Professional Fluency

Tools and Tips for Online and Classroom Instruction

This packet was originally prepared by the Professionalism Rubric Task Force in support of the MAP Area 2: Professional Fluency, during Fall semester, 2017. It was adapted by Kelli Hallsten Erickson and Amy Jo Swing as part of a Minnesota State Education Innovations Shark Tank part 2 grant during the summer of 2018. It was further updated summer 2022.

A Note:
Are you wondering how you might go about teaching professionalism? Each program (and even class!) has its own needs regarding professionalism, so no one way of teaching will work for everyone. If you find you have a tip to share, please let Amy Jo Swing or Kelli Hallsten Erickson know.

Contents:

Professionalism Rubric

	Proficient (exceptional)	Acceptable (baseline)	Needs Improvement
Communication (Written or Oral)	Effectively develops and expresses complex ideas in a manner appropriate to a professional audience and purpose. Errors in grammar, mechanics, usage, or presentation are minor.	Develops and expresses ideas in a manner appropriate to a professional audience and purpose. Errors in grammar, mechanics, usage, or presentation do not substantially detract from the message.	Does not adequately develop or express ideas in a manner appropriate to a professional audience and purpose. Errors in grammar, mechanics, usage, or presentation substantially detract from the message.
Timeliness	Complies 100% with instructor-defined attendance and due date policies.	Demonstrates substantial compliance with instructor-defined attendance and due date policies.	Demonstrates lack of compliance with instructor-defined attendance and due date policies.
Respect	Brings meaningful discussion, information, or resources to the learning environment, incorporating diverse perspectives while interacting positively with others.	Actively listens, validates diverse perspectives, and interacts appropriately.	Is present but does not participate in discussions; does not validate diverse perspectives, or interacts inappropriately.
Taking Personal Responsibility	Proactively manages his/her schedule and makes arrangements in case of absences. Proactively seeks resolutions to problems in a courteous manner. Accepts and learns from consequences of his or her decisions to apply positively to future situations.	Manages his/her schedule and makes arrangements in case of absences. Seeks resolutions to problems in a courteous manner when required. Accepts consequences of his or her decisions.	Poorly manages his/her schedule and is not proactive in making arrangements in case of absences. When required to seek assistance, is late to do so and/or is discourteous. Does not accept consequences of his or her decisions and may externalize blame.
Cultural Competence	Identify the multidimensional nature of culture and identity and one's own biases. Showing active curiosity about the identities, practices, and experiences of others. Actively seek out information about and experiences with other cultures and identities with an open mind. Incorporate a variety of diverse perspectives in the work of the course.	Identify some aspects of culture and identity and some of one's own biases. Being open to learning about the identity, practices, and experiences of others. Demonstrating openness to information and experiences presented about other cultures and identities. Incorporate some diverse perspectives in the work of the course.	Cannot or will not recognize culture and identity and/or one's own biases. Resisting learning about identity, practices, and experiences of others. Unwilling to engage with information and experiences about other cultures and identities. Does not incorporate diverse perspectives in the work of the course.

Tips on Using the Rubric:
- This could be informational, for you and/or the students, to define behaviors.
- Points could be assigned to each level to be a separate grading item for the course.

Using the Rubric and Approaching Professionalism in Your Courses
General Teaching Tips and Ideas

Transparency and repetition are key. Follow through with expectations throughout the semester!

- **Consider including the College Wide Outcome language on professionalism in your syllabus.** Though much broader than the aspects focused on in the rubric, this can provide a backbone for why professionalism is important, on campus and in future work.

  Professional and Personal Responsibilities, including
  - Professional demeanor
  - Initiative and accountability
  - Adherence to organizational expectations
  - Self-development and lifelong learning

  Demonstrated through appropriate behaviors

  For our purposes, Communication (in the professional sense) and Respect align with "Professional demeanor," Timeliness aligns with "Adherence to organizational expectations," and Taking Personal Responsibility aligns with "Initiative and accountability."

- **Equate class with work.** For example, students could schedule time every day to focus on their classes, or, at the very least, schedule enough time for class work and make that the priority. If work calls and asks a student to cover a shift and an essay is due, choose the essay. In an on-campus class, students should avoid double-booking during class time, either appointments or their jobs (their "other workplace").

- **Discuss the aspects of professionalism (communication, timeliness, respect, and taking personal responsibility, cultural competence) in class early on; consider including them in the syllabus.** In an online class, create a discussion board requiring students to engage with the aspects of professionalism. For example:
  - Have students read the online article "The Surprising Thing Google Learned About Its Employees" from *The Washington Post*.
  - Give them a quiz:
    - True or False: STEM stands for Science, Technology, English and Math.
    - True or False: Google's "A-Team" has the most specialized knowledge.
    - What's the most important characteristic of the best teams at Google?
      - STEM skills
      - Members have read all the Harry Potter books
      - No bullying
  - Have them discuss:
    - Why did I have you read this?
    - How does this apply to:

- This class
- Your schooling in general
- Life? (Yes...*LIFE*.)

- **Share the rubric**: copy it out, define things, ask questions of the students and let them ask you questions.

- **Explain how you're going to both teach and enforce these aspects.** Perhaps you will:
  - Enforce due dates not just as a rule of the class but because adhering to due dates is a professional expectation.
  - Promise to give feedback on the level of professionalism in emails and ask students to re-send emails that should be more professional. Provide formatting for formal email expectations. For example, you might use the following phrasing for students:
    - Electronic communication is one of the most critical skills to master before entering career fields. Emailing professors while in college is akin to emailing your supervisor at work; though your instructor is likely friendly and even possibly casual in person, you should always err on the side of formality when communicating electronically with him or her. The ability to write a professional email shows that you are thoughtful and intelligent.
    - Change subject lines to include the class, the student's name, and a brief overview of the reason for the email: *SUBJECT: Into to Cell Bio, Student Amy Johnson: missed quiz*
    - Use an appropriate opening salutation. Unless the instructor has clearly indicated you may call him or her by first name, use a formal title and last name: *Dear Professor Bich,*
    - State the reason for the email as clearly and briefly as possible: *I am writing because I missed the Chapter 2 quiz deadline.*
    - Indicate any questions or concerns, making sure to show that applicable course policies have been read in the syllabus and understood: *Though I understand that missed quizzes cannot be made up, I am concerned about making sure I understand the material and have a question about...*
    - End with an appropriate closing: *Thank you for your time, Amy Johnson*
    - Make sure to use complete sentences, no texting shorthand, no emoticons, and proper spelling and grammar. Professionals are expected to proofread emails before sending.
    - Consider these rules when contrasted with a non-professional email that might read simply: *Hey, I missed the quiz. When can I make it up?* Yes, instructors receive emails like this, and they leave a poor impression of your commitment to the course.
  - Give points (or take them away!) for appropriate engagement in discussions or for formatting of Assignment items (professionals assure proper formatting of documents and pay attention to directions).

- **Evaluate the students in some way on these aspects of professionalism**. Options include, but are not limited to:
  - Student self-evaluations mid-semester and at the end of the semester.
  - Assigning points to the rubric to be evaluated by instructor at chosen time(s) in the semester.
  - Conferences with students on these aspects of professionalism (or as part of an already-scheduled conference).
  - Within particular assignments—either pointed out specifically in the assignment or as a separate grading criterion on grading rubrics..
    - Example: In an assignment, after the due date, noting that "Adhering to this due date demonstrates a key component of professionalism, timeliness."
    - Example: As a part of the grading criteria: "The student avoids misspelled or misused words in the writing of this report to avoid confusion and to demonstrate professional writing skills."

Communication (Written or Oral)

What we'd like to see (from the "Proficient" category on the rubric): Effectively develops and expresses complex ideas in a manner appropriate to a professional audience and purpose. Errors in grammar, mechanics, usage, or presentation are minor.

Layperson's Terms Definition:
When students speak or write something, listeners or readers get what they're saying. In fact, the audience should be made smarter in some way after hearing or reading what they have to say. Spoken or written errors don't get in the way of the message.

Teaching Tips:
- Define specifics in grammar, mechanics, usage, presentation for students (e.g. "avoid run-on sentences," and then explain what a run-on sentence is and how to either seek and fix them or avoid them altogether). Choose the aspects that are most important for your students moving forward in college and their careers. (See Appendix 3)

- Define what the purpose is for writing/oral communication for:
  - This specific class
  - Further fields of study
  - Career fields

- Describe different audiences (groups of people/individuals) students might face and how messaging for those audiences will change based on audience expectation AND demographics.

- Create clear grading criteria for assignments based on their oral/written communication.
  - For example: "Your report has been carefully proofread to correct errors in spelling and capitalization."

- Create clear expectations for communication in the class and how you will respond to that communication.
  - For example, in your syllabus, note: "I will respond to emails within 24 hours, Monday through Friday."

- In the same way, create clear expectations for when you expect students will respond to YOUR email communications:
  - For example, in your syllabus, note: "As this is an online class, I will communicate you virtually via your LSC email. Please note that professional courtesy requires a 24-hour response time to email communications, and I will adhere to that and expect you to do your best to do the same."

- Require students to send you a professional email or to visit you in your office (if possible) as a first formalized assignment.

- If you use oral communication in your online classes, discuss the ways in which students will be expected to communicate orally (via web conferencing, recorded speeches, face-to-face meetings in a hybrid class) and what the professional expectations are for that communication (preparing ahead of time for conversational points they want to cover, staying on topic, meeting in a space free of distractions, etc.).

- Ask for clarification in student writing. If they're unclear, even if you can guess what they mean, ask that they clarify. Don't always assume what they mean. Explain why you don't want to make any assumptions.

- Take students through the steps of a specific form of communication: who needs to know this, what do you want to communicate, how will you communicate it, who else might read or hear it, and how do you know they have understood your message?

- Give examples of positive communication versus negative communication and how that comes across in an online setting. For example, using a name instead of "Hey, dude," is clearly more positive (and professional).

Timeliness

What we'd like to see (from the "Proficient" category on the rubric): Complies 100% with instructor-defined attendance and due date policies.

Layperson's Terms Definition:
Students are in class (for an on-campus class) or participating in the course (for an online class) on time, and they are turning things in on time.

Teaching Tips:

- Define the attendance policies and take attendance. Suggestions for taking attendance for an online class:
  - Use the D2L Brightspace Attendance tool.
  - Pay attention to participation in Discussion boards and get into contact right away with students who miss deadlines. Set up Intelligent Agents to make this easier.
  - Create conditions for Discussion boards that students must participate before they can take an associated Quiz or access an Assignment folder and let them know that this is happening and is a part of participating as a professional within the course.

  And suggestions for an on-campus class:
  - Use an attendance book: call names/learn names.
  - Use a sign-in sheet (don't allow check marks to avoid classmates "checking in" other classmates who aren't there).
  - Take attendance through participation—call on all students throughout the class period to discover who's there and who's not (easier in a smaller class).

- Define due dates in the syllabus. Be very specific: when, exactly, an assignment is due (e.g. by 11:59 p.m. on Friday, March 3rd), what happens when an assignment is late, if there are exceptions. Stick with the due dates policies, however they are defined.

- Talk about how being late to class or in a Discussion board affects the quality of the course and reflects on them as professionals. Create penalties for lateness but tie it to professionalism, too.

- Create a Discussion board asking students to talk about the importance of timeliness they've encountered, like when working with others on group projects or when working as a team in their outside jobs. Have them connect the dots to your course.

- Explain how attendance is tied to the FN policy. Though it is in your syllabus, you should describe it in a way that makes sense to everyone.

- If students missed information due to lateness, encourage them to ask peers or post questions in a "Questions about the course" forum rather than emailing you and asking, "What did I miss?"

- For an on-campus class, just as you should start on time, end on time. If you need to go over time, talk about that. Perhaps you could promise to end class early the next class period.

- Either don't allow make-up quizzes or have clear and real consequences for missed quizzes.

- Late assignment policy: give them one opportunity for "life" to get in the way.

- Consider: what is your late policy trying to teach the student? How does it apply to future classes/career goals? Have expectations that align with generally accepted practices on campus and in their future careers and explain your policies within that context.

Respect

What we'd like to see (from the "Proficient" category on the rubric): Brings meaningful discussion, information, or resources to the learning environment, incorporating diverse perspectives while interacting positively with others.

Layperson's Terms Definition:
Students appear in the course ready to go; they've done the work and are ready to engage with the instructor and classmates. They listen to others with the intention of understanding them; when they participate, it's to make the conversation richer and better. They help make the course feel like a positive place to share ideas.

Teaching Tips:
- In Discussion boards, have students acknowledge the previous speaker's ideas before sharing his or her own. You can model this for students and give them examples. For example:
    - "Brenda, I appreciate that you saw how being a good critical thinker is an important attribute for Google employees and that it's connected to being creative, coming up with new ideas. I also think it has to do with making connections among seemingly disparate ideas…"

- During in-class discussions, have students acknowledge the previous speaker's ideas before sharing his or her own.

- Point out when a student isn't being respectful in a respectful way. Assume best intentions. For example, start with "You might not be aware of this, but…"

- Give examples of disrespectful behavior (using inappropriate language or tone in a Discussion board, emailing the instructor while angry, using graphic or sexual language, "shutting down" you or other students, being on phones, interrupting, etc.).

- Learn students' names and encourage them to learn each other's names in class communication (for example, That's a great idea Benita.).

- Ask students to bring relevant outside experience to discussions and assignments and acknowledge that.

- Post an article about a social issue that relates to what you're doing to purposefully include diverse perspectives.

- Have them do outside research for diverse perspectives and acknowledge that.

Taking Personal Responsibility

What we'd like to see (from the "Proficient" category on the rubric): Proactively manages his or her schedule and makes arrangements in case of absences. Proactively seeks resolutions to problems in a courteous manner. Accepts and learns from consequences of his or her decisions to apply positively to future situations.

Layperson's Terms Definition:
Students have an organizational system for their schedules, and if they know they're going to be gone, they email the instructor ahead of time and make arrangements. Students should try to complete tasks ahead of time and not ask for late deadlines. They should anticipate difficulties in assignments, try to come up with solutions to those problems themselves first, and then ask the instructor through a professionally written email. If they make a mistake, they own up to it and try not to do it again.

Teaching Tips:
- Have students create a life plan for what they will do when things go wrong (everything from the internet going out to work calling them in).

- Office hours: keep them and explain what happens when they visit you there or contact you during your office hours. Keep the conversation informal and encourage them to contact you. Be approachable.

- Hold your office hours elsewhere—the Commons, the Center for Equity and Inclusion, the Tutoring and Learning Center, Zoom, etc.

- Make it okay to make mistakes: this is the time and place for them to learn.

- Find an app to use that will allow students to text you. Use the Notifications in D2L and have students set them up to go to their phones. Utilize Intelligent Agents to communicate immediately with students.

- Ask students to create a plan for how they'll do things differently on future assignments so they don't repeat the same mistakes (See Appendix 1: Grade Improvement Prompt).

Cultural Competence

What we'd like to see (from the "Proficient" category on the rubric): Students should be able to identify the multidimensional nature of culture and identity and one's own biases. They should show active curiosity about the identities, practices, and experiences of others. They should also actively seek out information about and experiences with other cultures and identities with an open mind and incorporate a variety of diverse perspectives in the work of the course.

Layperson's Terms Definition:
- Respecting and understanding that people might have different experiences of the same event, and often that is based on the cultural background and identities of individuals.
- Having a positive attitude toward cultural differences and identities and a readiness to accept, respect, and continue to learn about those differences.

Teaching Tips:
- Review the "Seven Effective Ways to Promote Equity in the Classroom": https://rossier.usc.edu/seven-effective-ways-to-promote-equity-in-the-classroom/

- Reach out to Kelli Hallsten Erickson to talk about the Cultural Dimensions of Learning: how your preferences as a learner impact your teaching style and how that might clash with your students' cultural learning preferences.

- Keep in mind the Mirrors and Windows analogy when planning activities:
  - Mirrors: students can see themselves reflected in what is being covered in class
  - Windows: students are seeing other groups positively through the "glass"

- Actively encourage students to bring up examples of experiences they have had outside of the class within the class that help create connections to other cultures and identities.

- When you bring in examples of other cultures and identities, consider how students respond to those examples: have them reflect in some way on these examples, using their own experiences.

- Actively seek out names and experts within the field you're teaching and use those experts in your class.

- Use examples/case studies that normalize other identity groups: names, genders and gender identities, marital statuses, etc.

- Consider how you might have conversations with students around the systemic issues that connect to class ideas.

- For example, one might bring up the Tuskeegee Institute re: Bioethics in a science class, but ALSO the systems in place behind it. Or talking about language like AAVE (African American Vernacular English).

- Consider that EVERY program at LSC has elements of equity within them. There are Library Resource Guides within departments (https://guides.mnpals.net/lsc/subjects/index.php) with Equity Awareness tabs. If you click on those, there are a bunch of different resources that the librarians compiled that are discipline-specific. Currently, there are resources for:
  - Automotive
  - Biology
  - HPER (Health, Physical Education, and Recreation)
  - Radiologic Technology
  - Welding
  - Computer Information Systems

- Rename your "Office Hours" to "Availability Hours"--or something similar. Students might not know what Office Hours are.

- Have students take implicit bias test(s) Harvard's Implicit Bias project (https://implicit.harvard.edu/implicit/)

- Classroom management: Take the time at the start of the semester to talk about expectations for respectful interactions. Get the students involved in creating these expectations so they have some ownership over it.

- On the first day of the semester (or in Introductions Discussion Boards), ask students to share their pronouns and preferred names if they're comfortable with that.

- Have a section in a grading rubric on including diverse sources and perspectives

- Bring in guest speakers (in class or online/zoom) who have diverse identities and perspectives

- Design your class with the Universal Design for Learning principles (https://udlguidelines.cast.org/).

Appendix 1: Grade Improvement Prompt

I remember one faculty member telling me that he had students respond to their first disappointing test grade with a goal-setting activity. He'd start with the prompt: "So what's a realistic amount of grade improvement for your next exam?" After that, each student created a list of what they needed to do and when they needed to do it in order to accomplish that goal. The instructor provided regular reminders and a review of the goal and accompanying activities before the next test. That exam debrief included discussion of who reached their goal and why they did or did not, followed by another round of goal setting.

1. What is a realistic goal for improving your test score on the next test?

From _____ (Your score on UT2)   To   _____ (your score on UT3)

2. How will you get there?

What three things did you do to prepare for Unit Test 2?

a.

b.

c.

What three changes will you make to prepare for Unit Test 3?

a.

b.

c.

Provided by Steve Schneider, former Paralegal Studies instructor

Appendix 2: College Wide Outcomes and Interpretations

The following are the most recently updated (May 2017) College Wide Outcomes in full. The three outcomes focused on professionalism were created by a small committee of faculty and staff with input from the broader campus community. Interpretations of these outcomes follow along with more specific suggestions for use in the online environment.

Lake Superior College

College Wide Outcomes

The following learning outcomes describe the knowledge, skills, and responsibilities our students should acquire as a result of their studies at Lake Superior College.

1. **Professional and Personal Responsibilities, including**
   - Professional demeanor
   - Initiative and accountability
   - Adherence to organizational expectations
   - Self-development and lifelong learning
   Demonstrated through appropriate behaviors

2. **Foundational Knowledge of the Intellectual, Social, and Natural World, through study in**
   - Career-focused programs
   - Liberal arts
   - Sciences
   Focused by engagement with discipline-specific questions, both contemporary and enduring

3. **Intellectual and Practical Skills, including**
   - Critical and creative thinking
   - Information literacy
   - Inquiry and analysis
   - Quantitative literacy
   - Synthesis and application
   - Teamwork and problem solving
   - Written and oral communication
   Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

4. **Social Responsibilities, including**
   - Awareness and practice of sustainability
   - Civic involvement
   - Ethical reasoning and action
   - Intercultural competence
   Anchored through active involvement with diverse communities and real-world challenges

Adapted from AAC&U Essential Learning Outcomes

Official Interpretations of the Professionalism CWO:

PROFESSIONAL AND PERSONAL RESPONSIBILITIES

Professional Demeanor:

Students demonstrate professional demeanor when presenting themselves in a manner appropriate to the organizational context.

Clarifications:

The term "organization" is used broadly in these definitions and clarifications to include classrooms, workplaces, internships, clinicals, volunteer organizations, and other similar settings.

Professional demeanor is meant to be assessed objectively based on appearance and actions, including but not limited to observable behaviors such as:

- *Displaying friendliness, empathy, and politeness in any situation.*
- *Dealing with unpleasantness appropriately; acting respectfully when facing disagreement or difference.*
- *Being assertive when appropriate.*
- *Demonstrating confidence in abilities and seeking clarification when needed.*

Appropriate presentation requires an understanding how professionals in each context act, and then conforming.

Use in the online environment:
- **Encourage students to consider their "tone" when communicating in the online environment.**
- **Give examples of writing that is friendly versus writing that comes across as terse or unfeeling (see the "Communication" section above).**
- **Encourage them to ask timely questions, and define what that means for your class.**
- **Describe how to respond to someone who seems like they are projecting negativity: professionals ask clarifying questions rather than assume someone's worst intentions.**

Initiative:

Students illustrate initiative when making a concentrated effort to improve the organization by meeting and exceeding expectations.

Clarifications:

Initiative must be exercised within the bounds of the organization's best interests. Examples of initiative include showing up early, participating in creative problem-solving, and utilizing problem-solving, creativity and vision to accomplish tasks and goals.

Use in the online environment:
- **Professionals seek to understand the skill sets of those around them and calls on those skills sets to creatively solve problems. Students do not exist in a vacuum in the online environment; the best online courses give students the opportunity to collaborate, and students should seek to work well with each other and not rely solely on the instructor to define how group members should work with each other.**
- **Another way students can demonstrate initiative is by making connections with concepts covered in class to what's happening in the world, and they do this even when not being asked to do so by the instructor.**
- **Students showing initiative follow the instructor directions, but then they seek ways to make the course better for themselves and other students through their participation.**

Accountability:

Students demonstrate accountability when they take personal responsibility for modeling and working with others to meet organizational expectations.

Clarifications:

Organizational expectations include stated and unstated policies and expectations of supervisors/coworkers (instructors/classmates). Taking personal responsibility assumes willingness to accept constructive criticism and participate in self-reflection and correction, resulting in new learning, growth, and change. The locus of control is internal, not external.

Use in the online environment:
- **The best way that faculty can encourage accountability is by being transparent about expectations, ensuring that those expectations are reasonable, and holding students to account for those expectations. If you make exceptions, it's critical that you explain why and be clear about the expectations moving forward. It is your prerogative as the instructor to make exceptions to your own rules, but remember that too many "side deals" can be confusing to students (who inevitably talk to one another) and can create a difficult environment in any classroom, online or on-ground.**

Adherence to Organizational Expectations:

Students adhere to organizational expectations when they abide by stated policies and directives.

Clarifications:

The policies and directives may be organizationally specific and are communicated by any authorized representative of the organization. Common policies and directives include, but are not limited to, timeliness, dress and grooming, and productivity.

Use in the online environment:
- **This is closely tied to accountability. Be clear about your policies and directives. When possible, consider using a video to explain a policy, or utilize a quiz to assure students process through critical expectations (and don't allow them to move on with the course until they've demonstrated their knowledge). Ideally, you could assume all students would understand the value of reading and working on thorough understanding of your syllabus, but even as professionals ourselves, we know that we don't always give full attention to important information. To that end, find ways to encourage students to really dig in to course policies and practices.**

Appendix 3: Special Grammar Issues in Online Courses

"5 Tips to Improve Writing in Online Classes" by Bradley Fuster from *US News and World Report:* https://www.usnews.com/education/online-learning-lessons/2016/02/05/5-tips-to-improve-writing-for-online-classes

- General overview of tips directed towards students.

"8 Ways to Improve Your Professional Writing Skills" by Mary Walton on *Daily Worth:* https://www.dailyworth.com/posts/8-ways-to-improve-your-professional-writing-skills

- General overview of tips directed towards professionals--helps prove the overlap of expectations between what students are doing in our classes and the working world.

The Grammarly app: https://www.grammarly.com/

- A cloud-based grammar and spelling checker.

Capital Community College's Guide to Grammar and Writing: http://grammar.ccc.commnet.edu/grammar/

- Includes common grammar and style issues with self-graded quizzes.

Common Errors in English Usage: https://brians.wsu.edu/common-errors/

- This is a list of commonly misused words. The list itself is massive, and the explanations are short and witty.

The New Yorker's Comma Queen: https://video.newyorker.com/series/comma-queen

- Mary Norris knows her stuff. This series of short videos explains common grammar concepts in easy-to-digest ways. You're welcome.

Business English for Success: https://www.oercommons.org/courses/business-english-for-success/view

- This is a great primer on common writing issues and is an Open Educational Resource.

You, Writing!: https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=588

- This is an English Composition textbook written by Amy Jo Swing, Kelli Hallsten Erickson, and Alexandra Glynn and is an Open Educational Resource.

Appendix 4: Sample Discussion about Professionalism for Online Classes

Please post a 200-350 word response to the following questions. Feel free to use personal experiences, links, videos, articles, and other resources to support and enhance your ideas.

Make sure to use professionalism is your response and to reply to at least two other students, commenting on a specific idea in their postings.

1. How do you define professionalism both in college and in your future career or current job? (If you have not yet chosen a career, think about workplaces in general.)

2. What would you consider the top two traits of someone who displays professionalism?

3. How can you display professionalism online?

4. What would be characteristics of someone who is not acting professionally, especially in an online class?

Appendix 5: Sample Professionalism Grading Standard for a Rubric

DIMENSIONS	Excellent	Competent	Developing	Comments and points
Professionalism 3 points	□ Assignment has correct heading and formatting □ Assignment was submitted in the correct folder correctly with correct file name in Microsoft Word format □ Assignment was submitted on time	□ Assignment has heading and formatting although there may be some errors □ Assignment was submitted in the correct folder but the file was labeled incorrectly or the file format was not Microsoft Word □ Assignment was submitted on time	□ Assignment has no heading and/or errors in formatting □ Assignment was submitted in the incorrect folder, without correct file name, and/or in an unreadable file format □ Assignment was submitted late	