

Assignment 6:2 – Mini-Course Planning Guide

COURSE PLAN

In this section, you will provide background information on the mini-course. This will help you ensure the mini-course is aligned and designed with the appropriate context, audience, and purposes in mind.

DEVELOPMENT DETAILS

Mini-Course Title	Internship Professional Development and Social Etiquette
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COURSE CONTEXT

Mini-Course description (formal statement; sales pitch)
The overall focus of this course is to prepare young professionals for their first internship experience by equipping them with professional development and social etiquette skills that are crucial for career success. During this 7-week hybrid course, students will be able to demonstrate professional conduct in personal and professional business interactions. They will also develop essential soft skills, such as communication, collaboration, and networking - all highly marketable skills that employers seek in intern applicants.
Aim of the mini-course. (What are you trying to accomplish?)
Despite young professionals being expected to demonstrate professional business etiquette in their workplaces, few resources or courses are available to impart these essential skills to individuals. Because of this, an educational skills gap exists that requires students and recent graduates to reassess their current knowledge of business conduct practices and upskill their professional profile.

With guidance from experienced mentors representing various local business industries, students will connect their academic knowledge with real-world, practical experience. Upon successful completion of the course, students will be equipped with professional skills that will enhance their ability to thrive in their future internships and careers.

Prerequisite courses or prerequisite knowledge (if needed)

Students must be business or economics majors who are junior or senior level undergraduate status.

Next course(s) in sequence (if needed)

Not Applicable (N/A)

Learner Characteristics (general demographic information, personal and social characteristics, culturally diverse learners, learners with disabilities, etc.)

Everyone in the learner group speaks English as their primary language. Additionally, most students come from middle-income families. The majority of them also have academic scholarships and are academically motivated with an average GPA of 3.5. They do not have learning disabilities or limitations that would impact the method or delivery of instruction.

Most of the students are active members of the Business School's student club. They enjoy participating in sponsored club outreach opportunities designed to connect current students with local industry employers and serve as ambassadors of the Business School during University functions.

MATERIALS AND TECHNOLOGIES

Current Textbooks or Readings (Publisher, OER, websites, etc.)

- *Modern Manners: Tools to Take You to the Top* by Dorothea Johnson and Liv Tyler; Publisher: Potter Style New York

Module 1: Understanding the “Social” in Social Etiquette

Websites:

“Intern Etiquette: How to Impress at the Workplace”

<https://capital-placement.com/blog/intern-etiquette-how-to-impress-at-the-workplace>

“The Importance of Good Business Etiquette”

<https://www.stabroeknews.com/2016/09/16/business/importance-good-business-etiquette/>

Videos:

“Welcome to the New Etiquette” Susan Callender TEDx Talk

<https://www.youtube.com/watch?v=q0HzDxU6uro>

“Mastering the Basics of Good Business Etiquette”

<https://www.youtube.com/watch?v=z95GEbtdqPs>

Module 2: First Impressions

Websites:

“Guide to Business Attire (With Examples)”

<https://www.indeed.com/career-advice/starting-new-job/guide-to-business-attire>

“What is a Business Casual Policy?”

<https://www.businessnewsdaily.com/15346-business-casual-attire.html>

“What Should I Wear or Bring on My First Day?” Chegg Internships

<https://www.internships.com/career-advice/workplace/what-should-i-wear-or-bring-on-my-first-day>

Infographic:

<https://www.thebusinesswomanmedia.com/wp-content/uploads/2014/10/BusinessCasual.jpg>

Visual Media Source:

Purdue CCO. (April, 2014). Business casual vs. professional [Illustration]. Purdue University Center for Career Opportunities. <https://purduecco.files.wordpress.com/2014/04/business-casual-vs-professional-dress-blog.png>

Videos:

“Dress for Success”

<https://www.candidcareer.com/video-dress+for+success,9979b8de601f81461032,CCSU>

Module 3: The Art of Communication

Websites:

“How to Demonstrate Oral and Written Communication on Your Resume”

<https://www.internships.com/career-advice/search/communication-skills>

“Résumé for Business and Economics Internships”

<https://www.thebalancecareers.com/resume-for-business-and-economics-internships-1987077>

“After the Interview: Sample Thank-You Letters”

<https://www.businessnewsdaily.com/5578-sample-thank-you-letters.html>

“How to Manage Gossip at Work”

<https://www.thebalancecareers.com/how-to-manage-gossip-at-work-1918782>

“Ask the intern: How do I deal with criticism at my internship?”

<https://www.theinterngroup.com/our-blog/ask-the-intern-how-to-deal-with-criticism/>

“Why It’s OK to ask for Help at Your Internship”

<https://internsdc.com/why-its-ok-to-ask-for-help-at-your-internship/>

Videos:

“The Elevator Pitch”

https://www.youtube.com/watch?v=xrk9BJWJwOI&feature=emb_logo

Course Tools and Technologies that support teaching and learning

- Canvas LMS
- Padlet
- Canva
- Flipgrid
- Instructional videos embedded into Canvas LMS modules:
 - YouTube

MINI-COURSE LEARNING GOALS

Identify the **overarching** course goals. What will the learners know and be able to apply when they leave the mini-course?

The overarching goals should fit within high order thinking skills (analyze, evaluate, and create). Do not use low order thinking skills such as remember or understand in the course goals. You will design course assignments and assessments that help the student comprehend topics and support the overarching goals, therefore lower order thinking skills are implied throughout the course.

Overarching Course Goal(s)

1. The student will justify the importance of demonstrating social etiquette in business interactions.
2. The student will analyze inappropriate and appropriate attire in workplace settings.
3. The student will critique professional communication interactions.

FORMATIVE ASSESSMENTS

Place your final goals in the box that corresponds with Higher Order Thinking (HOTS) or Lower Order Thinking (LOTS). Not every box needs a goal. Some boxes may have more than one goal. This activity gives you a visual indication of the cognitive level of your course goals and some example assessments.

Level	Overarching Mini-Course Goals	Formative Assessments	EXAMPLE forms of assessments
Create (HOTS)	The student will critique professional communication interactions.	Résumé Review 1. Submit a rough draft résumé for peer review and mentor feedback on Canvas LMS. 2. Edit and evaluate your assigned peer's résumé. 3. Resubmit résumé with your peer's suggestions and mentor feedback.	Video, Blog, Original research, Digital story, Anthology, Product, Website, Podcast, App, Wiki, Presentation, Game, Screencast, ePub/iBook, Model, Mashup
Evaluate (HOTS)	The student will justify the importance of demonstrating social etiquette in business interactions.	Students will annotate the article "The Importance of Good Business Etiquette." They will reflect on how the etiquette practices discussed in the article	Critique, Debate, Blog, Peer Editing, Editorial, Judgments, Reporting, Summary, Hypothesize & Test, Experiment, Problem-based challenge

		<p>could apply in their own future business careers.</p> <p>After reading the article, students will share their evaluations and reflections on the Padlet Discussion Board titled:</p> <p style="text-align: center;"><i>“How, Why, Where? Answering the Trifecta for Understanding the Importance of Mastering Social Etiquette”</i></p> <p style="text-align: center;"><u>Prompt:</u></p> <p style="text-align: center;"><i>Offer your insights into how, why, and where social etiquette can be applied in your future career endeavors.</i></p>	
<p>Analyze (HOTS)</p>	<p>The student will analyze inappropriate and appropriate attire in workplace settings.</p>	<p>Module 2 “Dress for Success” T-Chart</p>	<p>Review, Survey, Mashups, Graphing, Charting, Rating, Spreadsheets, Compare/Contrast, Case studies</p>

Apply	The student will critique professional communication interactions.	The student will write a sample thank-you card addressed to a business employer.	Demonstrate a skill or knowledge, Simulation, Journaling, Operate a tool, role play, portfolio, problem-solving, algorithms
Understand (LOTS)	The student will justify the importance of demonstrating social etiquette in business interactions.	<p>Students will access the Padlet assignment “Understanding the “Social” in Social Etiquette.”</p> <p><u>Padlet Response:</u></p> <p><i>Share at least 1 article, case study, or video that describes how social etiquette influences workplace practices. Which skill(s) do you think are most important? How does etiquette link to positive workplace relationships?</i></p>	short answer or multiple choice involving new examples, essay, storytelling, summary, presentation
Remember (LOTS)	The student will justify the importance of demonstrating social etiquette in business interactions.	<p>The student will complete the multiple choice and fill-in-the-blank quiz:</p> <p>Module 1 “Social Etiquette Defined”</p>	multiple choice, matching, true-false, fill-in-the-blank, timelines, bookmarking

From Anderson & Krawthwohl. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy.

SUMMATIVE ASSESSMENTS

Identify **major assessments** that will be used to measure your course-level goals.

Assessment title and description:	Aligned to Course-level goal(s):
<p><i>Assignment Title:</i></p> <p style="text-align: center;">Flipgrid Video: "Poor and Proper Social Etiquette"</p> <p><i>Description:</i></p> <p>The student will create a 2-3 minute Flipgrid video that demonstrates 3 poor and 3 proper social etiquette interactions. Students will reply to at least 2 of their peers' videos and offer their observations or suggestions to improve social etiquette delivery.</p>	<p>The student will justify the importance of demonstrating social etiquette in business interactions.</p>

Assessment title and description:	Aligned to Course-level goal(s):
<p>Assignment Title:</p> <p>Business Attire Canva Presentation</p> <p>Description:</p> <p>Using Canva, students will design an infographic or multimedia presentation that delineates what professional dress is appropriate in a variety of different work environments or scenarios.</p> <p>Students will create their visual presentations guided by the following prompt:</p> <p><i>What attire is appropriate in business etiquette dinners, job shadowing opportunities, informational interviews, networking events, or casual work settings?</i></p>	<p>The student will analyze inappropriate and appropriate attire in workplace settings.</p>

Assessment title and description:	Aligned to Course-level goal(s):
<p data-bbox="201 315 464 350"><i>Assignment Title:</i></p> <p data-bbox="495 394 699 430">Final Résumé</p> <p data-bbox="201 472 386 508"><i>Description:</i></p> <p data-bbox="201 552 982 743">The final résumé will be an essential item to include in the student's professional portfolio. It is intended to be presentable to employers upon their first internship.</p> <p data-bbox="201 787 957 979">Students are expected to incorporate peer and mentor feedback gained from the Résumé Review activity and resubmit the updated résumé on Canvas LMS.</p>	<p data-bbox="1012 394 2007 430">The student will critique professional communication interactions.</p>

Assessment title and description:	Aligned to Course-level goal(s):
<p>Assignment Title:</p> <p>Public Service Announcement (PSA)</p> <p>Description:</p> <p>The student will create a Flipgrid video response to the following prompt:</p> <p><i>“Your boss just stepped on the elevator with you. Create an 2-minute elevator pitch that markets your professional skill sets or business ambitions.”</i></p> <p>The student will also submit a written script of his/her elevator pitch on Canvas LMS.</p>	<p>The student will critique professional communication interactions.</p>
Assessment title and description:	Aligned to Course-level goal(s):
<p>Assignment Title:</p> <p>“What Would You Do?”</p> <p>Description:</p> <p>Each student will create a 2-3 minute video role play skit that examines inappropriate and appropriate communication interactions. Students can choose a</p>	<p>The student will critique professional communication interactions.</p>

class peer or a friend to complete this assignment and can use any video application of their choice, such as Adobe Spark Video or Canva. Each student will choose 1 topic from the following scenarios:

1. How would you approach gossiping in the workplace?
2. How do you receive constructive criticism without being defensive?
3. You've been assigned a project that quickly becomes too overwhelming. What questions would you ask your colleague or boss when requesting assistance or additional clarification to complete your work tasks?

COURSE MAP

The table below allows you to map out the mini-course using information from above. These are the components that will frame and support the course (the learning activities and assessments), along with the foundation that the course will be built upon (course goals and module objectives).

- The **Course Map table** is a template to support the course flow. **Each row represents a module/topic.** Add/delete rows to match the number of modules/topics that you'd like to use within the mini-course.

As you write your module objectives, make sure that they are in plain language, that the tasks described can be measured, and that they are aligned to at least one of the assessments listed in the course map

COURSE MAP

Module or Topic	Course Goal Overarching Course Goal from above	Module Objectives Write a statement using a measurable verb to describe what you expect learners to be able to do after completing this module.	Learning Content and Activities (Readings, Viewings, Supplemental Resources, Exercises, Activities) List all of the learning content that you will give to learners to help them to complete the assessments for the course.	Assessments/Deliverables (Assignments, Quizzes, Exams) List all of the assessments that learners will complete to prove their achievement of the module objectives you've set.
1	The student will justify the importance of demonstrating social etiquette in business interactions.	<p>1.1</p> <p>The student will demonstrate 80% accuracy on the 10-question quiz "Social Etiquette Defined."</p> <p>1.2</p> <p>Given a written prompt, the student will share an article, case study, or video that describes how social etiquette influences workplace interactions.</p>	<p>Websites:</p> <p>"Intern Etiquette: How to Impress at the Workplace"</p> <p>https://capital-placement.com/blog/intern-etiquette-how-to-impress-at-the-workplace</p> <p>"The Importance of Good Business Etiquette"</p> <p>https://www.stabroeknews.com/2016/09/16/business/importance-good-business-etiquette/</p>	<p>Formative Assessment:</p> <p>Multiple Choice and Fill-in-the-Blank "Social Etiquette Defined"</p> <p>Formative Assessment:</p> <p>Padlet Response:</p> <p>"Understanding the "Social" in Social Etiquette"</p>

		<p>1.3</p> <p>The student will create a 2-3 minute Flipgrid video that demonstrates 3 poor and 3 proper social etiquette interactions.</p> <p>1.3 a</p> <p>The student will view 2 peer Flipgrid videos and respond to 2 peers' responses while offering their observations or suggestions to improve social etiquette delivery.</p>	<p>Videos:</p> <p>“Welcome to the New Etiquette” Susan Callender TEDx Talk</p> <p>https://www.youtube.com/watch?v=q0HzDxU6uro</p> <p>“Mastering the Basics of Good Business Etiquette”</p> <p>https://www.youtube.com/watch?v=z95GEbtdqPs</p>	<p>Summative Assessment</p> <p>Flipgrid Video:</p> <p>“Poor and Proper Social Etiquette”</p>
2	The student will analyze inappropriate and appropriate attire in workplace settings.	<p>2.1</p> <p>Referring to the “Business Attire” chapter of <i>Modern</i></p>	<p>Websites:</p> <p>Guide to Business Attire (With Examples)”</p>	<p>Formative Assessment:</p> <p>Module 2 “Dress for Success” T-Chart</p>

		<p><i>Manners</i> and the infographic, the student will create a 2-category T-Chart that lists 5 examples of appropriate vs. inappropriate business attire per category.</p> <p>2.2</p> <p>Given a Padlet Response prompt, the student will write a one-paragraph statement and/or share media that highlights 3 topics of their choice gathered from the assigned readings.</p> <p>2.2 a</p> <p>Using the Padlet Response prompt as a guide, the student</p>	<p>https://www.indeed.com/career-advice/starting-new-job/guide-to-business-attire</p> <p>“What is a Business Casual Policy?”</p> <p>https://www.businessnewsdaily.com/15346-business-casual-attire.html</p> <p>“What Should I Wear or Bring on My First Day?” Chegg Internships</p> <p>https://www.internships.com/career-advice/workplace/what-should-i-wear-or-bring-on-my-first-day</p> <p>Infographic:</p> <p>https://www.thebusinesswomanmedia.com/wp-</p>	<p>Formative Assessment:</p> <p>Padlet Response:</p> <p><i>“How, Why, Where? Answering the Trifecta for Understanding the Importance of Mastering Social Etiquette”</i></p>
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		<p>will reflect on how the 3 topics may be applied to their future career endeavors.</p> <p>2.3</p> <p>Using Canva, students will design an infographic or multimedia presentation that delineates what professional dress is appropriate in a variety of different work environments or scenarios.</p>	<p>content/uploads/2014/10/BusinessCasual.jpg</p> <p>Video: “Dress for Success”</p> <p>https://www.candidcareer.com/video-dress+for+success,9979b8de601f81461032,CCSU</p>	<p>Summative Assessment: Business Attire Canva Presentation</p> <p>Students will create their visual presentations guided by the following prompt:</p> <p><i>What attire is appropriate in business etiquette dinners, job shadowing opportunities, informational interviews, networking events, or casual work settings?</i></p>
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<p>3</p>	<p>The student will critique professional communication interactions.</p>	<p>3.1</p> <p>The student will create a 1-page professional résumé, using the sample business and economics résumé template included in the “Résumé for Business and Economics Internships” article.</p> <p>3.1 a</p> <p>The student will provide at least 5 constructive criticism comments and/or feedback to offer for assigned peer’s résumé.</p>	<p>Websites:</p> <p>“How to Demonstrate Oral and Written Communication on Your Resume”</p> <p>https://www.internships.com/career-advice/search/communication-skills</p> <p>“Résumé for Business and Economics Internships”</p> <p>https://www.thebalancecareers.com/resume-for-business-and-economics-internships-1987077</p>	<p>Formative Assessment:</p> <p>Résumé Review Activity</p>
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		<p>3.1 b</p> <p>The student will edit his/her rough draft résumé, incorporating the suggestions and feedback provided by his/her mentor and assigned peer into their final résumé submission.</p>		<p>Summative Assessment: Final Résumé</p>
		<p>3.3</p> <p>The student will review the sample thank-you letter examples in the article “After the Interview: Sample Thank-You Letters” and write a thank-you card, including using the 6 essential</p>	<p>“After the Interview: Sample Thank-You Letters”</p> <p>https://www.businessnewsdaily.com/5578-sample-thank-you-letters.html</p>	<p>Formative Assessment: Sample thank-you card</p>

		<p>components described in the sample examples.</p> <p>(Pages 58-59 of <i>Modern Manners: Tools to Take You to the Top</i> will also be excellent reference points).</p> <p>3.4 Referring to “The Elevator Pitch” video, the student will create a 2-minute Flipgrid elevator pitch and submit the accompanying written script on Canvas LMS.</p> <p>3.5 The student will review the 3 articles related to the “What</p>	<p>Video: “The Elevator Pitch” https://www.youtube.com/watch?v=xrk9BJWJwOI&feature=emb_logo</p>	<p>Summative Assessment: Public Service Announcement (PSA)</p> <p>Summative Assessment: “What Would You Do?”</p>
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		<p>Would You Do?” assignment and create a 2-3 minute Adobe Spark or Canva video that examines inappropriate and appropriate communication interactions.</p>	<p>“What Would You Do?” Articles:</p> <ol style="list-style-type: none">1. “How to Manage Gossip at Work” https://www.thebalancecareers.com/how-to-manage-gossip-at-work-19187822. “Ask the intern: How do I deal with criticism at my internship?” https://www.theinterngroup.com/our-blog/ask-the-intern-how-to-deal-with-criticism/3. “Why It’s OK to ask for Help at Your Internship” https://internsdc.com/why-its-ok-to-ask-for-help-at-your-internship/	
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