**COUN 1000 - 003**

Career Orientation & Exploration

**M/W 10:00am - 10:50am**

**Spring 2018**

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

**College of Education**

Instructor Information

**Juanita Barnett, M.S., LPC, NCC**

**jdb0088@auburn.edu**

Office Hours

**Tuesdays/Thursdays**

**9:30-10:30am and by appointment**

**Office: 2054 Haley Center**



# AUBURN UNIVERSITY

# SYLLABUS

Course Number: COUN 1000 - 003

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: M/W 10:00am – 10:50am

Class Location: Haley Center 2206

Instructor: Juanita Barnett

Office: Haley Center 2054

Office Hours: Tuesdays/Thursdays 9:30 – 10:30 and by appointment

E-mail: jdb0088@auburn.edu

***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:

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 myriad 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.

**RECOMMENDED TEXTBOOK:**

The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making by Susan M Johnston.

The reading assignments and other activities will be communicated throughout the semester. Additional readings will be posted on Canvas.

**ASSESSMENTS**:

Each student will be **required** to complete personal and career assessments during this course, including the STRONG Interest Inventory (SII) for a fee of $30 which will be billed to the student’s bursar account. These assessments are designed to foster insight into the career options that best match your unique interests and personality traits.

## COURSE POLICIES:

1. Students are expected to attend all classes and to arrive on time (unless pre-approved by instructor). Attendance is vital to your success in this class; therefore,attendance is required. **Students are allowed to miss 1 day of class for personal reasons without grade penalty. Two or more absences will result in 2 points being deducted from your attendance grade for every unexcused absence after the first allowed absence.** Maintaining professional standards in your career begins now! **Tardiness** is not permitted. Students arriving to class more than 10 minutes late will be marked as tardy and **two tardies** will equal an **absence. Students who leave class early without prior notice to the instructor will lose one attendance point for every offence.**
2. Policies regarding excused absences (as per the criteria listed in the AU Tiger Cub) are as follows:
	1. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.
	2. Students must provide instructor with a written excused absence *within one week* after students have returned to class.

**3. ALL** **electronic devices including, but not limited to, cell phones, IPods, mp3 players, IPads, laptops *are expected to be used only for class purposes.* The use of electronic devices during discussion and participation by other classmates is disrespectful and detracts from the learning process of others. Students will be given one verbal warning regarding the proper use of electronic devices. Upon a second warning the student will not be allowed to have electronic devices out during classroom time and will be expected to turn off electronic devices and put them away during class time.**

1. Incomplete grades will be considered only for excused (Doctor’s excuse) medical reasons.
2. Written reports will be submitted to the instructor typed (size Times New Roman, 12 point font) and double-spaced via **Canvas**.
3. All assignments are **due at the time that class begins**. Late assignments will result in reduced points for each day late for that assignment. Late assignments will be accepted **up to two weeks** past the due date for partial credit. After two weeks, students who do not submit assignments will receive no credit (grade of 0).
	1. 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 be eligible to receive full credit. **Auburn University email must be utilized for all email communication with instructor.**
4. **Students are responsible for initiating arrangements for missed work due to an excused absence. Students will have one week after the missed work to notify the instructor and two weeks after the original date of the missed work to turn it in.**
5. **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.
6. **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).
7. **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/studentpolicies](https://sn2prd0202.outlook.com/owa/redir.aspx?C=V5-5lfN_aUGOpxaYu9zxApfCOnZpCs8IwxHZ5CXw6SmVmISsC4PxOSZAIh7nY6_nrKbaVscmGow.&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)
8. **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: [Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)
9. Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn Unversity, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)
10. **Participation:** All students are expected to participate in class, contribute to group discussions, and take part in in-class assignments. Falling asleep in class may result in you being considered absent and marked un-excused therefore **2 points will be deducted from your attendance grade** (refer to Course Policy #1).
11. 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.

## ASSIGNMENTS:

### **Reflective Journals**

* 1. This is an on-going assignment throughout the semester where you are to reflect on what you are learning about yourself, career goals & aspirations, and the working world. You are required to turn in seven (7) 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. Less than one full page will result in point deductions.
	3. Journal entries are to be submitted via Canvas by **midnight** of the specified due date (see assignment calendar for specific due dates).
	4. 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. 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

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. SII Reflection

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. Guest Speaker: Career Center Orientation OR Interview Skills

Did you learn anything new from the guest speaker? What is something that the guest speak 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/learning new interview skills? How or how not? Do you think this is a relevant speaker for future classes?

### **Auburn Colleges Group Project**

Students will be assigned into groups of colleges offered at Auburn University. 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. 10-12 minutes. Each group presentation must include 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 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 the specific project requirements in class.

### **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. For this assignment, you must interview an advisor from the department that you are researching. You may not interview a family member or friend. This presentation should be 5-8 minutes. Your presentation should consist of 3 sections:

Section 1: Curriculum Research

 What is the 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?

Will you need to obtain a graduate degree for entry into the job market?

Section 2: Academic Advisor Interview

Begin with a brief description of the person you interviewed (name, position in the department, other interesting facts).

What did you learn from the interview?

Ask the person additional questions such as:

 What do you wish you had known about your career at my age?

 Do you have any advice for a freshman/sophomore starting out?

Section 3: Your Reflection

 Describe why you are/were interested in this major?

What did you learn about the curriculum that surprised you?

 Do the courses interest you?

 How do you feel the interview went?

 Are you still interested in this major/field?

### **Professional Development Project**

You will choose one of the following three options:

**OPTION ONE:**

Visit the Career Center and write a two-page reflection, one page should be written BEFORE you go for your appointment and one page AFTER.

 Your paper should include the following information:

1. What I hope to get out of my visit with the Career Center

ii. What advice/information the Career Counselor shared

iii. What I have done with the information

**OPTION TWO:**

Create a two-page paper on a career that interests you.

 Your Paper should include the following information:

i. Clearly describe the career field on which you are presenting.

ii. Describe what someone does in this field, that is, the nature of the work.

iii. List the background, training, and education needed.

iv. Describe the kind of earnings you could expect to make starting out as well as the average salary.

v. Discuss why you chose this field. Are you still interested in it after learning more about it?

**OPTION THREE:**

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:

* + 1. Contact Information
		2. Objective Statement
		3. Education
		4. Experience
		5. Skills

### **Decision-Making Paper**

You are to write a 3-6 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 class.

### **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 2018 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?

### **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. All inventories/assessments including the John Holland Code, Type Focus, and STRONG are a part of this grading category. The nature of these assignments is spontaneous and will be given as the instructor feels necessary. Therefore, there will be NO MAKE-UPS allowed for these assignments/quizzes.

### **Class Participation**

This course marks the beginning of your career development. Therefore, it is expected that everyone participates in class discussions, assignments, and activities. Student’s participation will be reflected as part of the final grade.

**GRADING**

**Assignments Maximum Points**

Journals 70

MBTI & Interpretation Attendance 25

SII & Interpretation Attendance 25

Auburn Colleges Group Project 40

Academic Major Presentation 50

Professional Development Project 40

Decision Making Paper 50

One-Year Action Plan 30

In-class Assignments/Quizzes/Participation 50

Attendance 70

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| --- | --- |
|  | **Grading Scale:**A: 405-450B: 360-404C: 315-359D: 270-314F: 269 or below |

## Class Calendar and Topics

*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.*

| **Date** | **Topic** | **Activities/Assignments** | **Assignment Due** |
| --- | --- | --- | --- |
| **Class** **#1** **1/10** | **Class Introduction**  | Review Syllabus and class introductions |  |
| **1/15** | **NO CLASS** | **MARTIN LUTHER KING JR. DAY** |  |
| **Class #2****1/17** | **Career Theory** | Cognitive Information Processing Approach |  |
| **Class #3****1/22** | **Self-Assessment: The Basics** | How personality and self-esteem impact career development | **Chapter 1** |
| **Class #4****1/24** | **Self-Assessment: Interests** | Assessing personality traits using the John Holland inventory | **Journal #1 Due** |
| **Class #5****1/29** | **Self-Assessment: Skills** | How skills and interests impact career developmentUsing iSeek.org for career skills assessment | **Chapter 2** |
| **Class** **#6****1/31** | **Self-Assessment: Values** | How values and qualities impact major choicesComplete Work Values and Personal Values worksheets in class | **Bring computer to class****Complete SII online by midnight and put screenshot of confirmation screen on Canvas.** |
| **Class #7****2/5** | **Self-Assessment: Values** | Chapter 3 DiscussionTime with Groups  | **Chapter 3** |
| **Class #8****2/7** | **SII** | SII interpretation: AU Career Counselor will bring class results and discuss implications for career development**(Class absence will result in an assignment grade of ZERO)** |  |
| **Class #9****2/12** | **Options Knowledge: What does Auburn have?** | Exploration of majors offered at AuburnExplore the Career Center’s website and review the link of “What Can I Do with a Major In”Discuss available campus resources | **Bring Computer to class** **Journal #2 Due****Chapter 4** |
| **Class #10****2/14** | **MBTI** | In class time provided to complete MBTI  | **BRING LAPTOP TO CLASS** **MBTI DUE** |
| **Class #11****2/19** | **Options Knowledge: Exploring Career Resources on Campus** | **Guest Speaker** from the AU Career Center | **Chapter 5** |
| **Class #12****2/21** | **MBTI** | MBTI Interpretation by Career Counselors**Guest Speaker:** AU Career Counselor will bring class results and discuss implications for career development**(Class absence will result in an assignment grade of ZERO)** | **Bring printed MBTI results to class** |
| **Class #13****2/26** | **Options Knowledge: Exploring & Researching Careers** | Class discussion of the MBTI Using Occupational Outlook Handbook and O\*NET to learn about careersWorld of Work | **Journal #3 Due** |
| **Class #14****2/28** | **CASVE Cycle: Knowing how you make decisions** | Introduction of the CASVE Cycle Discussion | **Chapter 6** |
| **Class #15****3/5** | **CASVE Cycle: Knowing how you make decisions** | Continuation of the CASVE CycleDiscussion of CASVE Paper |  |
| **Class #16****3/7** | **CASVE Cycle:****Review** | In-class assignment on CASVE Cycle |  |
| **3/12-3/16** | **NO CLASS** | **SPRING BREAK**  |  |
| **Class #17****3/19** | **Options Knowledge: Group Presentations** | Group Presentations | **Journal #4 Due****\*ALL presentations are due BEFORE class on this date** |
| **Class #18** **3/21** | **Options Knowledge: Group Presentations** | Group Presentations | **Journal #5 Due** |
| **Class #19****3/26** | **Options Knowledge: Group Presentations** | Group Presentations | **Chapter 7**  |
| **Class #20****3/28** | **Practical Knowledge: Intro to Professionalism** | How to transition from being a student to being a professionalDevelop an email signature in class  | **CASVE/Decision-Making Paper Due** |
| **Class #21****4/2** | **Practical Knowledge: Resume** | Buliding a resume: The do’s and don’t’s of developing a resumeResume group activity | **Chapter 8** |
| **Class #22** **4/4** | **Practical Knowledge: Preparing for an Interviewing** | Interview Skill Development | **Chapter 9** |
| **Class #23****4/9** | **Practical Knowledge: Interviewing** | Interview Group Activity | **Journal #6 Due** |
| **Class #24** **4/11** | **Practical Knowledge: Networking** | Understanding the importance of networking and how to begin networking as a studentNetworking Group Activity | **Chapter 10****Professional Development Project Due** |
| **Class #25****4/16** | **Major Presentations** | Student Presentations | **Journal #7 Due****\*ALL presentations are due BEFORE class on this date** |
| **Class #26****4/18** | **Major Presentations** | Student Presentations | **One-year Action Plan Due****Extra Credit Journal Due** |
| **Class #27****4/23** | **Major Presentations** | Student Presentations |  |
| **Class #38****4/25** | **Major Presentations/ Course Wrap-up** | Student Presentations/ Review career theories and individual developments made in class |  |