

BUS 112 Professional Etiquette Syllabus- 1 credit

Course Description: A study of the interpersonal and communication skills fundamental for success in the workplace. Students will hone their professional style as they study topics including professional behavior, interpersonal interaction, and civility as they relate to the workplace.

Course Prerequisites: 30 earned credits in a career curriculum.

Reading List/Resources: *Business Etiquette*, Thompson, 2003, and other resources to be determined by instructor.

Course Objectives: The course has three major learning objectives. Upon completion of this course a student should be able to:

- Determine the attitudes and behaviors appropriate to workplace situations and settings
- Use interpersonal and communication skills to enhance his/her job effectiveness
- Adopt attitudes and behaviors consistent with standard workplace expectations

21st Century Workplace Skills:

- **Effective Communication**
 - Teaming and collaboration
 - Interpersonal skills
 - Personal responsibility
 - Social and civic responsibility
 - Interactive communication
- **Digital-age Literacy**
 - Technological literacy
 - Visual literacy
 - Information literacy
 - Cultural literacy
 - Global awareness
- **Inventive Thinking**
 - Adaptability and managing complexity
 - Self-direction
 - Curiosity
 - Creativity
 - Risk taking
 - Higher-order thinking and sound reasoning
- **High Productivity**
 - Prioritizing, planning, and managing for results
 - Effective use of real-world tools
 - Ability to produce relevant, high-quality products

Instructional Strategies: A variety of methods will be used including lectures, guest speakers, videos, webinars, audio & video conferencing, problem-solving activities and case studies.

Topical Outline: All sessions will require you to complete the following, on a weekly basis:

1. **Warm-up Activity** [5-15minutes]: pre-assessment survey or brief activity
2. **Reading & Media** [off-line activity-time varies by learner]: required for knowledge
3. **Journal or Blog** [5-15 minutes]: reflective exercise
4. **Assignment** [30-45 minutes]: activity determined by instructor
 - a. Collaborative Work [included within Assignments]: group or peer-to-peer work
 - b. Case Studies [included within Assignments]: determined by instructor
 - c. ePortfolio [15-30 minutes]: final project-cumulative weekly
5. **Discussions** [15-30 minutes]: discussions engaging the learner in weekly content
6. **Off-line Activities** [45-60 minutes: webinars, video conferencing, other activities
7. **Post Assessment** [5-15 minutes]: quiz, survey or brief activity to check understanding

The total time per week would approximate 3 hours a student would engage in an hour class meeting 3 times weekly-**excluding** reading and viewing media materials.

Note: *this might be more expectation than a 1-credit course.*

Module 1: Appropriate attitudes and behaviors in the workplace situation and settings	
The overall goal of the first module is to orient the learner to the typical attitudes and behaviors used within the business and career workplace.	
Essential Questions for Enduring Understandings:	<ul style="list-style-type: none"> What are your attitudes and perceptions of appropriate business etiquette and behaviors in the workplace? What are some skills that can support appropriate learning of positive business etiquette? Who determines appropriate attitudes and behaviors within the workplace situation and setting?
Objectives:	Students will be able to.... <ul style="list-style-type: none"> Define terms and concepts used to describe appropriate business etiquette attitudes and behaviors. Explain what is meant by “business etiquette” and how it impacts the workplace. Identify and examine business etiquette practices and approaches that can aid students in learning. Demonstrate appropriate behaviors within specific business situations.

Week 1: An introduction to Business Etiquette	
Warm-up Activity or Pre-assessment:	Wiki , quiz, survey or activity <ul style="list-style-type: none"> Briefly describe what hope and fears you have for this course.
Reading & Media	Chapter Readings: listed Selected Reading: additional readings listed, linked or attached as a pdf files. Include samples of exemplar ePortfolios Audio Podcast: Instructor lecture or other selected audio files Video: listed, linked or attach selected files
Journal	Prompt for a weekly journal entry <ul style="list-style-type: none"> Envision yourself sitting with a business colleague who is using inappropriate behavior within a business setting. Write about the <u>feelings</u> that arise inside you as you are encountering this colleague. What attitudes surface for you? What are you saying to yourself?
Course Glossary:	Weekly contributions to the course glossary. Add topic specific terms, phrases and skills with definitions and explanations included. Enhancement and tags are encouraged.
Course Resource:	Contributions to the course resource database are encouraged. Enhancement and tags are encouraged.
Assignment: <ul style="list-style-type: none"> Case Studies 	Introduction to the broad-scope of this project. In preparation for the Case Study, learners will: <ul style="list-style-type: none"> Establish a Linked-in account Create a Google email account
Assignment: <ul style="list-style-type: none"> ePortfolio: -Working & Final 	Introduction to the broad-scope of this project including sharing samples and exemplars
Discussion	Allow readings to inform your response: <ul style="list-style-type: none"> What does business etiquette mean to you? What are some of the challenges in learning the appropriate behavior in a new workplace setting?
Off-line Assignment	<ul style="list-style-type: none"> Interview one person and ask how they discovered the appropriate business behaviors within a workplace they have worked in. Choose to: <ol style="list-style-type: none"> Write a page summary of your findings Record a 3-5 minute [audio or video] of your interview Upload docs or files
Post Assessment	Wiki , Quiz, survey or activity <ul style="list-style-type: none"> Reflecting on your experience in this first week, what tips would you share with any student coming into this course? These prompts may inform your post: <ul style="list-style-type: none"> How has it felt to get familiar with the expectations and requirements of this online course? What skills or strategies have you learned that you can now use?
Self Assessment	Questionnaire: 3 questions relate to rubrics <ul style="list-style-type: none"> Each question has multiple choice: attempted, exploring, mastered Offer evidence explaining why this rating
Instructor Office Hours: Chat	Office hours listed within online classroom

<p>Universal Design for Learning</p>	<p>Representation:</p> <ul style="list-style-type: none"> • Provide options for perception • Provide options for language • Provide options for comprehension <p>Action and Expression:</p> <ul style="list-style-type: none"> • Use multiple media for communication • Building fluencies with graduated levels of practice and performance • Provide options for executive functions <p>Engagement:</p> <ul style="list-style-type: none"> • Optimizing individual choice and autonomy • Fostering collaboration and community • Promoting expectation and beliefs that optimize motivation • Develop self-assessment and reflection
<p>Application and Assessment of 21st Century Workplace Skills</p>	<p>Effective Communication</p> <ul style="list-style-type: none"> • Interpersonal skills • Personal responsibility • Social and civic responsibility • Interactive communication <p>Digital-age Literacy</p> <ul style="list-style-type: none"> • Technological literacy • Visual literacy • Information literacy • Cultural literacy <p>Inventive Thinking</p> <ul style="list-style-type: none"> • Adaptability and managing complexity • Self-direction • Curiosity • Creativity • Risk taking • Higher-order thinking and sound reasoning <p>High Productivity</p> <ul style="list-style-type: none"> • Prioritizing, planning, and managing for results • Effective use of real-world tools • Ability to produce relevant, high-quality products
<p>Work Approach</p>	<ul style="list-style-type: none"> • Individual • Group • Interpersonal: One-to-one interview

Week 2:	
Warm-up Activity or Pre-assessment:	Wiki , quiz, survey or activity
Reading & Media	Chapter Readings: listed Selected Reading: additional readings listed, linked or attached as a pdf files. Include samples of exemplar ePortfolios Audio Podcast: Instructor lecture or other selected audio files Video: listed, linked or attach selected files
Journal	Prompt for a weekly journal entry
Course Glossary:	Weekly contributions to the course glossary. Add topic specific terms, phrases and skills with definitions and explanations included. Enhancement and tags are encouraged.
Course Resource:	Contributions to the course resource database are encouraged. Enhancement and tags are encouraged.
Assignment: • Case Studies	Introduction to the broad-scope of this project. In preparation for the Case Study, learners will:
Assignment: • ePortfolio: -Working & Final	
Discussion	Allow readings to inform your response:
Off-line Assignment	
Post Assessment	Wiki , Quiz, survey or activity
Self Assessment	Questionnaire: 3 questions relate to rubrics • Each question has multiple choice: attempted, exploring, mastered • Offer evidence explaining why this rating
Instructor Office Hours: Chat	Office hours listed within online classroom
Universal Design for Learning	Representation: Action and Expression: Engagement: •
Application and Assessment of 21 st Century Workplace Skills	Effective Communication Digital-age Literacy Inventive Thinking High Productivity
Work Approach	• Individual • Group • Interpersonal: One-to-one interview

Module 2:	
The overall goal of the second module is to	
Essential Questions for Enduring Understandings:	
Objectives:	Students will be able to....
Week 2:	
Warm-up Activity or Pre-assessment:	Wiki , quiz, survey or activity
Reading & Media	Chapter Readings: listed Selected Reading: additional readings listed, linked or attached as a pdf files. Include samples of exemplar ePortfolios Audio Podcast: Instructor lecture or other selected audio files Video: listed, linked or attach selected files
Journal	Prompt for a weekly journal entry
Course Glossary:	Weekly contributions to the course glossary. Add topic specific terms, phrases and skills with definitions and explanations included. Enhancement and tags are encouraged.
Course Resource:	Contributions to the course resource database are encouraged. Enhancement and tags are encouraged.
Assignment: • Case Studies	Introduction to the broad-scope of this project. In preparation for the Case Study, learners will:
Assignment: • ePortfolio: -Working & Final	
Discussion	Allow readings to inform your response:
Off-line Assignment	
Post Assessment	Wiki , Quiz, survey or activity
Self Assessment	Questionnaire: 3 questions relate to rubrics • Each question has multiple choice: attempted, exploring, mastered • Offer evidence explaining why this rating
Instructor Office Hours: Chat	Office hours listed within online classroom
Universal Design for Learning	Representation: Action and Expression: Engagement:
Application and Assessment of 21 st Century Workplace Skills	Effective Communication Digital-age Literacy Inventive Thinking High Productivity
Work Approach	<ul style="list-style-type: none"> • Individual • Group • Interpersonal: One-to-one interview