



**EMPL 1000**  
**Interpersonal Relations and Professional Development**  
**COURSE SYLLABUS**  
**Hybrid Class- (60% In Class 40% )**  
**Fall Semester 2021 (202212)**

**Course information**

Credit Hours/Minutes: 2 /1500

Campus/Class Location: Swainsboro/ Building 2- Room 2164; 9:30-10:30 a.m.

Class Meets: Tuesday and Thursday- T/R—7.5 weeks- **Begins: 8/17/21 Ends: 10/5/21**  
(60% In Class and 49% Online)

Course Reference Number (CRN): **20130**

Preferred Method of Contact: Email

**Instructor contact information**

Instructor Name: Leisa Dukes

Office Location: Room 2179

Office Hours: By appointment

Email Address: [Leisa Dukes \(ldukes@southeasterntech.edu\)](mailto:ldukes@southeasterntech.edu)

Phone: 478-289-2345

Fax Number: 478-289-2224

Tutoring Hours: By appointment

**Southeastern Technical College (STC) Catalog and Student Handbook**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student Handbook](http://www.southeasterntech.edu/catalog-and-student-handbook) (<http://www.southeasterntech.edu/student-affairs/catalog-handbook.php>).

**Required Text:** This course uses Open Educational Resources (OERs) for the textbook and reading portions of the course. There is no textbook for purchase. Students will find all required reading links to (Softchalk Lessons, Web Sites/Articles, Documents) within individual module topics. You may print these resources if needed.

## **Required Supplies and Software**

Paper, Pen, jumpdrive, access to a computer.

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**

Topics include human relations skills, job acquisition skills and communication, job retention skills, job advancement skills, and professional image skills.

## **Prerequisites**

Appropriate Degree Level writing (English) and Reading Placement Test Scores

## **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**

STC 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 work required by the instructor. Students will have at least one week to complete tests and assignments. All tests and assignments are due at 11:55 p.m. of each week. Assignments must be keyed in Microsoft Word, saved, uploaded, and attached for grading in Blackboard.

Students are expected to prove weekly academic engagement by meeting assignment deadlines each week. Students are expected to communicate frequently through college email and discussion boards. College email and other STC resources can be accessed from the 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, masks or face coverings must be worn at all times while in a classroom or lab of STC. Masks or face coverings must be worn at all times while on the campus of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

### **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.

<b>COVID-19 Key Symptoms</b>
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
<b>In the past 14 days, if you:</b>
Have had close contact with or are caring for an individual diagnosed with COVID-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 taking classes on campus, 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 cases to your instructor and Stephanie Waters. Exposure Control Coordinator [swaters@southeasterntech.edu](mailto:swaters@southeasterntech.edu) @912-538-3195.

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

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

### ATTENDANCE GUIDELINES

Students are scheduled to be in class as specified on the syllabus. There are no attendance requirements but I do take roll in case a student drops, I will have a last date of attendance.

## **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 [dscott@southeasterntech.edu](mailto:dscott@southeasterntech.edu), 478-289-2274, Building 1 Room 1210. Vidalia Campus: Helen Thomas (htho9mas@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.

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

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**Vidalia Campus:** [Helen Thomas, \(hthomas@southeasterntech.edu\)](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” 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 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” 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 also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of “W” will count in attempted hour calculations for the purpose of Financial Aid.

**EXIT EXAM:** N/A

**WORK ETHICS:** N/A

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

### **MAKEUP GUIDELINES**

I will allow makeups on an individual basis based on the circumstance and it **MUST** be approved by the instructor to make up assignments, discussion questions, quizzes or tests that were not completed. The employability project cannot be made up unless an unforeseeable circumstance that must be pre-approved and at the discretion of the instructor, as well as the final exam. All uncompleted work will result in a zero.

## Employability Package

Each student will be required to complete an Employability Package which will include a resume', cover letter, thank you letter, and resignation letter. All four assignments will be averaged and included as a **TEST** grade. This assignment will be submitted in a drop box assignment in BlackBoard. **The deadline for this assignment will be 9/20/21.** Please refer to the Employability Package Tab in Blackboard. You will see where you can submit the assignments here. Detailed information will be given on this assignment in this tab. (Refer to Rubrics at the back of the lesson plan)

### DISCUSSION POSTS/REPLIES:)

**NOTE: Discussion posts require one post and one reply to earn full credit. The post must be a 50 words and the reply 25 words. (see attached Rubrics) Lesson Plan is subject to change!!**

### WORK ETHICS- N/A

#### Academic Dishonesty Policy

The STC Academic Dishonesty Policy states 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 STC Catalog and Student 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.

##### 2. 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.

### **3. 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 Nondiscrimination**

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.



The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>Helen Thomas, Special Needs Specialist          Vidalia Campus          3001 East 1<sup>st</sup> Street, Vidalia          Office 108 Phone: 912-538-3126          Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a>  <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a></p>	<p>Lanie Jonas, Director of Human Resources          Vidalia Campus          3001 East 1<sup>st</sup> Street, Vidalia          Office 138B Phone: 912-538-3230          Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a>  <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a></p>

**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 BannerWeb via the MySTC portal or by clicking the Current Students link on the [Southeastern Technical College Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

**Technical College System of Georgia Guarantee 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 SCALE:**

<b>Assessment/Assignment</b>	<b>Percentage</b>
Tests	60 %
Assignments	20 %
Final Exam	20 %
Total	100 %

<b>Letter Grade</b>	<b>Range</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

## EMPL 1000- Interpersonal and Human Relations

### Fall Semester 202212 Lesson Plan

All assignments, tests, etc.. are due by 11:55 p.m. on the night of the due date.

Week	Module	Content	Comp. Area
Week 1: 8/17/21- 8/23/21	1-Attitudes and Goals 2-Time Management 3-Stress Management	8/17/21- Day 1: <b>In Class</b> : Review First Day information- Syllabus/Lesson Plan. Review Blackboard and Week 1 Assignments. Complete Blackboard Orientation and the Online Orientation Quiz. Complete the COVID 19 Presentation and COVID Presentation Acknowledgement in Blackboard.  Day 2: Note: I will not be here on Monday- 8/23/21. Please take this time to work on your Module assignments in Blackboard.  <b>Out of Class:</b> <ul style="list-style-type: none"> <li>• Read Module 1- Attitudes and Goals, Read the article Why Attitude is More Important than IQ, Watch: Video Attitudes and Goals, Complete Discussion on Attitudes and Goals- One post of 50 words and 1 reply of 25 words.</li> <li>• Read Module 2- Time Management</li> <li>• Watch: Video on Time Management</li> <li>• Complete: Time Management Discussion</li> </ul> Read Module 3- Stress Management Watch Video- Stress Management Complete Discussion Board. (one post and one reply) <b>Date: 8/23/21- 11:55 p.m.</b>	1-5 a-c
Week 2: 8/24/21- 8/30/21	4-Professional Image 5-Ethics and Diversity 6-Personal Finances	Day 1- <b>In Class</b> : Review Modules 1-3 to discuss if anyone has any questions. Lecture Module 4. Day 2- <b>In Class</b> : Lecture Modules 5-6 Review for Test. The test will be online and completed outside of class.  <b>Outside of Class :</b> Read Module 4. Complete Professional Image discussion. Read Module 5 – Ethics and Diversity. Complete Ethics and Diversity Discussion. Watch Video on Ethics and Diversity. Read Module 6- Personal Finance. Watch Video, Complete Discussion on Personal Finance.  <b>Module 4, 5, and 6 assignments are due 8/30/21.</b>  <b>Complete Test #1- Due -8/30/21 by 11:55 p.m.</b> <b>The test will be timed and in Blackboard.</b>	1-5 a-c

<p>Week 3: 8/31/21- 9/6/21</p>	<p>7-Communication 8-Motivation 9-Accountability</p>	<p>Module 7- Read- Communication Watch Video- Communication Complete Discussion Video</p> <p>Module 8- Read- Motivation Watch Video- Motivation Complete Discussion Motivation</p> <p>Module 9- Read- Accountability, Accountability: Get a Grip on Results, Read-Employees Take Ownership of Their Work, The Importance of Accountability in Teams.</p> <p><b>Due Date: 9/6/21 by 11:55 p.m.</b></p>	<p>1-5 a-c</p>
<p>Week 4: 9/7/21- 9/13/21</p>	<p>10-Conflict and Negotiation 11-Resume' Development 12-Job Acquisition Skills</p>	<p>Read Module 10-Watch- Video6- Conflict and Negotiation and complete Discussion of Conflict and Negotiation.</p> <p>Read Module 11- Review Resume' Formats, Tips and Strategies, Contact Information, Objectives: Summaries, or Professional Profiles, Employment History, Education Information, and Additional Information and References.</p> <p>Read: Module 12- Crafting Your Cover Letter, Job Search Savvy, Find a Job Online, Network Basics, Job Hunt with Social Media. Watch: Videos- Job Acquisition Skills.</p> <ul style="list-style-type: none"> <li>• <b>Test #2 – Communication, Motivation, Accountability, Conflict and Negotiation, Resume' Development, Job Acquisition Skills. (See the Exams Tab to locate Test #2)</b></li> </ul> <p><b>Due Date for all items including Test # 2- due by 9/13/21 11:55 p.m.</b></p>	<p>1-5 a-c</p>
<p>Week 5: 9/14/21- 9/20/21</p>	<p>13-Quality Organization  14-Human Resource</p>	<p>Read: Module 13. What is the Meaning of Organizational Structure, Different Types of Organizational Structure.</p> <p>Read: Module 14- Human Resources Watch: Videos- Human Resources.</p> <p><b>Due Date: 9/20/21 -Modules 13-14 activities due by 11:55 p.m.</b></p>	<p>1,2 a-c</p>
<p>Week 6: 9/21/21- 9/27/21</p>	<p>15-Job Retention Skills 16-Interview Strategies</p>	<p>Module 15: Job Retention Skills 6 Ways to Enhance Workplace Productivity Job Retention Discussion</p>	<p>2, 3 A,C</p>

		<p>Module 16- Read Module 16; Prepare Before an Interview, What to do During an Interview, Following Up After an Interview, Interviewing Techniques</p> <p>Due Date: Modules 15-16 Activities-9/27/21 by 11:55 p.m.</p>	
<p>Week 7-7.5-9/28/21-10/6/21</p>	<p>17-Career Transformation</p>	<p>Complete Module 17- Career Transformation Reading: Career Transformation, The Transferable Skills Employers Value the Most Complete: Test #3- Quality Organization, Human Resources, Job Networking, Interview Strategies, and Career Transformation. (See the Exams Tab to locate your test.) All items Due including Test #3 /Final Exam-In Class: 10/5/21 by 11:55 p.m. End of the Semester: 10/5 /21.</p>	<p>1-5 A,C</p>

**COMPETENCY AREAS:**

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

**GENERAL CORE EDUCATIONAL COMPETENCIES**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

**Discussion Board Rubric: 1 post- minimum 50 words ; 1 reply- minimum 25 words**

**Note: If you post one post and NO replies, your maximum grade will be a 70.**

**If you post one post and one reply, your maximum grade will be 100.**

**If you complete NO discussion board with no post and No reply the grade will be a zero.**

**If you are allowed to makeup the discussion post was late, your highest grade will be an 80.**

<b>Discussion Board Rubric</b>				
<b>Criteria</b>	<b>5 Points Outstanding</b>	<b>4 Points Proficient</b>	<b>3 Points Basic</b>	<b>2-0 Points Below Expectations</b>
<b>Critical Thinking</b>	Discussion is rich in content. Generates thought provoking questions. Poster shows insight and analysis of subject	Discussion is substantial in content. Shows some insight and analysis has taken place.	Discussion is generally competent. Information is thin and commonplace	Rudimentary and superficial. No analysis or insight is displayed
<b>Connections</b>	Clear connections to previous or current real life situations.	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious	Limited connections. Vague generalities	No connections. Off topic
<b>Uniqueness</b>	New Ideas. New Connections. Discussions are made with depth and detail	Contains new ideas or discussions but lacks depth and/or detail	Few or no new ideas or connections. Discussions rehash or summarize other postings.	No new ideas. " I agree with..." "I like that concept..." Etc.... statements
<b>Timeliness</b>	ALL required postings are completed in advance of deadline. Discussions and replies are completed throughout the discussion to ensure that others have time to read and respond	All required discussions are completed by deadline. Some replies or discussions are not completed in time for others to read and respond	All required discussions are completed at the last minute without allowing time for others to read and respond.	Some or all required postings are missing
<b>Stylistics</b>	1 or 2 grammatical or stylistic errors	3-5 grammatical or stylistic errors	5 or more obvious grammatical errors. Errors interfere with discussion content	Obvious Grammatical errors that makes understanding impossible
<b>TOTALS</b>				
<b>X 4</b>				

## EMPL1000 Cover Letter Rubric

<b>CRITERIA</b>	<b>4- Excellent</b>	<b>3- Proficient</b>	<b>2- Dev. Prof.</b>	<b>1- Unacceptable</b>
<b>Structure</b>	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.
<b>Conventions</b>	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.
<b>Ideas</b>	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.
<b>Content and Voice</b>	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.
<b>Essential Components</b>	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.
<b>Total X 5</b>				
<b>Final Grade</b>				

**Excellent (18-20 Points) Proficient (15-17 Points) Developing Proficiency ( 13-14 Points)  
Unacceptable (0-12 Points)**

## EMPL1000 Thank you Letter Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>CRITERIA</b>	<b>4- Excellent</b>	<b>3- Proficient</b>	<b>2- Dev. Prof.</b>	<b>1- Unacceptable</b>
<b>Structure</b>	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.
<b>Conventions</b>	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.
<b>Ideas</b>	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.
<b>Content and Voice</b>	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.
<b>Essential Components</b>	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.
<b>Total X 5</b>				
<b>Final Grade</b>				

**Excellent (18-20 Points) Proficient (15-17 Points) Developing Proficiency ( 13-14 Points)  
Unacceptable (0-12 Points)**



## EMPL1000 Resignation Letter Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>CRITERIA</b>	<b>4- Excellent</b>	<b>3- Proficient</b>	<b>2- Dev. Prof.</b>	<b>1- Unacceptable</b>
<b>Structure</b>	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.
<b>Conventions</b>	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.
<b>Ideas</b>	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.
<b>Content and Voice</b>	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.
<b>Essential Components</b>	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.
<b>Total X 5</b>				
<b>Final Grade</b>				

**Excellent (18-20 Points) Proficient (15-17 Points) Developing Proficiency ( 13-14 Points)  
Unacceptable (0-12 Points)**

## EMPL1000 Resume' Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>CATEGORY</b>	<b>4 - Excellent</b>	<b>3 – Proficient</b>	<b>2 –Dev. Prof.</b>	<b>1 Unacceptable</b>
<b>Name &amp; Address (x 2)</b>	Name, address, 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.
<b>Job Objective (x 3)</b>	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.
<b>Format (x 4)</b>	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.
<b>Educational History (x 3)</b>	Education highlighted and specific details are included.	Awards, leadership roles in school described.	Graduation date only given.	Not addressed.
<b>Work Experience (X 4)</b>	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.
<b>Employment Qualification (X 3)</b>	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.
<b>References (X 2)</b>	Two or more references were included with 100% accuracy.	Two or more references were included with 85% accuracy.	Two or more references were included with less than 80% accuracy.	References are incomplete.
<b>Mechanics (X 4)</b>	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.
<b>TOTAL</b>				
Final Grade				