

COUN1000 (Section 001/002)

Career Orientation & Exploration

Spring 2010

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**Department of Special Education,
Rehabilitation, Counseling/School
Psychology**

College of Education

INSTRUCTOR INFORMATION:

**Gregory J. Stevens, M.S.
Graduate Teaching Assistant
2054 Haley Center
gjs0002@auburn.edu**

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OFFICE HOURS:

**Mondays: 9:00-9:50 AM
Wednesdays: 9:00-9:50 AM**

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



I. COUN1000: Career Orientation and Exploration

COURSE SYLLABUS

Section 001- 2435 Haley Center

Section 002- 2204 Haley Center

Auburn University College of Education

Department of Special Education, Rehabilitation, Counseling/School Psychology

Instructor: Gregory J. Stevens, M.S.

Section: 001, M&W, 10:00-10:50 AM

Office: 2054 Haley Center

002, M&W, 11:00-11:50 AM

Auburn, AL 36849

E-mail: gjs0002@auburn.edu

II. SYLLABUS PREPARATION DATES

Syllabus created: August 2009

Syllabus updated: January 2010

III. REQUIRED TEXT

Sukiennik, D., Bendat, W., & Raufman, L. (2010). *The Career Fitness Program: Exercising Your Options (9th ed.)*. Upper Saddle River, NJ: Prentice Hall.

IV. COURSE DESCRIPTION

This is a two (2) credit-hour course that provides students with assistance in making effective career decisions. The course is appropriate for anyone who is interested in evaluating his or her career development or considering a career change. Students learn about and gain personal insight into the process of career decision-making.

V. COURSE OBJECTIVES

1. To be able to describe and understand the process of career development.
2. To understand how personal characteristics (e.g. interests, values, and skills) influence career development.
3. To become oriented to the socioeconomic world of work as it impacts individual and family career systems.
4. To identify appropriate academic major(s) and/or occupational alternatives in relation to personal characteristics.
5. To learn about and use a variety of information resources to explore academic majors or career options.
6. To understand career development theories and use decision-making skills for life/career planning and management.
7. To formulate plans and strategies for moving toward implementation of life/career goals.
8. To learn about and use skills necessary for successful job placement.
9. To learn about multiculturalism in careers.

VI. COURSE CONTENT & SCHEDULE

Date	Class Topic	Reading Assignment	Assignments Due
January 11	Introduction & Syllabus	Read Chap. 1 (p.3-8)	
January 13	Review Chap. 1 (p.3-8) Theme: Job vs. Career	Read Chap. 1 (p.8-15)	
January 18	M.L. KING DAY		
January 20	Review Chap. 1 (p.8-15) Theme: Changing Careers		
January 25	Computer Lab: Type Focus Assessment 3442 Haley Center (LRC)		Type Focus Assessment (*Completed during class) 10pts.
January 27	Computer Lab: Discover Career Assessment		Discover Career Assessment (*Completed during class) 10pts.
February 1	Computer Lab: Strong Interest Inventory (SII)		Strong Interest Inventory (*Completed during class) 10pts.
February 3	Strong Interest Inventory Interpretation: Guest Speaker from CDS	Read Chap. 2 (p.17-26)	
February 8	Review Chap. 2 (p.17-26) Theme: Mental Outlook	Read Chap. 2 (p.27-35)	Assessment Reflection (30pts.)
February 10	Review Chap. 2 (p.27-35) Theme: Mental Outlook	Read Chap. 3 (p.37-44)	
February 15	Review Chap. 3 (p.37-44) Theme: Values Clarification	Read Chap. 3 (p.44-51)	
February 17	Review Chap. 3 (p.44-51) Theme: Values Clarification		
February 22	Quiz #1: Chap. 1-3	Read Chap. 4 (p.53-60)	Quiz #1: Chap. 1-3 (10pts.)
February 24	Review Chap. 4 (p.53-60) Theme: Personality and Interests	Read Chap. 4 (p.61-74)	
March 1	Review Chap. 4 (p.61-74) Theme: Personality and Interests	Read Chap. 5 (p.77-86)	Career Interview (30pts.)
March 3	Review Chap. 5 (p.77-86) Theme: Skills Assessment	Read Chap. 5 (p.86-96)	Interview Presentations (20pts.)
March 8	Review Chap. 5 (p.86-96) Theme: Skills Assessment	Read Chap. 6 (p.101-112)	Interview Presentations
March 10	Review Chap. 6 (p.101-112) Theme: The World & You	Read Chap. 6 (p. 112-129)	Interview Presentations

March 15-20	SPRING BREAK		
March 22	Review Chap. 6 (p.112-129) Theme: The World & You	Read Chap. 7 (p.131-141)	Interview Presentations
March 24	Review Chap. 7 (p.131-141) Theme: Information Integration	Read Chap. 7 (p.141-151)	Interview Presentations
March 29	Review Chap. 7 (p.141-151) Theme: Information Integration	Read Chap. 8 (p.153-164)	Interview Presentations
March 31	Review Chap. 8 (p.153-164) Theme: Making Decisions	Read Chap. 8 (p. 164-173)	Interview Presentations
April 5	Review Chap. 8 (p.164-173) Theme: Making Decisions		Interview Presentations
April 7	Quiz #2: Chap. 4-8	Read Chap. 9 (p.187-198)	Quiz #2: Chap. 4-8 (10pts.)
April 12	Review Chap. 9 (p.187-198) Theme: Targeting Your Job Search	Read Chap. 9 (p.198-211)	Interview Presentations
April 14	Review Chap. 9 (p.198-211) Theme: Targeting Your Job Search	Read Chap. 10 (p.213-226)	
April 19	Review Chap. 10 (p.213- 226) Theme: Resume Writing	Read Chap. 10 (p.226-233)	
April 21	Review Chap. 10 (p.226- 233) Theme: Writing Cover Letters	Read Chap. 11 (p.251-259)	
April 26	Review Chap. 11 (p.251- 259) Theme: Interviewing	Read Chap. 11 (p.259-266)	Resume/Cover Letter/Interview Reflection (30 pts.)
April 28	Review Chap. 11 (p.259- 266) Theme: Interviewing		
May 3	FINAL QUIZ #3: Chap. 9- 11		FINAL QUIZ #3: Chap. 9-11 (10pts.)

***The instructor reserves the right to modify the syllabus throughout the semester.
The updated syllabus will be available on Blackboard.***

VII. COURSE REQUIREMENTS & EVALUATION

Classroom Assignments:

Participation/Attendance – 30 points

Students will exhibit class participation through asking questions, interacting with peers, and sharing personal experiences. Class participation will be evaluated according to the rubric on page 7 of the syllabus.

Homework/In-Class Activities – 30 points total (10pts. each)

Students will complete the following homework assigned during class:

Type Focus Assessment

Discover Career Assessment

Strong Interest Inventory (SII) Assessment

Quizzes – 30 points total (10pts. each)

Students will exhibit knowledge of assigned readings through completing three online quizzes during class as listed in the course schedule.

Writing Assignments:

Assessment Reflection – 30 points

Students will compose an essay reflecting upon their experiences regarding the Type Focus, Discover, and Strong Interest Inventory career assessments and their corresponding class presentations. Include a review of your assessment results and discussion regarding your perception of the results and presentations, how they have influenced your current career path, and what you will take away from these experiences. Length: 3 pages, double-spaced. Font: 12, Times New Roman. Margins: 1”.

Career Interview – 30 points

Students will identify, contact, and interview an individual who is currently employed in a career of their interest and compose an essay detailing this interview. Include an introduction of the individual and their career, a description of your interview, and a discussion regarding how this has influenced your current career path and what you will take away from this experience. Potential interview questions regard their motivation to pursue this career, what training it required, their current experience of it, and their advice to you. Length: 3 pages, double-spaced. Font: 12, Times New Roman. Margins: 1”.

Resume/Cover Letter/Interview Reflection – 30 points total (10pts. each)

Students will compose a resume and cover letter to apply for a position in a career of their interest following the corresponding suggestions studied during class. Students will also complete the Perfect Interview online computer program offered by the Auburn University Office of Career Development Services and compose an essay reflecting upon this experience. Include a discussion of what you will take away from this experience. Length: 3 pages total (1 page each). Font: 12, Times New Roman. Margins: 1”.

Class Presentations:

Interview Presentation – 20 points

Students will present a verbal summary of their Career Interview essay to the class. Include an introduction of the individual and their career, a description of your interview, and a discussion regarding how this has influenced your current career path and what you took away from this experience. Length: 10 minutes total (5 minute summary, 5 minute questioning).

Total Points Possible = 200

Grading Scale:

A	90 - 100%	180 - 200 points
B	80 - 89%	160 - 179 points
C	70 - 79%	140 - 159 points
D	60 - 69%	120 - 139 points
F	0 - 59%	0 - 119 points

VIII. CLASS POLICY STATEMENTS

1. The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations regarding **cheating** apply to this class.
2. Students who require accommodations need to schedule an appointment with the instructor during office hours of the first week of class or as soon as possible if required immediately. If a scheduling conflict exists, an alternative time will be scheduled. Schedule this appointment via e-mail and bring a copy of your Accommodation Memo and an Instructor Verification Form to the appointment. If you do not have an Accommodation Memo, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
3. 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:
 - 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.
4. Students are permitted one (1) unexcused absence. **Each absence beyond this will result in a point reduction of the participation/attendance evaluation.** University-approved excused absences are outlined in the *Tiger Cub*. Proof of excused absences must be presented to the instructor.
5. Students are required to be punctual. Tardiness is disruptive and inappropriate classroom behavior. **Each incident of tardiness is considered a half-absence and applied toward the one permitted unexcused absence.**
6. Participation in class is **REQUIRED**. A percentage of the final grade is determined by class participation.
7. Cellular telephones, pagers, MP3 players, and other electronic devices (including laptop computers) are to be **TURNED OFF** during class. Students using these items

- will receive a point reduction in their participation/attendance evaluation for each incident.
8. Students are required to complete all assigned readings and in-class activities, actively engage in classroom discussion, and submit assignments according to due dates on the course schedule.
 9. All assignments will be submitted electronically via Blackboard unless otherwise arranged in advance. All assignments are due at or before the beginning of class on their due date. All assignments submitted after the beginning of class on their due date will be reduced by **three (3) points** per day. **Assignments will not be accepted for credit if submitted after late penalties meet or exceed the points possible for the assignment or five (5) days after the due date, whichever occurs first.**
 10. Quizzes will be given to confirm the completion of reading assignments. **Students with unexcused absences will not be permitted to make-up missed quizzes.**
 11. **Some assignments will require advanced planning** and it is the student's responsibility to plan for these assignments. Failure to do so will result in a grade reduction if assignments are submitted late or not completed.
 12. Students are required to complete a computerized career assessment administered during class, which costs \$15.00 and will be billed directly to their bursar account.

IX. CLASS PARTICIPATION GRADING RUBRIC

Excellent: 27 - 30 points

Proactive participation: Leading, originating, informing, or challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Satisfactory: 21 - 26 points

Reactive participation: Supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Below Average: 18 - 20 points

Passive participation: Present, awake, alert, and attentive, but not actively involved.

Unsatisfactory: 0 - 17 points

Uninvolved: Absent, present but not attentive, sleeping, or irrelevant contributions that inhibit the progress of the discussion.

COUN1000-001, 002 Spring 2010 Contingency Plan

1. Students will be informed via email regarding contingency plan implementation.
2. Course syllabus and schedule will remain in effect alongside the following modifications.
3. Instructor office hours will be replaced with email correspondence.
4. Classroom participation and attendance requirements and evaluation will be replaced with written responses to questions posted biweekly on the Blackboard discussion board.
5. Quizzes will be administered through the Blackboard assessment tool during limited windows of time.
6. Writing assignments will be submitted through the Blackboard assignment tool. Specifically, the career interview will be conducted via telephone or email if telephone is not an option.
7. Class presentation requirements and evaluation will be replaced with a written summary of presentation posted on the Blackboard discussion board by individually assigned deadline.

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