**AUBURN UNIVERSITY**

**FALL 2022 SYLLABUS**

UPDATED: Augus 13, 2023

Course Number: COUN 1000-D02

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: Online

Instructor(s): Mrs. Juana Lyles, LPC, NCC

Office: Virtual

Office Hours: Fridays 8:00 – 9:00 am or by appointment

E-mail: jjl0048@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.

|  |
| --- |
| *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 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.

## REQUIRED TEXTBOOK:

## No required text. Any reading assignments will be communicated and posted via Canvas.

## 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.”

## COURSE CALENDAR AND TOPICS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Tentative****Week** | **Topic** | **Discussions/Activities** | **Assignments &****Readings Due** |
| **Week 1**Part 1 | Class Introduction | Review syllabus Course Overview | Watch Introduction Video and complete introduction discussions |
| **Week 1**Part 2 | Self-Concept Theory | The impact of self-knowledge on career and life planningCareer development theory | Assessment 1: Complete John Holland Code and upload screenshot to Canvas by 8/20 |
| **Week 2**Part 1 | Self-Assessment: The Basics | How well do you know yourself? Building positive self-image |  |
| **Week 2**Part 2 | Self-Assessment: Personality  | Assessing personality traits using the John Holland Inventory  | Upload John Holland Code results to CanvaReflective Journal 1:John Holland CodeDue Sunday 8/27 |
| **Week 3**Part 1 | Self-Assessment: Skills | What skills do you have? What skills do you need? |  |
| **Week 3**Part 2 | Self-Assessment: Values | The impact of values on career and life planningComplete Work Values and Personal Values worksheets in class | Assessment 2: Complete TypeFocus Assessment and upload screenshot to Canvas by 9/3Reflective Journal 2:Work Values and Personal Values.Due Sunday 9/3 |
| **Week 4**Part 1 | MBTI | MTBI Discussion | Bring printed TypeFocus Assessment results to classDue Sunday 9/10 |
| **Week 4**Part 2 | MBTI | Continued discussion of MBTIAuburn Colleges group project work time (if time allows)  | Reflective Journal 3:TypeFocus.Due Sunday 9/10 |
| **Week 5**Part 1 | Options Knowledge: Career Resources on Campus | Guest Speaker from AU Career Center  |  |
| **Week 5**Part 2 | Options Knowledge: What does Auburn offer? | Exploration of Majors and Minors offered at AuburnChoosing a Major | Assessment 3: Complete SII and upload screenshot to Canvas by Sunday 9/17 |
| **Week 6**Part 1 | Strong Interest Inventory (SII) | SII Interpretation: AU Career Counselor will bring class results and discuss implications for career development\*\*Absence will result in an assignment grade of ZERO |  |
| **Week 6**Part 2 | Options Knowledge: Exploring & Researching AU Colleges | Break into groups for Auburn Colleges Project  | Bring laptops to class Reflective Journal 4:SII.Due Sunday 9/24 |
| **Week 7**Part 1 | CASVE Cycle: Knowing How You Make Decisions | CASVE |   |
| **Week 7**Part 2 | CASVE Cycle (continued) | Continue CASVE Cycle | Auburn Colleges Group Project: Post to Canvas by 10/1 at 11:59 |
| **Week 8**Part 1 | Auburn Colleges Group Project | Group Presentations |  |
| **Week 8**Part 2 | Fall Break | NO CLASS | Reflective Journal 5:Career Decisions.Due Sunday 10/8 |
| **Week 9** Part 1 | Auburn Colleges Group Project | Group Presentations |   |
| **Week 9** Part 2 | Auburn Colleges Group Project | Group Presentations | Reflective Journal 6:Heroes.Due Sunday 10/15 |
| **Week 10** Part 1 | Practical Knowledge: Introduction to Professionalism | How to transition from being a student to a professionalDeveloping an email signature |  |
| **Week 10** Part 2 | Practical Knowledge: Getting Experience  | Getting from college to careerAccruing real-world experience | Reflective Journal 7:Work Philosophy.Due Sunday 10/22 |
| **Week 11** Part 1 | Practical Knowledge: Resume | Building a resume/academic CV |   |
| **Week 11** Part 2 | Practical Knowledge: Interview Skills | Interview skill development | Professional Development Project: Post to Canvas by Sunday 10/29 |
| **Week 12**Part 1 | Practical Knowledge: Networking | The importance of networking |  |
| **Week 12**Part 2 | Practical Knowledge: Networking & Managing Transitions | NetworkingManaging transitions in your career life | All Presentation Slides: Post to Canvas by 11/5 at 11:59pm |
| **Week 13**Part 1 | Career Presentations | Student Presentations |  |
| **Week 13**Part 2 | Career Presentations | Student Presentations | Reflective Journal 8:Assumptions.Due Sunday 11/12 |
| **Week 14** Part 1 | Career Presentations | Student Presentations |   |
| **Week 14** Part 2 | Career Presentations | Student Presentations | One Year Action Plan:Post to Canvas by Sunday 11/19 |
| **11/23** | Thanksgiving Holiday | NO CLASS |  |
| **Week 15** Part 1 | Career Presentations  | Student Presentations |  |
| **Week 15** Part 2 | Course Wrap-up | Review Individual Developments Made in Class | Extra Credit Journal:Consolidating Learning.Due Sunday 12/3 |

## ASSIGNMENTS:

## *Assessments:* 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. In courses that meet virtually, this report will be emailed to students. *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 John Holland Code (completed through O\*NET), TypeFocus, and other free assessments may also be used during the course. These assessments are designed to foster insight into the career options that best match your unique interest and personality traits.

1. *Reflective Journals:* This is an ongoing assignment throughout the semester where you are to reflect on what you are learning about yourself, career goals and aspirations, and the working world. You are required to participate in seven (7) journals throughout the semester via Canvas. You may choose to complete one extra journal to receive additional credit toward your final grade. 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. Journals less than one full page will result in point deductions.

Journal entries are to be submitted via Canvas ***by 11:59 PM*** on the specified due date.

1. *Auburn Colleges Group Project:* Students will be assigned a specific college 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 the 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/virtual 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 specific requirements in class.
2. *Career Presentation:* You are to research a specific career. This may be the career you plan to pursue or one that you are interested in. Following is an outline of suggested main points to include:
* 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 is the job outlook for this field? (Is it growing? Stable?)
* What kind of earning per year could you expect starting out?
* Facts that you found interesting
* Why you chose this field and are you still interested in it after learning more about it?
* Does this career satisfy your work and personal values?

Presentations should be 5-7 minutes and include some type of visual “prop” (poster, handout, etc.) to make the presentation more interesting, entertaining, and/or educational. The instructor will provide students with an outline of specific requirements in class or via CANVAS.

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

OPTION ONE: The Working Resume

Develop a working resume. Your resume should include the following information: contact information, objective statement, education, experience, skills.

OPTION TWO: The Backup Plan

Imagine the job you have planned for and gone to college for is no longer an option to you. Create a two-page paper on a NEW career that interests you. Clearly describe the new career field you have researched, including what someone does in this field, the education/training needed, the kind of earnings you could expect in an entry-level position, and why you chose this field.

OPTION THREE: The Cover Letter

Go to the Auburn Employment page <https://www.auburn.edu/administration/human_resources/employment/working-at-auburn.html> and search for a student job. Pick one that interests you and, after reading the requirements, create a cover letter that you could use to accompany your resume if you applied for this job.

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 2024 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 accomplish these goals?
2. *Class Participation:* This course marks the beginning of your career development. Therefore, it is expected that everyone participates in class discussions, assignments, and activities. Students’ participation will be reflected as part of the final grade.

## TEACHING PHILOSOPHY:

I believe that learning occurs when we make meaning of our knowledge. Students grow most effectively when they can apply concepts learned in the classroom to their own experiences. For this reason, I encourage you to be open to self-exploration in this course. I understand that students arrive in the classroom with diverse perspectives and experiences, and I strive to develop a safe space that can both hold and reflect these varied viewpoints. In order to encourage connection, both to the material and each other, I initiate and model courageous conversations that give students the opportunity to share themselves with others, to be vulnerable, and to deepen self-reflection and insight. I believe that the ideal learning environment is flexible; therefore, I welcome student feedback on my syllabus and course design. If at any time you feel that your perspective, interests, or learning style is not represented in course delivery, please do not hesitate to reach out to discuss.

## COURSE POLICIES:

**1.** **Participation and Absences:** This class is designed to be participatory in nature with the idea of promoting a community of active, engaged learners; therefore, you are expected to participate in all class meetings, lectures, and activities. Students are expected and required to attend all classes and participate in all activities unless pre-approved by instructor. **Students are allowed to miss 1 day of class for personal reasons without grade penalty.** Two or more absences will result in grade deduction. 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 court appearance, and religious holidays. When feasible, students should notify the instructor prior to the occurrence of any excused absences. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.

**2.** **Assignment Format:** All written work must be typed in Times New Roman, 12 pt. Font, double-spaced, and submitted via **Canvas**. Additional guidance and format requirements may be given for specific assignments.

**3.** **Assignment Due Dates and Submission Policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date by 11:59 pm CST. Assignments will be opened at least one week in advance of the due date. 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 apart from 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.*

**4.** **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 in emergency situations and/or if previous arrangements have been made. No assignment will be accepted for grading past the due date.

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

**6.** **Cultural Sensitivity:** Diversity case studies and other examples inherent in this course will approach counseling from a multicultural perspective. Sensitivity to race, gender, ethnicity, age, ability, and sexuality is expected and disrespectful language and/or behavior will not be tolerated.

**7.** **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through the Auburn Office of Accessibility 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, 334-844-2096.

**8.** **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/)**.**

**9.** **Plagiarism:** Plagiarism is an act of academic dishonesty which involved intentionally and knowingly representing the words or ideas of another author’s as one’s own original work. Plagiarism can occur:

* When someone quotes another without using a proper reference.
* When someone quotes another without enclosing the quote in quotation marks.
* When someone does not use his or her own words in paraphrasing.
* When someone uses the ideas of another without citing the original source.

*If I suspect a student to be in violation of academic integrity, I will contact the student directly to address my concerns. Students violating the academic integrity policy could fail the assignment and/or course. Additionally, the counseling program continually reviews students regarding professional and ethical behavior. A violation of academic integrity will likely result with a report being presented to the department chair and the faculty to determine if any additional action or remediation is necessary.*

**10.** **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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality
* Auburn’s policy on classroom behavior can be found here:<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>

**11.** **Communication/Appointments:** At any time throughout this class, if you would like to meet with me regarding 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 my office hours or set up an individual appointment by email. Please allow me 24 hours to return emails. All students must use their Auburn email to communicate with me. Please consider all communication with me through email as professional communication.

**12.** **Extra Credit Opportunities:** The College of Education has a subject pool operated through the SONA system which provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You should have received an email from the SONA administrator asking that you log in 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 vinal grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about participating in studies, please email sona@auburn.edu. Any additional extra credit opportunities will be announced to the entire class throughout the semester.

## COVID-19 POLICIES:

**1.** **Health and Participation in Class:** 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 have been exposed to someone with the virus, you should not attend in-person classes. You will not be penalized for such an absence, nor will you be asked to provide formal documentation from a healthcare provider, as I do not want the need for documentation to discourage you from self-isolating when appropriate.

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

* Notify me in advance of your absence, 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.

**2.** **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/>)

**3.** **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.
* **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.
* **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.
* **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 assessment 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.

**GRADING:**

**Assignments Maximum Points**

Reflective Journals (8 @10 points each) 80

Auburn Colleges Group Project 40

Career Presentation 50

Professional Development Project 30

One-Year Action Plan 20

Participation 50

Attendance 80

Assessments: John Holland 20

Assessments: MBTI/TypeFocus 40

Assessments: SII 40

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

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

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

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

**Grading Scale:**

A: 405 – 450

B: 360 – 404

C: 315 – 359

D: 270 – 314

F: 269 and below