Objectives and Competencies

Objectives
Students will have the opportunity to learn, share, and make meaning of course material. Within learning communities and through individual reflection on course topics students will:

- recognize the mandate for particular employee skills given contemporary organizational needs and 21st century workplace environments.

- learn key concepts regarding personal development skills: critical and creative thinking; synthesizing information, adaptability and flexibility; collaboration and teamwork.

- explore competencies that support long term professional success: developing one’s professional life while considering personal values and priorities; strengthening capacity to make choices involving wellness and work/life balance.

- establish and use decision-making, goal setting, problem solving, and time management skills to address personal/professional development issues.

Competencies
At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

- apply critical and creative thinking skills.

- apply competencies to address long term professional development needs: values clarification, goal setting, problem solving, and decision making.

- establish a plan to utilize knowledge and skills gained through course content.

Course objectives and competencies above relate to the following overall LSER learning outcome goals:
• Examine critically philosophical and other theoretical issues concerning the nature of human experience, knowledge, value, and/or cultural production.
• Communicate complex ideas effectively, in standard written English, to a general audience.
• Analyze and synthesize information and ideas from multiple sources to generate new insights.

Course Requirements

• Reading, Audio, and Video Assignments
  All required and suggested reading/audio/video assignments are uploaded into the online course shell. No textbook is assigned for this course.

• Writing Assignments
  Special Topic Writing Assignments (Blogs)
  Students will:
  1. investigate 2 subtopics of interest associated with major topic areas weeks 2 - 12.
  2. acquire in-depth knowledge about the subtopics of choice – expanding one’s knowledge base beyond the basic course curriculum.
  3. reflect on facts, theories, and opinions associated with the subtopics of choice. Develop or change an opinion about the subject.
  4. author a 500 word overview that clearly indicates synthesis of information on chosen subtopic; develop a 200 word opinion statement that highlights critical thinking on the subtopic.
  5. successfully upload assignments for peer and instructor review.

Assignment Process:
There are 3 writing assignments (blogs posts) assigned throughout the semester; students will choose 2 of 3 writing assignments to complete. A list of subtopic options for each of the blog writing assignments is available in course shell. Assignment due dates are associated with course units. Check calendar for exact due dates. Specific instructions and a grading rubric for the writing assignments are available. Students are responsible for reviewing and comprehending instructions.

Professional Development Journal
Student Outcomes
Students will:
1. reflect on meaning & application of course material/assignments as knowledge gained/skills learned relates to the student’s personal and professional life and goals.
2. answer instructor designed questions that are pertinent to select topics addressed in the course.
3. follow specific guidelines and a template when presenting answers to questions.
Assignment Process:
Journal work is required during Unit III, but material for consideration when completing the journal assignment originates from concepts addressed throughout the semester. Assignment is due the last day of the semester. Check calendar for exact date. Specific instructions, a journal template and a grading rubric for the assignment are available. Students are responsible for reviewing and comprehending the instructions and grading rubrics and using the assignment template.

Social Learning

Peer Review and Comment on Writing Assignments

Student Outcomes
Students will:
1. read and reflect on the content of each other’s writing assignments (blogs).
2. provide well organized and clearly written insights and material to defend their position on the topic of selected writing assignments. Students may also expand on the content of the writing assignments.

Assignment Process:
A minimum of 3 comments on differing blog posts is required for each of the 3 writing assignments. Comments are required by the due dates published in the course calendar. Students are responsible for reviewing the blog commenting grading rubric.

Peer-to-Peer Discussions (Forums)

Student Outcomes
Students will:
1. actively participate in forum discussions. Active participation involves making a minimum of 1 comment (original or reflection on another learning community member’s input) by the 1st comment deadline announced in the course calendar.
2. offer evidence that both course material and learning community member comments have been read and reflected upon. Students are required to identify the material on which they are reflecting when developing an original comment or replying to a learning community member’s thoughts/ideas.
3. exhibit knowledge on topics through comments shared with learning community members and/or move the discussion forward by asking clarifying questions. Students are required to defend their position and/or identify what they do not understand about a particular topic. Students may offer material (or a link to material) meant for consideration by learning community members or meant to support a statement made within their comment.
4. exhibit ability to communicate higher order thinking and synthesis of information.
Statements made must clearly communicate reflection on material and learning community member thoughts/ideas. Comments must be well organized, academically oriented and grammatically correct.

Assignment Process:
A minimum of 3 comments are required. At least one of the minimum 3 comments must be an original comment – one that starts a discussion thread in the forum. A minimum of 2 comments must be made after reflecting on content of learning community member’s thoughts/ideas. The best three comments made in a forum are graded. Students are responsible for meeting first comment and forum close deadlines and reviewing the forum grading rubric. Forums open 12:01 Wednesday mornings and close 11:59 pm Tuesday nights. First comment deadlines are 11:59 pm, Sunday evenings.

- Knowledge & Skill Assessments

Student Outcomes
Students will:

1. Exhibit proficiency in understanding overall course objectives, topics addressed in the course assignments (information from syllabus and instructor course overview video), and course tools by successfully completing a Course Introduction quiz.

2. Exhibit depth of understanding of key concepts involved in Units I and II by successfully completing 2 quizzes that are made available at the end of the first 2 units. Check calendar for open/close dates for quizzes.

Assignment Process:
The course introduction quiz and the 2 course concept quizzes are taken online. Students log into course during quiz open periods. Check calendar for quiz open/close dates and times. Introduction quiz is comprised of true/false and multiple choice questions. Students may refer to syllabus and other course material while completing the course introduction quiz. Unit I and II course content quizzes are comprised of true/false, multiple choice, short answer and essay questions.

Grading

A final grade is based on a 1000 point system. Each assignment is worth a specific number of points. Total points earned determines final course grade.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 - 900 Points = A</td>
<td>899 – 870 Points = B+</td>
<td>799 – 770 Points = C+</td>
</tr>
<tr>
<td>869 – 800 Points = B</td>
<td></td>
<td>769 – 700 Points = C</td>
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<tr>
<td>Poor</td>
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</tr>
<tr>
<td>699 - 670 Points = D+; 669 - 600 Points = D; 599 and below = F</td>
<td></td>
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</tr>
</tbody>
</table>
% of Grade | Assignment and Points
---|---
Writing Assignments 50% | Special Topic Writing Assignments (Blogs)
| Worth 300 points
| Must complete 2 of 3 writing assignments
| Each worth 150 points
Professional Development Journal
| Worth 200 points
| Each journal area is worth a differing number of points.

Social Learning 30% | Treaded Discussions (Forums)
| Worth 120 points
| Two forums worth 60 points each
Commenting on Content of Peer Blog Contents
| Worth 180 points
| Total of 9 comments (3 on each of 3 blog assignments)
| worth 20 points each

Knowledge & Skill Assessments 20% | Course Introduction Quiz
| Worth 20 points
| Unit Quizzes
| Worth a total of 180 points
| 2 Unit quizzes worth 80 (Unit I) and 100 (Unit II) points

100% | Total Assignment and Assessment Worth - 1000 points

Policies and Procedures

- **Class Sessions**
  1. This is an asynchronous 100% online course. All course sessions will be conducted in the course shell.
   Each week is 7 days in length. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

  2. Check course calendar. The course week begins on **Wednesdays** and ends 11:59 pm, **Tuesday** nights.
   Students are expected to enter the course for the first time the first day of the semester, Tuesday, September 3 to get acclimated to the learning venue.
   Week 1 will begin Wednesday, September 4.
   The last day students will be expected to log into the course prior to final grades being posted is Tuesday, December 10.
3. A weekly message will be sent to each student as well as uploaded into the weekly messages file in document sharing by 10 am each Wednesday. Information about content or assignment procedure is available within the weekly message as well as on the page associated with each week’s assignments.

**Due Dates – Assignment Extensions for A Penalty**

1. The due date for each assignment is also clearly noted on the course calendar.

   **September**
   - Course Introduction Quiz **9/17**;
   - 1st Comment Forum #1 **9/22**; Forum #1 Closes **9/24**
   - Personal Profile (extra credit) **9/24**

   **October**
   - 1st Comment Forum #2 **10/6**; Forum #2 Closes **10/8**
   - Blog #1 **10/13**; Comments on Blog #1 **10/15**; Unit I Quiz **10/15**

   **November**
   - Blog #2 **11/10**; Comments on Blog #2 **11/12**; Unit II Quiz **11/12**

   **December**
   - Blog #3 **12/3**; Comments on Blog #3 **12/10**; Journal **12/10**; Quiz III (extra credit) **12/11**

   * Students complete two of the three blog writing assignments

2. All assignments must be completed by 11:59 pm Eastern Time if the student desires to be in the position to earn the highest number of points (writing assignments) – or – any points for the assignment (forums and blog commenting.)

3. Writing assignments (blogs and journal) are accepted up to 24 hours late (12 midnight – 11:59 pm the following day) for a deduction of 10% of points (1 letter grade deduction.) Submission of a writing assignment up to 36 hours late will be accepted for a deduction of 25% of points (2 ½ grade deduction). Assignments are not accepted after the 36 hour period. NO EXCEPTIONS.

4. Forums lock at midnight of the close date. Students cannot make up points lost due to lack of participation in forums before the close dates.

5. Quizzes lock at midnight of the close date. No quiz make-up options are available.

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**Things happen.** When you don’t have to attend a class session in person, it’s easy to let a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time.

Because “things happen” it’s a best practice **not to wait until the last minute** to participate in a forum, submit an assignment, make a comment on a learning community member’s blog post, or take a quiz.
Checking Email

Instructor's Email Checking Policy
Unless you receive advance notification, I will check my email by 9:00 am every workday. If you send a comment or question, you’ll receive a response within 24 hours. This policy excludes Sunday and Thanksgiving break.

Students Email Checking Policy
It is the responsibility of the student to check for incoming course related messages 2 times a week. Once a week – on Wednesday mornings - I send each student a weekly message. In addition, students receive individual messages from me regarding a variety of topics throughout the semester. Forgetting or being unable to check your email is not an excuse!

Email messages are always sent to the student’s default email address for the course.

Extra Credit
There are three ways to earn extra credit. The maximum amount of extra credit a student can earn in this course is 40 points.

1. Develop a Personal Profile prior to the due date week 2.
   Students earn up to 20 extra credit points for developing this assignment according to directions and successfully loading it into the blog area of the course no later than the due date. Extra credit will be applied in week 4 (check calendar)

2. Complete the Unit III Extra Credit Quiz by the due date and time (check course calendar.) This quiz is comprised of true/false and multiple choice questions.
   The extra credit quiz is worth 10 points.

3. Students can earn extra credit when two or more a learning community members recommend (“Likes”) his/her writing assignment contents. Up to 10 points (5 points each blog assignment authored) can be earned when two or more learning community members recommend a writing assignment. Extra credit will be applied at the time that points for the assignment are published (see course calendar.)

Course Expectations

Self-Empowerment

Use of Technical Tools & Problem Solving
It is each student’s responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

Student Resources
Use a “can do” attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.
Resources available in course:

- Tech FAQs—provides written information and instructions that address all aspects of technical performance within this course. The material is linked on the left hand side of course, on home page of the course.

- Flash Videos—Offer visual demonstrations of how to use each course tool. Links to videos are located on the home page of the course.

- Step by Step Instructions—Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, work toward understanding the layout of the course. Upon clicking on a page dedicated to work for each week of the course, follow all steps presented to become acclimated to the location of key pieces of information.

Resources available outside the course:

Staff to address course platform questions and problems are available 24/7. They can also assist you in diagnosing a software problem that is prohibiting you from completing required tasks. All assistance contact information is available on page 1 of this syllabus as well as linked to the home page of the course.

Do not contact your instructor expecting her to solve computer or technical problems. She cannot solve your technical problems!

❖ Embrace the Opportunities of Online Learning

Online courses are different than on-the-ground courses. Beyond enjoying the convenience in not having to commute to class, choose to become empowered by the other benefits of online learning.

Well designed and facilitated, online courses:

- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.

- are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are engaged to make a personal connection with the material.

- encourage students to expand resources for study beyond the required reading and audio/visual resources in the course. Students can be encouraged to explore a wide variety of Internet based sources of information that addresses course topics.

- foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.
• offer time for students to consider concepts and skills being addressed beyond the period one would attend an on-the-ground classroom.

• support one-on-one learning through ongoing interaction with the instructor. Instructors are readily available to answer questions, discuss course content and assignments.

❖ Recognize Best Practices and Use Them to Achieve Success
Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand exactly how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments.

Course Topics & Assignments by Week

Reading/listening/viewing material s listed below represent core material for the semester. Refer to topic pages in course shell for a complete listing.

Course Overview & Orientation
Readings, Video, Assignment

Week 1
Topic: Course Orientation & Introduction
Reading
All reading material linked to the home page of the course:
Syllabus, Calendar, Grading, Blogging Instructions, Critical Tips for Successful Online Learning
Videos
Instructor Presentations:
Course Orientation; Course Tools; Assignment Videos (Blogs; Forums; Journal; Quizzes)
Assignments:
1st Weekly Message
1. Required Reading and audio/video
2. Course Introduction Quiz – by week 2; check calendar
3. Personal Profile (extra credit blog option) – by week 3; check calendar

Students may move onto week 2 material during week 1, if desired.

Unit I: 21st Century Employment
Readings, Video, Assignments
Weeks 2 - 6

Week 2
Topic: In the News: Contemporary Trends and Issues
Instructor Video Introduction: Today’s Workplace Issues
Reading, Video, Audio
Selected news articles, broadcasts and reports that highlight current employment trends as well as challenges and issues, 2012 – 13.

**Assignments:**
2nd Weekly Message; required reading, video, audio
1. Complete Quiz if not completed week 1 - by week 2; check calendar
2. Personal Profile (extra credit blog option) – by week 3; check calendar
3. Identify Blog #1 Topic Choice

**Week 3**
**Topic: Work in the Future**

**Instructor Video Introduction:**
Part I: The Future of Work
Part II: 21 Century Workplace Changes: What They Are and The Driving Factors Behind the Change; 12:40 minutes.

**Reading**
   Introduction, p. 3 – 6

   Trends: Continuing Distribution of Organizations; Availability of Enabling Technologies and Social Collaboration Tools; Shortage of Skilled Workers; Demand for More Work Flexibility; Pressure for More Sustainable Organizations and Workstyles

Excerpts: Intuit (October 2010) Intuit 2020 Report: Twenty Trends that will Shape the Next Decade
Trend #
   8: Individuals Shoulder the Risk Burden; 14: Work Shifts from Full-time to Free Agent Employment; 16: Small Businesses and Global Giants Form a Barbell Economy; 17 Working in the Cloud; Social and Mobile Computing Connect and Change the World; 20 Smart Machines Get Smarter

**Recommended Report:**

**Video**
Specialist Videos:
McCann, T. A. (July 1, 2011). The Future of Work, TED Talks; 2:09 minutes

**Assignments:**
3rd Weekly Message
1. Required Reading and Audio/Video
2. Forum #1: Contemporary Issues & the Future of Work
   (Open/close and first comment by dates in calendar)
3. Personal Profile (Extra Credit Assignment)

Week 4

Instructor Overview: Introduction to Employee Competencies

Topic: The Knowledge Worker
Reading
Russell, S. Knowledge Labor Vs. Skilled Labor, eHow (online).

Recommended

Topic: 21st Century Employee Competencies
Reading
   The Future of Work and Careers, p. 7 – 11
American Management Association (April 29, 2010). Executives Say the 21st Century Needs More Skilled Workers
Report Excerpt:

Recommended

Video
Specialist Video:

Topic: Gardner’s Five Minds for the Future
Reading
Excerpts:
Principle features of each mind: Disciplined Mind, Synthesizing Mind, Creating Mind, Respectful Mind, Ethical Mind, p. 154 – 158

**Video & Text Introduction:**
Gardner, H. Five Minds for the Future, Harvard Graduate School of Education, Usable Knowledge; Video 1: Disciplined, Synthesizing and Creative Minds; Video 2: Respectful and Ethical Minds

**Assignments:**
4th Weekly Message
1. Required Reading and Video
2. Work on Writing Assignment (Blog) #1

**Week 5**

**Topic:** Education and Employment

**Overview**

**Instructor Video:**
Topic Introduction: Education for 21st Century Employment

**Reading**
Excerpt:

**University Learning**

**Reading**
Choose any 2 readings from week 2 “News and Views” list: Education and Work section.

**Video**

**Audio**
Recommended

**Lifelong Learning**

**Reading**
Web Resource: Continuing Education and Lifelong Learning Trends, Encyclopedia of Management. (Required Sections: Continuing Education, Lifelong Learning, Corporate Education; other sections are recommended)

**Video**

**Chart**
Self-Directed Learning

Reading

Social Learning in Workplaces:

Reading
Excerpt:
Is This Learning?, p. 19 – 22.

Assignments:
5th Weekly Message
1. Required Reading and Video
2. Forum #2: Examining Weeks 4 and 5 Concepts: The Employment Skills and Education
(Open/close and first comment by dates in calendar)

Week 6
Topic: Student Research and Development Week:

Assignments:
6th Weekly Message
1. Submit Writing Assignment #1 (Blog #1) – by Sunday, 11:59 pm of Week 6.
2. Read and Make Comments on Learning Community Blog Contents by Tuesday, 11:59 pm.
3. Quiz: Unit I Concepts (Open/Close dates in calendar)

Unit II: 21st Century Employee Skills & Competencies
Readings, Audio/Video, Assignments
Weeks 7 – 10

Week 7
Instructor Video: Unit II Overview

Critical & Creative Thinking

Topic: Critical Thinking

Reading
Internet Resources:
35 Dimensions of Critical Thought, Foundation for Critical Thinking

PowerPoint
About the Critical Thinking Assessment (Also liked to Journal page – Instructions)

Videos
Digital Splash Media (YouTube)
Do You Think?

Recommended
The Young Turks University (YouTube)
The Death of Critical Thinking, New York University

**Topic:** Creative Thinking

**Reading**
- Internet Resources:
  - Mind Tools: Creativity Tools – An Introduction, DO IT A Simple Process for Creativity

**Video**
- Where Do Good Ideas Come From? (YouTube)

**Topic:** Synthesizing Information

**Reading**
- Internet Resource:
  - Reading Comprehension Strategies – Synthesizing Information

**Video**
- GCFLearnFree.org (2012). Information Savvy: Synthesizing Information

**Assignments:**
- 7th Weekly Message
  1. Required Reading and Video
  2. Complete Critical Thinking Assessment (Information on Journal page – Instructions)
  3. Identify Blog #2 Topic Choice

**Week 8**

**Topic:** Adaptability & Flexibility

**Instructor Video:** Topic Introduction

**Reading**
- Internet Resource
  - Ezine Articles: exinearticles.com
  - Singleton, S. (July 14, 2005). Coping with Change: Develop Your Personal Strategy
- Defining Adaptive Performance

**Charts**
  - Flexibility and Adaptability Skills
  - Social and Cross-Cultural Skills

**Assignments:**
- 8th Weekly Message
  1. Required Reading and Video
  2. Work on Blog #2
**Week 9**

**Topic:** Collaboration & Teamwork  

**Overview**  

**Video:** Instructor Topic Overview

**Basic Theory**

**Reading**  


**Internet Resources**

Harvard Business Review  
Campbell, A. (September 1, 2011). Collaboration is Misunderstood and Overused

Ezine Articles: exinearticles.com  
Rasing, M. (March 11, 2010). The Definition of Teamwork.

**Chart**  

**Skill Development**

**Reading**  

ProjectSmart Article: projectsmart.co.uk  
Eikenberry, K. Nine Ways to Contribute to Project Team Success

eHow Business Article: ehow.com  
(February 16, 2011) How to Develop Collaboration Skills

**Assignments:**

9th Weekly Message  
1. Required Reading and Video  
2. Work on Blog #2

**Week 10**

**Topic:** Student Research and Development Week:

**Assignments:**

10th Weekly Message  
1. Submit Writing Assignment #2 (Blog #2) – by Sunday, 11:59 pm of Week 10.  
2. Read and Make Comments on Learning Community Blog Contents by Tuesday, 11:59 pm of Week 10.  
3. Quiz: Unit II Concepts (Open/Close dates in calendar)

**Unit III: Success in the 21st Century Workplace**

Readings, Audio/Video, Assignments  
Weeks 11 - 14

**Week 11**

**Introduction PowerPoint**
Instructor Overview: Perspectives and Concepts on Success and Values

**Topic:** Defining & Achieving Success

**Reading**


**Recommended**

Internet Resource

Mayo Clinic Article: Job Satisfaction: Strategies to Make Work More Gratifying

**Video**

Smith, L. (January 8, 2012). Why You Will Fail to Have A Great Career. TED XWaterloo University; 15:00 minutes

**Recommended**

YouTube

Will Smith Shares His Secrets of Success

7 Strategies to Success; Richard St. John TED; 3:47 minutes

What is Success?; Jessica Hamilton, TED; 6:30 minutes

**Topic:** Core Values

**Reading**

Development of Personal Values

Article series includes: The Value Based Life, A Personal Code of Values, and Five Steps to a Balanced Life (using values as base).

Looper. J. (February 2009). The Foundations of Career Success

**Video**

Instructor Presentation: Core Values

**Assignments:**

11th Weekly Message

1. Required Reading and Video
2. Work on Professional Development Strategies Journal – Values Exercise
3. Choose Blog #3 Topic

Week 12

**Topics:** Wellness & Balance

**Video** Instructor Introduction of Topic

**Employee Wellness**

**Reading**

Employee Wellness in the Workplace – Examples of Wellness Programs in the Workplace

Internet Resource
DefinitionofWellness.com
Dimensions of Wellness
Required Reading: Social Wellness, Occupational Wellness, Spiritual Wellness,
Physical Wellness, Intellectual Wellness, Emotional Wellness, and Environmental
Wellness

**Recommended**
Report:
(February 2012). Total Rewards and Employee Well-Being. WorldatWork, Scottsdale, AZ.

**Videos**
WorldatWork
   Research in Brief: Global Wellness Survey, February 2010, 8:00 minutes

**Recommended**
Video Clips from Howcast, Presenter: Samantha Ibarguen
Stress Management clips: What is Stress? How to Relax Your Mind; How to Deal with
Stress at Work
Howcast
How to Manage Your Time; Stop Procrastination

**Employee Balance**

**Reading**

Logistics*, 110(8), p. 16-19.

**Videos**
minutes.
Fried, J. (October 10, 2010). Why Work Doesn’t Happen at Work, TEDxMidwest, 17:21
minutes
Work-Life Balance, TEDxPSU, 18:08

**Assignments:**
12th Weekly Message
1. Required Reading and Video
2. Work on Blog #3 Assignment
3. Work on Journal Assignment

**Week 13**

**Topic:** Student Research and Development Week:
(Short Week – Thanksgiving Break Included in this week – see calendar

**Assignments:**
13th Weekly Message
1. Submit Writing Assignment #3 (Blog #3) – by Tuesday, 11:59 pm of Week 13.

**Week 14**

**Topic:** Project: Professional Development Strategies Journal

**Assignments:**

14th Weekly Message

2. Read and Make Comments on Learning Community Blog Contents by Tuesday, 11:59 pm.
3. Extra Credit Quiz: Unit III Concepts (Open/Close dates in calendar)