**Syllabus**

Professional Development Strategies

Fall 2011—37:575:368

**Course Instructor:**
Anne-Michelle Marsden
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**Get Help:**
Staff members are waiting to assist you.

- **Using Person Learning Studio (eCollege) platform:**
  Using course tools or addressing exam issues.
  **Call toll free 24 hours a day, 7 days a week: 877-7RUTGER (877-778-8437)**
  **Email:** help@ecollege.rutgers.edu

- **NetID or Rutgers email problems:** Call 732-445-HELP (4357)

- **Problems logging into the course:** Call Monday through Friday 9 am – 5 pm: 732-932-4702

**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; adaptability and flexibility; collaboration and teamwork; and best practices in using today’s communication/social networking technology.
- 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.
- appropriately utilize 21st century technology driven communication and professional development strategies.
- apply competencies to address long term professional development needs: values clarification, goal setting, problem solving, and decision making.
- establish a plan to balance personal and professional objectives.

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.
• Employ current technologies to access information, to conduct research, and to communicate findings.
• Analyze and critically assess information from traditional and emergent technologies.

Course Requirements

Reading, Audio, and Video Assignments

All required and suggested reading/audio/video assignments are uploaded into the online course shell.

Students will be expected to be able to conduct Internet searches and download academic journal articles from the Rutgers University Library to complete some assignments.

Writing Assignments

Special Topic Writing Assignments

Student Outcomes

Students will:
1. investigate a subtopic of personal interest associated with major topic areas weeks 2 - 13.
2. acquire in-depth knowledge about the topic of choice – expanding one’s knowledge base beyond the basic course curriculum.
3. reflect on facts, theories, and opinions associated with the topic of choice. Develop or change an opinion about the subject.
4. author a 500 word overview on topic of choice; develop a 150 word opinion statement on the topic.
5. successfully upload assignment for peer and instructor review.

Due dates: There are 3 writing assignments. Assignment due dates: 9/28; 11/9; 12/30.

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 each topic addressed in the course.

Due Date: Journal work is required throughout the semester. Students have the opportunity to have journal entries for weeks 2 – 6 reviewed and graded week 7. If the student chooses to have journal entries reviewed and graded, week 2 – 6 entries must be complete no later than October 12. No exceptions.

It is highly recommended that students take advantage of a midterm review and grading.

Taking advantage of this opportunity will assist the student in improving journal contents for the review of the week 8 – 13 journal assignments that are due week 13 (December 7.)

Peer Review and Comment on Writing Assignments

Student Outcomes

Students will:
1. read and reflect on the content of each other’s writing assignments and course material associated with content.
2. provide 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.
3. exhibit knowledge on topics through comments shared with learning community members.
A minimum of 6 comments on 6 separate writing assignments submitted by learning community members is required.

**Due Date:** Comments can be made anytime between 9/29 and 12/7.

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**Knowledge & Skill Assessments**

**Student Outcomes**

Students will:

1. Exhibit proficiency in understanding overall course objectives, content, assignments, and course tools by successfully completing a Course Introduction quiz.

2. Exhibit depth of understanding of key concepts involved in each course topic areas by successfully completing 2 exams.

**Assignment Process:**
The course content quiz and the 2 exams will be taken online. Students will log into course during the quiz or exam open period and complete a true/false and multiple choice assessment.

**Assignment due dates:**
Course Introduction quiz must be completed by 11:59 pm 9/14; Exam #1 between 10/13 – 11:59 pm, 10/16; Exam #2 between 12/8 – 11:59 pm, 12/11.

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**Grading**

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

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good</th>
<th>Satisfactory</th>
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<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>769 – 700 Points = C</td>
<td></td>
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<tr>
<td>Poor</td>
<td></td>
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<tr>
<td>699 - 670 Points = D+</td>
<td>669 - 600 Points = D</td>
<td>599 and below = F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Assignment and Associated Points</th>
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</thead>
</table>
| **Writing Assignments 60%**       | *Professional Development Journal*  
|                                   | Worth 300 points                                                                                   |
|                                   | *Writing Assignments*  
|                                   | Worth 300 points                                                                                   |
|                                   | Blog #1 (80 points)                                                                                 |
|                                   | Blog #2 and #3 (110 pts each)                                                                       |
| **Learning Community Interaction 15%** | *Commenting on Content of Peer Blog Contents*  
|                                   | Worth 150 points                                                                                   |
|                                   | A minimum of high quality 6 comments on learning community blog contents                            |
| **Knowledge & Skill Assessments 25%** | *Course Introduction: Process & Content Quiz*  
|                                   | Worth 20 points                                                                                   |
|                                   | *Exams*  
|                                   | 2 Exams totaling 230 points                                                                       |

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PDS Syllabus – Fall 2011

37:575:368
Policies and Procedures

Class Sessions

1. The course week begins on **THURSDAYS**.
   - Students are expected to enter the course for the first time the first day of the semester, Thursday, September 1.
   - The last day students will be expected to log in to the course prior to final grades being posted is December 14.
2. A weekly message will be sent to each student as well as uploaded into the weekly messages file in document sharing by **10 am THURSDAY**. Information about content or assignment procedure is available within the weekly message.
3. 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.

Due Dates

1. All assignments, unless otherwise indicated on the calendar, must be completed by **Wednesdays 11:59 pm Eastern Time**. A course calendar identifying each due date is available in the course shell.
2. Writing assignments are accepted up to 24 hours late (12 midnight – 11:59 pm Thursday) 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.**
3. Journal entries should be kept up to date so that the instructor can spot check progress. First review deadline can be skipped; however, a late submission of any portion of the journal after the 11:59 pm 12/7 deadline will result in a 20% of points (two letter grade) deduction. **NO EXCEPTIONS.**
4. The **quiz and exams lock after the deadline** and cannot be entered. No make up options are available.

**Things happen.** When you don’t have to attend a class session in person, it’s very 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 complete or submit an assignment. Or take the exams.

Checking Email

**Instructor’s Email Checking Policy**

Unless you receive advance notification, I will check my email by 9:00 am Eastern Time every workday. If you send a comment or question, you’ll receive a response within 24 hours. This policy excludes Saturday/Sunday and Thanksgiving break.

**Students Email Checking Policy**

It is the responsibility of the student to check for incoming course related messages AT LEAST 2 times a week. Once a week – on **Thursday mornings** - I send each student a weekly message. In addition, students receive 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.
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 document – provides written information and instructions that address all aspects of technical performance within this course. Document is linked on the left hand side of course, on home page, and available on the default page of document sharing.

- 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 and

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 a student 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

General Information on Directions and Assignment Grading

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. Paying attention is in the student’s best interest.

An overview of best practices for the writing assignments, peer comments on writing assignments, and the
journal assignment are below. Complete grading rubrics for these assignments are available under the link
titled grading in the course.

Writing Assignment Best Practices
Section 1: Overview
  • Content Quality
    Content is:
    conceptually sophisticated and accurate
    communicated so that a depth of understanding and engagement with topical concepts is evident
    Resources used to develop content are available so that accuracy can be checked
  • Clarity and Organization
    Content is well communicated and organized

Section 2: Topic Reflection
  • Ideas & Opinions
    A high level of critical or creative thinking produces a sophisticated presentation of ideas and
    opinions
    Ideas and opinions are:
    expressed only in the appropriate area
    clear and well organized

For both Section 1 and 2
  • Mechanics & Expression
    Content is presented using appropriate grammar, sentence structure, and spelling
    All content is appropriate for an academic assignment

Peer comments: Writing Assignments
  • Meets minimum number of comments (6)
  • A depth of understanding and engagement with topical concepts through creative and/or critical
    thinking is evident
  • If expanding on a concept or topic, a citation is provided
  • Content is well communicated and organized

Professional Development Journal
  • Reflection
    Answers indicate a high level of reflection and insight on topic
    Creative and/or critical thinking is evident
    A strong desire to reflect on topics is evident
  • Content Quality
    Questions are thoroughly answered and content is appropriate for the topic of inquiry
    When required, citations are provided
    Summaries are comprehensive; knowledge gained and potential for knowledge/skills to influence
    future thoughts and behavior is well stated
  • Organization and Mechanics
    Organization of content and expression of ideas/thoughts is outstanding
    Writing is fluent and lively
    All answers are presented in a professional manner: using appropriate grammar, sentence structure,
    and spelling
All ideas/thoughts are well communicated. Answers to all questions is concise/to the point
Engages in a high quality web search (when applicable)
All instructions are followed when completing journal questions

Course Topics & Assignments by Week

Reading/listening/viewing material listed below represent core material for the semester. Refer to topic pages in course shell for a complete listing.
Assignment due dates are also listed in the course calendar.

Course Overview & Orientation
Readings, Video, Assignment

Week 1  9/1 – 9/7
Topic: Course Orientation
Reading
All reading material linked to the home page of the course:
Syllabus, Calendar, Grading, Tech FAQs, Blogging Instructions, Critical Tips for Successful Online Learning
Videos
Instructor Presentations:
Assignments:
1st Weekly Message
1. Required Reading and audio/video
2. Course Introduction Quiz (can take quiz anytime between 9/1 & 9/14)
3. Respond to instructor email (by 11:59 pm 9/7)

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

Unit I: 21st Century Employment
Readings, Video, Assignments
Week 2 – 4

Week 2  9/8 – 9/14
Topic: 21st Century Employment & Workplaces
Reading
Excerpts:
Recommended reading is also uploaded into the course shell.
Videos
Instructor Presentations:
Part I: Overview: What's Interesting About Employment and Workplace Changes?
Minutes:
Part II: What Impacts Changing Employment Conditions & Workplaces?
Part III: Changes: Opportunities or Issues for 21st Century Workers?
(This video involves an introduction of Dr. Arum by the instructor.)
Audio
Recommended
Smartphones Making it Harder to Call it Quits, NPR, All Things Considered, July 4, 2011, Minutes:4.
Assignments:
2 Weekly Message
1. Quiz: Course Introduction Quiz
2. Blogging Introduction Assignment (for extra credit)

**Week 3** 9/15 – 9/21  
**Topic:** 21st Century Employee Competencies: Overview

**Reading**

**Video**

**Audio**

**Assignments:**
- **3 Weekly Message**
  1. Blog #1 Assignment
  2. Work on journal assignment

**Week 4** 9/22 – 9/28  
**Topic:** 21st Century Learning (Lifelong, Self-Directed, Social)

**Reading**

**Chart**
- Information Literacy Skills

**Videos**
- Instructor Presentation: Ways & Means of Learning

**Week 4 Assignments**
- **4th Weekly Message**
  1. DUE: Blog Writing Assignment #1
  2. Work on journal assignment

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Unit II: 21st Century Employee Skills & Competencies
Readings, Audio/Video, Assignments
Weeks 5 - 10
Week 5 & 6  9/29 – 10/5 and 10/6 to 10/12

Topics:  Critical & Creative Thinking

Reading

Internet Resources
Mind Tools
Creativity Tools – An Introduction
DO IT A Simple Process for Creativity

Charts
Performance Evaluation Criteria
Critical Thinking and Problem Solving Skills
Creativity and Innovation Skills

Video
Instructor Presentations:
Introduction to Unit II Content
Critical & Creative Thinking

Specialist Video:

Week 5 & 6 Assignments
5 – 6 Weekly Message
1. Complete Critical Thinking Assessment
2. DUE: Journal Assignment Part 1 (It is highly recommended that student submit Part I by the end of week 6. However, student may defer to submit both Part I and II at end of the semester.)

Week 7 10/13 – 10/19

Week 7 Assignments
7th Weekly Message
1. Exam #1 – Open between 10/13 to 10/16
2. Comment on contents of peer blogs

Week 8 10/20 to 10/26

Topics:  Adaptability & Flexibility

Reading

Internet Resource
Ezine Articles: exinearticles.com
Singleton, S. (July 14, 2005). Coping with Change: Develop Your Personal Strategy

Charts
Flexibility and Adaptability Skills
Social and Cross-Cultural Skills

Defining Adaptive Performance

Video
Instructor Presentation:
Introduction to Adaptability and Flexibility

Week 8 Assignment
8th Weekly Message
1. Select blog topic: 21st Century Employee Skills
Week 9  10/27 – 11/11/2
Topics: Computer Mediated Communication in the Workplace
       Social Networking and Employment

Additional recommended readings and audio clips are linked on the course page.

Reading

Internet Resources
AFP (October 8, 2009). No Facebook at Work in Most US Companies.
NPR.org
Netmanners.com
Email Etiquette 101
Instant Messaging Etiquette

Video
Instructor Presentation:
Overview of Issues: 21st Century Communication at Work

Specialist Video:

Charts
Media Literacy Skills
ICT Literacy Skills

Audio
When is Social Networking Kosher in the Office?, NPR, All Things Considered, November 24, 2008, Minutes: 3:44.

Week 9 Assignment
9th Weekly Message
1. Work on blog writing assignment

Week 10  11/3 – 11/9
Topics: Collaboration & Teamwork

Reading

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

Chart
Communication and Collaboration Skills

Video
Instructor Presentation:
Overview of Collaboration & Teamwork

Audio
Recommended

**Week 10 Assignment**

10th Weekly Message

1. DUE: Blog Writing Assignment #2

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**Unit III: Personal Competencies for Success**

Readings, Audio/Video, Assignments

Weeks 11 - 13

**Week 11** 11/10 – 11/16

**Topics:** Defining & Achieving Success

Core Values

**Reading**


Internet Resource

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

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

**Videos**

Instructor Presentation:

Core Values

**Week 11 Assignments**

11th Weekly Message

1. Select blog topic: #3

2. Work on journal assignment (Core Values)

**Week 12** 11/17 – 11/30 (Includes Thanksgiving Break – Refer to Calendar)

**Topic:** Wellness & Balance

**Reading**


**Charts**

Employee Wellness in the Workplace – Dimensions and Definitions

Examples of Wellness Programs in the Workplace


**Video**

Recommended

The Wellness Concept, Dimensions of Wellness Overview, YouTube, 32 minutes.

**Week 12 Assignments**

12th Weekly Message

1. DUE : Blog Writing Assignment #3

2. Complete journal entries for weeks 11 and 12

**Week 13** 12/1 – 12/7
**Topic:** Time & Stress Management

**Reading**

**Time Management**


**Stress Management**

**Internet Resources**

Helpguide.Org Article:
Stress at Work: How to Reduce and Manage Job and Workplace Stress

National Institute for Occupational Safety and Health Article:
Managing Job Stress

**Week 13 Assignments**

13th Weekly Message

1. DUE: Part 2 of Journal
   (If student didn’t submit part 1 by week 6 deadline, Part I is due at this time as well.)
2. DUE: All student comments on learning community member blog writing assignments must be made by the end of week 13.

**Week 14 12/8 – 12/13**

**Week 14 Assignment**

14th Weekly Message

1. Exam #2 – Open between 12/8 and 12/11 – Check calendar