

# **COUN 2970 (Section 001)**

The Senior Year Experience

*Spring 2010*

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

**COLLEGE OF EDUCATION**

## **INSTRUCTOR INFORMATION:**

**Jack Walls, PhD, NCC  
Career Counselor  
304B Martin Hall  
wallsll@auburn.edu  
334.844.3857**

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## **OFFICE HOURS:**

For Appointments call: 334.844.4744

**Monday: 3:00 – 5:00 PM  
Wednesday: 8:00 – 10:00 AM  
Tuesday: By Appointment  
Thursday: By Appointment  
Friday: By Appointment**

## **COLLEGE OF EDUCATION**



*A Keystone in Building a Better Future for All*



## **COUN 2970 - Special Topics in College Student Development**

### ***The Senior Year Experience - A Transition to the World of Work***

#### **Spring Semester 2010**

##### **Course Information:**

Class Days: Tuesday/Thursday  
Class: 9:30 – 10:45 AM  
Class Location: 3309 Haley Center

##### **Required Text:**

***Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition***  
Connie Harris – Michael Henle – Michael Stebleton, 2006,  
Prentice Hall: Upper Saddle River, NJ

##### **Instructor Information:**

Name: Jack Walls, Ph.D., NCC, Career Counselor  
Career Development Services (CDS)  
Office: 304B Martin Hall  
Phone/FAX: 844-3857/844-3871  
Email: wallsjl@auburn.edu  
Office Hours: \*\*See cover sheet

\*\*These hours are tentative and subject to change. Changes will be discussed in class one-week prior, if at all possible. Other times are available by appointment.

##### **Course Description:**

The central focus of the course will be on the practical, developmental, and psychological elements experienced during a successful transition from life as an undergraduate student to the life of a citizen/worker. Emphasis will be placed upon integrating academic experiences into post-graduate plans of employment and life outside college. An intensive career planning process will be used to incorporate self-awareness, career exploration, and self-marketing techniques into plans for successful employment and career goals after college. The course will cover a holistic dimension of practical issues that deal with the process of leaving college, including the following: personal, social, vocational, political, civic, financial, and psychological.

**Course Objectives:** After completion of this course, the student should be able to:

1. Prepare for the process of transition during and after their senior year, including examination of individual developmental issues (such as personal, social, vocational, financial, political, civic, spiritual, physical, and psychological) in order to maximize their potential.
2. Understand and implement the components of a career development and planning process.
3. Demonstrate improved writing and speaking skills in assignments of both an academic and professional nature.

4. Work as an effective member of a team to analyze, evaluate and decide the best courses of action, when confronted with difficult problems.
5. Organize, monitor team progress, and present their work to their peers for critical review and discussion.
6. Evaluate the practical issues facing graduating seniors through a series of seminars in areas such as deciding where to live and work; buy or rent a home, automobile and insurance; alumni involvement and responsibilities; managing their financial affairs; adapting to the first year on the job; traveling for business and pleasure; managing wellness; and how best to adapt to new relationships and lifestyles.
7. Prepare a professional resume and cover letter and successfully interview for their career position of choice.

### **Major Course Requirements:**

1. **Active Participation/Attendance (20%):** Each student will be expected to read all assigned readings prior to class, and to be prepared to participate in discussion, in the question, answer, and evaluation portions of presentations by fellow students, as well as with guest speakers.

a. Class **Presentation and Discussion (5%)** - Each student will present a 5-minute summary of an article to the class on a topic related to transitions or career development after college. Handouts for the instructor and each member of the class will be a one-page summary.

b. Attendance (15%) - Due to the fact that this course is highly interactive and a variety of topics are covered, **participation and class attendance are mandatory, and will be assessed daily.** In addition, when guest speakers are invited, these professionals are giving of their time and expertise to visit with the class. For this reason, students are expected to participate by being prepared to ask relevant questions of our guests. All requests for excused absences should be brought to the instructor's attention before a class is missed, if possible, and as early as possible. Students should do all in their power to avoid being late for class. Two late arrivals to class will count as one absence, unless the instructor agrees the tardy arrival was beyond your control. If you arrive late for class, it is your responsibility to inform the instructor at the end of the class to make sure you are recorded as present for class. Each unexcused absence will reduce your participation score by ten points. **Three unexcused absences will reduce your earned final grade one full letter grade. A fourth unexcused absence will reduce your earned final grade two full letter grades. If you have five unexcused absences, you will fail the course.**

2. **Career Planning Process (40%):** In order for you to master the skills necessary for career development and enhancement, this area of work will involve learning and implementing the processes of self-assessment, career exploration, decision-making, and self-marketing, which are all necessary for successful transitions from college to the world of work and for future career changes. This process will require you to complete all of the following activities:

a. Completion and submission of all exercises and handouts regarding career planning and self-assessment.

b. Career Analysis Project:

(1) Complete the TypeFocus assessment and CareerBeam exercises and assessments, and participate in a class interpretation session, then submit a 1 to 2 page self-assessment paper.

(2) Write an analysis on your primary occupation of interest by researching the occupation using resources in the RBD Library, CDS, the Internet, and direct contact with organization representatives to investigate the specifics of your field of interest; the main responsibilities; needed training; specifics of the working environment; the job outlook; additional sources of information and job leads for the occupation; potential earnings and intangible, personal and professional characteristics of the position. This report should be 2-4 double-spaced pages in length.

(3) Submit a cover letter, a resume, and a 1-2 page double-spaced strategic job search plan that maps out your job search strategy to include resources that will aid you in finding your first professional job. Refer to the Career Development Service's Handbook and your textbook to give you guidance for drafting your documents.

(4) Create a career portfolio using *Interfolio* in an effort to integrate the results of your overall development and activity/work efforts during your college career. Your career portfolio contents will involve uploading "products" such as your resume, papers, awards, students organizations links, projects, committees, etc that you have produced or been a member of during your college career that illustrate your accomplishments and skills related to marketing yourself to employers. Write a summary of 1-2 page double-spaced on the uses of a career portfolio.

(5) Conduct an informational interview with a professional (either in-person or by phone) working directly or indirectly in your field of interest using the procedures and questions discussed in class and on the handout given to you in class. This report should be 1-2 double-spaced pages in length.

3. **Team Project (20%):** The class will be divided into teams of 4-5 members whose assignment will be to analyze a city of their choice as a potential site for college graduates to live and work. Project structure should be organized around three themes: strengths, weaknesses, and uniqueness. Information should include analysis of economic, financial, social, climate, and cultural elements, as well as an overview of major employers in the area. Grades will be based on organization, presentation, and depth of information developed. Each member of the group will participate in the presentation, and professional dress, handouts, and visual aids are expected.

4. **Examinations (20%):** There will be two in-class tests given based on assigned readings, class presentations and discussions, handouts, article presentations, and seminar discussion. Each exam will be open book and the use of notes and handouts are also encouraged.

**Course Policies:**

1. Students are expected to attend all classes and to arrive on time. Penalties are described in the **Major Course Requirements** section of this syllabus.
2. Late assignments will result in a 10% per class day grade reduction for the assignment.
3. **Accommodations:** Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by E-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo, but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
4. **Honesty Code:** The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class.
5. Incomplete grades and absences beyond the minimum will be considered only for bona fide medical reasons (see *Tiger Cub*).
6. Written reports will be submitted to the instructor typed (size 12 font), and double-spaced.
7. **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 of 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

**Grading Policy:** The final grade will be determined by evaluating your performance against the following point system:

- |  |                   |
|--|-------------------|
| 1. <i>Attendance/Individual Presentation</i> | <i>100 Points</i> |
| 2. <i>Career Planning Project</i>            | <i>200 Points</i> |
| 3. <i>Team Project</i>                       | <i>100 Points</i> |
| 4. <i>First Test &amp; Second Test</i>       | <i>100 Points</i> |

Your total number of earned points will then be compared to the following scale to determine your final grade:

A = 450 - 500 (90 - 100%)	C = 350 - 399 (70 - 79%)
B = 400 - 449 (80 - 89%)	D = 300 - 349 (60 - 69%)
	F = 299 or less (59% or less)

***The Senior Year Experience - A Transition to the World of Work***  
**Spring Semester 2010**

**Course Syllabus:**

**Class # 1 – Jan 12**

***Course Introduction***

**Activity:** Introductions and overview of the course, its syllabus, policies and requirements

**Assigned Reading:** Preface, pages xiii to xvii and pages 1 to 4 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*

**Class # 2 – Jan 14**

***Orientation to JOBCENTRAL***

**Activity:** Lecture/Demonstration on registering and using JOBCENTRAL's Tiger Recruiting Link (TRL)

**Class # 3 – Jan 19**

***Career Development Process***

**Activity:** Lecture/Discussion Continued

**Assigned Reading:** Pages 5 to 62 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*

**Class # 4 – Jan 21**

***TypeFocus & CareerBeam***

**Lecture and Demonstration:** How to use TypeFocus and CareerBeam for career success.

**Assignment:** Complete the "Be Clear" section of CareerBeam, and complete the personality type assessment using TypeFocus. Please print out and bring your CareerBeam Profile and TypeFocus results to the next class.

**Class # 5 – Jan 26**

***The Self-Assessment Process***

**Activity:** Lecture/Discussion

**Assignment:** Write a 1 to 2 page self-assessment paper due Jan 28<sup>th</sup>

**Assigned Readings:** Pages 63 to 112 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*

**Class # 6 – Jan 28**

***Exploring Careers***

**Activity:** Virtual tour of Career Development Services (CDS)

**Assignment Due:** Career Analysis Project # 1 Due

**References:** Occupational Outlook Handbook, O\*Net, CareerBeam & TypeFocus

**Class # 7 – Feb 2**

***Exploring Careers***

**Activity:** Work on Career Analysis Project # 2

**References:** Occupational Outlook Handbook, O\*Net, CareerBeam & TypeFocus

**Assignment:** Career Analysis Project # 2 due Feb 4<sup>th</sup>

**Assigned Readings:** *Auburn University's Career Services Handbook*, pages 10 – 35 also read chapters 6 and 7 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*

**Class # 8 – Feb 4**

***Writing Effective Cover Letters & Resumes***

**Activity:** Lecture/Discussion on Cover Letters, Resume and CVs and developing a Strategic Job Search Plan

**Assignment:** Career Analysis Project # 3 due Feb 9<sup>th</sup>

**Class # 9 – Feb 9**

***Introduction to Interfolio***

**Activity:** Demonstration on Interfolio and its uses

**Assignment Due:** Career Analysis Project (3) Due

**Assigned Readings:** Read Chapter 5 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*

**Class # 10 – Feb 11**

***Developing A Career Portfolio***

**Activity:** Lecture/Discussion

**Class # 11 – Feb 16**

***Developing A Career Portfolio***

**Activity:** Work on Portfolio table of contents

**Assignment:** Career Analysis Project (4) due Feb 23<sup>rd</sup>

**Assigned Readings:** Chapter 8 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*

**Class # 12 – Feb 18**

***The Job Search Process***

**Activity:** Lecture/Discussion

**Assigned Readings:** Handout on Informational Interviewing, and pages 113 to 116 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*. Also, scan the *Auburn University's Career Services Handbook*, page 6.

**Class # 13 – Feb 23**

***Informational Interviewing***

**Activity:** Lecture/Discussion

**Assignment Due:** Career Analysis Project (4) Due

**Assignment:** Career Analysis Project (5) due Mar 25<sup>th</sup>

**Class # 14 – Feb 25**

***Researching Companies and Cities***

**Activity:** Lecture/demonstration on using on-line resources and the RBD Library for your research on companies and cities

**Class # 15 – Mar 2**

***Test # 1***

**Class # 16 – Mar 4**

***Test # 1 Review***

**Assigned Readings:** Auburn University's Career Services Handbook, pages 38 to 42, and chapter 9 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*

**Class # 17 – Mar 9**

***Interviewing for Success***

**Activity:** Lecture/Discussion

**Assigned Readings:** Handout on Business Etiquette

**Class # 18 – Mar 11**

***Business Etiquette and the Second Interview***

**Activity:** Lecture/Discussion

**Assigned Readings:** Auburn University's Career Services Handbook, pages 43 and 44; and the handout on Negotiating Your Salary

***Spring Break – Mar 15<sup>th</sup> through Mar 19<sup>th</sup>***

**Class # 19 – Mar 23**

***Negotiating the Job Offer***

**Activity:** Lecture/Discussion

**Assignment Due:** Individual Presentation Topic

**Assigned Readings:** Read chapter 12 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*, and the Handout on Financial Planning and pages 45, 46 and 47 in the *CDS Handbook*

**Class # 20 – Mar 25**

***Financial Planning***

**Activity:** Lecture/Discussion

**Assignment Due:** Career Analysis Project (5) Due

**Assigned Reading:** Chapter 10 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*, and pages 47 and 48 in the *CDS Handbook*

**Class # 21 – Mar 30**

***Your First Year On the Job***

**Activity:** Lecture/Discussion



**Assigned Readings:** Chapter 11 in your textbook, *Hired! The Job-Hunting/Career-Planning Guide, 3<sup>rd</sup> Edition*  
**Assignment:** Team Project Outlines

**Class # 22 – Apr 1**

***Relationships & Lifestyle Choices***

**Activity:** Lecture/Discussion  
**Guest Speaker:** Adapting to Relationships & Personal Change  
Dr. Doug Hanks, Director  
Student Counseling Services, Auburn University  
**Assigned Reading:** Harvard Case Study

**Class # 23 – Apr 6**

***Harvard Case Study***

**Activity:** Seminar Discussion

**Class # 24 – Apr 8**

***Individual Presentations***

**Activity:** Individual Presentations  
**Assignment Due:** Team Project Outlines Due

**Class # 25 – Apr 13**

***Individual Presentations***

**Activity:** Individual Presentations

**Class # 26 – Apr 15**

***Individual Presentations***

**Activity:** Team Presentations

**Class # 27 – Apr 20**

***Group Presentations***

**Activity:** Team Presentations

**Class # 28 – Apr 22**

***Group Presentations***

**Activity:** Individual Presentations

**Class # 29 – Apr 27**

***Test # 2***

**Class # 30 – Apr 29**

***Test # 2 Feedback, Course Review & Wrap Up***