

FALL
2025

DATA SCIENCES + OPERATIONS

DSO 599

DEMOGRAPHY IN BUSINESS

Section(s): 16348

Tue/Th 2-3:20pm

Instructor: Keith Robinson

 keithrob@marshall.usc.edu

Units: 3

Office: BRI 303E

WHY TAKE THIS COURSE?



Understanding population trends is critical for success in today's data-driven business environment. This course gives you hands-on experience solving real-world problems using demographic data—skills that employers value highly. You'll build strategic thinking capabilities and develop insights that set you apart in competitive roles across Marketing, Operations, Finance, and beyond.

COURSE OBJECTIVES

This course equips students with the analytical and strategic skills needed to assess and respond to the impact of population dynamics on modern business challenges. Students will learn to identify demographic drivers behind industry disruptions and use data-driven approaches to craft effective, forward-looking business strategies across sectors.



KEY CONCEPTS

Case examination based on current problems select companies and industries are facing; Population dynamics; Data analytics and business strategy; Business projections for Healthcare, Food/Beverage, Real Estate, and Technology industries.



COURSE DESCRIPTION

DSO 599: *Demography in Business* explores how shifts in population dynamics—such as aging patterns, changing household structures, and migration shifts—directly influence business operations, consumer behavior, and long-term strategy. Through four industry-focused modules, students will engage with real-world case studies from sectors like Real Estate, Technology, Food and Beverage, and Healthcare. These cases highlight current challenges faced by companies and invite students to apply demographic data in developing actionable solutions. Whether examining labor shortages at Walmart or analyzing site selection for Kroger's specialty stores, students will practice merging analytics with strategic thinking. The course is ideal for MBA and MSBA students seeking to become future-ready business leaders..



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DSO 599: Demography in Business
Semester: Fall 2025 – 3 Units
T/Th 2:00-3:20 pm

Instructor: Keith Robinson
Office: Bridge Hall 303
Office Hours: Days and Times by Appointment
Phone: (213) 740-6410
Email: keithrob@marshall.usc.edu

COURSE DESCRIPTION

This course is a unique offering that centers on the intersection between Demography - the study of human populations (size, spatial distribution, composition) and the processes through which populations change, and the causes and consequences of population change – and business strategy. We will use demographic methods to analyze contemporary business issues faced by organizations in Education, Social Media, Food and Groceries, and other sectors. The course is structured around 4 Modules that will require students to find the data they need, conduct analyses that will go into written reports, and do individual and group presentations at the conclusions of each Module. This course aims to a) give students practical skills using demographic techniques and statistical methods to understand, analyze, and interpret data that inform managerial decisions; b) gain exposure to how demographic factors such as where people live, age structure of the population, and inequality ratios can be used to guide business practices by discussing a variety of current business situations; and c) hone effective communication skills through individual and team presentations, where analysis and recommendations must withstand the challenges of audience members.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Assess how demographic processes impact the ways companies should think about their future workforces.
2. Apply critical and analytical thinking to identify and evaluate business opportunities within a demographically informed context.
3. Present analytical findings, through individual and team presentations, that withstand challenges from diverse audiences.

COURSE MATERIALS

Required readings for this course will be available free through the USC libraries (<http://libguides.usc.edu/go.php?c=9231877>). You will not need to purchase any materials (software, hardware, or data – data will be public use) for this course. Students may use any programming language of their choice to complete the assignments. Class examples will be conducted in Excel and Python, but students can use Stata or R if preferred.

Software:

- **If you do not have Excel:** Students can take advantage of the free version of Office 365 that USC provides to students, which includes MS Excel 365. The free Microsoft USC Office Suite can be downloaded from <http://itservices.usc.edu/officestudents/>.
- **If you have a Mac:** you need to have either the Mac version of Excel 2016 or you can use the PC version by installing Boot Camp (free from Apple) - or other Windows emulation software for Mac - and Windows, or by using the Marshall Virtual Lab.
- **Your computer must be able to handle large datasets:** Please confirm that your computer can handle datasets with up to 30,000 rows and 100 columns without any decrease in performance. Computing capability is important for statistical analysis and is necessary for completing exams on time. If you cannot work with large datasets, please see the following options for borrowing laptops from Marshall and from USC libraries: <https://itservices.usc.edu/spaces/laptoploaner/>

If you have any questions or need assistance with Brightspace, please contact the Marshall HelpDesk at 213-740-3000 (option 2) or HelpDesk@marshall.usc.edu.” Alternatively, 213-740-5555 will get you the USC ITS Help Desk.

Course Communication

Course communication occurs through posting class materials on Brightspace (<https://brightspace.usc.edu>), email, and announcements in class.

GRADING

The structure of the course will be based on participation, report writing, individual and group presentations, and exams. The course is designed to expose students to a variety of learning experiences while making students active participants in their own learning. Students will have to use knowledge and skills wisely and effectively to solve unstructured problems, such as when a business plan must be designed and the solution involves more than following a set routine. The course is structured to have students carry out exploration rather than reciting, restating, or replicating prior knowledge. As such, class participation, and individual and group work will constitute a majority (60%) of the overall course grade. The midterm and final will constitute 40% of each student’s overall course grade.

Assignments	Points	% of Overall Grade
Class Participation	10	10%
Presentations (4)	10	10%
Module Reports (4): Individual (1) Group (3)	15 25	40%
Midterm Exam	15	15%
Final Exam	25	25%

CLASS PARTICIPATION

The direction and quality of a discussion is the *collective responsibility of the class*. Class participation is an important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. Students will offer their opinions in group settings many times in their careers; class participation serves to prepare students for this business experience.

While some students are far more comfortable than others with class participation, *all* students should try to contribute meaningfully. In-class participation grading will be based on students' demonstrated willingness to participate, and the quality of the comments expressed, rather than quantity. The evaluation of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

ATTENDANCE

Class attendance is essential. All missed classes will be noted. The policy on missed classes is to allow each student three (3) absences, no questions asked, no penalty. All further absences over this limit will reduce the student's participation grade and final course grade, no questions asked, no excuses of any kind accepted. Students with an excessive number of absences are at risk of failing the course. Only official university engagements, such as officially scheduled USC Marshall sponsored case competitions and sports events, will be accepted as exceptions to this policy. Job interviews are not excused so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized.

TEAM/GROUP PROJECT

There are 4 Modules in the course that center on specific business entities. Each Module has an analytical assignment that students will complete. Module 1 will be completed as an individual, whereas Modules 2, 3, and 4 will be completed in teams/groups comprising four to six students. At the end of each Module, students will give either an individual presentation (Module 1) or team presentation (Modules 2, 3, and 4). I will assign you to teams twice over the semester. Your first team placement will occur near the end of Module 1, and your second placement will occur after Module 3. My intention is to give you experience working with as many of your classmates as possible. Completing each Module – whether individually or as a team – will require students to utilize the concepts, analytical tools, and frameworks introduced in this course to assess both the external and internal aspects of the business entities featured in each Module. Regarding team deliverables for Modules 2, 3, and 4, only one assignment is turned in for the whole team per Module and each team is required to do a presentation to the class at the end of each Module where they detail their analyses and recommendations. Scores for individual student contributions to the team final project are assigned by me, based on my assessment of the team's project quality and my observations of the team's working dynamics. Students will also submit peer evaluations that I will use as information on each student's contributions to the team. Note that peer evaluations will not be part of students' overall course grade. A detailed explanation of the Module assignments will be posted on Brightspace.

EXAMS AND COURSEWORK

Throughout the semester, we will consider how thinking through, analyzing, and solving current business problems can be advanced with the tools of formal demography. The course will mix lectures and case-type questions that form the basis of each of the four Modules. Each Module (discussed below) will be framed around a question or questions concerning the business entities featured for that

particular Module. Students will be required to contemplate the data they need to address the question(s), analyze the data, and write up results and recommendations that sufficiently answer the Module question(s). This write up will be 5 to 10 pages in length and is called a “findings-report”. The first findings-report in the course will be an individual assignment (Module 1), while the remaining three (Modules 2, 3, and 4) will be group assignments. Students will submit their findings-reports electronically on Brightspace by 9am on the due dates (see Syllabus pages 8-10 for dates). For a reduction of 30% it may be turned in the next day, with a further 10% reduction for each further day later. Students will also have (3) group presentations, one for each Module 2, 3, and 4.

(Weeks 1-2) The start of the course will introduce students to the methods of demographic analysis. Topics include demographic rates, standardization, decomposition of differences, life tables, survival analysis, population projection, and demographic data sources.

(Week 3 – End of semester) The remainder of the course is devoted to applying demographic tools and frameworks to business problems. These will be organized into Modules, which are analytic examinations students will conduct on select business organizations.

Modules

Each Module will:

- Center around a specific business problem the Module organizations are *currently* experiencing.
- Require students to create a findings-report that includes an analytic assessment of a set of issues facing the organization, supporting recommendations, and a decision on how the organization should respond to the issues, as well as a class presentation.
- Focus on particular organizations and ask students to use applied demographic framework and techniques to understand the factors underlying the issue(s) facing the organizations.
- Be the focus of the course for approximately 2-3 weeks.
- Combine the use of demographic, statistical, and business analyses.

Each course Module will feature an open-ended problem, a specific business context, and data guided by the following case structure:

1. The Decision-maker: The Decision-maker is the entity responsible for selecting a course of action—making the decision. The decision-maker could be a person, or a group of persons, informally or formally constituted. It could also be something designed by people—computer algorithm, for example.
2. The alternative decisions (courses of action): The decision involves selecting one of two or more identified courses of action. The goal is to choose the course of action that is “best.”
3. Events: These are occurrences that are beyond the control of the decision-maker yet can have an effect on the course of action selected. The events are subject to uncertainty but ideally, they are mutually exclusive and exhaustive so that one and only one can occur.
4. Return or Payoff: is a measure of net benefit to the decision-maker.
5. Uncertainty: is measured by the probabilities assigned to the identified events. These may be subjective.

There are benefits that I expect will accrue from constructing this case method around an open-ended problem namely, the enhancement of critical thinking skills, a sharpening of writing and presentation skills, and active cooperative learning (in teams).

Data Visualization: Will be a significant component of each student report and presentation.

Deliverables will include charts, tables, graphics, multimedia content, and dashboard design.

Throughout the course, several questions will drive the design of data visualizations, some of which include: Who's the audience? What's the data? What's the task?

EXAMS

There will be a midterm and a final.

Midterm Exam (15%). The midterm exam will test your understanding of material previously covered. More detailed instructions will be posted to Brightspace.

Final Exam (25%). The final exam will require you to apply a variety of demographic methods you have learned throughout the semester to a business example that you will analyze, summarize, and justify your results and recommendations. Details of the final exam, including the date and time, will be distributed later in the semester.

THE IMPORTANCE OF COURSE EVALUATIONS

This course is continuously improved based on feedback from students and instructor observations. Please participate in the mid-term and end-of-term course evaluations online. Your feedback would be much appreciated, and I will read each evaluation carefully and use it to improve the course for the future.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<https://www.usc.edu/emergency/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

USE OF RECORDINGS

Pursuant to the *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>, page 27), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

USE OF AI GENERATORS

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

AI tools are permitted to help you brainstorm topics or revise work you have already written. If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.

Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results and what prompts you used to get the results. Failure to do so is a violation of

academic integrity policies.

Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

- Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.
- Group work. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.
- Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call.

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. 988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call.

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services.

(though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis. Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call.

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086.

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298.

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776.

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411.

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101.

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call.

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call.

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC).

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

COURSE OUTLINE AND ASSIGNMENTS

	Topics/ Daily Activities	Readings and Homework	Deliverables with Due Dates
<i>Week 1</i> Dates	The Methods of Demographic Analysis. Topics Include Demographic Rates, Standardization, Decomposition of Differences, Life Tables, Survival Analysis, Population Projection, and Demographic Data Sources	Schmertmann, C.P. 2002. A Simple Method for Estimating Age-Specific Rates from Sequential Cross-Sections. <i>Demography</i> 39(2):287-310. Chiang, C.L. 1984. The Life Table and Its Applications. Krieger Publishing. Pages 147-152.	No deliverables
<i>Week 2</i> Dates	The Methods of Demographic Analysis Continued	Selected pages from Dorling, Danny and Stuart Gietel-Bastien. 2018. Why Demography Matters. Cambridge UK: Polity Press.	No deliverables
<i>Week 3</i> Dates	Module 1: The Business of Education The Economics of K-12 Education and the Role of Geographic Variables in Educational Performance Across the Three Largest School Districts in the U.S.	Knight et al. "Prioritizing School Finance Equity during an Economic Downturn: Recommendations for State Policy Makers." <i>Education Finance and Policy</i> (2022) 17 (1): 188–199. Chatterji, Aaron K. "Innovation and American K–12 Education." <i>Innovation Policy and the Economy</i> 2018 18: 27-51	Individual Assignment: Produce a findings-report for Module 1 question
<i>Week 4</i> Dates			Team Placement #1 Work on findings-report

Week 5 Dates			Individual assignment will be uploaded prior to the start of class on Brightspace Individual presentation of Module 1 assignment
Week 6 Dates	Module 2: Immigrant Labor How the Sustainability of Various Business Models Intersects with the Demographic Factors Shaping Small Towns and Cities	<p>“Temporary Migrant Workers or Immigrants? The Question for U.S. Labor Migration,” Daniel Costa, <i>Russell Sage Foundation Journal of the Social Sciences</i> 6(3), 2020:edu18-44.</p> <p>Lin, Ken-Hou, Inbar Weiss. 2019. “Immigration and the Wage Distribution in the United States.” <i>Demography</i> 56(6): 2229-2252.</p>	Team Assignment: Produce a findings-report for Module 2 question
Week 7 Dates			Work on findings-report
Week 8 Dates			Team assignment will be uploaded prior to the start of class on Brightspace Team presentations of Module 2 assignment
Week 9 Dates	Midterm		No deliverables
Week 10 Dates	Module 3: The Pool of Available Workers How the Demography of Neighborhoods Plays a Central Role in the Workforce Dilemma for Walmart, Kroger, and Dark Stores	<p>Autor, David. 2015. “Why Are There Still So Many Jobs: The History and Future of Workplace Automation.” <i>Journal of Economic Perspectives</i> 29(3): 3-30.</p>	Team Assignment: Produce a findings-report for Module 3 question

		Chetty et al. 2014. “Where is the land of Opportunity? The Geography of Intergenerational Mobility in the United States”. <i>National Bureau of Economic Research Working paper.</i>	
Week 11 Dates			Work on findings-report
Week 12 Dates			Team assignment will be uploaded prior to the start of class on Brightspace Team presentations of Module 3 assignment Team Placement #2
Week 13 Dates	Module 4: The Future Workforce Age Demographics and the Structure of Future Business for Social Media Companies	Jenkins, Jo Ann. 2020. “How Longevity is Shaping the Workforce of the Future.” <i>Leader to Leader</i> 2020(96): 7-12. Mahoney, Meghan L. and Tang Tang. 2016. “Social Media Business Models.” <i>Strategic Social Media.</i>	Team Assignment: Produce a findings-report for Module 4 question
Week 14 Dates		Safarishahrbijari, Anahita. 2018. “Workforce Forecasting Models: A Systematic Review.” <i>Journal of Forecasting</i> 37(7): 739-753.	Submit peer evaluations on Brightspace
Week 15 Dates			Team assignment will be uploaded prior to the start of class on Brightspace

			Team presentations of Module 4 assignment
<i>FINAL</i> Date	Final		No deliverables

The date/time of the Final Exam is determined by the University. For the date and time of the final for this class, consult the USC *Schedule of Classes* at www.usc.edu/soc. Select the corresponding semester to view and click on the “Final Examinations Schedule” link on the left side of the screen.

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](https://www.marshall.usc.edu/open-expression-statement)" (<https://www.marshall.usc.edu/open-expression-statement>).

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world. All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage. The impact of academic dishonesty is far-reaching and is considered a serious offense against the university.

All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Appendix II

SAMPLE PEER EVALUATION FORM

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team’s working dynamics, my assessment of the team’s project quality, and thoughtful consideration of the information provided through your peer evaluations.

Please identify your team and team members for the ____ Project(s) that you worked on. Then rate all your team members, *including yourself*, based on the **contributions** of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 indicating does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10. In the box below, describe the exact contributions of each team member, including yourself.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Yourself
1. Role Performance				
2. Assists Team Members				
3. Listening and Discussing				
4. Research and Information Sharing				
5. Time Management				
Total				

Contribution details:

Appendix III

SAMPLE CLASS PARTICIPATION STATEMENTS

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

For each in-class session two (2) points will be awarded to a student for relevant and meaningful participation, one (1) point for modest contributions to the class and zero (0) points for no participation or absence.

To underscore the importance of participation, 10 percent of the course grade or 10 of 100 points are allocated to class participation.

Class Participation—Behavioral Anchor Rating Scale:

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, “good” information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Unacceptable Performance

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion