

FCS 447 Professional Development
Fall 2011
T-Th 9:25 – 10:40

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COURSE SYLLABUS

Course Description

FCS 447 Professional Development. Preparation for the professional job search. Emphasizes goal setting, resume preparation, interviewing, business etiquette, dressing for success and letter writing skills needed by college seniors. **Prerequisite:** Senior standing, should be within two semesters of graduation.

Course Objectives:

The student will be able to:

1. Identify personal and professional long and short-term goals.
2. Analyze individual skills, interests and experiences related to specific personal and professional goals across various cultures.
3. Use current technology to develop a resume of personal, professional and educational qualifications.
4. Use current technology to compose appropriate business letters related to the job search.
5. Use current technology to research a potential employer or job.
6. Identify effective interviewing techniques.
7. Organize a professional development portfolio.
8. Participate in a business luncheon.
9. Participate in a mock interview.
10. Participate in class discussions related to selective readings.

Tentative Grade

Dream Sheet 25

Goal Setting 25

Library/Internet Assignment 25

Habit Assignment 50

Resume 100

Cover Letter 100

Thank You Note 50

Mock interview/Video Presentation 100

Professional Portfolio 100

Business Lunch 50

Etiquette and Table Setting Quiz 25

Research of company, institution, business 75

Class Discussion 50

Daily Assignments 50

Total Possible Points 825

Detailed information on assignments will be given later. Final grades will be calculated based on an accumulation of points. To determine a percentage grade, divide the number of points earned by the number of total possible points. This percentage grade will be converted to a letter grade using the university scale.

University Grading Scale

A 94-100

B 84-93

C 74-83

D 65-73

F below 65

Attendance Policy

- Class attendance is required and expected. Students will be expected to be on time and remain for the entire class period. University policy will be followed in determining a student's eligibility to pass the course as related to absences (total of both excused and unexcused absences). Three tardies or early departures constitute one absence. **The number of classes which may be missed without automatically failing the course will be determined by the number of times the class actually meets.**

There will be times when there are outside activities such as luncheon interviews and mock interviews rather than class meetings.

- Excused absences should be cleared with the instructor in advance whenever possible; however, they will still be counted as absences.

- Absences will reduce the potential points for class participation and the maximum grade that a student can receive for the course. One cannot participate in a class if he/she is absent. As the objective for this class is to learn to behave professionally, two points will be deducted for each tardy or early departure. If a student has a legitimate reason that they must be late to class, it is their responsibility to notify the instructor of the legitimate reason. Inability to find a parking space is not a legitimate reason.

- **Sleeping in class will be counted as an absence.**

- **Use of cell phones during class is unprofessional and not permitted. This includes texting.**

General Information

- **Labs or group work cannot be made up**

- No make-up work is allowed for unexcused absences

- Make-up work will be due within a week of the excused absences unless other arrangements are made in advance. The student is responsible for obtaining all makeup work, handouts and/or notes missed.

- Blackboard will be used as a supplement to this course. All students must have a Blackboard ID and check the website regularly.

- Assignments are due at the beginning of the class period on the due date.

Assignments turned in after that time are late. Points will be deducted from late assignments.

Assignments to be turned in through Blackboard must be turned in by the beginning of the class period for which they are assigned. It is the responsibility of the student to be sure that he/she can access Blackboard before the first assignment is due. Assignments due on Blackboard will only be accepted through Blackboard; students having trouble accessing Blackboard may find help through the help desk 24 hour number.

- It is the responsibility of the student to schedule make-up quizzes with the instructor and the secretary for excused absences within one week of an absence. If the student does not appear at the agreed upon time, and does not notify the secretary that he/she will not appear, another time will not be scheduled.

- Students should attend to any needs that can be anticipated during the 75-minute class period **prior to coming to class**. Class participation points will be lost for each time a student leaves class.
- Cell phones and pagers must be turned off during class. If an emergency call is expected, special arrangements can be made with the instructor at the beginning of the class. Students who use their phone for texting or talking will lose class participation points and will be asked to either leave their phones at home or with the instructor in the future.
- Prior to leaving the room during a test, the instructor or proctor must be notified. Students will be allowed to leave only if a true emergency exists.
- Students may, at any time ask to see their class average. It will be the student's responsibility to ask. All assignment grades will be posted on the Blackboard website. You will be expected to write **thoughtful, comprehensive answers, using correct spelling and grammar. Organization, accuracy, and content will account for 75% of the grade; grammar, spelling, and punctuation will account for the remaining 25%**. The following website may be used as a reference if you have questions regarding the writing process, writing styles, as well as grammar and punctuation: <http://leo.stcloudstate.edu/catalogue.html>. **Students needing additional assistance are encouraged to contact the Writing Center on campus.**

University Policy on Cheating and Plagiarism

Cheating and plagiarism are not to be tolerated. If it is established that a violation has occurred, instructors determine the penalty. In this course, the penalty for a first offense involves a grade of zero on the test or assignment. A second offense will be reviewed for more stringent action and will be reported to the division/department chair, the student's advisor, and dean, and will usually result in suspension. Any additional offenses will usually result in expulsion from the university. Please see the university policy on cheating and plagiarism in the current undergraduate bulletin.

Please be informed that copying and pasting from another student's work is considered cheating, as is copying and pasting from websites. All assignments and tests in this course are to be completed independently.

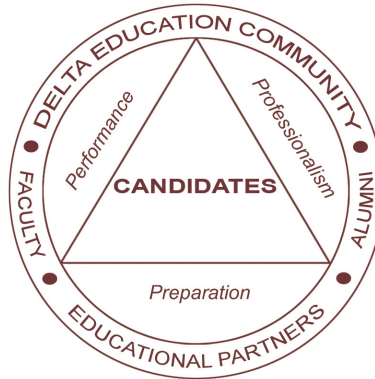
Students with Disabilities

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the university.

Reference List

- Bell, A., & Smith, D. (2004). *Building your network through communication*. Upper Saddle River, NJ: Prentice Hall.
- Bell, A., & Smith, D. (2004). *Interviewing for success*. Upper Saddle River, NJ: Prentice Hall.
- Bell, A & Smith, D. (2004). *Speaking effectively*. Upper Saddle River, NJ: Prentice Hall.
- Kador, J. (2002). *201 best questions to ask on your interview*. New York, New York: McGraw-Hill.
- Michelozzi, B. (2000). *Coming alive from nine to five* (6th edition). Mountain View, CA: Mayfield Publishing Company.

- Orton, D., Freelin, T., Jacobs, F., & Wingo, R.R. (2003) *Building professionals: creating a successful portfolio*. Upper Saddle River, NJ: Prentice Hall.
- Robbins, C. R. (2002). *The job searcher's handbook* (2nd edition). Upper Saddle River, NJ: Prentice Hall.
- Sukiennik, D., Bendat, W., & Raufman, L. (2007). *The career fitness program: Exercising your options*, 8th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall.



**Delta State University
College of Education
Conceptual Framework
DELTA P3 MODEL**

Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

- 1. Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
- 2. Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
- 3. Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
- 4. Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
- 5. Education is enhanced by technology**, infused throughout programs and services. (GP5)