

**Department of Special Education, Rehabilitation, Counseling/School Psychology**  
**COUN 1000: Career Orientation and Exploration**  
**Fall 2011**

**Syllabus**

<b>Section 001:</b> 3228 Haley Center	<b>M &amp; W</b> 9:00am – 9:50am
<b>Section 006:</b> 3309 Haley Center	<b>M &amp; W</b> 10:00am – 10:50am
<b>Section 002:</b> 2312 Haley Center	<b>M &amp; W</b> 11:00am – 11:50am

**Instructor:** Joshua Turchan M. A. (Graduate Teaching Assistant)  
**Office:** 2054 Haley Center  
**E-mail:** [jet0015@tigermail.auburn.edu](mailto:jet0015@tigermail.auburn.edu)  
**Office Hours:** Wednesday 12 – 1pm or by appointment

**Required Text:**

Sukiennik, D., Bendat, W., & Raufman, L. (2010). *The Career Fitness Program: Exercising Your Options* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

**Additional Requirements:**

Each student will be required to take the *Strong Interest Inventory (SII)* for **\$30** which may be charged to your Bursar Account. If you have already taken this assessment within the past year and you the report, those results may be used.

**Course Description:**

This is a two (2) credit-hour course that provides students with assistance in making effective career decisions. The course is appropriate for anyone who is interested in evaluating his or her career development or considering a career change. Students learn about and gain personal insight into the process of career decision-making.

**COURSE OBJECTIVES**

1. To be able to describe and understand the process of career development.
2. To understand how personal characteristics (e.g. interests, values, and skills) influence career development.
3. To become oriented to the socioeconomic world of work as it impacts individual and family career systems.
4. To identify appropriate academic major(s) and/or occupational alternatives in relation to personal characteristics.
5. To learn about and use a variety of information resources to explore academic majors or career options.
6. To understand career development theories and use decision-making skills for life/career planning and management.
7. To formulate plans and strategies for moving toward implementation of life/career goals.
8. To learn about and use skills necessary for successful job placement.

## CLASS POLICY STATEMENTS

1. **Students are permitted one (1) unexcused absence. Each absence beyond this will result in (2) points reduction of the participation/attendance points.** University-approved excused absences are outlined in the Tiger Cub. Proof of excused absences must be presented to the instructor. Students are required to be punctual. Tardiness is disruptive and inappropriate classroom behavior. Each incident of tardiness is considered a half-absence and applied toward the one permitted unexcused absence.
2. Cellular telephones, pagers, MP3 players, and other electronic devices (including laptop computers) are to be **TURNED OFF** during class. **Students using these items will receive a point reduction in their participation/attendance evaluation for each incident.**
3. Students are required to complete all assigned readings and in-class activities, actively engage in classroom discussion, and submit assignments according to due dates on the course schedule. Quizzes will be given to confirm the completion of reading assignments. Students with unexcused absences will not be permitted to make-up missed quizzes.
4. All assignments will be submitted electronically via Blackboard unless otherwise arranged in advance. All assignments are due at or before the beginning of class on their due date. All assignments submitted after the beginning of class on their due date will be reduced by three (3) points per day. Some assignments will require advanced planning and it is the student's responsibility to plan for these assignments. Failure to do so will result in a grade reduction if assignments are submitted late or not completed.

\*Participation in class is REQUIRED. A percentage of the final grade is determined by class participation.

## CLASS PARTICIPATION GRADING RUBRIC

### **Excellent:** 15 - 20 points

Proactive participation: Leading, originating, informing, or challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

### **Satisfactory:** 10 - 14 points

Reactive participation: Supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

### **Below Average:** 5 - 9 points

Passive participation: Present, awake, alert, and attentive, but not actively involved.

### **Unsatisfactory:** 0 - 4 points

Uninvolved: Absent, present but not attentive, sleeping, or irrelevant contributions that inhibit the progress of the discussion.

## COURSE REQUIREMENTS & EVALUATION

### **Classroom Assignments:**

#### **Participation/Attendance – 20 points**

Students will exhibit class participation through asking questions, interacting with peers, and sharing personal experiences. Class participation will be evaluated according to the rubric listed in the syllabus.

**\*\*During the course of the semester, attendance quizzes will administered at the discretion of the instructor. Each quiz will have 1-2 bonus points.**

**Homework/In-Class Activities –20 points total**

Students will have homework assigned during class time that will be due the next class period.

\*There will be in-class assignments due and will not be made up unless there is an excused absence as described in the Tiger Club.

The assignments will vary in point value from 1-2 points per assignment.

**Quizzes – 40 points total (10pts. each)**

Students will exhibit knowledge of assigned readings through completing three quizzes either online or during class as listed in the course schedule.

**Writing Assignments: (Handouts will be distributed prior to due date) :**

**Self-Exploration Reaction Paper – 20 points**

**Career Research Paper – 30 points**

**Resume & Cover Letter – 20 points (10 points each)**

**Class Presentations: (Outline will be distributed prior to due date):**

**Career Presentation – 25 points**

**Portfolio - 25 points**

**Total Points Possible = 200**

**Grading Scale:**

<b>A</b>	<b>90 - 100%</b>	<b>180 - 200 points</b>
<b>B</b>	<b>80 - 89%</b>	<b>160 - 179 points</b>
<b>C</b>	<b>70 - 79%</b>	<b>140 - 159 points</b>
<b>D</b>	<b>60 - 69%</b>	<b>120 - 139 points</b>
<b>F</b>	<b>0 - 59%</b>	<b>0 - 119 points</b>

**Academic Honesty:**

The University Academic Honesty Code and the Tiger Cub Rules and Regulations regarding cheating apply to this class. For the University's policy on Academic Honesty as well as possible sanctions for being in noncompliance visit [www.auburn.edu/academic/provost/academicHonesty.html](http://www.auburn.edu/academic/provost/academicHonesty.html)

**Students with Disabilities:**

“Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).”

## Class Calendar: Topics and Assignments

Fall 2011

*Because guest speakers will be invited into class periodically, the schedule below may necessarily change in accordance with the respective speaker's availability. You will be given an updated calendar as necessary.*

Date	Topic	Assignment Due
8/17	<b>Introduction to the Course and review syllabus</b> <i>Assignment: Read Chapter 1</i>	
8/22	<b>Chapter 1 – Awareness</b> <i>Assignment: Read Chapter 2</i>	
8/24	<b>Chapter 2 – Self Knowledge: Success</b> <i>Review of Self Exploration Reflection Paper</i> <i>Assignment: Read Chapter 3</i>	Print out Self-Exploration Reflection paper outline and bring to class to review
8/29	<b>LAB DAY- Strong Interest Inventory (SII)</b> <b>3442 Haley Center (LRC)</b>	Not meeting in classroom
8/31	<b>LAB DAY- Type Focus Assessment</b> <b>3442 Haley Center (LRC)</b>	Not meeting in classroom
9/5	<b>No Class: Labor day</b>	
9/7	<b>Chapter 3 – Understanding Your Values</b> <i>Assignment: Read Chapter 4</i>	<b>Quiz Chapters 1-3 DUE</b>
9/12	<b>Chapter 3 Cont. – Work Value Game</b>	
9/14	<b>Strong Interpretation</b> <b>Guest Lecture from CDS</b>	
9/19	<b>Chapters 4 Discussion</b> <b>Activity: Temperaments Exercise</b> <i>Assignment: Read Chapter 5</i>	
9/21	<b>MBTI Interpretation (Type Focus)</b> <b>Guest Lecture from CDS</b>	
9/26	<b>Chapter 5 – Skills, Skills, Skills</b>	
9/28	<b>Choosing a Major</b> <i>Review of Career Research Paper</i>	<b>Self-Exploration Reflection Paper DUE</b> Print out Career Research paper outline and bring to class to review

10/3	<b>AU Colleges and Respective Majors</b> <b>“What can I do with a major in ___” due in class</b>	
10/5	<b>Transition to the World of Work</b>	<b>Quiz Chapters 4-5 DUE</b> Mid-Semester
10/10	<b>Chapter 6 and 7 – Job Searching</b>	
10/12	<b>Chapter 10 – Writing Resumes and Cover Letters</b>	
10/17	<b>Professional Etiquette</b>	<b>Quiz Chapters 6,7,10 DUE</b>
10/19	<b>NO CLASS</b> Time given to complete Academic/Career interview	
10/24	<b>Chapter 8: Goal-setting</b> <i>Assignment: Read chapters 9 and 11</i>	<b>Career Research Paper DUE</b>
10/26	<b>Transferrable Skills: Teamwork and Communication</b> <i>Activity: Communication Drawing, Charades</i>	
10/31	<b>Chapter 9 &amp; 11- How to successfully interview</b> <i>Activity: Role-play mock interviews</i>	<b>Cover Letter and Resume Due</b>
11/2	<b>Financial Management: Debt and Credit; How to Budget!</b>	
11/7	<b>TBA/Guest Speaker</b>	<b>Quiz Chapters 8,9,11 DUE</b>
11/9	<b>Career Research Presentations</b>	
11/14	<b>Career Research Presentations</b>	
11/16	<b>Career Research Presentations</b>	<b>Career Portfolio Due</b>
11/21	<b>No Class – Thanksgiving break</b>	
11/23	<b>No Class – Thanksgiving break</b>	
11/28	<b>Serendipity and Networking</b>	
11/30/11	<b>Complete Course/Instructor Evaluation</b>	