

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*. 3rd ed. New York: Mc-Graw-Hill, 2016. Print. (ISBN: 9781260128475)

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

- 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 required to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	15%
Homework	25%
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. 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.

Faculty Office Hours

The Faculty Office Hours are posted outside the classroom door. This 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 at 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Learn to identify the process of revision by focusing on unity, supporting details, coherence, and grammar.
6	Planning Business Messages <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Discuss and apply principles for writing effective emails. • Explain how to handle emotion effectively in online communications. • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Explain how delivering bad-news messages impacts credibility. • Summarize principles for effectively delivering bad-news messages.
11	Persuasive Messages <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 for Final Examination
16	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 August 2018 klp, Revised August 2019 em, Revised December 2019 drg

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	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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	<input type="checkbox"/> Does not include all the necessary elements. No logical flow between paragraphs.	<input type="checkbox"/> Includes all the necessary elements. Paragraphs could use better structure and transitions.	<input type="checkbox"/> Includes all necessary elements, and all elements flow logically from one to the other.	
Writing Style	<input type="checkbox"/> Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	<input type="checkbox"/> Writing is short and direct. Uses some action statements and active verbs.	<input type="checkbox"/> Writing is direct and specific. Action statements and active verbs are used throughout. Style and tone are professional.	
Format	<input type="checkbox"/> Does not follow appropriate business letter format.	<input type="checkbox"/> Follows appropriate business letter format but leaves out a few details, such as enclosures.	<input type="checkbox"/> Follows appropriate business letter format exactly.	
Grammar and Usage	<input type="checkbox"/> Letter contains more than one grammatical error.	<input type="checkbox"/> Letter contains one grammatical error.	<input type="checkbox"/> Letter contains no errors in grammar and usage.	
TOTAL SCORE				
PERCENTAGE				
LETTER GRADE				

Resume Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	<input type="checkbox"/> The resume does not include all of the required elements.	<input type="checkbox"/> The resume includes all of the required elements, but actual content for each element is vague or incomplete.	<input type="checkbox"/> The resume includes all of the required elements, and each element is thorough and complete.	
Skills Statements	<input type="checkbox"/> Fewer than 3 skills statements are listed. Few keywords are used.	<input type="checkbox"/> Resume lists 3–5 skills and uses several keywords. Skills are not tailored to job and objective.	<input type="checkbox"/> Resume lists more than 5 skills and uses several keywords. Skills are tailored to job and objective.	
Writing Style	<input type="checkbox"/> Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	<input type="checkbox"/> Writing is short and direct. Uses some action statements and active verbs.	<input type="checkbox"/> Writing is short, direct, and specific. Action statements and active verbs are used throughout.	
Format	<input type="checkbox"/> Resume is poorly organized and difficult to read. Lacks bullets, lines, bold, italic, font changes, or graphics.	<input type="checkbox"/> Resume is somewhat organized and easy to read. Uses some formatting strategies to make scanning easier.	<input type="checkbox"/> 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	<input type="checkbox"/> Resume contains more than one grammatical error.	<input type="checkbox"/> Resume contains one grammatical error.	<input type="checkbox"/> 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 for the course and stays for the duration of the course. Attends at least 85% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 75% of the class.	The student generally arrives late for the course, or stays for fewer than 65% of the class.
Class Engagement (Initiative)		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

Professionalism Grade
15%