PROFESSIONAL DEVELOPMENT SEMINAR
HOS 4933 – 1 credit
Spring 2011

INSTRUCTORS:  R.L. Darnell  E. Alvarez  J.K. Kruse
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OFFICE HOURS: By appointment

LECTURES: Tuesday, periods 7-8, 2316 Fifield Hall.

COURSE DESCRIPTION: Professional skills development, including job searching, resume
writing, interview skills, professional etiquette, communications, and salary negotiations.

OBJECTIVES: To successfully prepare students to enter into a career in the horticultural industry.

TEXT: None required

ATTENDANCE: Students are required to attend class and to be in class on time. Please do not enter
the classroom if you are more than 15 minutes late. Only documented doctor’s excuses or UF-
approved activities will be excused. Sleeping, reading the newspaper, working on another course, or
any other activity not related to participation in this class will be counted as an absence. More than
three absences will result in a failure of the course. Students who are late for in-class assignments
will have points deducted from the assignment. Assignments and in-class participation cannot be
made up.

ELECTRONIC DEVICES: Students are required to turn off their cell phones and other electronic
devices before entering the classroom. Use of cell phones for texting, emails, calls, web browsing,
etc. during class is unacceptable.

GRADING:
Attendance/Participation  100 pts
Career Fair Assignment        50 pts
Class Assignments:  50 pts
    Cover letter (25 pts)
    Resume (25 pts)

Attendance will be taken at each class meeting. If you are more than 15 minutes late or leave more
than 15 minutes early, you will be counted as absent. Additionally, anything you do in class that
diverts your attention from the class will result in an absence. Examples of diversions include, but are
not limited to: reading, sleeping, texting, web surfing, crossword puzzles, Sudoku, crocheting,
building lego models, etc.

Class assignments will have five points deducted for every day the assignment is late.
Many assignments for this course will be submitted via E-learning. Please let the instructors know if
you are unfamiliar with the E-learning interface.

GRADING SCALE:
    90-100    A    70-74    C
Information on the UF grading policy for assigning grade points can be found at: http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.
(Source: 2010-2011 Undergraduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

This policy will be vigorously upheld at all times in this course.

Software Use:
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- **University Counseling & Wellness Center**, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)
  Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
  - Community Provider Database

- **Career Resource Center**, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

**Students with Disabilities**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)
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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Instructor(s)</th>
<th>Assignment 1</th>
<th>Assignment 2</th>
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<tr>
<td>Jan 11</td>
<td>Course Introduction / Objectives &amp; Goals</td>
<td>Dr. Rebecca Darnell, Erin Alvarez</td>
<td><strong>Assignment 1:</strong> Develop a list of 3 topics not on the syllabus that you would like to see covered this semester. Bring a hard copy to class Jan 18th.</td>
<td><strong>Assignment 2:</strong> Develop a minimum of 3 questions to ask next week’s panel, bring a hard copy of the questions to class Jan 18th.</td>
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<td>Jan 18</td>
<td>Industry Panel: Careers/Marketability</td>
<td>Bert Roper, Roper’s Grower Coop, Bill Schaefer, Fresh King, Inc., Jon Schultz, Universal Studios, Travis Shaddox, Harrell’s</td>
<td>Industry panel will discuss what to look for in a company, interview strategies, negotiating strategies, what should you do now as a student to make yourself marketable, and field questions from you.</td>
<td><strong>Due IN CLASS:</strong> Questions for the panel, syllabus topics. <strong>Assignment:</strong> Information on resume writing will be handed out. Bring your current resume to class on Jan 25th.</td>
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<td>Jan 25</td>
<td>Resume/Portfolio Building</td>
<td>Cathy Carr, Director, CALS Alumni &amp; Career Services</td>
<td><strong>DUE IN CLASS:</strong> A hard copy of your current resume.</td>
<td><strong>Assignment:</strong> Final resume, due on E-learning by Feb 1st.</td>
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<td>Feb 1</td>
<td>Cover letters: Sell yourself and catch the attention of a potential employer through a cover letter.</td>
<td>Emily Eubanks, Center for Landscape Ecology</td>
<td><strong>Due:</strong> Final copy of your resume submitted to E-learning.</td>
<td><strong>Assignment:</strong> Write a cover letter and submit to E-learning by Feb 8th.</td>
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<td>February 8</td>
<td>Interview Skills - Learn the skills necessary for a successful interview</td>
<td>Natalie Coers, Program Coordinator, Teaching Resource Center</td>
<td><strong>Due:</strong> Cover letter submitted to E-learning.</td>
<td><strong>Assignment:</strong> Choose from a list of industry representatives and schedule a mock interview outside of class time. Dress appropriately.</td>
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<td>Feb 15</td>
<td>No Class. Must attend Career Fair: CALS CAREER FAIR FEBRUARY 15th</td>
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<td><strong>Assignment:</strong> Prior to the Career Fair, select 5 companies that are participating and visit their web sites. Develop a list of at least 5 important facts about them. Visit these companies at the career fair and submit a short summary of your experience with each. <strong>Submit your summaries and company research to E-learning by Fri, Feb 19th</strong></td>
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<td>February 22</td>
<td>Panel: Small business owners</td>
<td>Small business panel will discuss what it takes to be a successful entrepreneur and other things</td>
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<td>Alto Straughn, Straughn Farms Others to be named.</td>
<td>Assignment: E-learning exercise on interviews outside the office.</td>
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<td>March 1</td>
<td>Career Day Wrap-up</td>
<td>Hands-on dining interviews at Bistro 1245</td>
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<td>Interviews outside the office - Lunch/Dinner Interviews</td>
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<td>What to order, making small talk.</td>
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<td>March 8</td>
<td>Spring Break!</td>
<td>Have a safe and fun break!</td>
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<td>March 15</td>
<td>Performance Expectations/ Negotiating the Best Package</td>
<td>Lloyd Singleton UF/IFAS Sumter County Extension</td>
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<td>March 22</td>
<td>Financially responsible you</td>
<td>John McAvoy The Gabor Agency, Inc.</td>
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<td>March 29</td>
<td>Personalities in the workplace</td>
<td>Mary Anne Morgan, IFAS HR Erin Alvarez</td>
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<td>March 29</td>
<td>Workplace Ethics</td>
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<td>April 5</td>
<td>Harnessing the Power of Effective Communication</td>
<td>Kevin Folta</td>
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<td>April 12</td>
<td>Panel: Alumni Perspectives from recent graduates on finding a place to live, adjusting to change, community engagement</td>
<td>HOS and ENH Alumni (TBA)</td>
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<td>April 19</td>
<td>Panel: Graduate Students Perspectives from current graduate students.</td>
<td>HOS and ENH Graduate Students (TBA)</td>
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