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 and assessment results students will:

- recognize the mandate for particular employee skills given contemporary organizational needs and 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, including ability to synthesize information from various sources.

- 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
  Student Bio and Contemporary Employment Issues (Writing Assignment #1)
  Student Outcomes
  Students will:
  1. Introduce themselves to their learning community and instructor associated with topics that will be addressed in the course
  2. Investigate and consider contemporary/future employment trends and issues.
  3. Author summaries and opinion statements associated with three categories of trends and issues provided to students.
  4. Follow specific instructions and a template when developing assignment.
  5. Successfully upload assignment for instructor grading and learning community review/discussion.

Special Interest Topic (Writing Assignment #2)
  Student Outcomes
  Students will:
  1. Investigate a subtopic 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 - 600 word overview that clearly indicates synthesis of information on chosen subtopic; a 200 - 250 word description of the impact that the special interest topic has on the workforce or workplace; and a develop a 200 – 250 word opinion statement that highlights critical thinking on the subtopic.
  5. Follow specific instructions and a template when developing assignment.
  6. Successfully upload assignment for instructor grading and learning community review/discussion.

Professional Development Journal
  Student Outcomes
  Students will:
1. reflect on meaning & application of course material/assessments as knowledge gained/skills learned relates to the student’s vision of personal and professional life and goals. Students make meaning out of course material and state action plans associated with assessment results.

2. follow specific instructions and a template when developing journal material.

3. successfully upload assignment for instructor grading.

Journal Parts and Sections

Part I: Reflection on Success Strategies

Section 1 –Self-Awareness & Career Motivation – 20 points
Section 2 –My Definition of and Reflection on Success – 20 points
Section 3 - My Core Values – 50 points
Section 4 - My Goals, Goal Setting Abilities and Behavior – 40 points
Section 5 - My Reflections on Wellness and Balance – 20 points

Part II: Reflection on Specific Skills & Professional Development Plan

Section 6 – My Recognition of What It Will Take to Maintain Employment Over Time - 30
Section 7 – Understanding My Abilities and Aptitudes - 70
Section 8 - My Plan for Professional Development - 50

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.

Assignment Process:

Journal work involves reflection on topics/concepts addressed throughout the semester. Journal sections 1 – 5 are due end of week 8; sections 6 -8 are due at the end of week 13. Check calendar for exact due dates.

In order to complete several Professional Development Journal sections a student must complete 4 assessments (aptitude tests.) Students must complete the assessments on or before the date that they are assigned to earn 10 points. Assessments are completed through logging into the Psychtests testing area. Instructions linked to Journal home page. Check calendar for due dates. Reflection on results from these aptitude and skills tests is required.

- Social Learning

Peer Review of Wring Assignments; Peer-to-Peer Discussions (Forums)

Student Outcomes

Students will:

1. read and reflect on the content of each other’s writing assignments (#1 and #2)
2. 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 peer writing assignments, 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 are encouraged to offer and discuss topic appropriate material they have found from outside of the required material in an effort to support a statement they’ve made within their comment or to move a discussion forward.

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 on a concept that is not already being discussed by a learning community member. 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. 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 Thursday mornings (except for Forum #4 - opens Wednesday) and close 11:59 pm Tuesday nights. First comment deadlines are 11:59 pm, Sunday evenings.

- **Knowledge & Skill Assessments**
  **Student Outcomes**
  **Course Orientation Quiz**
  Students will:
  Exhibit proficiency in understanding overall course objectives, topics addressed in the course orientation and assignment videos; the syllabus and calendar; the Critical Tips for Successful Online Learning and Avoiding Plagiarism documents by successfully completing a Course Introduction quiz. The quiz is open book. Students may refer to course material when answering questions.

  **Comprehensive Final Exam**
  Students will:
  Exhibit depth of understanding of key concepts involved in Units I – III by successfully completing a comprehensive final exam. Knowledge gained/skills learned through material from all course weeks is assessed in final exam. The Final exam is open book.

**Assignment Process:**
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.

The final exam is comprised of true/false, multiple choice, short answer and essay questions.
Check calendar for quiz and final open/close dates and times.

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>769 – 700 Points = C</td>
<td></td>
</tr>
</tbody>
</table>

Poor
699 - 670 Points = D+; 669 - 600 Points = D; 599 and below = F

<table>
<thead>
<tr>
<th>% of Grade</th>
<th>Assignment and Points</th>
</tr>
</thead>
</table>
| Writing Assignments 55% | Student Bio and Contemporary Employment Issues (Writing Assignment #1)  
Worth 100 points  
Assignment shared with and discussed by learning community members in forum #1  
Special Interest Topic (Writing Assignment #2)  
Worth 150 points  
Choose project topic from a listing  
Students are encouraged to work in teams.  
Assignment shared with and discussed by learning community members in forum #4.  
Professional Development Journal  
Worth 300 points  
Journal is submitted in two parts. Total of 8 sections within all parts of the journal. Each journal section is worth a different number of points. |
| Social Learning 24% | Threaded Discussions (Forums)  
Worth 240 points  
Four forums worth 60 points each |
| Knowledge & Skill Assessments 17% | Course Orientation Quiz  
Worth 20 points  
Open book T/f. multiple choice and short answer questions.  
20 minutes  
Midterm Test Yourself Quiz  
Optional: Worth 40 points extra credit  
Comprehensive Final Exam  
Worth 150 points  
Open book comprehensive final.  
T/f, multiple choice, fill in the blank and essay questions  
90 minutes |
Assessment Completion
4%

Completion of Personal Assessments
Worth a total of 40 points
Four assessments must be completed by the due date identified on the calendar.

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, January 19, to get acclimated to the learning venue.
   Week 1 will begin Wednesday, January 20.
   The last day students will be expected to log into the course prior to final grades being posted is Tuesday, May 3.

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
1. The due date for each assignment is also clearly noted on the course calendar.
   January
   Course Orientation Quiz 1/26;

   February
   Introduction to 21st Century Employment – Writing Assignment #1 2/2; Forum #1: 1st Comment 2/7; Closes 2/9; Forum #2: 1st Comment 2/14; Closes 2/16; Career Motivation Profile Assessment 2/23; Identify and record preferred special interest topic for writing assignment #2 2/23

   March
   Goal Setting Skills Assessment Completed 3/8; Test Yourself at Midterm Quiz Closes (extra credit portion) 3/8; Journal Assignment Part 1 3/22; Creativity and Problem Solving Aptitude Assessment 3/29

   April
Forum 3 1st Comment 4/3; Closes 4/5; Special Interest Topic Writing Assignment #2 4/12; Team vs Individual Orientation Assessment 4/19; Journal Part II 4/26

May
Forum #4: 1st comment 5/1; closes 5/3; Final Exam – 5/4 – 5/7

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 forums or Psychtest assessments for Journal work.)

3. **Late Submission Penalty for Writing Assignments**
   Writing assignments #1 and #2 and Journal Parts I and II are accepted up to **24 hours late** (12 midnight Tuesday – 11:59 pm Wednesday) for a deduction of 10% of points (1 letter grade deduction.)
   Submission of a writing assignment up to **48 hours late** (by 11:59 pm Thursday) will be accepted for a deduction of 25% of points (2 ½ grade deduction). Students must contact instructor for permission to submit work 2 days late.
   Assignments are not accepted after the 48 hour period. NO EXCEPTIONS.

4. **No Late Submissions for Forums, Quiz/Final or Completing Psychtest Assessments**
   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. The quiz and final exam lock at midnight of the close date. No quiz or final exam make-up options are available. No points will be earned for completing assessments late.

**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, or take a quiz/final exam.

- **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 Saturdays and Spring 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 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 opportunities for students to earn extra credit during the semester. Students may choose to complete one, two, or all three of the options identified below.

**Option #1** Students may complete the “Test Yourself at Midterm” quiz to earn up to 30 points extra credit. Test Yourself at Midterm quiz involves True/false, multiple choice, and short answer questions. This option is available week 7.

**Option #2** Students who choose to work in a team to complete Writing Assignment #2 (Special Interest Topic) will earn an extra 10 points. Extra credit is uploaded at the time of grading the assignment.

**Option #3** Students evaluate and recommend writing assignment #2s submitted by two of their learning community teams/members. Students developing a review and recommendation receive up to 10 extra credit points; the students who authored the writing assignments recommended receive up to 10 extra credit points. Students use a form when developing their review/recommendation. This option is available week 14.

**Academic Integrity**

**Plagiarism**

One form of an academic integrity violation is plagiarism. Students must understand the forms of plagiarism. Students are provided material titled *Plagiarism: Identifying & Avoiding* as a link under the Course Home tab and are responsible for the contents of the document. Some facts are assessed as part of the Course Orientation quiz.

Plagiarism will not be tolerated. All material taken from another source must offer proper attribution. No component of a student’s writing assignment should originate from a past submitted assignment or material downloaded or purchased.

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.

**Exam Cheating**

Engaging in cheating when completing a course exam is a serious academic integrity violation. The student who is registered for the course must be the student who completes his/her assessments. Completing exams with other classmates and/or calling/texting/emailing peers while taking course assessments will not be tolerated.

In addition, students should be aware that all testing material, both point bearing (Course Orientation quiz and Final exam) as well as extra credit (Test Yourself at Midterm) assessments are developed using a test bank. No two tests are the same.

The final exam in this course is open book. Students are allowed to access material to assist them when completing the final.

When a student is caught cheating, no points will be earned for the exam. Depending on the severity of the cheating violation, the situation will be reported to Rutgers University.
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 regarding the process of applying for a letter of accommodation:
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 – provides a link to instructions that address use of course tools.
- 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 technical associated questions can be accessed through two locations, our local Rutgers helpdesk that is staffed through COHLIT (Center for Online and Hybrid Learning and Instructional Technology); and through Pearson Learning Studio.
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 materials 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 is linked to the home page of the course:
Syllabus, Calendar, Grading, Critical Tips for Successful Online Learning, About Plagiarism

Videos
Course Orientation
Assignments
Course Tools

Assignments:
1st Weekly Message
1. Required Reading and Audio/Video
2. Course Introduction Quiz (Uses Proctortrack) – worth 20 points

Unit I: 21st Century Employment
Readings, Video, Assignments
Weeks 2 - 4

Week 2
Content Video: Unit I: 21st Century Employment Topics

Topic: Trends, Events and Issues Shaping 21st Century Employment
In the News: Contemporary Trends and Issues

Reading, Video, Audio
Selected news articles, broadcasts and reports that highlight current employment trends as well as challenges and issues.
Choose one news and views piece from three of the following areas:


Choose one news and views piece from three of the following areas:
Employment Skills for Success, Education and Work, Employment Diversity and Equity.

The 21st Century Workplace & Employment

Reading
The Future of Work and Workers Series (Center for Advanced Studies – Stanford University)
Choose 1 of the following:

- Who Owns the Robot in Your Future Work Life? - Richard B. Freeman, Harvard University
- The Water Cooler and the Fridge - Mario L. Small, Harvard University
- A Nightmare Scenario—and Three Things That Might Prevent It - Andrew Schrank, Brown University
- A Future Like the Past - Margaret Levi, Stanford University

Video
McCann, T. A. (July 1, 2011). The Future of Work, YouTube; 2:09 minutes

Audio
NPR, Morning Edition
Zappos: A Workplace Where No One and Everyone Is the Boss
July 21, 2015, 4:32 minutes

Assignments:
2nd Weekly Message
1. Required Reading and Audio/Video
2. Writing Assignment #1: Student Introduction & Contemporary Employment Issues – worth 100 points

Week 3
**Topic: Tomorrow’s Workforce**

**Reading**
Forbs.com (online)
Morgan, J. (September 1, 2014.) The Evolution of the Employee

Jacob Morgan: Futurist, author *The Future of Work*


**The Millennial Employee**

*Report Excerpt*
Office of the President. Required:
Fact 5: College-going Millennials are more likely to study social science and applied fields – p. 14 – 15.
Fact 10: Investments in human capital are likely to have a substantial payoff for Millennials - p. 27 - 28
Fact 11: Working Millennials are staying with their early-career employers longer – p. 29 – 30

*Survey Results*

Harrington, B. (March 20, 2015) Is It Time to Retire 'Millennials'? Huffington Post (online)
(Brad Harrington, Executive Director, Boston College Center for Work & Family and Professor, Carroll School of Management.)

Assignments:
3rd Weekly Message
1. Required Reading and Audio/Video
2. Review Learning Community Writing Assignment #1 Submissions
3. Forum #1: Contemporary Issues & the Future of Work – worth 50 points
   (Open/close and first comment by dates in calendar)

Week 4
Topic: 21st Century Learning

Video
Content Video: 21st Century Learning

Reading
Chart

University Learning
Reading

Video

Lifelong Learning
Video

Social Learning in Workplaces:
Reading
Excerpt:
   What is the New Social Learning? p. 6 – top of page 10.
Assignments:
1. Reading, Video Assignments
2. Forum #2 Education & Employment – worth 50 points
   (Open/close and first comment by dates in calendar)

Unit II: Self Development for Employment Success
Readings, Audio/Video, Assignments
Weeks 5 – 8

Week 5
Topic: Personal Development Basics
Video  Content Overview: Foundations for Self-Development Work
Reading
Motivation, Self-Value and Self Awareness
Personal Growth: Motivation: The Drive to Change, Psychology Today (online)
Assignments:
5th Weekly Message
1. Required Reading and video
2. Complete Career Motivation Profile Assessment – worth 15 points
3. Work on Journal Part I Sections 1 and 2
4. Select Writing Assignment #2 Special Interest Topic

Week 6
Topic: Defining & Achieving Success
Reading
Denham, T. (October 21, 2011). What is Success? Timesunion.com (online)
Busteed, B. (May 24, 2015) The Two Most Important Questions for Graduates, Gallup (online)
(Brian Busteed: Executive Director, Education and Workforce Development, Gallup)

Video
Harrington, B. Redefining Success, Boston FoxNews; 4:33 minutes
(Brad Harrington, Executive Director, Boston College Center for Work & Family and Professor, Carroll School of Management.)

Topic: Core Values
Video
Content Overview: Identifying Core Values & Principles
Reading
Article series includes: The Value Based Life, A Personal Code of Values, and Five Steps to a Balanced Life (using values as base).

Assignments:
6th Weekly Message
1. Reading, Video Assignments
2. Work on Journal Part I Section 3

Week 7
Topic: Setting & Achieving Goals
Reading
Instructor Handout: SMART Goals

Assignments:
7th Weekly Message
1. Required Reading and Video
2. Complete Goal Setting Skills Assessment – worth 15 points
3. Work on Journal Part I Section 4
4. OPTIONAL: Complete Test Yourself at Midterm Quiz (40 point extra credit)

Week 8
Topic: Wellness & Balance
Video
Content Overview: Wellness & Balance
Employee Wellness
Reading
DefinitionofWellness.com
Dimensions of Wellness
Required Reading: Social Wellness, Occupational Wellness, Spiritual Wellness, Physical Wellness, Intellectual Wellness, Emotional Wellness, and Environmental Wellness
Chart
(Examples of Wellness Programs in the Workplace)

Employee Balance
Reading
Recommended

Videos
Recommended

Assignments:
8th Weekly Message
1. Required Reading and Video
2. Work on Journal Part I Section 5

Unit III: 21st Century Employee Skills & Competencies
Readings, Audio/Video, Assignments
Weeks 9 - 14

Week 9
Topic: 21st Century Employee Competencies

Reading
Report Excerpt:
Excerpt: 10 Skills for the Future Workforce, p. 11 - 16.

Report:

Video
Specialist Video:

Topic: Critical Thinking

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

Chart

Videos
Digital Splash Media (YouTube)
Do You Think? January 14, 2010 4:04 Minutes

Topic: Creative Thinking

Reading
Barke, E. Does brainstorming for new ideas really work? (Blog)
Ciotti, G. (March 15, 2013) Nine of the Best Ways to Boost Creative Thinking, Creativity (online)

Chart

Video
Instructor Overview – Creative Thinking
Where Do Good Ideas Come From? YouTube, September 17, 2010, 4:07 Minutes
How to Have Better Creative Thinking, YouTube, April 12, 2011, 3:35 minutes

Assignments:
9th Weekly Message
1. Required Reading and Video
2. Complete Creativity and Problem Solving Aptitude Assessment – worth 15 points
3. Work on Journal Part II Section 7 (Critical and Creative Thinking portion)

Week 10

Topic: Gardner’s Five Minds for the Future

Video
Content Overview : Five Minds for the Future
(May 1, 2007). Howard Garner’s Five Minds for the Future, Open Mind, PBS, 28:26 minutes (required 1:00 – 7:00 minutes)

Reading
Excerpts:
Principle features of each mind: Disciplined Mind, Synthesizing Mind, Creating Mind, Respectful Mind, Ethical Mind, p. 154 – 158

Audio

Example of the Use of the Respectful Mind
Study Says Creativity Can Flow From Political Correctness
NPR; January 24, 2015; All Things Considered; 3:33 Minutes
Interviewed: Michelle Duguid, Washington University (St. Louis)

Topic: Synthesizing Information

Reading
(February 22, 2012) Reading Comprehension Strategies – Synthesizing Information, Rourke Educational Media (online)

Video

Assignments:
10th Weekly Message
1. Required Reading and Video
2. Forum #3 (Open/close and first comment by dates in calendar)
3. Work on Journal Part II Section 6 & 7

Week 11
Topic: Adaptability & Flexibility

Reading

Video
Miglani B. (February 27, 2015) How to Adapt to Change in the Workplace, YouTube, 10:58 minutes

Charts
   Flexibility and Adaptability Skills
   Social and Cross-Cultural Skills

Assignments:
11th Weekly Message
1. Required Reading and Video
2. Work on Journal Part II Section 7
3. Submit: Special Interest Topic Writing Assignment #2 – worth 150 points

Week 12
Topic: Collaboration and Teamwork

Overview

Video: Content Overview – Collaboration & Teamwork

Basic Theory
Reading


Chart

Skill Development
Reading
Eikenberry, K. Nine Ways to Contribute to Project Team Success. ProjectSmart (online)


Bruzzese, A. (June 24, 2013.) Four Ways to Boost Team Collaboration – Interview. The Fast Track, Intuit.com (online)

Video
Relationships at Work: Five Tips for Improving Dysfunctional Relationships Ashridge Business School - 2014

Assignments:
12th Weekly Message
1. Required Reading and Video
2. Complete Team vs Individual Orientation Assessment – worth 15 points
3. Work on Journal Part II Section 7

Week 13

Video
Content Video: Your Professional Development Plan

Assignments:
13th Weekly Message
1. Complete Journal Part II - Section 8
2. Submit Journal Part II – Sections 6 – 8 – worth 150 points

Week 14

Assignments:
14th Weekly Message
1. Read Learning Community Writing Assignment #2
2. Forum #4 (Open, 1st comment and close dates in calendar) – Worth 50 points
3. Complete Final Exam (Uses Proctortrack - Open and close dates in calendar.) – worth 150 points
4. OPTIONAL: Extra Credit Assignment: Review of Learning Community Writing Assignment #2 – worth 15 points.