SOC 231: Introduction to Sociological Practice (3 credits)  
Spring 2019

Instructor: Angie Henderson  
Phone: 970-351-2195  
Email: angie.henderson@unco.edu

Office: Candelaria 2016  
Office Hours: T 9:15-12:15

REQUIRED TEXTBOOKS AND READINGS


Other Required Readings can be found on Canvas.


COURSE DESCRIPTION

This course explores how sociological skills are applicable to a variety of careers. Students will be introduced to the sociology major requirements, including preparation for the senior seminar research project.

COURSE OBJECTIVES

1. Define and apply core sociological concepts.
2. Examine, discuss and critique human behavior and social structure from a sociological perspective.
3. Apply sociological theoretical perspectives to current social issues.
4. Collect and analyze scholarly literature relevant to current social issues.
5. Apply rigorous research techniques to a sociological project
6. Develop effective communications of sociology through both written and oral work.

COURSE GOALS

1. Understand careers and career exploration from a sociological perspective.
2. Investigate careers through readings and interviews with professionals.
3. Recognize and focus on personal strengths and areas of interest through researching specific careers and writing up a career exploration research project.
4. Create a career plan and professional goals.
5. Produce a “Professional Portfolio” including an up-to-date resume or curriculum vita, list of references, and master cover letter.

GRADED ELEMENTS

1. Professionalism (50 points)
Part of being successful in the Sociology program and as college students is becoming a professional. Therefore, you will be evaluated in terms of professionalism in this course. Professionalism encompasses more of the “soft skills” of academic development that complement the technical, “hard skills” you will learn in this course. Soft skills relate to attitude and intuition and are a key component of measuring potential for leadership for both college students and as you leave the university and enter the real world employment sector. These soft skills include, but are not limited to, the following:
   1. Communication
   2. Self-Motivation
   3. Leadership
   4. Responsibility
   5. Teamwork
   6. Problem Solving
   7. Decisiveness
   8. Time Management
   9. Flexibility
On the last page of this syllabus, you will find a rubric that will be used for assessing professionalism.

2. Reading Responses (100 points)
Each week, students are expected to post an academic insight about the reading (5 points) and also post literature relevant to the area(s) you want to explore for a career (5 points) for a total of 10 points each week. One of the major goals of this class is to teach students how academic literature is related to their chosen career field, so each week you will be expected to find an academic/scholarly article that speaks to the career field you are interested in. These can vary as you navigate through the options available to you (i.e., you don’t have to select and stick with a career week 1). If your concentration area in Sociology is Deviance/Crime, it would make sense that you select literature related to that field. If it’s Family, you should browse articles published in family-related journals. This will help you see how published research should impact people working in those areas after they graduate.

The format of reading responses should be academic in nature, showing that you have engaged with the materials (both the assigned reading as well as the FYCs) and are able to effectively and professionally communicate your ideas, thoughts and reactions with other students and the instructor/TA. Each week, the first post should refer to the required reading materials, and the second response needs to be based on your own selection of an academic journal article related to your career interests. The bonus here is that if you write academically in your Reading Responses, you will be able to use ALL of them as you put your literature review together (see below for requirements).

Grading rubric:
1. Employs critical thinking and synthesis of material (50% of grade)
2. Cites assigned reading, FYCs, and timely (recent) outside academic sources (if applicable) (30% of grade)
3. Grammar, spelling, punctuation or other errors (20% of grade)
3. Literature Table & Literature Review: Draft #1 (10 points), Draft #2 (10 points) & Final (30 points)*

Students will choose a research question housed within one of 11 substantive areas from Korgen, White & White’s (2014) text (chs. 4-14) and complete a literature review on that topic. The manifest function of this review is to collect and synthesize readings related to the topic. The ability to integrate information on a topic, highlighting the themes across readings and directions for new research is a highly marketable skill and a key component of effective sociology. Literature reviews should be around 10 pages, and should include 10-15 academic/scholarly sources. Drafts are due three weeks before the final copy; feedback from the instructor is required to be integrated into the final draft and paper. Drafts should include: Introduction, Background and 1-4 Themes, with 10-15 references. Final papers should be around 7-10 pages.

You will also be required to turn in a Literature Table with your first draft. One of the goals of the BA program is to have students collect and analyze scholarly literature relevant to current social issues. Students should also be prepared to conduct research in an area related to their concentration in sociology, and ideally related to the career trajectory they will pursue after graduation.

The literature table serves as a way for students to synthesize information in one place to help make sound decisions on research, practice, or policy. This will be a useful tool for you in any career you find yourself in after graduation. We will demonstrate its applicability in class. This will lay the foundation for and ideally help you become an expert on an area related to your concentration and career trajectory.

Students are required to include at least 10 sources, and detail in the literature table the citation, methodology, results, limitations and areas for future research, among other areas deemed necessary to your topic. Include it with your Literature Review word document (at the end of the document). Both will be graded using the following rubric:

- Spelling, grammar, clarity and organization
- Thoroughly covers literature (both recent and seminal) in the area
- Includes at least 10 sources
- Summarizes important components succinctly

*The initial (instructor-reviewed) draft is worth 10 points. The second (peer-reviewed) draft is worth 10 points. Therefore, the final paper is worth the remaining 30 points.

4. Professional Portfolio (100 points)

Over the course of the semester, students will develop a professional portfolio including the following items: (1) 2 résumés (present and future), (2) master cover letter and reference list (for present-day résumé), and (3) an infographic that highlights the social issue defined in your literature review.

<table>
<thead>
<tr>
<th>Itemized components:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present and future resume drafts – 10 points</td>
</tr>
<tr>
<td>a. Must be free of distractors (spelling, grammatical errors) – 3 points</td>
</tr>
<tr>
<td>b. Must include professional goals – 3 points</td>
</tr>
<tr>
<td>c. Must include professional references – 4 points</td>
</tr>
<tr>
<td>2. Final resumes – 10 points</td>
</tr>
</tbody>
</table>
a. Must include the above components as well as edits suggested by TAs/professor

3. Master cover letter – 20 points
   a. Must be free of distractors (spelling, grammatical errors) – 5 points
   b. Must be tailored to your career/educational goals – 5 points
   c. Must be written to a specific job posting – 5 points
   d. Must include verbage from job posting – 5 points

4. Infographic – 60 points
   Using piktochart, students will build an infographic to showcase their area of interest/literature review topic. This tool is invaluable and should increase your marketability upon graduation – this is a skill useful to any field. We will cover examples of infographics and required elements in class. Infographics will be graded using the following rubric:
   a. Presents pertinent and appropriate amount of data/information on topic - 30 points
   b. Conforms to professional guidelines re: colors, fonts, overall readability - 15 points
   c. Integrates feedback from instructor and/or TAs - 15 points
   d. Spelling/grammar/punctuation mistakes (-5 possible)

5. Professional Career Paper (50 points)*
   Students will research careers of their choosing by interviewing and observing people in a career they are interested in. Students will select a career that is of personal interest to them and explore what is necessary to prepare for that career by researching the career. The research combines online and library resources with interviews and observations with professionals working in that career. Students are also required to use research from the Bureau of Labor Statistics and from the professional organizations for that career (for example, the National Association of Social Work, American Sociological Association, etc.). Students will then examine how sociological skills enhance one’s performance in those careers. This research will result in a 4-6 page paper.

   *The Career Exploration Proposal is worth 10 of these 50 points. Students who do not receive approval for their proposal forfeit these 10 points.

TOTAL GRADED ELEMENTS:

- Reading Responses: 100 points
- Professionalism: 50 points
- Literature Review: 50 points
- Professional Portfolio: 100 points
- Professional Career Paper: 50 points

Total 350 points

--A rubric will be used to grade assignments. This rubric will be presented with each item assigned.
--I reserve the right to re-calculate the distribution of graded material.

Grading Scale:
A = 315-350 points
B = 280-314 points
C = 245-279 points
D = 210-244 points
F = 209 points or lower

Grade Posting: Grades will be posted in Canvas.
ACADEMIC HONESTY
I expect complete academic honesty. Please refer to UNCO’s “Student Code of Conduct: Academic Integrity” (http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf#nameddest=SC_integrity) for more detailed information. In short, the Code states that all work turned in for credit must be your own work in your own words, unless clear and explicit acknowledgement of the sources of the work is given. Cheating or plagiarizing will result in failing the assignment or the course.

Citation and Plagiarism
When you use the ideas of someone else, whether you quote someone directly or indirectly incorporate general points made by another person, you must cite the source. Proper citation practices not only help you to avoid the unethical act of plagiarism, but also are a mark of good scholarship. When you appropriately cite the work of others you demonstrate your ability to apply and synthesize information and to form your own ideas regarding those of someone else. Here are three examples of typical citation formats:
1) "Proper citation practices...are a mark of good scholarship" (Newman 2013, p. x). [this is a direct quote]
2) Newman (2013) has suggested that ethical citation formats indicate good scholarship. [this is an indirect reference]
3) According to some (e.g., Newman 2013), proper citation indicates good thinking. [indirect reference]


Email and Canvas Announcements: Please check your UNCO Bearmail and Canvas announcements frequently in this class. I regularly communicate by email and announcements each week about upcoming material, assignments, and course procedures. Furthermore, I check my email throughout the day during the weekdays (Monday – Friday). If you need to discuss any questions or concerns about the class, please email me if you cannot visit me during office hours. I will return your email within 24 hours, unless it is the weekend. Please allow for a 48-hour response on the weekend.

**Please make sure that your email communication with the instructor or other students includes a subject line with the course name and number, and that the email body states your purpose and/or question(s) clearly. Keep in mind proper netiquette rules: proofread your email, stay concise, and watch your tone.

Canvas: This online class will utilize the university provided online learning management, Canvas. The syllabus, rubrics, course assignments’ guidelines, supplemental readings, grades, online discussions, and class calendar can be accessed at this site. You can access Canvas by typing http://www.unco.edu/Canvas into your web browser. Then type in your Bear username and password and choose the course to access this course’s Canvas Page.

Canvas has information about how to make sure your computer is compatible for the course, so go to the Canvas home page for this information (http://www.unco.edu/Canvas). If you have difficulties or questions about the technology, please call the helpline shown below. Students are responsible for making sure that their computers are compatible with the Canvas system. I recommend that each student who is not taking the course on UNC campus computers contact our helpline before class begins, to discuss compatibility with a technician. Please make sure yours is compatible, because computer crashes, etc. will not be an acceptable reason for late or missed work. The helpline number is (970) 351-4357.
You should have Microsoft Word, or Word-convertible WordPerfect, in order to upload projects that I can download and open. If you don’t have MS Word, be sure to save anything you send with either an .rtf or .doc file extension, as some other programs will download this way. Please don’t use Microsoft Works for word processing as it will not open on my computer (this program comes with new PCs as a free program), and don’t upload documents that have been saved in any of the Web formats either. Our UNC computers now have MS 2007 installed, so I can open Microsoft Word 2007, as well as earlier versions of Word.

PowerPoint is not required but will make some of the course material run better. If you have MS Office but are not sure about PowerPoint, check your program files, because it might be there! PowerPoint documents that I’ve uploaded to course units will mostly be in PDF format, which just about any browser can open (although it may take a minute or so). If you don’t already have Adobe PDF Acrobat reader on your computer, it is most likely that your computer will launch a download when you go to open your first presentation. If it does not, “Google” to find Acrobat Reader and it will give you the site for the free download.

Please Note: I am not responsible for making sure your computer is technologically compatible with Canvas. It is your responsibility to practice using Canvas, and submitting papers/assignments before the due date to make sure your technology is compatible. Should you encounter problems, DO NOT contact me. For help, contact technical.support@unco.edu or call 970-351-4357.

UNCO Policies
Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

University Policies Regarding Student Conduct: In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not condone any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.

Consequently, students who are judged to have engaged in some form of academic misconduct may be subject to (1) a zero or an “F” on the work in question, (2) an “F” in the course, (3) other academic penalties as outlined in the professor’s course requirements and expectations, (4) disciplinary action as specified in the Sanctions for Misconduct section below, or (5) any combination thereof. Procedural due process, including the right to appeal, is to be followed in making a determination of whether academic misconduct has occurred.

Generally, a student’s intentions will not be the primary consideration in the determination of whether academic misconduct has occurred. A student’s intentions will usually be considered only during the process of deciding on the appropriate sanctions or penalties.

Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind.
Plagiarism includes not only the exact duplication of another’s work, but also the lifting of a substantial or essential portion thereof.

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.

Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to: Using books, notes, or calculators or copying from or conversing with others during an examination (unless such external aids are permitted by the instructor); having someone else do research, write papers, or take examinations; doing research, writing papers, or taking examinations for someone else; submitting large portions of the same work as part of the academic work for more than one course (unless such submission is permitted by the instructor).

Fabrication is the invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to: inventing the data for a scientific experiment; inventing the title and author of a publication in order to use the invented publication as a source; or knowingly attributing material to an incorrect source.

UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link http://www.unco.edu/dos/handbook/index.html

Students with Other Needs: If you have other academic, evaluation, or testing needs please discuss them with me ASAP. In addition, Disability Services for Students (DSS) provides assistance to currently enrolled students with documented disabilities including physical, psychological, and those with Attention Deficit Hyperactivity Disorders (ADHD), traumatic head injuries, learning disabilities (LD) and other health concerns. All contacts with DSS personnel are held in strictest confidence and information is released only with the student’s permission. Students with disabilities should contact the appropriate coordinator to initiate receipt of services. It is the responsibility of the student to provide updated documentation regarding his/her disability from the diagnosing professional before services can be provided.

Please check http://www.unco.edu/dss/aboutDSS.html for more details.

Library Services for Distance Education and Off-Campus Students: Obtaining Materials from UNC Libraries: Off-campus students residing within 50 miles of the UNC campus are required to come to the library and borrow materials in person. Students residing more than 50 miles from campus may request that materials be delivered to them. All requests must include complete citations. We will supply materials from the UNC Libraries, as well as materials from other libraries obtained via Interlibrary Loan. Articles will be delivered via email. Books will be mailed first class. Delivery time by U.S. postal service is approximately 1 week.
Cancellation of Courses: The Office of Extended Studies reserves the right to cancel or reschedule courses based upon enrollment. Enrolled students will be contacted with information of any change.

Student Satisfaction Evaluation
Participants will be asked to evaluate the workshop for instructors’ knowledge, interest and enthusiasm as well as providing additional information on classes or topics which you would like to see developed as a future offering from UNC.

Course Withdrawal Information In accordance with University and Colorado Department of Higher Education policy, if you drop this class after the course starts you will be assessed a drop fee. The drop fee is pro-rated up to the half-way point in the class. You are legally responsible for payment of full tuition once 50% of this course has been concluded. In order to be eligible to receive any refund of tuition, you must contact the Office of Extended Studies (1-800-232-1749) to formally withdraw from your class. Your refund, if applicable, will be based on the date of contact with our office. Withdrawals received via telephone during non-business hours will be processed and dated on the next working day. Failure to notify us will result in UNC tuition being owed even though you do not attend or complete the coursework.

Federal Policies: Throughout the course of the semester (and especially at the end of the semester), you may be wondering what your grade is, what you scored on an exam, or paper, etc. I cannot legally e-mail you your grade without written consent. Therefore, when you send me an e-mail at any time, I cannot respond with grade information unless you give me hand-written consent, with a signature, first. All spreadsheets that contain grade information will be posted outside my office and updated constantly with your “current grade” in the course up to that point. It is your job to look at that posting and find your grade information. As always, you are welcome to make an appointment with me to review your grades in person, but I cannot release information without written consent via e-mail, over the telephone, or especially to a third party (except those listed below). Please see the description of FERPA below for further details.

Family Educational Rights and Privacy Act (FERPA) The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
# Course Schedule

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Dates</th>
<th>Unit Name</th>
<th>Readings</th>
<th>Graded Items</th>
<th>DUE by 11:59 p.m.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/7-1/13</td>
<td>Introduction to Practicing Sociology</td>
<td>Book: Korgen, White &amp; White, chapter 1&lt;br&gt;Canvas: Stephens (2003)</td>
<td>Reading Response #1 (post about Korgen, White &amp; White, chapter 1, Stephens)</td>
<td>1/12</td>
</tr>
<tr>
<td>2</td>
<td>1/14-1/20</td>
<td>Career Exploration: Theory &amp; Methods</td>
<td>Book: Korgen, White &amp; White, chapters 2 &amp; 3&lt;br&gt;Lambert chapters 1 &amp; 3</td>
<td>Reading Response #2 (find a journal article),&lt;br&gt;RR #3 (post about Korgen, White &amp; White chapters 2-3),&lt;br&gt;RR #4 (post about Lambert chs 1-3)</td>
<td>1/16, 1/16, 1/18</td>
</tr>
<tr>
<td>3</td>
<td>1/21-1/26</td>
<td>Writing for Sociology</td>
<td>Canvas: Edwards p. 19-40&lt;br&gt;Canvas: Literature Review PDF</td>
<td>RR #5 (Edwards reading &amp; Lit Review PDF),&lt;br&gt;RR #6 (find a journal article),&lt;br&gt;<em>Email the idea you have for your Infographic</em></td>
<td>1/23, 1/25</td>
</tr>
<tr>
<td>4</td>
<td>1/27-2/2</td>
<td>Compiling Literature</td>
<td>Book: Browse Korgen, White &amp; White chapters 4-14 for an area that matches your substantive interests/career pathway – use that chapter to help find more journal articles for this week.</td>
<td>RR #7 (post about a journal article),&lt;br&gt;RR #8 (post about a journal article),&lt;br&gt;Career Exploration Proposal,&lt;br&gt;Résumé Drafts (one present and one future)</td>
<td>1/30, 2/1, 2/2</td>
</tr>
<tr>
<td>5</td>
<td>2/3-2/9</td>
<td>Literature Review</td>
<td>No assigned reading (except your literature 😊)</td>
<td>Literature Table &amp; Lit Review Rough Draft #1</td>
<td>2/9</td>
</tr>
<tr>
<td>6</td>
<td>2/10-2/16</td>
<td>Career Exploration &amp; Resume Building</td>
<td>Book: Lambert, Chapters 2, 5 &amp; 6&lt;br&gt;FYC</td>
<td>RR #9 (Lambert chapters)</td>
<td>2/13</td>
</tr>
<tr>
<td>8</td>
<td>2/24-3/2</td>
<td>Wrap-Up</td>
<td>Peer Reviews</td>
<td>Professional Portfolio, Career Exploration Paper, &amp; Literature Review FINAL</td>
<td>3/2</td>
</tr>
<tr>
<td>Performance Criteria</td>
<td>Highly Professional (A grade)</td>
<td>Professional (B grade)</td>
<td>Participating (C or D grade)</td>
<td>Unprofessional (F grade)</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------</td>
<td>------------------------</td>
<td>----------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates Self-Control</strong></td>
<td>Student maintains professional demeanor even when stressed; not verbally hostile, abusive, dismissive or inappropriately angry. Never expresses anger physically. Student works productively individually, or in teams, with minimal distraction to task.</td>
<td>Student usually maintains professional demeanor, although may be inconsistent. Student can verbally explain expected professional behavior, but may have difficulty acting accordingly. May have difficulty expressing anger or emotions appropriately. Student may need reminders to stay on task in order to avoid disruption to the class.</td>
<td>Student exhibits disruptive behaviors. May distract other students, or instructor. May talk to others instead of working. May argue in front of classmates or clients.</td>
<td>Frequently irresponsible for actions; not compliant with rules/regulations. Frequently hostile, dismissive, or otherwise disrespectful to faculty or colleagues in language or actions in the departmental setting. Student tends to reject or not follow constructive criticism. Student exhibits consistent insolence.</td>
<td></td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td>Turns work in on time; regularly logs on to Canvas; always takes responsibility for work missed; no deadlines missed; does not seek exceptions from class/college or university policies except institutional excuses; regularly seeks constructive criticism on assignments in a timely manner</td>
<td>Turns in late work rarely; logs on to Canvas a fair amount; generally takes responsibility for material and work missed; no more than one deadline missed; does not seek exceptions from class/college or university policies except institutional excuses; seeks feedback on assignments even if it is close to a deadline but does not wait until the last minute for help</td>
<td>Misses three deadlines; rarely logs on to Canvas; seeks exceptions to class/college or university policies not including institutional excuses; does not regularly ask for assistance with assignments and when help is needed, consistently waits until the last minute to get feedback</td>
<td>Rarely turns in work on time; has logged on to Canvas once or twice; demands exceptions to class/college or university policies not including institutional excuses; never seeks feedback on work to improve assignments or waits until after a final grade is assigned to inquire about feedback to improve work; is argumentative rather than constructive about feedback</td>
<td></td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Contributions reflect exceptional preparation and are always substantive, well supported, and persuasively presented</td>
<td>Contributions reflect good preparation and are generally substantive, fairly well substantiated, and moderately persuasive; when called upon, can usually answer questions and refer to readings</td>
<td>Contributions reflect adequate or less than satisfactory preparation and are occasionally substantive, somewhat substantiated and occasionally persuasive; when called upon, often cannot answer questions in depth or refer to readings</td>
<td>Never participates in class; no evidence of preparation; when called upon, can’t answer questions in depth or refer to readings</td>
<td></td>
</tr>
<tr>
<td>Respect Social Skills</td>
<td>Electronic communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is respectful towards peers, the professor and TA and the learning environment both in and out of class</td>
<td>E-mail communication follows e-mail etiquette standards. Essentially, your e-mail is a reflection of you. Every e-mail you send adds to or detracts from your reputation. If your e-mail is scattered, disorganized, and filled with mistakes, the recipient will be inclined to think of you as a scattered, careless, and disorganized businessperson. Other people's opinions matter and in the professional world, their perception of you will be critical to your success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is almost always respectful towards peers, adults, and the learning environment both in and out of class</td>
<td>E-mails are regularly respectful and clear and follow e-mail etiquette guidelines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is not consistently respectful of peers, adults, and the learning environment both in and out of class</td>
<td>Emails are scattered, disorganized, or filled with mistakes or include untrue claims. Emails lack respect, clarity or cross professionalism boundaries.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is often extremely disrespectful to peers, adults, and the learning environment both in and out of class</td>
<td>Emails are extremely disrespectful or include untrue claims or statements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Work Persistence Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides work of the highest quality that reflects best effort; makes strong effort to improve work; shows positive, proactive behavior; is always honest and encourages other to do the same; always adheres to class, college, and university academic dishonesty policies</td>
</tr>
<tr>
<td>Provides work that reflects a good effort and occasionally needs to be checked or redone; rarely shows negative behavior; is honest; does not knowingly violate class, college, or university academic dishonesty policies</td>
</tr>
<tr>
<td>Provides work that reflects very little or no effort; shows negative behavior; is often not honest; knowingly violates class, college, or university academic dishonesty policies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes obvious and significant contributions on projects in terms of timeliness in completing assigned work, making genuine effort to work effectively with others and providing valuable, creative, competent skills to the team; often takes leadership role</td>
</tr>
<tr>
<td>A few complaints from team members about lack of contribution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Impression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism at its best</td>
</tr>
</tbody>
</table>

---

1 Peter Post, director of the Burlington, Vermont-based Emily Post Institute