Welcome to HSC 110! Consider all of us part of the team to help you prepare for your future as a health care professional!

I. Course Description
This course provides an introduction to a wide variety of specialty areas in the health sciences professions. Service learning and other forms of experiential learning present the opportunity to function in a beginning role as a member of an interdisciplinary health team.

II. Rationale
This course provides information that assists the learner in recognizing their personality in relation to self and to serving on a team and in selecting a satisfying career in health and human services.

III. Course Prerequisites
None

IV. Required Textbooks
ISBN: 978-1449600556

ISBN: 978-0-06-251026-6
V. Learning Outcomes

Upon completion of this course the students will be able to:

1. Experience individual growth and develop a deeper understanding of others through self-reflection and investigation of the Enneagram and personal Learning Styles.
2. Recognize the importance of civic responsibility and service learning, describe the difference through research and integrate your individual experiences of each.
3. Describe the specialized knowledge and skills necessary for the health professions through quizzes.

VI. Technology Skill Requirements

1. Students registered for HSC 110 are required to have internet access and a current USD e-mail address.
2. All computers should be able to run the latest editions of operating systems and programs utilized during the course. All course communication will be facilitated within D2L including lecture notes, slides, discussions, live chats and grades.
3. Please refer to the technology requirements listed below as stated in the “On-Line Orientation Packet” located on the USD Continuing Education web page @ http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf. Please contact the USD Information Technology Services Help Desk for assistance with D2L. Office: Slagle Hall Room 18B, (605) 677-5028, helpdesk@usd.edu, http://www.usd.edu/technology/

       IMPORTANT: While core functions of our online courses will work on most mobile devices-- smartphones (e.g. the iPhoneTM), tablets (e.g. the iPadTM), ChromebooksTM, etc.--other functions will not. That said, you MUST have access to another computer that satisfies the requirements.

VII. Instructional Methods and Activities

This course will be instructed entirely online via Desire2Learn (http://d2l.sdbor.edu). While this is an online course, it does not mean it is a self-paced or correspondence-like course. Each week you will be required to complete a number of tasks as outlined in the “Evaluations” and “Class Schedule” sections below.

1. Lecture Outlines & Slides
This course is presented via PowerPoint slides presented as PDF files that can be accessed through D2L. Students will need to download Adobe Acrobat Reader from www.adobe.com if you do not already have it installed on your computer. I have found that this method minimizes problems between operating systems.

2. Required Reading
   In addition to lecture slides, students will be assigned readings in the textbook. The textbook material is usually more in depth than what will be presented in lecture and is needed for comprehensive understanding of course material. Assigned readings are listed in the course schedule and correspond to the lecture material and discussion board material on D2L. Please note that all exam material will come from the lectures, discussions, videos, and the assigned readings or discussions.

3. Discussion Boards
   Each week you will be required to answer one discussion board module. Please answer all of the parts of the question as you will be graded based on your thoroughness and accurate response. You will also be required to make a minimum of two comments each week about two of your classmates’ posts. These comments should be well thought out and contribute in the discussion of the material. Grades/feedback will be posted within a week after the due date.

VIII. Evaluations
1. Exams: All exams will be taken on D2L in the presence of a proctor in a professional setting. Please refer to the rules listed in the “On-Line Orientation Packet” located on the USD Continuing Education web page http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf
2. Quizzes: Quizzes will be completed each week via D2L based on the week’s readings. These quizzes do not need to be proctored. Quizzes will be due by 11:59pm CT on Friday of each week.
3. Discussion Postings: Discussion postings will be worth 10 points each. All discussion postings will be due by 11:59pm CT on Sunday of each week.
4. Service Learning and Civic Responsibility Paper: Please refer to written guidelines
5. Interview Paper: Please refer to written guidelines in the content section.

<table>
<thead>
<tr>
<th>Weekly Discussions</th>
<th>110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>240</td>
</tr>
<tr>
<td>Paper: Enneagram and Learning Styles</td>
<td>200</td>
</tr>
<tr>
<td>Paper: Interview</td>
<td>100</td>
</tr>
<tr>
<td>Paper: Service Learning/Civic Responsibility</td>
<td>100</td>
</tr>
</tbody>
</table>
Feedback and Grades: Unless otherwise stated, students should expect to receive feedback/grades on their discussion board entries within a week after the due date, on their exams within a week after the due date or when the last exam has been submitted (whichever is later), and on written papers within 2 weeks after the due date. Feedback on papers will be left in the “Dropbox.”

IX. Grading for Coursework Required Within the Major

Assignment and Course Completion:

a. Any course assignments that are not submitted by the established deadline will result in a grade of zero (0) for the assignment.

b. Students must earn a final grade of a ‘C’ or higher in all HSC prefix courses for satisfactory completion of the major.

c. No extra credit can be earned in any HSC prefix course.

d. The grading scale used for all HSC prefix coursework is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>800-890</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>700-790</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>600-690</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td></td>
</tr>
</tbody>
</table>

e. A maximum of 1000 points can be earned in this course.

f. Grades will be posted in D2L.

X. Expectations

1. Students

   - Students are instructed to read, understand, and abide by all policies and procedures outlined in this syllabus as well as those in the Continuing Education Online Orientation on the USD Continuing Education web page.

   - Students should expect to invest about 9 hours per week into the course working on class assignments, watching lecture, participating in discussion boards, and keeping up with the reading assignments.

   - Students should pay attention to class announcements which will be located in the “News” widget on the main page of D2L. Please check it daily.

2. Instructor
- While the instructor will try to reply to messages on the same day, one can expect a reply within 2 weekdays of any email or message posting. Messages received on Friday or over the weekend will be replied to on Monday unless it is an emergency.
- The Instructor will abide by all policies on the CE Online Orientation, The University of South Dakota, and the South Dakota Board of Regents.

XI. Class Policies

1. **Academic Appeals Policy.** This policy governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs. Students who wish to challenge disciplinary actions taken after findings of academic misconduct must proceed under Board Policy No. 3:4. The South Dakota Board of Regents policies and procedures for Academic Appeals can be found online at [http://www.sdbor.edu/policy/2-Academic_Affairs/documents/2-9.pdf](http://www.sdbor.edu/policy/2-Academic_Affairs/documents/2-9.pdf)

2. **Freedom in learning.** Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean to initiate a review of the evaluation.

3. **Academic Accommodations.** Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information, contact:
   
   Ernetta Fox, Director, Disability Services  
   Room 119, Service Center  
   University of South Dakota campus  
   Vermillion, SD  
   605-677-6389  
   [www.usd.edu/ds](http://www.usd.edu/ds) or [dservices@usd.edu](mailto:dservices@usd.edu)

4. **Cheating and plagiarism policy.** The School of Health Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives
of higher education. The School of Health Sciences supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise (Student Conduct Code). Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise (Student Conduct Code). No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a) Given a zero for that assignment.
b) Allowed to rewrite and resubmit the assignment for credit.
c) Assigned a reduced grade for the course.
d) Dropped from the course.
e) Failed in the course.

5. **Participation Policy.** All students are expected to participate in class online discussion boards in a timely manner having read and prepared assigned materials prior to class time. Active participation is needed to develop a strong sense of community in our classroom, and to foster a healthy sense of class participation. It is important for you to take mutual responsibility for participating in discussion. Failure to participate hurts your learning plus hurts the experience of other students.

6. **Assignments.** All work must be submitted by the required date. No credit will be earned for exams or papers that are turned in after their deadlines.

7. **Professional Behavior in the online setting.** Proper netiquette must be used in the online environment. A maximum of 15% may be deducted from the course grade for unprofessional behavior at the discretion of the instructor. Please read policy placed on the USD Continuing Education web page http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf.

8. **Inclusivity Statement.** The University of South Dakota School of Health Sciences is committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

9. **When I have a question, who should I contact?**

   E-mail/ Login/Password Issues
   USD Help Desk at (605) 677-5028 or helpdesk@usd.edu

   D2L Issues
   USD Help Desk at (605) 677-5028 or helpdesk@usd.edu

   Computer Issues
   USD Help Desk at (605) 677-5028 or helpdesk@usd.edu

   Class or Content Issues
   Professor Cerny at (605) 677-6582 or Shana.Cerny@usd.edu
To answer many of your questions please review the “On-Line Orientation Packet” located on the USD Continuing Education web page @ http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf
**HSC 110 Spring 2015**  
**Early Scholars**  
**Course Calendar**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Week #1:** 1/19-1/25 | Welcome to HSC 110! Orientation to HSC 110 Personality/ Enneagram Assessment | ● Complete syllabus quiz (20 pts) by 11:59 pm on January 23rd.  
● Complete Enneagram questionnaire  
[http://www.engr.ncsu.edu/learningstyles/ilsweb.html](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)  
● Discussion module due 1/25 by 11:59 pm |
| **Week #2:** 1/26-2/1 | Learning Styles Assessment                                              | ● Completion of VAIL (Virtual Academic Integrity Laboratory) Tutorial and Handbook statement due in the Dropbox on January 30th at 11:59 pm |
| **Week #3:** 2/2-2/8 | - Enneagram Continued  
Baron and Wagele, *Enneagram Made Easy: Discover the 9 Types of People.* | ● Watch Youtube video:  
[https://www.youtube.com/watch?v=ohVY7vOMm4w](https://www.youtube.com/watch?v=ohVY7vOMm4w)  
● Quiz #1(20 pts) Complete by 11:59 pm on 2/6.  
● Discussion module due 2/8 at 11:59 pm |
| **Week #4:** 2/9-2/15 | - US Health Care  
- Categories of Health Services  
- Paying for Health Services | ● Stanfield, Cross and Hui (Chapters 1,2,&3)  
● Quiz #2 (25 pts) Due 2/13 at 11:59  
● Discussion module due 2/15 at 11:59 pm |
| **Week #5:** 2/16-2/22 |                                                                        | Complete Enneagram/Learning Styles Paper first draft and trade with classmate.                                                               |
| Week #6: 2/23-3/1 | - Aging, Health, and Long-term Care  
- Healthcare Reform | ● Stanfield, Cross and Hui (Chapters 4 & 5)  
● Quiz #3 (25 points) Due 2/27 at 11:59  
● Discussion module due 3/1 by 11:59 pm  
● **Review/grade Enneagram/Learning Styles paper using Grading Rubric and return.** |
| Week #7: 3/2-3/8 | - Health Career Planning  
- Imaging Modalities  
- Respiratory Care Practitioners  
- Additional Technologists and Technicians | ● Stanfield, Cross and Hui (Ch. 6, 16, 19, 23)  
● Quiz #4 (25 points) due on 3/6 by 11:59  
● Discussion module due on 3/8 by 11:59 pm  
● **Final Draft of Enneagram/Learning Styles paper Due in Dropbox on 3/6 by 11:59 pm** |
| Week #8 3/9-3/15 | | **Spring Break** |
| Week #9 3/16-3/22 | - Medicine  
- Optometry  
- Physician Assistants  
- Emergency Medical Technicians and Paramedics | ● Stanfield, Cross and Hui, (Ch. 7, 12, 13, 15)  
● Quiz #5 (25 points) due 3/20 by 11:59  
Discussion Module due 3/22 by 11:59 pm |
| Week #10 3/23-3/29 | | **Midterm Exam**  
Begin working on Service Learning/Civic Responsibility Paper. |
| Week #11 | 3/30-4/5 | - Physical Therapy  
-Occupational Therapy  
-Athletic Trainers | ● Stanfield, Cross and Hui (Ch. 20, 21, 22) (Athletic Training ppt)  
● Quiz (25 points) #6 due 4/3 by 11:59  
● Discussion Module due 4/5 by 11:59 pm  
● Service Learning/Civic Responsibility Paper Due in the Dropbox 4/3 by 11:59 pm. |
| --- | --- | --- |
| Week #12 | 4/6-4/12 | - Dentistry  
-Nursing  
-Pharmacy  
-Dietetics | ● Stanfield, Cross and Hui (Ch. 8, 9, 10, 11)  
● Quiz (25 points) #7 due 4/10 by 11:59  
● Discussion Module due 4/12 by 11:59 pm |
| Week #13 | 4/13-4/19 | - Communication Impairments  
-Social Workers  
-Psychology | ● Stanfield, Cross and Hui (Ch. 14, 17, 18)  
● Quiz (25 points) #8 due 4/17 by 11:59  
● Discussion Module due 4/19 by 11:59 pm |
| Week #14 | 4/20-4/26 |  | Interview of a Healthcare Professional Due 4/24 @ 11:59 in Dropbox |
| Week #15 | 4/27-5/3 | - Veterinary Medicine | ● Stanfield, Cross and Hui (Ch. 25)  
● Quiz (25 points) #9 due 5/1 by 11:59  
● Discussion Module due 5/3 by 11:59 pm |
| Week #16 | 5/4-5/10 |  | Case Study Exam II |

** All information on this syllabus may be subject to modification at the discretion of the instructors. **
Discussion Modules

Because this course is discussion-based, you will receive credit toward your final course grade for your discussion preparation. You will respond to the discussion questions for that week and respond to one classmate’s post. These are located in the discussion section of D2L. Use the assigned readings (and outside resources as appropriate) to guide your responses. Discussion question responses are due by 11:59 pm on the date indicated in the course calendar. Failure to submit your discussion responses prior to the due date will result in 0 points for that discussion.

There will be discussion questions for each of the 14 class discussions as well as an introduction discussion. Each discussion day will be worth 10 points for a total of 150 points toward your final grade in the course.

Expectations for discussions:
● Each student should be prepared for discussion with your peers regarding the assigned topic and course readings.
● Postings should reflect a synthesis of the assigned reading material for the week rather than merely restating what you read. Put your thoughts into your own words rather than quoting directly from the assigned reading.
● Class discussion should not only answer the questions posed by the instructor, but should be an evaluation, critique, questioning, or expansion of other’s discussion points.
● Responses to classmates should be constructive and considerate.

Grading: Full credit will be given for well-written, thoughtful responses to the posted discussion questions. You can expect your grade to be posted within one week of the discussion.
Enneagram, Learning Styles and You Paper

Written Paper Assignment

This paper is worth 200 points in total. The paper should be at least four pages, double spaced in 12 point font and be submitted in a text format that the instructor can open. **For those who will be preparing this assignment on an Apple/Mac computer, please save and submit your paper in a MS word format. The “pages” format cannot be opened on the instructor’s computer.** If you need assistance in converting to the word format, please contact the student help desk. **Please proof read and spell check your papers prior to submitting them.**

Enneagram and Learning Styles

**Enneagram** – The Enneagram is a dynamic system of **nine personality types** that empowers you to better understand yourself and others. It explains why we behave the way we do. It also provides guidance on self-improvement and individual growth. The Enneagram acknowledges that each of us is unique, yet it identifies certain distinctive patterns of behavior. It analyzes how we relate to one another according to our differences and similarities. The Enneagram is a valuable tool for improving personal relationships and is applicable with friends, family and in the work environment. By learning to perceive others more accurately, we will see doors open to greater compassion and acceptance. No type is “better” or “worse” than another. Each has gifts that result in different strengths. The Enneagram is an approach for leadership development, emotional intelligence and communication skills for high performing teams.

Review the Personality Inventories you completed in the class. Identify the following:

1. Your center.
2. Your personality type.
3. Your wings.

Fully describe your personality type, including the information related to wings and your center, to the best of your understanding. Are you comfortable with your personality type, i.e. does it describe the person you know yourself to be? Describe your wings. How do your wings influence your behavior in relationships? What are your arrows? How do your arrows influence your personality? What do you like about your personality type? What about your personality type concerns you and or causes you trouble? What can you (with your own unique personality type) do to get along with others better? How can
you take what you have learned and work to improve and/or enhance personal and professional relationships?

**Learning Styles** - reflect the preferences and ways that people learn. Review your learning styles score sheet and address the following questions:

1. Describe your understanding of your learning style preferences.

2. After assessing your learning style preferences, what did you learn that will help you improve your study strategies for HSC 110?

3. How will you utilize this information to develop better study skills?

Finally for this part of the Written Paper Assignment, summarize your learning style and your personality type with all characteristics. Relate these to your personal goals and ambitions. The elements of the Enneagram system are best used as a guide to self-observation and self-inquiry. What advice can you take from the practical suggestions and exercises for your type to help you move forward in the direction of your goals? What have you learned about yourself? How will this new understanding help you achieve your personal goals and life ambitions?

*(This paper should be a minimum of 4 pages in length and is worth 200 points)*

**Enneagram/Learning Styles Rubric**

<table>
<thead>
<tr>
<th>Attempted</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>37-40</td>
<td>33-36</td>
<td>28-32</td>
</tr>
<tr>
<td>The introduction grabs the reader's attention; states the main topic(s) and previews the structure (content) of the paper.</td>
<td>The main topic(s) is (are) mentioned and previews the content, but does not grab the reader’s attention.</td>
<td>The main topic(s) is (are) discussed but no preview is given.</td>
<td>There really isn’t a beginning or introduction. The paper just takes off.</td>
</tr>
</tbody>
</table>

| **Content – Enneagram** | 37-40 | 33-36 | 28-32 | 24-27 |
| The writer demonstrates thorough understanding of their Enneagram | The writer demonstrates thorough understanding of their Enneagram but | The writer demonstrates basic knowledge of the Enneagram results but lacks ability to | The writer has a misunderstanding of the Enneagram and their results. |
### Content – Learning Style

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>37-40</td>
<td>The writer demonstrates thorough understanding of their Learning Style results through examples of self-application.</td>
</tr>
<tr>
<td>33-36</td>
<td>The writer demonstrates thorough understanding of their Learning Style but is lacking supporting examples.</td>
</tr>
<tr>
<td>28-32</td>
<td>The writer demonstrates basic knowledge of their Learning Style but lacks the ability to apply to learning situations.</td>
</tr>
<tr>
<td>24-27</td>
<td>The writer has a misunderstanding of their Learning Style.</td>
</tr>
</tbody>
</table>

### Organization/ Writing Style

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>37-40</td>
<td>Clear, concise and accurate (followed directions). Interesting voice; cohesive essay. No spelling, sentence structure, or grammatical errors.</td>
</tr>
<tr>
<td>33-36</td>
<td>Accurate and clear; overall focus; 1-2 spelling, sentence structure or grammatical errors.</td>
</tr>
<tr>
<td>28-32</td>
<td>Clear; coherent; 3-4 spelling, sentence structure or grammatical errors.</td>
</tr>
<tr>
<td>24-27</td>
<td>More than 4 errors, insufficient; unclear.</td>
</tr>
</tbody>
</table>

### Conclusion

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>37-40</td>
<td>The conclusion is strong and leaves the reader with a feeling that they understand the writer’s Enneagram and Learning Style.</td>
</tr>
<tr>
<td>33-36</td>
<td>The conclusion is recognizable and ties all observations together.</td>
</tr>
<tr>
<td>28-32</td>
<td>The conclusion is recognizable but does not tie everything together.</td>
</tr>
<tr>
<td>24-27</td>
<td>No clear conclusion. The paper just ends.</td>
</tr>
</tbody>
</table>

**Total Points:** __________

**Grade calculation:**

A 200-180  
B 179-160  
C 159-140  
D 139-120  
F 119-Below
HSC 110- Interprofessional Health Team
Service Learning and Civic Responsibility Assignment

- Instructions: In this assignment you are being asked to investigate service learning and civic responsibility by reading or viewing a minimum of two published sources on service learning and two published sources on civic responsibility. You will then be expected to write and submit a short (2 pages not including the reference page) paper on service learning and civic responsibility. The paper is required to be double-spaced in 12 point font, references cited, and dated with your name at the top. The following points will need to be addressed in this paper assignment:

- A clear and substantive statement of what service learning is.
- A statement of any position taken by the authors with respect to the issues associated with service learning.
- A clear statement that includes your own view or position of the benefits of doing service learning for students.
- A clear statement of what civic responsibility is.
- A statement of any position taken by the authors with respect to the issues associated with civic responsibility.
- A clear statement of what you believe your civic responsibility is and how you can achieve it.

The number of points available for this assignment is 100 points.

Service Learning/Civic Responsibility Rubric

<table>
<thead>
<tr>
<th>Attempted</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Limited</th>
<th>13 and below</th>
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<tr>
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### Content – Service Learning

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<thead>
<tr>
<th>Score Range</th>
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</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>Full description of Service Learning citing 2 or more sources. Included both authors' and personal views on Service Learning.</td>
</tr>
<tr>
<td>16-17</td>
<td>Full description of Service Learning citing 2 sources. Writer was lacking either authors' or personal views on Service Learning.</td>
</tr>
<tr>
<td>14-15</td>
<td>Adequate description of Service Learning. Lacking one source, and/or weak description of authors' views.</td>
</tr>
<tr>
<td>13 and below</td>
<td>No sources cited. No position taken on Service Learning.</td>
</tr>
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### Content – Civic Responsibility

<table>
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<tr>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>18-20</td>
<td>Full description of Civic Responsibility citing 2 or more sources. Included both authors' and personal views on Civic Responsibility.</td>
</tr>
<tr>
<td>16-17</td>
<td>Full description of Civic Responsibility citing 2 sources. Writer was lacking either authors' or personal views on Civic Responsibility.</td>
</tr>
<tr>
<td>14-15</td>
<td>Adequate description of Civic Responsibility. Lacking one source, and/or weak description of authors' views.</td>
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<td>More than 4 errors, insufficient; unclear.</td>
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### Conclusion

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</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>The conclusion is strong and leaves the reader with a feeling that they understand Service Learning and Civic Responsibility.</td>
</tr>
<tr>
<td>16-17</td>
<td>The conclusion is recognizable and ties all observations together.</td>
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<tr>
<td>14-15</td>
<td>The conclusion is recognizable but does not tie everything together.</td>
</tr>
<tr>
<td>13 and below</td>
<td>No clear conclusion. The paper just ends.</td>
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</tbody>
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**Grade calculation:**

- **A** 90-100
- **D** 60-69
Information Interview Assignment

Information interviewing is a strategy to use when exploring career fields and building a network in a career field that interests you. Information interviewing means meeting with people to ask for information, not a job. There are many benefits of information interviewing including:

1. Gain first-hand, current information from professionals in the fields you are considering.
2. Build your confidence and poise for later job interviews
3. Expand your knowledge of the job market in the field(s) you want to explore
4. Find out about job/career paths you did not know existed and the skills they require
5. Clarify what jobs are really like before you commit yourself

Once you have decided who you will interview ask that person for the interview and set up an appointment time. You can do this by phone, email or letter. Information meetings are far more effective when conducted in person rather than over the phone or by email. Explain who you are and the purpose of the interview. Be sure to explain that the meeting is only for gathering information. You are not contacting them for a job. Ask if you could have a few minutes of their time (20 minutes) to discuss their career and questions you have about their career field. Prepare your questions in advance to make sure the interview meets your objectives. When you arrive at the interview, introduce yourself. Thank the person for his or her willingness to meet with you, and re-emphasize that you are there to learn and gather information about his or her career field. Be prepared to talk about why you are interested in their field of work and your strengths and skills. When you conduct your information interview keep to the time limits you requested, unless the interviewer clearly wants to extend the meeting time. Remember that it is your role to ask questions to learn what you need to know. It is also important to describe your background and interests in a clear, concise way. Dress professionally. Remember to express your appreciation and to follow up with a thank you letter or email promptly after the meeting. It does not need to be more than a few sentences in length. Thoughtful people tend to be remembered. It also demonstrates your professionalism.

Sample Questions to Ask During an Information Interview

You will not have time to ask all of the questions that you will want to ask the interviewee. Remember to focus on the ones you feel will be most useful to you personally. Select a minimum of 10 questions listed below and create a questionnaire to take with you to the interview.

- What is your job like?
  o A typical day?
  o What do you do? What are the duties/functions/responsibilities of your job?
- Why did this type of work interest you and how did you get started?
· Can you suggest some ways a student could obtain experience in this field?
· What are the most important personal satisfactions and dissatisfactions connected with your profession?
· What part of your profession do you personally find most satisfying? Most challenging?
· What things did you do before you entered this profession?
  o Which have been most helpful?
  o What other jobs can you get with the same background?
· What are the various jobs in this field?
· What sorts of changes are occurring in your profession?
· How does a person progress in your field? What is a typical career path in this field?
· What are the advancement opportunities?
· What are the major qualifications for success in this occupation?
· What are the skills that are most important for a position in this field?
· What particular skills or talents are most essential to be effective in your job? How did you learn these skills?
· What work-related values are strongest in this type of work (security, high income, variety, independence)?
· With the information you have about my education, skills, and experience, what other fields or jobs would you suggest I research further before I make a final decision?
· From your perspective, what are the problems you see working in this field?
· What interests you least about this field or creates the most stress?
· What interests you least about the job or creates the most stress?
· What are the educational requirements for this job?
· What other types of credentials or licenses are required?
· Does your work relate to any experiences or studies you had in college?
· How well did your college experience prepare you for this job?
· What courses have proved to be the most valuable to you in your work? What would you recommend for me?
· What abilities or personal qualities do you believe contribute most to success in this field?
· What kinds of experience, paid or unpaid, would you encourage for someone pursuing a career in this field?
· What are the most rewarding/least rewarding aspects of the job?
· What are the required education requirements?

Name of Person Interviewed _______________________

HSC 110 Information Interviewing Questionnaire

1. What can you tell me about the employment outlook in your occupational field? (Sample Question)
2. How much demand is there for people in this occupation? (Sample Question)

3. How rapidly is the field growing? (Sample Question)

4. Can you estimate future openings? (Sample Question)

5. Question

6. Question

7. Question

8. Question

9. Question

10. Question

The first 10 questions will focus on the ones you feel will be most useful to you personally. Everyone will ask the same last question:

11. What three pieces of advice and/or wisdom related to my future in this program and/or profession do you give me?

Hand in your completed questionnaire and a brief reflection on the three pieces of advice you received and/or how you will apply it.

Information Interview Assignment

For this assignment you will follow the instructions given in the directions as well as:
1) Your submission should include an introduction paragraph that should consist of the name, profession and the setting that the interviewee works. Get a work history. Where and how long they have worked in various settings. For example the interviewee may be a nurse that is currently working in an outpatient clinic for 8 years. Prior to the clinic they worked at a hospital in the recovery room for 5 years.
2) State all of the questions and answers given during the interview. Including the final question regarding 3 pieces of advice.
3) Reflect on the last question in a concluding paragraph. Discuss your views, observations, and how this advice has affected your career choice.
4) Write a “Thank you” note to the interviewee. Document this (jpeg, screenshot, etc) and submit in the “Thank you” dropbox for a 10 point bonus.