

**COURSE SYLLABUS 2019 – 2020**

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**Course Objective:**

This course has been designed to provide students with an introduction to Business Psychology and its impact on the workplace environment. We will discuss and examine the following topics/areas: Team Development, Culture & Social Norms, Negotiations & Management, Persuasion and Consumer Psychology.

**Business Expectations *for* Success:**

* Be on time & ready to learn!
* Contribute & participate in class discussion.
* Be prepared & responsible for all assignments.
* Be respectful of your classmates and instructor.
* Follow instructions & behave in a well-respected manner.
* Consciously observe cell *phone etiquette*.

**Course Resources:**

Assignments, notes, handouts and other documents will be posted to Edmodo throughout the year. This is a vital portal to gain information. Students who miss class are required to log on to their Edmodo account for their missed work. Your classmates are your allies, use them as resource! If your instructor is absent; your daily assignment will be posted on Edmodo. **Parents can use these resources as well to stay connected!**

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| **Critical Class Resources** | **Notes:** |
| Power School | Individual Student ID |
| Edmodo | User Code: |
| Quia.com | User Code: |
| Remind App | Enter: 81010 / Text: @businessps |
| Textbook | No Text; Teacher Supplies Materials |
| Personal Notebook | Student Supplied |
| Portfolio Website | Individual Student ID / Google Sites |

**Portfolio Requirements**

Each student is required to complete a portfolio that will be evaluated and assessed as the Midterm & Final Exam. Portfolios must have a home page (with student bio & photo), and individual project pages. These projects are: Team Building, Group Dynamics, Social Norms, Gender Roles, Negotiations, Mall Psychology and Scale Assignments.

Portfolios will be evaluated by the following course standards:

* Clear & Effective Communication
* Initiative, Self Direction & Accountability

*Each project page must contain*:

* Project Evidence – PowerPoint, Prezi, iMovie, Essay, Word Document etc…
* Team Charter – Document created by teams highlighting project tasks & goals
* Graded Rubric – Emailed to student from instructor upon completion of project
* 21st Century Skills Reflection - Each project will reflect upon one 21st Century Skill

**Course Standards:** All projects will be evaluated based off course standards:

*Assessing & Analyzing Information (AAI)*

* Use appropriate research tools, including technology and digital media, to access and organize information from multiple sources.
* Analyze the accuracy, bias, and usefulness of information.
* Synthesize and analyze information from multiple sources to draw conclusions and/or ask questions.

*Creativity (CR)*

* Demonstrate originality and inventiveness in work

*Content Knowledge (CK)*

* The student understands the central concepts, theories and structures of the topics presented in the course.

*Clear and Effective Communication (CEC)*

* Demonstrate organized communication through varied modes (oral, written and/or performance). Collect, analyze and respond to information gathered from active listening.
* Use evidence and logic purposefully in communication.
* Select and use communication strategies (including technology and digital media) appropriate to the audience, context, and purpose.
* Select and use communication strategies and interpersonal skills to collaborate with others.

*Initiative, Self Direction & Accountability (ISDA)*

* Demonstrate flexibility, including the ability to incorporate new ideas and information to adjust goals and actions.
* Identify and analyze personal strengths, challenges, and potential.
* Apply knowledge to set goals, make decisions and assess new opportunities.
* Demonstrate initiative and apply knowledge to seek support and advance learning.
* Demonstrate responsibility for learning and concern for quality.

**Course Standards & Major Tasks Alignment:**

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| **Course Road Map:**  **Major Tasks:**  **Standards:** | **Management Leadership & Negotiation** | **Group Dynamics** | **Gender Roles** | **Social Norms** | **Consumer Psychology** | **Scale Assignments** | **Portfolio** |
| **Assessing Analyzing Information** |  | **✓** | **✓** | **✓** | **✓** |  |  |
| **Creativity** | **✓** |  | **✓** | **✓** |  |  |  |
| **Clear & Effective Communication** | **✓** | **✓** |  |  |  |  |  |
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| **Content Knowledge Assessment(s)** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Initiative, Self-Direct. & Accountability** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |

**Feedback & Evaluation:**

Assignments are due at the *start* of each class period and will be graded using the Exemplary, Competent, Emerging and Novice rubric scale. Assessment will be both formative (practice/homework) and summative (projects, quizzes and exams); however, the formative assessments will not be graded. These assignments and practices will appear with a “score” in the grade book to document practice and progress towards mastery of our learning standards, however, those points will not count towards the final grade.

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| **Mastery Evaluation** | | | | **“Standard Grading” Equivalent** |
| EX | Exemplary | Exceeds Standard w/ Distinction | 4 | 100 |
| CO/XE | Competent / Exemplary | Exceeds Standard | 3.5 | 93 |
| **CM** | **Competent** | **★Meets Standard★** | **3** | **85** |
| EM | Emerging | Approaching Standard | 2 | 70 |
| N | Novice | Not Yet Met Standard | 1 | 60 |
| NE | No Evidence | No Evidence of Work | -- | 50 |

**Mastery Process:**

Project/Assessment

Competent (3)

Meets Standard

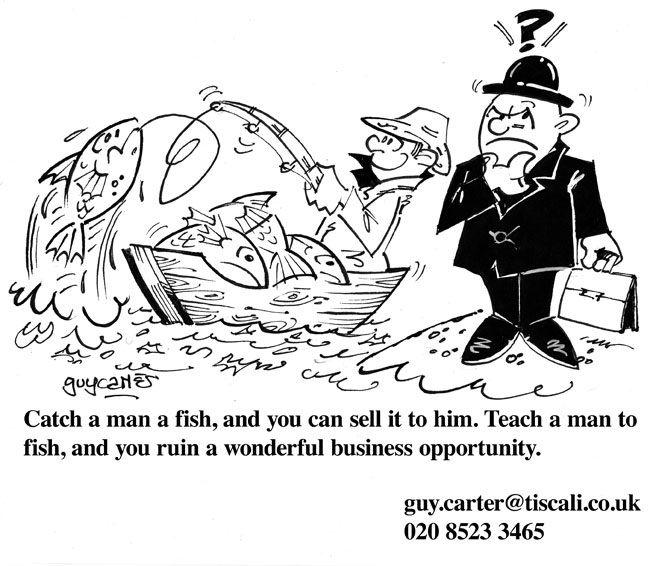
Emerging (2) / Novice (1)

Does Not Meet Standard!

Revise, Re-do, Redesign

Exemplary (4)

Exceeds Standard

**Scale Assignments**

Homework is a fundamental element of student learning & growth. Our goal is to make homework as meaningful, enlightening and student centered as possible. The purpose of “Scale” assignments is to provide students with the opportunity to take ownership of their learning. Students will be given the chance to “Scale” their learning using whatever style best fits their interests and schedule.

*HOW IT WORKS?*

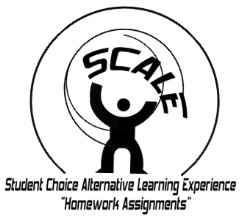
Students will be given the opportunity to create “scale” assignments that demonstrates their understanding & learning regarding a topic discussed in our course. Each assignment must be posted to the student’s portfolio site for grading. It is important to provide supporting evidence of your learning. For example if you analyze a film or article, post it along with your analysis. The structure allows students to work at their own pace; but remember you are responsible for completing the assignment on time!

Possible homework assignments could include, but are not limited to:

* Read, respond & reflect on an article relating to the topic of study
* Write a reflection piece that makes a connection to a news story, television show or other media regarding a topic of study.
* Expand on a classroom discussion/lesson/project
* Start a blog posting information or data relevant to our course, and discuss the responses by individuals
* Write an Essay (Pro/Con) taking a stand or point of view about a classroom topic.
* Design and conduct an experiment

**Be creative and tip the “Scale” in your favor!**

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| **SCALE** | **Exemplary** | **Competent** | **Emerging** | **Novice** | **No Evidence** |
| Initiative, Self-Direction & Accountability | 6 | 4 | 2 | 1 | None |
| Accessing & Analyzing Information | Exceeds Depth & Purpose | Meets Depth and Purpose | Approaching Depth & Purpose | Has Yet To Meet Depth & Purpose | No Evidence |

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Feedback!

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| Unit Lessons |
| * Prior Knowledge * Instruction * Awareness * Discovery |

**Project Feedback - Process**

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| “Preliminary Guidance” |
| * *Project Outline & Requirements* * *Expectations* * *Vision & Ideas* * *Exemplars* |

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| “Strategy Feedback” |
| * *Brainstorming Meeting* * *Planning & Scheduling* * *Strategy & Vision* * *Empowerment* |

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| “Ongoing Clarification” |
| * *Research & Design* * *Action* |

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| “Peer Review” |
| * *Reflect, Inquire, Suggest, Elevate* * *Peer Signoff* |

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| ‘”Formal Feedback” |
| * *Submission of Work* * *Performance Assessment* * *Achievement* |

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| “Supplementary Feedback” |
| * *Enhance Understanding in Subsequent Assessments* * *Feed forward* |

**BUSINESS PSYCHOLOGY**

Course Lessons-Outlined

**Management Leadership & Negotiation –** Teams Development & Leaders (Sept/Oct)

**LESSON 1**

What are Teams?

**Mgt., Leadership & Negotiation Project:**

*This is a team-oriented task in which students use their teamwork, management and leadership skills to negotiate (against other groups) on different elements* of the project.

**Standards**:

*CR, CEC, CK, ISDA*

Types of Groups

Why Do People Join Groups?

Team Building Activity

**LESSON 2**

Group Development / Stages

**LESSON 3**

Identify & Discuss Group Roles

Team Charter - Projects

**LESSON 4**

Leadership Introduction

**LESSON 5**

Developing Leaders

**LESSON 6**

Leadership Styles

**LESSON 7**

Negotiations Introduction

**LESSON 8**

Negotiation Strategies / Persuasion

**LESSON 9**

Negotiation Application Activities

**LESSON 10**

Negotiation Project Introduction

**LESSON 11**

Assessment

Survivor Psychology

**Team / Group Dynamics**: Power, Obedience & Conformity (Oct/Nov)

**LESSON 1**

Influence of Power / Agentic Theory

**Open Choice Project:**

*This task allows students to create their own project in relation to the topics covered in this unit. For example, students can create their own obedience experiment and analyze their results!*

**Standards**:

*CEC, AAI, CK, ISDA*

Stanley Milgram Film

Factors Affecting Obedience

**LESSON 2**

Zimbardo & Stanford Prison Experiment

**LESSON 3**

Attribution Theory

Bystander Intervention

Group Think / Group Shift\*

Social Loafing\*

Us vs Them\*

Stereotypes\*

\*Indicates: Topics reviewed but not in-depth, still available as possible project topics

**LESSON 4** (2 Days)

12 Angry Men Analysis

**Gender & Media:** Gender Roles & the Media (Nov/Dec)

**LESSON 1**

**Gender Roles Project:**

*This task requires students to create a video analysis how women, men and/or children are positively or negatively portrayed in the media.*

**Standards**:

*AAI, CR, CK, ISDA*

Intro to Gender Roles

**LESSON 2**

Changing Roles in Society

**LESSON 3**

Gender Role Analysis: Movies, TV & Magazines

**LESSON 4**

Introduction to Gender Roles Project

**Workplace Philosophy:** Group & Work Place Culture (Dec/Jan)

**LESSON 1**

What is Workplace Culture?

*No Project Required*

*Evaluated, Non Graded*

**LESSON 2**

A Look at Workplace Cultures: An Analysis!

**Workplace Philosophy:** Social Norms (Jan/Feb)

**LESSON 1**

Norms Introduction

**Social Norms Project:**

*Students will break/violate a social norm and analyze its impact!*

**Standards**:

*AAI, CR, CK, ISDA*

**LESSON 2**

Article: Are Social Norms Unraveling

**LESSON 3**

Break Social Norm Project

**Consumer Psychology:** Persuading the Consumer (March/April)

**LESSON 1**

Consumer Psychology Introduction

**Mall Project:**

*Using concepts learned in this unit, students will analyze two stores in the mall and apply their knowledge to create a store consumer profile.*

**Standards**:

*AAI, CK, ISDA*

**LESSON 2 & 3**

Color Psychology

**LESSON 4**

Sensational Transference

**LESSON 5**

Branding / Packaging

**LESSON 6 & 7**

Shopping Psychology

**LESSON 7**

Subliminal / Food Persuasion Advertising

**LESSON 8**

Mall Project Introduction

**Mastery May:** Spring into Exemplary (May)

**LESSONS**

Revise, Edit & Redesign Previous Projects

**Open Project:**

*In this section, student choose a standard that they would like to improve and revise, re-do or redesign any project to improve their level of mastery*

**Standards**:

*All / Any*

Improve Course Standards

**Business Psychology**

Parents/Guardians please read this syllabus over with your student(s) and complete the bottom portion. *This is their first homework assignment.*

**Parent/Guardian Contact Information**  *Please* ***PRINT!***

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

Printed Parent Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Email Address***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please Make Sure Email Address can be read ***Clearly***!!!

Providing an email address is essential for parent/teacher communication. If there are questions regarding grades, discipline, assignments and overall class performance, please reach out. I will respond in a timely fashion to your concerns. Periodic progress reports will be sent as well. **Please check Power School, Remind App and Edmodo for progress updates.**

The more information you provide the better we can both assist your child’s education. Please indicate or list any additional comments that you would like me to know concerning your son or daughter. (Ex. Health, family or behavioral issues)

I try to contact parents as much as possible, however feel free to call me for an update as well. Early communication benefits all of us!

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comments**: (Use back if needed)