**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):                           Baxlee Bynum, M. Ed, NCC, LPC, AADC

                                                Co-Instructor: Abigail Holder, M. Ed, NCC

Office:                                     Online

Office Hours:                         By appointment

E-mail:                                     BAB0014@tigermail.auburn.edu

\* Please contact course instructors through tigermail email, listed above. Please do not comment on assignments as a communication method. It is easier and more efficient to email concerns and/or questions to instructors via tigermail.

**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. Studentswillcreateusefulcareer-relateddocuments,includingresumes,coverletters/inquiry letters,statementsofpurpose,educationalphilosophystatements,ePortfolios,
2. Studentswillbetterunderstandtheirroleinthejobsearchandcareer
3. Studentswilllearnaboutandengageinthecreationofeffectivemethodsofconnectingwith employersand/orgraduateschoolsabout
4. Studentswilllearntofindsourcesofinformationincludingsalaries,jobbenefits,employerannual reports, trade journals, and salary negotiation tools using the library's databases, periodicals/newspapers, and
5. Students will learn to find and utilize sources of information about job
6. Studentswilllearnhowtocreateandutilizeaprofessionalnetworktofacilitateajob
7. Studentswilllearntomarketthemselveseffectivelyinperson,online,andthrough
8. Studentswilllearnhowtobeeffectiveinpanelinterviews,individualinterviews,telephone interviews,interviewsoverfood,andvideo
9. Studentswilllearnthebasicsofeffectivelytransitioningintothework

**Text(s):Required**

Carter, C. & Izumo, G. (2014) *The Career Tool Kit: Skills for Success.4thedition*. Pearson.

**Course Requirements:**

A.)*Syllabus Quiz*

Students will complete the Syllabus Quiz on Canvas on the course syllabus.

B.) *Work Values Inventory*

Students will complete and upload the *Work Values Inventory*to 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*

C.) Resume/CV Draft

Writinganeffectiveresume/CVisanessentialstepinapplyingforandlandingajobandisoftenasked for in the graduate application process. Use the information presented to write a first draft of a resume/CV. **Be sure to use a specific job posting/graduate school information when creating this document**so that you may market yourself effectively for the position at hand. This will be turned in andrevisionsuggestionswillbeprovidedforthenextdraft.

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

D.) 30-second Elevator Speech

An elevator speech is a valuable tool in many aspects of the job search including networking, online presence,interviewing,andevenforgraduateschoolapplications.Thestudentswillusetheinstructions providedtocreatea30-secondelevatorspeechtointroducethemselvestotheperson/audienceandgive 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 toCanvas.

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

E.) 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) and you must connect with instructor to receive full credit.

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

F.)  Cover Letter Draft

The students will use the same job posting used to create a resume to create a cover letter/letter ofintent/ or personal statement following the format discussed in the materials. Turn in for revision suggestions.

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

G.) Interview Question Written Responses

Studentswill use the information on interviewing discussed in this course, prepare answers for 6 common interview questions listed on the worksheet.

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

H.) 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*

I.)  Mock Interview

Practicinginterview 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. The studentswill **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 the6 interview questions toa

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*

J.)   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 researchsummary
	+ Summary of the career field and what is involved in thework
	+ Salaryexpectations
	+ Growth rate(onet.com)
* Specific job postingincluding
	+ Expectedsalary
	+ Education/trainingneeded
	+ Location
* Resume (including revisions based onfeedback)
* Cover letter (including revisions based onfeedback)
* A 2-page 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 specificjob)
* Descriptionof5thingsstudentswilldotohelpthembesuccessfuloncehiredattheirfirst

*Student Learning Outcomes Met: #1, #5, #7, #8, and #9*

**Grading and EvaluationProcedures:**

|  |  |
| --- | --- |
| Assignments with Point ValuesSyllabus Quiz | 5 |
| Work Values Inventory | 5 |
| Resume/CV Draft | 10 |
| Elevator Speech | 10 |
| Linkedln Profile | 5 |
| Cover Letter Draft | 10 |
| Interview Question Written Responses | 15 |
| Reverse Interview Questions | 5 |
| Mock Interview | 50 |
| Final Project | 50 |
| Total | 165 |

The following scale will be used:

90-100%        =A

80-89.9%        =B

70-79.9%        =C

60-69.9%        =D

Below 60%     =F

**Class Policy Statements:**

1. Attendance: StudentsareexpectedtoparticipateinclasslecturesandAlllecturesarepre- recordedanduploadedonCanvasforstudentstoviewintheassignedweek.
2. Excusedabsences:Studentsaregrantedexcusedabsencesfromclassforthefollowingreasons: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 [auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)formoreinformationonexcusedabsences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up examswillbearrangedduringthelastthreedaysbeforethefinalexamperiod
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [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 willbereportedtotheOfficeoftheProvost,whichwillthenreferthecasetotheAcademicHonesty Committee.

Educational Accessibility 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.Ifyouhaveaconflictwithmyofficehours,analternatetimecanbearranged.Tosetup 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).

1. Coursecontingency:Ifnormalclassand/orlabactivitiesaredisruptedduetoillness,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
2. Professionalism:Asfaculty,staff,andstudentsinteractinprofessionalsettings,theyareexpectedto demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listedbelow:
	1. Engage in responsible and ethical professionalpractices
	2. Contribute to collaborative learningcommunities
	3. Demonstrate a commitment todiversity
	4. Model and nurture intellectualvitality
3. Technology andAssignments
4. 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 by the end of the week in which they are due (by 11:59pm on Sunday). Late assignments will be accepted at the discretion of the course instructor.**

**Class Calendar and Topics**

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

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| --- | --- | --- | --- |
| **Week and Date** | **Topics** | **Reading** | **Assignments Due** |
| 11/9 | Introduction to the CourseReview Syllabus | Syllabus | **Syllabus Quiz** |
| 21/14 | Finding the Right Mindset | Finding the Right Mindset: Chapter 1 | **Complete and upload the *Work Values Inventory*** |
| 31/21 (MLK Day, 1 extra day to complete assignment) | Your Basic Skills- Sharpening Your Tools | Your Basic Skills: Chapter 4 |   |
| 41/28 | Marketing Yourself: Resume Writing | Build Your Personal Brand: Chapter 7 pg. 173-188 | **Submit Resume** |
| 52/4 | Networking:Elevator SpeechLinkedIn networkingStaying in Contact  | Get the Hang of Networking: Chapter 6 | **Submit 60 Second Elevator Speech****Create LinkedIn Profile and upload link** |
| 62/11 | Marketing Yourself:Cover Letter | Build Your Personal Brand: Chapter 7 pg. 189-195 | **Submit Cover Letter** |
| 72/18 | Job and Graduate School Search & Career vs. Job |   |   |
| 82/25 | Interviewing: Preparing for the Interview | Selecting Your Tools for the Interview: Chapter 8 pg. 206- 214 | **Submit Written Responses to Interview Questions** |
| 93/4 | Interviewing: Surviving the Interview | Selecting Your Tools for the Interview: Chapter 8 pg. 215-226 | **Submit 3 Reverse Interview Questions** |
| 3/11SPRING BREAK |   |   |   |
| 103/18 | Interviewing: Handling Success and Failure | Selecting Your Tools for the Interview: Chapter 8 pg. 227-233 | **Record Mock Interview & Submit Self-Reflection Form** |
| 113/25 | Managing Your Time and Money: Making the Most of Key Resources | Manage Your time and Money: Chapter 3 |   |
| 124/1 | Salary Negotiations and Basic Benefits |   |   |
| 134/8 | Diversity in the Workplace: Today’s World | Diversity in the Workplace: Chapter 9 | **Diversity Writing Summary** |
| 144/15 | Transitioning from College to Professional: Stress Reduction and Self-Care |   | **Self-Care Assignment** |
| 154/22 | Complete Final Project |   | **Final Project Due** |