

**INTERVIEWING (CSS 3306.02, MWF 9:05 A.M. – 9:55 A.M.)
FALL 2012**

Ignorance of course policies and expectations outlined in the syllabus does not exonerate you from them.

INSTRUCTOR: Dr. Rosalind Baty
OFFICE: 143 Castellow
OFFICE HOURS: Mondays, Wednesday from 2:30 p.m. – 4:30 p.m. or by appointment
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REQUIRED TEXT

Stewart & Cash. Interviewing: Principles and Practice (13th Edition)

COURSE OBJECTIVE

To give students a broad knowledge base of interviewing as a *process* in a diverse number of settings through exploration of organizational, professional, intrapersonal, and interpersonal relationship dynamics.

COURSE GOALS

1. To help students develop greater insight and skill as a potential interviewer and interviewee.
2. To facilitate student learning and professional development through studying the importance of impression management and establishing professional credibility via exercises centered on skill acquisition and simulated professional experiences.
3. To encourage students to reflect on their professional development and capacity for leadership by utilizing assessment tools, campus services, and constructive feedback.
4. To coach students to pursue professional purpose with passion and excellence in anticipation of beginning meaningful careers and not just successful job campaigns.

COURSE EVALUATION AND GRADING RUBRIC

Note: All assignment overviews are available on Blackboard under the assignments link. Hard copies will not be distributed in class. Students are expected to download, carefully review, and bring these overviews to class per the date on the course schedule as indicated on the syllabus.

Interview Practicum (350 points)

<i>Elevator Speech</i>	50
<i>Resume/Cover Letter Assessment w/ Professional (in field)</i>	100
<i>Informational Interview (in class)</i>	100
<i>Informational Interview w/ Professional (in field)</i>	100

Class Participation/Skill-Based, Reflective Exercises (150 points)

<i>In-class/Developmental Exercises*</i>	100
<i>Keirsey/Multiple Intelligences Reflection Paper</i>	50

Final Exam

<i>Recruitment Interview Group Presentation</i>	200
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Total Possible Points **700**

* = Assignments not available for download on Blackboard, will be distributed in class without prior notice.

CLASS STRUCTURE

Because interviewing is a practice-based, skills-oriented, technically driven process, expect a combination of lectures, seminars, small group exercises and video-recorded interview practicum to comprise the course. There will be times that regular class sessions will not be held for recording purposes. During those times, students will only be required to attend class for their recording sessions. In addition, like most communicative experiences, interviewing requires self-analysis and reflection so that the quality of information transfer and interpersonal influence are enhanced. Students are strongly encouraged to take an introspective or “inner” view of themselves over the course of the semester by engaging in activities, discussions, and writing assignments that are tailored to understanding self. Class participation is also strongly encouraged as it will enhance the learning process and strengthen academic community.

GRADES

All grades are *final* and rounded to the nearest tenth. The ranges listed below reflect the amount of points needed to receive a certain letter grade. To calculate your final grade, simply divide the number of points (including any extra credit) you have earned into 700. For example, if you have earned 615 out of 700, $615/700=87.8\%$, rounded to the nearest tenth = 88% (B+). You can reference your course average at any time during the semester as grades are recorded on Blackboard and a running course average column is available for your reference under the “My Grades” link.

Additional work, course incompletes, and extra credit are not offered to students to boost their grades. Your grade in this course will reflect your efforts throughout the semester. If you are concerned about your class performance, please see me well before the end of the semester.

(627 - 700) = A

(606 - 626) = B+

(557 - 605) = B

(536 - 556) = C+

(487 - 535) = C

(417 - 486) = D

(0 - 416) = F

PREPARING FOR SUCCESS

My goal is to help you be successful in the course. While success is a relative term, many students define success as getting a high grade in the courses they take. I challenge you to take this concept a step further by engaging the learning process and preparing for success by immersing yourself in the course material and critically reflecting on how you plan to establish your professional credibility. Your study habits, commitment to excellence, and class decorum have much to do with developing a strong professional image.

Help me help you by proactively preparing for success. Such preparation includes but is not limited to: (1) reading the syllabus and being clear on/adhering to due dates and course expectations; (2) checking Blackboard frequently; (3) reading assigned textbook chapters and other supplemental reading prior to class; (4) taking notes during personal study time and during class; (5) thoroughly reading assignment expectations and asking for clarification when needed; (6) seeking help outside of class; and (7) actively listening and discussing relevant course material during class to engage the learning process. I am happy to work with students on an individual basis or refer students for tutorial services if needed.

COURSE POLICIES AND EXPECTATIONS

I. ATTENDANCE, MAKE-UP WORK, & PROMPTNESS

Attendance at all class sessions is expected. Because of the nature of the course and the high value of discussion and practice-exercises, excessive absences are likely to affect your ability to achieve a high grade in this course. If there is a pattern of excessive absences, I will report students to the Paul L. Foster Success Center. Specifically, excessive is defined as 5 absences. Additionally, if a student does not attend at last 90% of an allotted class period, their attendance will be recorded as an unexcused absence. In other words, each class period is 50 minutes, to get attendance credit you must be present for at least 45 minutes.

ABSENCES

The attendance policy for this course will follow the mandates of the College and Arts and Sciences as follows:

“To earn course credit in the College of Arts and Sciences, a student must attend at least 75% of all scheduled class meetings. Any student who does not meet this minimal standard will automatically receive a grade of “F” in the course. Any University-related activity necessitating an absence from class shall count as an absence when determining whether a student has attended the required 75% of class meetings.

In addition to the College of Arts and Sciences Attendance Policy, faculty and students will be guided by the University Attendance Policy in the Undergraduate Catalogue. Furthermore, departments and individual faculty members may establish more stringent requirements regarding attendance, punctuality, and participation.

All attendance requirements and penalties for excessive absences will be set forth in the syllabus for each course.”

Whether an absence is excused or unexcused, it is still considered an absence. Your attendance record will be posted and available to you on Blackboard. Absences will be recorded as unexcused (U) or excused (E) to determine student eligibility for makeup work. Late enrollment in the course (meaning after the first day of classes) does count toward absences. Such absences appear on Blackboard as dashes.

MAKE-UP WORK

Students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official university functions, (2) personal illness, or (3) an illness or death in the immediate family. Such absences are considered excused and must be accompanied by the appropriate documentation (see excused absence documentation).

Also, the instructor has the prerogative of determining whether a student may make up work missed due to absences for other reasons. It is the student's responsibility to inform the instructor of the reason for an absence (providing proof) and to do so in a timely fashion (no later than 2 days upon return to class). Such cases are left to the instructor's discretion to determine the credibility of the plea and whether the circumstances call for a special consideration. Oversleeping and failure to balance the demands of other courses are not grounds for consideration to make up work. If you know ahead of time that you will be absent from class, you are welcome and strongly encouraged to turn your work in early. All assignments and due dates are posted on Blackboard for such purposes.

EXCUSED ABSENCE DOCUMENTATION

- Authorized participation in official university functions must be substantiated with written communication from a coach or faculty/staff advisor via email or letter on official university letterhead.
- Personal illness (physical or otherwise) must be substantiated with written communication from the Chaplain's/Pastoral Care office and/or physician who administered the health services with the dates that you are to be excused from class.
*NOTE: If you are ill and you miss class because you are trying to get an appointment but find that the health center is booked, your absence will not be excused. While this is unfortunate, you still do not have the required documentation.
- An illness or death in the immediate family must be substantiated with written communication from the Chaplain's/Pastoral Care office with the corresponding dates that the student needs to be excused. In the event of an absence due to a death in the family, the aforementioned written documentation must be accompanied by a program from the services.

EXCUSED ABSENCE PROTOCOL

In the event of an excused absence(s), it is the student's responsibility to set up a meeting immediately upon their return during office hours or by appointment to make up assignments missed or to have them excused (provided they meet the criteria to be excused). Students who do not schedule an appointment to take care of assignments within 48 hours of returning to class will forfeit the opportunity to make up the work regardless of the circumstance. Depending on the nature of the assignment, I will determine whether it is appropriate to allow the student to make-up the assignment or excuse the assignment so that it does not count toward the earned point total. If it is determined that an assignment is to be made-up, then the requirements for the assignment may differ from the original assignment.

NO MAKE-UP WORK OR EXTRA CREDIT ASSIGNMENTS WILL BE GIVEN FOR UNEXCUSED ABSENCES. In other words, all work missed due to unexcused absences will be marked as a "0". For example, oversleeping or forgetting is not considered credible for assignment make-ups.

PROMPTNESS

It is my belief that attendance and promptness are key components in determining success and are crucial to personal development. If you come in late, please enter the classroom in a way that does not disrupt the learning process or comprise the integrity of our academic community. If you must pass between the instructor and your classmates, wait to be

acknowledged before walking to your seat, as this is proper etiquette. Also, please be mindful that tardiness compromises your ability to earn full credit on assignments, hear assignment-specific instructions and other course announcements.

ATTENDANCE & TARDIES

Class begins and attendance is taken at the official class time (not necessarily according to your watch). If you walk in after your name has been called for attendance, you are considered late. It is your responsibility to make sure you are counted as present by speaking with me after class. Your attendance record for that day will be recorded on blackboard with an "L". Please do not assume that I saw you come in. Failure to speak with me regarding your tardy will result in your attendance being logged with a U for unexcused absence. After a class has transpired, retrospective correction of your attendance record will not be permitted.

2. CLASS PARTICIPATION & USE OF TECHNOLOGY

Class participation is a distinguishing characteristic of a course of this nature. Class participation for this course is defined as being able to respond to the course material by having read assigned reading and coming to class prepared with questions and personal insights. Additionally, a key component of professional development is displaying business etiquette. Arriving late, use of cell phones, surfing the web, working on assignments for other classes, sleeping, talking to classmates during lectures or while instructions are being given are considered disruptive and discourteous. To maintain the integrity of the learning process and optimal classroom dynamics, all cell phones, pagers, two-ways, MP3 players, etc. must be turned off prior to class. While use of laptops is permitted for note taking, if a student is found to be surfing the web, looking at web casts, instant messaging or working on assignments for other classes, that student will no longer be permitted to use their laptop in class and will be asked to leave for the remainder of class. In short, it is important that students come prepared to work and ready to partake in meaningful academic dialogue free from distraction.

3. ELECTRONIC RESOURCES - BLACKBOARD

This class will require *frequent* use of Blackboard. Students are expected to regularly check their Baylor email account and Blackboard before each class to ensure they keep abreast of announcements, assignment logistics, grades, attendance records and other pertinent class information. Email and Blackboard will be the primary ways in which the instructor will communicate with students outside of class. All assignments, due dates, and expectations are posted on Blackboard. Students are responsible for keeping up with changes in assignment logistics and due dates throughout the semester. In addition, students are required to download and bring copies of assignments to class, as extra copies of assignments will not be provided in class when an assignment is due. Every Friday, an overview of the upcoming week will be posted on Blackboard. This is to ensure that students are well informed about course logistics and to reinforce reading assignments as printed on the syllabus. There may be times that the course schedule will be changed from what is originally printed in the syllabus. In the event the schedule is altered in any way, the Blackboard announcement will clarify the necessary changes. In essence, students should prepare for the week based on what is reiterated on Blackboard.

While I do not require mandatory attendance of University-sponsored Blackboard training sessions, I strongly encourage you to attend one if you are not comfortable with using it. Baylor's Electronic Library will conduct Blackboard orientation seminars for students at Noon, 1:00pm,

2:00pm, 3:00pm and 4:00pm, on the Garden Level of Moody Memorial Library in Room G32. These 45-minute seminars will cover Blackboard basics as well as address specific tasks that often prove difficult for students. Seminar attendance is first-come, first-served, so students do not have to sign up in advance. Each student who completes Blackboard orientation will receive a certificate of completion.

These seminars are intended to reduce the amount of class time needed for basic Blackboard orientation, thereby allowing more time for valuable instructional activities.

If you have any questions regarding specific class dates, please contact John Lowe, Online Teaching and Learning Services, at John_Lowe@baylor.edu or by phone at extension 7362.

4. ASSIGNMENTS OVERVIEW, LATE WORK POLICY, & EXTRA CREDIT

ASSIGNMENTS

Interviews, reflection exercises, and skill development exercises are designed to give students hands-on experience interviewing in fictitious, laboratory-like settings as a primary interviewer and interviewee as well as a critical observer. Most of the assignments require preparation outside of class therefore adherence to deadlines and attention to detail are important in preparing for success. Each assignment has an overview available on Blackboard under the assignments link unless noted by an * on the first page of the syllabus. Download and review assignment expectations as extra copies will not be available in class. Prior to an assignment's due date, a review of expectations will take place during class. At this time, questions, concerns, assignment logistics and any necessary modifications will be addressed. Some of the assignments will require students to role-play, be recorded and/or engage in self-reflection exercises. Proactive time management is crucial in successfully completing assignments.

If an assignment is recorded, failure to show up for an interview taping for reasons that are not excused will result in an automatic letter grade deduction. An alternate taping time will be established based on the instructor's availability. Failure to show up for a make up recording will result in a grade of 0.

LATE WORK

Adherence to deadlines in the workplace is imperative for success and establishment of professional credibility. Therefore, late work is not accepted. Work that is to be turned in during class is considered late if it is not submitted at the time requested (usually after attendance is taken). If you know that you will not be in class the day an assignment is due, you are encouraged to turn in your work early or give it to a classmate who will be present to turn it in for you. Due dates will always be announced in class and reinforced via announcement reminders on Blackboard.

SCHEDULING APPOINTMENTS REGARDING ASSIGNMENT GRADES

Please allow at least 24 hours to pass after grades have been delivered before you discuss grade issues with me (during office hours or by appointment and not before or during class).

EXTRA CREDIT

Students have four opportunities to earn up to 20 extra credit points:

1. 10 points for reading the syllabus carefully and signing and dating the acknowledgement form located at the end of the syllabus. This is due by Monday, August 27 at the beginning of the class.
2. 10 points for completing self-critiques of their performance on the informational interview or elevator speech assignments. Credit for one, not both will be given.
3. 10 points for attending 1 workshop sponsored by Career Services, writing a reflection paper (2 pages, typed in 12 pt. Times New Roman font, double spaced, title page with name, section number, and extra credit), and getting workshop literature signed by the presenter or Career Services representative in attendance.
4. 10 points for helping with camera operations or other assignment related logistics on a first come, first serve basis.

Students must adhere to extra credit guidelines to receive full credit. No partial credit will be given. Please see the extra credit link on Blackboard for more instructions regarding extra credit.

5. FINAL EXAM

The recruitment interview group presentation is the final exam/culminating activity for the semester. Dr. Baty will assign groups closer to the time specified on the class schedule to review the assignment as a class. Carefully review expectations for this assignment on Blackboard. Ample preparation and conference time has been factored into the course schedule. Therefore, no extensions will be given.

6. WRITTEN ASSIGNMENTS & EXPECTATIONS

Written work must be consistent with expectations of the corporate workplace. Specifically, written work must be presented in a professional style, and follow basic principles of effective written communication. Some assignments may require word processor formatting. At a minimum, regardless of the level of formality associated with an assignment, all assignments should be neat, well organized, clearly written, and free from grammatical and/or typographical errors.

Due to the immense importance of writing skills in professional settings, all your submitted work will, in part, be evaluated based on this competency. It is recommended that if writing skills are a “growth” area for you, that you immediately schedule an appointment with the Writing Center. Plan to have all your required works in this course reviews with a writing consultant prior to submission in order to avoid unnecessary point deduction related to writing mechanics.

7. ACADEMIC INTEGRITY

University policy on academic honesty will be strictly enforced. Along with preparing for and attending classes, each student has the responsibility of promoting high academic standards. Academic dishonesty includes: (a) cheating, (b) fabrications and falsifications, (c) multiple submissions, (d) plagiarism, and (e) complicity in academic dishonesty. Acts of dishonesty may result in a possible failing grade for the course and referral to the Baylor University Honor Council.

Baylor University policies require that students, staff, and faculty act in academic matters with utmost honesty and integrity. *It is the responsibility of each student to be familiar with the*

Honor Code and other university policies and procedures affecting academic integrity.

Students are also encouraged to consider these suggestions:

- Review each class syllabus for expectations your professor may have regarding course work and class attendance that go beyond those stated in university policies and guidelines and the Honor Code.
- Be familiar with the importance of academic integrity in class. Understand how citations show respect for other scholars.
- Talk with your professor if you are confused about citation practices or other research standards.
- Make sure you understand not only what counts as plagiarism and cheating, but also how to avoid engaging in these practices. Manage your time, take notes correctly, and use the internet appropriately.
- Make sure you understand your professor's guidelines about working with other students on assignments, receiving assistance from other students on assignments, citing sources, using notes or exams from previous or other classes, and accessing information during an examination. If in doubt – ask your professor!
- Understand that penalties can result from dishonest conduct, ranging from failure of the assignment to immediate expulsion from the university.

For more information see the Baylor University Honor Code on the Academic Integrity Web page or contact the Office of Academic Integrity at 710-8882 or Academic_Integrity@baylor.edu.

In addition, I deem respect for both other students and the instructor a form of academic integrity. Therefore, disrespect in any form, subject to my analysis, will not be tolerated. The aforementioned consequences following items a - e apply in this situation as well. Further, looking at or in the direction of another student's paper (determined from test proctor's vantage point) during an exam or other graded individual effort is considered academic dishonesty; likewise, the aforementioned consequences apply. The outlined consequences are subject to the instructor's discretion.

8. CLASS BEHAVIOR

I expect students to treat each other (and me) with the same measure of respect, courtesy, and openness that they will be given. Open and honest exchange is greatly encouraged in this class but this does not give anyone license to deride, belittle, embarrass, or ridicule those with opinions that are different or less popular.

9. OFFICE HOURS

Please take full advantage of office hours. This time is set aside to meet with students to discuss concerns and gain further insight into the class/policies/assignments/exams or just visit on a more personal level. During office hours I have an open-door policy. However, if hours are not conducive to your schedule please request an appointment via email or phone. Allow me 24 hours on weekdays to respond to confirm your request. Please do not request an appointment before or during class.

10. DISABILITIES

Every reasonable attempt will be made to remove any physical barrier, which may hamper the ability of an individual to learn in the classroom. Anyone who has a physical disability or other circumstance that may impact the completion of assignments should feel welcome to discuss this limitation with the instructor. Baylor University and its faculty are committed to helping you meet your individual needs and to supporting your efforts for a quality education. For assistance, contact the Office of Access and Learning Accommodation at 254-710-3605 and your instructor within the first two weeks of the semester.

11. CAREER COUNSELING

Career counseling and goal development are great resources for those students who are undecided about a major or a career. These services are free!! If you need assistance with the career decision-making process, networking or interview coaching, please contact Career Services. They are located in Sid Richardson, room 116 and can be reached by phone at 254-710-3771. I am also available to speak with students about career choices as well as coach them through interview questions and expectations.

TENTATIVE WEEKLY COURSE SCHEDULE

Please note the schedule is labeled *tentative*. I desire to use our time together effectively; but flexibility in a course of this nature is essential. Notice that each week has quotes, questions, or proverbs to set the tone for class time. The reading assignments noted for each class date reflect the reading you are required to complete before you come to class. Reading pages refer to the thirteenth edition of *Interviewing Principles and Practices* by Stewart and Cash unless otherwise noted. You are responsible for any changes made to this syllabus or to the schedule. This includes but is not limited to: changes to dates, assignments and/or chapters covered. The changes will be posted as announcements on Blackboard and will be announced in class, but will not be updated in the course schedule below.

Week of 08/20

Who are you lady and exactly what are you going to do to us?
It can't be all that deep. It's only an interview, right?

08/20	Welcome, Introductions, Course Overview	Syllabus
08/22	Ch. 1 – Survey of Interview Process	Pages 1-12
08/24	Ch. 2 – Understanding the Interview Context	Pages 19 – 49

Week of 08/27

“Innerviews”- Understanding the “you” in interviewing
What’s your story?

08/27	“Inner views”: Establishing Professional Identity <ul style="list-style-type: none"> - Authentic Leadership - Intrapersonal Communication - Professionalism - Impression Management 	Download True North pdf via Blackboard; Pages 236-240
08/29	Crafting your story and telling it well <ul style="list-style-type: none"> - Discovering Your Purpose/Seeking Meaningful Professional Experiences - Goal Setting - Mission Statements 	Pages 217- 226
08/31	Preparing for Keirsey/Multiple Intelligences reflection paper – in class Q&A	Download assignment overview via Blackboard

Week of 09/03

The value of identity of course is that so often with it comes purpose. -Richard Grant

09/03	Labor Day – University Holiday	
09/05	Preparing for Elevator Speech – in class Q&A	Download assignment overview via Blackboard
09/07	Keirsey/multiple intelligences reflection paper	

due; Help Session for Elevator Speeches (optional attendance)

Week of 09/10
One-half of wisdom is the prudent question. " - Francis Bacon

09/10	Speaking Day - Elevator Speeches	
09/12	Ch. 3 – Questions as Inquiry Tools (types)	Pages 55- 68
09/14	Ch. 3 – Questions as Inquiry Tools (pitfalls)	Pages 68-75

Week of 09/17
I have my questions, I'm ready to interview, so let me at 'em! Wrong!
It pays to be inquisitive, organized, and flexible when you need good information.

09/17	Ch. 4 – Structuring the Interview (Organizing the Body)	Pages 81 -90
09/19	Ch. 4 – Planning a Good Opening	Pages 90-98
09/21	Ch. 4 – Closing Properly	Pages 98-102

Week of 09/24
People will be happy to see me, won't they?
"Success depends upon previous preparation, and without such preparation there is sure to be failure."
- Confucius

09/24	Ch. 5 – Informational Interview	Pages 109 – 128
09/26	Ch. 5 – Informational Interview: Dealing with the Human Factor	Pages 128- 138
09/28	Preparing for Informational Interview (in-class) – in class Q&A	Download assignment overview via Blackboard

Week of 10/01
Get ready; it's time for your cameo!

10/01	Informational Interview Taping	
10/03	Informational Interview Taping	
10/05	Informational Interview Taping	

Week of 10/08
"Mediocrity knows nothing higher than itself, but talent instantly recognizes genius."
- Sir Arthur Conan Doyle (Sherlock Holmes) Valley of Fear

10/08	Preparing for Informational Interview w/ Professional (in field) – in class Q&A	Download overview via Blackboard
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10/10	Informational interview (class-based) news story due; Informational interview dynamics revisited	
10/12	Ch. 8 – Resume preparation	Pages 227 - 234
<u>Week of 10/15</u> If you don't look good on paper, you may never land the interview.		
10/15	Ch. 8 – Cover Letter Writing	Pages 234 - 236
10/17	Ch. 8 – Surviving Employer Questions	Pages 236 - 252
10/19	Fall Break	
<u>Week of 10/22</u> “Good manners will open doors that the best education cannot.” - Clarence Thomas		
10/22	Business Etiquette (face-to-face communication, netiquette)	
10/24	Dining Etiquette	
10/26	Preparing for resume/cover letter assessment with professional (in field) – in class Q&A	Download assignment overview via Blackboard
<u>Week of 10/29</u> Recruitment requires planning and proper execution to ensure that your organization ends up with well-qualified, committed, engaged employees. - Humanresources.about.com		
10/29	Ch. 7 – Recruitment Interview – What are employers looking for?	Pages 183 - 198
10/31	Ch. 7 – Recruitment Interview Continued – What are employers looking for?	
11/02	Ch. 7 – Recruiting Interview – Avoiding EEO violations by knowing the law	Pages 198 - 207
<u>Week of 11/05</u> “He who is afraid of asking is ashamed of learning.” -Danish Proverb “None of us is as smart as all of us.” - Ken Blanchard		
11/05	Informational Interview w/ Professional (in field) due; Preparing for final exam – preparation for recruitment interview group presentation – in class Q&A	Download assignment overview via Blackboard
11/07	Group Plenary Meetings – optional attendance	
11/09	Group Plenary Meetings – optional attendance	

Week of 11/12

“Coming together is a beginning.
Keeping together is progress.
Working together is success.”
- Henry Ford

11/12	Group conferences with instructor - mandatory
	Research/Prep Work day for Final Exam
11/14	
	Research/Prep Work day for Final Exam
11/16	

Week of 11/19

One thing most people don't know how to market well is themselves. Self-marketing is a delicate balance between being confidence without being cocky, self-assured but teachable, and self-aware while maintaining a strong audience-orientation.

11/19	Group conferences with instructor - optional
11/21	Thanksgiving
11/23	Thanksgiving

Week of 11/26

“Learning is finding out what you already know, doing is demonstrating that you know it...”
- Richard David Bach

11/26	Final Exam Presentations
11/28	Final Exam Presentations
11/30	Final Exam Presentations

Week of 12/03

“It is good to have an end to journey toward; but it is the journey that matters, in the end”
- Ursula K. LeGuin

12/03	Last Day of Class - Resume/Cover Letter Assessment w/ Professional (in field) due by end of class period in Dr. Baty's office (Castellaw 143)
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Syllabus Acknowledgement Form for Extra Credit

I _____ acknowledge that I have read, understand, and accept full responsibility for the requirements and expectations set forth in the syllabus for 3306.02. By initialing each of the items below and signing and dating this form by Monday, August 27 at the beginning of class, I will receive 10 points extra credit that will be added to my overall point total for the course.

- _____ I understand in addition to announcements made in class regarding changes to the course schedule and other course related information, Dr. Baty will communicate via Blackboard and/or email to keep students informed about the class. Therefore, frequent reference to the syllabus, use of Blackboard, and my Baylor email account are necessary to stay abreast of course related information and assignments.
- _____ I understand my attendance record and grades are available to me via Blackboard under the corresponding links and that I may determine my grade at any time by dividing the total number of points I have earned into the total number of points possible that have transpired up to that point. For example, if I have earned 200 points out of a possible 250 plus an additional 10 in extra credit at that point in the semester, I simply divide 210 into 250 for an average of 84% (B).
- _____ I understand Dr. Baty does not accept late work unless circumstances fall under the “excused absence” criteria and I have the proper documentation or there are extenuating circumstances that I have spoken with Dr. Baty about proactively (before the assignment is due).
- _____ I understand if I come in late (after attendance has been taken), it is my responsibility to let Dr. Baty know that I am present *before* I leave class as retroactive correction of attendance will not occur.
- _____ I understand opportunities for extra credit are an act of grace and that it is up to me to take advantage of those opportunities so that I may earn up to 20 extra points. Additionally, I understand that no other opportunities for extra credit will be offered outside of the ones outlined in the syllabus.
- _____ I understand that my cell phone, MP3 player, and any other electronic devices are to be turned off and remain off during class and that failure to comply will result in my property being confiscated for the remainder of the period. Such devices do not include laptops if being used for the explicit purpose of note taking or in-class assignments that may require use of technology.
- _____ I understand I must attend at least 75% of all class meetings to pass the course. Failure to do so will be an automatic F per the attendance policy adopted by the College of Arts and Sciences.

Student's Printed Name

Student's Signature

Date