



**EMPL1000**  
*Interpersonal Relat & Prof Dev*  
**COURSE SYLLABUS**  
**Online**  
**SUMMER SEMESTER 201716**

**Semester:** Summer 201716  
**Course Title:** Interpersonal Relat & Prof Dev  
**Course Number:** EMPL1000  
**Credit Hours/ Minutes:** 2/ 1500  
**Class Location:** Blackboard  
**Class Meets:** Online 9 weeks  
**CRN:** 60039

**Instructor:** Krysta Rushing  
**Email Address:** krushing@southeasterntech.edu  
**Daytime Instructor:** David Standard  
**Office Location:** Rm. 418  
**Office Hours:** By Appointment  
**Email Address:** dstandard@southeasterntech.edu  
**Phone:** 912-538-3173  
**Fax:** 912-538-3156

**PREFERRED METHOD OF CONTACT:** EMAIL

**REQUIRED TEXT:** Anderson and Bolt, *Professionalism Skills for Workplace Success*, 4th Edition, Prentice Hall, 2011. **ISBN: 13:9780134038988**

**REQUIRED SUPPLIES & SOFTWARE:** Supplies can include pencils, pens, paper, notebooks, etc. **Students are required to use Microsoft Applications for this class, specifically Microsoft Word.** Access to a computer is mandatory!

**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 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.

**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, professional image skills

**PREREQUISITE(S):** Provisional admission

**COURSE OUTLINE:**

- I. Human Relations Skills
- II. Job Acquisition Skills and Communication
- III. Job Retention Skills
- IV. Job Advancement Skills
- V. Professional Image Skills

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

- 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.

**STUDENT REQUIREMENTS (Online):** Online courses require students to be academically engaged each week doing course related 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 or receives an F in a course. A student's last date of attendance can have a negative effect on his/her financial aid and academic progress. **Students are expected to complete all tests and assignments by the due dates. Students are required to submit all assigned chapter assignments via the weekly drop boxes.**

**ASSIGNMENTS WILL NOT BE ACCEPTED LATE FOR THIS CLASS. THIS INCLUDES BOOK WORK, DISCUSSION BOARDS, AND/OR TESTS. IF WORK IS NOT COMPLETED BY THE DUE DATES A GRADE OF ZERO WILL BE GIVEN. NO EXCEPTIONS.** Students are expected to complete all work required by the instructor, and to attend the required proctored campus exam.

**REMEMBER:**

- **Submit all assignments in a Word document.**
- **Always use APA formatting (including headings).**
- **Do not plagiarize. All assignments should be completed in your own words.**
- **Submit all assignments as attachments through the provided digital drop box. (Assignments submitted in text box will receive a 0.)**
- **Do not submit any written assignment in text-like format. Use standard forms of writing.**
- **It is a good idea to save all your assignments on a jump drive or the student R-drive.**

**Online students are responsible for checking e-mails and Blackboard announcements daily.**

**ONLINE ATTENDANCE:** It is the student's responsibility to be academically engaged each week doing course related 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 will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All tests and assignments are due at **11:55PM** on **Monday** of each week. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

**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 advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

**WITHDRAWAL PROCEDURE:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (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 when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a “W” for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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

**PROCTORED EVENT REQUIREMENT:** In order to validate student identity for all online courses, students enrolled in online courses are **required** to complete one proctored event per online course. The proctored event will be administered on two separate days during the semester—once on the Vidalia campus and once on the Swainsboro campus and will be monitored by the instructor or another STC employee. The proctored event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students must attend one of the scheduled proctored sessions and will need to make arrangements with work, childcare, etc. The specific dates of the proctored event are scheduled on the Lesson Plan/Calendar for the online course. Students living further than 75 miles from either campus who cannot come to Southeastern Tech for the event must secure an approved proctoring site. The site and the proctor must meet Southeastern Technical College's requirements (instructor will provide more information and necessary forms if this is the case). Note: Students taking proctored events off campus will utilize the Proctor Scheduling and Approval Form found in Blackboard within the Getting Started/Start Here and Proctoring Event area. The completed form should be submitted to the course instructor a minimum of two weeks prior to the proctored event. If approved, the instructor will notify the proctor.

Students arranging off-campus proctoring must take the event on one of the originally scheduled days. Students who do not complete the proctored event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor's discretion. Proctored events will be given after the 65% point of the semester. **Students who do not complete the proctored event will receive an F in the course.**

As published on STC's website, any expenses incurred to obtain a proctor will be the responsibility of the student; however, students are not charged a proctoring fee when taking the proctored exam on the campus of Southeastern Tech. Most of Georgia's technical colleges do not charge to proctor exams for students enrolled in other TCSG colleges. Students who are enrolled at Southeastern Technical College and live out of the state of Georgia or out of the country could incur a proctoring charge. However, in that instance, the instructor would assist the student in locating the least expensive proctor.

**The required proctored event for this class is scheduled on the following dates and times:**

**Vidalia Campus, July 10, 10:30am-12:00 noon, Main Building, Executive Board Room**

Swainsboro Campus, July 12, 10:30am-12:00 noon. Building 1, President's Board Room

The Proctored Event will be a Mock Interview.

Please sign up for your interview time. Click on the Proctored Event sign up folder. Choose your campus and interview time.

**Failure to attend the proctored event will result in an F for the course.**

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** Failure to take the chapter tests or final exam at the end of the semester 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 and/or requiring student to come to campus to take the final exam.

**Note: If student notifies instructor about exam problems after the due date or on the last day of the semester, the student will NOT be allowed to make-up the exam. No exceptions!**

**There will be no make-up of Final Exam.**

**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:

##### **--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.

##### **--Second Offense--**

Student is given a grade of "WF" 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.

##### **--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 second 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:** The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC'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 STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

Exams 50%  
 Homework 10%  
 Proctored Event/Documents 20%  
 Final 20%

**GRADING SCALE**

A: 90-100  
 B: 80-89  
 C: 70-79  
 D: 60-69  
 F: 0-59

**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.*

**EMPL 1000**  
**Summer Semester 201716 Lesson Plan**

Date	Chapter /Lesson	Content (Classroom activities)	Assignments (Outside of class)	Competency Area
<p style="text-align: center;"><b>Week 1</b> <b>5/17-5/21</b></p>	<p style="text-align: center;">Ch. 1</p>	Blackboard Overview Policies and Procedures Paperwork Employment Packet Homework Assignments Interviews	Start Here- Discussion Board –STC Pledge Acknowledgement (Located in getting started). <b>Due May 22 by 11:55pm.</b>  Student Introduction Discussion Board- (Located in getting started) <b>Due May 22 by 11:55pm.</b>  <u><b>"The Real You Essay"</b></u> . <b>Due May 22 by 11:55pm.</b>  Directions are located within the assignment on Blackboard. Please read the directions thoroughly!  Read Chapters 1 - 3.	<p style="text-align: center;"><b>I,IV,V</b> <b>a, c</b></p>
<p style="text-align: center;"><b>Week 2</b> <b>5/22-5/28</b></p>	<p style="text-align: center;">Ch. 2 - 3</p>	<b>Chapter 1:</b> <i>Attitude, Goal Setting, &amp; Life Management</i> <b>Chapter 2:</b> <i>Personal Financial Management</i> <b>Lecture Chapter 3:</b> <i>Time &amp; Stress Management/ Organization Skills</i>	<b>Exam Chapters 1-3. Due May 29 by 11:55pm.</b>  Discussion Board Chapter 1. <b>Due May 29 by 11:55pm.</b>  Discussion Board Chapter 2. <b>Due May 29 by 11:55pm.</b>  Discussion Board Chapter 3. <b>Due May 29 by 11:55pm.</b>  Read Chapters 4 - 6.	<p style="text-align: center;"><b>I,II,III,IV,V</b> <b>a, c</b></p>
<p style="text-align: center;"><b>Week 3</b> <b>5/29-6/4</b></p>	<p style="text-align: center;">Ch. 4 - 6</p>	<b>Lecture Chapter 4:</b> <i>Etiquette / Dress</i> <b>Lecture Chapter 5:</b> <i>Ethics, Politics, &amp; Diversity</i> <b>Lecture Chapter 6:</b> <i>Accountability &amp; Work Place Relationships</i>	<b>Exam Chapters 4-6. Due June 5 by 11:55pm.</b>  Discussion Board- "What would you do?" <b>Due June 5 by 11:55pm.</b>  Discussion Board Chapter 6 – If you were the Boss. <b>Due June 5 by 11:55pm.</b>  Read Chapters 7 - 9.	<p style="text-align: center;"><b>I,II,III,IV,V</b> <b>a, c</b></p>
<p style="text-align: center;"><b>Week 4</b> <b>6/5-6/11</b></p>	<p style="text-align: center;">Ch. 7 - 9</p>	<b>Lecture Chapter 7:</b> <i>Quality Organizations &amp; Service</i> <b>Lecture Chapter 8:</b> <i>Human Resources &amp; Policies</i> <b>Lecture Chapter 9:</b> <i>Communication</i>	<b>Exam Chapters 7-9. Due June 12 by 11:55pm.</b>  Discussion Board Chapter 7- If you were the Boss. <b>Due June 12 by 11:55pm.</b>  Discussion Board Chapter 8. <b>Due June 12 by 11:55pm.</b>  Discussion Board Chapter 9. <b>Due June 12 by 11:55pm.</b>  Read Chapters 10 - 12.	<p style="text-align: center;"><b>I,II,III,IV,V</b> <b>a, b, c</b></p>

<p><b>Week 5</b> 6/12-6/18</p>	<p>Ch. 10 -12</p>	<p><b>Chapter 10:</b> <i>Electronic Communications</i> <b>Chapter 11:</b> <i>Motivation, Leadership &amp; Teams</i> <b>Chapter 12:</b> <i>Conflict &amp; Negotiation</i></p>	<p><b>Exam Chapters 10-12. Due June 19 by 11:55pm.</b> Discussion Board Chapter 10. <b>Due June 19 by 11:55pm.</b>  Discussion Board Chapter 11. <b>Due June 19 by 11:55pm.</b>  Discussion Board Chapter 12. <b>Due June 19 by 11:55pm.</b>  <u>Cover Letter.</u> Drop box is located in <b>Employment Documents. Due June 19 by 11:55pm.</b> <u>Resume.</u> Drop box is located in <b>Employment Documents. Due June 19 by 11:55pm.</b>  Read Chapters 13 &amp; 14.</p>	<p>I,II,V a, b</p>
<p><b>Week 6</b> 6/19-6/25</p>	<p>Ch. 13 &amp; 14</p>	<p><b>Chapter 13:</b> <i>Job Search</i> <b>Chapter 14:</b> <i>Resume Package</i></p>	<p>Discussion Board Chapter 13. <b>Due June 26 by 11:55pm.</b> Discussion Board Chapter 14. <b>Due June 26 by 11:55pm.</b> <u>Thank You Letter.</u> Drop box is located in <b>Employment Documents. Due June 26 by 11:55pm.</b> Read Chapters 15 &amp; 16</p>	<p>II,IV,V a, b, c</p>
<p><b>Week 7</b> 6/26-7/2</p>	<p>Ch. 15 &amp; 16</p>	<p><b>Chapter 15:</b> <i>Interview Techniques</i> <b>Chapter 16:</b> <i>Career Changes</i></p>	<p><b>Exam Chapters 13-15. Due July 10 by 11:55pm.</b> Discussion Board Chapter 15. <b>Due July 10 by 11:55pm.</b> Discussion Board A Plan for Improvement. <b>Due July 10 by 11:55pm.</b> <u>Resignation Letter.</u> Drop box is located in <b>Employment Documents. Due July 11 by 11:55pm.</b></p>	<p>II,III,IV,V a, c</p>
<p>July 3 -9</p>		<p><b>HOLIDAY- NO CLASS</b></p>		
<p><b>Week 8</b> 7/10-7/16</p>	<p>Proctored Event</p>	<p><b>Proctored Event- Mock Interview</b></p>	<p><b>Vidalia Campus, July 10, 10:30am-12:00 Noon, Main Building- Executive Board Room</b> <b>Swainsboro Campus, July 12, 10:30am-12:00 Noon. Building 1, President's Board Room.</b> <b>Failure to attend the proctored event will result in an immediate F for the course.</b></p>	<p>I,II,III,IV,V a, b, c</p>

<b>Week 9 7/17-7/23</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM- Chapters 1 -16</b>	<b>Final Exam will post on Monday 7/17 and will be due 7/23 by 11:55pm.</b>	<b>I,II,III,IV,V a, b, c</b>
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**COURSE COMPETENCIES:**

- I. Human Relations Skills**
- II. Job Acquisition Skills and Communication**
- III. Job Retention Skills**
- IV. Job Advancement Skills**
- V. Professional Image Skills**

**GENERAL EDUCATION CORE 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- EMPL1000

Instructor: K.Rushing

All discussion boards **MUST** contain 1 post and a minimum of 2 replies

Original Post must contain a minimum of **100 words**

Replies must contain a minimum of **50 words**

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations
Critical Thinking	Discussion is rich in content. Generates thought provoking questions. Post 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
Connections	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
Uniqueness	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
Timeliness	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
Stylistics	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
TOTALS				
X 4				
Total Pts. ___/100				

NOTES:

## EMPL1000 Cover Letter Rubric

CRITERIA	4- Excellent	3- Proficient	2- Dev. Prof.	1- Unacceptable
<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>				
<b>Excellent (18-20 Points) Proficient (15-17 Points) Developing Proficiency ( 13-14 Points) Unacceptable (0-12 Points)</b>				

Written Assignments- Digital Drop Box

Rushing

Grade	Description
A = 90-100	The A paper engages the reader's interest and shows strength of composition: clear, logical ideas; original thought; careful word choice and effective phrasing; no serious errors; and concentration on main purpose, with strong development and support.
B = 80-89	The B paper shows strength in most areas of composition: a clearly stated central purpose along with logical and adequate development. It includes one (1) serious error. Although showing competence, the B paper lacks the original thought and style that characterize an A paper.
C = 70-79	The C paper is a satisfactory composition with a worthwhile central development. Although it may be organized clearly and logically, its paragraphs may not be as fully developed as those in a B paper. It may have up to two (2) serious errors. While a C paper may have correction marks on it, it lacks clarity of thought and expression to be considered above average.
D= 60-69	The D paper indicates below-average achievement in expressing ideas correctly, sensibly, and effectively. A D paper contains three (3) serious errors and fails to present a central idea or to develop it adequately.
F = 1-59	The F paper may have one or more of the following problems: four (4) or more serious errors in grammar, spelling, punctuation, and sentence structure; missing or vague main idea; incomplete development or lack of specific support, or failure to follow directions.
0	Plagiarism: Copying word-for-word from an outside source of information without giving proper credit.

NOTES:

# EMPL1000 Thank you Letter Rubric

Name \_\_\_\_\_  
Date \_\_\_\_\_

CRITERIA	4- Excellent	3- Proficient	2- Dev. Prof.	1- Unacceptable
<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>				
<b>Excellent (18-20 Points) Proficient (15-17 Points) Developing Proficiency ( 13-14 Points) Unacceptable (0-12 Points)</b>				

# EMPL1000 Resignation Letter Rubric

Name \_\_\_\_\_  
Date \_\_\_\_\_

CRITERIA	4- Excellent	3- Proficient	2- Dev. Prof.	1- Unacceptable
<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>				
<b>Excellent (18-20 Points) Proficient (15-17 Points) Developing Proficiency ( 13-14 Points) Unacceptable (0-12 Points)</b>				

# 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				

## EMPL1000 Job Interview Rubric

**NAME** \_\_\_\_\_  
**Date of interview** \_\_\_\_\_  
**Time** \_\_\_\_\_  
**Time of arrival** \_\_\_\_\_

<b>Criteria</b>	<b>Excellent (4pts.)</b>	<b>Proficient (3 pts.)</b>	<b>Devel. Prof. (2 pts.)</b>	<b>Unacceptable (1 pt.)</b>
<b>Listening:</b> <i>Did the student answer the question that was presented?</i>	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;
<b>Speaking</b> <i>Did the student speak in an articulate manner and integrate professional language?</i>	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.";
<b>Integrating</b> <i>Did the student integrate knowledge, content and experiences?</i>	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;
<b>Expressing</b> <i>Did the student express opinions in a tactful and mature manner?</i>	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;
<b>Body Language</b> <i>Did the student's body language convey interest and facilitate the responses?</i>	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 difficult 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
<b>Gestures</b> <i>Did the student's gestures seem natural and facilitate the responses?</i>	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;
<b>Eye Contact</b> <i>Did the student's eye contact seem natural and facilitate the responses?</i>	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;
<b>Professional Dress</b> <i>Did the student dress in a professional manner?</i>	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;

Introspection Paper Assignment EMPL1000- RUBRIC

Instructor \_\_\_\_\_

Student \_\_\_\_\_

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations	Total Points
Critical Thinking/ Analysis	Paper is rich in content. Generates thought provoking questions. Writer shows self-insight and Identifies positive and negative personal traits. Identifies goals and shows direction.	Writing is substantial in content. Shows some insight and analysis has taken place.	Writing is generally competent. Information is thin and commonplace. Writing shows a lack of understanding of self. Little analysis and insight is evident. Writer goes no farther than class discussions	Rudimentary and superficial. No analysis or insight is displayed. Assignment is not understood.	____ X 10  Total _____
Connections	Clear connections to previous or current real life situations. Clear examples were identified and related to personal experiences	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious	Limited connections. Vague generalities	No connections. Off topic	____ X 4  Total _____
Uniqueness	New Ideas. New Connections. Writer clearly expressed insight and formulated new ideas and critical "outside the box" thinking. Personal goals are addressed.	Contains new ideas or insight but lacks depth and/or detail. Writer is unable to elaborate on ideas	Few or no new ideas or connections. No personal connections.	No new ideas. No insight or uniqueness evident	____ X 3  Total _____
Stylistics	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	____ X 3  Total _____
					Total Pts. ____/100

NOTES: