URBS 489 Capstone - Dr. Janet Cherrington  
MN State University  
Fall 2010, On-Campus/On-Line Edina Campus  
Thurs 6:00-8:45 p.m.

This syllabus is subject to change without notice. Contact the professor for most recent changes

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Office Location: Edina (TBA)  
Office Hours: By Appointment  
Phone: 389-5031

Course Overview:  
This course is designed to help prepare you for the transition from undergraduate college student to professional employee and/or graduate student. It will bring together the experience, education, and personal depth of the collective college experience with professional advancement skills such as resume and portfolio writing, editing, communication and presentation skills -- all conducted in a teamwork environment with the facilitation, mentorship and supervision of faculty.

Instructional Strategy:  
This course is highly interactive and designed to be taught within an environment of shared student-faculty responsibility for learning. This course helps students build teamwork, communication, and organizational skills while practicing professional skills and techniques earned in other coursework or experienced in this course for the first time. Interaction will be informal and casual interactions, practical hands-on exercises, out of class exercises, projects, role-playing, and group discussions. This course is about the student; it is designed to help the student view her/him self in a new light that acknowledges, even embraces, a full and dynamic set of professional skills. It should be a rewarding, satisfying, confidence-building, even fun, experience.

Learning Outcomes:  
Students will demonstrate competency in knowledge, skills, and abilities needed to gain employment in, and function in, the professional practice:

**Team Effectiveness**
1. Understand and experience problem solving in a team setting
2. Plan and implement professional projects in a team setting
3. Understand and experience the dynamics of effective communication in a team environment
4. Understand and experience the dynamics of leadership and followership in a team environment

**Professional Skills**
1. Application of appropriate skills on a task-by-task basis (using the right tool for the right job)
2. Crafting the most dynamic and meaningful resumes
3. Designing the most illuminating and memorable portfolios
4. Communicating with a prospective (or current) employer and crafting personal communication styles that effectively highlight talents and skills

Additionally, this course is designed to help students gain a fuller sense of their:

1. Confidence in abilities and skills in a team and individual setting
2. Confidence in ability to communicate and negotiate in a team setting
3. Perspective/expectations of working life in the “real world”
4. Ability to practice professional skills such as writing, research, problem solving
5. Ability to “think out of the box” and apply a diverse set of skills and abilities for unique solutions

Requirements:
Students are expected to actively participate and contribute positively to the learning process, both in and out of class. The nature of the project process used and the building block approach to crafting solutions makes it imperative that a student attend as many class sessions as possible. Additionally, because teamwork and teambuilding is an integral part of this course, a student cannot fail to participate in sessions (whether on-line or on-campus) and expect to do well. Each session is unique and tied to the session before it and the session after it – students should be prepared to embrace many different learning experiences, each designed to help the student not only learn and grow as a professional, but also as a person. The key requirements for this course are an open mind, a willingness to discuss new concepts, and the ability to grow.

Required Course Texts:

Course Packet (Available Through TBA)
8-1/2 x 11 spiral notebook, top-loading plastic sheet protectors, extra wide tab separators

What to Expect in this Course:
This is a hybrid course of both on-line and on-campus experiences. It will require a different level of both awareness and motivation on your part to get the most out of this course. While all assignments, with details and due dates, are listed both in this syllabus and the course calendar, additional details and interesting materials (including extra credit opportunities) to help you throughout this course will periodically appear on Desire2Learn (D2L). For example, extra credit opportunities could be – short videos, extra credit opportunities, discussion boards, helpful hints – anything may appear any week. Once an item appears it will remain visible, but may not necessarily be accessible for the duration of the course (extra credit opportunities, for example will only be available for a few days or a Week). It is important that you check D2L often to make the most out of these opportunities. You will be part of an online community during this course – lean on each other and you will find it easier and more fun – and rewarding! As an example, if a member of your online community spots a new extra credit opportunity it would be an excellent community action to let the others know! If you are new to D2L here are some key terms/functions you may wish to explore soon:

Drop boxes: All assignments will be submitted by you into a drop box – they are all clearly labeled to let you know which assignments goes in which drop boxes.

Chats: Because chats are live and require you to be online and participating at a specified time, there are no chats for this course. We believe flexibility and convenience are strong points of online courses, and a scheduled function (such as chats) decrease the flexibility because they require you to be “online in the course” at a time that may not be convenient for you. We use discussions, instead, because they are more flexible and open-ended.

Discussions: Periodically a discussion opportunity will appear; once open it will stay open for the remainder of the course. Discussions are open-ended so that you may respond to a question or idea We post. These are not chats and are not live – they are designed that way so that you may participate at a time that is most convenient for you. You earn points for participating in
discussions, so please plan on doing so. I will read all posts and may or may not respond. Some things to remember (think of these as rules of the road or online etiquette): please be respectful – no name calling or vulgarity. Feel free to rant in your posting (remember – no vulgarity) if it helps you talk about what you want to talk about.

Tests and Quizzes: There are no tests or quizzes in this course – together we will explore what we want to through discussions, readings, written assignments, materials put on D2L for you to explore and…extra credit opportunities.

News: On the D2L course homepage there is a section for news. Periodically I may post some news there or an item of interest… I may even let you know that a new extra credit opportunity has just appeared!

Requirements:
In order to effectively explore these topics this course will be a union between online-classroom and field experiences. The key requirements for this course are an open mind, a willingness to discuss new concepts, and the desire to grow. Each Student is required to fulfill the following requirements in order to pass this course:

Marketing Tools: Each student will learn how to market themselves. As a job seeker, there are certain tools you will use to communicate your selling points. The two most common ways to do this are through a resume and a cover letter. Your resume is the tool that gives the employer (or the grad school admissions committee) an overview of your education, experience, skills and accomplishments. The purpose of the resume is to secure an interview, NOT a job or acceptance. The cover letter is an introduction to the resume. It allows you to highlight one or two important talents or achievements that qualify you for the position/placement for which you are applying. The purpose of the cover letter is to generate interest on the part of the reader, which then leads him/her to read your resume to learn more about you. Each student must complete a resume and cover letter. (10+5 pts.)

Interview Session: Each student will participate in one or more “live” interview session(s) to practice their interviewing skills. You should bring your resume, a business card, and dress appropriately. The day we will meet on-campus will be announced two weeks in advance. (Attendance 03 pts; Absence 0 Pts; interview class <03> pts.).

Portfolio: Each student must create a professional portfolio. A portfolio is a unique expression and collection of someone’s work which is a culminating exercise that not only demonstrates every single skill a student learns in his/her program and at the caliber at which (s)he performs but is also useful to the student once the class has ended. As a job-search tool, a portfolio enable you to go beyond your resume and demonstrate what you can do as well as what you know. Just as there is no single way to write a resume, there is no single way to create or design your portfolio. For purposes of this course, you must design a professional portfolio and save in Microsoft Office 2003 Word. [details here] … use the URSI portfolio guidelines http://www.mnsu.edu/ursi/publications/portfolioguidelines.htm  [bob—this is a broken link]

At a minimum, it must have a table of contents (which lists the categories), a resume (which lists your work experience and your contact information), and sections for each of the knowledge, skills, and attitudes (KSAs)that you think you should be developing in this and the rest of your program. To the extent that you have exhibits which you can include for each category, do so. Where you have no exhibits, write a brief description of what you will be doing to generate some documentation of that KSA. At least one category should consider the values of the public sector, and in that section you should write an explanation of why you chose these particular categories for your portfolio. Your portfolio should be posted to the Discussion Board on D2L. (30 pts.)
**Group Presentation:** Working in groups of six (6) you will be asked to develop a PowerPoint presentation of what you learned in this class. I will post an entry on D2L to further describe the nature of this presentation. It is up to the groups to decide which members will do what, submit an outline, and then assemble it into a coherent presentation. The Ppts. must be posted to the D2L drop box on or before the deadline and I will subsequently evaluate and grade them. (20 pts.)

**Discussions:** We will discuss D2L journal questions through forums. You earn participation points by joining in these discussions. (5 @ 2 each=10 pts.)

**Homework:** Twice in the semester, you will be notified to submit your Kimmeldorf, Orton, and other written homework assignments. *This work is an important part of the course learning.* Drop boxes homework 1 and homework 2 will be set up for collection of the mid-semester and semester-end homework. These collection dates will be announced on D2L. Drop boxes will set up and close promptly on midnight the date of the collection. This information will be listed on D2L. (2 @ 7.5 pts.=15)

**Class Participation (virtual lectures):** Virtual lectures using PowerPoint will be posted on D2L. It is your responsibility to participate by viewing these. (20 pts.)

**Timeliness and Class Participation:**
It is your responsibility to complete your coursework in a timely fashion and engage in the class discussions. If there is an emergency which requires you to miss class, please contact me immediately. **ALL WRITING ASSIGNMENTS ARE DUE ON THE DATE LISTED IN THE COURSE CALENDAR.**

**Grading:**
There are 100 points for the course, divided as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Resume (10) + Cover Letter (5)</td>
<td>15</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>05</td>
</tr>
<tr>
<td>Portfolio</td>
<td>30</td>
</tr>
<tr>
<td>Homework 1, 2 (2 collections x 7.5)</td>
<td>15</td>
</tr>
<tr>
<td>Discussions [5x 2]</td>
<td>10</td>
</tr>
<tr>
<td>Group Ppt. Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Attendance</td>
<td>03</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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100-90 = A  89-80 = B  79-70 = C  69-60 = D  Under 60 = F

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please contact us as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at 507-389-2825 (V) or 1-800-627-3529 (MRS/TTY).

**Cell phones/Laptops:** No open laptops during guest speakers and lectures. Always turn off (or put on vibrate) your cell phone before entering class.

1 Note: Students absent from in-person interview session will have 3 points deducted from attendance.
Attendance & Class Participation

It is your responsibility to post your responses in a timely fashion, interact with your mentors, and engage in online class activities. I expect all the work for each assignment to be posted by the due date on the Course Calendar. If there is an emergency which requires you to be away from your computer, please contact me immediately. I will give partial credit for assignments that come in during the next time period; assignments posted after that will not earn course credit unless there is a prior agreement. You are paying for this class—make sure to get your “money’s worth.” Most importantly, this is an excellent foundation of knowledge for future activities, and it is a chance for you to learn, teach, and grow with others. Note: No “incomplete or in-progress” will be granted for unfinished coursework.

Loss of computer connection or network services are not an excuse for not getting work submitted on time (if you lose your connection, go to another location to do your work—a public library, the University’s Academic Computer Center, a friend’s computer, etc.) You can get help with technical problems from the MSUM computer help desk at help@mnsu.edu or go the 3rd floor of the Library.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Work/Readings to Be Discussed</th>
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</thead>
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| Not Later Than 8-26 | **Ppt.: Effective Teams**  
Introduction to Capstone URBS 489  
**Establish Groups-Partner Lists** |
| Not Later Than 9-2 | **Ppt.: Strategies for Understanding Who we Are**  
Kimmeldorf/Orton homework (see D2L schedule)  
**Discussion Assignment 1 Discussion #1 opens 9/2/10 6 p.m.** |
| Not Later Than 9-9 | **Guest Speaker- Kristin Underwood MSU Career Development Center (2-typed questions)**  
Creating a Mission Statement & web homework  
**Read “Resume Hints”** |
| Not Later Than 9-16 |  
**Ppt.: Problem Solving Inventory**  
**Web, Job Skills checklist; K/O-Homework**  
**PEER REVIEW: PARTNERS--COVER LETTER/RESUME 1ST DRAFT**  
**Discussion #2 opens at 6 p.m.** |
| Not Later Than 9-23 | **Guest Speaker-Chris Mickle- MSU Graduate Office (2 typed Q’s)**  
**Problem Solving Inventory, Web (mavsjobs) K/O homework**  
**Ppt.: 9 Key Resume Strategies**  
**COVER LTR/RESUME DUE (with peer review)** |
| Not Later Than 9-30 | **Read “Preparing for the Interview” & “Q’s to Ask at Interviews”; Business Card, Self-Evaluation exercises; K/O Homework** |
| Not Later Than 10-7 | **Real-World Practice Interviews (dress appropriately-bring business card)**  
**Read “10 most common mistakes; interviewer profiles”**  
**Visit Websites; Visit Websites; Kim 1-6-- Orton 1-7; 1st Homework Collection**  
**Discuss Assignment 2** |
| Not Later Than 10-14 | **Ppt.: Myer Briggs Type Indicator**  
**1ST PORTFOLIO PEER REVIEW (print out D2L rubric and bring to class)**  
**Websites, K/O homework**  
**Discussion #4 opens at 6 p.m.** |
| Not Later Than 10-21 | **Ppt.: Designer Portfolios**  
**2ND PORTFOLIO PEER REVIEW (print out D2L rubric and bring to class)**  
**K/O Homework** |
| Not Later Than 11-4 | **Ppt.: Networking**  
**Visit Websites;**  
**Discussion Assignment 3** |
| Not Later Than 11-11 | **FINAL PORTFOLIOS DUE (insert business card& attach Peer Reviews)**  
**Read “Finalizing your portfolio”**  
**Group time-Presentation Outline due at end of class**  
**Kim 7-end-- Orton 8-end ; 2nd Homework Collection** |
| Not Later Than 11-18 | **Groups work on Presentations**  
**Read “Oral presentations guidelines”**  
**VIEW ON-LINE VIDEO “Living with a Hole in Your Pocket”**  
**Reflection paper due 11/26 by 11:59 p.m.(on video)** |
| Not Later Than 11-25 | **No Class-Happy Turkey Day!**  
**REFLECTION PAPER DUE 11/26/10 by 11:59 p.m.**  
**Discussion #5 opens at 6 p.m.** |
| Not Later Than 12-2 | **Last Scheduled Evening of Class COURSE FEEDBACK**  
**PORTFOLIOS RETURNED**  
**Final Presentations due 12/1 by 6 p.m.; Team Evaluation Due** |
| Final Exam Week 12-09 | **TBA** |
Course Calendar and Assignments-URBS 489 Fall 2010
(also see Capstone D2L for on-line course and events calendars)

GS=guest speaker (Prepare 2 questions typed); CL=Class Pkt.
HW=Homework *(see D2L for wkly Hw and Kimmeldorf/Orton (K/O) assignments) collected 10/7 & 11/4