



EMPL 1000 Interpersonal Relations and Professional Development

COURSE SYLLABUS

ONLINE Term A

Summer Semester FY 202016

Course information

Credit Hours/Minutes: 2 /1500

Campus/Class Location: Swainsboro/ Online

Class Meets: Via Internet—7.5 weeks- **Begins:** 5/26/20- **Ends:** 7/16/20

Course Reference Number (CRN): 60192

Preferred Method of Contact: Email

Instructor contact information

Instructor Name: Leisa Dukes

Office Location: Room 2179

Office Hours: 3:00-5:00 P.M. (Monday-Wednesday)

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

Phone: 478-289-2345

Fax Number: 478-289-2224

Tutoring Hours: 3:00-5:00 p.m. (Monday-Wednesday)

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/student-affairs/catalog-handbook.php) (<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.

For this course, you will need a pen, paper, and access to WORD.

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:

- 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

Students are expected to complete all work required by the instructor and to attend the required proctored campus exam. 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 and spending a minimum of 3 hours during the semester doing the required homework, quizzes, and tests. Students are expected to communicate frequently through college email and discussion boards. College email is accessed at <https://portal.office.com>, under Quick links on our webpage, or in the menu of your Blackboard course.

Discussion Posts and Replies

Each week students will be required to complete discussion posts and replies. The requirement to earn full credit is one post (at least 100 words) and 1 reply (minimum of 50 words). The instructor may choose to grade ALL posts/replies or a portion of the posts/replies due to the volume. However, the assignments will prepare you for the exam and you do not know which discussion questions will be graded.

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 (Failing 0-59) 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.

Be sure to check your emails on a daily basis. In order to be in attendance for this class and not to receive a No Show, you must sign the course pledge and complete the first day requirements.

Student 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: [Macy Gay mgay@southeasterntech.edu](mailto:Macy.Gay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen.Thomas@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.

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: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1210.

Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165.

Pregnancy

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.

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

Due to the uncertainties of COVID-19, this event will not be proctored for Summer Semester 202016. Students will complete the event, but will not be required to come on campus to do it.

Proctored Event

The event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students who do not complete the event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved by the instructor of the course, 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. Events will be given after the 65% point of the semester. **Students who do not complete the event on the scheduled date and do not present a valid documented excuse within three business days of the scheduled event will be withdrawn from the course with a "WF" (Withdrawn Failing). If the event is scheduled during final exams, any student who misses the event will be issued an "F" (Failing) for the course.**

The proctored event will not be face to face due to COVID-19 for summer semester and I am electing the Employability Package to be your proctored event which will result in 20% of your grade. The four items for your proctored event will be your cover letter, resume', thank you letter, and resignation letter. The four items will be graded individually and the four items will be AVERAGED to come up with the proctored assignment grade.

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 the Proctored assignment for this semester. This assignment will be submitted in a drop box assignment in BlackBoard. **The deadline for this assignment will be 7/1/2020.** No late assignments will be accepted. 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)

WORK ETHICS- N/A

Makeup Guidelines

I will allow one day 7/14/2020 to makeup 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. The makeup day is assigned for students who missed an assignment/test, not to catch up the entire course in one day. All items listed previously must be made up on the specified date of the instructor by 11:30 p.m. if any assignments/Tests/ Discussion Questions/Quizzes are not completed by 11:30 p.m. on the assigned make-up day, all uncompleted work will result in a zero. Make-up does not mean retaking a test, quiz or assignment for a higher grade.

Academic Dishonesty

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" (Withdrawal 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:

| | |
|--|---|
| 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 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu | Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas 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 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.

| Assessment/Assignment | Percentage |
|--|------------|
| Tests | 50 % |
| Homework | 10 % |
| Final Exam | 20 % |
| Proctored Assignment/Employability Package | 20 % |
| Total | 100 % |

Note: EMP Package which consists of cover letter, resume, thank you letter, and resignation letter will count as a TEST grade. Your interview will be your proctor exam for this class.

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

NOTE: Discussion posts require one post and one reply to earn full credit. The post must be a 100 words and the reply 50 words. (see attached Rubric) Lesson Plan is subject to change!!

EMPL 1000- Interpersonal and Human Relations

Summer Semester 202016 Lesson Plan

| Week | Module | Content | Comp. Area |
|-------------------------------|---|--|------------|
| Week 1: 5/26/20- 6/8/20 | 1-Attitudes and Goals 2-Time Management 3-Stress Management | <p>FIRST THING:</p> <ul style="list-style-type: none"> • Read your syllabus. (see Syllabus Tab in Blackboard) • Complete the “Getting Started” Tab in Blackboard within the first three days to remain in the class. Complete by: .5/29/20 (See the Getting Started Tab) • Complete the “Blackboard Orientation” Tab by 5/29/20. Note: If students have not completed the “Getting Started” Section by - students will be classified as a NS- “No Show” for the class. • Review Announcement Section and Instructor Information. <p>Complete all items in Module 1- Attitudes and</p> | 1-5 a-c |

| Week | Module | Content | Comp. Area |
|---|---|--|---------------------------|
| | | <p>Goals.</p> <ul style="list-style-type: none"> • Reading: Attitudes and Goals • Read article Why Attitude is More Important than IQ. • Watch Video: Attitudes and Goals. • Complete Attitude and Assessment Assignment. • Complete Attitude and Goals Discussion • (refer to rubric) <p>Complete all items in Module 2: Time Management.</p> <ul style="list-style-type: none"> • Reading: Time Management • Watch Video: Time Management • Complete Activity: Online Study Skills and Managing Time. • Complete Time Management Discussion. (refer to rubric) <p>Cont..... Week 1.</p> <p>Complete all items in Module 3- Stress Management.</p> <ul style="list-style-type: none"> • Reading: Stress Management • Watch Videos- Stress Management • Complete: Stress Management Discussion. (refer to rubric) • Deadline for ALL week one assignments-by 6/8/20 11:305 p.m. (excluding the Getting Started Section which MUST be completed within the first three days by: 5/29/20. | |
| <p>Week 2: 6/8/20- 6/15/20</p> | <p>Professional Image Ethics and Diversity Personal Finances</p> | <p>Complete all items in Module 4- Professional Image.</p> <ul style="list-style-type: none"> • Reading: Professional Image • Reading: Manners Matter • Reading Business Etiquette • Reading: One Simple Dress code Rule to Boost Your Career • Watch Videos- Professional Image • Discussion- Professional Image <p>Complete all assignments for Module 5- Ethics</p> | <p>1-5 a-c</p> |

| Week | Module | Content | Comp. Area |
|--|---|---|---------------------------|
| | | <p>and Diversity</p> <ul style="list-style-type: none"> • Reading: Ethics • Reading: Diversity • Videos on Ethics and Diversity • Ethics and Diversity Discussion • <p>Complete Module 6- Personal Finance</p> <ul style="list-style-type: none"> • Reading: Personal Finance • Activity: GCF Learn Free Tutorials- Money Basics • Watch videos on Personal Finance • Complete Personal Finance Discussion • Test #1- Attitudes and Goas, Time Management, Stress Management, Professional Image, Ethics and Diversity, and Personal Finance. (See the Exams Tab to locate your Test.) Due Date for all items/Test #1 this week: 6/15/20. | |
| <p>Week 3: 6/15/20- 6/22/20</p> | <p>Communication Motivation Accountability</p> | <p>Complete All items in Module 7- Communication</p> <ul style="list-style-type: none"> • Reading – Communication • Reading- The Best Communicator in the World • Watch- Videos- Communication • Complete- Discussion Post Communication <p>Complete all items in Module 8- Motivation.</p> <ul style="list-style-type: none"> • Reading- Motivation • Reading Motivation (2nd part) • Watch Videos- Motivation • Complete Motivation Discussion <p>Complete all items in Module 9- Accountability.</p> <ul style="list-style-type: none"> • Reading Accountability • Reading: Personal Accountability and the Pursuit of Workplace Happiness • Watch Videos on Accountability • Complete Discussion on Accountability <p>Due Date for all items this week: 6/22/20</p> | <p>1-5 a-c</p> |

| Week | Module | Content | Comp. Area |
|---|--|--|--------------------------|
| Week 4: 6/22/20- 6/29/20 | Conflict and Negotiation Resume' Development Job Acquisition Skills | <p>Complete All items in Module 10- Conflict and Negotiation</p> <ul style="list-style-type: none"> • Reading: Conflict and Negotiation • Watch Videos- Conflict and Negotiation • Complete Discussion- Conflict and Negotiation <p>Complete all Items in Module 11- Resume' Development.</p> <ul style="list-style-type: none"> • 1- Why You Need a Resume' • 2- Resume' Formats • 3-Resume' Tips and Strategies • 4- Contact Information • 5- Objectives, Summaries, or Professional Profiles • 6- Employment History • 7- Educational Information • 8- Additional Information and References <p>Watch Videos- Resume Development Complete Discussion – Resume Development.</p> <ul style="list-style-type: none"> • Test #2 – Communication, Motivation, Accountability, Conflict and Negotiation, Resume' Development, Job Acquisition Skills. (See the Exams Tab to locate Test #2) <p>Due Date for all items including Test # 2- due 6/29/20 by 11:30 p.m.</p> <p>Complete items in Module 12- Job Acquisition Skills</p> <ul style="list-style-type: none"> • Cover letter assignment • Crafting your Cover Letter • Find a Job Online • Networking Basics • Job Hunt with Social Media • Activity: GCF LearnFree Tutorials- Linkedin Basics • Watch Videos- Job Acquisition Skills • Complete Job Acquisition- Discussion | 1-5 a-c |

| Week | Module | Content | Comp. Area |
|---|---|--|---------------------------|
| | | <p>Due Date for all times this week: 6/29/20.</p> | |
| <p>Week 5: 6/29/20- 7/6/20 Holiday: 7/6/20</p> | <p>Quality Organization</p> <p>Human Resource</p> | <p>Complete items in Module 13- Quality Organizations.</p> <p>Read:</p> <ul style="list-style-type: none"> • What is the Meaning of Organizational Structure • Different Types of Organizational Structure • How to Find a Company You will Love Working For • 3 Secrets of a Best Company to Work For • Watch Videos- Quality Organization • Complete Quality Organizations Discussion. <p>EMP Package/Proctored Assignment: Due: 7/1/20.(cover letter, resume', thank you letter, and resignation letter- send in Blackboard)</p> <p>Complete Module 14- Human Resources.</p> <p>Reading- Human Resources</p> <p>Complete Reading: Six Main Functions of HR Department</p> <p>Reading: What Are the Benefits of New</p> | <p>1,2 a-c</p> |

| Week | Module | Content | Comp. Area |
|--|--|--|-----------------------------|
| | | <p>Employee Orientation Programs? Reading: The Importance of New Employee Orientation for Human Resources Reading- Example of an Orientation Program for New Employees Reading: Why is Orientation Important to the Employees? Watch Videos- Human Resources Complete Human Resources Discussion. Due Date for Items this week: 7/7/20- due to holiday.</p> | |
| <p>Week 6: 7/6/20- 7/13/20</p> | <p>Job Retention Skills Interview Strategies</p> | <p>Complete all items in Module 15- Job Retention Skills</p> <ul style="list-style-type: none"> • Reading: Job Retention • 6 Ways to Enhance Workplace Productivity • Watch Videos- Job Retention • Complete Job Retention Discussion <ul style="list-style-type: none"> • Complete all items in Module 16-Interview Strategies (Highly Recommended: Complete this PRIOR to your interview to assist you on your Interview for your Proctor Event) • Reading: Types of Interviews • Reading: What to Prepare Before an Interview • What to Do During an Interview • Reading: Following Up After the Interview • Video- Watch- Interviewing Techniques • Complete discussion- Interviewing Techniques <p>Due Date - 7/13/20.</p> | <p>2, 3 A,C</p> |
| <p>Week 7-7.5- 7/13/20- 7/16/20 Last Day of Semester: 7/16/20</p> | <p>Career Transformation</p> | <p>Complete Module 17- Career Transformation</p> <ul style="list-style-type: none"> • Reading Career Transformation • Watch Videos- Career Transformation • Complete Discussion- Career Transformations Discussion <p>Test #3- Quality Organization, Human Resources, Job Networking, Interview Strategies, and Career Transformation. (See the Exams Tab to locate your test.) All items Due</p> | <p>1-5 A,C</p> |

| Week | Module | Content | Comp. Area |
|------|--------|--|------------|
| | | including Test #3 /Final Exam- Complete by:7/16/20- No late final exams are accepted!! | |

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 100 words ; 1 reply- minimum 50 words

| Criteria | 5 Points Outstanding | 4 Points Proficient | 3 Points Basic | 2-0 Points Below Expectations |
|--------------------------|--|---|---|--|
| Critical Thinking | 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 |
| 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 | All required discussions are | All required discussions are | Some or all required postings |

| Criteria | 5 Points Outstanding | 4 Points Proficient | 3 Points Basic | 2-0 Points Below Expectations |
|---------------------------------|---|---|--|--|
| | completed in advance of deadline. Discussions and replies are completed throughout the discussion to ensure that others have time to read and respond | completed by deadline. Some replies or discussions are not completed in time for others to read and respond | completed at the last minute without allowing time for others to read and respond. | 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 Points. ___/100 | | | | |

NOTES:

Proctored Assignment -20% of your grade.

Employability Package: which includes: Cover letter, Resume', Thank You letter, and Resignation Letter

EMPL1000 Cover Letter Rubric

Name: _____

Date: _____

| 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 X 5 | | | | |
| Final Grade Scale | Excellent (18-20 Points) | Proficient (15-17 Points) | Developing Proficiency (13-14 | Unacceptable (0-12 Points) |
| Final Score | | | | |

EMPL1000 Thank you Letter Rubric

Name: _____

Date: _____

| 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 X 5 | | | | |
| Final Grade Scale | Excellent (18-20 Points) | Proficient (15-17 Points) | Developing Proficiency (13-14 Points) | Unacceptable (0-12 Points) |
| Final Score | | | | |

EMPL1000 Resignation Letter Rubric

Name:

Date:

| 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 X 5 | | | | |
| Final Grade | | | | |
| Excellent (18-20 Points) Proficient (15-17 Points) Developing Proficiency (13-14 Points) Unacceptable (0-12 Points) | | | | |

EMPL1000 Resume' Rubric

Name:

Date:

| CATEGORY | 4 - Excellent | 3 – Proficient | 2 –Dev. Prof. | 1 Unacceptable |
|---------------------------------------|---|---|---|--|
| Name & Address (x 2) | 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. |
| Job Objective (x 3) | 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 (x 4) | 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 (x 3) | Education highlighted and specific details are included. | Awards, leadership roles in school described. | Graduation date only given. | Not addressed. |
| Work Experience (X 4) | 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 (X 3) | 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. |
| References (X 2) | 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. |
| Mechanics (X 4) | 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 | | | | |
| Final Grade | | | | |