



MORAVIAN COLLEGE
Comenius Center
for Continuing, Professional and Graduate Studies

Syllabus - Principles of Management

Course: Principles of Management
CCBU 161 CG/MGMT 223 PM
1 unit/4 credits

Dates: Spring 2013: January 14 – May 3

Time: Thursday, 6:30 - 9:30 pm

Location: Main Campus – Priscilla Payne Hurd Academic Complex, Room 232

Instructor: Marsha L. Stiles, MBA

Office: Alumni House

Hours: Thursday, 4:45 – 5:45 p.m. or ‘by appointment’

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Required text and other resource materials

Williams
MGMT5 (with Management CourseMate Printed Access Card), 5th Edition
ISBN 9781133190905 / 1133190901

Please note: New text required; used texts will not have a valid access code.

Students are required to register for the CourseMate associated with the text. Instructions are provided with the text, or go to

<http://poweron.cengage.com/magellan/TechSupport/ProductHelp.aspx?prodrowid=1-SXF0LJ>.

Once there, click the "Downloads" tab, then click the "Student Registration and Enrollment Clickpath" tab, and, finally, click the "Download File" link.

The Course Key is: CM-9781133493709-0000249

You may use other materials supplied by the textbook publisher for your own benefit if you wish, but no course work or assignments will require that you use such materials. Some assignments may require that you obtain relevant information from newspapers, news periodicals, the internet and other readily available sources.

Blackboard will be used to post relevant class announcements, information and resources; to support discussion forums and journals, as required; and to administer exams. Students must register in the CCBU 161 CG/MGMT 223 PM course shell for Blackboard. You must have a Moravian College student email account, but you can enter the email address of your choice in your personal Blackboard profile. Students should update their contact information in Blackboard via the [personal information link](#).

Access Blackboard: <http://blackboard.moravian.edu> or via AMOS

You must have regular access to a computer that is connected to the internet and is capable of supporting all Blackboard functions as well as access to the CourseMate that accompanies the text. The college has free computer facilities available on campus.

This syllabus is distributed for your information at the beginning of the session. The official course syllabus is held in Blackboard. Check that source frequently for updates and changes to this information and schedules.

Course description

From the College Catalog:

CCBU 161. Principles of Management. Fundamental managerial processes of organization. Analysis of internal organization structure; management roles and functions in business enterprises and other goal-directed institutions. Science and art of organizational structure and managerial behavior. **1 unit/4 cr.**

Additional detail:

This course is designed to develop theoretical and practical understanding of the essential functions of management and leadership, and to examine the skills required to effectively perform those functions in the current business environment. Core management functions include planning, leading, organizing, and implementing standards and controls. Management roles, functions, competencies, and practice are studied in business and not-for-profit organizations within the context of business ethics, diverse human resources, technology, and the global business environment. Guided discussion and group exercises will be emphasized to build practical understanding.

Program learning objectives related to this course

1. Students will achieve competencies key to the practice of leading organizations:
 - 1.1. Strategic Contribution – The ability to contribute to businesses at a strategic level.
 - 1.1.1. Students will understand the contributions of various management functions to the creation of an organization’s strategy.
 - 1.2. Business Knowledge - Understanding the business and industry of an organization and applying this knowledge to make strategic contributions to their organizations.
 - 1.2.1. Students will understand the economic, financial, and social environments of organizations.
 - 1.2.2. Students will be able to identify key trends that affect organizations by using practitioner journals, networking, and other informational resources.
 - 1.3. Personal Credibility – Developing effective relationships with key people; the ability to deliver results and establish a reliable track record.
 - 1.3.1. Students will be able to communicate their knowledge and contributions via effective interpersonal, written, and presentation skills.
 - 1.3.2. Students will understand and be alert to ethical issues in the workplace.
 - 1.3.3. Students will demonstrate understanding of how to work with others in teams to achieve organizational goals.
 - 1.3.4. Students will exhibit knowledge of the concepts of change management and understand how change is effectively accomplished.
2. Students will develop their general knowledge of the business environment and themselves, and
 - 2.1. show a broad understanding of the interconnectedness of the physical, social, and business environments.
 - 2.2. achieve a more comprehensive understanding of themselves and others through the exploration of literature, science, culture, and other areas of human endeavor.
3. Graduates will achieve increasing levels of responsibility in employment venues.

Learning objectives

Upon successful completion of this course, students will be able to:

1. Understand the basic concepts of management, the history of management and the current challenges faced by organizations.
2. Explore core management functions (plan, lead, organize, control), the role of managers, and how they support successful management of an organization.
3. Recall the most important and relevant terms, concepts, process, and competencies necessary to effectively plan, lead, organize and control organizations.
4. Understand current thought and practice regarding managerial ethics (including corporate social responsibility) and articulate relevant personal convictions.
5. Identify and critically assess managerial concepts, perspectives, and skills via individual expression and group projects.
6. Identify, analyze and apply management concepts and processes to real world 'management buzz'.
7. Develop a team-learning venture informed by class learning, research, and critical and reflective thought.
8. Practice and enhance writing, teamwork and presentation skills.

Course procedures

Learning is most effective when the students are actively involved and responsible for the experience. The major approach to gaining mastery in management will be individual study, reflection, and teamwork combined with class discussions and sharing ideas, projects, 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 text and assignments
3. Utilizing the online tools available to you
4. Being alert to management news
5. Attending and participating in class seminars and discussions
6. Completing the exercises which involve opinion generation, analysis, observation, and library research
7. Fully participating in a team-based, semester long learning venture
8. Completing two examinations
9. Maintaining and sharing Management Buzz in each class
10. Participating fully in all classroom exercises and online activities

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 at the break 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 the course instructor. 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 grade letter. If absences exceed 6 in a semester, the student will be issued an 'F' for the course. You are responsible for all information, assignments, revisions, announcement, and information related to this class. Arrange for a few peers that you can rely on to assist you in case of your absence.

Attendance is mandatory!

Grading

Please read the *Academic Policies* section and the *Policy on Academic Honesty at Moravian College* in the Comenius Center's *Undergraduate Academic Policies* manual.

You will have the opportunity to demonstrate your learning through scheduled exams, active class participation, exercises, and projects. ***Please note that it is within the instructor's purview to apply qualitative judgment in determining the grade for any assignment and in determining the final course grade.*** Excessive absences will lower your final grade. In addition, students will be penalized one half-letter grade per day for late assignments.

Grades will be determined according to the grading summary below:

Exam 1	25%
Exam 2	25%
Energy, Ideas, Exercises, and Involvement	25%
Team-Learning Adventure	<u>25%</u>
	100%

Assignments

General Guidelines and Expectations: All written assignments must be typed, proofread, and delivered on or before the due date. Written assignments that are submitted in hard-copy form must be typed, double-spaced and printed in a non-cursive 12-point font, with 1-inch left/right margins and 1-inch top/bottom margins. Use the spellchecker function. Regardless of your absence from class, all individual and group assignments must be submitted no later than the date/time they are due in order to receive credit (absent students may submit assignments no later than the date/time due via email.) Please use a left justified header with your name, exercise name, course number, and date unless otherwise specified.

Reading, Research, & Exams: Students are expected to complete the assigned readings prior to each class meeting so that they can actively contribute to and enrich classroom and online

discussions. Additional readings and/or research of specific topics may be required in order to satisfactorily gain knowledge and understanding of special topics, as assigned.

There will be two exams that will give you the opportunity to demonstrate mastery of the basic concepts, as outlined in the reading material and class discussions. The first exam will cover the material discussed in class as of that date. The second exam will cover all subsequent material covered (non-cumulative). Each exam will be a combination of multiple choice and/or essay questions designed to assess your knowledge of basic concepts, your ability to apply principles and concepts learned in class, and may require your personal evaluation of the strengths and weaknesses of those principles and concepts. **Note: Exams are administered via Blackboard.**

Course Learning Objectives Assessed with this Assignment:

Understanding basic principles and concepts of management is the foundation of the course; learning objectives #1 – #5 will be assessed by written examination (as well as by practical application of managerial concepts in classroom and/or online discussions and in the development of individual and group assignments).

Energy, Ideas, Exercises, & Involvement (Participation): Quizzes/exercises on assigned readings will be given to ensure that students are progressing in their study of course material. Various exercises, including written summaries of readings, observations, and/or research, will be utilized throughout the course to enhance learning and increase understanding of management concepts. In addition to CourseMate exercises, case studies, and videos, we may also develop relevant conversations via Blackboard discussion forums. Exercise completion, contributions to Blackboard discussions, journals, and ‘management buzz’ will contribute to the ‘Energy, Ideas, Exercises, and Involvement’ grade.

Exercises & Quizzes: Reflection and writing will be used to enhance your understanding of management concepts. You will be reacting to scenarios, case studies, and engaging in exercises that will require you to explore your reactions to information presented as well as your personal convictions on specific topics. Quizzes, announced and unannounced, will be based on readings, observations and classroom/online discussions and will be used to assess student progress and mastery of key concepts.

– **Online CourseMate Weekly Assignments**

- Please complete each Chapter Quiz after the class discussion of the chapter material
- Please complete the case study for each chapter and bring it to class for discussion.

Blackboard Discussion Forums: Blackboard discussion forums will be guided by the instructor and each forum will typically require two - three postings by each student over several days (so you can read and respond to posts by the instructor and by other students). Each post typically would be thoughtful, concise and carefully written in one or more paragraphs that express one or more substantial, original themes. For example, a post that effectively says "I agree" and little else is not satisfactory. Posts must be substantive in nature and must develop the discussion, ask thoughtfully detailed

questions that raise important issues or thoughtfully comment on another post and ask for clarification. You may not change posts after you have submitted them; if you wish to revise a previous statement, submit a new, clarifying post.

Management Buzz: Students are expected to actively participate in each class. Participation is defined as working actively within your assigned team, adding to the discussion of in-class activities, and completing individual work as assigned. Each student will identify and analyze real-world examples of interesting, effective, ineffective, and stimulating 'buzz' pertaining to management. Each class, you will be randomly called upon to share personal and professional reactions to your findings as well as those discussed in class. This assignment will require you to express your opinion or judgment on topical subjects and current events within the business/management world; you will be informed by your reading, research, and classroom discussions. Your goal is to watch the news, listen to the radio, read relevant journals, and surf the web for the most up-to-date 'management buzz'. *Hint: set a Google alert for MGMT buzzwords!*

- Record a thought provoking question on each piece of buzz you share using progressive critical examination as your learning increases. Start a folder (that may be collected at random points in the semester) that contains all of the articles and findings shared each week. **Please bring to each class for discussion.**

Course Learning Objectives Assessed with this Assignment

Regular attendance and substantial participation are requirements in order to satisfactorily complete the course work, because discussion and exercises will develop and clarify examples that contribute to your understanding and application of theory. Attendance and active participation in all class and online discussions will support achievement of all learning objectives of this course, with emphasis on the following:

3. Recall the most important and relevant terms, concepts, process, and competencies necessary to effectively plan, lead, organize and control organizations.
4. Understand current thought and practice regarding managerial ethics (including corporate social responsibility) and articulate relevant personal convictions.
5. Identify and critically assess managerial concepts, perspectives, and skills via individual expression and group projects.
6. Identify, analyze and apply management concepts and processes to real world 'management buzz'.
8. Practice and enhance writing, teamwork and presentation skills.

Team-Learning Venture: In an effort to holistically develop your skills as a student learner and aspiring professional, it is imperative that your experiences extend beyond the classroom. Your team (3-4 students) will prepare a creative presentation on a business leader (of your choice), where your class learning, your research, and your exploration of this leader's life will inform your final presentation.

- Task. The team-learning venture involves having student-teams choose an effective business leader to research from January through April 2013 in partial fulfillment of this course. Each student-team is responsible for fully participating in this learning venture focusing on the one leader chosen to explore over the course of the semester. In an effort to fully enhance your experience, please be certain you can research your chosen leader for the entire semester as changing is not permitted; no duplicate leaders may be researched among groups.
- Role and audience. Based on our learning in class, students will be asked to explore management concepts in action in this real-world applied learning experience. The exploration of your team's approved business leader will encourage your exploration of management concepts while not only enhancing your knowledge, but also in developing critical thinking skills that will drive the creation of a comprehensive, team-presentation.
- Format of Project Presentation Mandatories. Each team-member is responsible for contributing to the following 4 core areas: 1.) Create a scrapbook that highlights important details about pivotal events in your leader's life. 2.) Create a family tree for your leader including pictures and text (names, dates, family relationships, & important details). You may download a family tree template or draw/create a family tree. 3.) Prepare an oral report w/ visuals that communicates your overall message of this leader (i.e.: collage, poster, original artwork). 4.) Using concepts learned in this class, prepare a PowerPoint presentation that comprehensively communicates important aspects and events in your chosen leader's life.
- PLEASE USE YOUR MANAGEMENT LENS WHEN CREATING ALL 4 ASPECTS OF YOUR FINAL PROJECT PRESENTATION. BE SURE TO APPLY CONCEPTS LEARNED IN CLASS TO YOUR LEADER'S LIFE – POINTS WILL BE DEDUCTED IN AREAS LACKING A CONNECTION TO OUR LEARNINGS IN CLASS.
- 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). You will explore themes, alternative approaches, and new perspectives. Be prepared to write, evaluate, give and receive peer and instructor feedback and then discuss learning in an end of semester team-presentation of your work. In fact, 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 informally present your work and experience(s) over the course of the semester.
- Criteria for Evaluation. All components of the final presentation shall be well written, free of grammatical errors, supported by research, and professionally developed as if you were going to present the project to your boss. The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. An 'A' final project meets all the criteria for this assignment. STUDENT(S) WILL SHOW AN UNDERSTANDING OF THE KEY CONCEPTS LEARNED IN THIS CLASS BY SYNTHESIZING WHAT HAS BEEN LEARNED IN CLASS WITH THE TEAM-LEARNING VENTURE. The final presentation will be organized, well-written, fully developed and will be free of ambiguity, grammatical and mechanical errors. This will be a professional communication to the class of your semester long experience. Your team will have 30 minutes to present your work at the end of the semester! All components of the project will be submitted to the instructor on or before the designated due date. Each member of the team will earn the same grade. This group work will be

guided by the instructor, and a limited amount of class time will be allocated for each group to discuss and plan its work.

The team-learning venture is the culmination of your learning, thinking, problem solving, and executions. The experience should be exciting, frustrating, fun, difficult, and an excellent learning adventure. Be certain to reference specific learning from class, concepts discussed, and material covered in class in your writing. It will be fascinating to reflect back on what you have learned!!

Course Learning Objectives Assessed with this Assignment:

2. Explore core management functions (plan, lead, organize, control), the role of managers, and how they support successful management of an organization.
3. Recall the most important and relevant terms, concepts, process, and competencies necessary to effectively plan, lead, organize and control organizations.
5. Identify and critically assess managerial concepts, perspectives, and skills via individual expression and group projects.
7. Develop a team-learning venture informed by class learning, research, and critical and reflective thought.
8. Practice and enhance writing, teamwork and presentation skills.

Grades will be determined as follows:

Superior Achievement	A	93 – 100	Attention Students! You are responsible for your grades and are encouraged to question every aspect of your grade and/or performance throughout the duration of the course.
Great Performance	A-	90 – 92.9	
Very Good Work	B+	87 – 89.9	
Good Work	B	83 – 86.9	
	B-	80 – 82.9	
Above Average	C+	77 – 79.9	
Average	C	73 – 76.9	
	C-	70 – 72.9	
Below Average	D+	67 – 69.9	
	D	63 – 66.9	
	D-	60 – 62.9	
Failure	F	59.9 and below	

General information

I welcome your telephone calls and email communication. I check my email at least twice a day. You may call me at home or on my cell phone any day to discuss your work, but please do not call after 8:00 pm. Please advise me in advance (if possible, a phone call is preferred) if an extenuating circumstance arises that will prevent you from attending a scheduled class. It is

your responsibility to contact me after missing a class to discuss the possibility of making up missed work.

Class Cancellation: If the college cancels classes due to inclement weather, the announcement will be posted on the Comenius Center website: <http://comenius.moravian.edu>. I will also post a similar announcement on the Blackboard shell for this course. You should check both websites before coming to each class. Regardless of the weather, if the college does not officially cancel classes, I will expect to be on campus to conduct a class session at the usual time and you are expected to make a reasonable effort to attend. If class is canceled, class time and course material will be made up via an online session utilizing CourseMate and/or Blackboard to facilitate knowledge transfer.

Make-Up Work: Make-up work for credit and make-up exams may be allowed, in extraordinary circumstances, solely at the instructor's discretion. Approved make-up work and make-up exams must be completed at least two days prior to the deadline for submitting final course grades to the college. Approved make-up work and make-up exams may be different from the original work/exam in both form and content, solely at the instructor's discretion.

Academic Honesty: You must review and abide by the section on *Academic Honesty* and *Appendix G* in the *Undergraduate Academic Policies* manual. Some examples of academic dishonesty that may result in a course grade of "F" include: plagiarism, cheating, hindering other students, representing or submitting another person's work as your own work, and collaboration with other students (except as expressly allowed or directed by the instructor). I emphasize the need for you to adequately cite references for all resource materials that you may use in the course of preparing your written work.

Cell Phone & Pager Policy: To provide an optimum environment for learning, all cell phones and pagers must be set on 'silent' mode while in the classroom; any necessary calls must be answered outside of the classroom. It is expected that all students will refrain from checking texts, messages, email, etc. during class time. All electronic devices are expected to be off of desks while taking exams.

Estimated student time commitment

Students are expected to come to class prepared to participate in classroom discussions and exercises. In addition to reading the assigned text and completing assigned exercises outside of the classroom, there is a substantial requirement for students to participate as members of a team to research and develop a group project and presentation. In addition to attending the weekly class meetings, you should expect to work approximately 4-8 hours per week on reading, assignments, online assignments and other preparation for this class in order to successfully complete the course.

Students with disabilities

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Learning Services for Academic and Disability Support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

e2Campus

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College's emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit <http://intranet.moravian.edu/e2campus/index.asp> from a computer on Moravian's campus.

Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Syllabus subject to change

The course syllabus is distributed for your information and is subject to change at any time. All changes will be discussed in class and promptly documented for you in written form. The official course syllabus is held in Blackboard. Check that source frequently for updates and changes to this information and schedules.

Appendix A: Tentative Class Schedule/Assignments (Subject to Change)

Note: Come prepared for Management Buzz for each class meeting!!!

Class Date/ Task Date		Topic	Detail	Readings & Assignments
January	17	Introductions	Review CourseMate	Register for Blackboard
			Review Blackboard	Register for CourseMate
			Start your MGMT Buzz folder	
		Introduction to Management		Chapter 1
		History of Management		Chapter 2
			Self-Assessment	Complete Interactive Quiz & Case Study for Ch 1 & 2
	22		Video: Biz Flix	1st Journal Due on Blackboard
	24	Organizational Environments & Culture		Chapter 3
		Ethics & Social Responsibility	Case Study: American Express	Chapter 4
				Complete Interactive Quiz & Case Study for Ch 3 & 4
				Business Leaders Due
				Blackboard Discussion: Ethics
	25			Blackboard Posting #1 due by 11:59 p.m.
	28			Blackboard Posting #2 due by 1:00 p.m.
	30			Blackboard Posting #3 due by 1:00 p.m.
			Jessica Preston '08 Account Executive DS&D	Planning Business Development Strategy
	31	Planning & Decision Making	Discussion on scrapbooks & family trees	Chapter 5 Complete Interactive Quiz & Case Study for Chapter 5 Chapter 5 Self-Assessment

February	7	Organizational Strategy		Chapter 6
		Innovation & Change		Chapter 7
				Complete Interactive Quiz & Case Study for Ch 6 & 7
			Ch 5 Cases & Exercises: Develop Your Career Potential	2nd Journal Due on Blackboard
February	14	Global Management		Chapter 8
				Complete Interactive Quiz & Case Study for Chapter 8
				Team Status Update on Project Due
		Test Review		
I	21	Exam #1	Complete Mid-Term Peer Evaluation	Chapters 1 - 8
	28	Designing Adaptive Organizations		Chapter 9
		Managing Teams		Chapter 10
				Complete Interactive Quiz & Case Study for Ch 9 & 10
				Scrapbook & Family Tree Organization Drafts Due
March	7	SPRING BREAK! NO CLASS!		Enjoy your time off!
	14	Managing Human Resource Systems	Discuss oral reports and presentations	Chapter 11
		Managing Individuals and a Diverse Workforce		Chapter 12
				Complete Interactive Quiz & Case Study for Ch 11 & 12
				3rd Journal Due on Blackboard

	21	Motivation		Chapter 13
		Leadership		Chapter 14
				Complete Interactive Quiz & Case Study for Ch 13 & 14
	28	Managing Communication		Chapter 15
		Control		Chapter 16
				Complete Interactive Quiz & Case Study for Ch 15 & 16
				Status of oral reports/presentations due
				4th Journal Due on Blackboard
April	4		Guest speaker: TBA	
		Managing Information		Chapter 17
		Managing Service and Manufacturing Operations		Chapter 18
				Complete Interactive Quiz & Case Study for Ch 17 & 18
				Oral Report & Presentation Drafts Due
	11	Exam #2	Final Peer Review Evaluation	Chapters 9 - 18
	18	Presentations		All team venture final components due!!!
	25	Presentations		
April 29 – May 3		Final Exams		
		Enjoy the summer!		

Appendix B: Rubric for Evaluating Blackboard Discussions

<p>A Exceptional for collegiate- level work</p>	<p>Remarks are well written and argued effectively, above the level normally expected of college students. The student visits the discussion board as assigned each week, reads the discussion posts and responds to the postings of his or her fellow students. The student engages collaboratively with others, interacting intelligently and thoughtfully, supplementing existing posts with additional new and relevant material (properly cited). The student may challenge existing posts and ask probing questions. Personal experiences, if used, are concise and on topic and are used only to make a significant contribution to the course and the material covered in the session.</p>
<p>B Above average for collegiate-level work</p>	<p>Remarks are at or above the collegiate level in writing and argument. The student visits the discussion board as assigned per week, reads the discussion posts and responds to the postings of his or her fellow students. Most interactions are collaborative and advance the conversation; they are thought provoking and motivate responses from others. Responses to existing posts are well-articulated and demonstrate an understanding of course concepts. Personal experiences, if used, are generally relevant and make a contribution to the class understanding of the course material.</p>
<p>C Average participation for collegiate-level work</p>	<p>Remarks, in general, are at the collegiate level in writing and argument. The student visits the discussion board at least once per week and contributes to the dialogue. Interactions with others, however, are generally one-way and do not lead to probing thought; they seldom advance a conversation. Personal experiences, if used, are only marginally relevant and make little contribution to the class understanding of the course material.</p>
<p>D Below-average participation</p>	<p>Remarks are poorly written and/or argued. The student visits the discussion board 0 – 1 times per week, or inconsistently throughout the semester. Contributions are rarely interactive or engaging and do not advance the conversation. Personal experiences, if used, are not generally relevant to the course material and do not contribute to the discussion of the course material.</p>
<p>F Unacceptable level and quality of participation</p>	<p>Little or no participation; remarks, when written, do not advance the conversation. The student visits the discussion board less than once every other week and makes little or no meaningful contribution to the dialogue. Personal experiences, if used, are irrelevant to the course material and make no meaningful contribution to the class dialogue.</p>

Appendix C: Written Assignments Rubric

Format and Mechanics

0 – 2 points	3 - 5 points	6 - 10 points	Score
No cover page Formatting other than as specified. Assignment has four or more spelling and/or grammatical errors. Citations not made as needed.	Cover page and formatting do not meet all specified criteria. Assignment has two or more spelling and/or grammatical errors. Citations, if needed, are appropriate.	Cover page and assignment formatted as specified. Spelling and grammar are correct. Citations, if needed, are appropriate.	

Organization

0 – 2 points	3 - 5 points	6 - 10 points	Score
Writing is disorganized and lacks a logical flow of thoughts and ideas.	Evidence of some organization in writing; information does not always flow in a logical manner.	Writing is organized and flows in a logical manner; information is clear. Evidence of teamwork, if appropriate, is present.	

Content

0 – 5 points	6 - 10 points	11 - 15 points	Score
Substantive content is lacking. Little or no reference to source or textbook information.	Writing has some evidence of thoughtfulness in response to the issue and/or another post, but is only moderately detailed and specific.	Submission is substantive, detailed and specific; clearly answers the question/issue posed.	

Application of Management Concepts and Personal Experience

0 – 5 points	6 - 10 points	11 - 15 points	Score
Submission references and clearly identifies at least one management concept and/or personal experience which relate directly to the topic.	Submission references and clearly identifies at least two management concepts and/or personal experiences which relate directly to the topic.	Submission references and clearly identifies three or more management concepts and/or personal experiences which relate directly to the topic.	
Total			

Comments:

Appendix D: Group Presentation Rubric

Organization

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
Audience cannot follow/understand presentation; there is no sequence of information	Audience has difficulty following presentation; presenters jump from subject to subject without setting a direction for the audience	Information is presented in a logical sequence that the audience can follow	Information is presented logically and in an interesting sequence that is easily followed by the audience	

Subject Knowledge

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
One or more presenter does not demonstrate grasp of information presented; cannot answer questions	One or more presenters demonstrates lack of confidence in understanding of information presented; can answer only basic questions	All presenters are at ease answering questions, but one or more fails to elaborate in explanations	Presenters demonstrate solid knowledge and understanding of material presented; able to answer all questions with explanations and elaboration with more than required	

Presentation

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
Presentation has superfluous graphics/no graphics. Slides are too wordy	Presentation has occasional graphics that rarely support text and presentation; words on slide are sufficient to convey core message	Presentation graphics relate to text and presentation; words on slide are sufficient to convey the core message	Presentation graphics explain and reinforce content and presentation; wording is precise and clearly enhances the core message	

Mechanics

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
Presentation has four or more spelling and/or grammatical errors	Presentation has three or more spelling and/or grammatical errors	Presentation has two or more spelling and/or grammatical errors	Presentation has no spelling and/or grammatical errors	

Presentation

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
One or more presenters read slides/notes with no eye contact. Presenter does not project voice so audience in back of room can hear clearly, mumbles, mispronounces terms	Presenter has occasional eye contact with audience but reads most of presentation. Voice is low, terms incorrectly pronounced; audience has difficulty hearing	Presenters maintain eye contact most of the time. Voices are clear, project well so most audience members can hear without difficulty. Pronunciation is mostly correct	Presenters maintain eye contact with audience and are at ease, seldom returning to notes. Voices are clear, project well so all can hear. Correct pronunciation of all terms	

Comments:

Total

Career Center Calendar of Events – Spring 2013

Backpack to Briefcase

January 11 & 12

A 2-day professional development seminar for juniors & seniors! Pre-registration is required.

Resume Marathon

January 22

10:00am – 2:00pm

Career Center

No need for an appointment today! Drop by any time between 10:00am-2:00 pm for an on-the-spot critique and approval for Career Hound postings.

Career Fair Prep Info Session

January 24

11:45am – 12:30pm

PPHAC 116

This presentation will prepare you for any and all career fairs you may be attending. Information will include how to prepare, what to wear, how to approach an employer and what to do after the fair. Attendees are welcome to bring their lunch.

Career & Internship Fair

February 1

10:00am – 1:00pm

ARC

Over 30 employers will be on campus to meet with students about jobs and internships. Every major and year of study is encouraged to attend; there will be opportunities for everyone! Different organizations attend this event than the LVCCE career fair, students should attend both! Professional dress and polished resumes are required. No advanced registration necessary.

Drexel School of Public Health Information Session

February 5

12:00pm-1:00pm

PPHAC 116

A representative from Drexel University's School of Public Health will be on campus to introduce their OPENING DOORS summer research program for science majors. Sophomores, juniors and seniors interested in the field of healthcare should plan to attend!

Lehigh Valley Collegiate Career Expo

February 13

12:00pm-4:30pm

Holiday Inn, Fogelsville

Bring your newly updated resume and your professional, can-do attitude and join over 100 employers at the annual LVCCE. If you're searching for an internship or a professional position, this is the right place for you. There will be something for every major on campus, so mark your calendar and make plans to attend! Visit www.lvcce.org for a list of organizations attending, directions and other helpful hints. FREE TRANSPORTATION is provided by the Career Center-you must sign up by Monday, February 11th. Contact the Career Center for more information.

Resume Marathon

March 14

10:00am-2:00pm

Career Center

No need for an appointment today! Drop by any time between 10:00am-2:00 pm for an on-the-spot critique and approval for Career Hound postings.

Education Opportunities Day

March 26

9:30am – 3:00pm

HUB

This event is for seniors and juniors in the Education Certification Program and is designed to give students information on the interviewing and job search process. The day also includes a job fair for seniors that will allow students to talk with over a dozen local school districts.

Resume Marathon

April 11

10:00am-2:00pm

Career Center

No need for an appointment today! Drop by any time between 10:00am-2:00 pm for an on-the-spot critique and approval for Career Hound postings.

Better Late Than Never Workshop for Seniors

April 16

11:45am – 12:30pm

PPHAC 116

Still worried about entering this uncertain job market? Come to this last chance workshop to learn what you can do as you leave Moravian and conduct your job search. What will get someone to read your resume? How to network and how can I use LinkedIN? Attend this session for all the last minute info you need!

More events added weekly! Visit www.moravian.edu/career
for an up-to-date list of upcoming events!

The Career Center

Moravian College

1305 Main Street

www.moravian.edu/career

610-861-1509

thecareercenter@moravian.edu

Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the Career Center at 610-861-1509 at least one week prior to the event.