CASPER COLLEGE COURSE SYLLABUS
BOTK 1955 01 – Professional Development

Semester/Year: Spring 2016

Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3

Class Time: Independent Study  Days: na  Room: na

Instructor’s Name: Georgia Wheatley

Instructor's Contact Information: BU210
Call during office hours. You may leave a message on my voice mail. E-mail (to wheatley@caspercollege.edu) is a very effective way of contacting me.

Office Hours:
MW 11:15-12:00 p.m.
T 10:15-12:30 p.m.
TH 11:15 a.m.-12:30 p.m.
I’m also available on MW when I work in the FlexLab (BU404) from 12:00-3:00, and in the FlexLab on F from 9:00-12:00. Please come by if you have questions or need help with Moodle.
Others by appointment

Email: wheatley@caspercollege.edu

Office Phone: 268-2700

Course Description: This course is designed to provide an awareness of the "people" skills essential for job success. Topics include developing a positive self-image, a professional self-image, business ethics, time management, human relations and communications skills, organizational dynamics, and career management.

Statement of Prerequisites: There are no prerequisites for this class.

Goal: The main objectives of the course involve preparing the students for successful professional careers. The following specific goals are addressed:

- Develop mental attitudes and techniques that lead to success in both the students' professional and personal lives.
• Develop techniques for successful job campaigns.
• Learn skills and techniques that will help the students look and feel their best.
• Develop personal and group communications skills.

Outcomes:

Upon the successful completion of Professional Development, the student will be able to

• Prepare simple business presentations and present them in front of the class
• Demonstrate the ability to communicate in group situations
• Given a specific business scenario, demonstrate the ability to think through the situation and present problem solving options.
• Present a professional image including:
  o professional courtesy
  o professional poise
  o professional appearance
• Plan and carry out a successful job campaign including the following skills:
  o prepare a resume
  o prepare for an interview
  o participate in an interview
  o interview follow-up

Course Objectives:

The course objectives for this class are tied to the following Casper College General Education outcomes:

1. Demonstrate effective oral and written communication
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities

Methodology:

This course is based on “active learning” and “learner-centered” pedagogy. This means that the course is centered on the process of critical thinking and the uncovering of knowledge rather than on the memorization of facts. Both students and instructor have responsibilities within this structure.

Student Responsibilities:

• Claim your education, not become a passive recipient of knowledge.
• Complete the readings thoughtfully and critically and come to class prepared to discuss them.
• Participate in in-class discussions and activities; the more you put into this course the more
you’ll get out of it.

- Teach and learn from each other.

Instructor Responsibilities:

- Create meaningful learning environments for class dialogue, discussion, activities, etc.
- Aim to uncover course content and knowledge.
- Encourage a classroom environment that is conducive to learning.
- Elicit student discovery and construction of knowledge.

In a learner-centered classroom, the focus of the course is uncovering content. Class periods will include critical analysis of readings, discussions, dialogue-based lectures to uncover material, group analytical exercises, critical analysis of content, etc. Students should come to class having read and taken notes on all assigned readings. As you read, consider the following critical questions:

- What is the purpose of the reading? Why did the writer choose to write about the particular topic? What issues are raised by the reading?
- What kind of evidence or experience does the writer use to support the purpose of the reading? Does the writer address the complexities of the issue?
- What connections did you make between the readings?
- How does this piece contradict or confirm other assigned readings?
- How has this reading extended or challenged your understanding of the issues raised?
- Point of View: Does the writer show sensitivity to alternative relevant points of view or lines of reasoning? Does the writer consider and respond to objections framed from other relevant points of view? Does the writer show a sensitivity to the implications and consequences of the position the writer is taking?

In-class Quizzes

The typical format for the class will include lecture, readings, and discussions. There will be an occasional short quiz at the beginning of the class period. The quiz will cover the week’s reading material and will be easy for those who have read the assignments.

Blog Entries

Instructions for the blog will be distributed.

Critical Analysis Essays

You will be responsible for completing a critical analysis essay for the several readings. The essays are worth 20 points apiece and will be graded for format, content, and level of engagement:

- A (18-20 points): Shows thoughtful, sustained engagement with the reading and the issues under discussion.
- B/C (14-17 points): Shows engagement with the reading. Shows you’re thinking.
• D/F (0-13): Way off point, too short to develop ideas, or too technically incorrect.

Midterm Journal Reports

Your midterm paper will be a 3-4 page analysis of an academic journal article. Instructions will be distributed. When you submit the midterm paper, you’ll submit 3 files: a draft copy, comments from Smart Thinking or from the Casper College Writing Center, and a revised final draft. The midterm paper is worth 50 points.

Final Research Paper and Presentation

Your final paper will be a 5-7 page description of a book you will select and read over the course of the semester. Instructions will be distributed. When you submit the final paper, you’ll submit 3 files: a draft copy, comments from Smart Thinking, and a revised final draft.

A student’s grade is based on the following components:

• attendance and participation,
• critical analysis essays, (20 points each)
• occasional in-class assignments (10 points each, these may not be made up),
• a blog assignment (will be distributed),
• one midterm academic journal report (50 points, instructions will be distributed), and
• one oral presentation and written research paper (100 points, instructions will be distributed).

All course content will also be posted to the Moodle website for this course. If you miss a class, please look on the website to find the content for that class.

Evaluation Criteria: The final grade will include the grades for the critical analysis essays, the midterm journal report, oral presentation and research paper, and in-class participation. A total point system will be used to determine a percentage grade with the following scale being used:

A  90-100%  B  80-89%  C  70-79%  D  60-69%

Required Text, Readings, and Materials:

Class Policies: Successful completion of the course requires timely adherence to the schedule outlined in the class handouts.

Last Date to Change to Audit Status or to Withdraw with a W Grade: April 14, 2015

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.
Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student’s assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

The instructor reserves the right to change the syllabus and outline as necessary.

Course Content Schedule
Detailed course schedule will be distributed on a monthly basis.

All course content is subject to change depending on class progress and instructor prerogative. All readings are from course textbook unless otherwise noted.