problems</td>
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<tr>
<td>Ability to select appropriate T&amp;D interventions</td>
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<tr>
<td>Preparing a training event</td>
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<tr>
<td>Participating in a group presentation</td>
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<td>Writing a Major Paper</td>
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<tr>
<td>Taking Greater Responsibility for My Learning</td>
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</tbody>
</table>

**What aspects of this course contributed most to your learning?** (Please type on next page, if needed).

**What aspects of this course should be highlighted or transformed? Why?** (Please type on next page, if needed).

**Hi Dr. Andert! Here are some additional things I wanted to share with you about my learning experience!**
(Please type on back of page, if needed.