18:829:548 | Fall 2025 |Hybrid |Graduate School of Applied and Professional Psychology

▪ Organizational Psychology: Science & Practice

**Syllabus may be subject to change

▪ Instructor

Katrina Monton, PhD(c)

Email: katrina.monton@rutgers.edu

▪ Course Assistant

Jacob Cheng

Email: zc422@scarletmail.rutgers.edu

▪ Meeting Times and Days

Meeting Day: Wednesdays

Meeting Time: 3:35 to 6:05pm EST

Meeting Location: 41 Gordon Road, Room 422 (Garage)

Zoom: Access weekly Zoom link **HERE** (or on Canvas)

Office Hours: I am happy to meet with you 1:1. Email a few good days/times and we can find a mutually convenient time to meet in person or to speak by Zoom. I will do my best to respond within 48 hours of receiving your email. I am also happy to answer questions via email, but please avoid leaving important questions until right before exams or project deadlines. This ensures I have enough time to respond thoughtfully and support your learning.

▪ COURSE DESCRIPTION

This graduate-level course will provide an in-depth exploration of the theories, research, and applications of organizational psychology. Participants in the course will examine how behavior and attitudes impact organizations, as well as how individuals and groups can be effectively managed to promote organizational success. Topics covered will include motivation, leadership, team dynamics, introduction to systems theory, and organizational change. We will use case studies and student-led group presentations to see how we can apply theory and research to the challenges of modern organizations.

▪ COURSE FORMAT

This is a hybrid class, with both in-person and Zoom options available. If you are ill, please stay home, rest, and recover. You can join via Zoom if you're feeling well enough, or catch up later. It's a good idea to connect with classmates and share notes in case you miss a session.

The course will use a combination of lectures, discussions, experiential exercises, team-based exercises, case studies, and group projects. Given the interactive nature of the course, it is required that students participate in course discussions. Online lectures via Zoom will be 2.5 hours each week of the course unless otherwise noted. When the course is in lecture mode, students are required to have cameras on (unless permission is granted) and be attentive. All students are expected to attend all Zoom sessions and stay until the scheduled end of class.

▪ COURSE OBJECTIVES

1. Understand the key theories and research in organizational psychology
2. Analyze the impact of individual and group behavior on organizational effectiveness
3. Develop skills in managing and leading teams in organizational settings
4. Apply psychological principles to real-world organizational challenges
5. Enhance critical thinking and problem-solving abilities relevant to organizational psychology

▪ REQUIRED TEXTBOOK
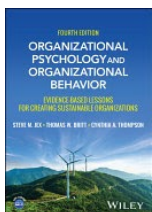
The course textbook is available as an e-book or through the Rutgers Bookstore

Jex, S. M., Britt, T. W., & Thompson, C. A. (2024). *Organizational Psychology and Organizational Behavior: Evidence-based Lessons for Creating Sustainable Organizations.* John Wiley & Sons.

All other required and optional texts will be made available below in the class schedule.

▪ CLASS SCHEDULE

Class dates, Topics, Readings, and Videos:

Session	Modality	Date	Topics	Required Readings	Watch
1	Online	09/03	Introduction to the Field of Organizational Psychology	Jex et al. (2024) - Chapter 1 Vosburg, R. M. (2022). Closing the scientist-practitioner gap: Research must answer the "SO WHAT" question. Human Resource Management Review, 32, 1–11. Zickar, M. J. & Gibby, R. E. (2020). Four persistent themes throughout the history of I/O psychology in the United States. In L. L. Koppes (Ed.), Historical perspectives in industrial and organizational psychology (2nd ed., pp. 42–62). Mahwah, NJ: Erlbaum. Optional: Rudolph, C. W., Allan, B., Clark, M., Hertel, G., Hirschi, A., Kunze, F., ... & Zacher, H. (2021). Pandemics: Implications for research and practice in industrial and organizational psychology. *Industrial and Organizational Psychology, 14*(1-2), 1-35.	TED talk by Jason Fried, Why work doesn't happen at work
2	Online	09/10	Research in Organizational Psychology	Jex et al. (2024) - Chapter 2 Pfeffer, J., & Sutton, R. I. (2006). Evidence-based management. *Harvard business review, 84*(1), 62. Stobierski, T. (2019). The advantages of data-driven decision-making. Harvard Business School Online, 26.	
3	In-Person	09/17	Recruitment, Attraction, Socialization, and Retention (RASR)	Jex et al. (2024) - Chapter 3 12 Talent Acquisition Strategies To Attract And Retain A Power Team by Forbes HR Council	

				Klinghoffer, D., Kocher, K., & Luna, N. (2024). Onboarding new employees in a hybrid workplace. *Harvard Business Review.* Optional: Van Maanen, J. (1975). Police socialization: A longitudinal examination of job attitudes in an urban police department. *Administrative science quarterly*, 207-228.	
4	**Online**	**09/24**	Science and Practice of Inclusion	Jex et al. (2024) - Chapter 4	
5	**In-Person**	**10/01**	Managing the Work–Life Interface, Employee Health, Safety, and Well-Being	Jex et al. (2024) – Chapters 5 & 7 Sahni, S., Kaushal, L. A., & Gupta, P. (2025). Gendered differences and strategies for work–life balance: Systematic review based on social ecological framework perspective. *Acta Psychologica*, *256*, 105019. Monton, K., & Block, C. J. (2025). No pain, no gain? Masculinity contest culture in elite sport. *Career Development International*, 1-16. Optional: Brough, P., Timms, C., Chan, X. W., Hawkes, A., & Rasmussen, L. (2022). Work–life balance: Definitions, causes, and consequences. *Handbook of socioeconomic determinants of occupational health: From macro-level to micro-level evidence*, 473-487. Bliese, P.D., Edwards, J.R., & Sonnentag, S., (2017). Stress and well-being at work: A century of empirical trends reflecting theoretical and societal influences. Journal of Applied Psychology, 102(3), 389–402. doi:10.1037/ap10000109	Optional: TED, 3 rules for better work–life balance TED, Setting Boundaries at Work
6	**Online**	**10/08**	Productive and Counterproductive	Jex et al. (2024) - Chapter 6	TED, Why being respectful to your

			Behavior in Organizations	[Perry, E. L., Block, C. J., & Noumair, D. A. (2021). Leading in: Inclusive leadership, inclusive climates and sexual harassment. *Equality, Diversity and Inclusion: An International Journal, 40*(4), 430-447.](#) Optional: [Alessandri, G., Cortina, J. M., Sheng, Z., & Borgogni, L. (2021). Where you came from and where you are going: The role of performance trajectory in promotion decisions. Journal of Applied Psychology, 106(4), 599–623. doi:10.1037/apl0000696.](#) [Brassel, S. (2020). It's not just" bad apples"-it's also about the barrel: Critically analyzing organizational and social factors in sexual harassment rates and outcomes](#)	[coworkers is good for business](#)
7	**Online**	**10/15**	**MIDTERM EXAM**		
8	**In-Person**	**10/22**	Employee Motivation, Attitudes, and Perceptions	Jex et al. (2024) - Chapter 8 & 9 Optional: [Woznyj, H. M., Banks, G. C., Whelpley, C. E., Batchelor, J. H., & Bosco, F. A. (2022). Job attitudes: A meta-analytic review and an agenda for future research. Journal of Organizational Behavior, 43(5), 946–964. doi:10.1002/job.2598](#)	Optional: [TED, The puzzle of motivation](#)
9	**Online**	**10/29**	Leadership	Jex et al. (2024) - Chapter 10 [Innovatech Office Space Case](#) [Hogan, R., Kaiser, R. B., Sherman, R. A., & Harms, P. D. (2021). Twenty years on the dark side: Six lessons about bad leadership. *Consulting Psychology Journal: Practice and Research, 73*(3), 199.](#) [Follett, M. P. (1949). The essentials of leadership. *Freedom and coordination, Lectures in business administration by Mary Parker Follett*, 47-60.](#)	

				Cheryan, S., & Markus, H. R. (2020). Masculine defaults: Identifying and mitigating hidden cultural biases. *Psychological Review*, *127*(6), 1022. Optional: Lord, R. G., Day, D. V., Zaccaro, S. J., Avolio, B. J., & Eagly, A. H. (2017). Leadership in applied psychology: Three waves of theory and research. Journal of Applied Psychology, 102(3), 434–451. doi:10.1037/apl0000089.supp Knight (2018). How to increase influence at work. Harvard Business Review.	
10	**In-Person**	**11/05**	Group Dynamics	Green, Z. G., & Molenkamp, R. J. (2005). The BART system of group and organizational analysis. *Retrieved February*, *29*, 2012. Sverdup., Schei, V., & Tjølsen, Ø. A. (2017). Expecting the unexpected: Using team charters to handle disruptions and facilitate team performance. *Group Dynamics: Theory, Research, and Practice*, *21*(1), 53. Workman-Stark (2021). Why won't people speak up. Building High Performing Teams	
11	**Online**	**11/12**	**Group Presentation** **Submit Slides on Canvas due by 3pm EST.**	No readings this week	Peer Evaluation Form (Download, complete, and send to me via email by 11/19 at 11:59pm EST)
12	**Online**	**11/19**	**Group Presentations**	No readings this week	

			Email the Peer Evaluation Form by 11:59pm EST.		
13	**Online**	**11/26**	Organizational Culture & Climate	Jex et al. (2024) - Chapter 12 **TBD**	
14	**In-Person**	**12/03**	Organizational Change and Development	Jex et al. (2024) - Chapter 13 **TBD**	
15	**Online**	**12/10**	Consulting	Norton, L. W. (2020). The business of consulting psychology: Lessons from the field. *Consulting Psychology Journal: Practice and Research, 72*(1), 68. Schein (1982). What to observe in a group. Cheung–Judge (2001). Self as instrument. Schein, E. H. (1990). A general philosophy of helping: Process consultation. *Sloan Management Review, 31*(3), 57-64. Optional Schein, E. H. (1999). Process consultation revisited: Building the helping relationship.	
16	**-**	**12/17**	**FINAL EXAM** **Submit Exam on Canvas due by 3pm EST.**		

▪ COURSE REQUIREMENTS

Given the applied nature of the Organizational Psychology program, this course makes use of case studies, both in class and through assignments, to bridge theory and real-world application. To accommodate different learning styles, the course includes a variety of assessment formats: group presentations, written reflections, midterm and final exams. This diverse approach ensures that all students have the opportunity to engage with the material in a way that supports their learning and development. More detailed instructions below. Additional exam and project details will be provided through Canvas.

Midterm Exam (25%)

You will complete a midterm exam that assesses your knowledge of course content from Weeks 1 through 6. The exam will include a mix of multiple-choice and short essay questions. A list of possible essay questions will be provided in advance, and the essay portion of the exam will be drawn directly from that list. The exam will take place (online) and be timed. Additional details will be shared ahead of time to help you prepare effectively.

Group Presentation (30%)

In groups of 3–4, you will choose an organization to analyze using course content from Weeks 1–10. The organization may be one you have direct access to or a real organization you research using publicly available sources. This project assesses your ability to apply theories to real-world challenges and develop evidence-based recommendations.

Deliverables
- In-class presentation (30 minutes including questions)
- Slide deck submission

Your presentation should include:

1. **Company:** Introduction and Background
2. **Data Gathering Approach:** Data Sources, Identify how you gathered information (e.g., news, reports, interviews, popular press).
3. **Presenting Issue:** Current state and challenges facing the organization.
4. **Analysis & Theory Application:** Identify the underlying ("real") issue and its implications.
   a. Using between 4-5 theories from weeks 1 through 10, apply them to understand the current state of your chosen organization. For each, clearly explain the theory in your own words and then apply it by showing how it helps interpret your organization's situation, supported with concrete examples.
5. **Recommendations/Action Plan:** Evidence-based action plan (short- and long-term).

You will be evaluated on the quality of your analysis, the clarity of your application of course material, and the professionalism of your presentation and slides. In addition, you will download and fill out the peer evaluation form and email it to me by the due date (11/19). Although this is a group assignment, grades will be awarded individually, as I will take the peer evaluation form feedback into consideration. The focus is not on the accuracy of organizational details, but on how effectively you use the course concepts to understand and interpret your chosen organization. More detailed instructions and materials will be provided on Canvas after the midterm.

Final Case Paper (30%)

You will complete a final take-home exam that assesses your understanding of course content from Weeks 8 through 15. The exam will consist of questions based on a case. It will build on the midterm and group assignment, in that you will be asked a series of essay questions based on your understanding of the case, applying organizational theory and concepts discussed throughout the course. You will have one week to complete the exam, and it will be made available on 12/10. More detailed guidelines and expectations will be provided on Canvas after the midterm to help you prepare effectively.

Reflections (10%)

"We do not learn from experience… we learn from reflecting on experience" – John Dewey

As a way to further your learning, you are expected to contribute one reflection each week, engaging with the course content through either an original post or a thoughtful comment on a classmate's post on Canvas. Reflections can be written or recorded as videos, and should draw on material from the readings, class content, and/or in-class discussions. **You have one week following each lecture to submit your reflection; posts submitted beyond that will be considered missing.** Each week there will be prompts posted to assist you in generating reflections, but feel free to share thoughts, reactions and/or questions to the course content instead. To receive full marks, you must contribute weekly; I will monitor and evaluate participation on a weekly basis and share key themes from the reflections with the class as we go. This is an important part of fostering a collaborative and thoughtful learning environment.

In addition, here are some Dos and Don'ts for our class discussion boards:

Dos:
- Post your comments on time
- Be willing to initiate discussion
- Show consistent and timely involvement with the discussion
- Consider raising interesting, and even appropriate, provocative topics
- Focus on one subject per message and use pertinent subject titles
- Take responsibility for keeping the conversation going
- Provide support for your view
- Be willing to listen and learn from others
- Be respectful and tolerant of differences
- Show tenacity when you feel right and a willingness to change when you don't feel so right
- Show signs of intellectual growth
- Check whether your entries can be misinterpreted. We all know how easy it is for
- humor to be misinterpreted when there are no face-to-face cues. Use emoticons ;) :-(to augment your communications. Capitalization can be used for emphasis, but too much is generally viewed as SHOUTING!

- Proofread your text for grammatical and spelling errors before posting.

Don'ts:
- Don't just agree or disagree.
- Don't forward someone else's messages or class work outside of the class without their permission.
- Don't post on the discussion board if you haven't completed the background readings and other instructional materials.
- Don't write an essay for a discussion post.

Attendance & Participation (5%)

This course stresses participatory learning, which depends on ongoing dialogue among the course faculty and students. Therefore, all students are expected to participate actively in class discussions during our class sessions. Missing class will limit your ability to engage meaningfully in discussions and may negatively impact both your participation grade and the quality of your reflections. Consistent attendance and contribution are essential to fostering a collaborative and thoughtful learning environment.

The best in-class comments:
- Integrate theoretical concepts with examples from cases or real-world experience
- Show curiosity and a willingness to push ideas forward
- Make or raise issues that are relevant to the current focus of the class
- Offer support for arguments
- Take into consideration the ideas offered by others and build on them
- Help others feel safe about participating

▪ CANVAS USE

For this course, we'll use Canvas minimally. Almost everything you need is included in this syllabus. Please use Canvas for three things:

- Accessing Zoom links (also available on page 1. of the syllabus)
- Submitting assignments
- Participating in discussion boards

If you're unsure where to find something or run into any trouble accessing materials, don't hesitate to reach out.

▪ THE USE OF AI IN THIS COURSE

I see AI as a learning aid, not a substitute for your own thinking. When used thoughtfully, it can help clarify your writing, support skill development, and deepen your understanding of key concepts. However, all submitted work must remain your own and reflect your critical thinking and scholarly voice.

Guidelines for AI Use in this Course

You are welcome to use AI tools (e.g., ChatGPT, Grammarly) during the **pre-writing** and **post-writing phases** of your work:

- In the pre-writing phase, AI may support brainstorming, outlining, planning, or synthesizing information.
- In the post-writing phase, AI may be used as a copy editor to help check grammar, spelling, or structure (as you would use spellcheck in Word).

AI should **not** be used for the **actual writing** of assignments, exams or to generate any full responses. The ideas, analysis, and writing must be your own. Think of AI like a peer or tutor; it can help you think and refine, but it shouldn't do the work for you.

Citing AI Use
If you use AI in any capacity, you must cite it in accordance with APA 7th edition (e.g., OpenAI, 2023) and provide an AI disclosure statement. Transparency is a core part of academic integrity.

A Note on Professional Norms
AI use beyond light copyediting is not accepted in most journals in our field. Developing your ability to think, write, and communicate clearly is central to both academic and professional success.

Consequences for Misuse
Misuse of AI, such as failing to cite its use, using it to write assignments/exams, or submitting work that is not your own, will be treated as academic misconduct in accordance with the Academic Integrity Policy (see below). You are responsible for the accuracy and integrity of any work you submit, including factual errors that may result from AI-generated content. Consequences may include:
- A zero on the assignment/exam, and/or
- A formal report to the program director and/or academic chair

If you're ever unsure whether your use of AI is appropriate, please ask. You're encouraged to explore these tools, but always in ways that support your development as a scholar and professional.

▪ ASSIGNMENTS AND GRADES

Specific guidelines for each assignment can be found on Canvas, under the assignments tab.

Midterm Exam	25% of Grade	**Due Date: 10/15/2025**
Group Presentation	30% of Grade	**Due Date: 11/12/2025**
Final Case Paper	30% of Grade	**Due Date: 12/17/2025**

Learning Reflections	10% of Grade	Evaluated End of Semester
Attendance & Participation	5% of Grade	Evaluated End of Semester

▪ GRADING RUBRIC

OP Program requirement: **All students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.**

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate	87 - 80 (3.5)
B	Good	80 - 86 (3.0)
C	Average	70 - 79 (2.0)
F	Failure	69 or below (0.0)

▪ LATE PAPERS AND PROJECTS

Given the nature of this class, all assignments and exams **MUST** be uploaded on or before the date/time they are due to receive full credit. **Assignments/Exams submitted beyond that point will not be accepted.**

▪ GENERAL GUIDELINES FOR PAPERS/PROJECTS:

- These are graduate-level academic papers/projects and how well you do on them will decide your course grade; you will want to write them carefully and thoughtfully.

- Spell check, edit, and re-read or review your project for careless errors before uploading it. Work at the graduate level should be free from typos and spelling mistakes. Use of slang and colloquialisms is typically inappropriate with rare exceptions.

- Use APA style for citing references; carelessness in using citations detracts from the overall quality of your work and may reduce your grade. A useful website for help with APA style is <u>here</u>.

- Even if you include all the major topics or concepts required in the project, you may not earn a 100 or even an A. The overall quality of your work is a significant contributing factor to the grade your project is assigned.

- Your task for each project is to show the course faculty that you understand the concepts you are discussing. You should assume your audience is an intelligent person, but not that they can read your mind. Hence, you should clearly explain the major concepts and provide descriptive examples which support your explanations. Do not assume your audience will understand what you are saying unless you fully identify and develop your arguments and include supporting data (e.g. examples).

▍CLASS ATTENDANCE

You are expected to attend all class sessions. I will make every effort to post all class materials (e.g. handouts) to Canvas, but the <u>classes will not be recorded</u>. If you must be absent from class, be sure to obtain the information and/or assignments you missed from one of your peers. It is your responsibility as an adult learner to stay caught up with the course content.

▍HYBRID ETIQUETTE

You are responsible for your own learning in this course. My role is to support and guide you, but it's up to you to engage with the material and stay on top of what's expected.

Here are a few key things to keep in mind:

- Read the syllabus carefully; it outlines all the policies, deadlines, and due dates. It also provides access to articles and videos. Make sure you're familiar with them.

- Check Canvas announcements and your email regularly so you do not miss any important updates.

- Communicate. If you have questions, concerns, or need clarification, reach out, I'm here to help.

- Be ready for online lectures. **During Zoom sessions, cameras are expected to be on at all times.** Attendance means being fully present, no driving, working, checking email, or other distractions. Ensure your computer, camera, microphone, and internet connection are working. If you can't have

your video on (with your face visible) or there's another issue, let me know *before class*, otherwise it may count as an unexcused absence.

- Please silence your phones during class. If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities. If you seem distracted or are distracting other students, I may ask you to step away for the rest of the session.

- Arrive a couple of minutes before class starts, both in person and on Zoom, so we can begin on time. **Frequent lateness or missing more than one session will likely result in deductions from your participation grade.**

▪ OP/GSAPP POLICIES

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf

Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (https://webapps.rutgers.edu/student- ods/forms/registration).

APA Citation Style

All scholarly work MUST be written using the APA style (7th ed.).

Commitment to Safe Learning Environment

The Rutgers GSAPP community is committed to helping create a safe learning environment for all students and for the School. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Graduate training in

psychology is vulnerable and while a safe environment is critical for learning, ultimately the instructor is the expert and will manage situations accordingly. Students are encouraged to discuss challenges with the course instructor before elevating to chair of the department, dean's office, provost or chancellor.

Inclusion

GSAPP has a history of commitment to cultural and individual diversity. Fostering understanding of and respect for cultural and individual diversity are addressed through education and training activities, as well as through policy and structure. This is reflected in curriculum content, course content, practicum settings and activities, special events, recruitment practices for both students and faculty, retention practices, student aid, and the GSAPP committee structure and student organization structure. Understanding of diversity issues is seen as essential to competent professional functioning. (https://gsapp.rutgers.edu/programs/commitment-diversity)

As such, instructors intend for this learning environment to be a place where you feel respected and valued, and have your identities supported and affirmed (e.g., race, class, gender, gender identity, national origin). If students experience marginalization or discrimination in this class, please let the instructor know so we can make our learning environment more inclusive and just. Instructors can help connect students to resources offered across campus as well, keeping in mind that discomfort is a part of growth, especially in graduate psychology.

Student Handbook

All students must adhere to the GSAPP Student Handbook of Policies and Procedures:
https://gsapp.rutgers.edu/current-students/student-handbook-polices-and-procedures

Student Resources

For more information visit: https://gsapp.rutgers.edu/current-students/important-links
Title IX: https://nbtitleix.rutgers.edu

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: http://health.rutgers.edu/medical-counseling-services/counseling/

They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately,

GRADE DETERMINATION FOR EXAMS/PAPERS/PROJECTS

A	The grade of A+ is rare and reserved for papers/projects that are truly exemplary. The assignment is addressed thoroughly and well. The communication is outstanding. The theories are explained clearly and correctly in the author's own words. The examples are creative, original and thought provoking. Overall, the student conveys a deep understanding of the topic and expresses that understanding flawlessly. An introduction and conclusion are included. APA style is correct and adds to the overall quality of the paper. .
B+	B+ papers/projects address the assignment completely and well. All questions in the assignment are answered at an appropriate level of detail. Correct definitions are included and relevant examples are given to illustrate the definitions. Examples are drawn from the appropriate text. If outside examples are given, they are relevant and well-used rather than distracting or off-topic. B+ papers/projects are thoughtful and well communicated, sophisticated and compelling. APA style is correct or nearly correct. An introduction and conclusion are included. The papers/projects are easy to understand and grade. The writer clearly communicates their comprehension of the topic, and the task.
B	B papers/projects are similar to the above papers/projects, but typically lack one essential element. One aspect of an important concept may be only covered superficially or not at all. A major definition may be missing. B papers are also easy to understand and convey that the writer grasps the topic. B papers are usually good overall, just not superb.
C	C papers/projects start to become a little more difficult to comprehend. They may be lacking a definition or two. The examples may be more superficial. An example or two may be incorrect. These papers/projects may be lacking an intro and conclusion. The communication may not always be clear. However, overall, the student does a decent job of addressing the assignment and the student seems to understand the topic relatively well, if not 100%.
F	F papers/projects miss the task altogether and/or contain no citations. Sometimes they seem like streams of consciousness; sometimes they answer a wholly different set of questions than what was assigned. Such papers/projects may be inappropriately informal or hostile to the subject matter.