**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 3003

Course Title: Career Success

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Asynchronous (aka on your own time)

Class Location: Online

Instructor(s): J.C. Ausmus, MS, MA (pronouns: she/her/hers)

Office: No on-campus office

Office Hours: By appointment via Zoom

E-mail: [jza0079@auburn.edu](mailto:jza0079@auburn.edu)

**Prerequisites:** Level Restriction: May not be enrolled as a Freshman or Sophomore

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| *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:**

Developing a career plan via instruction on researching careers, writing resumes, developing portfolios, interviewing, networking, and other career development practices.

**Course Objectives:**

1. Students will create useful career-related documents, including resumes, cover letters/inquiry letters, statements of purpose, educational philosophy statements, ePortfolios, etc.
2. Students will better understand their role in job searching and career planning.
3. Students will learn about and engage in the creation of effective methods of connecting with employers and/or graduate schools about opportunities.
4. Students will learn to find sources of information including salaries, job benefits, employer annual reports, trade journals, and salary negotiation tools using the library's databases, periodicals/newspapers, and internet.
5. Students will learn to find and utilize sources of information about job openings.
6. Students will learn how to create and utilize a professional network to facilitate a job search.
7. Students will learn to market themselves effectively in person, online, and through correspondence.
8. Students will learn how to be effective in panel interviews, individual interviews, telephone interviews, interviews over food, and video interviews.
9. Students will learn the basics of effectively transitioning into the work world.

# Text(s):

No required text. Any required readings will be uploaded to Canvas.

**Course Requirements:**

1. Upload Job Posting/Graduate School Posting

Students will research to find and upload a posting or a description of a job in the career that they want. They may also choose to research to find and upload a posting of a graduate school they are interested in applying for. The assignments for this semester will be based on this position or graduate school program.

1. Resume/Curriculum Vitae Draft

Writing an effective resume/CV is an essential step in applying for and landing a job and is often asked for in the graduate application process. Students will use the information presented to write a first draft of a resume/CV. Students will use a specific job posting/graduate school information when creating this documentso that they may market themselves effectively for the position at hand. This will be turned in and revision suggestions will be provided for the next draft.

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

1. 30-Second Elevator Speech

An elevator speech is a valuable tool in many aspects of the job search including networking, online presence, interviewing, and even for graduate school applications. Students will use the instructions provided to create a 30-second elevator speech to introduce themselves to the person/audience and give 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 to Canvas.

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

1. 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).

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

1. Cover Letter Draft/Statement of Purpose

The students will use the same job posting or graduate school application used to create a resume/curriculum vitae to create a cover letter, letter of intent, or personal statement following the format discussed in the materials. Students will turn this in for revision suggestions.

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

1. Work Values Inventory

Students will complete and upload the Work Values Inventoryto 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*

1. Interview Question Written Responses

Students will use the information on interviewing discussed in this course to prepare answers for 6 common interview questions listed on the worksheet.

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

1. 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*

1. Mock Interview/Self-Evaluation Form

Practicing interview 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. Students will 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 the 6 interview questions to a 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*

1. Lecture and Syllabus Quiz

Students will complete a quiz covering material from class lectures and the syllabus. Students can use class lecture videos and PowerPoints to complete the quiz.

1. 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 research summary
  + Summary of the career field and what is involved in the work
  + Salary expectations
  + Growth rate (onet.com)
  + Specific job posting including
    - Expected salary
    - Education/training needed
    - Location
  + ***or*** *Specific graduate school application details including*
    - *Funding options*
    - *What you can do with the degree*
    - *Application deadline*
    - *What materials are needed for application*
* Resume or curriculum vitae (including revisions based on feedback)
* Cover letter or statement of purpose for graduate school applications (including revisions based on feedback)
* A 2-page, double spaced 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 specific job/grad program)
* Description of 5 things students will do to help them be successful once hired at their first job or when admitted into graduate school.   
  *Student Learning Outcomes Met: #1, #5, #7, #8, and #9*

# Grading and Evaluation Procedures:

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| **Assignments with Point Values** |  |
| Upload Job/Graduate School Posting | 5 |
| Resume/CV Draft | 10 |
| 30-Second Elevator Speech | 10 |
| Linkedln Profile | 10 |
| Cover Letter/SOP Draft | 10 |
| Work Values Inventory | 10 |
| Interview Questions Written Responses | 15 |
| Reverse Interview Questions | 10 |
| Mock Interview/Self-Evaluation Form | 50 |
| Lecture Quizzes | 10 |
| Syllabus Quiz | 10 |
| Final Project | 50 |
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| **Total:** | **200** |

The following scale will be used:

**179-200 =A**

**159-178 =B**

**139-158 =C**

**119-138 =D**

**Below 119 =F**

**Class Policy Statements:**

1. Written assignments will be submitted to the instructor typed (APA, Times New Roman, size 12 font) and double-spaced via **Canvas**. All readings and assignments are due at the due date which is posted on Canvas under assignments.
2. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. **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).
3. **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/).
4. **Name and Pronoun Policy:** All people have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, please let me know in class or through email at any time. If at any point I am mispronouncing your name, please correct me as soon as possible in class or through email. All people have the right to be addressed and referred to with the gender pronoun they are most comfortable with. If you feel open to do so, please let me know with which gender pronoun you would like to be addressed at any time. In order to have a safe and respectful classroom, I will do my best to address and refer to all students by their preferred pronoun and will support classmates in doing so as well.
5. **Plagiarism:** Maintaining ownership of your work can be challenging when you are doing research and writing papers. Plagiarism is academic dishonestly and occurs when you accidentally or purposefully do any of the following in an assignment:
   1. Use somebody else’s words either verbatim or almost verbatim without attribution
   2. Use somebody else’s evidence, line of thinking, idea, without attribution
   3. Turn in somebody else’s work as your own, as in copy a peer’s paper, purchasing a readymade paper, or hiring somebody to write the paper for you.
   4. Turn in previously submitted work as new work without instructor approval.

Plagiarism is a serious academic offense and will not be tolerated in this class. Instances of plagiarism will be given a 0 on the assignment and reported to the University for academic dishonesty. <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

1. **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: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf

1. **Communication:** All students must use their Auburn email to communicate with me. I will not respond to any emails that are not from your Auburn email address. **Please allow me 24 hours to respond to an email. I will not respond to emails after 7pm.** As part of your professional development, please remember to use proper email etiquette, including **using a properly descriptive subject line that consists of the course number (COUN 3003) followed by a brief phrase or word that summarizes the subject of your email, such as “Homework Issue.”** **If you do not use email etiquette, I will not respond to your email.** Remember to start your email off with a proper greeting! For more information about proper email etiquette, see here: <https://www.math.uh.edu/~tomforde/Email-Etiquette.html>
2. **Extra Credit Opportunities:** I will present you all with various extra credit opportunities throughout the semester. I will give you ample amount of time to receive these points.
   1. SONA Extra Credit
      1. The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please [emailsona@auburn.edu](mailto:emailsona@auburn.edu). For every SONA credit you earn, you earn 2 cumulative bonus points (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied please email me. If you have questions about participating in studies, please [emailsona@auburn.edu](mailto:emailsona@auburn.edu)
3. **COVID-19 Policy:** 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 discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

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

* Provide me with medical documentation, 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](mailto:ahealthieru@auburn.edu). 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 (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.)

1. Technology and Assignments:

A. 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 each Sunday by 11:59 p.m. Assignments are deducted 20% for every day late. After 4 days late, the assignment will no longer be accepted.

# C. If you are struggling to navigate Canvas, it is your responsibility to take the necessary steps to address it. If you email me from your Auburn email before a deadline with the assignment attached, I will use my discretion as to whether or not I will accept it. I will not accept technology related excuses that are received after the deadline or ones before the deadline that do not have the assignment attached to the email.

**Class Calendar and Topics:**

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

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| **Week** | **Topics** | **Assignments Due** |
| 1  Assignment due: 1/17 | Introduction to the Course and Syllabus Review | **Syllabus Quiz** |
| 2  Assignment due: 1/24 | Job and Graduate School Search and Career vs. Job | **Find and upload a description of a job that you would apply to or a graduate program of interest** |
| 3  Assignment due: 1/31 | Marketing Yourself: Resume Writing  Networking: Elevator Speech and Staying in Contact | **Submit Resume/CV Draft**  **Submit 30-Second Elevator Speech** |
| 4  Assignment due: 2/7 | Your Basic Skills-Sharpening Your Tools and LinkedIn Networking | **Create LinkedIn Profile and upload link** |
| 5  Assignment due: 2/14 | Guest Speaker from the University Career Center: Graduate School Preparation | **Lecture Quiz** |
| 6  Assignment due: 2/21 | Finding the Right Mindset and Self-Care | **Complete and upload the Work Values Inventory** |
| 7  **No assignment due:**  **2/28** | Diversity in the Workplace: Today’s World |  |
| 8 Assignment due: 3/7 | Interviewing: Preparing for the Interview | **Submit Interview Question Written Responses** |
| 9  Assignment due: 3/14 | Interviewing: Surviving the Interview | **Submit Reverse Interview Questions** |
| 10  Assignment due: 3/21 | Interviewing: Handling Success and Failure | **Record Mock Interview and Submit Self-Evaluation Form** |
| 11  Assignment due: 3/28 | Marketing Yourself: Cover Letter | **Submit Cover Letter/ SOP Draft** |
| **12**  **No Assignment due: 4/4** | **Off Week** |  |
| 13  No Assignment Due: 4/11 | Managing Your Time and Money: Making the Most of Key Resources and Salary Negotiations and Basic Benefits |  |
| 14  Assignment due: 4/18 | Guest Speaker from the University Career Center: Transitioning from College to Professional | **Lecture Quiz** |
| 15  **Assignment due: 4/25** | **No Class** Complete Final Project | **Submit Final Project** |