



# MORAVIAN COLLEGE

<b>COURSE:</b>	WRIT 100: The Ebb and Flow of Leadership: <i>Exploring Writing Through an Organizational Behavior Lens</i> Fall 2010
<b>TIME/DAY:</b>	T/R: 10:20am - 11:30am
<b>LOCATION:</b>	Comenius Hall, 304
<b>INSTRUCTOR:</b>	Katie P. Desiderio, Ph.D.
<b>E-MAIL:</b>	mekpd01@moravian.edu
<b>OFFICE:</b>	Comenius Hall 205B ~ come visit me!
<b>HOURS:</b>	M, T, W & R 2:30-3:30pm & <i>by appointment</i>
<b>PHONE:</b>	610.861.1376 (o) * 570.239.4084 (c)

## REQUIRED TEXTS:

Hacker, D. & Sommers, N. (2010). *The Bedford Handbook*, (8<sup>th</sup> ed.). Boston: Bedford/St. Martin's. ISBN-10: 0-312-65268-2

Csikszentmihalyi, M. (2003). *Good Business*. New York: Penguin Putnam Inc. ISBN: 978-0-670-03196-2

**COURSE DESCRIPTION:** This course was designed to introduce you to the *process* of writing that is central to college learning and to life. Using Csikszentmihalyi's theory of flow as the theoretical framework to guide this writing intensive course, together we will explore how visionary leaders make meaning of their behaviors in the context of *doing good business*. In our writing, we will explore ways of thinking, reactions to our readings, and how to express responses in an *analytical* and thoughtful way. This course will follow the Guidelines for Writing 100, while creating awareness for the making of meaning in life. "As with excellence, the goal of being of service to others is an inexhaustible source of inspiration." – Csikszentmihalyi (2003)

## STUDENT LEARNING OBJECTIVES:

- Understand writing as a way of thinking while constructing new knowledge in the *process*
- Understand that success in writing lies in attention to the *process* as much as in the form of the final product – you will experience the power of collaboration as part of that process
- Identify how reading and speaking about writing contribute to the development of your writing abilities
- Increase your ability to read critically and comprehensively to synthesize ideas from sources with your own ideas
- Uncover your ability to writing in a variety of genres for a variety of audiences
- Gain experience in using technology for research and writing by demonstrating competencies in finding materials through research and proper academic citation(s)
- Gain awareness of errors in grammar, usage, punctuation and spelling that may impede a reader's understanding; use your ability to avoid and correct such errors
- Gain ability to format an academic paper for any audience
- Collaborate with faculty, students, and staff to fully engage with the College community
- Improve written expression and communication through the use of formal and informal writing as tools for learning
- Enhance presentation and teamwork skills

"You can't make a great play unless you do it first in practice." ~ Chuck Noll



**COURSE PROCEDURES:** Learning is most effective when the students are *actively* involved and responsible for the experience. The major approach to gaining mastery in writing will be individual study, reflection, and teamwork combined with class discussions and sharing of ideas, discoveries, and reports. This is your class—your learning experience. Make the most of it by:

1. Reading all assignments prior to class
2. Coming to class prepared with the required textbooks
3. Utilizing ALL resources (online, human, writing center, library) available to you
4. Being respectful (in this collaborative learning environment)
5. Attending and fully participating in this class (workshops, discussions...)
6. Completing all assignments, which involve opinion generation, analysis, observation, and library research
7. Maintaining and sharing your work with the class

**MISSION RELEVANCE:** This course will help students to understand and apply college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. Students will practice both speaking and writing as individuals and will also work collaboratively in peer workshops. An awareness of the dynamic process of writing and reading will better prepare the student for a successful college career and beyond. Learning will occur through reading, writing, and experience(s), hence the instructor will mostly serve as a facilitator of your learning – not a lecturer or test-giver.

**COURSE ACTIVITIES TO MEET OBJECTIVES:** The student will read the textbooks and understand the material presented through class discussions, presentations, group discussions, exercises, asking questions, as well as through a series of writing assignments. In order to fully meet the course objectives, **YOU MUST BE PRESENT IN CLASS!**

**ATTENDANCE:** Students demonstrate their responsibility in the regularity and punctuality of their attendance. Please plan to arrive on time and remain the entire class period. Leaving class early will constitute an absence. As part of this policy, 3 days tardy constitutes 1 absence. Absences due to illness or other reasonable causes may entitle the student to make up missed work if communicated to course facilitator. Absences beyond 3 *for exceptional reasons* may be excused only upon presentation of a letter from a physician or other acceptable documentation. If the number of absences exceeds 3, the student's grade will be lowered by one letter with NO EXCEPTIONS. If the absences exceed 6 in a semester, the student will be issued an "F" for the course. YOU are responsible for all information, assignments, revisions, announcements, and etcetera. Arrange for a few peers, that you can rely on, to assist you in the case of your absence.

**ATTENDANCE IS MANDATORY ☺**

**GRADING:** You will have the opportunity to demonstrate your learning through scheduled assignments, active participation, exercises, and projects. Students will be assessed both qualitatively and quantitatively in this class. **Excessive absences will lower your final grade evaluation.** In addition, expect a penalty of one half a letter grade per day for late assignments.

Energy, Ideas, & Involvement in class	16.7%
Article #1 (includes drafts)	16.7%
Article #2 (includes drafts)	16.7%
Article #3 (includes drafts)	16.7%
Investigative Proposal (includes drafts)	16.7%
Creative & Exploratory Exercises	<u>16.7%</u>
	<b>100%</b>



# **GRADING SCHEDULE:**

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	<p><b>Attention Students!</b></p> <p>* You are responsible for your grades and are encouraged to question every aspect of your grade and/or performance throughout the course of the semester.</p>
Great Performance	A- (3.67)	90-92.9	
Very Good Work	B+ (3.33)	86-89.9	
Good Work	B (3.0)	80-85.9	
Above Average	C+ (2.33)	76-79.9	
Average Performance	C (2.0)	70-75.9	
Below Average	D (1.0)	60-69.9	
Failure	F (0.0)	59.9 & below	

**DEFINITION OF ASSIGNMENTS:** Your work is a reflection of your commitment to this learning adventure and you are all capable of great things! Take pride in your work, but most of all take the time to have fun and enjoy challenging yourself. All exercises must be typed, proofread, and delivered on or before the due date. As per the instructor's direction, delivery may be posted to the designated forum on blackboard or via e-mail attachment as a Word document. *Please use a left justified header with your name, exercise name, course #, and date unless otherwise specified.*

- ♦ **CREATIVE & EXPLORATORY EXERCISES:** In an effort to enhance your understanding of the components included in writing, be prepared to use writing to explore your reactions to both contemplated and learned materials. You will be reacting to scenarios, readings, as well as to peer-work. You will use writing to explore your thinking, feeling, and learning. These informal exercises will also serve as formative assessments (identifying the areas that you and I can take action on to improve both instruction and learning) for our class. This involves observations and perceptions, which will ultimately inform your writing – all very exciting!
- ♦ **ARTICLE #1:** Who Motivates You? Explain why this one person has or continues to motivate you. Think about the most critical points of why are you motivated by the words, presence, encouragement, and support of this person. Now think of a time when you experienced *flow* either with or as a result of this person.
- ♦ **ARTICLE #2:** Hi Mr./Miss Personality! Explain your perceptions, attitudes, and beliefs about this personality type. How would you, as a leader, best use a person with this personality type? What are some things you would be apprehensive of, excited about, and/or motivated by when working with this personality type? Now explain how the awareness of personality attributes can influence *flow* experiences.
- ♦ **ARTICLE #3:** Coke or Pepsi? How hard was it for you to choose one answer? How would you interpret your selections? SWAP PAPERS! Now evaluate your partner. Knowing your partners responses, explain how you could help this person reach the state of *flow*.
- **INVESTIGATIVE PROPOSAL:** In order to holistically develop your skills as a student learner and aspiring professional, it is imperative that your experiences extend beyond the classroom.

**THE SITUATION:** You have been hired to work as the *Chief Leadership Officer* for the organization you have selected in the list provided (*note: each student team will explore a*



different organization – no duplicates permitted), which is a growing business that plans to expand to China. One morning, the company President sends you the following memo:

*Before my meeting next week with the China representatives, I would like to request information on the types of people we would hire to work in our China locations. This would include personality attributes, motivational factors, background, aspirations, and expected perks the staff would possess. Be mindful that the employees in our China location will have to fit with our corporate culture (Good Business) as well as with the Chinese culture. Please do the necessary research to prepare a comprehensive proposal that communicates our identity as a “Good Business” in China.*

- **TASK.** The investigative proposal involves having each student team (two members) conduct research on the history of your chosen organization, the personality attributes, motivational factors, background, aspirations, expected perks the staff would possess, and most importantly how the organization would fit into the Chinese culture. Each student is responsible for completing library research, personal interviews with the management team at your chosen organization, observations, and data collection. In an effort to fully enhance your experience, you must visit your chosen company a **minimum of two (2) times** over the course of the semester. Please be certain you can work with your chosen organization for the *entire semester* as *changing companies is not permitted*.
- **ROLE AND AUDIENCE.** Based on our learnings in class, students will be asked to explore the importance of organizational behavior through writing in this real-world applied learning experience. The approved site will be an environment that enhances your knowledge while developing critical thinking skills that will drive the creation of a comprehensive, investigative proposal that will be presented to the President of your chosen organization(s).
- **FORMAT OF PAPER.** With your partner, you will prepare a typed investigative proposal that will reflect on the application of concepts learned from class combined with your research, observations, and interviews. As a team, you will explore themes, alternative approaches, and perspectives. Be prepared to write, evaluate, give and receive peer and instructor feedback and then discuss the changes prior to final composition of an end of semester paper. Our goal is to create an independent, peer-supported learning environment for sharing struggles and insights, heights and depths, and learning through our mutual adventure. Please be prepared to formally present your experience(s) over the course of the semester.
- **EXPECTATIONS ABOUT THE PROCESS.** Did you know that **learning is a process**? “If the process is sound, the product will take care of itself” (W. Zinsser). The final paper will communicate your findings using an organizational behavior lens – this means you are to weave the learned OB concepts throughout your work. Using resources such as the required textbooks, class learnings, articles shared by peers, observations, and/or interviews, this paper will be no less than 10 typed pages in length, double-spaced with 1 inch margins, 12-point Times New Roman font, with a cover page, executive summary, table of contents, references, and appendices containing your drafts. The paper shall be well written, and professionally developed as if you were going to present the document to your boss.
- **CRITERIA FOR EVALUATION.** The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. An ‘A’ final paper meets all the criteria for this assignment. The writer will show an understanding of



the key concepts learned in this class by synthesizing what has been learned in class with the findings from your research. The final paper will be organized, well-written, fully developed and will be free of ambiguity, grammatical and mechanical errors. The final presentation will be a professional communication to the class of your semester long experience. Both the final paper and presentation will be submitted to the professor electronically on or before the designated due date.

The investigative proposal is the culmination of your learning, thinking, problem solving, and executions. The experience ***should be*** exciting, frustrating, fun, difficult, and an excellent learning adventure.

THIS PROPOSAL IS A PERFECT CANDIDATE FOR INCLUSION IN YOUR LEARNING PORTFOLIO.

**ASSESSMENTS:** In addition to summative assessment tools, (exercises, which include blackboard assignments, completed projects, and completed presentations) we also will be engaging in formative assessment techniques (identifying the areas that you and I can take action on to improve both instruction and learning). ***Together***, you and I will share responsibility for creating and maintaining a supportive, exciting learning environment in our classroom!

The writing projects, discussions, exercises, and presentations are opportunities for you to enhance your conceptual and practical skills. They are also opportunities to develop and enhance your written and oral communication skills. You will participate in workshops and peer-group meetings to evaluate and revise assignments and develop strategy. Both the exercises and the investigative proposal will require out-of-class meetings.

- ❖ Please use a word processor program for all assignments and keep your personal copy on file. All members of this class should have a personal copy of all individual and team-based assignments for their portfolio.

#### RESOURCES:

1. Library Materials include (but are not limited to):

<i>Harvard Management Update</i>	<i>Journal of Organizational Behavior</i>
<i>Journal of managerial issues</i>	<i>Journal of ethics</i>
<i>Journal of Behavioral Studies in Business</i>	<i>Wall Street Journal</i>
<i>Journal of behavioral and applied management</i>	<i>New York Times</i>
<i>Journal of business and management</i>	<i>Journal of business ethics</i>
<i>Journal of gender, race and justice</i>	<i>Organizational Behavior &amp; Human Performance</i>
<i>Journal of business and psychology</i>	<i>Leadership Excellence</i>
<i>Journal of Business Issues</i>	<i>Leadership Quarterly</i>

- Most of the listed journals are not available in hard copy in the Reeves Library but are available on-line or through inter-library loan. The Reeves Library Web site can be accessed at <http://home.moravian.edu/public/reeves/>. EbscoHost and Lexis-Nexis are excellent resources and bibliographic instruction is available upon request.



2. **WEB Materials:** Resources are included in the Bedford Handbook as well as on the text web site. The URL for our text is: [www.hackerhandbooks.com/bedhandbook](http://www.hackerhandbooks.com/bedhandbook) (*Hint: bookmark address*)
3. The MORAVIAN COLLEGE WRITING CENTER is an excellent resource. The Writing Center is located on the 2<sup>nd</sup> floor of Zinzendorf and I encourage you to become a regular visitor to the writing center, as it is a great tool readily available to you! *Please note: the Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.*
4. The MORAVIAN OFFICE OF LEARNING SERVICES is another great resource available to ALL students; the center exists so that any student (not just those who are struggling) can work with a learning support professional in order to improve his/her academic performance. A series of support workshops that focus on many academic skills and strategies useful for students at any stage in their academic career are offered. This office also supports students who wish to request accommodations in this class for a documented disability. Please reach out to Mr. Joseph Kempfer at 610.861.1510 or stop by the office at 1307 Main St.
5. The MORAVIAN CAREER CENTER is a fabulous resource to you, as a student of Moravian College. Please take the opportunity to visit the Career Center at 1305 Main St. or on the web at: <http://home.moravian.edu/public/career/>
6. **I AM ONE OF YOUR RESOURCES** so please arrange a personal or telephone conference with me. PLEASE SEE ME AS SOON AS POSSIBLE IF YOU ARE HAVING ANY DIFFICULTIES!

**MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS ACCREDITATION:** The Middle States Commission on Higher Education accredits Moravian College based on an evaluation of the school as a whole rather than on just one program; this designation acknowledges our commitment to educational excellence.

**STATEMENT ON ACADEMIC INTEGRITY:** Moravian College exists to educate our students. Since Moravian is a community whose purpose is the pursuit of knowledge and holistic development, the entire campus is committed to the principles of academic integrity and honesty.

In our class, academic integrity is the responsibility of everyone – students and teacher. We are responsible for honest effort in the pursuit of knowledge. In taking this class you are responsible for attending class, being alert in class, completing all assignments to the best of your ability, contributing to a nurturing learning environment both in and out of class, and researching and studying with the spirit of discovery and competence building. I am your resource person in this endeavor and I am always willing to work with you.

**CLASSROOM ETHICS:** We are all expected to respect the learning environment of others; supportive, constructive comments are encouraged and humor is welcome. Harassment, cheating<sup>1</sup>, plagiarism<sup>2</sup>, and other similar behaviors will not be tolerated. Anyone who engages in such behavior may be removed from the class and earn a grade of 0 for the course.

<sup>1</sup> In this class, cheating is defined as intentionally using or attempting to use the words, ideas, or answers of another student or using unauthorized materials in any academic exercise. Please protect your work from unauthorized use.



<sup>2</sup> In this class, plagiarism is using the words or ideas of another without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit or give a citation whenever you use another person's idea, opinion, or theory or use facts, statistics, graphs, drawings, and/or quotations.

**CELLULAR PHONE AND PAGER POLICY:** To provide an optimum environment for learning, all cellular phones and pagers must be kept on silent alert (vibration or visible flash) while in the classroom. Any calls must be answered outside the classroom. Please refrain from text messaging, checking email or searching the web during class time. **Additionally, cell phones are to be off your desks while taking exams.**

**INCLEMENT WEATHER POLICY:** In hazardous weather conditions, the College may be closed and classes cancelled, or the college may opt to run on a two-hour delayed schedule (see below). The decision to close or delay the opening of classes will be announced on the inclement weather hotline, 610 625-7995, and will be communicated on the following radio and TV stations: WLEV-FM 100.7, WAEB-FM 104.1, WAEB-AM 790, WCTO-FM 96.1, WRFY-FM 102.5, WBYN-FM 107.5, WODE-AM 99.9, WWYY-FM 107.1, WKFB-FM 107.5, WSBG-FM 93.5, WZZO-FM 95.1, and WFMZ-TV (Channel 69).

These closings or delays will also appear at the top of the login page on the College's internet portal AMOS ([amos.moravian.edu](http://amos.moravian.edu)) as well as the College's website ([www.moravian.edu](http://www.moravian.edu) <<http://www.moravian.edu>>). College-wide cancellations *after the start of the class day* will be announced on the public-address system of the HUB, the campus e-mail system, the radio and TV stations mentioned above, and AMOS and the College's website.

**TWO-HOUR DELAY:** If the decision has been made to open with a two-hour delay, the day does not begin with third-period classes; it begins with first-period classes on a shortened schedule. When following the delayed schedule, please note that there will be no "A" or "B" periods. A 2-hour delay does not affect courses, which begin at 4PM or later. Those courses would run on their normal schedule, if the college is open. Morning and afternoon science labs and studio art classes have their own schedule. Music lessons and practice are cancelled for the day when the delayed schedule is in effect. The class schedule in these circumstances is as follows:

NORMAL START TIME		2-HOUR DELAY BEGINS	2-HOUR DELAY ENDS
1st Period	7:30 (7:50 or 8:30) a.m.	10:00 a.m.	10:40 a.m.
2nd Period	8:50 a.m.	11:00 a.m.	11:40 a.m.
3rd Period	10:20 (or 10:00) a.m.	12:00 p.m.	12:40 p.m.
4th Period	11:45 a.m.	1:00 p.m.	1:40 p.m.
5th Period	1:10 (or 12:30) p.m.	2:00 p.m.	2:40 p.m.
6th Period	2:35 p.m.	3:00 p.m.	3:40 p.m.

Ushindi Kujiamini Timu Oyee” \* Faith within Yourself Completes the Victory



## TENTATIVE CLASS SCHEDULE

(SUBJECT TO CHANGE)

NOTE: PLEASE COME PREPARED TO DISCUSS *BUZZ WITH DR D.* IN EACH CLASS MEETING, AS EACH DAY WE SPEND TOGETHER WILL START WITH YOU!

MEETING DATE	TOPIC	READINGS & ASSIGNMENTS
AUGUST 31	Introductions	<b>Visit blackboard &amp; post teams</b> READ: BH pg. 2-34 & 621-684 (bring 5 important points from each section – total of 10 – to next class)
SEPTEMBER 2	Student Discussions on readings & 1 <sup>st</sup> writing exercise	BH pg. 2-34 (so what? -5 ideas) & 621-684 (so what? -5 ideas) <b>* Select Organization w/Partner*</b>
7	Student Presentations & Writing Workshop	GB Ch 1: Leading the Future Leaders to assign <i>why</i> you are writing (inform, persuade, entertain, call to action, or combo)
9	Student Presentations & Writing Workshop	BH pg. 35-84 (so what? -5 ideas) Article #1: Who Motivates You? Descriptive Writing
14	Using the Reeves Library	Library Instruction – meet at Reeves
16	Student Presentations & Writing Workshop	GB: Ch 2: The Business of Happiness ~ Leaders to assign <i>why</i> you are writing (inform, persuade, entertain, call to action, or combo)
21	FIELD TRIP	Observations & Interactions
23	FALL CONVOCATION <b>Mandatory Attendance!</b>	BH pg. 86-103 and pg. 130-140 (so what? -5 ideas)
28	Student Presentations & Writing Workshop	GB: Ch 3 Happiness in Action~ Leaders to assign <i>why</i> you are writing (inform, persuade, entertain, call to action, or combo)
30	Student Presentations & Writing Workshop	Article #2: Hi Mr./Miss Personality! Persuasive Writing
OCTOBER 5	Student Presentations & Writing Workshop	GB: Ch 4 Flow and Growth ~ Leaders to assign <i>why</i> you are writing (inform, persuade, entertain, call to action, or combo)
7	FIELD TRIP	Observations & Interactions
12	Fall Break	NO CLASS ☹
14	Student Presentations & Writing Workshop	GB: Ch 5 Why Flow Doesn't Happen on the Job ~ Leaders to assign <i>why</i> you are writing (inform, persuade, entertain, call to action, or combo)
19	Student Presentations &	Article #3: Coke or Pepsi?





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	Writing Workshop	Knowing Your Audience
21	Student Presentations & Writing Workshop	GB: Ch 6 Building Flow in Organizations ~ Leaders to assign <i>why</i> you are writing (inform, persuade, entertain, call to action, or combo)
26	LIBRARY RESEARCH	Meet at Reeves
28	Student Presentations & Writing Workshop	GB: Ch 7 The Soul of Business ~ Leaders to assign <i>why</i> you are writing (inform, persuade, entertain, call to action, or combo)
<b>NOVEMBER</b> 2	Student Presentations & Writing Workshop	Investigative Proposal
4	Student Presentations & Writing Workshop	GB: Ch 8 Creating Flow in Life ~ Leaders to assign <i>why</i> you are writing (inform, persuade, entertain, call to action, or combo)
9	Student Presentations & Writing Workshop	
11	Student Presentations & Writing Workshop	GB: Ch 9 The Future of Business ~ Leaders to assign <i>why</i> you are writing (inform, persuade, entertain, call to action, or combo)
16	Student Presentations & Writing Workshop	Investigative Proposals
18	Student Presentations & Writing Workshop	Investigative Proposals
23	PRESENTATIONS	
25	HAPPY THANKSGIVING!	NO CLASS
30	PRESENTATIONS	
<b>DECEMBER</b> 2	PRESENTATIONS	
7	PRESENTATIONS	<b>Final Projects Due</b>
13-17	<b>FINAL EXAMS</b>	

\* Please note that the contents of this syllabus are subject to change.

**PLEASE SEE THE CAREER CENTER EVENTS CALENDAR IN THE APPENDICES – SECTION A.2!**

“Do what you love...love what you do!”



## APPENDICES

### A.1. LIST OF ORGANIZATIONS FOR INVESTIGATIVE PAPER

1. The Brew Works - <http://www.thebrewworks.com/>
2. Technicolor Salon Spa - <http://www.tcsalonspa.com/>
3. Wegmans - <http://www.wegmans.com/webapp/wcs/stores/servlet/HomepageView?storeId=10052&catalogId=10002&langId=-1&clear=true>
4. American Hairlines - <http://www.americanhairlines.us/>
5. The Melting Pot - <http://www.meltingpot.com/default.aspx>
6. Moravian Book Shop & Gift Gallery - <http://www.moravianbookshop.com/default.aspx>
7. Aardvark Sports Shop - <http://www.aardvarksportsshop.com/bethlehem.html>
8. Donegal Square - <http://www.donegal.com/mysitecaddy/site3/>
9. Jumbars - <http://www.jumbars.com/>
10. Healing Hands Massage Therapy Center - <http://www.healhands.com/>
11. The Banana Factory - <http://www.bananafactory.org/>
12. The Morning Star Inn - <http://www.morningstarinn.com/>
13. Tallarico's Chocolates - <http://www.tallaricochocolates.com/>
14. Mama Nina Foccacheria - <http://www.mamanina.com/>
15. Shuze - <http://shopshuze.com/default.aspx>

### A.2. CAREER CENTER IMPORTANT DATES, FALL 2010

1. **Business Leaders Spotlight: 09/15/10 7:00pm-8:00pm PPHAC 102:** Moravian College's Business & Industry Council presents an interactive panel presentation featuring student leaders & Mike Gausling, founder of Originate Ventures and co-founder of OraSure Technologies. This event is an interactive presentation featuring a panel of student leaders asking relevant questions about Mr. Gausling's experiences in leadership, the professional world and how she recommends they prepare for internships & careers in this struggling economic climate. Opportunities for the audience to ask questions will also be a part of the program. Dessert and networking following the presentation at 8pm.
2. **Etiquette Dinner: 09/21/10 5:00pm-7:00pm HUB, UBC:** What fork do you use for your salad? What if there is no salad?! This upbeat, enlightening meal will show you how to make the most of your dining interview. Even if you have the best table manners possible, you will learn something new...guaranteed! Sign up on Career Hound via the Career Center website and enjoy a dinner of good food, great company and information that you'll use whether you're interviewing or just having lunch with your boss!
3. **Kaplan Practice Entrance Exams: TBA 10am-1:00pm Lehigh University:** You must sign up for this in advance, but Kaplan Test Prep is offering FREE practice entrance exams to everyone interested. All students considering graduate or professional school must take entrance exams and this is a great way to know how much you'll need to hit the books before the big test. The best part: Kaplan comes back to campus on the next week to personally review your score and offer pointers for improvement! Practice at: [www.kaplantestprep.com](http://www.kaplantestprep.com).



4. **Lehigh Valley Law Day: 09/28/10 3:00pm-6:00pm Lehigh University:** Students considering applying to law school should attend this valuable event. Visit with representatives from various institutions and get inside information on what you need to gain admission to these competitive programs. See your pre-law advisor or the Career Center for more information.
5. **Coffee & Connections Alumni Career Networking Event: 10/05/10 7:00pm HUB:** Mingle with alumni in various occupations that want to help you as you plan a career path. Lots of great food and conversation will be had. Business dress is encouraged.
6. **Creative Careers: Where Arts, Business & Communications Merge: 11/11/10 6pm DeSales University:** This is a unique opportunity for students to meet key representatives from large and small organizations that are looking for creative candidates. Human Resources representatives will be there to discuss current and future career options including internships. Students are encouraged to bring resumes to share with organizations during the information fair.
7. **Cultural Competencies in the Workplace Dinner & Discussion: 11/18/10 6pm HUB, Snyder Room:** More than ever individuals will need to work effectively in a works that requires you to be proficient in communicating effectively with people from different socio-economic backgrounds, cultures, countries and geographic locations. Join us for a panel discussion with professionals from for profit and non-profit organizations and corporations.