

**CORE 1929 METHODS OF INQUIRY: QUALITY OF WORKLIFE  
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**Instructors**

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*We believe that almost every academic discipline, when honest with itself, is well aware that the values it transmits depend upon assumptions about the ideal human person and human society which are used as a starting point.” – except from Ignatian Pedagogy*

**CORE 1929 Description and MCC Learning Outcomes:**

There are any number of answers that you may give to the question of why are you in this class. In this case, the answer is because you are required to take CORE 1929 as part of the Marquette Core Curriculum. CORE 1929 is a foundational part of the MCC, and this class is designed to prepare you for what is to come next in both the MCC and in your broader Marquette experience. The Marquette Core Curriculum seeks to provide you with a structured experience that will allow you to refine your own worldview and prepare you to address the world's problems.

The course seeks to address all of the MCC learning outcomes, but it is most specifically focused on achieving the following two Core Learning Outcomes:

Leaders in Discovery: Marquette students will advance the understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition.

Global Problem Solvers: Marquette students are well-practiced in cooperative and cross-disciplinary problem-solving skills and they can present innovative solutions that draw from theological, philosophical, qualitative, and quantitative perspectives to address the increasingly blurred lines between local and global challenges.

To understand and address any of the challenges that we face in an increasingly complex world requires the ability to engage with multiple perspectives. For this reason, in this course, we will compare and contrast the approach of three different disciplines to our common topic, Quality of Worklife. In the process, we ask you to reflect on the disciplinary methods that you find most appealing or challenging, and why. Our focus is on how different disciplines (Theology, Physical Therapy, and Communication) ask questions and engage the world. What does one view point allow us to see that others do not? What methods do we use in different disciplines? How do they work together to give us a more complete understanding of the issues at hand?

## Methods of Inquiry Course Learning Objectives

Students who successfully complete this course be able to:

1. Analyze how each of three different disciplinary methods of inquiry approach the course theme--Quality of Worklife--identifying strengths and weaknesses and the similarities and differences between them
2. Compare and contrast these disciplinary approaches in particular comparing and contrasting what specifically appealed or did not appeal to them about any of these particular approaches
3. Use reflections on these perspectives to identify specific insights about what their reflections tell them about themselves: their individual strengths and weaknesses, intellectual tendencies, curiosities, etc.

### Quality of Worklife Learning Goal:

Students who successfully complete this course will also be able to analyze the quality of worklife in a concrete case using the disciplinary methods of communications, theology, and physical therapy.

This course will examine a range of issues under the broad heading of “quality of worklife,” recognizing the numerous challenges and opportunities facing people in organizations today, in traditional workplaces and other settings that define our worklife experience. The course will treat topics such as: the structuring of work processes, the various types and ways of dealing with job stress, spirituality in the workplace, managing employee participation and teamwork, vocation, living wage, physical stresses of work, and workplace injuries.

The course works from the assumption that workplaces and employing organizations are for people and not just for production; thus, the course emphasizes the “human side of enterprise” today. The course is intended to be deeply practical as well as thought-provoking. The course offers an excellent opportunity for you to reflect upon a current or prospective career. In this course, you will learn about the advantages and disadvantages of a number of contemporary trends at work and will become better equipped to analyze, cope with, manage, and elevate the human side of employing organizations as well as consider work that may happen outside of an employing organization.

By the end of this course, you will be able to interview a worker and assess quality of worklife from these 3 different perspectives, and offer suggestions to improve her or his quality of worklife in a practical sense.

### Class Culture & Expectations:

Your teaching team will be actively engaged in making this class a productive and relevant learning experience for you. This class operates from the belief that the teacher and taught create the learned. So, to have a successful class, we need you, as learners, to be our partners. Beyond your physical presence at all class sessions, we ask you to be mentally present. Through your active engagement with the material, you will increase your understanding of class material and refine your analysis of and opinions about issues addressed in class. Adopting this approach to the class will allow you to fully grasp material you can use throughout your life beyond college – in careers, relationships, families, and communities.

In order to contribute to class and be successful, we expect you to do three things:

- 1) be present and prepared, ready to learn and contribute;
- 2) evaluate the readings (do not skim; you must read them thoroughly and critically);
- 3) actively take notes and pose relevant questions, and contribute to discussion in productive ways.

In return, you can expect your teaching team to be

- 1) prepared for lecture and discussion;
- 2) passionate about their field and its relevance to your lives;
- 3) actively involved in helping you apply what you learn to your daily lives.\*

\*Help us help you—we're committed to helping you learn. We'll try to make this class the best it can be, but we ask that you take the initiative to let us know what you need to enhance your learning. Ask questions. Email us. Stop by after class. Come see us in office hours.

**Class Plan & Format:**

As a class we will work toward our objectives in three modules. Each module will represent a different disciplinary context and be facilitated by a different faculty member: Within each module, which establishes a specific disciplinary context, students and professor will attend to:

Experience: How do our own positions, world views, values, and prior experiences intersect with this discipline's approach to the quality of worklife? What do we know of each discipline (Communication, Physical Therapy and Theology)?

Reflection: What specific questions does this discipline bring to the question of quality of worklife? What does this discipline count as convincing evidence and persuasive argument in determining what makes for a quality worklife?

Action: How does this discipline pursue the questions it asks of quality of worklife, in real and practical terms?

Each class session is designed to help check your understanding of concepts from any readings, clarify questions on the material, make connections between your lives and course material, and provide you with an opportunity to ask questions and share your thoughts.

**Required Text:**

Readings will be posted on D2L. Please check D2L regularly to find class readings.

**Course Requirements & Grading Scale:**

Assignment	% of Final Grade	Grading Scale
Quality of Worklife Portfolio	30 %	A 93 – 100%
Application & Reflection Papers	20 %	A- 90 – 92.9%
Quality of Worklife Plan: Interview Analysis & Poster	30 %	B+ 87 – 89.9%
Class Participation & Contribution	20 %	B 83 – 86.9%
		B- 80 – 82.9%
		C+ 77 – 79.9%
		C 73 – 76.9%
		C- 70 – 72.9%
		D+ 67 – 69.9%
		D 60 - 66.7%
		F 0 – 59.9%

**Quality of Worklife Portfolio – 30% of course grade**

A primary aim of this class is to explore how multiple perspectives are needed to fully understand any issue in life. This semester we seek to understand what makes for a quality of worklife and how we might create conditions for better quality worklife in our own pursuits. To do this, you will create a structured journal through the semester that allows you to reflect on the contributions of each of the three disciplines to understanding quality of worklife while constructing your own definition. You will add entries throughout the semester. See D2L for complete assignment details.

**Application & Reflection Papers – 20%**

Our goal for this class is to equip you to transfer the skills and concepts learned in this class to all of the different types of situations and contexts that you will experience beyond this class. The only way to develop the ability to transfer this knowledge is to actively reflect on the concepts and practice applying them to concrete situations. Each module will include short application activities or reflection papers. The format of these assignments will vary – some will be case studies, some will ask you to develop your own model, and others will ask you to reflect on examples from class discussions, readings and videos. Application activities will be posted to D2L. See D2L for complete assignment details.

**Quality of Worklife Plan: Interview Analysis & Poster Presentation – 30%**

Instead of a traditional research paper, the culminating assignment for this course will be the development of a quality of worklife analysis based on an in-depth interview. The purpose of this assignment is to provide you with insights into the quality of worklife through your analysis of an in-depth interview. By conducting, transcribing, and analyzing a work interview, you should have a better understanding of how people view and make sense of what contributes to a quality worklife. To complete this assignment, you will conduct a 45 minute interview and summarize the interview. Finally, you will analyze the interview and create a poster that presents your personal plan for quality of worklife. Basically, this should be a summary of the specific, practical things that you believe contribute to a quality worklife. This will be like a code of ethics, but it will be your code for quality of worklife that draws from all of the disciplinary perspectives we have addressed this semester along with your own experiences. This assignment should lead you to do a lot of thinking and reflecting, but not a great deal of writing. Your task is to condense this down to a “pure” thought – that is realistic, practical and insightful.

As a part of this assignment, you will present your ideas and poster at a poster session at the end of the semester. You will be graded on your ability to explain your ideas. In addition, you will be assigned to review posters from your colleagues. You will write up responses to these posters that will be a part of your project grade.

See D2L for complete assignment details.

#### Class Participation & Contribution – 20% of course grade

Your presence and active participation are important for your success in this class and in life. In order to develop an understanding of the course concepts and to allow you to practice your communication skills, your attendance is necessary. For these reasons, attendance for all class sessions is mandatory, and you are expected to actively participate in the labs and discussion sections. Input from you and your peers will help you more clearly see the relevance of these concepts to your life. Plus, the more opinions and ideas that are shared, the more interesting our class becomes. To encourage this kind of active engagement, your participation will be graded. There are two specific components to your participation grade: your attendance and your active participation in class discussions. See D2L for more information.

#### **Attendance:**

Because this class is designed to work based on the input of everyone – instructors and students – your presence is needed in class. Attendance will be taken daily. If you are late for class, it is your responsibility to make sure, after class, that you were marked present for the day. We will keep track of your attendance, but you are responsible for maintaining personal records. You may not receive a warning when you have reached a certain number of absences. You have 3 “free” absences total to be used. Each absence after 3 lowers your participation grade by 20%.

If you miss class because of illness or an unexpected emergency, you must contact your instructor within 24 hours of your absence either by e-mail or phone and provide written documentation of your excuse (e.g., doctor’s note) within one week of your absence in order for the absence to be considered excused. If you know in advance that you must miss class for a university related activity (e.g. athletic event, academic competition) or religious observance, you must notify your instructor writing at least one class session before you will miss class in order for it to be considered excused.

We follow Marquette’s university attendance policy that states excessive absences may lead to “the penalty of being withdrawn from the class with a grade of WA, withdrawal due to excessive absences.” For this course, any absence beyond 6 absences will be considered to be excessive. If you miss 7 classes for any reason (*excused or unexcused*), you may be withdrawn from this course.

#### **Policies on Assignments:**

All written work should be typed and formatted using APA or MLA style. Times New Roman or Arial, 12 point font.

You have been given all assignment descriptions and due dates in advance to allow you to plan your semester. All work must be turned in via hard copy in class and uploaded to D2L. Plan ahead to allow for unexpected events, emergencies and set-backs. Everyone deserves the right to be treated fairly – this includes everyone being held to the same standards. As such, *no late*

*work will be accepted. No exceptions.* Please note that computer problems or illness will not be considered an acceptable excuse for late work.

Please keep backup copies of assignments and save returned assignments through the end of the semester. By the end of the semester you should have an organized collection of all of your written work for this course. We recommend keeping a folder to collect all returned assignments. The folder will assist you in subsequent assignments, especially the interview and poster, and it will help us avoid lost work.

We are more than happy to discuss any assignment with you. However, we would like you to have time to review all comments before we meet. After assignments are returned, you will be required to wait 24 hours before meeting with us to discuss your grade. See your D2L first about the grade.

We will discuss grades with you throughout the semester, but we will not discuss them after the final day of classes, so be proactive. Additionally, your final course grade is a culmination of all your grades throughout the semester. As such, it is not up for discussion, nor will it be rounded up (i.e., 87.9 is a B).

### **Academic Integrity:**

You are at Marquette because you have demonstrated that you have the ability to be here. Developing your knowledge and your unique voice can only be accomplished by doing original work and not taking shortcuts. Because we believe in your abilities to meet the challenge of course assignments, academic dishonesty will not be tolerated in this class. There are few, if any, contexts in your life in which not knowing the policies or rules works as a legitimate excuse. The same is true in this class – not knowing what constitutes academic dishonesty is not an excuse. Academic dishonesty in this course will not be tolerated, including, but not limited to: cheating on exams, excessively collaborating with another student on an assignment, cutting and pasting from an outside source, failure to properly credit the source of your information not your own original ideas. All exams will be proctored, and written assignments will be scanned through an originality software to ensure authenticity. The only way to develop as a student is to do your own work, and we want to help you succeed, so we take this seriously. You should be aware of Marquette University's approach to academic integrity:

<http://www.marquette.edu/provost/integrity-index.php>.

Furthermore, by being in this course you agree to adhere to the Marquette University honor pledge:

*I recognize the importance of personal integrity in all aspects of life and work.*

*I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others.*

*I support the development of good character, and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity.*

*My commitment obliges me to conduct myself according to the Marquette University Honor Code.*

### **Course Technology:**

#### Desire2Learn (D2L)

This course will utilize the Desire2Learn program. On this website, you will find course information, any course announcements, and supplemental information. You are responsible for checking this website on a regular basis and will be held accountable for all information on this web page.

### E-mail

If we need to contact you outside of class, we will use your Marquette University e-mail address. We expect that you will read and respond to this communication in a timely manner (i.e., within 24-48 hours)

### Laptop, Cell Phone & Other Technology Use in Class:

We live an age in which many of us are connected at all times. While there are decided advantages to this connectedness, there are drawbacks. In the college classroom, it can be distracting to you and detract from your ability to focus on your learning. Further, it can be distracting and disruptive to your classmates and to your instructors. For this reason, DO NOT use cell phones, I-pods, and related devices while class is in session. Of course, the exception to this is if you're asked to use them for an activity. If you're seen using these without permission you'll be asked to leave.

This class is about engaging with one another. The level of engagement that will make this class a success will not happen behind a computer screen. For this reason, we will be a laptop free classroom.

### **Other Information:**

#### Counseling Center

Sometimes personal issues, such as depression, anxiety, stress, career uncertainty, and/or relationships, can interfere with your ability to function as a student. If you feel that this is happening to you, please contact the Counseling Center. The Counseling Center offers free, confidential counseling services for all full time students. For more information or to make an appointment, call 414-288-7172, or visit their website at [www.marquette.edu/counseling](http://www.marquette.edu/counseling).

#### Special Needs

Please inform me during the first week of class if you have any documented conditions that may limit or affect your ability to participate in this course. All accommodations must be arranged through the Office of Disability Services (ODS) located on the 5<sup>th</sup> floor of the 707 Building (288-1645) for additional information (see also: <http://www.marquette.edu/disability-services/index.shtml>). Please note that if you believe you need additional assistance that you should contact ODS as soon as possible to make arrangements.

#### Emergency Plan

Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.

#### Tentative Schedule:

A *tentative* schedule and road map for the semester is available on D2L. To allow for the best possible class, it is important that we remain flexible. As the course develops, we may make changes to this schedule that will better accommodate our needs and interests. We will be sure to give you plenty of advanced notice if/when changes are made. Course readings will be posted on D2L.