

## UWP 294: Work-Based Learning (3-credits)

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### Course Overview

The purpose of this course is for you to utilize a current work-experience as a learning experience. In doing so, the intention is for you to analyze your current work to identify and apply the essential learning knowledge and skills that you are currently applying. This course is also intended to be forward-looking or future-oriented in having you reflect on career possibilities and how to effectively position yourself during college for a future career.

Within the course, we focus on the world of work as a life experience, beginning by first developing your 'work autobiography' to reflect on how you developed your assumptions about the world of work. From there, we examine the concepts of organizational socialization and organizational culture to understand work and work-places as instances of communication where part of understanding how to successfully enter a workplace involves understanding communication, *no matter* what the job is actually about. Continuing on the theme of communication, we will study and you will develop skills in creating communication products and performances for successful job entry such as developing a resume and cover letter, interviewing, and networking. The course will culminate in your development and presentation of a work-based learning portfolio.

This course is intended to be taken in conjunction with a work-experience. Students are expected to be employed in a job working minimally 10 hours per week (on average) throughout the semester.

### Course Format

This class is taught in a **hybrid format** where 15% of your time will be spent in class, and the remaining 85% will be spent on out of class activities that include your work and online assignments.

Class assignments and announcements will be placed on Canvas. You are expected to log in to Canvas on a regular basis throughout the week to successfully complete your class assignments.

### Learning Objectives

Upon completing this course, you should be able to:

1. Analyze the essential skills you are developing in a current work experience
2. Create a resume, cover letter, and LinkedIn profile that reflects a professional identity
3. Effectively respond in an interview using the STAR method
4. Intentionally engage in active information-seeking tactics in the workplace using identified organizational socialization strategies
5. Apply communication skills for effective work relationship building and networking, including conducting an informational interview of a supervisor, developing a

- LinkedIn profile that follows professional guidelines, delivering an ‘elevator pitch’, and delivering multiple presentations of your workplace research and analysis.
6. Analyze a specific workplace civic responsibility issue that your current organization is involved with, including identification of public issue/question, precipitating factors, stakeholder perspectives, chosen course of action and its implications, relevant communication and problem-solving strategies, and assessment of outcomes
  7. Reflect on your goals in relationship to work and future career for the purpose of making strategic and reflective choices for achieving your goals
  8. Identify your strengths and potential areas for improvement in your career- and/or life-relevant skills, including the development of an action plan for engaging in deliberate practice of a selected skill

| Assignment  | % toward Grade |
|---|----------------|
| Elevator pitch speech assignment                    | 5%             |
| Cover letter and resume assignment                  | 10%            |
| ‘My Big Interview’ assignment                       | 10%            |
| Supervisor or Informational Interviewing assignment | 10%            |
| LinkedIn Profile                                    | 5%             |
| Workplace Civic Responsibility Project              | 15%            |
| Discussion board assignments (6 total)              | 18%            |
| Draft portfolio/portfolio set-up                    | 2%             |
| Final Portfolio                                     | 20%            |
| Class Involvement and Participation                 | 5%             |

Grades will be assigned based on the following scale:

|    |        |    |        |    |        |    |        |
|----|--------|----|--------|----|--------|----|--------|
| A  | ≥ 92%  | B  | 82-87% | C  | 72-77% | D  | 62-67% |
| A- | 90-91% | B- | 80-81% | C- | 70-71% | D- | 60-61% |
| B+ | 88-89% | C+ | 78-79% | D+ | 68-69% | F  | ≤ 59%  |

### General Education

This class is a General Education class and is intended to address the following General Education learning goals of the university:

- **Communication-Oral Communication:** Listening, speaking and presenting effectively
  - Learning outcomes for Effective Listening:*
    - Recognition of main ideas
    - Identify supporting details
    - Recognize explicit relationships among ideas
    - Recall basic ideas and details
    - Attend with an open mind
    - Recognize speaker’s attitude
    - Employ active listening techniques when appropriate
    - **Relevant assignment for Listening: Supervisor or Informational Interview Assignment**

*Learning outcomes for Speaking:*

- Communicate effectively through rate, volume, enunciation, pace, rhythm, and pitch..
- **Relevant assignment for Speaking: Supervisor/Informational Interview Paper Presentation; ‘My Big Interview’; Elevator Pitch; Final ePortfolio Presentation**

*Learning outcomes for Presenting Effectively:*

- Deliver three presentations, ranging from 2 to 5 minutes in length.
  - Utilize an organizational structure appropriate for the disciplinary background(s) of the course subject material (i.e., problem solution, story/narrative, sequential/chronological)
  - Deliver extemporaneously or with minimal use of script or notes
  - Use nonverbal communication to project confidence and establish a connection with the audience by maintaining eye contact with the audience and good posture
  - Present ethically by using language that is respectful of diverse groups and giving proper attribution to source material
  - **Relevant Assignments for Oral Communication: Elevator Pitch (2 min. presentation); Workplace Civic Responsibility Project presentation (4 min. presentation); Final ePortfolio presentation (5 min. presentation)**
- **Reasoned Judgement-Critical Thinking:** Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Learning Outcomes for Critical Thinking:*

- Fully and concisely state, describe, and clarify an issue or problem and deliver relevant information necessary for understanding of the issue or problem.
  - Analyze, interpret, and synthesize information from multiple relevant and reliable sources.
  - Identify your own and others’ assumptions and several relevant contexts when presenting a position on an issue.
  - Make conclusions that are tied to a range of information, including alternative viewpoints.
  - **Relevant Assignments for Critical Thinking: Supervisor/Informational Interview Assignment; Workplace Civic Responsibility Project; Discussion board assignments**
- **Social and Personal Responsibility-Individual Accountability:** Understanding what a responsible choice is and that one’s present education and lifelong learning is a personal responsibility

*Learning outcomes for Individual Accountability:*

- Identify opportunities to expand knowledge, skills, and abilities as part of completing required work.
- Use skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.

- Evaluate prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events.
- Articulate strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).
- ***Relevant Assignments for Individual Accountability: ePortfolio; Discussion board assignments***

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### Class Schedule

| Week  | Topic(s)  | Assignment(s) <sup>1</sup>   |
|---|---|--|
| <b>MODULE 1: UNDERSTANDING YOUR SELF IN THE WORLD OF WORK</b>             |   |  |
| 1   | Introduction to course  | Discussion board #1: Self-introductions/Your Work Autobiography  |
| <b>MODULE 2:<br/>LISTENING: UNDERSTANDING OTHERS IN THE WORLD OF WORK</b> |   |  |
| 2   | Supervisor Relations; Introduction to Informational Interviewing<br>Introduction to eportfolios | <i>Assigned readings on informational interviewing</i><br><i>Assigned readings on supervisor communication and/or mentoring relationships</i>      |
| 3   | Organizational Socialization  | Discussion board #2<br>Eportfolio set-up assignment<br><i>Assigned readings on organizational socialization and information seeking strategies</i> |
| 4   | Presentations of Supervisor/Informational Interview Assignment                                  | Due: Supervisor or Informational Interview Paper due   |
| <b>MODULE 3:<br/>WORK IN SOCIETY: WORKPLACE CIVIC RESPONSIBILITY</b>      |   |  |
| 5   | Workplace Civic Responsibility  | <i>Assigned reading on civic responsibility and the workplace</i>  |
| 6   | (No class meeting)  | Discussion board #3  |
| 7   | Understanding Your Strengths/Strengths Assessments  | Discussion board #4  |
| 8   | Presentations of Workplace Civic Responsibility Papers  | Workplace Civic Responsibility Project due   |
| <b>MODULE 4:<br/>CRAFTING A PROFESSIONAL WORK IDENTITY</b>                |   |  |
| 9   | Resumes and Cover Letters   | Discussion board #5  |
| 10  | Interviewing  | Resumes and Cover Letter Assignment due  |
| 11  | Developing a Craftsman mindset  | MyBig Interview Assignment due<br><i>Assigned reading on expertise and habit</i>   |
| 12  | Linked In/Introduction to Elevator Pitch  | LinkedIn profile due   |
| 13  | Elevator Pitch presentations  | Elevator pitch due   |
| <b>MODULE 5: REFLECTING AND INTEGRATING</b>                               |   |  |
| 14  | Finalizing your ePortfolio  | Discussion board #6  |
| Final's Week  | Final EPortfolio Presentations  | Final EPortfolios due<br>Presentations of EPortfolios  |

<sup>1</sup> Note to GenEd Committee: There will be regular readings assigned for the class. I have not identified or decided on the specific readings at this point which is why I have not listed any readings in the syllabus.