**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 3003-002

Course Title: Career Success

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Online

Class Location: Online

Instructor(s): Brittney Barnett, LPC, NCC

Office: No on-campus office

Office Hours: By appointment via Zoom

E-mail: brb0066@auburn.edu

**Prerequisites:** Level Restriction: May not be enrolled as a Freshman or Sophomore

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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.* |

**Course Description:**

Developing a career plan via instruction on researching careers, writing resumes, developing portfolios, interviewing, networking, and other career development practices.

**Course Objectives:**

1. Students will create useful career-related documents, including resumes, cover letters/inquiry letters, statements of purpose, educational philosophy statements, ePortfolios, etc.
2. Students will better understand their role in job searching and career planning.
3. Students will learn about and engage in the creation of effective methods of connecting with employers and/or graduate schools about opportunities.
4. Students will learn to find sources of information including salaries, job benefits, employer annual reports, trade journals, and salary negotiation tools using the library's databases, periodicals/newspapers, and internet.
5. Students will learn to find and utilize sources of information about job openings.
6. Students will learn how to create and utilize a professional network to facilitate a job search.
7. Students will learn to market themselves effectively in person, online, and through correspondence.
8. Students will learn how to be effective in panel interviews, individual interviews, telephone interviews, interviews over food, and video interviews.
9. Students will learn the basics of effectively transitioning into the work world.

# Text(s):

No required text. Any required readings will be uploaded to Canvas.

**Course Requirements:**

1. Flipgrid Class and Pod Introductions

Using Flipgrid (link provided), students will create a video introducing themselves to the class and to their assigned pods. Students will then respond in the comments section to two members of their assigned pods using video responses.

1. Upload Job Posting/Graduate School Posting

Students will research to find and upload a posting or a description of a job in the career that they want. They may also choose to research to find and upload a posting of a graduate school they are interested in applying for. The assignments for this semester will be based on this position or graduate school program.

1. Resume/CV Draft

Writing an effective resume/CV is an essential step in applying for and landing a job and is often asked for in the graduate application process. Students will use the information presented to write a first draft of a resume/CV. Students will use a specific job posting/graduate school information when creating this documentso that they may market themselves effectively for the position at hand. This will be turned in and revision suggestions will be provided for the next draft.

*Student Learning Outcomes Met: #1, #5, and #7*

1. 60-Second Elevator Speech

An elevator speech is a valuable tool in many aspects of the job search including networking, online presence, interviewing, and even for graduate school applications. Students will use the instructions provided to create a 60-second elevator speech to introduce themselves to the person/audience and give them an idea of why they should be interested in speaking with the student. The student will audio or video record the speech and upload to Canvas.

*Student Learning Outcome Met: #3, #7, and #8*

1. LinkedIn Profile

LinkedIn has become an important part of the job search for networking and employer research. The students will build a professional profile using the resume they have had evaluated in class. Profile must be 100% created (measured on right column of page).

*Student Learning Outcomes Met: #2, #3, #5, #6, and #7*

1. Cover Letter Draft

The students will use the same job posting used to create a resume to create a cover letter, letter of intent, or personal statement following the format discussed in the materials. Students will turn this in for revision suggestions.

*Student Learning Outcomes Met: #1, #2, #3, #5, and #7*

1. Work Values Inventory

Students will complete and upload the Work Values Inventoryto foster awareness of their values. Students will rank their 5 top values. Having a better understanding of what they value will help them evaluate job postings and offers more effectively.

*Student Learning Outcomes Met: #5*

1. Interview Question Written Responses

Students will use the information on interviewing discussed in this course to prepare answers for 6 common interview questions listed on the worksheet.

*Student Learning Outcomes Met: #7 and #8*

1. Reverse Interview Questions

Students will develop three questions they will ask at the end of the interview with the identified employer/graduate school.

*Student Learning Outcomes Met: #4, #7, and #8*

1. Mock Interview/Self-Evaluation Form

Practicing interview skills before being in front of a potential employer or graduate school committee can be helpful to get the nerves out of the way and to receive feedback on responses and non-verbal communication. Students will conduct and video record a mock interview, either in person or using Interview Stream. To use Interview Stream, the student will use the instruction sheet provided. For an in-person interview, students will give the 6 interview questions to a person of their choosing (e.g., classmate). The person will role-play an interviewer and the student will practice responding to the interview questions. Students will also complete and submit a self-evaluation form on this interview.

*Student Learning Outcomes Met: #4, #7, and #8*

1. Flipgrid Pod Check-Ins

At four points in the semester, using Flipgrid (link provided), students will create a video with question(s) about the material from recent class lectures. Students can also choose to instead discuss how they applied or plan to apply the material from recent lectures. They will then respond to two members of their pods in the comments section using video responses. These videos will be used as an opportunity to check-in on student’s learning needs for future lectures.

1. Lecture Quiz

Students will complete a quiz covering material from class lectures. Students can use class lecture videos and PowerPoints to complete the quiz.

1. Final Project

As a final project, students will submit the following documents written for a specific position or graduate school they have identified:

* Career/position research summary
	+ Summary of the career field and what is involved in the work
	+ Salary expectations
	+ Growth rate (onet.com)
* Specific job posting including
	+ Expected salary
	+ Education/training needed
	+ Location
* Resume (including revisions based on feedback)
* Cover letter (including revisions based on feedback)
* A 2-page, double spaced reflection paper on what the student will do to have a successful interview (based on course material and feedback from the student’s mock interview)
* Thank you letter following an interview (tailored to this specific job)
* Description of 5 things students will do to help them be successful once hired at their first job.
*Student Learning Outcomes Met: #1, #5, #7, #8, and #9*

# Grading and Evaluation Procedures:

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| --- | --- |
| Assignments with Point ValuesFlipgrid Class and Pod Introductions | 5 |
| Upload Job/Graduate School Posting | 5 |
| Resume/CV Draft | 10 |
| 60-Second Elevator Speech | 10 |
| Linkedln Profile | 5 |
| Cover Letter DraftWork Values InventoryInterview Question Written ResponsesReverse Interview QuestionsMock Interview/Self-Evaluation FormFlipgrid Pod Check-InsLecture QuizFinal ProjectTotal | 10515545202045200 |

The following scale will be used:

179-200 =A

 159-178 =B

 139-158 =C

 119-138 =D

 Below 119 =F

**Class Policy Statements:**

1. Attendance: Students are expected to participate in class lectures and activities. All lectures are pre-recorded and uploaded on Canvas for students to view in the assigned week.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences
3. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
4. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).
5. Course contingency: If normal course engagement is disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors 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
7. Extra Credit Opportunities: 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 (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.

Additionally, you may go to any job or career fair throughout the semester and submit a one page, double spaced reflection paper on the experience for extra credit. There is an assignment on Canvas for you to submit this to before the last day of classes.

1. Technology and Assignments:

A. It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course.

# B. Students are expected to upload course assignments to Canvas each Monday by 11:59 p.m. Assignments are deducted 20% for every day late.

# C. If you are struggling to navigate Canvas it is your responsibility to take the necessary steps to address it. If you email me before a deadline with the assignment attached I will use my discretion as to whether or not I will accept it. I will not accept technology related excuses that are received after the deadline or ones before the deadline that do not have the assignment attached to the email.

**Class Calendar and Topics:**

*Subject to change. Any changes will be communicated, and syllabus will be updated as necessary.*

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| **Week** | **Topics** | **Reading** | **Assignments Due** |
| 1Assignment due: 8/24 | Introduction to the Course and Syllabus Review | Syllabus  | **Flipgrid Class and Pod Introductions**  |
| 2Assignment due: 8/31 | Job and Graduate School Search and Career vs. Job |  | **Find and upload a description of a job that you would apply to or a graduate program of interest** |
| 3Assignment due: 9/7 | Marketing Yourself: Resume Writing | Build Your Personal Brand: Chapter 7 pg. 173-188 | **Submit Resume/CV Draft****Flipgrid Pod Check-In #1** |
| 4Assignment due: 9/14 | Networking: Elevator Speech, LinkedIn Networking, and Staying in Contact | Get the Hang of Networking: Chapter 6 | **Submit 60-Second Elevator Speech** |
| 5Assignment due: 9/21 | Your Basic Skills-Sharpening Your Tools | Your Basic Skills: Chapter 4 | **Create LinkedIn Profile and upload link** |
| 6Assignment due: 9/28 | Marketing Yourself: Cover Letter | Build Your Personal Brand: Chapter 7 pg. 189-195 | **Submit Cover Letter Draft** |
| 7Assignment due: 10/5 | Finding the Right Mindset | Finding the Right Mindset: Chapter 1 | **Complete and upload the Work Values Inventory****Flipgrid Pod Check-In #2** |
| 8**No assignment due:****10/12** | Diversity in the Workplace: Today’s World | Diversity in the Workplace: Chapter 9 |  |
| 9Assignment due: 10/19 | Interviewing: Preparing for the Interview | Selecting Your Tools for the Interview: Chapter 8 pg. 206-214 | **Submit Interview Question Written Responses** |
| 10Assignment due: 10/26 | Interviewing: Surviving the Interview | Selecting Your Tools for the Interview: Chapter 8 pg. 215-226 | **Submit Reverse Interview Questions****Flipgrid Pod Check-In #3** |
| 11Assignment due: 11/2 | Interviewing: Handling Success and Failure | Selecting Your Tools for the Interview: Chapter 8 pg. 227-233 | **Record Mock Interview and Submit Self-Evaluation Form** |
| 12**No assignment due: 11/9** | Transitioning from College to Professional: Stress Reduction and Self-Care |  |  |
| 13Assignment due: 11/16 | Managing Your Time and Money: Making the Most of Key Resources  | Manage Your Time and Money: Chapter 3 | **Flipgrid Pod Check-In #4** |
| 14Assignment due: 11/23 | Salary Negotiations and Basic Benefits |  | **Lecture Quiz** |
| 15**Thanksgiving BreakNo assignment due: 11/30** | **No Class** |  |  |
| 16**Assignment due: 12/4 (Friday)** | **No Class**Complete Final Project |  | **Submit Final Project** |