

Syllabus

Business Technology

Southwest College

LEAD 1200 - WORKFORCE DEVELOPMENT WITH CRITICAL THINKING

CREDITS:

SPRING 2011 - CRN: 79031

2 credit hours (2 Lecture)-32 hours per semester-12 weeks

Instruction: Distance Education

INSTRUCTOR: James LeJean' Battieste

INSTRUCTOR CONTACT INFORMATION:

Phone: 323-610-0536

E-mail: james.battieste@hccs.edu

OFFICE LOCATION AND HOURS

Please feel free to contact me concerning any problems that students are experiencing in this course. Students do not need to wait until students have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. Office hours are upon request.

FINAL EXAM: Available May 6/May 9 - All exams and the Final Exam will be online only.

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: Thursday, April 21, 2011 at 4:30 p.m.
Verify in College Schedule Page**

COURSE DESCRIPTION

Development of leadership skills and critical thinking strategies that promote employment readiness, retention, advancement, and promotion.

COURSE PREREQUISITE

NONE

PROGRAM LEARNING OUTCOMES

1. Identify characteristics of employees who are qualified for employment and worthy of promotion and retention in the workforce.
2. Students will demonstrate effective communication skills by giving an online presentation.
3. Apply effective business communication skills; utilize data and information to make effective decisions.
4. Identify roles and strategies used in group processes and team building.
5. Students will demonstrate critical thinking strategies within the context of strong leadership.

6. Students will describe roles, tasks, employment opportunities, and outlook for various workforce careers.

LEARNING OBJECTIVES

1. Students will identify departments within the college such as Admissions, Counseling, Student Support, Financial Aid, and Job Placement.
2. Students will recognize time management and prioritization techniques.
3. Students will describe procedures required for the use of school computers, student email, and online learning management system.
4. Students will identify effective communication techniques.
5. Students will recognize common uses and applications of computers and software used in college and the workplace, including word processing, and spreadsheets.
6. Students will be able to write a resume'.

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make

computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the course:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills identified by the Commission are the following:

Basic Skills—Reading, writing, mathematics, listening, and speaking. classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

Thinking Skills—Creative thinking, decision-making, and problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

Personal Qualities—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

LEAD 1200

12 WEEK COURSE CALENDAR WEEKLY SCHEDULE OF ASSIGNMENTS

WEEK ONE:

Introduction
Orientation
Biography
Before you Begin Assessment

WEEK TWO

Chapter 1: The Power of Self-Belief

WEEK THREE

Chapter 2: Setting Goals and Managing Time

WEEK FOUR

Chapter 3: Improving Your Thinking Skills
Exam #1

WEEK FIVE

Chapter 4: Improving Your Study Skills

WEEK SIX

Chapter 5: Eating Well & Chapter 6: Staying Healthy

WEEK SEVEN

Chapter 7: Communicating Effectively

WEEK EIGHT

Chapter 8: Improving Your Listening Skills
Exam #2

WEEK NINE

Chapter 9: Improving Your Speaking Skills

WEEK TEN

Chapter 10: Getting Along with Others & Chapter 11: Functioning in Groups

WEEK ELEVEN

Chapter 12: Handling Change and Stress

WEEK TWELVE

Final Examination

INSTRUCTIONAL METHODS

LEAD 1200 is a required course for Business Technology certificates and AAS degrees. This course instruction will be delivered via the Internet.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning workforce development with critical thinking, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education.

As a student wanting to learn about workforce critical thinking, it is student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and attend class.

STUDENT ASSIGNMENTS

Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that students will need to remember for student success in student reaching student goals.

Late Assignments

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments will only be accepted at the discretion of the instructor.

Discussion Questions must be answered by deadline date for credit. The discussion questions are referred to as DQ. The DQs will not be available after the cutoff date.

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Instructions for submitting assignments:

1. All assignments must be submitted under the proper thread/tab for credit.
2. Do not attach files to the Discussion postings.

3. **On each document submitted, place a header/footer before submission. Your name, date, and the name of the assignment should be the contents for the header. If these items are not on your header, points will also be deducted. Click on view from the pull down menu, and go to header/footer, type your information as requested, then click ok.**
4. Assignments that are late, 10% will be deducted per date. **NO** assignments will be accepted after 2 days. If you know in advance that your assignment will be late, contact the instructor.
5. Please communicate with me through Blackboard email when possible. If you need to call, calls will be returned Monday through Friday within 36-48 hours. **Please refrain from calling me at home after 10:00 p.m.**
6. I will check Blackboard email daily and respond within a 24-36 hour period, Monday through Friday. I do read email on the weekends, but may not have an opportunity to respond. Saturday and Sunday will be days that I will spend away from the electronic classroom.
7. In the event that the server is unavailable (and documented), you will not be held responsible for late assignments.

Make-Up Test Policy

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments will only be accepted at the discretion of the instructor.

INSTRUCTOR REQUIREMENTS

As student Instructor, it is my responsibility to:

Provide the grading scale and detailed grading formula explaining how student grades are to be derived

- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class activities
- Read and comprehend the textbook
- Complete the required assignments and exams on time:
- Ask for help when there is a question or problem
- Complete the field study with a 70% passing score

PROGRAM/DISCIPLINE REQUIREMENTS

Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Workforce Development must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in their academic purses and in the work place. Course content will enable students to develop the attitudes and interpersonal skills that are in demand by employers.

Degree Plan

Students are encouraged to file a degree plan with a Counselor or the Business Technology Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Technology Department for information about filing a degree plan.

Virtual Career Center

The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.

<http://www.hccs.edu/hccs/current-students/career-planning-and-resources/southwest-college>

GRADING

HCCS Grading System

The Houston Community College grading system will be used to evaluate students' performance in this course.

Grade	Score
A-Excellent	100-90
B-Good	89-80
C-Fair	79-70
D-Passing	69-60
F-Failure	59 and below

Student Evaluation

The following departmental grading system will be used to evaluate students' performances in this course:

Projects and Critical Thinking Activities / Class Participation	60%
Exams, Assessments	20%
Final Exam	20%
TOTAL	100%

INSTRUCTIONAL MATERIALS

□ Reaching Your Potential: Personal and Professional Development, 4th Edition; Robert K. Throop and Marion B. Castellucci; ISBN - 10:1-4354-3973-2

Students are required to purchase required textbook.

STUDENT INFORMATION

A student handbook is available on the College website: <http://www.hccs.edu>. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

HCC DISTANCE EDUCATION POLICIES AND PROCEDURES

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid,

degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/de/de-student-handbook>

ACADEMIC DISHONESTY

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to http://distance.hccs.edu/de-counseling/DE_student_handbook.htm).

CLASSROOM BEHAVIOR

As student instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Student instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, students are asked to respect the learning needs of student classmates and assist student instructor achieve this critical goal.

NOTE TO STUDENT: If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with my supervisor, Ms. Willie Caldwell, Department Chair, at 713-718-8708 or Room N109, Scarcella Building, Stafford Campus.