**COUN 1000-001**

Career Orientation & Exploration

**Tuesday/Thursday 11:00 – 11:50**

**Fall 2019**

**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information

**Elizabeth Brittany Dennis M.Ed.**

**ebd0004@auburn.edu**

Office Hours

**Location: Haley Center Room 2070**

**Tuesday 12:00 – 1:00**

**or by appointment**

PhotoPhoto of Auburn "conceptual framework" logo Reads: "College of Education. Conceptual framework. Faculty, staff and students strive to prepare and be professionals who are: Competent: equipped with the knowledge, skills and technological expertise to help all individuals learn and develop, committed: dedicated to the ethical practices and collaboration that serve as the foundation of a diverse and intellectually vibrant society, reflective: devoted to analyzing their own past practices in ways that fuel ongoing learning and improve future practices. [New line] A Keystone in Building a Better Future For All [New line] Pictured: Auburn University Samford Logo

**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1000

Course Section: 001

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Tues/Thurs 11:00 – 11:50

Class Location: Haley Center, Room 3309

Instructor(s): Elizabeth Brittany Dennis, M.Ed.

Office: Haley Center, Room 2070

Office Hours: Tuesday 12:00 – 1:00 or by appointment

E-mail: ebd0004@auburn.edu

## Course Description

This course offers an opportunity for receiving information and acquiring the skills necessary for academic and career planning. Processes of self-assessment and self-exploration are critical components of this course that contribute to you making educated academic and career decisions. In addition to traditional classroom activities, the content is presented in an experiential manner through interactive discussions, individual projects, and contact with campus resources.

## OBJECTIVES:

1. To explore interest, values, and personality in relation to academic and life planning.
2. To explore majors available at Auburn.
3. To research a selected major.
4. To increase awareness of decision-making processes.
5. To learn to utilize websites and other resources to begin making educated choices.

## PHILOSOPHY OF ASSIGNMENTS & READINGS:

To make this class meaningful and useful, you must keep up with the readings and assignments as outlined in this syllabus. You will get out of this course exactly what you put into it; i.e., if you endeavor to learn about yourself, your unique interests and strengths, and the countless opportunities available to you as a student at Auburn, you will be on track toward a successful academic career. The readings and assignments are designed intentionally to help you along that path; they are not designed to be “busy work.”

Please note that pop quizzes may be given on assigned reading material, and unannounced checks on the completion of assignments may be performed during the semester. There will be additional material included in the lectures and Power Points that is not from your assigned textbook. You will be responsible for this supplemental information.

## REQUIRED TEXTBOOK:

Getting From College to Career: 90 Things to do Before You Join the Real World, Revised Edition, by Lindsey Pollak.

## RECOMMENDED TEXTBOOK:

The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making by Susan M Johnston.

The reading assignments and other activities will be communicated throughout the semester. Additional readings will be posted on Canvas.

## ASSESMENTS:

Each student will be required to complete personal and career assessments during this course, including the Strong Interest Inventory (SII) for a fee of $30 which will be billed to the student’s bursar account. The student will access the assessment online and will need to budget about 30 minutes for completion. The SII report (14 pages long) will be printed by the presenter and provided to the class at the time of the interpretation. The TypeFocus is a free version of the MBTI and will also take about 30 minutes to complete online. Students will need to print their results and bring them to the interpretation. These assessments are designed to foster insight into the career options that best match your unique interest and personality traits.

## COURSE POLICIES:

1. Students are expected and required to attend all classes and to arrive on time unless pre-approved by instructor. Attendance is vital to your success in this class; therefore,attendance is required. **Students are allowed to miss 1 day of class for personal reasons without grade penalty.** Two or more absences will result in grade deduction. *See grading policy for outline of points.*
2. Policies regarding excused absences and tardiness (as per the criteria listed in the *AU Tiger Cub*) are as following:
   1. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.
   2. Students must provide instructor with a written excused absence *within one week* after students have returned to class.
   3. If a student is late more than 10 minutes of the class time, they are considered absent for that day which is unexcused unless extenuating circumstances are presented.
3. ALL electronic devices including, but not limited to, cell phones, iPod, mp3 players, iPad, tablets, and laptops are expected to be used only for class purposes. The use of electronic devices during discussion and participation by other classmates is disrespectful and detracts from the learning process of others. Students will be given one verbal warning regarding the proper use of electronic devices. Upon a second warning, the student will not be allowed to have electronic devices out during class time and will be expected to turn off electronic devices and put them away during class time.
4. Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances.
5. Written reports will be submitted to the instructor typed (APA of MLA style, Times New Roman, size 12 font, double-spaced unless otherwise specified in syllabus) via **Canvas**. All reading and assignments are due at the due date which is posted on Canvas under assignments.
6. Students are responsible for initiating arrangements for missed work within one week of the missed assignment.
7. **Assignment submission policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date by 11:59pm. Each assignment will have at least a (1) one week “open” period in which assignments may be submitted at any time during a one-week time period. Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments nor will make-up work be allowed with the exception of extenuating circumstances that will be considered at the instructor’s discretion. Please see the following sections for further clarification.

If Canvas is not working for unexpected reasons, students may email assignments directly to the instructor. However, the email must be received by the time/date set on Canvas to receive credit. **Auburn University email must be utilized for all email communication with instructor.**

1. **Make-up** **Policy:** No in-class assignments, take-home assignments, or quizzes will be accepted late or allowed to be made-up. The only exception is of extreme emergencies with proper documentation or if previous arrangements have been made to turn an assignment in early in the case of a planned absence. No assignment will be accepted for grading past the due date. This *includes* the SII, MBTI, presentations, and final projects.
2. **Late assignments will NOT be accepted.**
3. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
4. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: www.auburn.edu/student\_info/student\_policies/.
5. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices.
   2. Contribute to collaborative learning communities.
   3. Demonstrate a commitment to diversity.
   4. Model and nurture intellectual vitality.
   5. Auburn’s policy on classroom behavior can be found here: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf

1. At any time throughout this class, if you would like to meet with me about your academic plans or issues/difficulties you are having regarding your major exploration, please feel free to visit me during my office hours or set up an individual appointment. Appointments to see the instructor may be made by e-mail.
2. **Communication:** All students must use their Auburn email to communicate with me. I will not respond to any emails that are not from your Auburn email address. Please allow me 48 hours to respond to an email. I will not respond to emails after 7pm. As part of your professional development, please remember to use proper email etiquette, including using a properly descriptive subject line that consists of the course number (COUN 1000) followed by a brief phrase or word that summarizes the subject of your email, such as “Homework Issue.” Remember to start your email off with a proper greeting! For more information about proper email etiquette, see here: <https://www.math.uh.edu/~tomforde/Email-Etiquette.html>
3. **Participation:** All students are expected to participate in class, contribute to group discussions, and take part in in-class assignments. Participation will be reflected in the final grade.
4. **Extra Credit Opportunities:** I will present you all with various extra credit opportunities throughout the semester. I will give you ample amount of time to receive these points.

## ASSIGNMENTS:

1. **Reflective Journals**
   1. This is an on-going assignment throughout the semester in which you are to reflect on what you are learning about yourself, career goals & aspirations, and the working world. You are required to turn in seven (7) journals throughout the semester via Canvas. You may choose to complete one extra journal to receive additional credit towards your final grade. Some journals will be provided with a specific journal topic that the instructor will discuss in class. Other journal entries that are not assigned a specific topic may either 1) be reflective in nature, meaning that the journal reflects the student’s experience with the classroom learning and/or their career exploration process, or 2) follow one of the provided topics listed below.
   2. Each journal should be at least 1 page in length, Times New Roman, 12 pt. font, single space. Less than one full page will result in point deductions.
   3. Journal entries are to be submitted via Canvas by **11:59 pm** of the specified due date (see assignment calendar for specific due dates).
   4. *Assigned Journal Topics:*
2. John Holland Code

-What is your Holland Code? What does this code mean to you? Did you learn anything surprising about yourself? What jobs does the O\*NET Interest Profiler say are related to your code? Reflect on the suggested careers and whether or not they interest you.

1. Personal Values/Work Values Worksheets

-Reflect on these two worksheets that you completed in class. Did you learn anything new or surprising about yourself? What value(s) seemed to stand out as the most important for you? Will you factor that value(s) into your career exploration? Why or why not?

1. MBTI Reflection

-Overall, what did this assessment tell you about your personality, interests and preferred work settings?

-How well did this assessment reflect your interest and personality?

-What does this assessment say would be a good career or major match for you? -How do you feel about this?

1. SII Reflection

-Overall, what did this assessment tell you about your personality, interests and preferred work settings?

-How well did this assessment reflect your interest and personality?

-What does this assessment say would be a good career or major match for you? -How do you feel about this?

1. Guest Speaker: Career Center Orientation

-Did you learn anything new from the guest speaker? What is something that the guest speaker talked about that you have been able to apply to your own life?

-What did you learn that you can apply to your future? Was the guest speaker helpful to you in better understanding the benefits of the career center? How or how not? Do you think this is a relevant speaker for future classes?

* 1. *Additional Journal Topics:*
     1. A Look into the Crystal Ball

-Answer and reflect on the following questions

* + - * 1. In the best of scenarios, what do you see as the perfect major for yourself?
        2. What is it about the major that is most appealing to you?
        3. Do you believe your major to be a realistic choice?
        4. What career might this major lead you to?
    1. Motivation: What drives you?

-Identify at least 3 motivations for attending Auburn. How will these motivating

factors impact your time here?

* + 1. Heroes

-Identify at least 3 heroes - list people whose careers you admire or are intrigued by in some way (can be someone you know/don’t know, family, famous).

-List at least 2 reasons why you listed each person. In 2 or 3 sentences describe their careers.

* + 1. Work Philosophy

-What does work mean to you?

-Is it a way of giving back? Self-expression? Achievement?

-What do you believe about work?

-What is your attitude towards working?

-Do you live to work or do you work to live?

-Should you do what you like or love…or does it even matter?

1. **Auburn Colleges Group Project**

Students will be assigned into groups of colleges offered at Auburn University. Groups are asked to present to the class a brief educational and informational session regarding their assigned college. Each group will present to the class for approx. 8-10 minutes. Each group presentation must include use of multimedia, such as PowerPoint, Prezi, video, etc. Handouts for each class member with information from the presentation are preferred but optional. Each group member is expected to contribute evenly to the project. All group members will receive one overall grade based on the in-class presentation. Each group member is *required* to present some aspect of the group project. All projects must be submitted via Canvas *before* the time of presentation. The instructor will provide students with an outline of the specific project requirements in class.

1. **Academic Major Presentation**

You are to research an academic *major* at Auburn University, not a specific career. This may be a major of your choice that you are interested in. For this assignment, you must interview an advisor from the department that you are researching. You may not interview a family member or friend. This presentation should be 7-10 minutes. Your presentation should consist of 3 sections:

Section 1: Curriculum Research

What is the major?

What types of courses will you need to take?

Is there a minimum GPA requirement to be admitted or retained in the major/college?

Will you have to complete an internship or co-op?

What careers directly relate to this major?

Will you need to obtain a graduate degree for entry into the job market?

Section 2: Academic Advisor Interview

Begin with a brief description of the person you interviewed (name, position in the department, other interesting facts).

What did you learn from the interview?

Ask the person additional questions such as:

What do you wish you had known about your career at my age?

Do you have any advice for a freshman/sophomore starting out?

Section 3: Your Reflection

Describe why you are/were interested in this major?

What did you learn about the curriculum that surprised you?

Do the courses interest you?

How do you feel the interview went?

Are you still interested in this major/field?

1. **Professional Development Project** (Choose one of the following options)

**OPTION ONE:**

Visit the Career Center and write a three-page reflection, one page should be written BEFORE you go for your appointment and one page AFTER.

Your paper should include the following information:

1. What I hope to get out of my visit with the Career Center

ii. What advice/information the Career Counselor shared

iii. What I have done with the information

**OPTION TWO:**

Create a three-page paper on a career that interests you.

Your Paper should include the following information:

i. Clearly describe the career field on which you are presenting.

ii. Describe what someone does in this field, that is, the nature of the work.

iii. List the background, training, and education needed.

iv. Describe the kind of earnings you could expect to make starting out as well as the average salary.

v. Discuss why you chose this field. Are you still interested in it after learning more about it?

**OPTION THREE:**

Develop a working resume. You will turn in an initial copy, receive edits, and turn in a revised copy.

Your resume should include the following information:

Contact information

Objective statement

Education

Experience

Skills

1. **Decision-Making/CASVE Paper**

You are to write a 3-6 page paper about your own career/academic decision-making process using the CASVE Cycle discussed in class from the Cognitive-Information Processing Approach. The main objective is for you to develop a greater understanding of your decision-making. A more detailed explanation and outline of this paper will be provided in class.

1. **One-Year Action Plan**

Create a one-page (single space) paper about your short-term goals for the coming year. If everything goes well, what will Fall 2020 look like? What will you know about yourself then? What decisions will you have made? What steps do you need to take this year to be accomplish these goals?

1. **In-Class Assignments/Homework Assignments/Quizzes**

In-class assignments and quizzes will be given periodically throughout the semester in class, as well as small assignments that will need to be completed outside of class. All inventories/assessments including the John Holland Code, Type Focus, and STRONG are a part of this grading category. The nature of these assignments is spontaneous and will be given as the instructor feels necessary. Therefore, there will be NO MAKE-UPS allowed for these assignments/quizzes.

1. **Class Participation**

This course marks the beginning of your career development. Therefore, it is expected that everyone participates in class discussions, assignments, and activities. Student’s participation will be reflected as part of the final grade.

## 

## Class Calendar and Topics

*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** | **Activities/Assignments** | **Assignment/**  **Readings Due** |
| **Week 1** | **Class #1**  **8/20** | **Class Introduction** | Review Syllabus and class introductions |  |
|  | **Class #2**  **8/22** | **Career Theory** | Cognitive Information Processing Approach |  |
| **Week 2** | **Class #3**  **8/27** | **Self-Assessment: The Basics** | How personality and self-esteem impact career development | ***Chapter 1*** |
|  | **Class #4**  **8/29** | **Self-Assessment: Interests** | Assessing personality traits using the John Holland inventory | **Journal 1** |
| **Week 3** | **Class #5**  **9/3** | **Self-Assessment: Skills** | How skills and interests impact career development  Using iSeek.org for career skills assessment | ***Chapter 3*** |
|  | **Class #6**  **9/5** | **Self-Assessment: Values** | How values and qualities impact major choices  Complete Work Values and Personal Values worksheets in class | **Complete TypeFocus by 11:59pm and put screenshot of confirmation screen on Canvas** |
| **Week 4** | **Class #7**  **9/10** | **MBTI** | MBTI interpretation by CC  Guest Speaker: AU Career Counselor will discuss implications for career development  **(Class absence will result in an assignment grade of ZERO)** | **Bring printed TypeFocus results to class**  **Complete SII online by 11:59pm and put screenshot of confirmation screen on canvas** |
|  | **Class #8**  **9/12** | **MBTI Review** | Class discussion of MBTI | **Journal 2** |
| **Week 5** | **Class #9**  **9/17** | **Options Knowledge: What does Auburn have?** | Exploration of majors offered at Auburn  Explore the Career Center’s website and review the link of “What Can I Do With A Major In”  Discuss available campus resources | **Bring computer to class** |
|  | **Class #10**  **9/19** | **Options Knowledge: Exploring Career Resources on Campus** | **Guest Speaker from the AU Career Center** | ***Chapter 5 (optional Chapter 8)*** |
| **Week 6** | **Class #11**  **9/24** | **SII** | SII interpretation: AU Career Counselor will bring class results and discuss implications for career development  **(Class absence will result in an assignment grade of ZERO)** |  |
|  | **Class #12**  **9/26** | **Options Knowledge: Exploring & Researching Careers** | Class Discussion of SII | **Journal 3** |
| **Week 7** | **Class #13**  **10/1** | **Options Knowledge: Exploring & Researching Careers** | WORK DAY  Break off into groups for Auburn Colleges Project | **Bring computer to class** |
|  | **Class #14**  **10/3** | **CASVE Cycle: Knowing how you make decisions** | Introduction of the CASVE Cycle Discussion of CASVE Paper |  |
| **Week 8** | **Class #15**  **10/8** | **Options Knowledge: Group Presentations** | Group Presentations | **Journal 4**  **All groups’ PowerPoints due at 11am** |
|  | **10/10** | **NO CLASS** | Happy Fall Break!!!! |  |
| **Week 9** | **Class #16**  **10/15** | **Options Knowledge: Group Presentations** | Group Presentations | **Journal 5** |
|  | **Class #17**  **10/17** | **Options Knowledge:**  **Group Presentations** | Group Presentations | ***Chapter 2*** |
| **Week 10** | **Class #18**  **10/22** | **Practical Knowledge: Intro to Professsionalism** | How to transition from being a student to being a professional  Develop an email signature in class | **CASVE Paper Due** |
|  | **Class #19**  **10/24** | **Practical Knowledge: Resume** | Building a resume: The do's and don'ts of developing a resume  Resume Group Activity | ***Chapter 7*** |
| **Week 11** | **Class #20**  **10/29** | **Practical Knowledge: Preparing for an Interview** | Interview skill development | **Journal 6**  ***Chapter 9*** |
|  | **Class #21**  **10/31** | **Practical Knowledge: Interviewing** | Interview Group Activity |  |
| **Week 12** | **Class #22**  **11/5** | **Practical Knowledge:**  **Networking** | Understanding the importance of networking and how to begin networking as a student | **Professional Development Project Due**  ***Chapter 4*** |
|  | **Class #23**  **11/7** | **Practical Knowledge:**  **Networking** | Networking Group Activity |  |
| **Week 13** | **Class #24**  **11/12** | **Major**  **Presentations** | Student Presentations | **Journal 7**  **All PowerPoints due at 11am** |
|  | **Class #24**  **11/14** | **Major Presentations** | Student Presentations |  |
| **Week 14** | **Class #25**  **11/19** | **Major Presentations** | Student Presentations | **Optional Extra Credit Journal due** |
|  | **Class #26**  **11/21** | **Major Presentations** | Student Presentations | **One-year action plan due** |
| **Week 15** | **11/25-11/29** | **NO CLASS** | Happy Thanksgiving Break!!! |  |
| **Week 16** | **Class #25**  **12/3** | **Course Wrap-up** | Class Wrap-up/Maintenance |  |

**GRADING**

**Assignments Maximum Points**

Reflection Journals (7, 10 pts each) 70

MBTI & Interpretation Attendance 25

SII & Interpretation Attendance 25

Auburn Colleges Group Project 40

Academic Major Presentation 50

Professional Development Project 40

Decision-Making/CASVE Paper 50

One-Year Action Plan 10

In-Class Participation/Assignments/Quizzes 40

Attendance 100

**Total: Sub-total: \_\_\_\_\_\_\_\_\_\_\_**

**Bonus Points: + \_\_\_\_\_\_\_\_\_\_\_**

**Final Points: \_\_\_\_\_\_\_\_\_\_\_\_**

**Final Grade: \_\_\_\_\_\_\_\_\_\_\_\_**

**Grading Scale:**

A: 405-450

B: 360-404

C: 315-359

D: 270-314

F: 269 and below