Elmira Business Institute

Student Syllabus: Writing Essentials (COM003)

Course Credits/ Clock Hours: 0/2
Course Delivery Mode: Residential

Course Description

This course is designed to develop the student's writing skills by reviewing the fundamentals of grammar, parallel construction, outlining techniques, proper word usage, and the basic mechanics of the sentence. Attention is given to spelling, punctuation, and word usage, and the writing of grammatically correct sentences is the primary concern. Short writing assignments are designed to make the student comfortable with the writing process. Students that score less than a 70 on the Accuplacer will be placed in Writing Essentials, the non-credit bearing course. Students that score a 70 or higher on the Accuplacer will be placed in College Writing I, a credit-bearing course. (Lec/Lab/Ext/Total) (0 credit/30 hours).

Student Learning Outcomes

Upon completion of this course, student will be able to:

- Define and recognize how the eight parts of speech function in sentences.
- Practice, use, and apply dictionary concepts (print, electronic, online) correctly and confidently.
- Recognize basic sentence elements and learn to use them correctly.
- Recognize nouns and make regular and irregular nouns plural.
- Describe and apply the rules for making nouns possessive.
- Identify and correct fragmented and run-on sentence constructions.
- Interpret effective topic sentences.
- Identify implicit and/or explicit main ideas in individual paragraphs.
- Develop detailed, cohesive, unified paragraphs.
- Describe and discuss assigned reading comprehension assignments.

Required Course Texts & Course Materials

Buscemi, Santi V., and Charlotte Smith. *75 Readings Plus*. 10th Ed. New York: McGraw-Hill, 2013. Print. (ISBN: 9780077426446)

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *The McGraw-Hill Handbook*. W?MLA Update 2016 New York: McGraw-Hill, 2016. Print. (ISBN: 9781259988622)

Supplemental educational learning materials may include and are not limited to

EasyBib: Free Bibliography Maker - MLA, APA, Chicago Citation Styles. Imagine Easy Solutions, LLC, 2011. Web. 21 Sept. 21. <http://www.easybib.com/>.

"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University, 2015. Web. 1 Oct. 2015. <https://owl.english.purdue.edu/owl/>

Strunk, William, and E.B. White. *The Elements of Style*. 4th ed. Longman, 1999. Print. (ISBN: 9780205313426)

Assessment

The course is graded on a Pass/Fail grading scale. Attendance is mandatory and must remain above 68 percent. Students who actively participate in the course and complete all activities, assignments, and quizzes while maintaining an attendance record of 68 percent or higher will earn a grade of Pass for the course. Students who fail to meet these requirements will receive a grade of Fail and will repeat the course.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Pass (attendance/professionalism average) 100%	**P= 68% or higher**
Fail	**F=repeat COM 003**

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) or the Library.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-ups *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time. One-Stop assignments must be taken within one week of the date of absence; failure to make up work in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

Course Schedule

Lesson

Lesson #	***Topic(s)***
1	• **Introduction of the course. Overview of language structure.**
2	**The Sentence** • Learn the basic skills needed to write clear, error-free sentences and be able to identify the different parts that comprise a full sentence. Distinguish between full sentences and fragments; complete fragments so they are changed into complete sentences.
3	**Major Classes of Nouns and Plural Nouns** • Define different types of nouns, such as proper nouns versus common nouns and be able to locate them within a sentence. Practice changing nouns from singular to plural correctly.
4	**Possessive Noun** • Define what a possessive noun is and be able to locate them within a sentence. Discuss the rules for changing nouns from their singular form to their possessive form and practice these rules by applying them to sentences.
5	**Personal Pronouns** • Define what a personal pronoun is; use personal pronouns correctly as subjects and objects, and be able to locate them within a sentence. Practice identifying pronouns and replacing nouns with pronouns correctly.

6	**Indefinite, Relative, Demonstrative, Possessive, and Interrogative Pronouns** • Define the different types of pronouns including indefinite, relative, demonstrative, possessive, and interrogative and discuss the differences in how to use them. Practice identifying the different types of pronouns within a sentence.
7	**Verbs** • Define the difference between standard and irregular verbs and how to correctly conjugate their forms. Discuss when community dialect should and should not be used in order to create clear communication.
8	Writing Assignments in class
9	**Verb Agreement with Subject** • Discuss the relationship between subjects and verbs, how they are connected within sentences, and rules for agreement. Practice conjugating verbs so that they agree with the subject.
10	**Time of Verbs Section** • Define verb tense; discuss the 12 types of verb tenses and be able to identify them in a sentence. Discuss the difference between active and passive verbs and identify when they should be used and how they change the meaning of a sentence.
11	**Conjugation of Verbs and Irregular Verbs** • Review regular verbs; discuss the differences between regular and irregular verbs and rules for conjugating irregular verbs. Discuss the list of irregular verbs and practice conjugating them.
12	**Adjectives** • Define adjectives and discuss their purpose in the sentence; learn tips on how to properly use different forms of adjectives. Practice identifying adjectives within the sentence and learn how to properly form them.
13	**Adverbs** • Define adverbs and discuss their purpose in the sentence, learn tips to avoid common mistakes with adverbs. Practice identifying adverbs within the sentence and learn how to properly form them.
14	**Prepositions and Conjunctions** • Recognize prepositions and how they are used in sentences. Recognize the different types of conjunctions and how they are used and punctuated in sentences.
15	**Phrases and Clauses** Understand the difference between a phrase and a clause by defining the different elements that comprise each one. Learn the two types of clauses and how to appropriately use each type in writing.
16	**Practice Writing Assignments**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, Revised 11/27/17 js Revised August 2018 klp,

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	**Excellent (16-20 points)**	**Good (11-15 points)**	**Fair (6-10 points)**	**Poor (0-5 points)**
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute

Student Syllabus: College Writing I (COM111)

Prerequisites: COM003, Writing Essentials or a score of 70 or above on the Accuplacer Assessment
Course Credits/ Clock Hours: 3/45
Course Delivery Mode: Residential

Course Description

This course is designed to assist students in developing clear writing and thinking by exploring various kinds of writing styles and techniques. As an introductory writing course, grammar and mechanics will also be emphasized. Writing techniques will be illustrated by appropriate readings that the students use as models for their own writing. Students further develop their writing skills as they work through the writing process of prewriting, drafting, revising and editing their papers, as well as proofreading the writings of others. Students also critically read and respond to the writings of others, both from the text and from outside sources. Most assignments incorporate library and internet research to develop information literacy skills. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, student will be able to:

- Demonstrate critical reading skills for both form and content, including an awareness of authorial intent
- Recognize distinguishing characteristics of various genres of writing
- Understand writing as a recursive process and develop individualized strategies to move from brainstorming and drafting through revision and editing to final proofreading
- Develop mastery of various grammar and mechanics elements of the English language
- Demonstrate increased skill and confidence in objectively critiquing his/her own work
- Respectfully and meaningfully respond to classmates' drafts-in-progress
- Utilize EBI library and internet to seek necessary information for personal, academic, and professional uses, distinguishing between reputable and non-reputable sources
- Develop library database research techniques, differentiating between popular and academic sources
- Evaluate information to assess quality, relevance, and usefulness
- Demonstrate selected information into knowledge base and value system
- Utilize information effectively to accomplish a specific purpose
- Write papers and produce outside sources using MLA format; understand and avoid plagiarism
- Compute and navigate additional information resources in their community, after completing a tour of the EBI Library and Binghamton University or Steele Memorial Libraries

Required Course Texts & Course Materials

Buscemi, Santi V., and Charlotte Smith. *75 Readings Plus*. 10th ed. New York: McGraw-Hill, 2013. Print. (ISBN: 9780077426446)

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *The McGraw-Hill Handbook*. W/MLA update 2016 New York: McGraw-Hill, 2016. Print. (ISBN: 9781259988622)

Supplemental educational learning materials may include and are not limited to

Bender, Tisha, et al. *Rugers RIOT-Research Information Online Tutorial*. Rutgers University, 2009. Web 5 Oct. 2015. <http://clinets.kognito.com//rutgers/infolit/>

"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University 2015. Web. 1 Oct. 2015. <https://owl.english.purdue.edu/owl/>

EasyBib: Free Bibliography Maker-MLA, APA, Chicago Citation Styles. Imagine Easy Solutions, LLC, 2013. Web. 2015 21 Sept. 2015. <http://www.easybib.com/>.

College subscribed databases including, but not limited to, InfoTrac, EBSCO, Proquest, and FirstSearch.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

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Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	**% of Grade**
Professionalism/Attendance	10%
Homework	10%
Quizzes	10%
Writings	50%
Final exam	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95 - 100	A	4.0
90 - 94	A-	3.7
86 - 89	B+	3.3
83 - 85	B+	3.0
80 - 82	B-	2.7
76 - 79	C+	2.3
73 - 75	C	2.0
70 - 72	C-	1.7
68 - 69	D+	1.3
66 - 67	D	1.0
65	D-	0.7
0 - 64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Transfer	T	----
Institutional Exam (Test Out)	TO	----
Pass	P	----

Advanced Placement Credit	APC	----

Course Policies

Behavioral Standards

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Make-Up Policy

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

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Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson Week #	***Topic(s)***
1.	**Course introduction. Finding "voice" and writing to learn—benefits of course and communications process. Fear/dislike/anxiety about writing/common misperceptions; understanding writing as a process. Introduction to grammar and punctuation** • Learn the basic principles that emphasize writing as a process in order to mitigate the anxiety of writing and learn how to write well.
2.	**Characteristics of Good Writing; Reading and Writing for Both Form and Content; Comprehension vs. Critical Thinking** • Develop strategies to increase reading comprehension. • Recognize the difference between comprehension and critical thinking, including opinion versus interpretation. • Understand the importance of each term and how they fit into the overall writing process.
3.	**Purpose and Audience** • Demonstrate reading beyond topic and content to determine authorial intent, including identifying general purpose (entertaining, informing, arguing) as well as finding explicit arguments or inferring and formulating implied arguments • Determine what prompted the writer to create the piece and for what intended audience. • Recognize purpose and audience as critical consideration when reading and writing.
4.	**Brainstorming, Topic Generation Techniques, and Working Through Writers Block** • Understand, try, and consider various techniques and strategies for generating and developing ideas.
5.	**Descriptive Outlining (Reading and Revision Strategies)** • Annotate essays to identify content/main idea of each paragraph (what the paragraph says) and to determine the point of each paragraph (what the paragraph does) • Diagram to identify introduction, sections, and conclusion • Analyze individual ideas separately in relation to each other and the whole in order to increase understanding. • Understand how drafting and revising, and descriptive outlining help with development and organization.
6.	**Thesis statements** • Understand function and characteristics of thesis statements for informative and argumentative essays

	• Identify the thesis sentence and distinguish it from the topic and keywords • Identify thesis restatements throughout essay • Practice writing thesis statements and evaluating effectiveness • Understand initially tentative nature of developing thesis statements.
7.	**Effective Paragraphing; Topic Sentences; Transitioning** • Recognize appropriate boundaries for paragraphs (limiting to one fully developed main idea) • Understand sections may have multiple paragraphs • Understand possible features of topic sentences (including transitioning and announcing) • Discuss examples and practice developing effective transitions within and between paragraphs
8.	**Midterm** **Summary** • Develop summaries of various lengths to succinctly represent topic, relevant content, and intended purpose • Practice evaluating accuracy of summaries from perspective of author as well as readers who have and have not read the piece.
9.	**Vivid Descriptive Writing and Economy of Words** • Develop clear and expressive prose • Understand balance with conciseness and eliminating redundancy or unnecessary words.
10.	**Proofreading Techniques and Revising Rough Drafts** • Understand revision as content, development, and organizational in nature • Understand proofreading as regarding grammar, style, punctuation, and correctness. • Practice strategies for revising, proofreading, and editing.
11.	**Peer Review Techniques and Responding to Others' Work; Self-Assessment** • Increase confidence in identifying strengths, weaknesses, and areas requiring revision or corrections in one's own and in others' writing. • Responsibly and respectfully turn observations into questions or constructive criticism.
12.	**MLA; Reputable Sources; Database Research; Incorporating Evidence** • Follow MLA guidelines for formatting and incorporating in-text and work cited sources • Understand and avoid plagiarism • Differentiate between summarizing, quoting, and paraphrasing, and determine how to choose each • Effectively integrate sources • Recognize the characteristics and purposes of scholarly, popular, and trade sources • Evaluate web sources for credibility; search techniques for academic databases and Internet.
13.	**Argument Writing; Counterarguments and Anticipating Objections**

	• Develop a thesis-driven essay; avoid polarized stances by thoughtfully acknowledging objections and developing reasonable and respectful counterarguments.
14.	**Compare Different Genres of Writing (Including Cause and Effect, Process Writing, Compare and Contrast Writing, and Narrative Essays)** • Define the differences between types of writing and identify role of rhetorical situations. • Recognize and practice writing components of various genres.
15.	**Final examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, Revised November 2017 emm, Revised August 2018 klp,

	Excellent	Above Average	Average	Fair	Poor	Score
Completeness	Project meets the full length and content requirements while maintaining high-quality discussion of ideas. (20)	Project meets the full length and content requirements and all ideas are contributing to overall quality. (16-19)	Project meets the upper length and content requirements and all ideas are relevant. (11-15)	Project meets the lower end of the length and/or content requirements and/or some ideas are not contributing to overall quality. (6-10)	Project meets only (or less than) the base length and/or content requirements of the project. (0-5)	
Purpose / Thesis & Content	Paper clearly achieves its unifying purpose and demonstrates higher thinking, with a unique and compelling thesis (when applicable). All ideas advance purpose. (25)	Paper is clearly guided by a unifying purpose that demonstrates above average thinking; thesis is interesting. All ideas contribute to purpose (21-24)	Paper displays a recognizable, unifying purpose and demonstrates an average thinking; thesis is solid. All ideas are relevant to purpose. (14-20)	Paper sometimes loses focus or shows little depth of reasoning; thesis is basic or underdeveloped. Some ideas distract from purpose. (9-13)	Paper seems only loosely (or not) guided by a recognizable, unifying purpose; thesis is unclear or missing. (0-8)	
Structure & Development (Paragraphing & Transitions)	Paragraphs are impressively developed, cohesive, strategically ordered, and linked by skillful transitions. (20)	Paragraphs are developed, cohesive, logically ordered, and linked with smooth transitions. (16-19)	Paragraphs suffice, organization is sound, and transitions are evident. (11-15)	Paragraphs sometimes lack coherence or development; some transitions are ineffective. (6-10)	Paragraphing is unorganized and/or underdeveloped; transitions absent. (0-5)	
Evidence & Integration of Sources	Writer chooses excellent evidence from reputable and appropriate texts to support purpose/thesis and expertly integrates sources; masterfully paraphrases/quotes. (15)	Writer chooses strong evidence from reputable and appropriate texts to support purpose / thesis and integrates sources well; successfully paraphrases/quotes. (11-14)	Writer chooses acceptable evidence from texts to support purpose / thesis and uses source integration techniques; uses both paraphrases and quotes. (9-10)	Writer chooses inadequate evidence from texts to support purpose / thesis and/or ineffectively integrates sources. (6-8)	Writer chooses substandard quality/ amount evidence from texts to support purpose / thesis and/ or fails to success-fully integrate sources (0-5)	
Mechanics Spelling, Grammar, Punctuation, Style, and MLA Formatting	Paper displays excellent spelling, grammar, punctuation, and style/tone. MLA style is exemplary. (20)	Paper displays above average spelling, grammar, punctuation, and style/tone with no more than 1 mistake per page. MLA style is used consistently. (16-19)	Paper displays average control of spelling, grammar, punctuation, and style/tone with no more than 2 mistakes per page on average. MLA style is used but exhibits common errors. (11-15)	Paper displays fair control of spelling, grammar, punctuation, and style/tone with no more than 3 mistakes per page on average. MLA style is used inconsistently. (6-10)	Paper displays poor control of spelling, grammar, punctuation, and style/ tone. MLA style is poorly (or not) demonstrated. (0-5)	

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	**Excellent (16-20 points)**	**Good (11-15 points)**	**Fair (6-10 points)**	**Poor (0-5 points)**
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute

Student Syllabus: College Writing II (COM121)

Prerequisites: College Writing I (COM111) **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

Course Description

This course is designed to teach students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts, guided by the needs and practices of business, industry, and society at large. The use of proper grammar, punctuation, and sentence structure will be reviewed and emphasized in terms of presentation of business communications. The students will study and practice various forms of written communications including, but not limited to, reports, emails, memos, and business letters. Students will draft and compose a final copy of a resumé and reference sheet. Assignments will involve library research and practice in information literacy and computer usage to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate writing as a process, including planning, drafting, organizing, revising, and proofreading and editing documents, both individually and collaboratively
- Identify, explain, and apply six elements of effective communication
- Apply understanding of the roles of purpose and audience in planning effective correspondence
- Analyze writer's desired outcome and predict reader's reaction in order to choose best approach in various business scenarios
- Explain the importance of establishing credibility for business communications and describe how competence, caring, and character affect professional credibility
- Write professional business correspondence
- Develop and apply time-management and teamwork skills in order to work both collaboratively and independently on a long-term project
- Demonstrate appropriate modes of communication, both spoken and written, that effectively and ethically address professional situations and audiences, and build professional ethics, including potential drawbacks of each mode
- Identify, evaluate, and demonstrate print and online information selectively for particular audiences and purposes
- Prepare a thorough, polished written portfolio of a multitude of business correspondence that illustrate concepts of course
- Prepare resume, professional summary statement, and personal "branding" concepts to use in future electronic portfolio
- Produce strategic and effective cover letters, reference sheets, and interview thank you messages.

Required Course Texts & Course Materials

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*. 2nd ed. New York: Mc-Graw-Hill, 2016. Print. (ISBN: 1259677222)

Supplemental educational learning materials may include and are not limited to

Abell, Alicia. *Business Grammar, Style & Usage: The Most Used Desk Reference for Articulate and Polished Business Writing and Speaking by Executives Worldwide.* Aspatore Books, 2003. Print.
(ISBN: 9781587620263)

Bradberry, Travis, and Jean Greaves. *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009. Print. (ISBN: 9780974320625)

EasyBib: Free Bibliography Maker - MLA, APA, Chicago Citation Styles. ImagineEasy Solutions, LLC, 2013. Web. 30 July 2013. <http://www.easybib.com/>.

Harvard Business School. Business Communication (Harvard Business Essentials). Boston: Harvard Business Press, 2006. Print.
(ISBN: 9781591391135).

"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University, 2015. Web. 1 Oct. 2015. https://owl.english.purdue.edu/owl/

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory

training.

- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	15%
Homework	25%
Career Portfolio Project	25%
Cumulative Final Exam	20%
Total	**100%**

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65 D-	0.7	
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is

not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and

many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a “D-” is required to pass the course. Documentation will be housed in the student’s academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	*Topic(s)*
1	***Introduction to the Course*** • Understand writing is a process, including planning, drafting, organizing, revising, and proofreading and editing documents, both individually and collaboratively and using different formats of writing for varying situations.
2	***Communicating in Today's Workplace*** • Learning the importance of establishing credibility in all types of business communication and what factors affect credibility. • Define business ethics, corporate values, and personal values and understand how they affect business communications.
3	***Professionalism*** • Discuss the different elements that comprise professionalism including formality, point of view and voice, clarity and conciseness, citations and references, and content.
4	***Resumes and Cover Letters*** • Identify key selling points for the job application process. • Evaluate the primary needs of employers for positions of interest. • Create both chronological and functional resumes and cover letters to highlight key selling points. • Develop a list of references that will improve your employment prospects. • Develop strategies for responding to common job interview questions. • Explain etiquette for following up after job interviews.
5	***Process and Importance of Revision*** • Learn to identify the process of revision by focusing on unity, supporting details, coherence, and grammar.
6	***Planning Business Messages*** • Describe the AIM planning process for business messages and demonstrate and understanding of how to format professional business correspondence.
7	***Composing Business Messages and Revising Business Messages*** • Identify the different types of business messages and have the ability to choose the correct type for varying situations. • Explain the importance of reviewing routine messages.
8	***Electronic Communications and Memos*** • Discuss and apply principles for writing effective emails. • Explain how to handle emotion effectively in online communications. • Describe strategies for managing digital message overload. • Apply principles of effective social media use in professional settings. • Learn how to build a credible online reputation. • Describe the ethical use of social media for work.
9	***Positive Messages***

	• Understand how appreciation messages help achieve business goals and strengthen work relationships. • Construct effective appreciation messages with a focus on tone, professionalism, and audience.
10	***Negative Messages*** • Explain how delivering bad-news messages impacts credibility. • Summarize principles for effectively delivering bad-news messages.
11	**Persuasive Messages** • Describe how credibility forms a basis for persuasion. • Explain how the tone and style of persuasive messages impact their persuasiveness. • Explain the AIM planning process for persuasive message and the basic components of most persuasive messages.
12	**Informal Reports** • Identify topics, purpose, and situations where an informal report would be the best format to use. • Describe elements that appear in an informal report.
13	**Proposals and Formal Reports** • Identify topics, purpose, and situations where a proposal or formal report would be the best format to use. • Describe the elements that appear in proposals vs. formal reports.
14	**Presentations** • Describe how planning a presentation leads to credibility. • Analyze presentation audiences in terms of message benefits, learning styles, and communicator styles. • Develop effective slide presentations. • Evaluate a presentation for fairness and effectiveness.
15	**Review andFinal Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, Revised August 2018 klp

College Writing II Project

Required elements:

1. **Updated Self-Inventory of Career Interests and Job-Related Abilities & Attributes** (Use format from p. 466. This should be a revised and polished version of the first draft you did early in the semester.)

2. **Your résumé**, incorporating advice from our class and including your education. (Indicate "Anticipated" or "Expected" with your graduation month and year.)

3. **Job posting/announcement** in the field that you are studying. This should be a position that you would apply for if you were graduating this semester. The posting should be analyzed and annotated to identify the desired abilities and attributes. **Cover letter**, written as if you already have graduated and are applying for the position of the job posting. Your cover letter should emphasize those abilities and attributes you chose to merge from your résumé/experience with the details of the position you are applying for.

4. **Reference list**, with required components listed in text (3-5 professional references who have given you permission to list them)

5. **Request message,** asking recipient to be one of your professional references

6. **Thank you message (**following an interview)

7. **Positive message,** utilizing the direct approach, written with the purpose and audience of your choice, on behalf of you as a representative of the company in the position you applied for

8. **Negative message,** utilizing the indirect approach, written with the purpose and audience of your choice, on behalf of you as a representative of the company in the position you applied for

9. **Professional and strategic *LinkedIn* Profile Summary Statement:** Your summary is a brief positive overview of your professional identity that you could post to a *LinkedIn* profile. You should look at samples for inspiration and have your typed Word version approved before posting it online.

10. **Professional Mission Statement: Your Code of Ethics and Conduct (see**

attached)

ASSIGNMENT PURPOSE & GRADING:

Your Program Director and Campus Director will be interviewing you early in Career Placement Seminar to arrange an externship site. Your polished résumé must be ready for that initial interview and for the externship site interview.

Your resume will be the most important component on your Linked In page. *You must get your résumé ready this semester.*

You will continue to develop, revise, and polish your employment materials for the rest of your professional life. You should do your very best on this project.

This project will be graded holistically using the EBI College Writing II Career Portfolio Project Rubric included in your syllabus. Completeness is expected, and any missing part will automatically deduct 10 points of overall project grade. Additionally, for your project to be A-range eligible, your résumé and cover letter must meet the following two criteria:

a) Employer-ready: Your résumé and cover letter must be complete, accurate, and impressive enough to make a great impression on a potential employer. **You will be using this document for your Program Director interview, and your Externship site interview.**

b) Reflective of course: The resume and cover letter should reflect practically all College Writing 2 concepts, including credibility; all 6 Cs; awareness of purpose and audience, which includes goodwill and you-view; the direct writing pattern, and deliberate style and formatting decisions to maximize readability. *Your chosen abilities and attributes should be obvious in your overall package.*

Professional Mission Statement: Your Code of Ethics and Conduct

The Professional Mission Statement: Your Code of Ethics and Conduct ("Code" for short) will be your own unique, individualized professional statement identifying the standards you will hold yourself to as an employee. This code will have both internal and external value—meaning that you will look to it for inspiration and guidance, and that an employer or colleague could read it to understand the value system that will guide your professional decision-making and behavior. You should start by conducting an inventory of professional values and behaviors that you find most important. Think about how you can be counted on to consistently act. What makes you the person and worker you are? Specific topics we've covered together this semester include

- Credibility, professionalism / soft skills; abilities & attributes (Ch 1 &16);
- Emotional intelligence and interpersonal communication (Ch 2);
- Listening and approaches to difficult conversations (Ch 2 & 3);
- Approaches to writing effective routine and "bad news" business messages, including improving readability, in *all* forms of written messages (Chs 5-10).

Related topics include (but are not limited to) teamwork, leadership, reliability, accepting responsibility, punctuality, respect, learning from mistakes, courtesy, appearance, tolerance, honesty, willingness to learn, attitude, handling pressure, and adaptability.

You should think of what you value—and then how those values (your ethics) influence your behaviors as a person and an employee (your conduct).

This requires real introspection and drafting time. You should use your course materials. If you look online for samples or inspiration, DO NOT save or print them. **Copying the ideas or format of someone else's and "making it your own" is unacceptable for this project**. (You also should not use language from your professional organization's code.) Please spend time planning before you begin drafting, and review and revise for your best grammar, punctuation, correctness, goodwill, 5Cs, you-view, and achievement of purpose. The final version should reflect your very best grammar, spelling, usage, and punctuation. It should also be visually appealing and professional.

Keep these to one page, though you can decide on the formatting (including spacing, font, and layout). *Aim to provide a complete picture of you, while also maintaining ease of readability.* There is no one right way in terms of appearance, design, paragraphs versus bullets, etc. You should imagine displaying it in a frame near your workstation **as a daily testament to your daily approach to your work.** Keep in mind that this is a professional code—it should not include references to family, friendship, or spirituality.

Save this Code for potential inclusion in your e-Portfolio. You should also review and update it periodically as you evolve professionally, much as you will revise your résumé over time. To be successful for this course, both **ETHICS** ("internal" values and character traits) and **CONDUCT** ("external" behavior) must be addressed. At least 10 identifiable concepts must be included.

College Writing II Career Portfolio Project Rubric

Component	Excellent:	Above Average:	Average:	Fair:	Poor:	**Automatic Fail:**	**Score:**
Grammar:	Student shows excellent control of grammar and style. (20 pts.)	Student shows above average control of grammar and style with no more than 5 mistakes in the whole project. (17.5 pts.)	Student shows average control of grammar and style with no more than 10 mistakes in the whole project. (16 pts.)	Student shows fair control of grammar and style with no more than 15 mistakes in the whole project. (14.5 pts.)	Student shows poor control of grammar and style with no more than 20 mistakes in the whole project. (13 pts.)	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Formatting:	Student shows excellent control formatting business communications of various types and styles. (20 pts.)	Student shows above average control of formatting various types and styles with no more than 5 errors in the whole project. (17.5 pts.)	Student shows average control formatting various types and styles with no more than 10 errors in the whole project. (16 pts.)	Student shows fair control formatting various types and styles with no more than 15 errors in the whole project. (14.5 pts.)	Student shows poor control formatting various types and styles with no more than 20 errors in the whole project. (13 pts.)	Student shows no control formatting various types and styles with more than 20 errors in the whole project.	
"6 C's":	Student shows excellent control of the "6 C's" with no areas for improvement. (30 pts.)	Student shows above average control of the "6 C's" with 1 or 2 instances for improvement. (25.5 pts.)	Student shows average control of the "6 C's" with 3 or 4 instances for improvement. (22 pts.)	Student shows fair control of the "6 C's" with 5 or 6 instances for improvement. (18.5 pts.)	Student shows poor control of the "6 C's" with 7 or 8 instances for improvement. (15 pts.)	Student shows no control of the "6 C's" with more than 8 instances for improvement.	
Creativity	Student shows excellent creativity with a fresh direction demonstrating deep thought and awareness of the task and possible types of communications needed. (10 pts.)	Student shows above average creativity with a fresh direction for the project demonstrating moderate thought and awareness of the task and possible types of communications needed. (8 pts.)	Student shows average creativity using a fresh direction for the project demonstrating some thought and awareness of the task and possible types of communications needed. (6 pts.)	Student shows fair creativity using a fresh direction for the project demonstrating little thought and awareness of the task and possible types of communications needed. (4 pts.)	Student shows poor creativity using a fresh direction for the project demonstrating no thought and awareness of the task and possible types of communications needed. (2 pts.)		

Component	Excellent:	Above Average:	Average:	Fair:	Poor:	**Automatic Fail:**	**Score:**
You-attitude/ Goodwill:	Student shows excellent awareness of audience and purpose conveying the reader's importance over the writer. Student uses every opportunity to show goodwill in their business communications. (20 pts.)	Student shows partial awareness of audience and purpose most of the time conveying the reader's importance over the writer. Student misses 1 or 2 opportunities to show goodwill in their communications. (17.5 pts.)	Student shows some awareness of audience and purpose some of the time conveying the reader's importance over the writer. Student misses 3 or 4 opportunities to show goodwill in their communications. (16 pts.)	Student shows little awareness of audience and purpose with little thought to conveying the reader's importance of the writer. Student misses 5 or 6 opportunities to show goodwill in their communications. (14.5 pts.)	Student shows no awareness of the audience and purpose with no thought to conveying the reader's importance over the writer. Student misses 7 or 8 opportunities to show goodwill in their communications. (13 pts.)		
						TOTAL	

Cover Letter Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	☐ Does not include specific work and education experience that relate to the job. Does not elaborate on skills or explain how they can contribute to the company. Does not ask for an interview.	☐ Includes relevant work and education experience and elaborates on skills, but does not always explain how they can contribute to the company's success. Does ask for an interview.	☐ Specifically shows how skills and work and education experience can contribute to the company's success. Uses examples to support analysis. Asks for an interview and provides necessary contact information.	
Organization	☐ Does not include all the necessary elements. No logical flow between paragraphs.	☐ Includes all the necessary elements. Paragraphs could use better structure and transitions.	☐ Includes all necessary elements, and all elements flow logically from one to the other.	
Writing Style	☐ Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	☐ Writing is short and direct. Uses some action statements and active verbs.	☐ Writing is direct and specific. Action statements and active verbs are used throughout. Style and tone are professional.	
Format	☐ Does not follow appropriate business letter format.	☐ Follows appropriate business letter format but leaves out a few details, such as enclosures.	☐ Follows appropriate business letter format exactly.	
Grammar and Usage	☐ Letter contains more than one grammatical error.	☐ Letter contains one grammatical error.	☐ Letter contains no errors in grammar and usage.	

TOTAL SCORE	
PERCENTAGE	
LETTER GRADE	

Resume Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	☐ The resume does not include all of the required elements.	☐ The resume includes all of the required elements, but actual content for each element is vague or incomplete.	☐ The resume includes all of the required elements, and each element is thorough and complete.	
Skills Statements	☐ Fewer than 3 skills statements are listed. Few keywords are used.	☐ Resume lists 3–5 skills and uses several keywords. Skills are not tailored to job and objective.	☐ Resume lists more than 5 skills and uses several keywords. Skills are tailored to job and objective.	
Writing Style	☐ Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	☐ Writing is short and direct. Uses some action statements and active verbs.	☐ Writing is short, direct, and specific. Action statements and active verbs are used throughout.	
Format	☐ Resume is poorly organized and difficult to read. Lacks bullets, lines, bold, italic, font changes, or graphics.	☐ Resume is somewhat organized and easy to read. Uses some formatting strategies to make scanning easier.	☐ Resume is well organized and makes good use of bullets, lines, graphics, and font changes to catch the reader's eye and emphasize key points.	
Grammar and Usage	☐ Resume contains more than one grammatical error.	☐ Resume contains one grammatical error.	☐ Resume contains no errors in grammar and usage.	
			TOTAL SCORE	
			PERCENTAGE	
			LETTER GRADE	
The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____				

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	**Excellent (16-20 points)**	**Good (11-15 points)**	**Fair (6-10 points)**	**Poor (0-5 points)**
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute

Student Syllabus: Oral Communications (COM130)

Prerequisites: None **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

Course Description

This course acquaints students with the challenges to effective oral communication. Verbal and non-verbal obstacles to productive communication are explored, and various techniques and strategies are offered for coping with them. Students become accustomed to making public presentations through a wide variety of workshop situations. Students take many active speaking roles and also learn to pay careful attention to the presentations of others. Special emphasis is given to the problems of communication that arise in various informal business situations. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Develop and apply strategies to overcome specific public speaking fears
- Differentiate between hearing and listening; develop the skills to meaningfully and tactfully critique both the content and delivery of speeches
- Choose and research a topic
- Develop the content and determine the best structure for an effective presentation
- Develop and effectively use supporting materials
- Analyze an audience and adjust delivery techniques accordingly
- Distinguish between, plan for, and effectively deliver demonstrative, informative, persuasive, and ceremonial speeches
- Effectively deliver strategic, confident, and concise responses in one-on-one, group, and panel interviews.

Required Course Texts & Course Materials

Gregory, Hamilton. *Public Speaking for College and Career with Connect* .11th ed. New York: McGraw-Hill, 2013. Print. (ISBN: 9781260445284)

Supplemental educational learning materials may include and are not limited to

Booher, Dianna D. *What More Can I Say?: Why Communication Fails and What to Do About It.*, 2015. Print. (ISBN: 9780735205338)

EasyBib: Free Bibliography Maker-MLA, APA, Chicago Citation Styles. ImagineEasy Solutions, LLC, 2013. 2015 21 Sept. 2015. <http://www.easybib.com/>.

Gallo, Carmine. *Talk Like Ted: The 9 Public Speaking Secrets of the World's Top Minds.* 2014. Print. (ISBN: 9781250041128)

Humes, James C. *Speak Like Churchill, Stand Like Lincoln: 21 Powerful Secrets of History's Greatest Speakers*. Roseville, Calif: Prima Pub, 2002. Print. (ISBN: 0761563512)

"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University, 2015. Web. 1 Oct. 2015. <https://owl.english.purdue.edu/owl/>

TED: Ideas Worth Spreading. TED Conferences, 2015. Web. 12 Aug. 2015. <https://www.ted.com>

College subscribed databases including, but not limited to, InfoTrac, EBSCO, Proquest, and FirstSearch.

Assessment

Speeches will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay). The instructor will endeavor to return student work product by the next official class period whenever possible.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	**% of Grade**
Attendance/Professionalism	15%
Quizzes	10%
Speeches	40%
Homework	15%
Mock Interview	10%
Cumulative Final Exam	10%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the

Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
  - Failing to use quotation marks for a direct quote
  - Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service

is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory

Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson

Lesson #	***Topic(s)***
1	**Course Introduction and Finding Voice – benefits of course and communications process** • Explain the benefits of a public speaking course and understand why public speaking skills are an important skill for any career • Identify and explain the seven elements of the speech communication process • Describe the main responsibilities that speakers have towards their listeners
2	**Communication Anxiety** • Identify and describe the five fears that can cause nervousness • Explain why nervousness can actually help a public speaker • Apply techniques that can be used before and during a speech to manage nervousness
3	**Listening** • Explain the difference between hearing and listening • Describe eight keys to effective listening • Define three major responsibilities that listeners have toward speakers • Know how to give and receive evaluations of speeches

4	**Audience** • Understand the importance of evaluating characteristics of an audience and the skills needed to evaluate an audience • Explain how speakers can be responsive to diverse audiences and how they can adapt to varying levels of audience knowledge, attitudes, interests, needs, and desires
5	**Power of Words** • Explain the importance of choosing words that are appropriate for the audience and the occasion that help create a clear, accurate and vivid speech • Describe the difference between oral and written language

6	**Topic Development** • Select appropriate and interesting speech topics • Specify the general purpose of a speech. Develop a clear, concise specific purpose statement and central idea • Understand how the specific purpose and the central idea fit into the overall design of a speech
7	**Research and Responsible Knowledge** • Develop research strategies for finding materials quickly and efficiently. Recognize the value of using different types of information sources and how to evaluate each type of resource
8	**How to Use Supporting Information** • Explain why support materials are needed in a speech • Describe different types of support materials and which ones are the best to use for different types of speeches • Discuss the use and abuse of statistics in speeches
9	**Speech Structure and Outlining a Speech** • Understand the importance of developing an outline for a speech • Learn the items that make up an outline, and be able to create a coherent outline • Explain the importance of skillfully organizing the body of the speech by devising and organizing main points and selecting support materials • Create effective speaking notes based on an outline.
10	**Presentation Aids** • Explain specific advantages and disadvantages of using visual aids in a speech • Describe the types of visual aids and be able to prepare and present appropriate visual aids
11	**Informative Speaking** • Understand the difference between different types of informative speeches and identify which format is best to use in varying situations • Prepare a speech that exemplifies the guidelines for one of the types of informative speeches

12	**Demonstrative Speaking** • Articulate what a demonstrative speech is and the situations which this type of speech would be used • Create and deliver a demonstrative speech
13	**Persuasive Speaking and Building Sound Arguments** • Understand the difference between different types of persuasive speeches and patterns for organizing a persuasive speech • Identify which format and method of organization is best to use in varying situations • Explain how to build credibility with an audience while delivering a persuasive speech • Learn how to analyze an audience using a persuasion scale, and how to arouse emotions in the audience
14	**Ceremonial Speaking** • Identify the different types of ceremonial speeches and the purpose of each of them • Create and deliver a ceremonial speech
15	**Review and Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp,

Demonstrative Speech Evaluation Form

Name _____ Date _____ Topic _____ Grade _____

General

_____ Did the speaker seem committed to the topic?

_____ Did the speech fulfill the specifics of the assignment?

_____ Did the speech promote identification among topic, audience, and speaker?

_____ Was the purpose of the speech clear?

_____ Was the topic handled with imagination and freshness?

Substance and Structure

_____ Did the introduction arouse interest?

_____ Was the speech easy to follow?

_____ Could you identify the main points of the speech?

_____ Were the proper factors magnified in the presentation?

_____ Were main ideas supported by examples or narratives?

_____ Did the conclusion help you remember the speech?

Presentation

_____ Was the language clear and direct?

_____ Was the language appropriate to the occasion?

_____ Were grammar and pronunciations correct?

_____ Was the speech presented extemporaneously?

_____ Were notes used unobtrusively?

_____ Did the speaker maintain good eye contact?

_____ Did the presentation sound “conversational”?

_____ Did gestures and body language complement ideas?

_____ Was the speaker’s voice expressive?

_____ Were the rate and loudness appropriate to the material?

_____ Did the speaker use pauses appropriately?

_____ Was the presentation free from distracting mannerisms?

Comments:

Persuasive Grading Rubric

	Poor/Missing 0-1 points	Fair 2-5 points	Good 6-8 points	Excellent 9-10 points
Vocal, Eye Contact, Mannerisms **Engaged Audience**	Poor volume, articulation, spoke quickly, used colloquialisms, poor grammar. Little or no eye contact, extra movement, slouched. Read directly from the outline/note cards, very little contact with the audience. Did not use techniques to engage audience interest	Some difficulty with mispronunciation, use of filler words, rate of speech, volume, and grammar. Some eye contact. Frequently focused on the outline, back wall, table. Relied heavily on the outline/notes, becoming lost or needed long pauses to reorient himself/herself. Attempted to engage audience interest, but the effort was incomplete, disorganized, or poorly delivered.	Spoke clearly, articulated well, appropriate volume and speed, few pauses or mispronounced words. Maintained eye contact. Professional posture and gestures. Clear explanation of the process, but relied on the outline more than necessary. Used a story, example, rhetorical question, or other technique to attain interest.	Excellent use of vocabulary, volume, and speed. Grammatically correct. Extensive use of body language, gestures, and other nonverbal behaviors to enhance the speech. Explained the process conversationally. Proper use of notes. Actively engaged the audience using a variety of methods.
Delivery in speech citations **Organization, Demonstration, Citations** **Outline, Notes**	Did not state the topic of the speech. No background information and/or conclusion. Disorganized and/or confusing. Limited or no visual aids. Did not use any citations in the speech. Unprepared with no work cited page, formal notes or outline.	Stated the topic of the speech, but it was unclear or misleading. Information itself was clear, but needed a defined structure. Needed more practice. Used less than three citations properly. Work cited page and/or, outline incomplete or poorly done.	Clearly stated the topic of the speech. Explained all the elements of the topic in logical order. Visual aids were relevant to the topic. No additional practice needed. Correctly used at least three citations.	Clearly stated the topic of the speech in a creative, innovative way. Used imagination and creativity in explaining the information and/or persuading the audience. Well practiced visual aids well timed and effective. Multiple citations, correctly used. Properly formatted, typed work cited page and/or outline.
Signal the end	Student did not use any verbal cues or delivery styles to signal the end of the speech.	Student used verbal cues or delivery styles to signal the end of the speech, but poor transition.	Student used verbal cues or delivery styles to signal the end of the speech before concluding.	Student used creativity beyond "In conclusion" to effectively signal the conclusion.
Persuasive	Did not reference both sides of the issue. Chose an inappropriate issue.	Attempted to address the issue but was clearly bias and/or uninformed of both sides of the issue.	Clearly addressed both sides of the issue.	Exceptional insight and understanding of both sides of the issue.

Additional Criteria				
Professional Dress	Not professionally dressed. -10 points			Professionally Dressed +10 points
Respect for other speakers and Attendance	Disrespectful and/or absent for other speeches. -10 points			In attendance and respectfully listening to other speeches. No additional points—expected.
Over/Under time limit				Minus Three Points

Total /50 points

Comments:

Informative Speech Evaluation Form

Name _____ Date _____ Topic _____ Grade_____

General

_____ Did the speaker seem committed to the topic?

_____ Did the speech fulfill the specifics of the assignment?

_____ Was the speech adapted to fit the audience?

_____ Did the speech promote identification among topic, audience, and speaker?

_____ Was the purpose of the speech clear?

_____ Was the topic handled with imagination and freshness?

_____ Did the speech meet high ethical standards?

Substance

_____ Was the topic worthwhile?

_____ Had the speaker done sufficient research?

_____ Were the main ideas supported with reliable information?

_____ Was testimony used appropriately?

_____ Were sources documented properly?

_____ Were examples and narratives used effectively?

Structure

_____ Did the introduction arouse interest?

_____ Did the introduction adequately preview the message?

_____ Was the speech easy to follow?

_____ Could you identify the main points of the speech?

_____ Were transitions used to tie the speech together?

_____ Did the conclusion help you remember the speech?

Presentation

_____ Was the language clear, simple, and direct?

_____ Was the language colorful?

_____ Were grammar and pronunciations correct?

_____ Was the speech presented extemporaneously?

_____ Were notes used unobtrusively?

_____ Was the speech presented enthusiastically?

_____ Did the speaker maintain good eye contact?

_____ Did the presentation sound “conversational”?

_____ Did gestures and body language complement ideas?

_____ Was the speaker’s voice expressive?

_____ Were the rate and loudness appropriate to the material?

_____ Did the speaker use pauses appropriately?

_____ Did presentation aids make the message clearer or more memorable?

_____ Were presentation aids skillfully integrated into the speech?

_____ Was the presentation free from distracting mannerisms?

Comments:

Persuasive Speech Evaluation Form

Name _____ Date _____ Topic _____ Grade_____

General

_____ Did the speaker seem committed to the topic?

_____ Did the speech fulfill the specifics of the assignment?

_____ Was the speech adapted to fit the audience?

_____ Did the speech promote identification among topic, audience, and speaker?

_____ Was the purpose of the speech clear?

_____ Was the topic handled with imagination and freshness?

_____ Did the speech meet high ethical standards?

Substance

_____ Was the topic worthwhile?

_____ Had the speaker done sufficient research?

_____ Were the main ideas supported with reliable information?

_____ Was testimony used appropriately?

_____ Were sources documented properly?

_____ Were examples and narratives used effectively?

_____ Were appropriate proofs used?

_____ Was the reasoning clear?

_____ Did the reasoning follow an acceptable logical pattern?

Structure

_____ Did the introduction arouse interest?

_____ Did the introduction adequately preview the message?

_____ Was the speech easy to follow?

_____ Could you identify the main points of the speech?

_____ Were transitions used to tie the speech together?

_____ Did the conclusion help you remember the speech?

Presentation

_____ Was the language clear, simple, and direct?

_____ Was the language colorful?

_____ Were grammar and pronunciations correct?

_____ Was the speech presented extemporaneously?

_____ Were notes used unobtrusively?

_____ Was the speech presented enthusiastically?

_____ Did the speaker maintain good eye contact?

_____ Did the presentation sound “conversational”?

_____ Did gestures and body language complement ideas?

_____ Was the speaker’s voice expressive?

_____ Were the rate and loudness appropriate to the material?

_____ Did the speaker use pauses appropriately?

_____ Did presentation aids make the message clearer or more memorable?

_____ Were presentation aids skillfully integrated into the speech?

_____ Was the presentation free from distracting mannerisms?

Comments:

Informative Grading Rubric

	Poor/Missing 0-1 points	Fair 2-5 points	Good 6-8 points	Excellent 9-10 points
Vocal, Eye Contact, Mannerisms **Engaged Audience**	Poor volume, articulation, spoke quickly, used colloquialisms, poor grammar. Little or no eye contact, extra movement, slouched. Read directly from the outline/note cards, very little contact with the audience. Did not use techniques to engage audience interest	Some difficulty with mispronunciation, use of filler words, rate of speech, volume, and grammar. Some eye contact. Frequently focused on the outline, back wall, table. Relied heavily on the outline/notes, becoming lost or needed long pauses to reorient himself/herself. Attempted to engage audience interest, but the effort was incomplete, disorganized, or poorly delivered.	Spoke clearly, articulated well, appropriate volume and speed, few pauses or mispronounced words. Maintained eye contact. Professional posture and gestures. Clear explanation of the process, but relied on the outline more than necessary. Used a story, example, rhetorical question, or other technique to attain interest.	Excellent use of vocabulary, volume, and speed. Grammatically correct. Extensive use of body language, gestures, and other nonverbal behaviors to enhance the speech. Explained the process conversationally. Proper use of notes. Actively engaged the audience using a variety of methods.
Delivery in speech citations **Organization** **Demonstration** **Citations** **Outline** **Notes**	Did not state the topic of the speech. No background information and/or conclusion. Disorganized and/or confusing. Limited or no visual aids. Did not use any citations in the speech. Unprepared with no work cited page, formal notes or outline.	Stated the topic of the speech, but it was unclear or misleading. Information itself was clear, but needed a defined structure. Needed more practice. Used less than three citations properly. Work cited page and/or, outline incomplete or poorly done.	Clearly stated the topic of the speech. Explained all the elements of the topic in logical order. Visual aids were relevant to the topic. No additional practice needed. Correctly used at least three citations.	Clearly stated the topic of the speech in a creative, innovative way. Used imagination and creativity in explaining the information and/or persuading the audience. Well practiced visual aids well timed and effective. Multiple citations, correctly used. Properly formatted, typed work cited page and/or outline.
Signal the end	Student did not use any verbal cues or delivery styles to signal the end of the speech.	Student used verbal cues or delivery styles to signal the end of the speech, but poor transition.	Student used verbal cues or delivery styles to signal the end of the speech before concluding.	Student used creativity beyond "In conclusion" to effectively signal the conclusion.

Informative	Did not reinforce the central idea as part of the conclusion.	Attempted to reinforce the central idea, but did not clearly execute a summation.	Clearly reinforced the central idea in a way that brought the speech to a clear finish.	Used an appropriate and memorable method of reinforcing the central idea in the summation.
Additional Criteria				
Professional Dress	Not professionally dressed. -10 points			Professionally Dressed +10 points
Respect for other speakers and Attendance	Disrespectful and/or absent for other speeches. -10 points			In attendance and respectfully listening to other speeches. No additional points—expected.
Over/Under time limit				Minus Three Points

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute

Student Syllabus: Freshman Seminar (COM140)

Prerequisites: None **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

Course Description

This course is designed to expose the student to a variety of techniques and strategies for dealing with obstacles to personal and professional success as a student at Elmira Business Institute. Student's personal and professional skills will be enhanced through group participation in human relations training and social skills development exercises. Topics such as learning styles, test taking, time management, and studying strategies will be covered in detail. (Lec/Lab/Ext/Total) (45/0/0/45).
Note: This is a required course for all incoming Freshman Students

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Write effective personal and career affirmations
- Demonstrate how to change negative thinking into positive thinking
- Demonstrate effective interpersonal communication skills in small and large group settings
- Develop goal-setting and individualized time-management skills
- Analyze and assess the role of learning environments and preferences, from both cognitive and social learning perspectives
- Recognize the impact of attitudes on the success of individuals as well as organizations
- Dramatize to change attitudes and professionally help others change their attitudes
- Utilize Information Literacy to effectively and efficiently access information
- Differentiate between primary and secondary sources.
- Utilize cite sources using appropriate documentation style.
- Identify intellectual property, copyright, plagiarism and fair use.

Required Course Texts & Course Materials

Carter, Carol, Joyce Bishop, and Sarah Lyman Kravits. *Keys to Success-Quick.* 1st ed. Boston: Pearson, 2012. Print. (ISBN: 9780134019352)

Tice, Lou, Joe Pace and Scott Fitzgibbon. *Thought Patterns for a Successful Career, Mastering the Attitude of Success.* Seattle, WA: The Pacific Institute, 2015, Print. (ISBN: 978193622302)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects

have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation:

Assessment Type	***% of Grade***
Attendance/Professionalism	15%
Quizzes	20%
Homework	50%
Cumulative Final Exam	15%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7

68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or final examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or faculty mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson # Topics

Week	**Pacific Institute**	**Keys to Success**	**Information Literacy**
1	**ORIENTATION**		
2	Unit 1: More Than Meets the Eye Unit 2: Our Internal Radar	Ch. 1 Welcome to College Career Services in the Classroom-Workforce Readiness Initiative Personal Mission Statement	Introduction to Information Literacy and Pre-Test
3	Unit 3: How the Mind Works Unit 4: Beliefs Regulate Performance	Ch. 2 Goals and Time Ch. 11 Managing Money	MLA Format, Types of Sources, How to Evaluate Sources: Print, Electronic, Web Sites **CAPSTONE PROJECT: IDENTIFY AND DEVELOP TOPIC**
4	Unit 5: My Internal Conversation - 24/7/365 Unit 6: Comfort Zones	Financial Aid IGRAD Presentation	Library Tour EBI
5	Unit 7: The Next Time…. Unit 8: Out of Order - Into Order	Ch. 4 Critical, Creative and Practical Thinking Ch. 5 Reading and Information Literacy *Introduction to Professionalism	Organization of Information in a Library and Use of Periodicals **CAPSTONE PROJECT: PRILIMINARY SEARCH FOR INFORMATION ON TOPIC**
Week	**Pacific Institute**	**Keys to Success**	**Information Literacy**

6	Unit 9: Imagination + Forethought = My Future	Ch. 9 Diversity and Communication *Social Media and Professionalism	Introduction to Databases, Search Engines, Keywords, and Formulating Search Strategies **CAPSTONE PROJECT: BEGIN TO LOCATE SOURCES**
7	Unit 10: Holding the Vision	*Dressing Professionally - "Dress for Success"	Binghamton University Tour/Steele Memorial Library Tour
8	**MIDTERM EXAM**		
9	Unit 11: Tools for Change: It's All About Replacement Picture	Ch. 6 Listening and Note Taking *Professionalism in the Workplace	More Practice with Databases, Search Engines, Keywords, and Formulating Search Strategies **CAPSTONE PROJECT: LOCATE SOURCES**
10	Unit 12: Visualizing the New Unit 13: Have To vs. Want to!	Ch. 7 Memory and Studying	Information Literacy and the Internet: Evaluating Web Sites, Wikipedia, and Netiquette **CAPSTONE PROJECT: EVALUATING SOURCES**
11	Unit 14: I'm In Charge and I'm Up For It!	Ch. 8 Test Taking	Plagiarism, Copyright, Censorship, and Intellectual Property **CAPSTONE PROJECT: MAKING NOTES/OUTLINES**
12	Unit 15: Goal-Setting Through	Ch. 10 Wellness and Stress Management	Information Literacy and the Research Process: Finding a Topic, Gathering Data, Evaluation of Materials, Outlines, Presenting Research **CAPSTONE PROJECT: WRITING THE PAPER**
13	Unit 16: Successful and Significant	Ch. 12 Careers and More	Overview of Citation Methods in Research on a Variety of Sources: Print, Web, Website, Database, Journal, Magazine, and Articles. Information Literacy Post-Test **CAPSTONE PROJECT: PAPER DUE**
14	**REVIEW FOR FINAL EXAM**		
15	**COMPREHENSIVE FINAL EXAM**		

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester. *Revised February 2016 mzt, November 2016 jlb, Revised July 2017 klp, Revised August 2018 klp*

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	**Excellent (16-20 points)**	**Good (11-15 points)**	**Fair (6-10 points)**	**Poor (0-5 points)**
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute

Student Syllabus: Career Placement Seminar (COM150)

Prerequisites: None **Course Credits/ Clock Hours: 1/15**
Course Delivery Mode: Residential

Course Description

This course focuses on training and preparing the student for the workforce upon graduation. Students will be exposed to resources and taught tools that will aid them in finding, obtaining, and retaining employment. Resources, such as the class textbook, newspapers, magazines, articles, the Internet, and the community, including teachers and employers, will be used where appropriate in this professional development course. (Lec/Lab/Ext/Total) (15/0/0/15).

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Prepare a professional and polished Linked In Profile with all documents uploaded
- Produce, critique, and understand the use of a Cover Letter, Resume, Reference Sheet, and Thank You Letter following an interview
- Demonstrate interview skills via mock interviews

Required Course Texts & Course Materials

LinkedIn, LinkedIn, 2015. Web. 12 Oct. 2015. <https://www.linkedin.com>

Supplemental educational learning materials may include and are not limited to

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*. 2nd ed. New York: Mc-Graw-Hill, 2016. Print. (ISBN: 9780073403281)

Elmira Star Gazette 2015. Print.

"Occupational Outlook Handbook." U.S. Bureau of Labor Statistics. Web. 1 Oct. 2015. <http://www.bls.gov/ooh/>.

Press and Sun Bulletin [Binghamton] 2015. Print.

Employment job lead sites (including but not limited to *Careerbuilder, Indeed, Monster*)

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay). The instructor will endeavor to return student work product by the next official class period whenever possible.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are

directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

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Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	***% of Grade***
Attendance/Professionalism	15%
Mock Interviews	25%
Homework	10%
Linked In Profile	50%
Total	***100%***

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Only one absence is allowed for this course. **If a student misses more than one class without a medical or legal excuse he or she will fail the course**. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

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Please keep in mind that plagiarism includes:

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- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

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Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-

formation is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the

student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	Topic
1	***Introduction to E Portfolios*** • Define the purpose of the portfolio • Define terminology used in E Portfolios • Know how to access E Portfolio • Select an E Portfolio template
2	***Discuss Purpose of E Portfolio*** • Know what are you trying to show • Understand what goals are demonstrated on the portfolio • Design the initial layout of the E Portfolio
3	• Discuss the different types of artifacts that should be in an E Portfolio • Begin collecting artifacts to include in E Portfolio. • Discuss the different types of gadgets that can be used in an E Portfolio.
4	***Create the First Page of the E Portfolio***. • Create the introduction and table of contents • Continue to collect artifacts
5	• Create one page for each section of table of contents. • Continue to collect artifacts
6	***LinkedIn profile: Access or Setup*** • Demonstrate E Portfolio use on LinkedIn • Continue to collect artifacts • Proofread, edit, and receive feedback on the introduction and table of contents created to date
7	• Begin to input content into created pages • Begin to convert artifacts into PDF or JPEG formats • Continue to build LinkedIn profile • Proofread, edit, and receive feedback on information inputted into LinkedIn Profile • Discuss networking both online and in person
8	• Continue to convert artifacts into PDF or JPEG formats • Begin to insert artifacts into appropriate sections in the E Portfolio • Discuss different types of online job-search engines • Proofread, edit, and receive feedback on artifacts and information
9	• Continue to develop created pages in each section of the E Portfolio • Proofread, edit, and receive feedback on information inputted into the E Portfolio. • Discuss the importance of online validity and effects of social media
10	• Continue to develop created pages in each section of the E Portfolio • Proofread, edit, and receive feedback on information inputted into the E Portfolio • Continue discussion about using social media responsibly
11	• Demonstrate how to insert an E Portfolio link into online job applications • Demonstrate how to create a hyperlink into the online resumé • Continue to develop created pages in each section of the E Portfolio
12	***Reflection: Does the E Portfolio still represent goals? Fulfill initial purpose?***

	• Create hyperlinks into online résumés and insert links into LinkedIn profile
13	• Complete a pre-final proofing, editing, and feedback on the E Portfolios and LinkedIn profiles • Complete final touches on created sections on the E Portfolio and LinkedIn profile
14	• Complete final proofreading, editing, and feedback on information inputted into LinkedIn profile and E Portfolio
15	• Perform Presentations of E Portfolios • Publish E Portfolios

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, Revised August 2018 klp

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Principles of Microeconomics (ECO201)

Prerequisites: None
Course Credits/ Clock Hours: 3/45
Course Delivery Mode: Residential

Course Description

The course will introduce students to the economic analysis of choices made by individuals, businesses, and industries in the market economy. Topics include price mechanism, supply and demand, optimizing economic behavior, firm profit maximization, analysis of cost and revenue, types of market structures, resource markets, types of market failure, and government intervention. Upon completion of the course, students will be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate awareness of how economic thinking can lead to better decision making
- Explain how choices are influenced by changes in incentives
- Understand and analyze how the market economy can produce both desirable and undesirable market outcome
- Analyze how a competitive market works
- Describe the importance of the pricing system
- Define and analyze Consumer and Producer Theory
- Apply the workings of the labor market
- Demonstrate and analyze how changes in policy affect the market system

Required Course Texts & Course Materials

Boyes, William J. and Michael Melvin. *Microeconomics*. 10th ed. Boston: Cengage Learning. Print. 2016. (ISBN: 9781285859484)

Supplemental educational learning materials may include and are not limited to

Barnow, Burt S, and Richard Hobbie. *The American Recovery and Reinvestment Act: The Role of Workforce Programs*. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research, 2013. Internet resource. (ISBN: 9780880994712)

Bloomberg Business Week.

Bonello, Frank J., and Isabel Lobo. *Taking Sides: Clashing Views on Economic Issues.* New York: McGraw Hill, 2010. Print. McGraw Hill Contemporary Learning Series. (ISBN: 9780073527307)

Chang, Ha-Joon. *Economics: The User's Guide*, 2014. Print. (ISBN: 97816220408124)

Sowell, Thomas. *Economic Facts and Fallacies*. New York: Basic Books, 2008. Print. (ISBN: 9780465003495)

Stiglitz, Joseph E, Aaron S. Edlin, and Long J. B. De. *The Economists' Voice: Top Economists Take on Today's Problems*. New York: Columbia University Press, 2008. Print. (ISBN: 9780231143646)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	10%
Quizzes	15%
Homework	20%
E Portfolio Project	15%
Examinations	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom (laboratories, medical, business, technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or final examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction by the Administrator when necessary.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or faculty mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	***Topic(s)***
1	*The Wealth of Nations: Ownership and Economic Freedom* • Understand the premise of ownership • Understand economic freedom
2	*Scarcity and Opportunity Costs* • Discuss scarcity, opportunity costs, and voluntary trade • Understand output and resources • Understand voluntary trade and exchange • Discuss allocation systems
3	*The Market and Price System* • Understand the market system of economics, markets and money • Define demand and supply • Evaluate equilibrium: putting demand and supply together
4	*The Aggregate Economy*

	• Discuss the private sector • Discuss interaction among sectors and economies
5	*Elasticity: Demand and Supply* • Explain the price elasticity of demand and other demand elasticities • Explain the price elasticity of supply
6	*Demand: Consumer Choice* • Explain the basis of economic decisions: utility and choice • Define the demand curve • Discuss behavioral economics and neuroeconomics
7	*Supply: The Costs of Doing Business* • Understand the cost of resources in supply from production to costs • Discuss the operating period and the planning period *Profit Maximization* • Understand profit maximization • Determine selling environments or market structure • Measure economic profit
8	***Midterm Examination*** *Perfect Competition* • Discuss the perfectly competitive dirm in the short and long run
9	*Monopoly* • Understand the market structure of monopoly and the creation of monopolies • Determine profit maximization • Understand market power and price discrimination • compare perfect competition and monopolies
10	*Monopolistic Competition and Oligopoly* • Understand the difference between monopolistic competition, an oligopoly, and interdependence • Summarize market structures
11	*Antitrust and Regulation* • Understand the purpose of antitrust regulation
12	*Resource Markets* • Determine the characteristics of the buyers and sellers of resources • Discuss the demand for and supply of resources • Understand how to “look ahead”
13	*The Labor Market* • Evaluate the supply of labor, wage differentials • Understand the effect of immigration on the labor market • Discuss discrimination
14	*Capital Market* • Understand the components of the capital market • Discus equity • Understand the function of the stock market, bonds, asset prices, and bubbles *The Land Market and Natural Resources*

	• Understand the value of land, nonrenewable resources, and renewable resources as each pertains to the economy
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, August 2018 js

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Principles of Macroeconomics (ECO202)

Prerequisites: None
Course Credits/Clock Hours: 3/45
Course Delivery Mode: Residential

Course Description

The course will introduce students to the basic workings of macroeconomic theory, including an introduction to economic analysis of aggregate employment, income and prices. Topics include major schools of economic thought, including the introduction to opportunity cost, marginal analysis, aggregate demand and supply, economic measures, fluctuations, economic growth, fiscal and monetary policy. Upon completion, the students will be able to evaluate national economic components, conditions, and alternatives for achieving stable economic growth. (Lec/Lab/ Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate awareness of how economic thinking can lead to better decision making
- Explain how choices are influenced by changes in incentives
- Illustrate how Gross Domestic Product (GDP) is measured
- Discuss the role of fiscal and monetary policy in the performance of an economy
- Interpret and analyze what policy makers can do to promote economic stability
- Analyze the importance of trade as a source of economic progress
- Describe how international trade influences employment, output, and living standards

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Project for ECO202

One of the most important questions that economists answer is about "Economic Growth." How do we get economies to grow is the question that the U.S. government has been trying to answer the last few years.

The project may consist of a presentation and/or research paper. At least five academic sources must be used to research a specific country, e.g., Hong Kong, China, Mexico, etc. MLA format will be used. This may be a group project and/or research paper; a works cited page is required.
.

Questions to answer within the report and/or presentation:

1) Give a brief overview of the country, using the CIA factsheet
   a) Population
   b) GDP per capita
   c) Unemployment rate
   d) Literacy Rate
   e) Infant mortality rate
2) Briefly describe the current economic conditions of the country

3) Give suggestions on what government policies or lack of government policies the country should enact to increase the growth

Required Course Texts & Course Materials

Boyes, William J., Michael Melvin. *Macroeconomics.* 10th ed. Boston: Cengage Learning. Print. 2016. (ISBN: 9781285859477)

Supplemental educational learning materials may include and are not limited to

Barnow, Burt S, and Richard Hobbie. *The American Recovery and Reinvestment Act: The Role of Workforce Programs*. Kalamazoo, Michigan: W. E. Upjohn Institute for Employment Research, 2013. Internet resource. (ISBN: 9780880994712)

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Chang, Ha-Joon. *Economics: The User's Guide*, 2014. Print. (ISBN: 97816220408124)

Gwartney, James D., Richard L. Stroup, Dwight R. Lee, and Tawni Hunt Ferrarini. *Common Sense Economics: What Everyone Should Know About Wealth and Prosperity.* New York: St. Martin's, 2010. Print. (ISBN: 9780312644895)

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Stiglitz, Joseph E, Aaron S. Edlin, and Long J. B. De. *The Economists' Voice: Top Economists Take on Today's Problems*. New York: Columbia University Press, 2008. Print. (ISBN: 9780231143646)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example, a three credit course will include an average of 6 hours of homework each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	**% of Grade**
Attendance/Professionalism	15%
Quizzes	15%
Homework	20%
Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
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66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the

student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	***Topic(s)***
1	*Scarcity and Opportunity Costs* • Define scarcity, opportunity costs, and voluntary trade and exchange • Understand output and resources • Discuss allocation systems
2	*National Income Accounting* • Measure output and income and nominal and real measures • Understand flows of income and expenditures
3	*Foreign Exchange Market and Balance of Payments* • Understand the foreign exchange market • Discuss the balance of payments *Unemployment & Inflaton* • Learn the parts of the business cycle • Determine unemployment statistics and types of inflation
4	*Macroeconomic Equilibrium: Aggregate Demand and Supply* • Understand the factors that influence aggregate demand, aggregate supply, and the business cycles • Understand the aggregate Demand Curve • Discuss aggregate demand and supply equilibrium
5	*Aggregate Expenditures* • Discuss saving/consumption, marginal propensity to consume, and marginal propensity to save *Income and Expenditures Equilibrium* • Define equilibrium income and expenditures • Explain changes in equilibrium income and expenditures • Define aggregate expenditures and aggregate demand
6	*Fiscal Policy* • Explain fiscal policy and aggregate demand and apply it to the United States • Explain fiscal policy in different countries
7	*Money and Banking* • Explain what Money is • Understand the purpose of banks and money supply
8	***Midterm Examination***
9	*Monetary Policy* • Understand the role of the Federal Reserve System • Discuss implementation of Monetary Policy • Monetary Policy and Equilibrium Income

10	*Macroeconomic Policy: Tradeoffs and the Business Cycle* • Define the Phillips Curve • Understand the Role of Expectations and discuss credibility and time inconsistency • Determine the sources of business cycles • Discuss the link between Monetary and Fiscal Policies
11	*Macroeconomic Viewpoints: New Keynesian, Monetarist, and New Classical* • Define Keynesian Economics • Define Monetarist Economics • Define New Classical Economics? • Compare and discuss the influence of each
12	*Economic Growth* • Define economic growth and the determinants of growth • Explain productivity
13	*Development Economics* • Discuss the developing world, obstacles to growth, and developmental strategies • Understand foreign investment and aid
14	*Globalization* • Understand the meaning of globalization and globalization controversy • Discuss economic growth and incomes • Discuss financial crises and globalization
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, August 2018 js

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Externship (EXT110)

Prerequisites: Upon recommendation of Administration
Course Delivery Mode: Residential
Course Credit/ Clock Hours: 6/240

Course Description

This course is designed to expose the student to real-world experience in a professional environment with a local employer. The student will utilize and enhance the knowledge gained in a classroom through work experience. Attention will be given to the student's professional development and skills, such as communicating, interviewing, networking, and job searching throughout the externship. Emphasis is placed on proper office attire, punctuality and the ability to successfully complete assigned tasks through classroom training. Externship is scheduled in the last semester of a student's academic experience at EBI. In addition to the classroom hours, the student will spend 225 hours of non-paid time at the externship to complete his/her externship program. (Lec/Lab/Ext/Total) (15/0/225/240).

First Day of Class

Each extern student will receive an "*Externship Handbook*" the first day for the course from his/her instructor. Each student is responsible for reading over the handbook; the handbook includes details on the process of the externship, the process of placing a student at an externship site, supervisor of the site, job description process, and other important details to the process.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Apply coursework and business communication to the externship experience
- Search and apply for jobs in their career field using resume and cover letter writing skills enhanced through the course
- Demonstrate how to use social media to enhance their job search
- Construct how to effectively a thorough job search within their field of study
- Write and present a reflection of their externship experience using current theory in their field of interest
- Complete student competencies- See Appendix A

Required Course Texts & Course Materials

None

Supplemental educational learning materials may include and are not limited to
As supplied by the instructor

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Assessment Type	**% of Grade**
Midterm Externship Evaluation	35%
Final Externship Evaluations	35%
Attendance/Professionalism	15%
In class project participation	15%
Total	100%

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

• One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
• One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
• One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95 - 100	A	4.0
90 - 94	A-	3.7
86 - 89	B+	3.3
83 - 85	B+	3.0
80 - 82	B-	2.7
76 - 79	C+	2.3

73 - 75	C	2.0
70 - 72	C-	1.7
68 - 69	D+	1.3
66 - 67	D	1.0
65	D-	0.7
0 - 64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Transfer	T	----
Institutional Exam (Test Out)	TO	----
Pass	P	----
Advanced Placement Credit	APC	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly.
One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
There is no make-up for missed hours of this course, as attendance is mandatory.

Mid-term and final evaluations will be completed by the site supervisor at weeks 8 and 16 of the term.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service

is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory

Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal. It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	Topic
1 & 2	Introduction, Guidelines, Expectations Paperwork, Discuss blog entry requirements Time sheet requirements
3 & 4	"What not to do" Professionalism Expectations Importance of Certifications
5 & 6	Workforce Visit Employment Solutions
7 & 8	Interviewing Techniques Importance of Networking Social Media Clean Up Linked In Profiles
9 & 10	Update Resume/References/E-Portfolio Networking Visit
11 & 12	Job Application Project
13 & 14	Job Application Project
15 & 16	Financial Aid- Default Management How to Get a Letter(s) of Recommendation

	Reflection Assignment (In class)

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised November 2017, js, August 2018 js

APPENDIX A
Accounting

LEARNING OBJECTIVES

Externship education is a valid learning experience to the degree that the College provides adequate training and guidance, the sponsoring agency provides and supervises meaningful work experiences, and the student undertakes the task of understanding and effectively performing the work. Externship education is educationally valid to the extent that learning outcomes can be specifically defined and measured for each student trainee. The following objectives have been established for this work period.

At the completion of the work experience, the student will be able to:

- ❑Enter vendor invoices
- ❑Apply payments to customer accounts
- ❑Create financial spreadsheets and input formulas
- ❑Reconcile bank statements monthly
- ❑File
- ❑Scan
- ❑Answer telephones
- ❑Enter timesheets; create payroll entries
- ❑Make outbound telephone calls
- ❑Reconcile ledgers and budgets at end of day
- ❑Count inventory and reconcile with ledger
- ❑Grant assistance/prep (non-profits)
- ❑Journal entries for regular transactions and adjusting and closing entries
- ❑Create invoices and statements
- ❑Accounts Payable
- ❑Accounts Receivable
- ❑ Create flexible budgets
- ❑ Prepare Federal Income Tax Returns
- ❑ Use QuickBooks Software
- ❑ Assist with Internal Audits
- ❑ Help at front desk
- ❑Cost accounting
- ❑Assist with budgets
- ❑Create balance sheet and income statement

❑ Other (please specify) _____

❑ Other (please specify) _____

Appendix A
Medical Coding and Reimbursement Specialist

LEARNING OBJECTIVES

Externship education is a valid learning experience to the degree that the College provides adequate training and guidance, the sponsoring agency provides and supervises meaningful work experiences, and the student undertakes the task of understanding and effectively performing the work. Externship education is educationally valid to the extent that learning outcomes can be specifically defined and measured for each student trainee. The following objectives have been established for this work period.

At the completion of the work experience, the student will be able to:

□Answer phones
□Schedule Appointments
□Patient Check In/Out
□Interpret and Verify Insurance
□File Records
□Fax/Scan/Update EMR
□Perform Billing
□Perform Diagnostic Coding
□Perform Procedural Coding
□Utilize Medical Necessity Guidelines
□Interact with Third Party Representatives
□Post Charges
□Post Payments and Adjustments
□Professionalism when discussing Patient Billing Records
□Sensitivity when requesting payment
□Spreadsheet/Data Entry
□Billing Reconciliation
□Authorizations
□Utilize HIPAA rules
□Demonstrate Respect for Diversity
□Coach patients regarding policies
□Utilize Time Management Skills
□Demonstrate Appropriate Work Ethic
□Respond to verbal/nonverbal communication
□Use Critical Thinking Skills

□Other: Please Specify_____

Appendix A
Office Technologies- Medical

LEARNING OBJECTIVES

Externship education is a valid learning experience to the degree that the College provides adequate training and guidance, the sponsoring agency provides and supervises meaningful work experiences, and the student undertakes the task of understanding and effectively performing the work. Externship education is educationally valid to the extent that learning outcomes can be specifically defined and measured for each student trainee. The following objectives have been established for this work period.

At the completion of the work experience, the student will be able to:

□Answer phones
□Schedule Appointments
□Patient Check In/Out
□Interpret and Verify Insurance
□File Records
□Fax/Scan/Update EMR
□Maintain Patient/Client Records
□Maintain Inventory
□Process Mail
□Process Information via Technology
□Create Equipment Maintenance Schedules
□Interact with Third Party Representatives
□Post Charges
□Post Payments and Adjustments
□Professionalism when discussing Patient/Client Billing Records
□Sensitivity when requesting payment
□Spreadsheet/Data Entry
□Monthly Statements
□Correspondence
□Utilize HIPAA rules
□Demonstrate Appropriate Work Ethic
□Respond to verbal/nonverbal communication
□Use Critical Thinking Skills
□Utilize Time Management Skills
□Demonstrate Respect for Diversity
□Coach patients/clients on office policies
□Create Databases
□Create Power Point Presentations

□Other: Please Specify_____

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute

Student Syllabus: Business Externship (EXT115)

Prerequisites: Upon recommendation of Administration
Course Credits/ Clock Hours: 3/105
Course Delivery Mode: Residential

Course Description

This course is designed to expose the student to real-world experience in a professional environment with a local employer. The student will utilize and enhance the knowledge gained in a classroom through work experience. Attention will be given to the student's professional development and skills such as communicating, interviewing, networking, and job searching throughout the externship. Emphasis is placed on proper office attire, punctuality and the ability to successfully complete assigned tasks through classroom training. Externship is scheduled in the last semester of a student's academic experience at EBI. In addition to the classroom hours, the student will spend 90 hours of non-paid time at the externship to complete his/her externship program. (Lec/Lab/Ext/Total) (15/0/90/105).

First Day of Class

Each extern student will receive an "*Externship Handbook*" the first day for the course from his/her instructor. Each student is responsible for reading over the handbook; the handbook includes details on the process of the externship, the process of placing a student at an externship site, supervisor of the site, job description process, and other important details to the process.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Employ coursework and business communication to the externship experience
- Apply for jobs in their career field using resume and cover letter writing skills enhanced through the course
- Demonstrate how to use social media to enhance their job search
- Construct how to effectively a thorough job search within their field of study
- Write and present a reflection of their externship experience using current theory in their field of interest
- Complete student competencies- See appendix A

Required Course Texts & Course Materials

None

Supplemental educational learning materials may include and are not limited to

As supplied by the instructor

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Assessment Type	**% of Grade**
Midterm Externship Evaluation	35%
Final Externship Evaluations	35%
Attendance/Professionalism	15%
In class work and participation	15%
Total	100%

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95 - 100	A	4.0
90 - 94	A-	3.7
86 - 89	B+	3.3
83 - 85	B+	3.0
80 - 82	B-	2.7
76 - 79	C+	2.3
73 - 75	C	2.0
70 - 72	C-	1.7
68 - 69	D+	1.3
66 - 67	D	1.0

65	D-	0.7
0 - 64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Transfer	T	----
Institutional Exam (Test Out)	TO	----
Pass	P	----
Advanced Placement Credit	APC	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

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Make-Up Policy
There is no make-up for missed hours of this course as attendance is mandatory.

Mid-term and final evaluations will be completed by the site supervisor at weeks 8 and 16 of the term.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirement

Course Schedule

Lesson #	Topic
1 & 2	Introduction, Guidelines, Expectations Paperwork, Discuss Journal Entry Requirements Time sheet requirements
3 & 4	"What not to do" Professionalism Expectations Importance of Certifications
5 & 6	Workforce Visit Employment Solutions
7 & 8	Interviewing Techniques Importance of Networking Social Media Clean Up Linked In Profiles
9 & 10	Update Resume/References/E-Portfolio Networking Visit
11 & 12	Job Application Project
13 & 14	Job Application Project
15 & 16	Financial Aid- Default Management How to Get a Letter(s) of Recommendation Reflection Assignment (In class)

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised November 2017, js, August 2018 js

APPENDIX A
Small Business Management

LEARNING OBJECTIVES

Externship education is a valid learning experience to the degree that the College provides adequate training and guidance, the sponsoring agency provides and supervises meaningful work experiences, and the student undertakes the task of understanding and effectively performing the work. Externship education is educationally valid to the extent that learning outcomes can be specifically defined and measured for each student trainee. The following objectives have been established for this work period.

At the completion of the work experience, the student will be able to:

- ❑ Answer telephones
- ❑ Assist with presentations
- ❑ Outbound telephone calls
- ❑ Assist with cleanup/software implementation
- ❑ File
- ❑ Create spreadsheets and input formulas
- ❑ Database management
- ❑ Explore funding streams (non-profits)
- ❑ Provide customer service to customers
- ❑ Assist with computer assistance to customers
- ❑ Assist with navigating websites
- ❑ Process mail
- ❑ Assist with social media
- ❑ Assist with blogging
- ❑ Operate cash register
- ❑ Resume assistance to customers
- ❑ Photocopy
- ❑ Process client payments
- ❑ Compose General Business Correspondence
- ❑ Assist with Marketing Objectives
- ❑ Accounts Receivable
- ❑ Accounts Payable
- ❑ Human Resource Projects
- ❑ Update Policies
- ❑ Marketing Research
- ❑ Inventory Control
- ❑ Document and Catalog
- ❑ Assist with Research Projects
- ❑ Update Databases and Websites
- ❑ Assist with job fairs
- ❑ Assist with ordering for the business
- ❑ Scan
- ❑ Assist with marketing department
- ❑ Assist with sales department
- ❑ Data Entry for invoices
- ❑ Assist with front desk/receptionist
- ❑ Data Entry

❑ Other (please specify) _____

❑ Other (please specify) _____

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute

Student Syllabus: Medical Assisting Externship (EXT120)

Prerequisites: Upon recommendation of Administration
Course Delivery Mode: Residential
Course Credits/Clock Hours: 6/240

Course Description

This course is designed to expose the student to an actual office environment with a local employer. The student will utilize and enhance the knowledge gained in the classroom through work experience in both the administrative and clinical areas of the office. Attention will be given to the student's professional development and skill, such as interpersonal, interviewing, networking, and job searching through the externship including proper office attire, punctuality, and the ability to successfully complete assigned tasks through classroom training. Externship is scheduled in the last semester of a student's academic experience at EBI. In addition to the classroom hours, the student will spend 225 hours of non-paid time at the externship to complete his/her externship program. (Lec/Lab/Ext/Total) (15/0/225/240).

First Day of Class

Each extern student will receive an "*Externship Handbook*" the first day for the course from his/her instructor. Each student is responsible for reading over the handbook; the handbook includes details on the process of the externship, the process of placing a student at an externship site, supervisor of the site, job description process, and other important details to the process.

Student Learning Outcomes

Upon completion of this course, students will be able to:
Discuss the skills enhanced and office tasks performed at his/her site.

- Apply clinical (including phlebotomy) and administrative duties as required at an externship site.
- Demonstrate appropriate work ethic, attire, and skill level.
- Demonstrate the ability to communicate with and empathize with patients.
- Define understanding of HIPAA standards.
- Compose written communication skills by charting correctly and being familiar with lab results and medical documentation.
- Complete student competencies- See Appendix A

Required Course Texts & Course Materials

N/A

Supplemental educational learning materials may include and are not limited to
As supplied by the instructor

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short

answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Assessment Type	**% of Grade**
Midterm Externship Evaluation	35%
Final Externship Evaluations	35%
Attendance/Professionalism	15%
In class work and participation	15%
Total	100%

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95 - 100	A	4.0
90 - 94	A-	3.7
86 - 89	B+	3.3
83 - 85	B+	3.0
80 - 82	B-	2.7
76 - 79	C+	2.3
73 - 75	C	2.0

70 - 72	C-	1.7
68 - 69	D+	1.3
66 - 67	D	1.0
65	D-	0.7
0 - 64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Transfer	T	----
Institutional Exam (Test Out)	TO	----
Pass	P	----
Advanced Placement Credit	APC	----

Course Policies *Behavioral Standards*

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9 & 10	Update Resume/References/E-Portfolio Networking Visit
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15 & 16	Financial Aid- Default Management How to Get a Letter(s) of Recommendation Reflection Assignment (In class)

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised November 2017 js

Appendix A

LEARNING OBJECTIVES

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At the completion of the work experience, the student will be able to (please place a check in the boxes that pertain to this site).

☐ Measure blood pressure	☐ Measure height and weight	☐Measure pulse
☐ Measure respirations	☐ Measure pulse oximetry	☐ Measure apical pulse
☐ EKG	☐ File medical documents	☐ Fax/scan, or email
☐ Measure child/infant	☐ Venipuncture	☐ CLIA Strep testing
☐ Capillary puncture	☐ CLIA Urinalysis	☐ Patient screening
☐ CLIA Pregnancy testing	☐ CLIA glucometer tests	☐ Use critical thinking
☐ First Aid/CPR certification	☐ Administer medication	☐ Use PPE
☐ Document lab results	☐ Document on growth chart	☐ Patient check in/out
☐ Perform handwashing	☐ Perform sterilization techniques	☐ Dressing change
☐ Wound care	☐ Perform in a sterile field	☐ Demonstrate active listening
☐ Clear communication	☐ Patient education	☐ Take phone message
☐ Professional telephone skills	☐ Schedule appointments	☐ Schedule procedures
☐ Create medical record	☐ Manage medical record	☐ Utilize an EMR
☐ Perform inventory	☐ Perform routine maintenance	☐ Post payments to account
☐ Prepare bank deposit	☐ Verify insurance	☐ Obtain billing information
☐ Obtain precertification	☐ Perform procedural coding	☐ Perform diagnostic coding
☐ Complete insurance forms	☐ Utilize medical necessity	☐ Utilize HIPAA rules
☐ Document patient care	☐ Use body mechanics	☐ Complete incident report
☐ Process mail	☐ Assist provider with patient care	☐ Pulmonary testing
☐ Demonstrate work ethic	☐ Empathize with patients	☐ Written communication
☐ Administer parenteral meds.	☐ Use flow sheets	☐ Use CDC regulations
☐ Prepare items for autoclaving	☐ Coach patients on office policy	☐ Data entry
☐ Utilize Word, Access, and Excel		☐ Bookkeeping
☐ Demonstrate respect for diversity		

☐ Other (please specify) _____

☐ Other (please specify) _____

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100