**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1003

Course Section: 002

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Asynchronous Online

Instructor(s): J.C. Ausmus, M.S., M.A.

Office Hours: Drop-In Hour Tuesday 3-4 (please email for office link) or by appointment

E-mail: jza0079@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.

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 High 5 (StrengthsFinder) and the Typefocus (MBTI). The student will access the assessment online and will need to budget about 30 minutes for completion. The High5 is a free version of Clifton’s Strengths Finder and will take around 30 minutes to complete. The TypeFocus is a free version of the MBTI and will also take about 30 minutes to complete online. Students will need to include their results with their journal entries. These assessments are designed to foster insight into the career options that best match your unique interest and personality traits.

## COURSE POLICIES:

1. Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances.
2. Written reports will be submitted to the instructor typed (APA, 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.
3. Students are responsible for initiating arrangements for missed work within one week of the missed assignment.
4. **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.**

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. **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).
3. **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/](http://www.auburn.edu/student_info/student_policies/).
4. **Name and Pronoun Policy:** All people have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, please let me know in class or through email at any time. If at any point I am mispronouncing your name, please correct me as soon as possible in class or through email. All people have the right to be addressed and referred to with the gender pronoun they are most comfortable with. If you feel open to do so, please let me know with which gender pronoun you would like to be addressed at any time. In order to have a safe and respectful classroom, I will do my best to address and refer to all students by their preferred pronoun and will support classmates in doing so as well.
5. **Plagiarism:** Maintaining ownership of your work can be challenging when you are doing research and writing papers. Plagiarism is academic dishonestly and occurs when you accidentally or purposefully do any of the following in an assignment:
	1. Use somebody else’s words either verbatim or almost verbatim without attribution
	2. Use somebody else’s evidence, line of thinking, idea, without attribution
	3. Turn in somebody else’s work as your own, as in copy a peer’s paper, purchasing a readymade paper, or hiring somebody to write the paper for you.
	4. Turn in previously submitted work as new work without instructor approval.

Plagiarism is a serious academic offense and will not be tolerated in this class. Instances of plagiarism will be given a 0 on the assignment and reported to the University for academic dishonesty. <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

1. **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 24 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 1003) 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. **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.
	1. SONA Extra Credit
		1. 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 emailsona@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 emailsona@auburn.edu
4. **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 (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. **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 **six (6) 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, double 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

-Include a copy of your results

-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?

**4)** 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. StrengthsFinder/High5

-Include a copy of your results

-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. *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. 5-7 minutes. Each group presentation must include use of multimedia, such as PowerPoint, Prezi, video, etc. Each group member is expected to contribute evenly to the project. All group members will receive individual grades based on the presentation, peer evaluations, and group contract. Each group member is *required* to present some aspect of the group project. The instructor will provide students with an outline of the specific project requirements in Canvas.

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. This presentation should be 5-7 minutes. Your presentation should consist of 2 sections:

Section 1: Curriculum Research

 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

Does your assessment results from the beginning of the year line up with this major choice? What were your results? You can also draw from your journal about values to talk about how 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**

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 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 Canvas.

1. **Interview Stream**

In order for you to practice your interviewing skills, you will be required to participate in one mock interview via the Interview Stream website. Details will be given in Canvas.

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 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. **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.

##

## Class Calendar and Topics

*The instructor has the right to change the syllabus as they see fit with proper and timely notification to the student. 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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Week of** | **Topic** | **Activities/Assignments** | **Assignment/****Readings Due** |
| **Week 1** | **8/17** | **Class Introduction**  | Review Syllabus and class introductions Self-Concept Theory  |  |
| **Week 2** | **8/24** | **Career Theory and Self-Assessment Interests**  | Assessing personality traits using the John Holland Inventory  | Syllabus Quiz due 8/30, 11:59pm |
| **Week 3** | **8/31** | **Self-Assessment: The Basics** | How personality and self-esteem impact career development  | **Journal 1 (Holland Code) due 9/6 at 11:59pm**  |
| **Week 4** | **9/7** | **Self-Assessment: Skills and Values**  | How skills and interests impact career developmentUsing iSeek.org for career skills assessmentHow values and qualities impact major choices. Complete work values and personal values worksheets.  | iSeek career skills assessment due 9/13 at 11:59pm**Complete TypeFocus by 9/13 at 11:59pm and put screenshot of confirmation screen on Canvas** |
| **Week 5** | **9/14** | **MBTI****What does Auburn Have?** | MBTI interpretation by CCGuest Speaker: AU Career Counselor will bring class results and discuss implications for career developmentGroup Project selection Exploration of majors offered at Auburn. Explore the career center’s website and review the link of “What Can I Do With This Major?” | **Journal 2 (Values), due 9/20, 11:59pm****Complete StrengthFinder/High5 online by 9/20, 11:59pm and put a screenshot of confirmation on Canvas.**  |
| **Week 6** | **9/21** | **Group Project** | Work on group projects | **Journal 3 (MBTI) due 9/27, 11:59pm** **Group Project Contract Due, 9/27, 11:59pm** **Group Project Homework Due (See Module), 9/27, 11:59pm**  |
| **Week 7** | **9/28** | **Options Knowledge: Exploring Career Resources on Campus**  | **Guest Speaker from the AU Career Center** |  |
| **Week 8** | **10/5** | **StrengthsFinder** | StrengthsFinder | **Journal 4 (Career Center) due 10/ 11, 11:59pm** |
| **Week 9** | **10/12** | **Options Knowledge: Group Presentations** | Group Presentations | **Journal 5 (StrengthsFinder/High5) due 10/11, 11:59pm****Group Project due 10/11, 11:59pm** |
| **Week 10** | **10/19** | **Options Knowledge: Group Presentations** | Introduction of CASVE Cycle. Discussion of CASVEMajor Presentation Introduction and Sign-ups | **Journal 6 (Supplemental) due 10/25, 11:59pm** |
| **Week 11** | **10/26** | **Practical Knowledge: Intro to Professionalism and Resumes**  | How to transition from being a student to being a professional Developing an email signatureBuilding a resume: The do’s and don’ts of developing a resume. Resume activity  | **Professional Communication Assignment due 11/1, 11:59pm****Resume Activity due 11/1, 11:59pm** |
| **Week 12** | **11/2** | **Practical Knowledge: Preparing for an Interview** | Interview skill development | **CASVE Paper Due 11/8, 11:59pm** |
| **Week 13** | **11/9** | **Practical Knowledge:****Interviewing and Networking**  | Interviewing PracticeUnderstanding the importance of networking and how to being networking as a student  | **Interview Stream Due, 11/15, 11:50pm****Resume rough draft due 11/15, 11:59pm** |
| **Week 14** | **11/16** | **Major Presentations** | Major Presentations | **All presentations due at 11/22, 11:59pm** **Resume final draft due, 11/22, 11:59pm**  |
| **Week 15** | **11/23** | **Class wrap up** | Class wrap up  | **One year Action Plan Due 12/1, 11:59pm (5 bonus points if turned in before 11/25, 11:59pm)****Extra Credit Journal due 12/1, 11:59pm** |

**GRADING**

**Assignments Maximum Points**

Reflection Journals (6, 10 pts each) 60

MBTI 25

StrengthsFinder 25

Auburn Colleges Group Project 40

Academic Major Presentation 50

Professional Development Project 20

Interview Stream 20

Decision-Making/CASVE Paper 50

One-Year Action Plan 10

In-Class Participation/Assignments/Quizzes 50

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

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

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

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

**Grading Scale:**

A: 305-350

B: 260-304

C: 215-259

D: 170-214

F: 169 and below