



Professor: Anne-Michelle Marsden

To Interact: Send a message via the Canvas messaging tool.

Call: 609-545-7835 No text

NOTE: This course requires significant experiential learning within a virtual team formed around a common interest in a chosen professional development related topic. The virtual team works together for SEVEN WEEKS of the semester. The team produces a course project worth 20% of one's final grade. Teamwork involves several face-to-face SYNCHRONOUS online meetings with the team and ongoing interaction/collaboration.

Objectives and Learning Goals

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 and assessment results students will:

- recognize the mandate for employee skills given contemporary and future work and workplaces.
- learn key concepts regarding personal and interpersonal skills of most interest to employers.
- Explain and exhibit competencies that support long term personal and professional success.

Learning Goals

Overall learning goals for this course:

Labor Studies and Employment Relations Department (LSER)

Learning Goal

- **Work productively** in teams, in social networks, and on an individual basis. (Goal 13)

School of Management and Labor Relations (SMLR)

Learning Goal

- **Demonstrate an ability** to interact with and influence others in a professional manner, and to **effectively present** ideas and recommendations. (Goal VII)

Access the Course

This course is taught asynchronously 100% online using the **Canvas LMS**.

Get Help

Need Assistance with a technical question?

It is the student's responsibility to be able to perform technically in the course. Contact the helpdesk staff if you need assistance using the **Canvas LMS**. *Your instructor cannot assist you with technical issues – but the helpdesk staff can!*

Rutgers Office of Information and Technology

Email: <https://it.rutgers.edu/help-support>

Call: 833-OIT-HELP

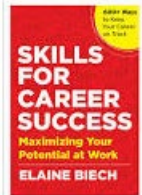
Course Requirements

Reading, Audio and Video

Required Text:

This text can be purchased in eBook format or in paperback form. Either form is acceptable.

Skills for Career Success: Maximizing Your Potential at Work



Author: Elaine Biech

Published: 2021

Publisher: Berrett-Koehler Publishers

eBook - \$16.99; softcover - \$22.99 (can also purchase used.)

ISBN: Paperback 9781523091928; epub 9781523091942

Link in Amazon:

https://www.amazon.com/Skills-Career-Success-Maximizing-Potential/dp/1523091924/ref=tmm_pap_swatch_0?encoding=UTF8&qid=&sr=

All other reading/audio/video assignments are linked within the online course shell.

Assignments

- **Social Learning**

- **Learning Community Discussions (Forums)**

- Worth 180 Points – 18% of Final Grade

Forum Number	Title	Week
1	Trends and Issues Shaping Employment and Requirements for Success	2
2	Continuous Learning	3
3	Organizing and Completing a Virtual Team Assignment - MANDATORY	5
4	Choosing Inclusive Workplace Behaviors	7
5	Wellness and Balance	12

A minimum of 3 comments are required. One comment 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.

Students are encouraged to offer more than the minimum 3 comments. Original comment and the two best comments made in a forum are graded. Discussion contributions are graded according to a rubric that is available to students.

High Academic Engagement Requirement

- The original comment must be significant: Between 400 – 500 words.
- Synthesis of information from multiple sources is required in original comments. *These sources could be at least 2 sources from course material – or – material from outside of the course and course material.* The important process rule: Synthesize material in the course!

- All comments – original and both replies – must specifically note the content on which the student is reflecting. An “all personal opinion” reply without a notation to material from inside or outside of the course will earn students few points. An informal notation of course material being used is permissible. Make certain to offer Internet address if material is online.

Students are responsible for meeting first comment and forum close deadlines and reviewing the forum grading rubric.

Forums **open** 12:01 Thursday mornings and **close** 11:59 pm Tuesday nights. **First comment** deadlines are 11:59 pm, Saturday evenings.

A total of 5 discussions are held between week 2 and 13.

One discussion is mandatory: #3. If a student doesn’t participate, a zero will be noted in gradebook.

Of the four remaining discussions, students must participate in two of the following: #1, 2, 4, 5. If choosing to engage in all four discussions, the lowest score of discussions 1,2,4,5 *will be dropped*. If choosing to only participate in two discussions (beyond discussion #3 which is mandatory), the zero associated with the skipped discussion *will be dropped*. Any questions about the rule: Contact your instructor!

- **Team Based Assignments**

Two integrated types of assignments are involved in team-based assignments. Established teams of students collaborate (not simply cooperate) on a course project using best practices in virtual team behavior to produce a course project. Teams work together for seven weeks.

Students are graded on use of best practices in virtual team operations (15% of final grade) as well as graded on the final product of virtual team efforts – the course project (20% of final grade.)

Virtual Team Course Project

Worth 200 Points - 20% of Final Grade; *Grade is team based.*

Virtual Team Course Project Due Week 11

Specific instructions, a template for each assignment and grading rubrics for the assignment are available. Students are responsible for reviewing and comprehending the instructions and grading rubrics as well as using the assignment template.

Part I	
Importance of Topic	
<i>Involves an argument of the importance of the topic:</i>	
A	as it relates to the trends and issues shaping 21st century employment, careers, workplaces, and the nature of work.
B	as it relates to any of the following: meeting an individual’s career needs, professional development, career readiness, career advancement.
Part II	

Introduction to Topic and Subtopics	
Complexity of Topic	
<i>Involves explanation of facts, theories, results, events, and professional opinions.</i>	
A	Mini literature review focused on overarching topic.
B	Association between overarching topic and multiple subtopics, including more than just a mention of the subtopics highlighted in Part III.
Part III	
Subtopics	
<i>Involves selection of and research on three “subtopics” associated with the topic; presentation of facts, theories, results, events, and professional opinions associated with the subtopic. For EACH subtopic:</i>	
A	Mini literature review on each subtopic, including more involved or complex issues.
B	Identification of connection between subtopics presented in the project.
Part IV	
Topic Reflection	
<i>Involves reflection on material in Parts I, II and III. Sharing of opinion statements, experiences, or stories (case studies) directly associated with the topic.</i>	
A	EACH team member provides their personal reflection on the topic, a subtopic, or concept presented within the project.
Part V	
End of Project Critical Thinking and Content Review Questions	
<i>Involves the development of 2 – 3 “critical thinking” questions that require those reading the content to:</i>	
<ul style="list-style-type: none"> • understand project content. • engage in meaningful reflection about more involved/complex elements of the topic, subtopics or concepts presented in the project. 	

Virtual Team Experience Assignments

Worth 185 Points – 18.5% of Final Grade

Specific instructions, a template for each assignment and grading rubrics for the assignment are available. Students are responsible for reviewing and comprehending the instructions and grading rubrics as well as using the assignment template.

Assignment	Graded	Due Week
Contact & Competency Sheet <i>Contact Information: Explanation of Best Times to Meet; Description of Roles and Abilities</i>	Individual Points	5 20 points
Virtual Team 1st Deliverable <i>Team Project Charter; Icebreaker Exercise Reflection; Communication Tools Used, Strategies Used in Meeting Objectives/Goals; Video Conference Feedback</i>	Team Points	6 60 points

Virtual Team Deliverable #2 <i>Preliminary Draft Outline of Project; Collaboration Activities; Opportunities and Challenges</i>	Team Points	9 50 points
Team Evaluation and Learning Points <i>Rating of Self and Others (55 points)</i>	Individual Points	11 55 points

- **Experiential Learning**

- **Professional Development Journal**

- Worth 255 Points – 25.5% of Final Grade

Each section of the journal involves experiential learning. Such as: engaging in a simulation, taking self-assessments, reflecting on life experiences in relation to course material, interacting with the Career Center.

Specific instructions, a journal template and grading rubrics for the assignment are available. Students are responsible for reviewing and comprehending the instructions and grading rubrics as well as using the assignment template.

Part	Topics of Journal	Complete Week	Submit Week
Section II			
Career Essentials: Entering and Continuing One's Career			
1	Reflection on Personal Strengths and Traits	3	4
2	Career Choices and Assistance	4	
Section III			
Essential Skills			
3	Networking Knowledge and Strategic Plan	7	8
4	Interpersonal Skills: Strengths and Challenges	8	
Section IV			
Self-Development for Personal and Professional Success			
5	Reflections on Success and Goals	10	10
6	Core Values	10	
7	15 Years of Crafting Your Life (Harvard Business Review Simulation Reflection)	13	13
8	Using Mindfulness	12	

Written and Oral Communication

Worth 160 points – 16% of final grade

The top two employability skills remain written and oral communication. In addition, a key learning goal for this course involves effective communication that informs and influences in a professional manner.

The two assignments – one written and one oral assess students of their proficiency.

The **written presentation** focuses on skills that are critical to employment success as well as being successful in this course. 500-word essay. Students are welcome to rewrite for regrading if not successful in providing a high-quality writing sample. Worth 60 points

The **oral presentation** involves students organizing thoughts and presenting content in short groupings. Using skills learned in the persuasion topic area (week 8) is also required. Students attempt to persuade the instructor on the student’s final grade. Worth 100 points

Assignment applies the popular Pecha Kucha oral presentation style. (20 slides/ each 20 seconds total 6 min 40 seconds presentation.) Instructions and grading rubrics are available for both assignments.

Grading

Each assignment is worth a certain number of points; see chart below. Highest number of points a student can earn is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.)

Outstanding 100 – 90% = A 59% = F	Very Good 89 – 87% = B+	Good 86 – 80% = B	Satisfactory 79 – 77 Points = C+	Poor 66 – 60 = D
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% of Grade	Assignment and Points
Team Based Assignments 38%	<p style="text-align: center;">Team Development & Competency Assignments <u>Worth 180 points</u> 4 assignments associated with team activities & individual team member evaluation. Point worth varies by assignment Meets Learning LSER Goal 13</p> <p style="text-align: center;">Virtual Team Project <u>Worth 200 points</u> Collaborative assignment accomplished in virtual team</p>
Professional Development Journal 25.5%	<p style="text-align: center;">Professional Development Journal <u>Worth 255 points</u> Journal is submitted four different the during the semester. Total of 8 journal parts. Each journal part is worth a different number of points.</p>
Learning Community Discussions 18%	<p style="text-align: center;"><u>Worth 180 points</u> 3 Forums 60 points each Forum 3 is mandatory Forums 1,2,4,5 – 2 out of 4 required</p>
Written and Oral Communication 16%	<p style="text-align: center;">Writing Excellence Essay <u>Worth 60 points</u> 500-word essay</p> <p style="text-align: center;">Pecha Kucha Oral Presentation <u>Worth 100 points</u> Pecha Kucha presentation (20 slides/ each 20 seconds total 6 min 40 sec.) Combined Assignments, Meets SMLR Learning Goal VII</p>

<p>Task Completion 2.5%</p>	<p align="center">Team Project Student Contract <u>Worth 5 points</u></p> <p align="center">Pecha Kucha Presentation, Healthy Minds App Sign Off <u>Worth 10 points</u></p> <p align="center">Updating of Account Information in Canvas <u>Worth 10 points</u></p> <p>Students upload photo, offer a profile (academic, work and personal background), review email address for notifications and check notification settings</p>
<p align="center">100%</p>	<p align="center">Total Assignment and Assessment Worth - 1000 points</p>

Policies and Procedures

❖ **Class Sessions**

This is an asynchronous course. The course week begins on Wednesdays. 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, September 6, to get acclimated to the learning venue. The last day students are expected to log into the course prior to final grades being posted is Tuesday, December 13.

A weekly message reminding students of the topic(s) for the week and the week’s assignment is uploaded into the announcements area of the course by 10 am each Wednesday.

❖ **Due Dates**

Check the course calendar for due dates. A calendar is available through the navigation bar (red) in the course shell. One that can be downloaded as well as seen is available within the Course Essentials module. Due date for each assignment is also clearly noted on the course calendar.

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 for an assignment.

Late Submission Penalties

Journal Sections and Virtual Team Course Projects are accepted up to 48 hours late (12 midnight Tuesday – 11:59 pm Thursday) for a deduction of 10% of points (1 letter grade deduction.) 5% of points will be deducted for late Virtual Team assignments.

No Late Submissions for Forums

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.

Things happen. When you don't have to attend a class session in person, it's easy to allow 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.

❖ **Message Checking Policy**

Messages Sent to Professor's Canvas Inbox

Unless students receive advance notification, the instructor will check her **Canvas Inbox** by 10:00 am ET on regular workdays. (This excludes Sundays and Thanksgiving break.) If a student sends a comment or question, the professor will address the contents of the message within 24 hours. DO NOT send correspondence to the professor's Rutgers email address.

Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming messages. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been sent to his/her Canvas inbox. Forgetting or being unable to check for messages in one's Canvas inbox is not an excuse.

❖ **Extra Credit**

There are two extra credit options. Both options are available to all students. *No other extra credit is available at any other time – or - for individual students.*

Students who desire to earn extra credit can engage in one of either of these options:

- 1) Brief report after meeting with a SMLR career counselor.
 - 2) Brief report after completing 2 or more well-being pillars Healthy Minds app.
- Both are due no later than the end of week 13. Both worth up to 50 points.

❖ **Gen AI Policy**

The use of Generative AI (Gen AI) as a tool to support student learning and assignment development is allowed in this course. Refer to the Gen AI Use page in the course for more information.

Gen AI Literacy Training is provided during week 1.

Students receive:

- clear Gen AI advice and examples of acceptable use of Gen AI.
- how to cite chatbot material.
- a review of the challenges of using Gen AI apps.
- the conditions under which Gen AI use is prohibited in this course.
- best practices in prompt engineering.

Where Gen AI Use Is Prohibited

Gen AI cannot be used to plagiarize submitted content. Submitting content that is not one's own is plagiarism whether the student is copying from, for example, another student's work, a book or research article, a website, or a chatbot. Use of material that is not one's own is limited to brief quotes where the quote's origin is appropriately cited.

❖ **Academic Integrity**

Academic Integrity at Rutgers: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Plagiarism

One form of an academic integrity violation is plagiarism. Students must understand the forms of plagiarism.

Plagiarism is not tolerated. All material taken from another source (ANY OTHER SOURCE) must offer proper attribution. Impact of plagiarism in this course ranges from rewriting the assignment - to – earning no points for the assignment. Depending on the extent and form of plagiarism, the situation will be reported to Rutgers University.

❖ **Inclusion and Belonging Policy Statement**

Your professor is committed to fostering a learning environment that values the diverse backgrounds, perspectives, and experiences of all students enrolled in the course. Whatever intersection of identities you present, you belong in this course. Every student has the right to learn and succeed in a safe and inclusive space.

ALL Students -

- should expect to be addressed with respect, be offered instructional assistance, and have their coursework graded fairly.
- hold personal opinions that could be different than your professor or peers. Unless voiced opinions are harmful to others, students are never graded on their opinions but rather on their knowledge of course content and their critical thoughts on that content.
- reporting course-related or personal challenges receive equitable treatment.

Student Responsibility

There is no place for the use of stereotypes, microaggressions, gaslighting, and harassment in this course. Students are asked to approach their peers with empathy and an open mind. Students who (intentionally or unintentionally) behave in a way that doesn't reflect our inclusive class norms will privately be made aware of why the situation was harmful and asked to consider, with assistance as needed, improving their interpersonal inclusion behaviors.

❖ **Students with Disabilities**

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. For more information: <https://ods.rutgers.edu/students/documentation-guidelines>. <https://ods.rutgers.edu/students/registration-form>.

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:

Using Course Tools; Canvas Guides for Students; Help tab in the (red) navigation bar all provides a link to instructions that address technical questions.

Resources available outside the course:

Contact Rutgers helpdesk with technical questions. All assistance contact information is available on page 1 of this syllabus and by clicking on the Syllabus tab in the course essentials module and on 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!

❖ **Recognize Best Practices and Use Them to Achieve Success**

Students are offered specific directions on how to complete each assignment within the course shell. 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

Materials used for this course, with the exception of the course text, *Skills for Career Success*, are chosen from the most recent research, surveys, organizational information, news articles, videos, and op-eds. Content changes frequently. Go to week pages in course shell for a complete listing for reading/listening and video assignments.

WEEK 1

Course Orientation

Topic: Course Orientation and First Steps

- Required Reading and Audio/Video for Course Orientation

Assignments

Due Week 1 Up Until Friday of Week 2

Attending to Account Information (10 points)

Team Project Student Contract (5 points)

Pecha Kucha Presentation, Healthy Minds App Sign Off (10 points)

Critical Concepts: Succeeding in the Workplace and this Online Course

Topics:

- Written and Oral Communication Best Practices and Expectations
- Managing Time and Keeping Organized

Assignment

Writing Excellence Essay -

Due Week 1 (60 points)

Skills and Areas for Development: Communication, Time Management and Organization

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Section I

Trends and Issues Shaping Employment and Requirements for Success

WEEK 2

Topics:

- Future of Work
- What Employers Want
- What Employees Want

Assignments

Complete Form -

Topic of Interest for Team Course Project

Learning Community Discussion -

Forum 1: Trends and Issues Shaping Employment and Requirements for Success

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Section II

Career Essentials: Beginning and Continuing One's Career

WEEK 3

Continuous Learning

Topics:

- Learning for a Lifetime
- Learn from Successes and Failures
- Learn About Yourself (Self-Awareness)

Assignments:

Learning Community Discussion –

Forum 2: Continuous Learning

Journal Development Activities –

Part II - Career Essentials: Entering and Continuing One's Career

Due Week 4 (Next week)

Complete

Section 1: Self Awareness and Personal Strengths and Traits

For Section 1:

Complete multiple self-assessments: Students choose 3 of 4 assessments to complete

-DISC, HEXACO, Merrill & Reid Social Styles and/or Character Strengths Assessments
Your Emotional Style Assessment - Healthy Minds Program - required

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WEEK 4 Career Strategy: Development and Assistance

Topic:

- Careers in the 21st Century: What Do You Desire?
- Leveraging SMLR Career Services to Begin or Advance Your Career

Assignments:

Journal Development Activities -

Part II - Career Choices and Assistance

Complete and Submit Sections 1 -2 Due Week 4

Section 2: What You Want in a Career and an Employer – And Utilizing SMLR Career Center
For Section 2: Review SMLR Career Services website contents; Enroll in Rutgers Handshake, Develop Questions for Career Services Advisor; Complete Traitify Career Assessment

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Section III

Essential Competencies and Skills

WEEK 5 Collaborative Virtual Teams Part I

Note: Virtual teams are announced at the beginning of the week.

Topic:

- Virtual Teams: Issues and Best Practices

Assignments:

Virtual Team Assignments -

Team Information: Contact & Competency Sheet

Complete and Submit Due Week 5

Submit through Team Information: Contact & Competency assignment page – AND – share this sheet with virtual team members.

Negotiate

Set date for 1st meeting with virtual team

In order to set 1st meeting date, one member of the team will need to take the initiative to send a message to all team members. All team members will need to respond.

Learning Community Discussion –

Forum 3: Organizing and Completing a Virtual Team Assignment
MANDATORY forum. *Cannot skip this discussion.*

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WEEK 6 Collaborative Virtual Teams Part II

LSER Goal 13: Work productively in teams, in social networks, and on an individual basis.

Topic:

- Developing Virtual Collaborative Teams
Issues and best practices involved in virtual team organization, norm development, communication and productivity.

Assignments:

Virtual Team Assignments -

Virtual Team Deliverable #1

Complete deliverable #1 and submit Due Week 6

Hold 1st in-person virtual meeting, Complete icebreaker exercise with team

Develop team charter material

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WEEK 7 Interpersonal Excellence Part I

Topics:

- Inclusive Practices in a Diverse Workplace
- Strategies for Managing Conflict
- Networking

Assignment

Journal Development Activities -

Section III - Essential Skills

Complete Due week 8

Section 3: Networking Knowledge and Strategic Plan

Learning Community Discussion –

Forum 4: Your Role in Creating Inclusive Workplace Cultures

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WEEK 8 Interpersonal Excellence Part II

Topics:

- Workplace Communication
- Influence and Persuasion
- Leadership

Assignments:

Journal Development Activities -

Section III - Essential Skills

Complete and submit 3 - Due Week 8

Section 4: Interpersonal Skills: Strengths and Challenges

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WEEK 9 Virtual Team Project Work Week

LSER Goal 13: Work productively in teams, in social networks, and on an individual basis.

This is one of two work weeks planned for independent study and virtual team course project development. Team must work together this week to create a project outline and an interim report.

Assignment

Virtual Team Assignments -

Virtual Team Deliverable #2

Complete and submit Due Week 9

Team Project Interim Report: Preliminary Draft of Project Outline, Collaboration Activities; Opportunities and Challenges

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Section IV

Self-Development for Personal and Professional Success

WEEK 10 Self Development Foundation

Topics:

- Defining and Achieving Success
- Determining Core Values
- Setting Goals

Assignments

Journal Development Activities -

Part IV - Self-Development for Personal and Professional Success

Complete AND submit Journal Sections 5 and 6 this week Due Week 10

Section 5: Reflections on Definition of Success

Section 6: Core Values

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WEEK 11 Virtual Team – Course Project Development Week

Assignment

Due Team Collaborative Course Project

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WEEK 12 Wellness & Balance Part II

Topics:

- Wellbeing
- Mindfulness and Its Benefits

Assignments

Journal Development Activities -

Part IV – Self-Development for Personal and Professional Success

Section 8: Using Mindfulness

Learning Community Discussion –
Forum 5: Wellness and Balance

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WEEK 13 Wellness & Balance Part I

THANKSGIVING BREAK WEEK

Topics:

- Work-Life Integration and Career Decision Making

Assignments

Journal Development Activities -

Part IV - Self-Development for Personal and Professional Success

Complete Due Week 13

Section 7: 15 Years of Crafting Your Life

(Harvard Business Review Simulation Reflection)

For Section 7: Complete Harvard Business School Personal and Professional Choices Simulation (Crafting Your Life)

Complete and submit Journal sections 7 and 8 Due Week 13 (THIS WEEK!)

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WEEK 14 – Course Wrap Up

SMLR Goal VII: Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations.

Assignment

Pecha Kucha Oral Presentation (100 points)

20 slides, each on the screen for 20 seconds. Total presentation time: 6 min 40 seconds