**AUBURN UNIVERSITY**

**SPRING 2022 SYLLABUS**

UPDATED: January 1, 2022

Course Number: COUN 3000-D01

Course Title: Career Success

Prerequisites: Must be a junior or senior

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: NA

Class Location: Online Portal, Canvas

Instructor(s): Ms. Sara Ellison, MS, NCC

Office: HALEY 1234F + Virtual

Office Hours: Wed 11:00 – 11:50 am or by appointment

E-mail: szm0194@auburn.edu

## COURSE DECRIPTION:

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, students will develop a career plan via researching careers, writing resumes, developing portfolios, interviewing, networking, and other career development practices.

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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 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 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.

## REQUIRED TEXTBOOK:

## No required text.

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

**CLASS CALENDAR AND TOPICS:**

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| **Date** | **Topic** | **Assignments &**  **Readings Due** |
| **Week 1**  **1/10 – 1/16** | Introduction to the Course  Review Syllabus | Respond to Canvas discussion board  *Due 1/16* |
| **Week 2**  **1/17 – 1/23** | Know Yourself: Prepare | Tasks 1.1 – 1.5 (2 points per task)  *Due 1/23* |
| **Week 3**  **1/24 – 1/30** | Know Yourself: Skills | Tasks 2.1 – 2.5 (2 points per task)  *Due 1/30* |
| **Week 4**  **1/31 – 2/6** | Know Yourself: Preferences | Tasks 3.1 – 3.5 (2 points per task)  *Due 2/6* |
| **Week 5**  **2/7 – 2/13** | Know Yourself: Values | Tasks 4.1 – 4.5 (2 points per task)  *Due 2/13* |
| **Week 6**  **2/14 – 2/20** | Explore Your Options:  Explore | Tasks 5.1 – 5.5 (2 points per task)  *Due 2/20* |
| **Week 7**  **2/21 – 2/27** | Explore Your Options: Relationships | Tasks 6.1 – 6.5 (2 points per task)  *Due 2/27* |
| **Week 8**  **2/28 – 3/6** | Explore Your Options: Decision Making | Tasks 7.1 – 7.5 (2 points per task)  *Due 3/6* |
| **3/7 – 3/13** | Spring Break | Enjoy your break! |
| **Week 9**  **3/14 – 3/20** | Market Yourself: Tools | Tasks 8.1 – 8.5 (2 points per task)  *Due 3/20* |
| **Week 10**  **3/21 – 3/27** | Market Yourself: Launch | Tasks 9.1 – 9.5 (2 points per task)  *Due 3/27* |
| **Week 11**  **3/28 – 4/3** | Market Yourself:  Career Management | Tasks 10.1 – 10.5 (2 points per task)  *Due 4/3* |
| **Week 12**  **4/4 – 4/10** | Career Portfolio | Project 1: Draft Cover Letter (20 points)  *Due 4/10* |
| **Week 13**  **4/11 – 4/17** | Career Portfolio | Project 2: Draft Resume (20 points)  *Due 4/17* |
| **Week 14**  **4/18 – 4/24** | Career Portfolio | Project 3: Mock Interview and Thank You Letter (20 points)  *Due 4/24* |
| **Week 15**  **4/25 – 5/1** | Career Portfolio | Submit final Career Portfolio (Cover Letter, Resume, Mock Interview, and Thank You Letter) with corrections based on instructor feedback (40 points)  *Due 5/1* |

## ASSIGNMENTS:

1. ***Lectures:*** Each week, a new video lecture will be posted to Canvas on Mondays. You are responsible for viewing the entire video. Guidance about weekly tasks or projects will be included in the lecture. If you have any remaining questions about the assignment or project, please email me and we can discuss further or arrange a one-on-one Zoom session.
2. ***Weekly Tasks:*** For the first 10 weeks of the course, students will complete 5 tasks per week that will help them explore the world of work, their preferences and values related to work, networking, social media, career choices, interviewing skills, resumes and cover letters, and launching a successful career. These small weekly tasks are the building blocks that will help students complete the required projects for this course. Tasks are always due by 11:59pm on the Sunday following the lecture in which they were introduced. For example, the lecture that will be posted on Monday, January 17th will cover tasks 1.1-1.5 which will be due the following Sunday (January 23rd) by 11:59pm. *Student Learning Outcomes Met: 1-9*
3. ***Projects:*** Near the end of the semester, students will apply what they have learned in this course by completing three projects: (1) cover letter, (2) resume, and (3) a recorded mock interview with a follow-up thank you letter. More information about expectations and grading rubrics will be provided. Projects are always due by 11:59pm on Sunday of the week that they are due.

*Student Learning Outcomes Met: 1,4,5,7-8*

1. ***Career Portfolio:*** The final project for this course is a Career Portfolio – which is simply a resubmission of all three projects (see item 3 above) with edits or changes made in response to the feedback given on each assignment. This is an opportunity to make suggested improvements to each item in order to finish with a polished portfolio that is ready for use. Grades will be based on the final quality of each item and whether or not feedback was incorporated into the final product.

*Student Learning Outcomes Met: 1 4,5,7-8*

## TEACHING PHILOSOPHY:

I believe that learning occurs when we make meaning of our knowledge. Students grow most effectively when they can apply concepts learned in the classroom to their own experiences. For this reason, I encourage you to be open to self-exploration in this course. I understand that student arrive in the classroom with diverse perspectives and experiences, and I strive to develop a safe space that can both hold and reflect these varied viewpoints. In order to encourage connection, both to the material and each other, I model and courageous conversations that give students the opportunity to share themselves with others, to be vulnerable, and to deepen self-reflection and insight. I believe that the ideal learning environment is flexible; therefore, I welcome student feedback on my syllabus and course design. If at any time you feel that your perspective, interests, or learning style is not represented in course delivery, please do not hesitate to reach out to discuss.

## COURSE POLICIES:

1. **Participation and Absences:** This class is designed to be participatory in nature with the idea of promoting a community of active, engaged learners; therefore, you 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. Lecture materials will be posted by Monday of each week and assignments will be due by 11:59pm on Sunday of each week. 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 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. When feasible, students should 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. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
2. **Assignment Format:** All written work must be typed using the formatting style outlined in the *Publication Manual of the American Psychological Association* (APA, 2020) and submitted via **Canvas**. Additional guidance and format requirements may be given for specific assignments.
3. **Assignment Due Dates and Submission Policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date by 11:59 pm CST. Assignments will be opened at least one week in advance of the due date. Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments nor will make-up work be allowed apart from extenuating circumstances that will be considered at the instructor’s discretion. Please see the following sections for further clarification.

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 receive credit.

1. **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 in emergency situations and/or if previous arrangements have been made. No assignment will be accepted for grading past the due date.
2. **Late Assignments:** Unexcused late assignments will NOT be accepted.
3. **Cultural Sensitivity:** Diversity case studies and other examples inherent in this course will approach counseling from a multicultural perspective. Sensitivity to race, gender, ethnicity, age, ability, and sexuality is expected and disrespectful language and/or behavior will not be tolerated.
4. **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.
5. **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/)**.**
6. **Plagiarism:** Plagiarism is an act of academic dishonesty which involved intentionally and knowingly representing the words or ideas of another author’s as one’s own original work. Plagiarism can occur:

* When someone quotes another without using a proper reference.
* When someone quotes another without enclosing the quote in quotation marks.
* When someone does not use his or her own words in paraphrasing.
* When someone uses the ideas of another without citing the original source.

If I suspect a student to be in violation of academic integrity, I will contact the student directly to address my concerns. Students violating the academic integrity policy could fail the assignment and/or course. Additionally, the counseling program continually reviews students regarding professional and ethical behavior. A violation of academic integrity will likely result with a report being presented to the department chair and the faculty to determine if any additional action or remediation is necessary.

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:
2. Engage in responsible and ethical professional practices
3. Contribute to collaborative learning communities
4. Demonstrate a commitment to diversity
5. Model and nurture intellectual vitality
6. Auburn’s policy on classroom behavior can be found here:https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf
7. **Communication/Appointments:** At any time throughout this class, if you would like to meet with me regarding your academic plans or issues/difficulties you are having regarding class content or other issues affecting your success in this class, please feel free to visit my office hours or set up an individual appointment by email. Please allow me 24 hours to return emails. All students must use their Auburn email to communicate with me. Please consider all communication with me through email as professional communication.
8. **Extra Credit Opportunities:** The College of Education has a subject pool operated through the SONA system which provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You should have received an email from the SONA administrator asking that you log in 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 vinal grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about participating in studies, please email sona@auburn.edu. Any additional extra credit opportunities will be announced to the entire class throughout the semester.

## COVID-19 POLICIES:

1. **Health and Participation in Class:** 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 have been exposed to someone with the virus, you should not attend in-person classes. You will not be penalized for such an absence, nor will you be asked to provide formal documentation from a healthcare provider, as I do not want the need for documentation to discourage you from self-isolating when appropriate.

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

* Notify me in advance of your absence, 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).

1. **Health and Well-Being Resources:** 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 ([www.ahealthieru.edu](http://www.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. **Course Expectations Related to COVID-19:**
2. **Face Coverings:** As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.
3. **Course Attendance:** If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
4. **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).
5. **Course Delivery Changes Related to COVID-19:** Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and assessment methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable internet.

**GRADING**

**Assignments Maximum Points**

Weekly Tasks (10 points per week for 10 weeks) 100

Project 1 20

Project 2 20

Project 3 20

Career Portfolio 40

**Total: (Sub-total) \_\_\_\_\_\_\_\_\_\_**

**Bonus Points: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Final Amount: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Final Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grading Scale:**

A: 180 – 200

B: 160 – 178

C: 140 – 159

D: 120 – 139

F: 119 and below