Making Competencies Clear:
Using Reflection to Identify Connections

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ELEVATE Conference 2022

Core-to-Career Fellowship

Learning Outcome:

"[Faculty will] employ language and interventions to <u>make explicit</u> to students how their coursework prepares them for career development."

ENGL 101: College Composition

Section 12
M/W/F 1:10-2:00pm
Murrow Hall 229
Instructor: Amy Heile
Email: amy.heile@wsu.edu

Campus Office: Avery Hall 323

Spring 2022

In this syllabus

Required Textbook:

The Academic Writer
(5th Edition)
by Lisa Ede
ISBN: 9781319245641

Available at The Bookie and other booksellers. Used or digital copies are acceptable and encouraged!

Even if you don't think you need this class because you're already a skilled writer or you believe writing will not be a priority in your intended field of study or future career, there is still a lot you can gain from ENGL 101.

ENGL 101 satisfies a WRTG requirement for WSU's University Common Requirements (UCORE), which are designed to help you acquire broad knowledge, skills, and competencies to support your overall academic success as well as success in your personal and professional endeavors regardless of your major.

In other words, **the skills and concepts we practice and discuss this semester are not merely skills you'll use in "English" classes**. Being able to

- think critically
- act professionally
- reflect on yourself and your goals
- utilize tools and resources to support understanding
- work collaboratively
- communicate effectively to promote change

will benefit you in a variety of ways and in a variety of contexts outside of the ENGL 101 classroom.

For more information about the value of UCORE courses, please visit the website: https://ucore.wsu.edu/students/

For more information about how ENGL 101 encourages career-readiness, please visit the National Association of College and Employers (NACE) website: https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

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First page of syllabus

Information about office hours
Course description

NACE Competencies

Revised syllabus

"The skills and concepts we practice and discuss this semester are not merely skills you'll use in 'English' classes. Being able to

- **Think critically**
- **Act professionally**
- **Reflect on yourself and your goals**
- **Utilize tools and resources to support understanding**
- **Work collaboratively**
- **Communicate effectively to promote change**

will benefit you in a variety of ways and in a variety of contexts outside of the ENGL 101 classroom."

- What are some skills or ideas you acquired while completing this unit?

- What are some specific ways in which you might be able to utilize these skills or ideas in your future as a student?

- **What are some specific ways in which you might be able to utilize these skills or ideas in your future career?**

Reflection

"During this project, I used the skill of flexibility because my poster was not working the way I wanted it to work so I had to start over twice because I was looking at the wrong information the first two times. I think as a student, flexibility is a great skill to have because the learning process often isn't easy and I end up having to make multiple attempts on assignments all the time. If I am flexible and used to change and having to start over, it will make my job as a student much easier. In my future career in marketing, flexibility is a great skill to have because things don't always go the way we want so if I am used to making changes and possibly having to start again, it won't make things as difficult if I am having to do that in my career."   – H. B. (Spring 2022)

Low-stakes activity:

"I need the notes"

➢ Helps students practice behaviors related to **Communication** and **Professionalism** competencies

➢ Provides an opportunity for **reflection that encourages students to make connections**

➢ Gives guidance on emailing professors

Prompt for students:

Imagine you've slept through your alarm one morning and end up missing an important class. You have an exam in that class at the end of the week, and you know the content covered during the lecture you missed will be on the exam. In order to increase your chances of success, you decide to ask both a friend from class and your professor for the notes from the lecture.

Step 1: Compose a draft of the email you would send to your friend from class requesting the notes AND a draft of the email you would send to your professor

Step 2: Write a short paragraph explaining the differences between the emails and the intentional choices you made while writing them. Differences you might discuss include tone, vocabulary, length, format, level of formality. Make sure to explain why you made the choices you made and why those differences exist.

Thank you!