

**EMPL 1000 Interpersonal Relations & Professional Development**

# COURSE SYLLABUS

**Fall Semester 2022 (20350)**

# TENTATIVE—SUBJECT TO CHANGE

## Course information

Credit Hours/Minutes: 2/1500

Campus/Class Location: Tattnall High School Room 301

Class Meets: 10/17/22 until 12/08/22 / Monday- Thursday 9:30 AM – 11:00 AM

Course Reference Number (CRN): 20350

## Instructor contact information

Instructor Name: Leann Murray, RN

College Email Address: [lmurray@southeastern](mailto:lmurray@southeastern)tech.edu

Campus/Office Location: Swainsboro Campus, Building 8, office 8108

Office Hours: Monday- Thursday 3:30 PM - 6:00 PM

Phone: 478-289-2228

**Preferred Method of Contact: Email**

All communication with faculty should be completed using STC email. Please note that emails sent during business hours will be answered within 24-48 hours. Emails sent during holidays and on weekends may not be answered until the next business day.

Students are encouraged to check their STC student email a minimum of twice daily

## Southeastern technical college’s (STC) Catalog and Handbook

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College’s [Catalog and Handbook](https://catalog.southeasterntech.edu/) (<https://catalog.southeasterntech.edu/>).

## REQUIRED TEXT

OER Resources. **Anderson & Bolt Professionalism**, 3rd Edition, Prentice Hall, New Jersey, 2011.

## REQUIRED SUPPLIES & SOFTWARE

Supplies include pencils, pens, paper, notebooks, etc. Students are required to use Microsoft Applications for this class, specifically Microsoft Word.

**Note:** Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

**Students should not share login credentials with others and should change passwords periodically to maintain security.**

## COURSE DESCRIPTION

Emphasizes human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include human relations skills, job acquisition skills and communication, job retention skills, job advancement skills, and professional image skills.

## MAJOR COURSE COMPETENCIES

|  |  |  |  |
| --- | --- | --- | --- |
| 1 **Human Relations Skills** | |  |  |
| 2 | Order Description | Learning Domain | Level of Learning |
| 1 Identify strengths and weaknesses and set appropriate personal goals. | Cognitive | Knowledge |
| 2 Recognize and respond to own stress level. | Cognitive | Analysis |
| 3 Identify strategies to address and solve problematic behaviors with others. | Cognitive | Knowledge |

|  |  |  |
| --- | --- | --- |
| 4 Prepare job application and follow up letters, a resume, and a job application. | Cognitive | Application |
| 5 Demonstrate effective interviewing techniques. | Cognitive | Application |
| 6 Demonstrate professional and appropriate communication skills. | Cognitive | Application |
| **Job Retention Skills** |  |  |
| Order Description | Learning Domain | Level of Learning |
| 1 Identify and demonstrate traits of successful employees. | Cognitive | Knowledge |
| 2 Identify effective time management strategies. | Cognitive | Knowledge |
| 3 Demonstrate ability to negotiate promotion/salary increase. | Cognitive | Application |
| 4 Demonstrate ability to accept counseling positively. | Cognitive | Application |
| **Job Advancement Skills** |  |  |
|  |  |  |
| Order Description | Learning Domain | Level of Learning |
| 1 Explain chain of responsibility. | Cognitive | Comprehension |
| **Professional Image Skills** |  |  |
| Order Description | Learning Domain | Level of Learning |
| 1 Identify and demonstrate professional image. | Cognitive | Knowledge |
| 2 Identify and project professional attitude. | Cognitive | Knowledge |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Job Acquisition Skills and**  **Communication** |  |  |
| Order Description | Learning Domain | Level of Learning |
| 1 Demonstrate effective job search strategies including electronic and print media. | Cognitive | Application |

2 Set career goals. Cognitive Knowledge

## PREREQUISITE(S)

Pre-requisites: None

## COURSE OUTLINE

1. Human Relations Skills
2. Job Acquisition Skills and Communication
3. Job Retention Skills
4. Job Advancement Skills
5. Professional Image Skills

## GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

## STUDENT REQUIREMENTS

Students are expected to complete all tests and assignments by the due dates. NO assignments will be accepted after due dates and a grade of zero will be assigned for all incomplete work. EMPL1000 instructors requirestudents to submit all assignments through the Blackboard learning systems. Exams will be taken on Blackboard within the classroom and outside of class. Students are required to submit all work in **Microsoft Word**. Blackboard assignments including essays, discussion boards, and drop box submissions, which are not submitted through Microsoft Word,will not receive credit. Instructor requires **all assignments in American Psychological Association (APA) format and submitted via Blackboard.**

**Assignments are to be submitted through Digital drop box or discussion boards only.**

**REMEMBER:**

1. Submit all assignments in a Word document.
2. Always use APA formatting (including headings).
3. Do not plagiarize. All assignments should be completed **in your own words**.
4. Submit all assignments as **attachments** through the provided digital drop box (Assignments submitted in text box will receive a zero.)
5. Do not submit any written assignment in text-like format. Use standard forms of writing*.*
6. It is a good idea to save all your assignments on a jump drive.

Students are expected to prove weekly academic engagement by meeting assignment deadlines each week during the semester doing the required homework, quizzes, and tests. Students are expected to communicate frequently through college email and discussion boards. College email and other STC resources can be accessed from the [mySTC](https://southeasterntech.okta.com/) tab on STC’s Website. Email can also be accessed in the menu of your Blackboard course

## COVID-19 MASK REQUIREMENT

Regardless of vaccination status, students are highly encouraged to wear masks or face coverings while in a classroom or lab at Southeastern Technical College.  Masking may be implemented in some program areas (i.e. Health Sciences and Cosmetology) where students, faculty, and clients are in close proximity and social distancing cannot be maintained.  This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Where masks or face coverings must be worn, they must be over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC).

## COVID-19 Signs and symptoms

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician’s office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

|  |
| --- |
| **COVID-19 Key Symptoms** |
| Fever or felt feverish |
| Chills |
| Shortness of breath or difficulty breathing (not attributed to any other health condition) |
| Cough: new or worsening, not attributed to another health condition |
| Fatigue |
| Muscle or body aches |
| Headache |
| New loss of taste or smell |
| Sore throat (not attributed to any other health condition) |
| Congestion or runny nose (not attributed to any other health condition) |
| Nausea or vomiting |
| Diarrhea |
|  |
| **In the past 14 days, if you:** |
| Have had close contact with or are caring for an individual diagnosed with COVD-19 at home (not in healthcare setting), please do not come on campus and contact your instructor(s). |

## Covid-19 Self-Reporting Requirement

Students, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using <https://www.southeasterntech.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](mailto:Stephannie%20Waters), Exposure Control Coordinator, [swaters@southeasterntech.edu](mailto:swaters@southeasterntech.edu), 912-538-3195.

## ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of “F” (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student’s last date of attendance in the event a student withdraws, stops attending, or receives an “F” in a course.

## STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Daphne Scott](mailto:dscott@southeasterntech.edu) ([dscott@southeasterntech.edu](mailto:dscott@southeasterntech.edu)) 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas](mailto:hthomas@southeasterntech.edu) ([hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu)), 912-538-3126, Building A, Room 165.

## **Specific Absences**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

## **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

Swainsboro Campus: [Daphne Scott](mailto:dscott@southeasterntech.edu) ([dscott@southeasterntech.edu](mailto:dscott@southeasterntech.edu)) 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas](mailto:hthomas@southeasterntech.edu) ([hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu)), 912-538-3126, Building A, Room 165.

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery MAY NOT be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

## Withdrawal Procedure

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of “W” (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which the student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of “F” (Failing 0-59) being assigned.

**Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.**

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must speak with a representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. A grade of “W” will count in attempted hour calculations for the purpose of Financial Aid.

## **MAKEUP GUIDELINES** (Tests, quizzes, homework, projects, etc.)

Failure to take the chapter tests or final exam will result in a grade of zero. No make-up exams are allowed. **If Internet or browser failure occurs, contact instructor immediately**. A decision will be made at that time if the exam will be reset. Instructor reserves the right to deduct points from the exam scores for exceeding the scheduled time limit on the exam.

**Assignment due dates are listed on the syllabus. Therefore, you are expected to have the assignment completed on the date that it is due.**

**There will be NO MAKEUP of Final Exams!**

## ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

## Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. **First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

1. **Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

1. **Third Offense**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

## **STATEMENT OF NON-DISCRIMINATION**

As set forth in the student catalog, Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

| **American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer** | **Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer** |
| --- | --- |
| Helen Thomas, Special Needs Specialist  Vidalia Campus  3001 East 1st Street, Vidalia  Office 165 Phone: 912-538-3126  Email: [Helen Thomas](mailto:hthomas@southeasterntech.edu)  [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu) | Lanie Jonas, Director of Human Resources  Vidalia Campus  3001 East 1st Street, Vidalia  Office 138B Phone: 912-538-3230  Email: [Lanie Jonas](mailto:ljonas@southeasterntech.edu)  [ljonas@southeasterntech.edu](mailto:ljonas@southeasterntech.edu) |

## accessibility Statement

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

## GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

## **ACCESS TO TECHNOLOGY**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and Banner Web via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College (STC) Website](http://www.southeasterntech.edu/) ([www.southeasterntech.edu](http://www.southeasterntech.edu/)).

## Technical college system of georgia (tcsg) GUARANTEE/WARRANTY STATEMENT

*The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

## GRADING POLICY

| **Assessment/Assignment** | **Percentage** |
| --- | --- |
| Exams | 40% |
| Assignments | 20% |
| Employment Packet | 20% |
| Final Exam | 20% |

## grading scale

| **Letter Grade** | **Range** |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

# EMPL 1000 Interpersonal Relations & Professional Development

# Fall Semester 2022 Lesson Plan

| **Date/Week** | **Chapter/Lesson** | **Content** | **Assignments & Tests Due Dates** | **Competency Area** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Week 1**  **10/17/2022 thru**  **10/20/2022** | **Module 1:**  Human Relations Skills | Blackboard Introduction  Syllabus Review  **Lecture:**  **Module 1: Human Relations Skills**   * Personal Goals * Stress management * Conflict     **TO DO LIST**  **Introductory Task: (Not Graded)**   * Pledge Acknowledgement * COVID Acknowledgment * Online Orientation * Student Introduction Discussion Board   **Assignments (20%)**   * Goals Quiz * Defining your fears assignment. * Attitude and Goals Discussion Board * Stress Self- Assessment Assignment * Stress Management Quiz * Conflict and Negotiations Discussion Board   **Exams: (40%)**   * Module 1 Exam   \*\* There is a learning tool provided with each Module. This learning tool is a great way for you to keep notes while reviewing the material and watching the videos. | **Complete**: Getting Started  **Due**: October 18, 2022 by 11:55PM  **Module 1:** **Personal Goals**  **Read:** Attitudes and Goals  **Read:** Why Attitude is More Important than IQ.  **Complete:** Goals Quiz  **Complete:** Defining your fears assignment.  **Complete**: Attitude and Goals Discussion Board  **Module 1: Stress Management**  **Read:** Stress Management  **Complete:** Stress Self- Assessment Assignment  **Complete:** Stress Management Quiz  **Module 1: Conflict**  **Read:** Conflict and Negotiations  **Read:** Conflict and Negotiations Articles  **Complete:** Conflict and Negotiations Discussion Board  **Module 1 Exam Due 10/23/2022 by 11:55PM** | **I**  **a, b, c** |
| **Week 2**  **10/24/2022 thru**  **10/27/2022** | **Module 2:**  Job Acquisition Skills and Communication | **Lecture:**  **Module 2: Job Acquisition Skills and Communication**   * Job Search Strategies * Employment Application   Communication  **TO DO LIST**  **Assignments (20%)**   * Resume Quiz * Cover Letter Quiz * Interviewing Quiz * Resume Development Discussion Board   **Start working on Resumes and Cover Letters**  **\*10/27 Advisement Schedule** | **Module 2: Job Search Strategies:**  **Read:** Resources for finding your dream job  **Module 2: Employment Application**  **Read:**   * Resources for creating the perfect Cover Letter * Resources for creating a Resume * Resources for a Winning Interview   **Complete:** Resume’s and Cover Letter Quiz  Interviewing Quiz  Resume’ Development Discussion Board  **All assignments due**  **10/30/2022 by 11:55 PM** | **II**  **a,c** |
| **Week 3**  **10/31/2022**  **Thru 11/03/2022** | **Module 2:**  Job Acquisition Skills and Communication | **Lecture:**  **Module 2: Job Acquisition Skills and Communication**   * Job Search Strategies * Employment Application   Communication  **TO DO LIST**  **Assignments (20%)**   * Social Media Discussion Board   **Employment Packet (20%)**   * Resume * Cover Letter * Follow Up Letter   **Exams: (40%)**   * Module 2 Exam   \*10/31 Health Fair in Swainsboro 3 PM -6 PM | **Module 2: Employment Application**   * Cover Letter Assignment * Resume Assignment * Interview Follow up/Thank you Letter Assignment   **Module 2: Communication**  **READ:**   * Communication * The Best Communicator in the World * Business Communication   **Complete:** Social Media Discussion Board  **Module 2 Exam**  **All assignments due 11/06/2022 by 11:55PM** | **II**  **a,c** |
| **Week 4**  **11/07/2022**  **Thru**  **11/10/2022** | **Module 3:**  Job Retention Skills | **Lecture:**  **Module 3: Job Retention Skills**   * Job Retention * Time Management * Accountability   **TO DO LIST**  **Assignments (20%)**   * Job Retention Skills Assignment * Time Management Discussion Board * Where Does The Time Go Assignment * Accountability Assignment * Accountability Discussion Board   **Exams: (40%)**   * Module 3 Exam | **Module 3: Job Retention**  **Read:**   * Job Retention * Increase Your Job Success * How to Future Proof Your Career * 6 Effective Ways to Enhance Workplace Productivity   **Complete: Job Retention Skills Assignment**  **Module 3: Time Management**  **Read:**   * Time Management * Time Management Articles * Making the Most of Your Time * Your Time is Your Life   **Complete: Time Management Discussion Board**  **Complete: Where Does Time Go Assignment**  **Module 3: Accountability**  **Read:**   * Accountability * Accountability: Getting a Grip on Results * Personal Accountability and the Pursuit of Workplace Happiness   **Complete:**   * Accountability Assignment * Accountability Discussion Board   **Module 3 Exam**  **All assignments due 11/13/2022 by 11:55PM** | **III**  **a, b, c** |
| **Week 5**  **11/14/2022 thru**  **11/17/2022** | **Module 4:**  Job Advancement Skills | **Lecture:**  **Module 4: Job Advancement Skills**   * Organizational Structure * Career Transformations * Motivations   **TO DO LIST**  **Assignments (20%)**   * Quality Organizations Assignment. * Career Transformations Assignment * Motivation Assignment * Motivation Discussion Board   **Exams: (40%)**   * Module 4 Exam | **Module 4: Organizational Structure**  **Read:**   * What is the Meaning of Organizational Structure * Different types of Organizational Structure * The Importance of a good Organizational Structure * How to find a Company You will Love Working for * 3 Secrets of a Best Company to work for   **Complete:** Quality Organizations Assignment  **Module 4: Career Transformations**  **Read:**   * Career Transformations * Turning the Blind Corner * The Transferable Skills Employers Value the Most   **Complete:** Career Transformations Assignment  **Module 4: Motivation**  **Read:** Motivation  **Complete:** Motivation Assignment  **Complete:** Motivation Discussion Board  **Exam: Module 4 Exam**  **All assignments due by 11/20/2022 by 11:55PM** | **III**  **a, b, c** |
| **Week 6**  **11/21/2022 thru 11/24/2022** | **Module 5:**  Professional Image Skills | **Lecture:**  **Module 5: Professional Image Skills**   * Ethics and Diversity * Professional Image * Business Etiquette/Work Ethics   **Begin reviewing for FINAL EXAM on 12/8/2022**  **TO DO LIST**  **Assignments (20%)**   * Diversity assignment. * Ethics and Diversity Discussion Board * Professional Image Assignment * Work Ethic Discussion Board   **Exams: (40%)**   * Module 5 Exam | **Module 5: Ethics and Diversity**  **Read:**   * Ethics * Diversity   **Complete:** Diversity Assignment  **Complete:** Ethics and Diversity Discussion Board  **Module 5: Professional Image**  **Read:**   * Professional Image * One Simple Dress Code Rule to Boost Your Career   **Complete:** Professional Image Assignment  **Module 5: Business Etiquette/Work Ethics**  **Read:**   * Manners Matter * Business Etiquette   **Complete:** Work Ethic Discussion Board  **Exam: Module 5 exam**  **All assignments due 11/27/2022 by 11:55 PM** | **V**  **a, c** |
| **11/21/2022 thru**  **11/25/2022** |  | **THANKSGIVING HOLIDAYS!!!!** |  |  |
| **Week 7**  **11/28/2022 Thru**  **12/1/2022** |  | **Mock Interviews** |  | **V**  **a, c** |
| **12/5/2022**  **Thru**  **12/7/2022** |  | **FINAL EXAM REVIEW** |  | **V**  **a, c** |
| **12/8/2022** |  | **FINAL EXAM** |  |  |

## Competency Areas: (will vary for each course/taken from state standards)

1. Human Relations Skills
2. Job Acquisition Skills and Communication
3. Job Retention Skills
4. Job Advancement Skills
5. Professional Image Skills

## General Core Educational Competencies:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**GRADING RUBRICS**

**Cover Letter**

| **CRITERIA** | **4- Excellent** | **3- Proficient** | **2- Dev. Prof.** | **1- Unacceptable** |
| --- | --- | --- | --- | --- |
| **Structure** | Sentences and paragraphs are complete, well-constructed and of varied structure. There are at least 3 paragraphs. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| **Conventions** | The writer makes no errors in capitalization, punctuation, grammar or spelling. | The writer makes 1-2 errors in capitalization, punctuation, grammar and/or spelling. | The writer makes 3-4 errors in capitalization, punctuation, grammar and/or spelling. | The writer makes more than 4 errors in capitalization, punctuation, grammar and/or spelling. |
| **Ideas** | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a relatively clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| **Content and Voice** | The letter contains the information needed and is written tactfully. The writer includes why he/she is writing and what he/she is writing about in the intro., gives details of the situation in the discussion, and ends telling what is to happen, when it is to happen and why it is important in the conclusion. | The letter contains accurate information about the topic but is not very specific. The letter contains no date in the conclusion. | The letter contains some accurate facts about the topic but is very general. | The letter contains no specifics about the topic/individual. |
| **Essential Components** | The letter contains all the essential components of a business letter. | The letter contains most of the essential components of a business letter. | The letter is missing several of the essential components of a business letter. | The letter is not in business letter format. |
| **Total** | Score(x5)\_\_\_\_\_\_/100 |  |  |  |

**Ex Excellent** (90-100Points) **Proficient** (80-89) Developing **Proficiency** (70-79) Unacceptable (0-69)

**RESUME**

| **CATEGORY** | **10 - Excellent** | **5 – Proficient** | **3 –Dev. Prof.** | **1 Unacceptable** |
| --- | --- | --- | --- | --- |
| **Name & Address**  **Score\_\_\_\_\_** | Name, address, and phone number are included with complete accuracy. | Name, address, and phone number were included with satisfactory accuracy. | Name, address, and phone were included but there were errors. | Name, address, and phone number are incomplete or inaccurate. |
| **Job Objective**  **Score\_\_\_\_\_** | Objective clearly stated, purpose, with clarity and experience to be gained from obtaining the job. | Objective stated and related to job. | Vague, poorly written—relates to job. | Not included or difficult to understand what the purpose of obtaining the job is. |
| **Format**  **Score (x2)\_\_\_\_\_\_\_** | Resume is easy to read, visually pleasing and uses white space to guide the eye and separate information. | Resume is easy to read. White space separates all major information. | Resume is somewhat difficult to read. White space is unevenly distributed. | Resume is difficult to read. White space is not used to separate information. |
| **Educational History**  **Score\_\_\_\_\_** | Education highlighted and specific details are included. | Awards, leadership roles in school described. | Graduation date only given. | Not addressed. |
| **Work Experience**  **Score(x2)\_\_\_\_\_\_\_** | Action verbs are used to describe experience | Bullets used to describe experience. Skills evident | Only dates given-no mention of responsibilities. Skills unclear or poorly stated. | Information not given and/or not organized. |
| **Employment Qualification**  **Score\_\_\_\_\_** | Uses all areas to effectively demonstrate strong qualifications for job. | Most areas demonstrate qualifications for position. | Demonstrates some qualities of a capable employee who will need to be trained. | No information given to demonstrate applicant if qualified. |
| **Mechanics**  **Score\_\_\_\_\_(x2)** | There are no errors in spelling, punctuation, or grammar. | There are a few errors in spelling, punctuation, and grammar, but they do not detract from the resume | Many errors in spelling, punctuation, and grammar are distracting. | Errors in spelling and  grammar make this  Resume difficult to read and/or understand. |
| **TOTAL** |  |  |  |  |

**Excellent** (90-100Points) **Proficient** (80-89) Developing **Proficiency** (70-79) Unacceptable (0-69)

**FOLLOW UP LETTER**

| **CRITERIA** | **5- Excellent** | **3- Proficient** | **2- Dev. Prof.** | **1- Unacceptable** |
| --- | --- | --- | --- | --- |
| **Structure** | Sentences and paragraphs are complete, well-constructed and of varied structure. There are at least 3 paragraphs. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| **Conventions** | The writer makes no errors in capitalization, punctuation, grammar or spelling. | The writer makes 1-2 errors in capitalization, punctuation, grammar and/or spelling. | The writer makes 3-4 errors in capitalization, punctuation, grammar and/or spelling. | The writer makes more than 4 errors in capitalization, punctuation, grammar and/or spelling. |
| **Ideas** | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a relatively clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| **Content and Voice** | The letter contains the information needed and is written tactfully. The writer includes why he/she is writing and what he/she is writing about in the intro., gives details of the situation in the discussion, and ends telling what is to happen, when it is to happen and why it is important in the conclusion. | The letter contains accurate information about the topic but is not very specific. The letter contains no date in the conclusion. | The letter contains some accurate facts about the topic but is very general. | The letter contains no specifics about the topic/individual. |
| **Essential Components** | The letter contains all the essential components of a business letter. | The letter contains most of the essential components of a business letter. | The letter is missing several of the essential components of a business letter. | The letter is not in business letter format. |
| **Total X 4** | Score\_\_\_\_\_\_\_ | Score\_\_\_\_\_\_ | Score\_\_\_\_\_\_ | Score\_\_\_\_\_\_ |

**Excellent** (90-100Points) **Proficient** (80-89) Developing **Proficiency** (70-79) Unacceptable (0-69)

**INTERVIEW**

| ***Criteria*** | **Excellent (10pts.)** | **Proficient (5 pts.)** | **Devel. Prof. (3 pts.)** | **Unacceptable (1 pt.)** |
| --- | --- | --- | --- | --- |
| ***Listening:***  *Did the student answer*  *the question that was*  *presented?*  *Score\_\_\_\_\_\_\_\_\_* | Answer reflected an  explicit understanding  of the question; | Answer reflected a  general understanding  of the question; May  have missed a detail | Answer reflected a  partial understanding of  the question; | Answer did not reflect an  understanding of the  question *or* answered  an unasked question; |
| **Speaking**  *Did the student speak*  *in an articulate manner*  *and integrate*  *professional*  *language?*  *Score(x2)\_\_\_\_\_\_\_* | Spoke clearly and  articulately; Was  confident in knowledge;  Integrated professional  language throughout  the response; No "um’s,  uh's, er's” etc." | Spoke articulately most  of the time; Used general  words at times instead  of details; Integrated  a good amount of  professional language  throughout response;  Some "um’s, uh's, er's”; | Spoke in a somewhat  nervous manner; Lacked  confidence in  knowledge; Sketchy use  of professional  language; Many "um’s,  uh's, er's, etc." | Nervous; Incomplete  thoughts, Not articulate;  No use of professional  language; Response  riddled with "um’s, uh's,  er's, etc."; |
| **Integrating**  *Did the student*  *integrate knowledge,*  *content and*  *experiences?*  *Score\_\_\_\_\_\_\_\_* | Fully integrated  knowledge, content and  experiences in an  organized, accurate  and detailed manner;  Engaged listener with  unique answers; | Integrated knowledge,  content or experiences  in a generally organized  and accurate manner;  Invited response from  the listener; | Integrated some  knowledge, content or  experiences; Response  was somewhat rambling  or missing details;  Listener needed to  clarify responses; | Failed to integrate  knowledge, content or  experiences; Inaccurate  and/or incomplete  responses; Listener was  confused; |
| **Expressing**  *Did the student*  *express opinions in a*  *tactful and mature*  *manner?*  *Score\_\_\_\_\_\_\_\_\_* | Recognized that  opinions might be at  odds with listener’s;  Identified that it was  own opinion; Expressed  opinions in a highly  tactful and mature  manner; | Did not recognize that  opinions might be at  odds with listener’s;  Identified that response  was own opinion;  Expressed opinions in a  generally tactful manner | Did not recognize that  opinions might be at  odds with listener’s; Did  not identify that  response was own  opinion; Expressed  opinions in an open, but  unprofessional manner | Did not recognize that  opinions might be at  odds with listener’s; Did  not identify that  response was own  opinion; expressed  opinions in a biased, or  inappropriate manner; |
| **Body Language**  *Did the student’s body*  *language convey*  *interest and facilitate*  *the responses?*  *Score(x2)\_\_\_\_\_\_\_\_\_* | Body language  conveyed eagerness to respond; sat in upright and alert manner; Seemed natural and at ease; | Body language  conveyed interest in  responding; Sat in an  upright manner;  Seemed fairly natural  most of the time; | Body language was  difficulty to interpret (Too  nervous and/or too  casual); Sat upright at  times, but slouched at  others; extraneous  movements detracted  from response; | Body language  conveyed disinterest  and/or extreme  nervousness; slouched  or moved nervously  throughout the interview. |
| **Gestures**  *Did the student’s*  *gestures seem natural*  *and facilitate the*  *responses? Score\_\_\_\_\_\_\_\_\_* | Gestures fully facilitated  and enhanced the  responses; Hand and  facial movements were  natural, timed  effectively and  emphasized key points | Gestures were  appropriate and added  to effectiveness of the  response; Hand and  facial movements were  generally natural and  timed to emphasize key  points; | Gestures were  somewhat limited,  unnatural and/or stiff;  Hand and/or facial  movements were timed  inappropriately or were  distracting; | Gestures were not  evident or were  exceptionally distracting  to the listener; |
| **Eye Contact**  *Did the student’s eye*  *contact seem natural*  *and facilitate the*  *responses?*  *Score\_\_\_\_\_\_\_\_* | Sustained, appropriate  and natural eye contact;  Conveyed interest in  the topic and the  listener; Showed  confidence in  interacting with the  listener; | Appropriate, fairly  consistent and natural  eye contact; Generally  conveyed interest in the  topic and listener;  Showed generally good  levels of confidence in  interacting with listener; | Intermittent or  inconsistent eye contact;  Conveyed non-interest  in the topic and/or  listener; Did not seem  confident of interactions  with the listener; | Limited or no eye  contact; Seemed  disengaged with topic  and/or listener; |
| **Professional Dress**  *Did the student dress*  *in a professional*  *manner?*  *Score\_\_\_\_\_\_\_\_\_* | Dressed in a highly  professional manner  (suit, sport coat, tie,  dress); Neat and well-groomed; | Dressed in a  professional manner  (skirt/blouse, dress  pants/blouse, shirt and  tie); Generally neat and  well-groomed | Dressed in a casual, but  not necessarily  professional manner  (Revealing blouse, open  collar/no tie); Fairly neat | Dress was inappropriate  and/or unkempt; |

**Excellent** (90-100Points) **Proficient** (80-89) Developing **Proficiency** (70-79) Unacceptable (0-69)