**AUBURN UNIVERSITY**

**SYLLABUS**

**Fall 2020**

Course Number: COUN 1000

Course Section: 002

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: T/TH 10:00 – 10:50 am

Class Location: TBD

Instructor(s): Jennifer Guffin, M.Ed, ALC, NCC

Office: https://doxy.me/jguffinoffice

Office Hours: Tuesdays 1-2, Thursdays 11-12 or by appointment

E-mail: jcp0099@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, life, and career planning.
2. To explore majors available at Auburn.
3. To research a selected major and career field.
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.” These assignments are designed to progress in a helpful manner leading to your final projects. Neglecting to complete an assignment may make future assignments more difficult.

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 SUPPLEMENTAL READING:

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.

## ASSESSMENTS:

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 penalty. In-class assignments missed due to unexcused absences cannot be made-up***.*
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 20 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, laptop and tablets other than what is being used for class *must* be turned off before class starts and out of sight. Please do not use any of these devices during class!**
4. 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.
5. Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances.
6. Written reports will be submitted to the instructor typed (Times New Roman, size 12 font) and double-spaced via **Canvas**. All reading and assignments are due at the due date which is posted on Canvas under assignments.
7. Students are responsible for initiating arrangements for missed work within one week of the missed assignment.
8. **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 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.**

**\*ALL ASSIGNMENTS SHOULD BE UPLOADED AS A WORD DOC**

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 via Doxy.me 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 5pm.
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.

**\*ZOOM CLASS ATTENDANCE is REQUIRED and count as PARTICIPATION**

*If we begin meeting in class in October, conditions permitting, we will not have Zoom Engagements. However, you must attend each Zoom Engagement prior to.*

**Dates: 8/18 at 10:00am, 8/25 at 10:00am, 10/6 at 10:00am, 10/20 at 10:00am**

1. **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.

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

1. **COVID-19 Policy:** 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:

* 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. 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>.)

## ASSIGNMENTS:

1. **Discussion Boards**

You are expected to participate in **3 discussion boards** throughout the semester. You must create an original post (3 – 5 sentences) answering the discussion board prompt in addition to **responding to AT LEAST 2 peers**. Answers to peers must include a thoughtful response of a **minimum of two sentences**.

1. **Assessments**

You will be assigned various assessments throughout the semester which will require less than 15 minutes to complete. These assessments will be included in the modules and listed in the Class Calendar.

1. **Reflective Journals**
	1. This is an on-going assignment throughout the semester where you are to reflect on what you are learning about yourself, career goals & aspirations, and the working world. You are required to turn in four (4) 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. 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).
2. Angela Lee Duckworth TED Talk + Grit Scale

-Reflect on the TED talk you watched. How do you define grit after watching this talk? Did you learn anything new or surprising? What did you learn from your Grit Scale score? How will you make improvements, if needed, and how will this impact your career at Auburn?

1. 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. 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. **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. 7-10 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. All group members will receive individual grades based on the in-class presentation and peer evaluations. Each group member is *required* to present some aspect of the group project. **All projects must be submitted via Canvas *before* the time of the first presentation**. The instructor will provide students with an outline of the specific project requirements in class.

1. **Academic Major/Career Presentation**

You will have 2 options for this presentation depending on where you are in your career exploration.

1. 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 6-10 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?

2. Research and present on a specific career you are interested in pursuing or are seriously considering.

* Clearly state the career field on which you are presenting
* Describe what someone does in this field (nature of work)
* What skills/background/training/major/degree(s) are needed to work in this field?
* What’s the job outlook for this field (is it growing? Is it stable?
* What kind of earning per year (round off) could you expect starting out?
	+ What are the upper level salaries?
* Facts you found interesting?
* Why you chose this field and are you still interested in it after you’ve learned more about it?
* Does this career field satisfy your work and personal values? How?
* Interview faculty or an individual working in the field:
	+ What kind of responsibilities does this job have?
	+ What are the hardest parts of the job (personal/professional)?
	+ What are the best parts of the job?
	+ How did this discussion change your outlook on this career?

**Presentation:** 6-10 minutes. \*\*You must display your information in a PowerPoint that will be presented via Zoom or in-person, conditions permitting.

1. **Professional Development Project**

Develop a working resume. You will turn in an initial copy, receive edits, and turn in a revised copy. Specific guidelines will be distributed by the instructor. Your resume should include the following information:

a. Contact Information

b. Objective Statement

c. Education

d. Experience

e. Skills

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

You are to write a 5-6 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 paper about your short-term goals for the coming year. If everything goes well, what will Fall 2021 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. **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.

**\*ZOOM CLASS ATTENDANCE is REQUIRED and count as PARTICIPATION**

*If we begin meeting in class in October, conditions permitting, we will not have Zoom Engagements. However, you must attend each Zoom Engagement prior to.*

**Dates: 8/18 at 10:00am, 8/25 at 10:00am, 10/6 at 10:00am, 10/20 at 10:00am**

**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** | **8/18****On Zoom****8/20** | **Class Introduction** **Grit** | **Review Syllabus and class introductions****Module 1****Read Tips 1-6** | **Syllabus Quiz****Due on 8/23 by 11:59 PM****Module 1 & Journal 1 due by 8/23 by 11:59 PM** |
| **Week 2** | **8/25****On Zoom****8/27** | **Career Theory + Self-Assessment** | **Self-Concept Theory** **Assessing Personality Traits using the John Holland Inventory****Module 2****Read Tips 7-12** | **O\*NET Profiler results due by 8/30 at 11:59 PM****Journal 2 Due on 8/30 by 11:59 PM** |
| **Week 3** | **9/1****9/3** | **Self-Assessment: The Basics** | **How personality and self-esteem impact career development****Module 3****Read Tips 13-19** | **Discussion Board 1 due by 9/6 at 11:59 PM** |
| **Week 4** | **9/8****9/10** | **Self-Assessment: skills & values** | **How skills and interests impact career development****The effects of values on career and life planning****Use iSeek.org for career skills assessment****Module 4****Read Tips 20-26** | **Complete Skills Matcher and Work Values Matcher by 9/13 at 11:59 PM and put screenshot of confirmation screen on Canvas** |
| **Week 5** | **9/15****9/17** | **Auburn Majors** | **Exploration of majors offered at Auburn****Explore the career center’s website and review the link of “What Can I Do With This Major?****Module 5****Read Tips 27-32** | **Complete TypeFocus Assessment and upload screenshot to Canvas by 9/20 at 11:59 PM** |
| **Week 6** | **9/22****9/24** | **MBTI** | **Group Project Selection****Module 6****Read Tips 33-38** | **Journal 3 Due by 10/4 at 11:59 PM** |
| **Week 7** | **9/29****10/1** | **Group Projects** | **Work on Group Projects****Module 7****Read Tips 39-45** | **SII completion and screenshot due by 10/4 at 11:59 PM** |
| **Week 8** | **10/6****\*On Zoom****10/8** | **Strong Interest Inventory (SII)** | **SII interpretation** **(\*Live interpretation from Career Services via Zoom date TBD)****Module 8****Read Tips 46-51** | **Journal 4 Due by 10/11 at 11:59 PM** |
| **Week 9** | **10/13****10/15** | **Group Presentations****Group Presentations** | **Group presentations either on Zoom or in-person (if conditions permit)****Module 9****Read Tips 52-57** |  **Discussion Board 2 due by 10/18 at 11:59 PM** |
| **Week 10** | **10/20****On Zoom****10/22** | **CASVE Cycle** | **Introduction of CASVE Cycle. Discussion of CASVE****Academic Major Presentation Introduction and Sign Ups****Module 10****Read Tips 58-63** |  |
| **Week 11** | **10/27****10/29** | **Intro to Professionalism and Resumes** | **How to transition from being a student to a professional****Developing an email signature****Building a resume****Module 11****Read Tips 64-69** | **Resume Rough Draft Due by 11/1 at 11:59 PM** |
| **Week 12** | **11/3****11/5** | **Personal Branding** | **What is personal branding and why is it important?****Module 12****Read Tips 70-76** | **CASVE Paper due by 11/8 at 11:59pm** |
| **Week 13** | **11/10****11/12** | **Presentations****Presentations** | **Academic Major/Career Presentations****Module 13****Read Tips 77-83** |  |
| **Week 14** | **11/17****11/19** | **Presentations****Presentations** | **Academic Major/Career Presentations****Module 14****Read Tips 84-90** | **Final Resumes Due by 11/22 at 11:59 PM****Discussion Board 3 due by 11/22 at 11:59 PM** |
| **Week 15** | **11/24** | **Class Wrap Up** |  | **One Year Action Plan due on 12/1 by 11:59 PM** |

## GRADING

**Assignments Maximum Points**

Syllabus Quiz 10

Reflection Journals (4, 10 pts each) 40

Discussion Boards (3, 10pts each) 30

Assessments (4, 10pts each) 40

MBTI & Interpretation Attendance 20

SII & Interpretation Attendance 20

Auburn Colleges Group Project 50

Decision Making/CASVE Paper 50

Academic Major Presentation 50

Professional Development Project 30

One-Year Action Plan 20

Zoom Class Attendance (10pts each) 40

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

**Bonus Points Earn + \_\_\_\_\_\_\_\_\_\_\_**

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

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

**Grading Scale:**

A: 360-400

B: 320-359

C: 280-319

D: 240-279

F: 240 and below