

**LaGuardia Community College
City University of New York
Department of Cooperative Education**

CPA041.7355 Critical Reflection and Learning at Work

Spring 1, 2005

Scheduled sessions: Saturdays 3/12,/05; 3/19*; 4/2(Computer lab session); 4/16; 4/30; 5/14****

9:15 a.m. – 11:30 a.m.

* = Coop advisor evaluation ****Seminar instructor evaluation

Seminar grades will be submitted on Monday, May 16, 2005

Instructor: Diane Nahas

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Office hours: by appointment

(Please do not e-mail attachments. My machine can not open all applications. E-mail communication needs to be sent by in-putting your document on the same machine that will forward the e-mail to my machine; or by cutting and pasting from your file to your email.

Always e-mail with a subject indicated. I **do not open** e-mails without subjects as a precaution against viruses. **Identify your e-mail subject** if you want me to open it. No recognizable subject identifier will be deleted unread.

Homework must be spell-checked on the computer.

The required workbook and textbook for the class is (**2 books**)

Doreen Kolomechuk, Critical Reflection and Learning at Work and Changing Lives:LaGuardia Stories by Catherine Farrell. The workbook should be brought to each class session for reference. You are expected to demonstrate knowledge of the language and material of the text in your classroom discussion. Professor Farrell's book is required in class Session 2. **All Seminar work must be completed by Saturday, May 14, 2005. Grades will be submitted on Monday, May 16, 2005 following the final Seminar class.**

Graduating Seniors: Submit all work at the EARLIEST date possible in order to facilitate the processing of your graduation!!!

All graduating seniors should identify themselves to the instructor on the first day of class.

This seminar is designed to familiarize the student with the sociology of the 21st century workplace with respect to organizational values and ethics, culture, hierarchy, leadership and the decision-making processes through reading, discussion and research.

The knowledge gained in this seminar should enhance your ability to make plans for your career with informed awareness of how to organize your approach to making the most advantageous transition from the classroom to the workplace.

Performance objectives:

At the conclusion of this seminar, you will be able to

1. define and use key concepts and terms related to 21st century workplace conditions
2. identify the values, culture and ethics associated with different work organizations
3. understand the characteristics of the multicultural nature of the workplace and the need for effective team work skills in this environment
4. improve your personal effectiveness in reading and researching for information; improve your writing capability for business communication; enhance your skill of establishing working relationships in a diverse group; become adept at comprehensive note taking for use as review of the course content

GRADING: Your grade is based on your regular class participation .
Chapters in the workbook must be read before each session.
The instructor will complete grading on **May 16, 2005** and submit them to the Cooperative Education Department on that day.
Grades range from A+ to D- & F. Incomplete is **NOT** a grading option.
All absences and latenesses MUST be explained in an e-mail communication for attachment to your Final Grade Report Form. Unexplained absences will be treated as cuts. Funerals, hospitalizations, emergency travel must be documented for an excused absence. This documentation will be attached to the Final Grade Report. More than 1 absence will result in an “F” grade.

Grades of A+ will be issued only to students who have

- a. completed all required written work; participated actively in class discussions; demonstrated good attendance and punctuality habits as required in the workplace
- b. presented an extra credit report to the class

Note: These projects can be a group effort. You must sign up for project work in advance with the instructor in order to receive an extra credit notation.

Extra credit reports will **not** take the place of any assigned work.

Extra credit projects:

1. View video (4 hours long) *Surviving the Bottom Line* available on loan from the Instructor. Summarize its key points and your response to each point. Write up a summary sheet of the video for distribution to the class on the day of your presentation.
Give copies of your research to the secretarial staff in the **Central Office – M204** for duplication for the class one week prior to your presentation. You will need to pick up the material prior to class for distribution to the class on the day of your presentation.

or

2. A digital story using MS MovieMaker or Premier Pro or other audio-visual application documenting either
- a. your manager’s work style
 - or b. your diverse work team working together
 - or c. your proposed title

Instructions for creating a digital story appear in the Appendix section of this Syllabus.

An STM or IDA can help with Digital Storytelling in E312

or

3. You may view VHS 1447 Selling Yourself and VHS 1480 Emotional Intelligence with Goleman, and VHS 1478 The Education of John Dewey available in the Media Center.
(4 ½ hours)

You need to summarize the key points for each film for distribution to the class on the day of presentation.

Students will be expected to be active listeners for oral reports and be able to contribute to the presentation by asking questions to get more information or by making constructive comments based on the presenter’s remarks.

Students will be expected to behave during all oral presentations as if they were participating in a board meeting of a business conference in which new information is under consideration for use in business decision making. Students need to use body language (eye contact, facial expression, note taking) to communicate attentiveness to speakers.

Key requirements:

- 1. Attendance and punctuality:** The seminar will meet six times. You must attend all six sessions and be seated on time. Latenesses and absences will reduce your grade. Each time you are late, your grade will be lowered one notch. (Ex. A to A-) If your absence is unavoidable, you are responsible for (1) contacting the instructor and presenting written documentation about your absence (2) obtaining the class notes and assignments and completing them when due. If you miss more than one session, you are subject to failing the seminar.
- 2. Participation:** Your active participation is required to qualify for any grade higher than C.
- 3. Written assignments:** All assignments must be submitted for grading when due. A missing assignment will result in either a severely reduced or failing final grade.
- 4. Final grade:** The relative percentages of your final grade will consist of 40% punctuality-attendance 40% 6 written assignments; 20% active contributions in class + optional extra credit project raising an A grade to A+.

Please note: Your final internship grade will be comprised of 50% of the grade received in Seminar.

Course Outline

Session 1: Introduction to Seminar
Saturday, March 12, 2005
Seminar overview

- a. Grading and attendance policies
- b. Discussion of key concepts and terms

In-class assignment: Answer in writing:

What do you want the professional community in your workplace and at the college to think of you? What are you trying to communicate about yourself, who you are and what your value system is? What skills and accomplishments do you have to offer in a work team?

How do you invite trust and confidence from others?

What are your commitments to yourself and your career ambitions?

Exchanging ideas: Be prepared to read your writing to the class.

Be prepared to accept response to your writing from the class members.

Listening audience: Be prepared to articulate your reaction to each presenter.

Homework for Session 2:

1. Read Chapters 1 and 2 in the workbook.
2. Answer **Orase questions** p.9
Due: March 19, 2005
3. Label **hw: Session 2 + date + your name + page #**

Session 2

Saturday, March 19, 2005

Hand in your written homework.

Discussion topic: Changing Lives: LaGuardia Stories. How do the stories of past LaGuardians compare to your story?

Homework review question: Class divides into groups. A reporter is chosen to report on the composition of responses to the review questions.

What is your communication style? How do you establish contact with new people?

Describe your verbal and non-verbal method of communicating.

Describe your experience with establishing communication contact with someone from a culture different from your own.

Describe your openness to multicultural involvements. Give examples.

Do you need to improve your communication style? How?

Homework for Session 3:

1. Read Chapter 3
2. Write an essay following the outline prescribed on p. 23.
Divide your essay into paragraphs that correspond to the bolded titles. (Analyze and Evaluate Values = #1; Analyze and Evaluate Culture = #2, etc.)
3. **Label your hw: Session 3 + date + your name + page #**
Due: April 2, 2005
4. Bring a disk to the computer lab

Session 3:

Saturday, April 2, 2005

Hand in homework essay.

Go to www.focuscareer.com

User ID: lastnamefirstinitial Ex. Nahasd

Password: gateway

Take the 6 section Personality-Career Assessment test: Career Focus.

Save anything of interest to you on your disk.

Take the 6 section Personality-Career Assessment test: Career Focus. t the end of each section, press End analysis. Go to Main Menu; Press Career Toolbox; Press Printable User Reports

Print out the summary of your Personality-Career Inventory.

Hand in.

Homework for Session 4:

1. Read chapter 4
2. Do Activities 4.3, 4.4 pp. 37-38
3. **Label hw: Session 4 + name**
Due: April16, 2005

Session 4:

Saturday, April 16, 2005

In class discussion: In-class discussion question: Class divides into discussion groups. A reporter is chosen to report on the composition of responses to the review questions.

How promotable are you?

List 10 qualities and accomplishments that show leadership and promotability.

What are you doing to cultivate your leadership potential and your promotability quotient?

What is your learning style?

How do you acquire new knowledge and understanding?

What is your attitude towards change?
Describe your ability to concentrate.
Describe your level of accomplishment in computer skills.

Homework for Session 5:

1. Read chapter 5
2. Write an essay following the outline on p.50. Divide your essay into 6 paragraphs - 1 paragraph for each bullet from bullet #2 to #6.
Attach an Organization Chart of your Internship Site to this essay in order to get credit for this assignment.
3. **Label hw: Session 5 + date + page # + name**
Due: April 30, 2005

Note: All written work must be submitted by May 14, 2005.

Session 5:

Saturday, April 30, 2005

In class discussion

1. What have you learned about your workplace?
2. Describe the hierarchy of your organizational structure.
3. Does the organizational chart accurately reflect the actual decision-making flow?
4. How well are you prepared to enter this workplace?

Homework for Session 6: 1. Read the syllabus: *Characterization of the 21st century workplace: High performance workplace + What career are hot for the coming 10 years + How can you prepare yourself for the 21st century workplace.*

2. **Answer:** *Final Questions for Consideration* in a 2 page essay (last page of syllabus.)
3. Read chapter 6
3. **Label hw: Session 6 + Title + date+ your name**
4. **Bring Workbook to class Session 6 for class discussion of p. 56.**

Session 6:

Saturday, February 12, 2005

In class discussion: Following the decision-making model on p. 56, describe how you have reached an important decision in your life.
Describe your observation of the decision making process in your workplace.

Language for Critical Issues in the Workplace

1. **critical criticism critique criticize critic**
to criticize is to enumerate the positive and negative aspects; judgment of merits and demerits
2. **evaluate evaluation**
to evaluate is to assign a degree of value associated with a person, thing or idea
3. **culture acculturation cultivate**
to culture is to create growing conditions; to improve by labor and care
4. **analysis analyze analyst analytic**
to analyze is to break down into component parts so as to see the relationship of the

part to one another **psychoanalysis** the investigation of the components of a person's mental makeup

5. **synthesis synthetic synthesize**

to synthesize is to combine the parts together into a whole in order to perceive the entirety; to organize for consistency

6. **education educate**

to lead out of ignorance; to reduce lack of knowledge by teaching the processes of drawing conclusions from facts, evidence, observation, research and experience

7. **supervisor supervision supervise**

to supervise is to oversee and issue a rating to ascertain the quality of performance and accomplishment

8. **seminar seminal seminary inseminate semen**

a seminar causes intellectual growth through the interchange of ideas and formulation of questions for further investigation

9. **hierarchy hierarchical**

a hierarchy is a rank order by authority and importance of individuals in an organization

10. **top down**

is the organizational style with a chain of command from the highest ranking person giving orders to all lower ranking persons; ex. the military is governed by the Chief of Staff and generals who give orders to lower ranking soldiers

11. **bottom up**

is the organizational style of joint decision-making to gain input from non-ranking and ranking members of a work group

12. **personnel – HR (Human Resources)**

participants in a work group

13. **experiential learning**

learning by doing; learning by observing on the job; analysis, synthesis, generalization leading to behavioral change and revision of thought

Language for the Information Age

1. **globalization**

shifting of low-skilled jobs to countries with cheap labor markets and cheap raw materials; global competition that enriches poor countries; jobs migrate overseas (offshore) at expense of local workers; but add income for shareholders and top executives; global sprawl
cost of 1 Frenchman equivalent to 47 Vietnamese workers
1 American machinist = 60 mainland Chinese machinists
an Indian engineer earns \$10,000 a year vs. an American earns \$60-80,000 (1998 figures)

2. **outsourcing**

cutting tasks, jobs, personnel from larger organizations and sending work out to smaller firms and individuals either at home or abroad; subcontracting work; this trend began in the 1980's

3. **downsizing / rightsizing**

fewer people doing more work; cutting costs, usually by firing workers (3 bank teller ghosts for every ATM machine; Where are the gas station attendants, telephone operators, secretaries, cashiers, assembly line workers, etc. after computerization?)

- 4 **job related dysfunction** carpal tunnel syndrome (cts); eyestrain and headaches derived from intense focus on the computer screen and computer functions; poor circulation and obesity resulting from sedentary work life behind a computer screen
5. **virtual office; virtual corporations; virtual reality**
an office, corporation or computerized training program that is computer based rather than situated in real space; spread out in cyberspace
6. **broadbanding / career bands / career web**
collapsing of job titles into
1. administrative/support
2. professional / technical / managerial
elimination of secretarial, middle managers and support staff; more work fewer salary raises; more responsibility for greater number of tasks; capacity of one worker in a band to fill in for any other worker in the band-therefore, lateral career moves instead of upward in order to gain more experience and knowledge in the band
7. **job ladder** career path – trainee, junior, senior, associate, CEO-CIO; linear movement in an organization related to seniority and training
8. **career web** lateral career moves to gain more flexibility through acquisition of job-related skills within a broadbanded environment
9. **glass ceiling** dead ended career path related to sex, ethnicity, race, age, sexual orientation
10. **paper ceiling** diploma requirements for promotability
11. **profit principle** the engine of corporate growth; the bottom line; the supreme importance of profits without regard for human dignity; management’s interest in staff reduction as a means for increasing profits
12. **marginalized** NOT on an upwardly mobile career track leading to increased wages.
13. **IT workforce** information technology trained work force; professionalization of work force
14. **Third Wave** Information Age workplace of high skilled / high paid jobs and low skilled / low paid jobs; elimination of middle managerial echelon; creation of underclass, anxious class and super rich; automation / telecommuting/ virtual offices, factories, corporations,
15. **technoscenti, technocrat, technopolists, technoculture, technophile, technophobe, technogeek**
rule of technology in the 21st century workplace
technological salvation: machines take better care of people than people Ex. heart lung machine
mechanistic paternalism can keep a person alive when his internal organs won’t
16. **downward mobility** job losses due to global abundance of cheaper labor both skilled and unskilled
17. **dystopians** people pained and hurt by technology displacements
18. **entrepreneurial ideal**
workers fend for themselves and negotiate their own wages; no intermediary or union: freelancers, as needed workers, peripherals; temps; part-time; contingency status; off the payroll (i.e. no benefits); supplementals; at will employees
19. **career bands/broadbanding; delayering; Japanese challenge**
everything rolled into 1 job; job enlargement; lean and mean; disappearance of 40 hour work week; elimination of mid-managers by requiring more productivity from each worker; less division of labor; outsourcing/subcontracting

20. **corporate refugees** downsized workers due to disappearing jobs, re-engineering and networked information technology; 2 million white collar layoffs-jobs gone forever
21. **leaner and meaner** more competitive and more profitable through fewer employees and use of powerful technologies; wage arbitrage
22. **restructured workplace**
telecommuting; workless workplace (non-workplace based work)
23. **re-engineered workplace** automation
24. **tracked economy** two-tiered workplace; workplace of core employees with parent firm and peripheral, contingency, leased employees, as needed, off the payroll (secondary labor market –39 million workers of 125 million workforce)
+ 21 million part-timers in subcontracting firms with different pay scales and no employment agreements (1998 figures)
25. **diversified workplace**
need to be able to fit into diverse work team: age, ethnicity, race, religion, sexual orientation; handicapping condition
26. **cognitariat** workers required to use computers and automated machinery
UPS workers, Fed Ex workers; stockroom attendants, etc.
27. **individualism vs. collective bargaining**
being responsible for your own advancement and self development; trying to do your best on your own; in charge of your own advancement; bargaining on an individual basis; entrepreneurial; freelancing
vs.
group action; union representation/union shops; women's rights; civil rights; environmental action groups
28. **throwaway executives**
an executive with a mission to downsize a company; an axe man who companies hire temporarily to re-engineer the company and move on
29. **virtual office** run by computers; geographically disconnected; 800 & 888 tel. #; customer service
30. **dehumanized work** repetitive back office work with no associated work participation in the decision making process
31. **routinization** work simplification to enhance emplacement of 2 tiered workforce: core employees and replaceable employees; McDonaldization
32. **Japanese challenge** work intensification; high efficiency and productivity; high motivation of the Japanese worker; fewer workers used for work output than in the USA
33. **age wave** growing population of aged people due to technology; life expectancy in 80's and increasing
34. **ergonomics** fit between people, machines and furniture
35. **redundant** humans replaced by technology
36. **digital revolution** computers are here
37. **high performance workplace** variety of skills and technology required for greater worker output; fewer people working longer hours and doing more tasks
38. **degree inflation** increasing valuelessness of degrees as more competition for jobs emerges
39. **ACD** automatic call diversion: employer is able to monitor employees' call habits
40. **active badge** employees physical whereabouts in the company can be tracked
- 41 **McWorld** homogenization of world culture
42. **immiseration** increasing income gap between wealthy and impoverished

- a. widely distorted income distribution
 - b. gravely distorted resource utilization
- 43. **RTEC** real time enterprise computing links all information in a company and partners up and down the supply distribution channel. It makes sales, marketing, inventory, human resources, accounting, financial information accessible in real time. Microsoft.net may be prototype for universal RTEC system
- 44. **flattening the hierarchy** eliminating middle management and spreading middle management function to the remaining workforce to save money on personnel costs; i.e. distributing more work responsibility to a downsized workforce
- 45. **electronic passes** monitors the comings and goings of employees during working hours; employees whereabouts can be tracked while at work
- 46. **clicks and bricks alliances** marriages of established companies with Internet initiatives Ex. Pricewaterhouse (accounting firm) +(merger) methodfive (Web design firm)
- 47. **Mcjob** dead end, low wage job

Characteristics of the 21st Century Workplace High Performance Workplace

1. interactivity through technology F2F CUCME; WAN-LAN; networked information technology
2. computer monitored workplace; employee surveillance
3. job insecurity: anxious class
4. two-tiered workplace: core employees and replaceable employees: fewer people doing more work
5. virtual office, virtual workplace, factory, corporation scattered around the globe competition: globalization: migration of jobs overseas at expense of local workers; enrichment of 3rd world and impoverishing of laid off Americans; wage arbitrage; global sprawl
6. decline of unions; proliferation of marginal jobs: retail clerks, nursing aides, janitors
7. workless workplace: telecommuting, automation
8. robotics for routine work
9. knowledge based economy
10. people running faster to stay in the same place; increased pace of work; more intensive work requirements; disappearance of 40 hour work week
11. secondary labor market: p.t. employment, contingency status, off the payroll, freelancer, supplementals, as needed , outsourcing, short term jobs, just in time, leased employees
12. disappearance of union power and group action: bargaining on individual basis: entrepreneurial ideal
13. deregulation: wages and prices determined by market forces rather than government intervention
14. diversified work place: need to be able to fit into diverse work team of varied ages, religions, ethnicities, sexual orientation and handicap
15. dislocated workers proliferate as jobs disappear and become extinct: replacement of office workers by office technology; replacement of factory workers by robotics
16. no room for unskilled and semi-skilled
17. Japanese challenge: less division of labor: more collapsing of job titles / broadbanding; more competitive and profitable; leaner and meaner
18. corporate delayering: elimination of mid managers by requiring more productivity from each worker: job enlargement- many functions rolled into one job
19. re-engineering, rightsizing/downsizing.restructuring, retooling

20. technopoly replaces bureaucracy; traditional culture becomes irrelevant
21. professionalization and clericalization to eliminate mid management
22. routinization by computers and deskilling (robots)

What careers are hot for the coming ten years according to the U.S. Bureau of Labor Statistics?

How will these reported trends affect your career planning?

- 1) Financial services: Accounting, Estate Planning, Financial Planner
- 2) Software engineer/ software designer
- 3) Real estate
- 4) Insurance (especially commercial insurance)
- 5) Physical therapy
- 6) Health Industry: Physicians /Physician's Assistant / Nurse Practitioner/ Occupational Therapist/ Paramedic-First Responder, Dentist, Dental Technician
- 7) Optician
- 8) Electronics
- 9) Biomedical engineering
- 10) Genetic engineering/ gene therapy/ gene modification
- 11) Telecommunications
- 12) Robotics
- 13) Education
- 14) Police agents/ security industry

How can you prepare yourself for the 21st century workplace?

1. continuous retraining to stay cutting edge
2. completion of education and credentialing
3. cultivation of technology skills
4. time management skills
5. conflict management and conflict resolution skills
6. ability to participate in diverse work teams
7. ability to handle more than 1 project at a time
8. ability to cope with continuous change and a willingness to learn
9. investment in home and market
10. knowledge of prevailing dress code and personal hygiene for the workplace
11. knowledge of public speaking and good writing skills (grammar, spelling, punctuation and organization)
12. preservation of good health by knowledge of disease prevention
13. preservation of good financial health by following your credit report, paying your bills regularly and on time

Write up a **Final Considerations Essay. This will be attached to your grade report.**

Final questions for consideration (Hand in Session 6)

Guidelines: The hallmarks of the 21st century employment scene are continuous technological innovation, globalization pointing to the need for the multiple career changes during a working life. Being an asset for your employer is a form of employment survival insurance. So what are you in the process of doing to guarantee your place in the world of work?

1. What is your game plan in terms of avoiding redundancy, continuing education, membership in professional organizations, expanding your personal and professional network for making a difference/impact over your lifetime? What are you doing to survive the bottom line in your line of work and your personal life?
2. What financial elements do you need to consider to support your personal and professional plans: life insurance, health insurance, disability insurance, savings plan, home/apartment ownership, IRA's, 401D/403B's, pension plans, investments?
3. From what we know of 21st century rapidly changing and sometimes unforeseeable employment trends, what moves do you plan to make to stay employed for your entire working life?
4. Are there any career stagers impeding your plans for your future in the workplace?
5. Why educate yourself?; Why network?; why join professional groups/societies?
6. What about your spiritual health? Is your attitude in alignment with your life goals?

Digital Storytelling Tutorial

Directions: (for MS Moviemaker)

Part A:

1. Windows Moviemaker
2. Create a folder and download digital pictures or images to folder.(You need Windows XP or special software for downloading pictures.)
3. Click on
 - a. file
 - b. new
 - c. folder
 - d. name the folder (click outside the folder box)
4. For loading images from the Internet,
 - a. go to Google
 - b. click on Images and search
 - c. right click on picture one at a time. Click on: Save as
 - d. Save pictures. Click on: Save as
 - e. Save in named folder in Documents (or wherever you have saved the folder)
 - f. Name pictures. Save pictures & save to folder (Put any pictures you use in the same folder.

Part B

1. Click on Start
2. Click on All Programs
3. Click on MS Moviemaker (You may find the picture collection of the last user in the work space.) **To clear:**
 - a. Select all
 - b. Left click
 - c. Drag to right

- d. Delete
- 4. Click on:
 - a. File
 - b. Import into collection
 - c. Find folder
 - d. Select all the pictures you need
 - e. Import
- 5. To create the story:
 - a. Plan the narration
 - b. Drag pictures to Video Time Line (You can overlap pictures)
 - 1. Go to Documents or wherever you've saved the folder of pictures
 - 2. Drag pictures from folder to folder for your movie
 - 3. Select Thumbnails
 - 4. Arrange pictures by numbers
 - a. rename the pictures
 - b. right click & rename pictures by their number in sequence + space & time
 - c. click outside the folder
 - d. right click on empty space
 - e. arrange icons by name
- 6. Go back to Moviemaker
 - a. import pictures/images
 - b. select all pictures/images
 - c. import
 - d. right click
 - e. arrange icons by name
 - f. To select pictures:
 - 1. press Control
 - 2. select 1 picture & all pictures in the series will follow
 - 3. you can Zoom in & out
- 7. To import music:
 - a. Create a folder for sound files (Midi is NOT compatible with Moviemaker; it only works with PowerPoint. You need **Wav** or **MP3** files. Audio files are on the Web in **Google** or **FreeSite.com/free_Sounds/Free_wavs/** or **wavsource.com**)
 - b. Right click on link
 - c. Save Target as (Put in documents or wherever you saved your pictures)
 - d. Save in your named folder (If File plays, right click & save Target as)
 - e. Click on File
 - f. Import to Audio File
 - g. Select files
 - h. Import
 - i. Drag (To shorten sound, use trimming tool – shortening only – click red arrows in)
 - j. Attach microphone with right jack
 - k. Connect it
 - l. Click on mike icon
 - m. Select track
 - n. New File

- o. Start narration
 - p. Stop & save by default in Narration
 - q. Change to your folder in Documents
 - r. Relate sound clips to video clip title
 - s. You can expand picture clip to accommodate more talk
8. For the Title page
- a. Select: Titles and Credits
 - b. Change: Title animation
 - c. Click: Done
 - d. Play
 - e. Stop. Go back
 - f. Double click on Title
 - g.
 - h. Click: Tools
 - i. Add another Title
 - j. Select: Title after the collected clip
 - k. Press: Done
 - l. Press: Tools
 - m. Select: Title & Credit
 - n. Add Title to picture
 - o. Select picture on time line
 - p. Press: Tools
 - q. Select: Title & Credit

1. Add effects & transitions
- a. Video effects
 - b. Select
 - c. Drag & drop on clip (no good on still picture)
 - d. Press: Select: Transitions
 - e. Add Transitions & Select
 - f. Expand video track so you see Transitions
 - g. Drag & drop to Transitions track under the 2nd clip where Transitions needs to appear
(Back = alt + back arrow)
 - h. To open & save project:
 - 1. Go to Collection
 - 2. Time line
 - 3. Transitions
 - 4. Effects
 - 5. Sounds
 - 6. Save project
 - 7. Go to: Folder: Save

2. Open File
- a. Save movie file
 - b. Save on My Computer
 - c. Browse & Save to your Folder
 - d. Select quality

- e. Other Settings
- f. High quality
 - a. Finish

Links

1. <http://www.jobweb.com/>
Online complement to the Job Choices magazine series. Discusses current job and labor labor market, employer search, career development & job search advice for new college graduates
2. <http://www.idealists.org/>
non-profit job, career & volunteer opportunities
3. <http://www.collegejournal.com/>
(from the Wall Street Journal) career advice Web site
4. <http://www.internshipwetfeet.com/>
describes internship opportunities
5. <http://www.halliburtonwatch.org/>
is a project of Essential Information, a non-profit, non-partisan organization working to stop corporate threats to democracy
6. <http://www.lostlabor.com/>
Images document factories, machineries, & jobs that no longer exist. Lostlabor refers to the impact of mechanization, computer automation, technological advances, corporate takeovers, downsizing & globalization on the 21st century workforce
7. jobs @ citylimits.org (listserve)
job board for New York City with daily employment updates

A+ can be given for Seminar

Grades of F will be submitted for anyone who has not completed ALL required oral and written work.

Grades of F will be submitted for excessive absence and/or poor or incomplete work.

