Last Year Studies

Shelly Anne Hankins

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Hankins, Shelly Anne, "Last Year Studies" (2002). University of Tennessee Honors Thesis Projects.
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ABSTRACT

Last Year Studies

In an effort to combine my acquired knowledge of curriculum planning with my lack of knowledge about "life" after college, I plan to design a course for college seniors titled "Last Year Studies". This course will mirror the University's "First Year Studies" course in that it will broadly cover a series of topics of high relevance to the student. Approximately 10 topics will be covered ranging from interviewing and resume writing skills to the relocation process.

For this project, I will research each topic and provide a thorough curriculum guide including handouts, potential resources, and applicable guest speakers.
COURSE INFORMATION

Title of Course
Last Year Studies

Course Description
In the Last Year Studies course, seniors will work in a highly interactive environment to gather information and compile a list of resources to help them achieve success in their transition to life after college.

Course Goals
Given proper instruction and various handouts and multimedia, at the end of the Last Year Studies course, the learner should be equipped with knowledge about selected aspects of life after college as well as a number of resources to turn to for guidance.

Rationale for Teaching this Course
This course is extremely important because it focuses on "life skill" information. Students spend 4+ years at a University and learn job-application skills. Many students feel unprepared in life-application skills. To truly provide a well-rounded education, Universities should strive to inform the students on this information they are lacking. Career Services offers wonderful outlets to the students, but many students are underexposed to their services. This course would bundle the information into an interactive group setting to make learning most enjoyable and beneficial.

Lessons Covered

Lesson 1: Introduction to Last Year Studies
Lesson 2: Resume Writing Skills
Lesson 3: Career Services
Lesson 4: How to Research a Company
Lesson 5: Interviewing
Lesson 6: Business Dinner Etiquette
Lesson 7: Networking
Lesson 8: The Relocation Process
Lesson 9: TBA
Lesson 10: TBA
Lesson 11: TBA
Lesson 12: Presentations
Lesson 13: Presentations
The University of Tennessee
College of Human Ecology
Department of Human Resource Development

LYS 401
LAST YEAR STUDIES

Section 53941
Fall 2002

Instructor: Shelly Hankins
Office: G224
Email: shankins@utk.edu
Office Hours: TBA

Course Website
http://online.utk.edu/courses/53941

**Assignments, announcements, and resources will be posted on this CourseInfo site.

Catalog Description

LYS 401 mirrors the university’s First Year Studies program in that it broadly covers a list of topics of high relevance to the graduating senior. Topics will range from “The Relocation Process” to “How to Research a Company.” This S/NC grading course introduces the student to life after college and equips them with some vital tools to make the transition easier.

Attendance & Participation

Attendance and professionalism are essential parts of the learning experience in this course, so you are encouraged to attend all classes and act in a professional, responsible manner. 30% of your grade will be based on attendance. Therefore, if you miss more than 3 class periods without a university-recognized excuse, your chance of receiving “Satisfactory” credit for the course is greatly reduced. Attendance will be taken each class period. This course is not a requirement for any major, thus any individual who is taking it does so of his or her own desire to learn. Therefore, there is a high expectation placed on participation and active learning. Students are expected to complete all assignments on time and become an integral member in class discussions.

Late Drop Policy

August 31, 2002 is the last day to drop without a W. After this date, a valid excuse is required for dropping the course with a “W” on your transcript. Failing the course is NOT a valid reason for dropping the course after the deadline.
LYS 401  Last Year Studies  
Shelly Hankins, Instructor  
2:10-3:25 Tuesdays  
Fall 2002  

Grading  

Attendance  30pts  
Participation  40pts  
Assignments  30pts  

These are very strict grading policies. Each unexcused absence is worth 10 points. Therefore, if a student has three unexcused absences, they will receive 0 points for attendance and the most points they can receive in the course is 70. (Note that if a student were to miss 3 class periods, it is highly unlikely that they would receive full credit for participation. *(Don't miss!!)*)  

Participation will be based on the teacher’s observation of group activities, and individual involvement. This is the easiest way to receive points. No one forced you to sign up for this course. It’s a fun class. Participate. Talk. Learn. Enjoy it!  

Assignments are outlined in the syllabus, but are subject to moderate change. Any and all changes will be posted on the CourseInfo site and announced in class. You will find that all the assignments are very helpful to you in your transition to life after college.  

60-100 points = Satisfactory  
0-60 points = Not Satisfactory
Course: Last Year Studies
Lesson 1 of 13: Introduction to Last Year Studies

Lesson Objectives:
At the end of this lesson, given a syllabus, chalkboard, nametag, and writing utensils, the student will have a better understanding of the course objectives for Last Year Studies. They will be made aware of the course schedule and all course policies. They will become acquainted with the instructor and their fellow students. They will be allowed to give their input on what they would like to learn in the 3 “TBA” lessons, as well as how they would like the course as a whole to run.

Rationale:
The students need to understand the goals and objectives of the course if they are to attain them. If they are comfortable with the instructor and the other students, they will feel more comfortable in the learning environment and will be more likely to participate (benefiting both themselves and other students, as well as making the learning environment more pleasant for the instructor). By sharing what and how they would like to learn, the instructor will know how to structure the three “TBA” lessons in a way to best benefit the students. Also, allowing the students to help structure the course will give them more of a sense of “ownership” in the course, and they will feel more responsible for their actions.

Set:
Class will meet in a normal classroom setting with desks that can be moved to allow for active participation.

Introduction:
The instructor will first take attendance. He/she will tell the students about themselves, their expertise/credentials for teaching this course. Then the instructor will pass out the syllabus and discuss the schedule, grading policies, and answer any questions about the syllabus.

Developmental Activity:
Each student will be given a blank piece of white typing paper and will be asked to fold it in half (so that one edge is 8.5” and the other is 5.5”). On the outside of this card they
will write, “WHO AM I?” in big letters. On the inside bottom half, they will write the following information:

Major:
Hometown:
Where you live (can be general “dorm,” “apartment,” “house”)
Favorite class so far:
Hobby:

The instructor will collect each card, shuffle them and pass them back out making sure each student does not have their own. The students will be instructed not to open the cards, but just to look at the writing on the outside to determine whether or not it is their own. Then the students will walk around the room holding up the cards (around chest level) and ask people, “Who am I?” The other student will open up that person’s card and the appropriate response will either be, “Me!” if they have found their match, or “Not me, because this person (is from Memphis), and I (am from Knoxville).” This will continue until everyone finds out who they are.

Guided Practice:
The students will seat themselves in groups of approximately 5. Each group will be asked to brainstorm topics that they would like to learn in the “TBA” lessons and different aspects about these topics that could be discussed. Students will be given approximately 5 minutes to brainstorm and discuss. Each group will report to the class what they discussed. The topics will be written on the chalkboard, and students will vote on which 3 topics they would like to have implemented.

Independent Practice:
The students will then be asked to take turns introducing the person who corresponds with their card to the rest of the class. (They may use their information sheet as a guide.) The person being introduced should stand while they are being introduced. The rationale for this exercise is two-fold. This exercise will help students to learn each other’s names and become more comfortable with class participation as explained under Rationale. Also, the instructor can point out the importance of learning names and retaining information for networking purposes. The topic of Networking will be discussed in detail in a later lesson.

Closure:
The instructor will collect the paper and ask the students for any questions. After answering any questions, the instructor will remind the students where the class will meet the next week (location will be reinforced on the class syllabus), sign any Drop/Add slips, and dismiss the students. Each student will be asked to email a copy of his or her current
resume to UT’s Career Service department for review. They will be asked to bring the edited resume to class next week.

**Informal Assessment:**
Since this lesson is primarily an introduction to the course, there will not be a large amount of assessment. The instructor will observe the students as they work in groups and encourage any groups who appear to have less group participation.

**Formal Assessment:**
The Independent Practice activity will help the instructor assess how well the students learned the other students’ names.
Lesson Objectives:
At the end of this lesson, given the handouts and proper instruction, the learner will have a set of resources to improve their resume writing skills.

Rationale:
A resume is often times the first interaction a person has with a potential employer. This lesson will explain some of the “do’s and don’ts” of resume writing. We will compare several different types of resumes, as well as learn how to write cover letters.

Set:
This lesson will occur in a normal classroom setting.

Introduction:
Students should come to class with a current copy of their resume. The instructor will take attendance and explain that the first part of the class will focus on critiquing these resumes and discussing different resume formats.

Developmental Activity:
The instructor will project data from a computer onto a large screen for the class to view. The instructor will go to resume.monster.com and show the students samples of resumes. The instructor will discuss proper spacing and word choice in a resume. The students will be asked to get out a copy of their edited resume (homework from last week). The students will get into groups of 4-5 and share what suggestions Career Services gave them.

Guided Practice:
The instructor will once again visit the monster.com website to show the students samples of cover letters. The instructor will also pass out handouts explaining the parts of a cover letter. (see Appendix) The instructor will explain the parts of a cover letter. They will write a sample cover letter on the chalkboard or overhead projector with the help of the students. As they get to each part of the letter, the instructor will ask for suggestions from the class.

Independent Practice:
Each student will be asked to write his or her own mock cover letter to a potential employer. The cover letter should correspond with the information on the student’s resume.
**Closure:**
The instructor will have the students exchange cover letters with a classmate for critique. A checklist will be given (see Appendix) with a point value system for each item to assess the cover letters.

**Informal Assessment:**
Whether or not the students brought their homework assignment and their level of participation in the class discussion will provide grounds for assessment.

**Formal Assessment:**
A review of each student’s mock cover letter will serve as a formal assessment.
**Cover Letter Checklist**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>20</td>
</tr>
<tr>
<td>Spelling</td>
<td>20</td>
</tr>
<tr>
<td>Minimum 2 significant accomplishments</td>
<td>10 ea.</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Sales Pitch</td>
<td>5</td>
</tr>
<tr>
<td>Closing</td>
<td>5</td>
</tr>
<tr>
<td>Back up claims with examples</td>
<td>10</td>
</tr>
<tr>
<td>Overall</td>
<td>15</td>
</tr>
</tbody>
</table>
The Art and Science of Writing Cover Letters
The Best Way to Make a First Impression
by Michelle Tullier

If you think you don't need to put much effort into writing cover letters -- or don't need to send them at all because nobody reads them -- think again. True, many recruiters, headhunters and department heads don't have time to read both the letter and resume, so they skip right to the resume. Others are so tired of boring letters saying the same old thing that they simply don't bother to read them. As a result, some job-search coaches will tell you, "Oh, just write a few sentences and don't fuss over the letter too much. It won't get read anyway."

Well, for every person who says the cover letter is not important, you'll find another who says it is. Many prospective employers view the cover letter as a way of getting their first impression of you. The cover letter reveals:

- How well you communicate.
- What your experience and qualifications are -- briefly.
- Your level of professionalism.
- Clues to your personality.
- How detail oriented you are (i.e., are there typos or other errors?).

To make the best first impression, you need to know exactly what a cover letter is and to put some thought into it before you start writing. You also need to understand what to include -- and not to include -- and to be aware of some cardinal rules of cover letter writing.

What is a Cover Letter?

A cover letter is an introduction, a sales pitch and a proposal for further action all in one. It gives the reader a taste of what's to come -- not by simply summarizing the resume, but by highlighting the aspects of your background that will be most relevant to the reader. A cover letter also demonstrates that you can organize your thoughts and express yourself clearly and appropriately; in other words, it reflects your communication skills and, to some extent, your personality.

Cover letters are typically one-page documents. Like lots of things in life, they have a beginning, middle and end: usually an introduction saying who you are and why you're writing, followed by a sales pitch
of what you have to offer and then a closing in which you propose steps for further action. These three components often amount to three or four paragraphs, but there are no hard and fast rules about exactly how you break up the information.

**Five Things to Think About Before Writing**

If you find yourself struck by writer's block at about the "Dear Mr. or Ms. So-and-So" point, then you probably need to take a step back and put some more thought into your cover letter before diving into it. Asking yourself the following five questions will help you build a foundation for your letter and will make the actual writing go much more smoothly.

1. **What does the prospective employer need?** Which skills, knowledge and experience would be an asset in the job you are targeting?

2. **What are your objectives?** Are you applying for a specific job, trying to get an interview or simply hoping to get someone to spend 10 or 15 minutes on the phone with you discussing opportunities in general at that organization?

3. **What are three to five qualities that you would bring to this employer or this job?** If you're responding to a job listing or classified, then those qualities should obviously be the job requirements mentioned in the ad. If you're not applying for a specific job opening, then think of which skills, knowledge and experience would typically be valued.

4. **How can you match your experience to the job?** What are at least two specific accomplishments you can mention that give credence to the qualities you identified in question number 3?

5. **Why do you want to work for this particular organization or person?** What do you know about the company? What is it about its products or services, philosophy, mission, organizational culture, goals and needs that relates to your own background, values and objectives?

When you've addressed these five issues, you're ready to put fingers to keyboard and start hammering out that letter.

**Anatomy of a Cover Letter**

If you're bewildered by how you're actually going to write a cover
letter, it can help to break the letter down into its various parts and concentrate on just one section at a time. Here's what goes into each of the four main sections of a cover letter:

**The Opening**

This is where you tell employers who you are, why you're writing and how you heard about the organization or the specific opening. The "who you are" part is a brief introduction of yourself with a phrase like: "I am a senior at XYZ University graduating in May with a major in biology." Just mention the basic facts about you and your situation, choosing the ones that will be most relevant to the employer.

The "why you're writing" part is where you mention which position you are applying for, or what your job objective is if no specific opening has been advertised. Then be sure to say how you heard about the organization or the job. You might say, for example, "I saw your listing for a textile designer at the Career Development Office of the Rhode Island School of Design." Or, "I read about the expansion of your East Coast operations in the New York Times and am interested in discussing entry-level opportunities you might have available."

**The Sales Pitch**

In this section, it's best to get right to the point. The objective of this part of the letter is to list, either in paragraph form or as an actual list of bullet points, the reasons why the reader should see you as a viable candidate. It's best to start with a statement that provides an overview of your qualifications, then go into them more specifically, using the examples you identified before you started writing. A typical opening statement might sound something like: "As a political science major and former Congressional intern, I offer the following skills and accomplishments."

**The Flattery**

This is the "why them" section of your letter. It's where you flatter the reader a bit by commenting on something positive about the organization and saying why you would want to work there. You might mention the organization's reputation, sales record, size, corporate culture, management philosophy or anything else managers take pride in. Prospective employers like to know that you have chosen them for a reason and that they're not just one of hundreds of companies you're writing to as part of a mass mailing. (Even if you are doing a mass mailing, you must tailor each letter to "flatter" the
reader and show that you've done some research on that organization or that person.)

**The Request for Further Action**

Some people think of this final section of a cover letter as the closing, but it's much more than that. The closing paragraph isn't just about thanking the reader for taking the time to read your letter or for considering you as a candidate for a job. It's also about where to go from here, about opening the door to further contact. It's where you suggest how to proceed, usually by saying that you will call or email the reader to follow up and see if a meeting can be arranged. The important thing is to end the letter in an assertive, but courteous, way by taking the initiative to follow up.

Once you've gotten these four sections of the letter completed in terms of content, go back and smooth out any rough edges of your writing and check for typos, misspellings and grammatical errors. Then you're ready for "Sincerely" or "Best Regards" and your signature, and you're off and running on the road to a great job.
10 Cardinal Rules of Cover Letter Writing

1. Tailor your letter as much as possible to the target reader and industry.

2. Talk more about what you can do for the prospective employer than about what they can do for you.

3. Convey focused career goals. Even if you'd be willing to take any job they'd offer you, don't say so.

4. Don't say anything negative about your employment situation or your life in general.

5. Cut to the chase -- don't ramble.

6. Don't make empty claims that aren't backed up with examples.

7. Don't write more than one page unless the prospective employer has asked for a detailed or extended cover letter.

8. Check, recheck and triple check your letter for typos and other errors.

9. Get other people's opinions of your letter before you send it.

10. Keep easily accessible copies of all letters you mail, fax or email along with a log of when letters were sent so that you can follow up on them.


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Ten Cover Letter Don'ts
by Kim Isaacs, MA, CPRW, NCRW
Monster Resume Expert

Your cover letter is the first thing employers see when they open your materials. Avoid these 10 mistakes, and make your first impression an impressive and lasting one.

Don't Overuse "I."

Your cover letter is not your autobiography. The focus should be on how you meet an employer's needs, not on your life story. Avoid the perception of being self-centered by minimizing your use of the word "I," especially at the beginning of your sentences.

Don't Use a Weak Opening.

Job seekers frequently struggle with the question of how to begin a cover letter. What results is often a feeble introduction lacking punch and failing to grab the reader's interest. Consider this example:

Weak: Please consider me for your sales representative opening.

Better: Your need for a top-performing sales representative is an excellent match to my three-year history as a #1-ranked, multimillion-dollar producer.

Don't Omit Your Top Selling Points.

A cover letter is a sales letter that sells you as a candidate. Just like the resume, it should be compelling and give the main reasons why you should be called for an interview. Winning cover letter strategies include emphasizing your top accomplishments or creating subheadings culled from the position ad. For example:

<table>
<thead>
<tr>
<th>Your ad specifies...</th>
<th>and I offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Five years of public speaking experience and an extensive background in executive-level report writing.</td>
</tr>
<tr>
<td>Strong Computer Background</td>
<td>Proficiency in all MS Office applications, with additional expertise in Web site development/design.</td>
</tr>
</tbody>
</table>
Don't Make It Too Long or Too Short.

If your cover letter is only one or two short paragraphs, it probably doesn't contain enough key information to sell you effectively. If it exceeds one page, you may be putting readers to sleep. Keep it concise but compelling, and be respectful of readers' time.

Don't Repeat Your Resume Word-for-Word.

Your cover letter shouldn't just regurgitate what's on your resume. Reword your cover letter statements to avoid dulling your résumé's impact. Consider using the letter to tell a brief story, such as "My Toughest Sale" or "My Biggest Technical Challenge."

Don't Be Vague.

If you're replying to an advertised opening, reference the specific job title in your cover letter. The person reading your letter may be reviewing hundreds of letters for dozens of different jobs. Make sure all the content in your letter supports how you will meet the specific needs of the employer.

Don't Forget to Customize.

If you're applying to a number of similar positions, chances are you're tweaking one letter and using it for multiple openings. That's fine, as long as you are customizing each one. Don't forget to update the company/job/contact information -- if Mr. Jones is addressed as Mrs. Smith, he won't be impressed.

Don't End on a Passive Note.

Put your future in your own hands with a promise to follow up. Instead of asking readers to call you, try a statement like this: I will follow up with you in a few days to answer any preliminary questions you may have. In the meantime, you may reach me at (555) 555-5555.

Don't Be Rude.

Your cover letter should thank the reader for his time and consideration.

Don't Forget to Sign the Letter.

It is proper business etiquette (and shows attention to detail) to sign
your letter. However, if you are sending your cover letter and resume via email or the Web, a signature isn't necessary.

Course: Last Year Studies
Lesson 3 of 13: Career Services

Lesson Objectives:
At the end of this lesson, given the guidance of a guest speaker, the learner should be able to identify the resources of Career Services at The University of Tennessee.

Rationale:
Career Services provides numerous services to students at the University of Tennessee. Many students have no idea of the resources and features they provide. This lesson will give students a broad overview of these services.

Set:
The class will begin in the lobby of the Career Services office. Throughout the lesson, the students will be given a tour of the facilities.

Introduction:
The instructor will introduce the guest speaker and take attendance as they begin.

Developmental Activity:
The guest speaker will discuss all of the resources at Career Services.

Independent Activity:
The students will pair themselves into groups of two for a scavenger hunt of the Career Services office. Clues will be given that will lead the students to different sections of the building, or to various resources. At each “destination” will be some sort of note that the students must bring back with them. (This scavenger hunt has not been created yet. The instructor will need to contact Career Services and determine what areas will be available at the time of the hunt, and then develop the clues from there, so as not to disturb the environment of the staff.)

Closure:
The students will regroup and the guest speaker will be available for questions. They will tell the students how they, or another Career Services staff member, can be reached to answer any additional questions at a later time.
**Informal Assessment:**
The students’ behavior and participation in class will serve as an informal assessment.

**Formal Assessment:**
There is no formal assessment for this lesson.
Course: Last Year Studies  
Lesson 4 of 13: How to Research A Company

Lesson Objectives:  
At the end of this lesson, given the guidance of a guest speaker, an Internet accessible computer, and handouts, the learner should have an improved decision-making ability with regard to choosing a company with which to begin their career.

Rationale:  
There are many factors in the job selection process that one must consider to increase their chances for satisfaction: 
- location  
- opportunities for advancement  
- benefits  
- training  
- graduate school reimbursement  
- financial history  
- employee turnover  
- travel requirements  
- job requirements  
- etc.

The purpose of this lesson is to help the student think about the many factors involved to help them make their best decision.

Set:  
The class will take place in a computer lab with 1-2 students per computer. If a large enough facility is unavailable, more students can work together at each computer. (The instructor should consider reserving the computer area in the lobby of the Career Services building.) The instructor should make an appointment and arrange to have a guest speaker from Career Services come to speak with the students about job selection.

Introduction:  
The instructor will introduce the guest speaker and take attendance as they begin.

Developmental Activity:
The guest speaker will be asked to cover some basic guidelines in job selection. (See Rationale.)

**Guided Practice:**
At their computer workstations, students will be asked to visit the site: home.sprintmail.com/~debflanagan
This site explains how to go through the process of researching a company on the Internet. This is a very comprehensive site with many links to other sites. The instructor should thoroughly review this site beforehand to determine the exact path through which they would like to instruct the students to go. Following the guidelines of the site, the instructor will choose a company and show the students step-by-step how to research it.

**Independent Practice:**
Either by themselves or in groups of 2, the students will choose a company to research following the guidelines on the home.sprintmail.com/~debflanagan website.

**Closure:**
The guest speaker will once again be available for questions. They will tell the students how they or another Career Services staff member can be reached to answer any additional questions at a later time. The students will be asked to volunteer what they have found in their searches. For homework, the students will be asked to select another company and write a brief summary of their findings.

**Informal Assessment:**
The students’ behavior and participation in class will serve as an informal assessment.

**Formal Assessment:**
The completion of the job search for homework will serve as formal assessment.
Researching a Company

By: George Regnery

This article gives a basic idea of some steps that you might take to research a company. Many sites on the web will help you in your quest for information, and this article gives a few of them. You might look for the following.

Does the company have good products, good management, and good future prospects? Are they being sued? Do they have patents? What's the competition like? Do they have long-term contracts established? Is their brand name recognized? Depending on the industry, some or all of these questions may be relevant. There isn't a simple web site for this information, of course. The Hoover's profiles have some limited information to at least let you get a feel for the basics of the company. And the SEC has lots of information in their Edgar databank.

Management. Does the company have competent people running it? The backgrounds of the directors can be found in proxy statements (14As) in the Edgar database. Note that proxies are written by the companies, though. Another thing I would suggest looking at is the compensation structure of the CEO and other top management. Don't worry so much about the raw figure of how they are paid -- instead, look to see how that compensation is structured. If the management gets a big base but bonuses are a small portion, look carefully at the company. For some industries, like electric utilities, this is OK, because the management isn't going to make a huge difference (utilities are highly regulated, and thus the management is preventing from making a lot of decisions). However, in a high tech industry, or many other industries, watch your step if the mgmt. gets a big base and the bonus is insignificant. This means that they won't be any better off financially if the company makes a lot of profits vs. no profits (unless, of course, they own a lot of stock). This information is all in the Proxies at the SEC. Also check to see if the company has a shareholder rights plan, because if they do, the management likely doesn't care about shareholder rights, but rather cares about their own jobs. (These plans are commonly used to defend against unfriendly takeovers and therefore provide a safety blanket for management.)

The Hoover profiles can be found on the website:  http://www.hoovers.com

The Edgar database is found at:  http://www.edgar-online.com

Both are sites you must register with to use. They will not be used in this class, but are listed here for reference.
Course: Last Year Studies
Lesson 5 of 13: Interview Skills

Lesson Objectives:
At the end of this lesson, given the “Interview Questionnaire,” information from the guest speaker, and proper instruction, the learner will practice effective interviewing skills.

Rationale:
In the interview process, presentation is crucial. It is important to appear professional during an interview. Instruction will be given on proper interview attire, behavior, and preparedness.

Set:
This lesson will occur in the Career Services office.

Introduction:
The instructor will introduce the guest speaker and inform the students that the lesson will be about interview skills. The instructor will take attendance.

Developmental Activity:
The instructor and guest speaker will hand each student a copy of the “Interview Questionnaire” (see Appendix). The students will complete the survey and briefly discuss their results (as prompted by the instructor). The purpose of this survey is to prompt further questioning throughout the lesson and to make the students aware of the level of preparedness for the interview process. It should be noted that several of the questions are very difficult to accurately answer about oneself. They are designed to instigate discussion and thinking.

Guided Practice:
A staff member from Career Services will talk to the class about interviewing skills. They will show the students examples of proper interview attire. They will explain the different features that Career Services offers with regard to the interview process. (Mock interviews, video critiquing, etc.) The staff member will be available for questions and allow the students to sign up for mock interviews (required for class credit).
**Independent Practice:**
In groups, the students will be asked to compose a list of questions they think interviewers are likely to ask.

**Closure:**
To close the class, each group will be asked to share their lists from the Independent Practice.

**Informal Assessment:**
The students' level of participation in the class discussion will provide grounds for assessment.

**Formal Assessment:**
A review of each student's mock interview will serve as a formal assessment.
Interview Questionnaire

1. How many interviews have you participated in within the past 5 years?
2. Of those interviews, for how many did you feel well prepared?
3. Did you arrive on time?
4. How was your introduction – good greeting/handshake/posture?
5. Were you confident and professional at all times?
6. How did you speak - calm, clearly, not overly aggressive?
7. How was your nonverbal communication (body language)?
8. Did you handle the difficult questions with ease, or did you fumble aimlessly?
9. Did you have good rapport with the interviewer?
10. Did you talk about your strengths?
11. Did you talk about your weakness in a positive manner?
Lesson Objectives:
At the end of this lesson, given the proper dining utensils, video instruction, aid of a subject matter expert (SME), game cards, instruction, and the assistance of 3-4 teaching assistants, the learner will be able to demonstrate proper dining behavior and identify the correct dining utensils. They will also know how to handle a number of incidents that may occur while dining out.

Rationale:
In today's competitive work environment, image is everything. Potential employees are continually searching for ways to put their best foot forward. Good dining etiquette is a simple but key way of achieving this goal.

Set:
The class will meet in the Hermitage Room. There will be three workstations within the room. One area will have tables set with all of the proper utensils for a formal dinner. Another workstation will be set up for the “Dining Game” (see Appendix). This station will be complete with the game cards, and a SME (Subject Matter Expert) to assist in the game. The third workstation will have a television and VCR so that students may watch a video on etiquette (see Appendix).

Introduction:
The instructor will take attendance and randomly divide the students into 3 equal-sized groups. Each group will begin at a different workstation. Before sending them to their prospective station, the instructor will explain what each station is and what they are to do there. The instructor will also explain where and when to rotate to the next station.

Developmental Activity:
The video will be the developmental activity.

Guided Practice:
The workstation with the SME and the “Dining Game” will serve as the guided practice. Students will draw the game cards from a stack and will discuss the answers together.
The SME will aid them in their conversation and answer any questions they have about how to act/react to certain situations.

**Independent Practice:**
The workstation with the dining utensils will become an independent practice. Although the instructor should circulate all of the workstations to ensure effective learning and participation occurs, they should begin with this group at the beginning of each rotation and be available to answer any questions that this group might have. Students will be given worksheets at this station to review. They will also practice holding each of the utensils properly.

**Closure:**
All of the students will regroup in a central or convenient location in the room for closing comments. The instructor and SME will ask for final questions.

**Informal Assessment:**
The students’ level of participation in the group discussion will provide grounds for assessment.

**Formal Assessment:**
The SME’s assessment of the “Dining Game” participation will serve as formal assessment.
Dinner Etiquette Guide

**Dinner Plate**-The dinner plate is placed one inch from the edge of the table. If the first course is already on the dinner plate, the napkin is placed to the left of the forks, otherwise the napkin will be on the plate.

**Forks/Flatware**-Handles of the flatware are aligned at the bottom. The forks (no more than three) are at the left of the place plate, placed in order of use, working from the outside in. The oyster fork is the only fork on the right side with the knives, tines of the fork placed upward, across the soup spoon or parallel with the knives.

Often in North America the salad is served prior to the main course. In this case, the salad fork is positioned the furthest from the plate on the left. One would use this fork first. In the case of French style dining, the salad would be served after the main course. In this case, the salad fork would be positioned next to the plate.

**Knives**-Knives, no more than three, are at the right of the dinner plate in order of use, from the outside in, with the cutting edge toward the plate. The only spoon (for a first course) is placed to the right of the knives.

**Dessert Silverware**-The dessert fork and spoon are above the dinner plate, the bowl of the spoon facing left, the fork below facing right. In the most formal setting, the dessert fork and spoon are brought in on the dessert plate.

**Glassware**-No more than four glasses are set on the table, in order of use, for water, white wine, red wine and champagne, from the left to the right.

**Bread and Butter Dish**-The butter plate (optional) has the knife placed across the top of the plate, handle to the right, edge of blade toward the user. The salt and pepper are above the dinner plate, pepper to the left of salt. Larger salts and peppers to be shared are placed slightly below the wine glasses and between every two place settings.

At the end of the meal, you should place your used silverware close together on the plate, with the utensils entirely on the plate (less than an inch of the silverware over the side of the plate). This is a signal to the servers that your meal is finished and the
dishes can be removed.

For a formal dessert service, a waiter brings each guest a finger bowl filled with water. The bowl is set on a small lace or organdy doily (optional), which in turn sits on the dessert plate. The dessert fork and spoon are balanced on the plate in this case (instead of sitting at the top of the place setting throughout the meal.) A guest should dip finger tips in the finger bowl, wipe them on his or her napkin, and then remove the finger bowl and doily to the upper left of the place setting. He or she now moves the fork and spoon from the plate to the left and right of the plate respectively. The empty plate is now ready to receive a helping of dessert.

Formal Dinner Place Setting

1. Napkin
2. Fish Fork
3. Dinner or Main Course Fork
4. Salad Fork
5. Soup Bowl & Plate
6. Dinner Plate
7. Dinner Knife
8. Fish Knife
9. Soup Spoon
10. Bread & Butter Plate
11. Butter Knife
12. Dessert Spoon and Cake Fork
13. Sterling Water Goblet
14. Red Wine Goblet
15. White Wine Goblet
Proper Eating Style

The correct way to cut your meat, whether eating American or continental style, is to grasp your knife and fork in a relaxed, natural manner, never with clenched fists.

In the American style of eating, after cutting your meat, you switch the fork to your right hand, place your fork on the plate, spear a piece of meat, and then eat it.

In the Continental eating style, you keep your fork in your left hand and convey the food to your mouth after cutting each piece. The knife remains in your hand and may be subtly used to get meat or any other food.
Ask your spouse what she'd like to eat and order for her.

You must leave to go to the restroom. Where do you put your napkin?

How do you let the waiter know you'd like to pick up the check?

You accidentally dropped your fork. What do you do?

The menu is written entirely in French. What do you do?

You have finished the first course. What do you do with your silverware?
<table>
<thead>
<tr>
<th>You forgot to turn your cell phone off and it rings at the table. What do you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You accidentally spill your drink. What do you do?</td>
</tr>
<tr>
<td>When dining at a fine restaurant, should you eat different types of food on your plate individually, or eat all the food groups together?</td>
</tr>
<tr>
<td>Your salad is comprised of rather large pieces of lettuce. Can you use your knife to cut them into smaller bites?</td>
</tr>
<tr>
<td>You finished your meal before anyone else. Where do you put your napkin?</td>
</tr>
<tr>
<td>A finger bowl is present. Where do you place it after it’s been used?</td>
</tr>
</tbody>
</table>
Course: Last Year Studies
Lesson 7 of 13: Networking

Lesson Objectives:
At the end of this lesson, given the group activities, and proper instruction, the learner will have a better understanding of the networking process.

Rationale:
Networking is a beneficial skill not only for the corporate environment, but also for everyday life. Through networking, an individual can make new friends and connections that may help themselves or others.

Set:
The classroom will be held in a computer lab with up to four students at each computer.

Introduction:
The instructor will take attendance and inform the class that the day’s lesson will be about networking skills.

Developmental Activity:
In groups, students will visit the website: http://www.cs.virginia.edu/oracle/
This website contains the game “Six Degrees to Kevin Bacon.” The rationale behind this game is that any actor or actress can be connected to Kevin Bacon with less than six connections. This website is an interactive site which allows viewers to type in any actor or actress’ name, and the computer will generate the connection. For example, by typing in the name “Elvis Presley,” the computer generates this response:

Elvis Presley was in Change of Habit (1969) with Edward Asner
   Edward Asner was in JFK (1991) with Kevin Bacon

Therefore, Elvis Presley has a “Kevin Bacon” factor of 2, since it takes two connections to relate Elvis to Kevin Bacon.
The purpose of this activity is to demonstrate to the students how easy it is to make a correlation between individuals. The instructor will explain that through networking, individuals can make new friends and connections that may help themselves or others.

Guided Practice:
Each student will be asked to make a list that includes the name of their hometown, high school, collegiate major, any campus involvements they currently have, and any work experience or professional connections they may have. Students should be given approximately five minutes to complete this assignment. Upon completing this assignment, students will be divided into groups of 3-5 students. In these groups, the students will discuss the information on their lists and try to make as many connections as possible. They should list all of the people that they know in common (outside of this class) through their connections. The students will be given approximately 10 minutes to do this. When all groups are finished, the instructor will ask for feedback about this assignment. A prize will be given to the student who has made the most connections.

**Closure:**
The instructor will close the class by inviting the students to ask any questions they may have or share any knowledge that they may have learned. The instructor will then inform the students that next week’s lesson is on The Relocation Process.

**Informal Assessment:**
The students’ level of participation in the class activities will provide grounds for assessment.

**Formal Assessment:**
The success of the Guided Practice activity will serve as a formal assessment.
Lesson Objectives:
At the end of this lesson, given the group activities, and proper instruction, the learner will be able to identify the necessary procedures in relocating to a new city.

Rationale:
Most adult Americans will move to a new city at some time. The purpose of this lesson is to better prepare them for the changes that will occur in an effort to make their move as easy as possible.

Set:
The classroom will be divided into 4 workstations set up in opposite corners of the room. Each corner will be labeled and decorated to represent a major US city. (New York, Los Angeles, Dallas, Atlanta.) Each workstation will be complete with an Internet accessible computer. Students will be randomly placed into equal-sized groups at each workstation.

Introduction:
The instructor will take attendance and inform the class that the day’s lesson will be about relocation. The instructor will ask by a show of hands who will plan on moving to a new city after college. The instructor will comment that it is highly likely that each of them will move to a new city at some point in their life, thus the significance of this lesson.

Developmental Activity:
In their groups, the students will be asked to brainstorm and make a list of all of the needs and wants that they think would be important for a person who will be moving to consider. The students will be given 3-5 minutes to create these lists and type them up as a Microsoft Word document on their computer. At the end of 5 minutes, a spokesperson from each group will be asked to read their list aloud. As each group goes, any group that has not gone yet will highlight any answers that have already been called out. This way, no group will repeat any of the responses, and only new ideas will be shared. All new responses should be recorded by all of the groups so that each group will have a complete list of the entire class’ responses. If there are any significant points that the
students have overlooked, the instructor will inform them of these points, and they will be added to their lists. All new responses should be added to each groups’ Word document.

**Guided Practice:**
In their groups, the students will use the Internet to find out the requested information pertaining to their assigned city. The instructor will be available to assist and answer questions. When each group is finished, a new spokesperson from each group will explain the information they found out about their city. Another group member will write each of the web sites that they used for research on the chalkboard. All of the web site addresses will be added to the students’ Word documents. The instructor will write his/her email address on the chalkboard. The Word document will be sent as an attachment in an email to the instructor and each member of their group so that all of the students will now have a copy of this resource.

**Independent Practice:**
Each student will analyze the information given about each of these cities and decide which city in which they would most enjoy to live. The instructor will ask by a show of hands how many people chose to live in each city. The instructor will ask for a few students to volunteer to share with the class which city they chose and why. This activity should be correlated to the Developmental Activity’s “needs and wants” lists that the students created.

**Closure:**
For homework, students will be assigned to research a city they would like to live in after graduation. If the city they choose is one of the 4 researched in class, the student will be advised to either choose a different city, or research the city in more depth. If the student plans to remain in Knoxville, they should complete all of the information as if they were not currently living in Knoxville.

**Informal Assessment:**
The students’ level of participation in the class discussion will provide grounds for assessment. The email to the instructor (and the group) as well as the presentations on each city will also be an element of informal assessment.

**Formal Assessment:**
The completion of the homework assignment will serve as a formal assessment.
Moving Checklist

**One Month Before Moving**

Pick up a Change-of-Address Kit from the Post Office and fill out:

- Friends and family
- Banks
- Insurance companies
- Credit card companies
- Magazines and newspapers - cancel local newspaper delivery
- Doctors, dentists and other providers - transfer drug prescriptions
- Past employer - for W2 forms

Take a look around the house. Start to think about what you don't want to take with you.

- Use up perishable foods
- Sell, donate or hold a garage sale for unwanted items

Prepare a list of what you want to move.
- Large appliances?
- Outside furniture?

For full service moves:

- Get written estimates from several moving companies
- Will the movers pack for you?
- What items won't they move?
- Get appraisals of high-value items in case of future claims

For do-it-yourself moves, make arrangements for truck rental and moving help, and buy packing supplies:

- Boxes
- Packing and masking tape
- Markers
- Newspapers
- Twine
Start packing boxes. Mark boxes clearly as to contents and room to be placed in. *You can go to the Post Office and pick up various colored bulk mail stickers to mark your boxes with. Label boxes for each room with a certain colored sticker; e.g. Green=Kitchen, Orange=Living Room, etc. This way, movers can know where to place boxes by color instead of searching for a certain word. (This may also be done using different colored markers.) Mark "Open First" clearly on boxes containing important items to be unpacked first:

- Dishes
- Pots and pans
- Alarm clock
- Bedding
- Special toys
- Towels
- Lightbulbs
- Plates
- Tools - hammer, pliers, wrench

Stop by and make arrangements for picking up your important records:

- Birth
- Doctor
- Dentist
- Legal
- Optician, optometrist
- School - make sure you get one with a raised seal
- Veterinarian

Close out your bank accounts:

- Checking
- Savings
- Safe Deposit Box

Start a new bank account in your new town.

Transfer account from current bank?

Contact your child's new school and notify them of your upcoming move to their area.

Contact the Chamber of Commerce in your new town. Request a relocation package.
Check and clear any tax assessments on your current property.

Complete any necessary repairs. Arrange for any repairs in your new house.

**Two Weeks Before Moving**

Pack your vital documents in one place:

- Passports
- Military records
- Mortgage records
- Marriage license
- Birth certificates
- Vehicle titles
- Stock certificates
- Insurance papers
- Bank records
- School records
- Medical records
- Tax records

Make arrangements to disconnect your utilities. Get refunds for any deposits made. Have meters read. Give new address for them to send their final bill:

- Cable - return box if necessary
- Electric
- Gas
- Fuel
- Telephone
- Water

Make arrangements to connect utilities at your new residence.

Make arrangements for cleaning both your old home and new home.

Inquire about your new state's auto licensing procedure and auto insurance rates.

Check with your insurance company about transferring coverage to your new home.

Arrange to have a sitter watch your children at their house on moving day.
**One Week Before Moving**

Dispose or drain any flammable items:

- Lawn mower gas
- Snow blower gas
- Paint
- Aerosol cans

Plan what goes in the car with you:

- Toys and games for kids
- Special breakable items or collections
- Important documents and records
- Change of clothes and toiletries for your first day
- Vacuum cleaner - if you want to clean right away
- Toilet paper
- First aid kit
- Food kit with bottled water, cereal, and bananas

Make travel arrangements for your pets and plants.

Purchase moving insurance if you have valuable antiques and collections.

Have your car tuned up.

**The Day Before Moving**

Defrost, clean and air out your refrigerator.

Clean your stove.

Make sure you have payment ready for the mover - they will not unpack without a check.
Check your moving company's payment policies.

Purchase traveler's checks for other possible expenses.

Pack your former town's phone book for future correspondence.

Get a simple breakfast ready for the next morning.
Pick up ice and beverages for moving day.

Take down curtains and curtain rods.

Get a good night's sleep!

**Moving Day!**

Strip your beds.

Moving company - will they disassemble?

Show movers around. Make sure your possessions to be moved are inventoried with them.

Write "subject to further inspection for concealed loss or damage" on contract when you sign to protect yourself should you find damage while unpacking.

Get all keys together. Put in a safe spot.

Make sure moving van driver has correct address, phone number and directions. Confirm delivery date with him.
Check all rooms one last time. Remember closets and cupboards, basement and garage!
Make sure all windows and doors are locked.

Good luck! Remember - many of your moving expenses are tax deductible, so hang on to your receipts. Call the Internal Revenue Service and request Publication 521: "Tax Information On Moving Expenses" to find out which moving expenses you can deduct.
Reflection

Upon completing this project, I have come to realize many things. Most importantly, I have seen the relevance of all of the material covered in this project to my current position in life. I feel grateful to have been able to create a project that has helped me and will hopefully be of benefit to others at the University. I have discovered through talking with various students that this is a course that they would greatly appreciate if added to the University's curriculum. Each of the lessons briefly discusses topics of high relevance to college students. The purpose of the course, I have decided, is not so much to explain everything there is to know about life after college (which would be impossible), but to educate students about the resources that can help them through a challenging time. Each lesson really just "scratches the surface" of the intended topic. The rationale is that the topics and the activities will lead to introspection and exploration.

Shelly Hankins
-creator-Last Year Studies