## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>OST 4404</th>
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<tbody>
<tr>
<td>Course Title:</td>
<td>Administrative Support Systems</td>
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<tr>
<td>Perquisite(s):</td>
<td>OST 2120- Document Processing II Computer Literacy</td>
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<td>Course Credit:</td>
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<td>Course Hours:</td>
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<tr>
<td>College:</td>
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<tr>
<td>Department:</td>
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<tr>
<td>Supplies:</td>
<td>Portfolio Folder and Three Ring 2&quot; Binder</td>
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<tr>
<td>Faculty Name:</td>
<td>Carolyn LaFaille</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>101 GEC TU/TH 11:00 a.m –12:15 p.m.</td>
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<tr>
<td>Office Location:</td>
<td>GEC Complex, Unit C, Room 103A</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(850) 599-8650</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:cassign.ment@famu.edu">cassign.ment@famu.edu</a></td>
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### Course Description

This course is designed to develop efficiency through presentation and application of business office techniques. Attention is given to communication, personality traits, human relations and productivity.

### Course Purpose

The primary purpose of the course is to help students understand the impact of change in the business world; the need to be flexible and creative, willing to make necessary attitudinal adjustments that result in success in the workforce, and the need to continually upgrade their communication, decision-making and problem-solving.
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

**Conceptual Framework THEMES ADDRESSED:**

Graduating Business and Technology Education majors are expected to be able to make informed decisions, solve contemporary business problems, as well as promote the social and intellectual growth within a just and caring multicultural and global environment. (CF 1.1;1.3)

Therefore, this course is guided in an integrated approach designed to provide an educational and practical experience using a technical/contextual approach that will result in producing an exemplary professional Business Technology educator. Administrative, Professional and leadership experiences in which the theories, principles, styles, and strategies are practiced in team activities. Supportive diverse program content such as interrelationships and contemporary societal issues and management functions are provided during the courts period (CF 2.1;2.3-2.7)(CF 3.4)(CF 4.2);(CF 4.5)(CF 5.1)(CF 5.3)(CF 5.5)(CF 5.6)(5.7)

**Academic Learning Compacts**

1. **Communication**- The teacher candidate will demonstrate effective strategies and techniques for effective oral and written communications.

2. **Content Knowledge**- The teacher candidate will demonstrate a basic quality understanding of Business Education subject matter and it linkages to other disciplines, teaching applications and real-world curriculum integration.

3. **Critical thinking** – The teacher candidate will demonstrate the proper academic skills necessary to integrate and apply a variety of techniques and strategies that promotes critical, innovative and evaluative thinking capabilities.

4. **Diversity** – The teacher candidates will demonstrate an in-depth awareness and sensitivity to cultural and linguistic backgrounds, so that teacher candidates can develop meaningful cultural-related teaching strategies and course curricula.
5. Role of the Teacher: The teacher candidates will have the ability to communicate and work cooperatively with various education professionals, families, communities, colleagues, or staff members to improve the educational experience at the school.

### Overall Goals of the Course

- Increase cognitive knowledge of the workplace environment.
- Increase technical skills.
- Continue to develop soft skills, e.g., human relations, communication, critical thinking, and continual learning.

### Specific Behavioral Objectives

This course is designed to lead students to the accomplishment of the following performance behaviors. The students will:

**OBJ 1:** Develop a greater appreciation for the origin of the office professional as it relates to diversity, and will realize the varied and challenging responsibilities the office professional must assume. *(FASAC 2.2, 10.2; BTECG 10; NSBE 3; SSS LA.910.7.1; PEAP 3, 4, 5; UT; CF 1.1; 1.3; 2.1, 4, 5, 5.1)*

**OBJ 2:** Become more familiar with the contributions of technology (as it relates to information processing) to the office professional’s effectiveness as part of an organizational structure. *(FASAC 1.1; 1.3; 1.4; 1.7; 1.9; 2.1, 2.2; BTECG 10; NSBE 8; SSS LA.910.7.1; PEAP 3, 4, 6, 12; UT; CF 2.1; 2.3, 2.4; 2.5; 2.6; 2.7; 4.5)*

**OBJ 3:** Recognize the need for exceptional competencies and skills in order to succeed in the workforce. *(FASAC 2.4; 3.1; 3.2; 3.5; 3.6, 5.2; 10.2; BTECG 10; NSBE 3, 4, 8, 10; PEAP 2, 4, 8, 12; UT; CF 2, 3.1; 5.2; 5.3; 5.6; 5.7)*

**OBJ 4:** Enhance their communication skills—verbal and non-verbal *(FASAC 2.1-5; BTECG 8; NSBE 4; PEAP 2; CF 5.6)*

**OBJ 5:** Know how to select and use technological equipment that will be appropriate for a specific office and for an organization. *(FASAC 1.6; 1.9; 3.3; BTECG 10; NSBE 8 PEAP 4, 12; UT; CF 2)*

**OBJ 6:** Practice good human relations as they interact with other office personnel, and with the public. *(FASAC 3.5; 6.4; 6.5; BTECG 8; NSBE 3; PEAP 3; CF 1.1; 1.3; 5.8)*

**OBJ 7:** Know how to choose a place of employment, and how to succeed on the job. *(FASAC 10.1; BTECG 10; NSBE 3; PEAP 3; CF 5.3)*

**OBJ 8:** Learn common contributions to stress; determine strategies to use in managing time and in controlling stress. *(FASAC 5.4; BTECG 10; NSBE 3; PEAP 3.4; CF 3.4)*

**OBJ 9:** Teach others how to become successful office professionals. *(FASAC 3.1-6; BTECG 10; NSBE 3, 4, 8, 10; PEAP 4, 11, 12; UT; CF 5).*
The professional and technical knowledge of this course has been derived from four essential sources. They are (1) research and professional literature, (2) business, government and industrial philosophies and theories, (3) the practical business/management experiences of the instructor and other practitioners and, (4) State/NCATE accreditation standards and requirements. Historically, the major curricula patterns for Workforce Education programs seem to following the practical experience derived from successful business practitioners; while there is very little formal or empirical research in support business practices and regulation, there is a considerable amount contained in the professional and trade journals.

### National Standards for Business Education (NSBE)

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<td>8</td>
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### Pre-Professional Educator Accomplished Practices

2.2 Uses effective communication techniques with students and all other stakeholders  
3d Participates in the design of a personal professional development plan to guide her/his own improvement.  
4d Poses problems, dilemmas, and questions in lessons.  
4e Assists students in development and use of rules of evidence (Records Management)  
5k Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.  
6g Maintains honesty in all professional dealings.  
8a Communicates knowledge of subject matter in a manner that enables students to learn.  
8b Increases subject matter knowledge in order to integrate the learning activities.  
11 Role of the Teacher  
12.2 Uses appropriate technology in teaching and learning processes  
12a Demonstrate technology competencies as defined by Document 1 (Florida Technology Literacy Profile)  
12b Uses technology tools on a personal basis  
12g Teaches students to use available computers and other forms of technology.  
12j Uses digital information obtained through intranets and/or the Internet (e.g., E-mail and research)

### Florida Adopted Subject Area Competencies (FASAC) – Business Education 6 - 12

1 Knowledge of information and technological systems.  
1.3 Identify the purposes, functions, terminology, and common features of word-processing, spreadsheet, database, digital publishing, presentation, multi-media software, and communication software.  
1.4 Identify the types of networks and their features and use.  
1.6 Identify telecommunications terminology, processes, and procedures  
1.7 Demonstrate knowledge of legal and ethical practices as they relate to information and technological systems.  
1.9 Select application software appropriate for specific tasks  

2 Knowledge of business communication  
2.1 Identify resources used for researching business information  
2.2 Identify the rules for standard grammar and punctuation usage
2.4 Demonstrate knowledge of verbal and nonverbal communications
2.5 Demonstrate knowledge of effective internal and external communications

3 Knowledge of administrative office systems
3.1 Identify rules and procedures of records management
3.2 Identify appropriate mail-handling procedures.
3.3 Identify reprographics terminology and processes
3.4 Identify health and safety issues in the workplace
3.5 Identify characteristics of professional business behavior
3.6 Select appropriate administrative office procedures

5 Knowledge of business management
5.2 Identify leadership and management styles
5.4 Identify strategies to address workplace issues

6 Knowledge of financial management
6.4 Identify the impact of customer service on business
6.5 Apply problem-solving skills and pertinent knowledge to consumer decisions

10 Knowledge of career development
10.1 Identify personal career management strategies and employability skills on a national and international level.
10.2 Demonstrate knowledge of workplace trends and issues

Business Teacher Education Curriculum Guide (BTECG)

10 Acquire advance knowledge in business disciplines

Topical Outline

Week 1
Introduction to the Course

Week 2
Chapter 1 THE EVER CHANGING WORKPLACE
(FASAC 2.2,10.2; BTECG 10; NSBE 3; SSS LA.910.7.1; PEAP 3,4,5; UT; CF 1.1; 1.3; 2.1,4.5,5.1)
Read the Learning Objectives for Chapter 1, p. 5, of the text.
Read the Glossary pp. 22-23; check your understanding of key terms by completing DCD1-a on the Data CD.
*Read the Critical Thinking Case, pp. 23-24; answer the questions at the end of the case. (10 pts.)
*Complete Workplace Projects 1-1, 1-6 (10 pts)
*Complete Communication Power using DCD1-b. (10 pts)
Complete Assessment of Chapter Objectives, p. 26, in the space provided in the text or by using DCD1-c.

Chapter 2—ETHICS—ESSENTIAL IN THE WORKPLACE
FASAC 2.2,3.5; BTECG 1; NSBE 3; SSS LA.910.7.1; PEAP 3,4,6; UT; CF 2.1,3,4,4.5,5.3)
Read the Learning Objectives for Chapter 2, p. 29.
Read Chapter 2, pp. 29-45.
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 48.
Read the Glossary, p. 47; check your understanding of key terms by completing DCD2-a on the Data CD.
Complete Discussion Items, p. 47.
*Read the Critical Thinking Case, p. 47; respond to the questions at the end of the case. (10 pts)
*Complete Workplace Projects 2-1 and 2-4, pp. 48-49. (10 pts)
*Complete Communication Power using DCD2-b. (10 pts)
Complete Assessment of Chapter Objectives, p. 49, in the space provided in the text or by using DCD2-c.

DUE DATE: September 15, 2009 (Summit all work notated by asterisks)
Instructor: Carolyn LaFaille

Week 3

Chapter 3—STRESS, ANGER, AND TIME MANAGEMENT
(FASAC 2.2,3,4,5;BTECG 10;NSBE 3;SSS LA.910.7.1;PEAP 3,4;UT;CF 2.1,3,4,5,6)
Read the Learning Objectives for Chapter 3, p. 51.
Read Chapter 3, pp. 51-68.
Respond to the Self-Check in the chapter; check your responses with the ones given on p. 71.
Read the Glossary, p. 70; check your understanding of key terms by completing DCD3-a on the Data CD.
*Read the Critical Thinking Case, pp. 70-71; answer the question at the end of the case. (10 pts)
*Complete Workplace Projects 3-2 and 3-5, page 72. (10 pts)
*Complete Communication Power using DCD3-b. (10 pts)
Complete Assessment of Chapter Objectives, pp. 73-74, in the space provided in the text or by using DCD3-c.

Chapter 4—INFORMATION PROCESSING
(FASAC 1.1;1.3,1.4,1.7;1.9,2.1,2.2;BTECG 10;NSBE 3,8;SSS LA.910.7.1;PEAP 3,4,6,12;UT;CF 2.1,4,5,6,7,9)
Read the Spotlight on Success, pp. 78-80.
Read the Learning Objectives for Chapter 4, p. 81.
Read Chapter 4, pp. 81-104.
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 109.
Read the Glossary, pp. 106-108; check your understanding of these terms by completing DCD4-a on the Data CD.
*Read the Critical Thinking Case, pp. 108-109; answer the questions at the end of the case. (10 pts)
*Complete Workplace Projects 4-2 and 4-4 (Let instructor know who you select to work with). (10 pts)
*Complete Communication Power, p. 111, using DCD4-b. (10 pts)
Complete Assessment of Chapter Objectives, pp. 111-112, in the space provided in the text or by using DCD4-c.

DUE DATE: September 22, 2009 (Summit all work notated by asterisks)

Week 4

Chapter 5—TELECOMMUNICATIONS
(FASAC 1.6;1.4,2.2;BTECG 10;NSBE 3,7;SSS LA.910.7.1;PEAP 2,4,12;UT;CF 2.1,4,5)
Read the Learning Objectives for Chapter 5, p. 113.
Read Chapter 5, pp. 113-135.
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 139.
Read the Glossary, pp. 137-138; check your understanding of these terms by completing DCD5-a on the Data CD.
Complete the Discussion Items, p. 139.
*Read the Critical Thinking Case, p. 139; answer the questions at the end of the case. (10 pts)
*Complete Workplace Project 5-2. (5 pts)
*Complete Communication Power, p. 141, using DCD5-b. (10 pts)
Complete Assessment of Chapter Objectives, p. 141, in the space provided in the text or by using DCD5-c.

Chapter 6 WRITTEN COMMUNICATION
(FASAC 2.2, 2.3,2.4;2.5;BTECG 7;NSBE 4,7;SSS LA.910.7,1;PEAP 2,4,12;UT;CF 2.1,4,5,6,7)
Read the Spotlight on Success, pp. 146-148.
Check how Janet Radosevich solved the problem by reading p. 432 in your text.
Read the Learning Objectives for Chapter 6, p. 149.
Read Chapter 6, pp. 149-167.
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 170.
Read the Glossary, p. 169; check your understanding of these terms by completing DCD6-a on the Data CD.
Complete Discussion Items on p. 169.
*Read the Critical Thinking Case, p. 169. Draft the letter. (10 pts.)
*Complete Workplace Projects 6-2 and 6-7. (10 pts)
*Complete Communication Power, p. 171, using DCD6-b. (10 pts)
Complete Assessment of Chapter Objectives, pp. 171-172 in the space provided in the text or by using DCD6-c.
DUE DATE: September 29, 2009 (Summit all work notated by asterisks)

Week 5

Chapter 7—RECORDS MANAGEMENT
(FASAC 2.2, 3.1;3.6;BTECG: 10;NSBE 3;SSS LA.910.7.1;PEAP 4,8,12;UT;CF 2.1,4.5,5.1)
Read the Learning Objectives for Chapter 7, p. 173.
Read Chapter 7, pp. 173-197.
Respond to the Self-Checks in the chapter; check your responses with the ones given on pp. 200-201.
Read the Glossary, pp. 199-200; check your understanding of these terms by completing DCD7-a.
Complete the Discussion Items, p. 200.
Read the Critical Thinking Case, p. 200; respond to the statement at the end of the case. (10 pts)
*Complete Workplace Projects 7-3 and 7-4. (10 pts)
*Complete Communication Power, p. 203, using DCD7-b. (10 pts)
*Complete Assessment of Chapter Objectives, pp. 203-204, in the space provided in the text or by using DCD7-c.

Chapter 8—PRESENTATIONS
(FASAC 1.9,2.2;BTECG 7;NSBE 3;SSS LA.910.7.1;PEAP 4,8,12;UT;CF 2.1,4.5,5.1)
Read the Learning Objectives for Chapter 8, p. 205.
Read Chapter 8, pp. 205-219.
Respond to the Self-Checks in the chapter; complete the information in the Responses to Self-Check on p. 222.
Read the Glossary, p. 221; check your understanding of these terms by completing DCD8-a.
Complete the Discussion Items, p. 221.
*Read the Critical Thinking Case, p. 222; work with two of your classmates on this case. (10 pts.)
*Complete Communication Power, p. 223, using DCD8-b. (10 pts)
Complete Assessment of Chapter Objectives, pp. 223-224 in the space provided in the text or by using DCD8-c.

DUE DATE: October 8, 2009 (Summit all work notated by asterisks)

Week 6

Chapter 9 (THE WORKPLACE TEAM)
(FASAC 2.2; BTECG 7;NSBE 3;SSS LA.910.7.1;PEAP 4;8;UT;CF 2.1,4.5,5.5)
Read the Spotlight on Success, pp. 226-228.
Check how LaVetta Hunley solved the problem by reading p. 432 in your text.
Read the Learning Objectives for Chapter 9, p. 229.
Read Chapter 9, pp. 229-243.
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 246.
Read the Glossary, pp. 245; check your understanding of these terms by completing DCD9-a on the Data CD.
Complete the Discussion Items, p. 246.
*Read the Critical Thinking Case, p. 246; answer the questions at the end of the case. (10 pts)
*Complete Workplace Project 9-1  p. 246. (5 pts)
*Complete Communication Power, p. 247, using DCD9-b. (10 points)
Complete Assessment of Chapter Objectives, pp. 247-248, in the space provided in the text or by using DCD9-c.

Chapter 10—CUSTOMER SERVICE
(FASAC 2.2; 6.4;6.5;BTECG 1;NSBE 3; SSS LA.910.7.1;PEAP 4,
Read the Learning Objectives for Chapter 10, p. 249.
Read Chapter 10, pp. 249-263.
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 266.
Read the Glossary, p. 265; check your understanding of these terms by completing DCD10-a on the Data CD.
Complete Discussion Items, p. 265.
*Read the Critical Thinking Case, p. 265; answer the questions at the end of the case. (10 pts)
*Complete Workplace Project 10-2. (5 pts)
*Complete Communication Power, p. 267 using DCD10-b. (10 points)
Complete Assessment of Chapter Objectives, p. 267 in the space provided in your text or by using DCD10-c.

DUE DATE: October 15, 2009 (Summit all work notated by asterisks)
Chapter 11—WORKPLACE MAIL and COPIERS  
(FASAC 2.2, 3.2;3.3;3.6;BTECG 10;NSBE 3;SSS LA.910.7.1; FEGC;PEAP 8,12;UT;CF 2.1,4,5,5.1)  
Read the Spotlight on Success, pp. 270-272.  
Check how Nancy Upchurch solved the problem by reading p. 433 in your text.  
Read Chapter 11, pp. 273-293.  
Respond to the Self-Checks in the chapter; check your responses with the ones given on pp. 290.  
Read the Glossary, pp. 288-289; check your understanding of these terms by completing DCD11-a on the Data CD.  
Complete the Discussion Items, p. 289.  
*Read the Critical Thinking Case, p. 289; respond to the statement at the end of the case. (10 pts)  
*Complete Workplace Projects 11-1 and 11-6. (10 pts)  
*Complete Communication Power, p. 292, using DCD11-b. (10 pts)  
Complete Assessment of Chapter Objectives, p. 292-293 in the space provided in the text or by using DCD11-c.

DUE DATE: October 22, 2009 (Summit all work notated by asterisks)

Chapter 12—TRAVEL ARRANGEMENTS  
(FASAC 2.2, 3.6;BTECG 10;NSBE 3;SSS LA.910.7.1; FEGC;PEAP 8;UT;CF 2.1,4,5,5.1)  
Read the Learning Objectives for Chapter 12, p. 295.  
Read Chapter 12, pp. 295-307.  
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 310.  
Read the Glossary, p. 309; check your understanding of these terms by completing DCD12-a on the Data CD.  
Complete the Discussion Items, p. 309.  
*Read the Critical Thinking Case, p. 309; answer the questions at the end of the case. (10 pts)  
*Complete Workplace Projects 12-1, 12-2, and 12-3. (15 pts)  
*Complete Communication Power, p. 311, using DCD12-b. (10 pts)  
Complete Assessment of Chapter Objectives, pp. 311-312, in the space provided in the text or by using DCD12-c.

DUE DATE: October 27, 2009 (Summit all work notated by asterisks)

Chapter 13—MEETINGS AND CONFERENCES  
(FASAC 2.2, 3.6;BTECG 10;NSBE 3;SSS LA.910.7.1; FEGC;PEAP 8;UT;CF 2.1,4,5,5.1)  
Read the Learning Objectives for Chapter 13, p. 313.  
Read Chapter 13, pp. 313-332.  
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 335.  
Read the Glossary, pp. 334; check your understanding of these terms by completing DCD13-a on the Data CD.  
Complete the Discussion Items, p. 334.  
*Read the Critical Thinking Case, pp. 334-335; respond to the items at the end of the case (10 pts)  
*Complete Communication Power, p. 336, using DCD13-b. (10 pts)  
Complete Assessment of Chapter Objectives, p. 337, in the space provided in the text or by using DCD13-c.

DUE DATE: October 27, 2009 (Summit all work notated by asterisks)

Week 9— Review

Chapter 14-JOB SEARCH  
(FASAC 2.2, 10.1,2;BTECG 10;NSBE 3;SSS LA.910.7.1; FEGC;PEAP 8;UT;CF 2.1,4,5,5.1)  
Read the Spotlight on Success, pp. 340-342.  
Check how José Rego solved the problem by reading p. 433 in your text.  
Read the Learning Objectives for Chapter 14, p. 343.  
Read Chapter 14, pp. 343-365.  
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 368.  
Read the Glossary, p. 367; check your understanding of key terms by completing DCD14-a on the Data CD.  
Complete Discussion Items, p. 367.  
*Read the Critical Thinking Case, pp. 367-368; respond to the questions at the end of the case. (10 pts)  
*Complete Communication Power using DCD14-b. (10 pts)  
Complete Assessment of Chapter Objectives, p. 369, in the space provided in the text or by using DCD14c.

DUE DATE: October 27, 2009 (Summit all work notated by asterisks)
DUE DATE: November 3, 2009 (Summit all work notated by asterisks)

Week 11

Read the Learning Objectives for Chapter 15, p. 371—TELEWORK
(FASAC 2.2, 3.6; BTECG 10; NSBE 3; SSS LA.910.7.1; FEGC; PEAP 8,12; UT; CF 2.1,4.5,5.1)
Read Chapter 15, pp. 371-385.
Respond to the Self-Check in the chapter; check your responses with the ones given on p. 388.
Read the Glossary, p. 387; check your understanding of key terms by completing DCD15-a on the Data CD.
Complete Discussion Items, p. 387.
*Read the Critical Thinking Case, pp. 387-388; respond to the questions at the end of the case. (10 pts)
*Complete Communication Power using DCD15-b. (10 pts)
Complete Assessment of Chapter Objectives, p. 389, in the space provided in the text or by using DCD15c.

DUE DATE: November 5, 2009 (Summit all work notated by asterisks)

Week 12

Chapter 16 LEADERSHIP
(FASAC 2.2, 5.2; BTECG 10; NSBE 3; SSS LA.910.7.1; FEGC; PEAP 8; UT; CF 2.1,4.5,5.5)
Read the Learning Objectives for Chapter 16, p. 391.
Read Chapter 16, pp. 391-403.
Respond to the Self-Checks in the chapter; check your responses with the ones given on p. 405.
Read the Glossary, p. 404; check your understanding of key terms by completing DCD16-a on the Data CD.
Complete Discussion Items, p. 404.
*Read the Critical Thinking Case, p. 404; respond to the items at the end of the case. (10 pts)
*Complete Communication Power using DCD16-b. (10 pts)
*Provide a reflection of what you have learned completing your workplace projects.
Complete Assessment of Chapter Objectives, p. 406, in the space provided in the text or by using DCD16c.

DUE DATE: November 10, 2009 (Summit all work notated by asterisks)

Week 13 Presentations *November 12, 2009

Week 14 Complete Presentations/Notebook Due *November 19, 2009

Week 15 Review *December 3, 2009

Week 16 Final Exam *December 7-11, 2009

All Projects and Professional Growth documents are to be keyed in Times New Roman 12 Font, 1.25 Left and Right Margins, 1 inch top margins. Name, Date, Assignment Title in upper right hand column.

Teaching Methods

Lecture
Group Discussions
Online Projects
Power Point Slides

Course Evaluation

Students will be required to demonstrate their skills in research, computer usage, writing, editing, presenting and organizing and critical thinking.
Grading

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Grading Scale:

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All Summaries and Professional Growth documents are to be keyed in Times New Roman 12 Font, 1.25 Left and Right Margins, 1 inch top margins. Name, Date, Assignment Title in upper right hand column.

COURSE POLICIES

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statues. This shall include applicants for admission to the University and employment.

Academic Honor Policy

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct – Regulation 2.012 section, beginning on page 55-56.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
<table>
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<th>Week of</th>
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<tr>
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<td>Introduction to the Course</td>
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<td>Part I THE WORK ENVIRONMENT</td>
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References


