**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 3003-001

Course Title: Career Success

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: ONLINE

Class Location: ONLINE

Instructor(s): Simona A. Niculaes, LPC, MFTA, CSAT, NCC

Office: ONLINE

Office Hours: By appointment

E-mail:

**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 the job search 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.

# No Text(s): Required

**Course Requirements:**

A) *Class self-introductions*

Submit a self-introduction and name two outcomes you hope to achieve and why by participating in this class

B) *Work Values Inventory Assignment* ***AND*** *On Line Discussion*

Students will complete and upload the *Work Values Inventory* to foster awareness of their values. Having a better understanding of what they value will help them evaluate job postings and offers more effectively.

 ***AND***

Students will post their thoughts on discussion thread online. Students will give feedback to at least two other classmates’ comments.

*Student Learning Outcomes Met: #5*

C) *Resume/CV 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. 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 and revision suggestions will be provided for the next draft.

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

D) *60-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. The students will use the instructions provided to create a 60-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*

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).

 *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 of intent/ 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) *Upload Job Posting/Graduate School Posting*

 Please research to find and upload a posting or a description of a job in the career that you

 want. You may also choose to research to find and upload a posting of a graduate school you

 are interested in applying for. Your assignments for this semester will be based on this

 position or graduate school program

H) *Interview Question Written Responses*

Students will 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*

I) *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* **AND** Online *Discussion*

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. The students will **conduct and video record a mock interview** (that means you as a students are BEING INTERVIEWED by someone, NOT just answering questions). 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.

 **AND**

Students will post their thoughts on discussion thread online. Students will give feedback to at least two other classmates’ comments about their own experience with interviewing.

*Student Learning Outcomes Met: #4, #7, and #8*

J) *Diversity Writing*

 Critically answer the prompt questions from what was learned from Diversity in the

 Workplace, as a synthesis of the material covered in class and in the assigned readings and

 Reflections papers should be 2 pages (double spaced) and should

 include the student’s personal reactions. A *reference page* is required.

K) *Professionalism and Reflection on the Value of Professionalism*

 Students’ reflections on this topic will be due as noted in the course schedule. Reflections

 papers should be at least 2 pages (double spaced) and should include the **student’s personal**

 **reactions** to the material covered in class, the readings **and** the

 professionalism quiz. THIS IS NOT A SUMMARY OF THE READINGS, but RATHER

 an opportunity to personally reflect on your own professionalism and think critically.

 The quiz will offer the students the opportunity to ***first*** score their

 self-perceived professionalism (their perspective on their personal level of

 professionalism). The students will ***then*** be asked to score their demonstrated – actual-

 professionalism, *given their work experience or the feedback of family, friends, teachers*

 *and employers.* The students will be required to reflect on this exercise and what they

 have learned about themselves through it. A *reference page* is required.

L) *Final Reading Quiz: 20 questions taken from all reading, power points and videos*

 M) *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
* Resume (including revisions based on feedback)
* Cover letter (including revisions based on feedback)
* A 2-page reflection paper on what the student has learned about themselves this semester in regards to successful interviewing, professionalism and their owm work identity (based on personal critical thinking, course material and feedback from the student’s mock interview)
* Thank you letter following an interview (tailored to this specific job)
* Description of 5 things students will do to help them be successful once hired at their first job.

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

# Grading and Evaluation Procedures:

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| --- | --- |
| Assignments with Point ValuesSelf-Introduction  | 5 |
| Work Values Inventory | 10 |
| Resume/CV Draft | 10 |
| Elevator Speech | 10 |
| Linkedln Profile | 5 |
| Cover Letter Draft | 10 |
| Upload Job/School Posting | 5 |
| Interview Question Written Responses | 10 |
| Reverse Interview Questions | 5 |
| Mock Interview (**AND** discussion) | 40 |
| Diversity Writing  | 10 |
| Professionalism Writing | 15 |
| Reading Quiz | 20 |
| Final Project | 45 |
| Total | 200 |

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: Students are expected to participate in class lectures and activities. All lectures are pre- recorded and uploaded on Canvas for students to view in the assigned week.
2. Excused absences: Students are granted excused absences from class for the following reasons: 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 [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences
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 exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.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 will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. 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. 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).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, 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 materials.
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 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
8. Extra Credit Opportunities 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 email sona@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 email sona@auburn.edu

Additionally, you may go to any job or career fair throughout the semester and submit a short reflection paper on the experience for extra credit. There is an assignment page on Canvas for you to submit this to before the last day of classes.

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 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.

# C. If you are struggling to navigate Canvas it is your responsibility to take the necessary steps to address it. If you email me 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** | **Reading** | **Assignments Due** |
| 1Assignment due: 01/17 | Introduction to the CourseReview SyllabusFinding the Right Mindset Career vs. JobMotivation/Influences and ValuesZOOM Lecture | Syllabus  | **Self-Introduction**  |
| 2Assignment due: 01/24 |  | Power point | **Complete and upload the *Work Values Inventory******AND*** ***Discussion*** |
| 3Assignment due: 01/31 | Marketing Yourself: Resume Writing  | Power Point | **Submit Resume Draft**  |
| 5No Assignment: 2/7 | Networking: Elevator SpeechLinkedIn networkingStaying in Contact | Power Point: Get the Hang of Networking  | No Assignment  |
| 6Assignment due: 2/14 | Marketing Yourself: Cover Letter | Power point: Build Your Personal BrandPossible guest speaker | **Submit 60 Second Elevator Speech****Create LinkedIn Profile and upload link**  |
| 7Assignment due: 2/21 | Job and Graduate School Search & Career vs. Job  | Power point  | **Submit Cover Letter**  |
| 8Assignment due: 2/28 | Interviewing: Preparing for the Interview  | Power Point: Selecting Your Tools for the Interview | **Find and upload a description of a job that you would apply to or a graduate program of interest**  |
| 9Assignment due: 3/7 | Interviewing: Surviving the Interview | Power point: Selecting Your Tools for the Interview | **Submit Written Responses to Interview**  |
| 10Assignment due: 3/14 | Interviewing: Handling Success and Failure | Power Point Article  | **Questions Submit 3 Reverse Interview Questions**  |
| 11No Assignment due: 3/21 | Salary Negotiations and Basic Benefits Diversity in the Workplace: Today’s World | Power pointVideo OR Article (s) | **No assignment**  |
| 12Assignment due: 3/28 | Managing Your Time and Money: Making the Most of Key Resources  | Power point | **Record Mock Interview & Submit Self-Reflection Form**  |
| 13Discussion on Mock Interview: 4/4 | Transitioning from College to Professional: Professionalism  | Power point Articles  | **Discussion on Mock Interview (5 points)** |
| 14Assignment due: 4/11 |  | Power point | **Diversity Writing Reflection**  |
| 15Assignment due: 4/18 | Transitioning from College to Professional: Stress reduction and self-careQ & A | Power point  | **Final Reading Quiz**  |
| 16Assignment due: 4/25**FINAL PROJECT DUE 4/30** | No class Complete Final Project |  | **Professionalism Assignment** **Final Project Due**  |