

LAURENTIAN UNIVERSITY – WINTER 2017
DR. REUBEN ROTH
LABOUR STUDIES PROGRAM,
SCHOOL OF NORTHERN AND COMMUNITY STUDIES

LBST-3906-EL01 ORGANIZATIONAL THEORY

Lecture/Tutorial: Wednesdays, 7:00 - 9:50 p.m.
Classroom: C-204
Professor: Dr. Reuben Roth
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Office: A-347
Telephone: Ext. #4362
Office Hours: As posted on my office door. Appointments preferred.

CALENDAR DESCRIPTION

This course examines the nature and role of formal organizations, or bureaucracies in the contemporary world. The classical, critical and managerial traditions, as well as recent social science perspectives, will be the tools to understanding bureaucracies. Case studies, focusing on formal organizations in the public and private sectors, are key components of this course.

COURSE DESCRIPTION

We all spend a large portion of our lives interacting (in some way) with formal organizations. These may include schools, businesses, religious, volunteer or government institutions, or even unions. But we already know from our own experience that organizations do not necessarily operate as prescribed. For example, formal organizations are not always consciously created, they may not necessarily focus on their assigned task, and they do not always terminate their existence when their stated goals have been met. At their heart, organizations are social institutions, and are therefore an object of great interest to social scientists.

In this course we will examine the nature and role of organizations. We will survey a variety of major (mainly sociological) theoretical perspectives from the literature – classical, contemporary and critical – that are used to understand the role of formal organizations. We will focus on a variety of topics, including how organizations come into being, whose interests they serve, how they interact with one another, the role of power, leadership, organizational change, and issues of race, class and gender within organizations. **One overall objective of the course is to have students analyse their own experiences in organizations through the lens of the various social science theories.**

At the conclusion of the course students should have a critical understanding of organizations, including the theoretical frameworks and practical problems in the study of complex organizations. Emphasis is placed on writing exercises, so your writing skills should see improvement. The knowledge acquired in this course may form the foundation for more advanced study of organizations in a variety of disciplines, including Labour Studies, Sociology, Commerce, Public Administration, Policy Studies and Political Science.

GRADING:

Grading will focus largely on three writing assignments and two oral presentations. The first essay is a literature review and the second is a brief essay proposal. Together, these will form the components of a final, third research essay that either focusses on an organization or a subject within the organizational theory literature. Two oral presentations are also key components of the course. Each of you will present a chapter from one of our assigned weekly readings and lead the class in an **informed** and **engaged** discussion.

Literature review	20% (Due: week 6)
Research paper proposal	20% (Due: week 8)
Final Research paper	30% (Due: week 12)
Oral presentations	20% (2 presentations TBD)
Attendance/participation	10% (ongoing)

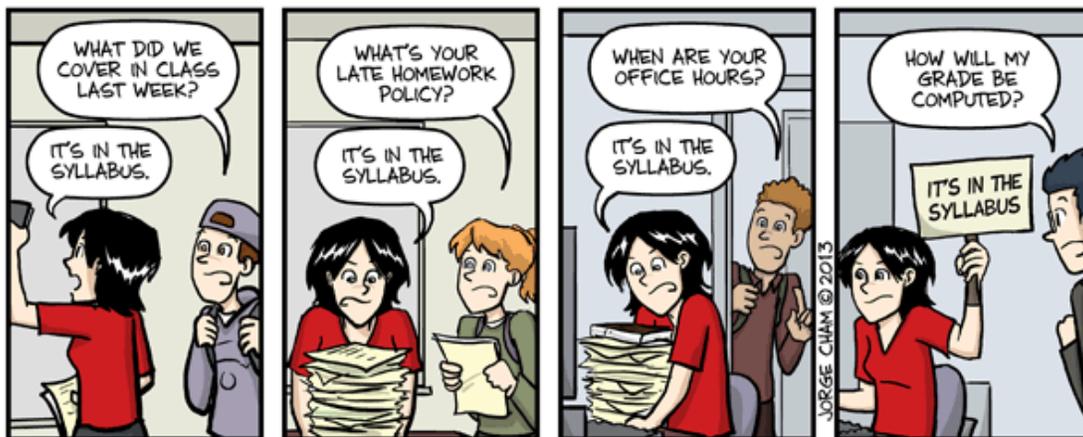
MANDATORY TEXTS:

Mills, Albert J., Tony Simmons and Jean Helms Mills. 2010. *Reading Organization Theory: a Critical Approach to the Study of Organizational Behaviour and Structure (3rd edition)*. Toronto: UofT Press.

Roth, Reuben Ph.D. (ed.). 2017. *Course Reader for LBST 3906– Organizational Theory*

**** NOTE: I have made arrangements for this photocopied and bound reader to be made available at Kwik Kopy Design and Print Centre, 75 Elm Street (corner Elm and Elgin in Sudbury) at a cost of approximately \$20-\$30. Phone ahead: (705) 671-0070. Note: this is produced at cost and there are no refunds.**

**** NOTE: Additional readings, articles and web-based materials may be made available online, on reserve at the library, or distributed in class.**



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

POLICIES: CITATION, PLAGIARISM, LATE ASSIGNMENTS, ATTENDANCE:

Academic Citation and Plagiarism

Students are expected to consult a standard social science style guide to ensure the correct citation style (either ASA or APA formats are acceptable and readily available online). I will recommend a variety of style guides during in-class discussions. Plagiarism has always been with us but easy Internet access makes this act more tempting than ever. Plagiarism and other forms of academic dishonesty are extremely serious academic offences. Penalties range from failure in an assignment or exam to expulsion from the University. Definitions, penalties and procedures for dealing with plagiarism are set out on Laurentian University's website.

ADDITIONAL NOTICE ON PLAGIARISM:

Be aware that insufficient or 'deceptive' citation constitutes grounds for plagiarism. You should be familiar with proper citation at this stage in your academic career and are assumed responsible for uncited work taken from another source. **In short, when in doubt it is always preferable to over-cite, rather than under-cite.** Learning and using citation is one of the skills taught at university, and it should be practiced with great care and *punctiliousness*. Again, this is an extremely serious academic offence that carries penalties varying from failure in an assignment or course, to suspension or expulsion from the University.

Policy on Missed or Late Assignments

Assignments are due on the dates specified in this outline. No extensions will be granted without medical documentation. Late assignments will be subject to a 5% penalty for each day after the due date. After one week has elapsed without an assignment, you will receive an automatic grade of 'F' unless you provide sufficient medical documentation.

ATTENDANCE AND PARTICIPATION (10%)

You are required to attend all lectures and sign an attendance sheet that will be distributed after each week's break. This course depends on student preparation and willingness to openly engage in discussions related to the readings, lectures and presentations. It gets more interesting if you speak.

IMPORTANT NOTE: Please do not phone or email me to report an absence. This is not the general practice in universities, where personal responsibility and independence are both assumed.

LBST 3906-EL01 – Organizational Theory – WEEKLY SCHEDULE

Note: Any reading other than “Mills, Simmons & Mills” is in the course reader.

WEEK 1: JANUARY 11, 2017

Introduction and overview to the course

THEME: How Sociology Views Organizations and Groups

WEEK 2: JANUARY 18, 2017

THEME: Why Study Organizations? Organizations and the Individual

READING 1: Macionis and Gerber, “Groups and Organizations” Chapter 7

READING 2: Handel, Introduction (p.1-4).

WEEK 3: JANUARY 25, 2017

THEME: Classifying Organizations

TUTORIAL: Defining Organizations

READING 1: Mills, Simmons & Mills, Chapter 1.

READING 2: Handel 5-31.

WEEK 4: FEBRUARY 1, 2017

THEME: Organizations as Rational Systems

LECTURE: Organizational Structure and Theory

READING 1: Hall, Chap. 3

READING 2: Handel, 39-51.

WEEK 5: FEBRUARY 8, 2017

THEME: The Role of Power in Organizations

ACTIVITY: Presentation and discussion of literature reviews

READING 1: Mills, Simmons & Mills, Chapter 2.

READING 2: Handel, 303-314 & 331-345;

WEEK 6: FEBRUARY 15, 2017

THEME: Leadership and Decision-Making

ACTIVITY: Presentation and discussion of research proposals/readings.

READING 1: Mills, Simmons & Mills, Chapter 3.

READING 2: Handel 205-223.

→ *Literature Review Due Date*

NO CLASS ON FEBRUARY 20, 2017 - FEBRUARY 24, 2017 – WINTER STUDY WEEK

WEEK 7: MARCH 1, 2017

THEME: The Human Relations Model

ACTIVITY: Presentation and discussion of research proposals/readings.

READING 1: Mills, Simmons & Mills, Chapter 4.

READING 2: Handel, 77-107.

WEEK 8: MARCH 8, 2017

LECTURE: Organizations and Society: Race, Gender and Class, Part I

ACTIVITY: Presentation and discussion of research papers/readings.

READING 1: Mills, Simmons & Mills, Chapter 5.

READING 2: Handel, 371-422.

→ *Research Paper Proposal Due Date*

WEEK 9: MARCH 15, 2017

LECTURE: Organizations and Society: Race, Gender and Class, Part II

ACTIVITY: Presentation and discussion of research papers/readings.

READING 1: Mills, Simmons & Mills, Chapter 6.

READING 2: Handel, 32-37; 170-180.

WEEK 10: MARCH 22, 2017

LECTURE: Alternatives to Organizing Organizations

ACTIVITY: Presentation and discussion of research papers/readings.

READING 1: Mills, Simmons & Mills, Chapter 7.

READING 2: Handel, 457-496.

WEEK 11: MARCH 29, 2017

LECTURE: Imagining Democratic Organizations

ACTIVITY: Presentation and discussion of research papers/readings.

READING 1:

READING 2: Mills, Simmons & Mills, Integrated Case: The Westray Mine Explosion.

WEEK 12: APRIL 7, 2017

LECTURE: Imagining Democratic Organizations

ACTIVITY: Presentation and discussion of research papers/readings.

READING 1: Mills, Simmons & Mills, Integrated Case: For Your Eyes Only.

→ *Final Research Paper Due Date*

LBST 3906 EL01: A DETAILED OVERVIEW OF REQUIREMENTS AND ASSIGNMENTS

WEEKLY SEMINAR ATTENDANCE & PARTICIPATION (10%)

You will be expected to attend each week and participate in seminar discussions, after having prepared for each class' readings *beforehand*. Your notes on the readings will play a key role in helping you to form and express your most informed viewpoints during our seminar discussions, so it is crucial that you keep up with your readings. **Be sure to bring your textbooks (and marginal notes) to every class.**

PRESENTATIONS (2 x 10% = 20% TOTAL)

This assignment involves providing leadership during a part of our weekly tutorials. This may be done in one of two ways. Students in a group will present one of our assigned readings (free choice but no overlaps, so coordinate with your classmates) and provide guidance and leadership during a classroom discussion. Students should aim to demonstrate in-depth knowledge of the appropriate material and to lead and engage the members of the class in a substantive discussion and debate. This is also an excellent opportunity to connect your own views of organizations with those presented in the course. **A schedule of presentations will be prepared and distributed by the second or third week of class.** See the rubric for presentations (below) as a guide.

LITERATURE REVIEW (20%)

You will select a manageable (3-4) number of journal articles, books, book chapters, or research papers based on one of the major sub-themes related to this course in educational issues. You will then write a 10 page paper (not including cover page and bibliography, etc.) which reviews these in a disciplined (and sociological) manner. Your literature review must demonstrate that you have acquired an understanding of the literature in your subject-area, by discussing: (a) the main concepts, (b) controversies and (c) the state of research related to the topic in your selected subject-area. You should also show how these articles are all related. Note the review must be an integrated, narrative essay and NOT simply a series of summaries of books and journal articles. Briefly summarize articles by stating the author's (i) goal, (ii) thesis, (iii) controlling statement/s (the 'big ideas' that support a thesis), and (iv) conclusion, but do not focus on the summary alone. Refer to Bloom's Taxonomy and reach as high as you can. Be daring; you can treat this assignment as an exploratory exercise where you discover an interesting area of sociology or education-related issues that is new to you. If you like, your literature review can ultimately work as a building block for the final research essay, where you can integrate key elements of your literature review (although you are not 'married' to the sub-topic you've chosen if you don't like it). A carefully prepared literature review can lead to a stronger final paper.

Due: Week 6.

Research Paper Proposal (20%)

The research paper proposal is a brief (approx. 2,500 words) statement of the specific research essay topic, outlining the nature of the research you will be conducting for the final research paper. This should include the detailed **concepts** to be used and the **methods** to be followed to investigate your topic. A critical aspect of the proposal is to identify the specific research question that will be examined in your final essay. Essentially, the research proposal is a road map for your essay. A carefully prepared proposal inevitably leads to a strong essay. The more narrowly focussed your proposal, the better the essay. I strongly advise using a writing guide. One that I like (but is sadly, now out of print) is the Trent Academic Skills Centre guide *Thinking it Through: A Practical Guide to Academic Essay Writing*. Chapter II "Topic to Thesis" is especially applicable to this assignment. I'll be handing copies out in class. **Due: Week 8.**

How to Write a Research Proposal

Most students and beginning researchers do not fully understand what a research proposal means, nor do they understand its importance. To put it bluntly, one's research is only as good as one's proposal. An ill-conceived proposal dooms the project even if it somehow gets through the Thesis Supervisory Committee. A high quality proposal, on the other hand, not only promises success for the project, but also impresses your Thesis Committee about your potential as a researcher.

A research proposal is intended to convince others that you have a worthwhile research project and that you have the competence and the work-plan to complete it. Generally, a research proposal should contain all the key elements involved in the research process and include sufficient information for the readers to evaluate the proposed study.

Regardless of your research area and the methodology you choose, all research proposals must address the following questions: What you plan to accomplish, why you want to do it and how you are going to do it.

The proposal should have sufficient information to convince your readers that you have an important research idea, that you have a good grasp of the relevant literature and the major issues, and that your methodology is sound.

The quality of your research proposal depends not only on the quality of your proposed project, but also on the quality of your proposal writing. A good research project may run the risk of rejection simply because the proposal is poorly written. Therefore, it pays if your writing is coherent, clear and compelling.

This paper focuses on proposal writing rather than on the development of research ideas.

Title:

It should be concise and descriptive. For example, the phrase, "An investigation of . . ." could be omitted. Often titles are stated in terms of a functional relationship, because such titles clearly indicate the independent and dependent variables. However, if possible, think of an informative but catchy title. An effective title not only pricks the reader's interest, but also predisposes him/her favourably towards the proposal.

Abstract:

It is a brief summary of approximately 300 words. It should include the research question, the rationale for the study, the hypothesis (if any), the method and the main findings. Descriptions of the method may include the design, procedures, the sample and any instruments that will be used.

Introduction:

The main purpose of the introduction is to provide the necessary background or context for your research problem. How to frame the research problem is perhaps the biggest problem in proposal writing.

If the research problem is framed in the context of a general, rambling literature review, then the research question may appear trivial and uninteresting. However, if the same question is placed in the context of a very focused and current research area, its significance will become evident.

Unfortunately, there are no hard and fast rules on how to frame your research question just as there is no prescription on how to write an interesting and informative opening paragraph. A lot depends on your creativity, your ability to think clearly and the depth of your understanding of problem areas.

However, try to place your research question in the context of either a current "hot" area, or an older area that remains viable. Secondly, you need to provide a brief but appropriate historical backdrop. Thirdly, provide the contemporary context in which your proposed research question occupies the central stage. Finally, identify "key players" and refer to the most relevant and representative publications. In short, try to paint your research question in broad brushes and at the same time bring out its significance.

The introduction typically begins with a general statement of the problem area, with a focus on a specific research problem, to be followed by the rationale or justification for the proposed study. The introduction generally covers the following elements:

1. State the research problem, which is often referred to as the purpose of the study.
2. Provide the context and set the stage for your research question in such a way as to show its necessity and importance.
3. Present the rationale of your proposed study and clearly indicate why it is worth doing.
4. Briefly describe the major issues and sub-problems to be addressed by your research.
5. Identify the key independent and dependent variables of your experiment. Alternatively, specify the phenomenon you want to study.
- 6. State your hypothesis or theory, if any. For exploratory or phenomenological research, you may not have any hypotheses.**
7. Set the delimitation or boundaries of your proposed research in order to provide a clear focus.
8. Provide definitions of key concepts. (This is optional.)

(SOURCE: Paul T. P. Wong, Ph.D., C.Psych. Research Director, Graduate Program in Counselling Psychology, Trinity Western University).

FINAL ESSAY (30%)

Your final essay should examine a theme or sub-theme related to a sociological treatment of issues in education as these have been discussed in class lectures and course readings. The final paper is the major assignment for the course and ideally builds on your literature review, reading journals, presentations, class discussions and lectures. Typically, this is an argumentative essay in which you take a position, and is not a traditional research essay. Simply put, your task in this exercise is NOT to 'educate' me about a particular issue related to education, in fact, the specific topic that you choose is almost irrelevant. The topic itself is simply a *device* that helps to illustrate one of the concepts discussed in our course. This means that your final essay is really about putting into 'action' one of the sociological theories or concepts that we've been talking about through (by use of) the 'educational issues' issue that you've selected. If your selected issue doesn't adequately illustrate the concept you plan to examine and illustrate, then change it and select an issue that *does* illustrate the concept; either that, or take a deep breath and switch the concept that you're trying to illustrate. To repeat, your final paper is NOT about "informing" me about, for example, racism in Ontario's schools, but is REALLY a discussion about a concept or theory that you learned about in the course – and then seeing whether it works by, for example, illustrating the concept of racism in schools using an Marxist analysis of the Ontario curriculum over the past 50 years. In short, it is best to select a concept or theory and then apply it to a relevant issue or topic. The final essay should be approximately 15-20 pages in length (excluding cover page and bibliography).

Due: Week 12

FINAL RESEARCH PAPER – SAMPLE OF A FORMAL STRUCTURE (NOT MANDATORY)

The following structure is not a template that applies to all research essays, but merely one example of how a research essay might be organized. Typically, academic essays with data from field research are composed of a number of subsections. You might follow the same basic structure with some modifications. These will be discussed in-class, where you'll receive a handout on disciplined reporting and essay writing styles.

- 1. INTRODUCTION.** This section identifies the major problem or question to be examined in the essay. Although this section is short you need to use it to show the reader the value of what is to follow.
- 2. LITERATURE REVIEW.** This section of the essay is a summary of the work by other researchers on the topic you have selected. A literature review is a synthesis of the most important theories and findings, rather than a mere summary of each work. In this section you need to show the reader that you have a strong understanding of the major issues and controversies related to your topic.
- 3. RESEARCH METHODS.** In this section you outline the research methods you employed in your research, including the reasons for selecting a particular method, and any potential pitfalls or problems associated with it. An important objective of this section is to show to the reader that the research method will gather data in a *systematic* manner to answer the research question. **NOTE: Research for this course will be based on secondary methods only, so this section will likely be brief. But be sure to include your method(s) nevertheless.**
- 4. FINDINGS/RESULTS.** In this section you present the most important findings from your field research. Careful consideration should be given as to how to best present the data (tables, charts, photos, etc.). **For the purposes of this course you should combine this section with the next to allow for an integration of findings and discussion.**
- 5. ANALYSIS/DISCUSSION.** The purpose of this section is to explain and analyze the findings from your field research. A critical aspect of this section is to relate your findings to past research and existing theories (as outlined in your literature review section). In this section you will also want give an indication as to how convincing your findings are.
- 6. CONCLUSION.** Like the introduction, the conclusion is relatively brief. Its purpose is summarize what you have done and should not raise new questions. The best conclusions are those that follow logically from the introduction; that is, the reader need read only the introduction and conclusion to gain an overview of your essay. Try it before you hand in your essay.

FINAL RESEARCH PAPER - ADDITIONAL INSTRUCTIONS

Below are additional instructions and guidelines for the research essay. Please also refer to the guidelines for the essay included in the course outline, and to class and tutorial discussions.

1. Your final paper will be due on Week 12 (we'll discuss how you're to hand it in). This does not leave you much time, so you are advised to start planning early.
2. Essays submitted via e-mail or fax without permission will not be accepted. Late assignments will not be accepted without a medical note signed and dated by a physician on institutional letterhead.
3. Please use **only** ASA or APA citation style at all times. This is a social sciences course and MLA will not be accepted. Learning another citation style is a useful adaptive skill.
4. The final paper must include references to our assigned textbooks, as well as to other recognized sources including journal articles. Although electronic sources may be used, they must be authoritative. Many academic journals are now available online and these are quite acceptable, but strictly avoid using 'amateur' (i.e. non-academic, non-authoritative) websites. Because of the timely nature of the subject matter (labour markets) you will find much recent material online in newspapers and newsmagazines, as well as professional association journals. However, *you must limit non-academic (i.e. newspapers, etc.) electronic resources to not more than 50 percent of your total referenced material.*
5. On the cover page include your name, student number, telephone number, email address, course title and number. **The font should be Times New Roman, 12-point.** Other considerations are as follows: double-space, use one-inch margins, page numbers, cover page, single staple. ***Please do not use report covers.***
6. Grammar, spelling and sentence structure, as well the organization of the essay, are important elements. You may find it helpful to make an appointment with the Laurentian University Writing Skills Centre (at Desmarais Library) to have a draft of the essay reviewed by a writing instructor. I'll be available for specific questions on essay content and form and will discuss the detailed assignment parameters in class.
7. Regardless of your particular subject it is strongly advised that you carefully describe the topic under analysis. You may do this by using both internal and external documentation, including details on organizational structure, stated mandate, size, composition, etc.
8. Please do not pad your essay with needless verbiage. I appreciate and grade proper academic essay writing and *needless wordiness will be penalized.* If required, I can distribute writing guidelines (applicable throughout the social sciences) in class.
9. The smartest university students are those who use the language correctly and express complex sociological ideas using the simplest of terms; so keep the language simple. Nobody, least of all me, wants to read your misguided attempt to sound 'smart' by using MS-Word's Thesaurus, or any thesaurus for that matter. Ignore what your high school English teacher taught you about the rules of academic essay writing. University essay-writing is a somewhat different animal.
10. I strongly advise using a writing guide such as Trent University's Academic Skills Centre's *Thinking it Through: A Practical Guide to Academic Essay Writing*. Chapters VI-VIII are especially useful with regard to this assignment. I'll provide handouts of these chapters during the semester.

Bibliography

- Bonet F.J., Marta Peris-Ortiz and Ignacio Gil Pechuan. 2011. "Basis for a General Theory of Organizations." *Management Decision*. 49 (2). Emerald Publishing.
- Gonas, Lena, and Erica Sandlund. 2013. "Guest editors' introduction: Capturing change – Approaching gender relations in working life." *Economic and Industrial Democracy*. 34 (3). NY: Sage.
- Greenwood, Roston and Danny Miller. 2010. "Tackling Design Anew: Getting Back to the Heart of Organizational Theory." *Academy of Management Perspectives*. 24 (7).
- Griffin, Martyn, Mark Learmonth and Carole Elliott. 2015. "Non-domination, contestation and freedom: The contribution of Philip Pettit to learning and democracy in organizations." *Management Learning*. 46 (3). NY: Sage.
- Hall, Richard H. and Pamela Tolbert. 2009. *Organizations: Structures, Processes and Outcomes (8th edition)*. London & NY: Routledge.
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- Jansson, Jenny. 2013. "From movement to organization: constructing identity in Swedish trade unions." *Labor History*. 54 (3). London & NY: Routledge.
- Macionis J. and Linda Gerber. "Groups and Organizations" (Chapter 7). *Sociology*. NJ: Prentice-Hall.
- Matusik, Sharon F. and Amy E. Mickel. 2011. "Embracing or embattled by converged mobile devices? Users' experiences with a contemporary connectivity technology." *human relations*. 64 (8). NY: Sage.
- Mir, Raza and Ali Mir. . 2012. "The colony writes back: *Organization* as an early champion of non-Western organizational theory. *Organization*. 20 (1). NY: Sage.

FINAL ESSAY ASSESSMENT SHEET (30%)

ASSIGNED PARAMETERS:

- Thesis statement/goal: a clearly identified research question under examination; outlined precise nature of research, including methods, theory(ies), variable(s). [5]
- Sufficiently detailed description of the topic under analysis, etc. [2]
- Brief literature review synthesized previous research, important theories and findings; Correctly presented, analyzed, discussed research findings; findings are convincing [4]
- Conclusion summarized work/findings and followed logically from introduction, thesis. [2]
- Examined aspects of an issue related to relevant issues in education, correctly employing sociological theories and/or concepts. [5]

/18 subtotal

CONCEPTION/MECHANICS:

- University-level grammar, spelling, sentence structure, et cetera. [7]
- Paper was well-conceived (i.e. used rational argument and lacked logical lapses). [4]
- Paper was properly cited, (i.e. included proper academic in-text citation and bibliography). [1]

/12 subtotal

BONUS (Rare):

- Bonus points** for original ideas presented with clarity and depth. [1]
- Bonus points** for presentation enacted with skill of writing and clear presentation. [1]

/30 total

PROPOSAL EVALUATION SHEET (20%)

- Proposal **clearly** identified a **specific, focussed research question** to be examined in the final essay. [2]
- Statement outlining in detail the **precise** nature of your proposed research, including **how** you will conduct this research (including sociological theory, methods, identified variables, etc). [6]
- Proposal** identified and discussed the academic literature to be used in final essay. [4]
- Proposal was well-conceived (i.e. used rational argument and lacked logical lapses). [2]
- Proposal was well written (e.g. correct spelling, grammar, sentence structure). [4]
- Proposal was properly cited, (i.e. included standard academic citation, bibliography). [2]

/20

BONUS POINTS (a rarity):

- Bonus **points** for original ideas presented with extraordinary clarity and depth. [1]
- Bonus **points** for presentation enacted with superlative writing skills. [1]

/2

TOTAL: /20

PRESENTATION ASSESSMENT CRITERIA – VALUE 10% x 2 = 20%

Your name: _____

Today's Date: _____

RATING KEY: 5 – very high; 4 – high; 3 – good; 2 – fair; 1 – poor

<i>Rating (enter 1-5)</i>	
1. Brief, logical summary of article's structure	
a. Goal	
b. Thesis statement	
c. Controlling Statement, evidence	
d. Conclusion	
2. Stated own OR author's theoretical paradigm/outlook/ link to theory	
3. Coherent, clearly stated aims and rationale for presentation	
4. Linking of article to, and integration with an existing literature or body of thought	
5. Significant insights and original thoughts dealing with critical issues introduced by article	
6. Demonstrated understanding of material	
7. Not overly descriptive; analytical presentation	
8. Engaged and led class in discussion; attempted to be inclusive	
9. Command of topic	
10. Overall presentation skills (form)	
11. Overall presentation content	
12. Quality of PPT or written handout, if any	

Comments:

LITERATURE REVIEW EVALUATION SHEET – VALUE 20%

MECHANICS:

- Correct spelling, grammar, sentence structure, academic citations, bibliography [2].
- Clear introduction (rationale for selection; statement of your theoretical standpoint [1].
- Reviewed using disciplined framework (goal, thesis, controlling statement, conclusion) [2].
- Brief description/summary of literature, including the key features uniting these works [2].
- Selective quotes used with precision to support analysis of literature [1].

SUBTOTAL /8

CONTENT:

- Demonstrated understanding of main concepts & controversies related to selected topic [6].
- Expected level of sociological content and sociological analysis [4].
- Demonstrated understanding of the state of the research related to your selected topic [2].

SUBTOTAL /12

- Bonus points** for original ideas presented with exceptional clarity and depth.
- Bonus points** for presentation enacted with outstanding skill of writing and clear presentation.

TOTAL /20

LBST 3906 – STUDENT INFORMATION SHEET AND AGREEMENT

Your Name: _____ Your Home City: _____

Your “**REAL**” E-mail Address: _____

Your Major: _____ Your Year: _____

Why are you taking this course? Check all that apply:

<input type="checkbox"/> It takes place at a convenient time and/or convenient day.	<input type="checkbox"/> Interested in the subject.
<input type="checkbox"/> To satisfy a general requirement.	<input type="checkbox"/> It's a job requirement.
<input type="checkbox"/> It's a requirement for my major.	<input type="checkbox"/> Other - Explain: _____

What do you hope to get out of this course?

On what career path are you planning to embark on after you graduate?

Where do you get your news? (CHECK ALL THAT APPLY)

- I don't really care about the news very much.
- When it's really important I get the news from my friends or family.
- Internet/social media. Name them: _____
- Radio. If so, what radio station(s): _____
- Newspaper(s). If so, list newspaper(s): _____
- Television. If so, what TV station(s) or network(s): _____
- Magazine(s). If so, list magazine(s): _____
- Other: _____

I have read the course outline. I agree with and understand fully the course requirements and the university and class policies on attendance, punctuality, late papers and plagiarism. I understand that the views expressed by students in this class are confidential, but may anonymously appear in a paper or presentation someday.

Signed: _____ Date: _____