



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Professional Workforce

Course Prefix and Number – POFT 1313

Department - Business and Office Administration

Division - Technology and Business

Course Type: (check one)

Academic General Education Course (from ACGM – but not in WCJC Core)

Academic WCJC Core Course

WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:2:2

Equated Pay hours for course – 3

Course Catalog Description - Preparation for career success including ethics, interpersonal relations, professional attire, and advancement. This is the *capstone* course for Administrative Assistant students. This is the *capstone* course for Administrative Assistant students.

List Lab/ Other Hours
Lab Hours 2
Clinical Hours
Practicum Hours
Other (list)

Prerequisites/Corequisites - POFT 1309, Administrative Office Procedures I

Approvals – *the contents of this document have been reviewed and are found to be accurate.*

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I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

Upon completion of this course, the student will succeed by:

- ◆ Developing a work ethic with good attendance, being punctual, and dependable.
- ◆ Developing skills to send, open, attach, and forward e-mail messages; creating and using distribution lists; creating folders; correctly using CC and BCC; creating a signature file.
- ◆ Creating a movie using Windows Movie Maker without explicit instructions.
- ◆ Completing assignments using various office equipments such as a copy, fax, and shredding machine.
- ◆ Making travel arrangements.
- ◆ Creating a travel expense voucher and travel itinerary.
- ◆ Developing correct telephone techniques and procedures.
- ◆ Dressing appropriately for the office.
- ◆ Furthering knowledge of their chosen field by interviewing office workers, tallying the class results to find out the current skills needed for the modern office worker, analyzing the results, writing a report, and writing a thank you letter.
- ◆ Following the Association of Records Management Administrators (ARMA) filing guidelines.
- ◆ Creating a personal letterhead to use for correspondence.
- ◆ Utilizing proper scheduling techniques for a variety of situations.
- ◆ Completing calendar appointments using an automated calendar such as Yahoo.
- ◆ Discussing how to overcome barriers to communication.
- ◆ Positively communicating with others.
- ◆ Correctly interpret body language.
- ◆ Discussing proper handling and processing of mail.
- ◆ Planning meetings and conferences.
- ◆ Preparing a resume, completing a job application, interviewing for a job, and creating a follow-up interview letter.
- ◆ Utilizing communication skills by critiquing and writing a report about their taped interview.
- ◆ Identifying associations available to office professionals.

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
The student will demonstrate ethics, professionalism, verbal and written communication in an office environment along with a basic knowledge of current office management.	At least 90% of students will correctly answer at least 70% of the questions on a comprehensive written exam.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Office Procedures for the 21st Century, by S. Burton, and N. Shelton, Pearson Prentice Hall, 2008 (7th edition), ISBN: 0-13-230857-6

IV. Suggested Course Maximum - 22

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
Microsoft Office 2007, HP LaserJet printer, and internet access.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

- 25% Textbook and Lecture Tests
- 40% Daily: (textbook assignments, e-mail assignments, Internet assignments, thank you letters, Filing Tests (each test counts 4 times), work habits, teamwork, enthusiasm, attitude, attendance, tardiness, pop tests, class participation, misc.)
- 10% Office Worker Interview Memo
- 10% Interview Critique Memo
- 15% Comprehensive Final exam

Office Procedures for the 21st Century

- Ch 3 Preparing for your Job Search
- Ch 10 Scheduling Appointments and Receiving Visitors
- Ch 11 Making Travel Arrangements
- Ch 12 Planning Meetings and Conferences

Test 1

- Ch 6 Building Communication Skills
- Ch 7 Processing Mail
- Ch 8 Records Management including ARMA filing rules
- Ch 14 Preparing to Meeting the Challenges

Test 2

Using e-mail with distribution list, cc, bcc, and attachments
Job Search Information: application, resume, questions, illegal questions, possible questions that could be asked, questions the interviewee can ask, closing the interview.
Simulated Interviews that are on video

Comprehensive Final Exam

Ch 3, 6, 7, 8, 10, 11, 12, 14, assignments, and lecture notes

Interview Critique Memo: Students polish their interviewing skills by completing a videotaped simulated interview, evaluating it (along with three classmates), and writing a research memo on the findings. The grade is based on how well the student can identify successful traits as well as problem areas rather than how well the student performed in the interview.

The memo will be scored based on the following rubric:

5	Introduction
25	Five Strong Points
25	Two Weak Areas
10	Illegal Question(s)
10	Outcome based upon interviewer
15	Recommendation
5	Spelling/Punctuation/Grammar
5	Appendix: Completed Interview Evaluation Forms
100	Total points

Office Worker Interview Memo: Students learn how to obtain primary research data by interviewing two workers in their major field, such as an executive assistant or accounting assistant. Students use their communication skills by first calling and asking for an appointment and then completing a questionnaire in a face-to-face interview. Students also acquire data that is not on the questionnaire, such as the clothing worn in the office, the neatness of the desk, the office atmosphere, methods of answering the telephone, etc.

Students use their business writing skills by writing a memo detailing and comparing the results from their investigations. Students orally report the results of their research in a committee atmosphere and discuss problems and trends. All of the data is assimilated into a summary report by the instructor and discussed in class where the students use their critical thinking skills to assess the areas vital to a successful career. Students utilize their word processing, desktop publishing, and business writing skills by creating a personal letterhead, composing thank you letters, writing the memo, and printing envelopes.

The memo will be scored based on the following rubric:

10	Report on time
15	Spelling/Punctuation/Grammar
5	Format (use subheadings)
10	Introduction
	Discussion
5	Telephone Technique
5	Appearance of Office Worker
5	Appearance of Desk
5	Attitude with Co-Workers
10	Daily Routine
15	Results of form (include in memo)
10	Recommendation
<u>5</u>	Appendix (Forms and copies of thank you letters)
100	Total Points

Daily Work: Thank you letters for the office worker and job interviews. Work habits (prepared, neat, enthusiastic, good attitude, team worker). Students view the want ads applicable to their skill level from the *Houston Chronicle and other sources*. Use Yahoo to compose e-mail, attach files, forward messages, complete an address book, create a signature file, use the calendar, conduct searches and complete various internet activities. Students use their critical thinking and computer skills to create a movie using a new program. The daily work includes a wide variety of many miscellaneous assignments.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:
 - Basic Intellectual Competencies
 - Perspectives
 - Exemplary Educational Objectives

- **WECM Courses**
Attach the following: (on file)
 - Program SCANS Matrix
 - Course SCANS Competencies Checklist