**AUBURN UNIVERSITY**

**FALL 2020 SYLLABUS**

Course Number: COUN 1000-001

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Tuesday/Thursday 11:00 – 11:50 am

Class Location: TBD

Instructor(s): Mrs. Kaycee Roberts, M.S., NCC

Office: TBD + Virtual

Office Hours: Tuesday 10:00 – 10:50 am or by appointment

E-mail: kcr0035@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.

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| --- |
| *The course syllabus is a general plan for the course.*  *Deviations may be necessary and will be communicated to the class in a timely manner.* |

## 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 Auburn colleges and learn about Career Center Resources.
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.

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. This may include 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 instructor reserves the right to replace the SII with a similar inventory not to exceed $30. Students are asked to wait to be notified by the instructor before purchasing the SII.***

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. **Participation:** Students are expected and required to watch online lectures, attending Zoom meetings (with audio AND video enabled), and participate in various activities. If conditions permit and classes resume in person, students are expected to attend all scheduled 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. **Absences:** Policies regarding excused absences and tardiness (as per the criteria listed in the *AU Tiger Cub*) are as follows:

a. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.

b. Students must provide instructor with a written excused absence *within one week* after students have returned to class.

c. If a student is late more than 20 minutes of the class time, they are considered absent for that day which is unexcused unless extenuating circumstances are presented.

3. **Electronic Devices:** All electronic devices including, but not limited to, cell phones, iPod, mp3 players, iPad, laptop and tablets are expected to be used only for class purposed while in class meetings. The use of electronic devices during discussion and participation by other classmates is disrespectful and detracts from the learning process of others. Exceptions can be made on a case-by-case basis under emergencies and if conditions warrant. Students should speak with the instructor should a situation arise.

4. **Food:** Students are not allowed to have any food during class time. Water and drinks are allowed, however, if you make a mess, then it is your responsibility to clean it up. During Zoom sessions, students should reframe from eating during the 50-minute class session to minimize unnecessary distractions.

5. **Incomplete Grades:** Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances.

6. **Assignment Format:** Written reports will be submitted to the instructor typed (Times New Roman, size 12 font, Word document) and double-spaced via **Canvas**. Additional guidance and format requirements may be given for specific assignments.

7. **Assignment Due Dates and Submission Policy:** Major Announcements for the week will be posted no later than 8:00am CST. Most assignments for this course are due on Canvas by 5:00 p.m. CST on the assigned day (usually Wednesdays and Sundays. Students are responsible for initiating arrangements for missed work within one week of the missed assignment. Students are responsible for checking Canvas periodically as changes may occur.

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. 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.**

8. **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.

9. **Late Assignments:**Unexcused late assignments will NOT be accepted.

10. **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).

11. **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/.**

We, the faculty, instructors, and students of the COUN1000 course pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School,and will not tolerate activities that undermine academic integrity.”

12. **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:

a. Engage in responsible and ethical professional practices.

b. Contribute to collaborative learning communities.

c. Demonstrate a commitment to diversity.

d. Model and nurture intellectual vitality.

e. Auburn’s policy on classroom behavior can be found here: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf

In addition, Students in this course are highly encouraged to exhibit proper dress and behavior etiquette. Dress attire which includes profanity or offensive material or may be extremely revealing is discouraged. Sleepwear should also be avoided. I encourage self-expression through dress so long it is respectful and mindful of others and the academic institution for which you are a part of. This also applies to Zoom sessions, as you will be required to attend with video and audio enabled. Additionally, engaging in use of tobacco products while attending class and the chewing of gum is not allowed. When in doubt, a good question to ask yourself is “would I do this during a job interview with a potential employer or when speaking in the presence of those I hope to gain support from?”

13. **Communication/Appointments:** 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 class content or other issues affecting your success in this class, please feel free to visit me during my office hours (this may be virtual initially) or set up an individual appointment by email.

Note: 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 before 7am or 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!

14. **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.

15. **Extra Credit Opportunities:** I may present you all with various extra credit opportunities throughout the semester. I will give you ample amount of time to receive these points. Extra credit, if offered, will be available to all students, not just a single individual.

**SONA Extra Credit:** The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please email sona@auburn.edu. For every SONA credit you earn, you earn 2 cumulative bonus points (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied please email me. If you have questions about participating in studies, please email [sona@auburn.edu](mailto:sona@auburn.edu)

**COVID-19 Policies:**

**Health and Participation in class**

You are expected to complete your Healthcheck screener daily.Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**A Healthier U Campus Community Expectations**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**Course Expectations Related to COVID-19**:

* **Face Coverings**:As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the* [*Classroom Behavior Policy*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

**Course Delivery Changes Related to COVID-19**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

## ASSIGNMENTS:

1. **Discussion Boards:**

You are required to participate in 4 discussion boards throughout this semester. You must create an original post (3-5 sentences) answering the discussion board prompt. In addition, you must respond to at least 2 peers. Answers to peers must include a thoughtful response of a minimum of two sentences. Additional information/requirements may be found in each individual discussion board.

1. **Reflective Journals:**

You are required to participate in 4 reflective journals. You will be provided with Journal prompts as outlined in Canvas. Each journal should be typed in a Word Document, at least 1 page in length, Times New Roman, 12 pt. font. and double spaced. Less than one full page will result in point deductions. Note: One of these journals will be part of your Academic Major Presentation.

1. **Assessments:**

During this semester, you will complete various assessments. These assessments are designed to help you learn more about yourself and your preferences. Some of these assessments will be done as part of in class activities and others will be done individually. These assessments include but are not limited to:

-John Holland Code

-Personal Values/Work Values Worksheets

-Myers-Briggs Type Indicator (MBTI)

-Strong Interest Inventory (SII)

-Type Focus II Assessment

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. Your presentation should consist of 2 sections. Section 1 will be on powerpoint. Section 2 will be word document. You are to team up with other class members for part 1, but must complete part 2 individually.

**Section 1:** Curriculum Research (this part can be completed as a group)

What is the major?

Why did you choose this 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?

What is the career outlook for the top job related to this major?

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

Are there any honor societies related to this major?

**Section 2**: Your Reflection (this portion must be completed individually)

Do your assessment results from the beginning of the year line up with this major choice?

What were your results? How do your values line up with the major and subsequent career paths from this major.

Describe why you are/were interested in this major?

What did you learn about the curriculum that surprised you?

Do the courses interest you?

Are you still interested in this major/field?

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

**OPTION ONE:**

Visit/meet with persons at the Career Center and write a two-page reflection, one page should be written BEFORE you go for your appointment and one page AFTER. Your paper should include the following information:

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

-What advice/information the Career Counselor shared

-What I have done with the information

**OPTION TWO:**

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

Your Paper should include the following information:

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

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

-List the background, training, and education needed.

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

-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. **In-Class Assignments/Textbook Reading and Other Resources**

Each week you will receive assignments. On Mondays, Canvas announcement will detail due outs and work for that week. The textbook readings will be assigned to coincide with what you will be learning for that week, so you will notice they may not necessarily be in order, nor will every chapter be covered. The textbook will serve as a guide during class and is will be great to keep in your toolkit as you navigate both your academic and post-academic journals in the work industry. There may be time where I post powerpoint slides or other documents for your reading to enhance learning for that week. All these will be posted to canvas. If extra credit is given during this semester, it will be posted in the announcements to canvas. In addition to Canvas announcement, you will find course materials included in modules for each week. In class activities will not count as individual points, however, it will be used to give attendance points. With this said, participation is key.

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. WHEN IN DOUBT, CHECK MONDAY WEEKLY ANNOUNCEMENTS AND CANVAS DUE DATES TO ENSURE ACCURACY.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Date** | **Topic** | **Activities/Assignments** | **Assignment/**  **Readings Due** |
| **Week 1** | **8/17 – 8/23**  **LIVE ZOOM:**  **8/20 11am CST** | **Introductions and**  **Discuss Syllabus** | **Review Syllabus** | **Monday: Check Announcements for weekly material and reading Assignments**  **Discussion Board 1:**  **Intro and reply due by Sunday 8/23, 5pm** |
| **Week 2** | **8/24 – 8/30** | **Career Theory** | **Self Concept Theory**  **Assessing Personality Traits using the John Holland Inventory** | **Monday: Check Announcements**  **Reflection Journal 1:**  **Complete Holland Code and post reflection by Sunday 8/30, 5pm** |
| **Week 3** | **8/31 – 9/6**  **LIVE ZOOM**  **9/3 11am CST** | **Self-Assessment:**  **The Basics** | **How well do you know yourself? The impact of self-knowledge/awareness on career/life planning**  **Discuss Group Project and Group Selection** | **Monday: Check Announcements**  **Assessment 1: Complete MBTI, due to Canvas \*\*Wednesday\*\* 9/2, 5pm**  **Respond to MBTI poll, \*\*Wednesday\*\* 9/2, 5pm** |
| **Week 4** | **9/7 – 9/13** | **Self-Assessment:**  **Skills & Values** | **What skills do you have?**  **What skills do you need?**  **Using iSeek.org for career skills assessment.**  **What is necessary for success?** | **Monday: Check Announcements**  **Assessment 2:**  **TypeFocus Assessment due by \*\*Wednesday 9/9, 5pm**  **Discussion Board 2:**  **Original Post by Thursday 9/10, 5pm**  **Reply to 2 classmates by Sunday 9/13, 5pm** |
| **Week 5** | **9/14 – 9/20**  **LIVE ZOOM**  **9/17 11am CST** | **Self-Assessment: values** | **The effects of values on career and life planning**  **In class Activity: Complete Work Values and Personal Values worksheets in class**  **Group discussions** | **Monday: Check Announcements**  **Assessment 3:**  **Strong Interest Inventory due by Sunday 9/20, 5pm** |
| **Week 6** | **9/21 – 9/27** | **Options Knowledge** | **Exploration of Majors offered at Auburn.**  **Explore the Career Center’s Website. “What Can I Do With a Major in”** | **Monday: Check Announcements**  **Discussion Board 3:**  **Auburn Career Center-**  **Original post by 9/23, 5pm and reply to 2 peers due by Sunday 9/27, 5pm** |
| **Week 7** | **9/28 – 10/4**  **LIVE ZOOM**  **10/1 11am CST** | **Strong Interest Inventory (SII)**  **ZOOM** | **\*10/1: 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)** | **Monday: Check Announcements**  **Reflection Journal 2:**  **Strong Interest Inventory:**  **What did you learn?**  **Reflection due by**  **Sunday 10/4, 5pm** |
| **Week 8** | **10/5 – 10/11** | **Project Group Work** |  | **Monday: Check Announcements**  **Group Project Due to CANVAS by Sunday 10/11, 5pm** |
| **Week 9** | **10/12 – 10/18**  **LIVE ZOOM**  **10/15 11amCST**  **\*Select Students** | **Group Presentations Part I** | **Auburn Colleges Group Project/Presentation** | **Monday: Check Announcements** |
| **Week 10** | **10/19 – 10/25**  **LIVE ZOOM**  **10/22 11amCST**  **\*Select Students** | **Group Presentations Part 2** | **Auburn Colleges Group Project/Presentation** | **Monday: Check Announcements** |
| **Week 11** | **10/26 – 11/1** | **What’s necessary for success?** | **Identifying what you need for success:**  **Skills, opportunities, knowledge, experience** | **Monday: Check Announcements**  **Reflection Journal 3:**  **Strategies for Success.**  **Post reflection by Sunday 11/1, 5pm** |
| **Week 12** | **11/2 – 11/8**  **LIVE ZOOM**  **11/3 11am CST** | **Intro to Professionalism and Resumes** | **How to transition from being a student to a professional**  **Developing an email signature**  **Building a Resume/Academic CV**  **LinkedIn** | **Monday: Check Announcements** |
| **Week 13** | **11/9 – 11/15** | **Practical Knowledge:**  **Interviewing and Networking** | **Interview Skill Development** | **Monday: Check Announcements**  **Discussion Board 4:**  **Watch Interview videos and reply with your reaction/critique**  **Post due by Sunday 11/8, 5pm** |
| **Week 14** | **11/16 – 11/22**  **LIVE ZOOM**  **10/19 11amCST** | **Career Action Plan** | **Discuss various approaches to Career Action planning**  **In class activities** | **Monday: Check Announcements**  **Academic Major Presentation and Reflection Journal 4 due by Sunday 11/22, 5pm** |
| **Week 15** | **11/23 – 11/29** | **Class Wrap Up** | **Parting Words of Wisdom and other recommendations** |  |
| **Week 16** | **11/30-12/6** |  |  | **Professional Development Project due Wednesday 12/3, 5PM** |

**GRADING**

**Assignments Maximum Points**

Discussion Boards (4 @10 points each) 40

Reflection Journals (4 @20 points each) 80

Auburn Colleges Group Project 50

Academic Major Presentation 40

Professional Development Project 30

Participation/Attendance (7 @5 points each) 35

Assessments: SII & Interpretation attendance (25/15 each) 40

Assessments: MBTI & Typefocus (15/20 points each) 35

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

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

**Final Amount: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Grading Scale:**

A: 305 – 350

B: 260 – 304

C: 215 – 259

D: 170 – 214

F: 169 and below