**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1000

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Asynchronous (Online via Canvas)

Class Location: Online

Instructor(s): Courtney Williams

Office Hours: Wednesday 9am – 10am or by appointment (via Zoom)

E-mail: chw0036@auburn.edu

## 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.

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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.* |

## 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 Auburn colleges and learn about Career Center Resources.
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 countless 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. 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.

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

## ASSESMENTS:

Each student will be required to complete personal and career assessments during this course. This may include the Strong Interest Inventory (SII) for a fee of $30 which will be billed to the student’s bursar account. The student will access the assessment online and will need to budget about 30 minutes for completion. The SII report (14 pages long) will be printed by the presenter and provided to the class at the time of the interpretation. ***The instructor reserves the right to replace the SII with a similar inventory not to exceed $30. Students are asked to wait to be notified by the instructor before purchasing the SII.***

## ASSIGNMENTS:

1. **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 participate in five (5) journals throughout the semester via Canvas. You may choose to complete one extra journal to receive additional credit towards your final grade.
   2. Each journal should be typed in a Word Document, at least 1 page in length, Times New Roman, 12 pt. font. and double spaced. Less than one full page will result in point deductions.
   3. Journal entries are to be submitted via Canvas ***by 11:59 PM*** on the specified due date (see assignment calendar for specific due dates).

*Journal Prompts:*

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.

2. 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?

3. 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?

4. 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. 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?

Extra Credit Journal Prompt: Work Life and Culture

* What messages did you receive about work and career from family, community, and/or media (TV, advertisements, social media)?
* What expectations do you have or yourself as a result? Are there any expectation that you would like to let go of?
* If participating in this course has changed the way you see yourself (related to your work life or otherwise), describe these changes.

1. **Assessments:**

During this semester, you will complete various assessments. These assessments are designed to help you learn more about yourself and your preferences. These assessments may include but are not limited to:

-John Holland Code (completed through O\*NET)

https://www.mynextmove.org/explore/ip

-Skills Assessment

https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx

-Personal Values/Work Values Worksheets

On Canvas

-Type-Focus Myers-Briggs Type Indicator (MBTI)

<https://career.auburn.edu/popular-resources> —> TypeFocus

-Strong Interest Inventory (SII)

<https://career.auburn.edu/popular-resources> —> Strong —> Create account

1. **Auburn Colleges Group Project**

Students will be assigned into groups of colleges offered at Auburn University. Groups are asked to present to the class a brief educational and informational session regarding their assigned college. Each group will present virtually (via Zoom or an alternative platform) to the class for approx. 8-10 minutes. Each group presentation must include use of multimedia, such as PowerPoint, Prezi, etc. Each group member is expected to contribute evenly to the project. All group members will receive one overall grade based on the presentation. Each group member is *required* to present some aspect of the group project. All projects must be submitted via Canvas by the assigned due date at 11:59 pm. Presentations will be uploaded by the instructor via Canvas discussion board for peers to view. The instructor will provide students with an outline of the specific project requirements via Canvas.

1. **Career Presentation**

You are to research a specific career. This may be a career of your choice or one that you are interested in. Following is an outline of suggested main points to include:

* Clearly state the career field on which you are presenting
* Describe what someone does in this field (nature of work)
* What skills/background/training/major/degree(s) are needed to work in this field?
* What’s the job outlook for this field (Is it growing? Is it stable?)
* What kind of earning per year (round off) could you expect starting out?
* Facts you found interesting?
* Why you chose this field and are you still interested in it after you’ve learned more about it?
* Does this career field satisfy your work and personal values?

**Presentation:** 7 minutes minimum time. \*\*In order to earn the maximum number of points for this presentation, you NEED to have a visual aid (Prezi, PowerPoint, etc.) to make the presentation more interesting, entertaining, and/or educational.\*\*

1. **Professional Development Project** (Choose one of the following options)

OPTION ONE: THE WORKING RESUME

Develop a working resume. Your resume should include the following information:

-Name and contact information  
-Objective statement  
-Education  
-Experience  
-Skills

OPTION TWO: THE BACK UP PLAN

Imagine the job you have planned for and gone to college for is no longer an option to you.

Create a two-page paper on a NEW career that interests you. This career cannot fall under the same category as the career you have already planned for in your Career Project.   
Your Paper should include the following information:  
-Clearly describe the new career field you have researched.  
-Describe what someone does in this field, that is, the nature of the work.  
-List the background, training, and education needed.  
-Describe the kind of earnings you could expect to make starting out as well as the  
average salary.  
-Discuss why you chose this field. How is it different from the previous one you chose. Is this a career you can find locally where you live, or would you have to move somewhere else? How do you feel about this new career?

OPTION THREE: THE COVER LETTER   
Go to the Auburn Employment page and search for a student job. Pick one you like. Then go to pages 31 and 32 of the Auburn Job search guides to see examples of cover letters.

Create a cover letter for the job you picked. Make sure to the link to your job in the assignment window and upload your cover letter which you will create in a word document.

1. **Decision-Making/CASVE Paper**

You are to write a 3-4 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.

1. **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 2022 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 accomplish these goals?

1. **Lecture Review/ Participation**

At the beginning of each week, you should have assigned readings completed. The readings are extremely important as they will introduce you to the lecture content and video. After completing the reading, review the lecture video and any additional videos assigned for the week. Canvas will indicate if/when the lecture has been reviewed in its entirety and you will receive a participation grade for each lecture reviewed (see grading below). Please keep in mind that there will be times in the lecture that will ask you to fill out a form or discussion board to demonstrate active participation. Failure to complete these activities will result in a zero for participation for that specific lecture. You will be expected to be knowledgeable about the assigned material as demonstrated in your submitted course assignments.

## 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.*

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| **Date** | **Topic** | **Activities** | **Assignment/**  **Readings Due** |
| **Week 1**  **1/11** | **Class Introduction** | **Review syllabus and course overview** |  |
| **Week 2**  **1/17** | **Career Theory** | **Self-Concept Theory** |  |
| **Week 3**  **1/23** | **Self-Assessment: The Basics** | **How well do you know yourself? The impact of self-knowledge/awareness on career/life planning** | **Chapter 1**  **Assessment 1: Complete John Holland Code and upload screenshot to Canvas by Sunday, 1/28 @ 11:59pm** |
| **Week 4**  **1/30** | **Self-Assessment: Interests** | **Assessing personality traits using the John Holland Inventory** | **Reflection Journal 1:**  **John Holland Code reflection due by Sunday, 2/4 @ 11:59pm** |
| **Week 5**  **2/6** | **Self-Assessment: Skills** | **What skills do you have? What skills do you need?**  **Using iSeek.org for Career Skills Assessment** | **Reflection Journal 2:**  **Work Values and Personal Values reflection due Sunday 2/11 @ 11:59pm** |
|  | **Self-Assessment: Values** | **The impact of values on career and life planning**  **Complete Work Values and Personal Values worksheets** | **Chapter 3**  **Assessment 2: Complete TypeFocus Assessment and upload screenshot to Canvas by Sunday 2/11 @ 11:59pm** |
| **Week 6**  **2/13** | **MBTI** | **MTBI Interpretation: d discuss implications for career development** | **Reflection Journal 3:**  **MTBI reflection due by Sunday 2/18 @ 11:59pm** |
| **Week 7 2/20** | **Options Knowledge: Career Resources on Campus** |  | **Chapter 6** |
|  | **Options Knowledge – What does Auburn offer?** | **Exploration of Majors offered at Auburn**  **Explore the Career Center’s website and review the link, “What Can I Do With A Major In”** | **One Year Action Plan due by Sunday 2/25 @ 11:59pm** |
| **Week 8**  **2/27** | **SII** | **SII Interpretation: discuss implications for career development** | **Reflection Journal 4:**  **SII reflection due by Sunday 3/4 @ 11:59pm** |
|  | **Options Knowledge: Exploring & Researching Careers**  **Auburn Colleges Group Project** | **Connect With Groups for Auburn Colleges Project** |  |
| **Week 9**  **3/6** | **Spring Break** | **NO CLASS** |  |
| **Week 10**  **3/13** | **CASVE Cycle: Knowing How You Make Decisions** | **Introduce CASVE Cycle** | **Auburn Colleges Group Project due Sunday, 3/18 @ 11:59pm** |
|  | **CASVE Cycle (continued)** | **Continue CASVE Cycle**  **Discuss Decision-Making/CASVE Paper** |  |
| **Week 11**  **3/20** | **Practical Knowledge: Introduction to Professionalism** | **How to transition from being a student to a professional**  **Developing an email signature** | **Chapter 7**  **Reflection Journal 5:**  **Work Philosophy reflection due Sunday 3/25 @ 11:59pm** |
| **Week 12**  **3/27** | **Practical Knowledge: Getting Experience** | **Getting from college to career**  **Accruing real-world experience** | **Decision-Making/CASVE Paper due by Sunday 4/1 @ 11:59pm** |
| **Week 13**  **4/3** | **Practical Knowledge: Resume** | **Building a resume/academic CV** | **Chapter 9** |
| **Week 14**  **4/10** | **Practical Knowledge: Interview Skills** | **Interview skill development** | **Professional Development Project due Sunday 4/15 @ 11:59 pm** |
| **Week 15**  **4/17** | **Practical Knowledge: Networking** | **The importance of networking**  **LinkedIn** | **Chapter 4**  **Extra Credit Journal:**  **Work Life and Culture reflection due Sunday 4/29 @ 11:59pm** |
| **Week 16**  **4/24** | **Course Wrap-up** | **Review Individual Developments Made in Class** | **Career Presentation due by Sunday 4/29 @ 11:59 pm** |
| **Final Exam Week** | **Finals Week** | **NO CLASS** |  |

**GRADING**

**Assignments Maximum Points**

Reflection Journals (5 @10 points each) 50

Auburn Colleges Group Project 40

Career Presentation 50

Professional Development Project 40

Decision-Making/CASVE Paper 50

One-Year Action Plan 10

Lecture Review/ Weekly Participation 40

Assessments: John Holland 10

Assessments: MBTI/TypeFocus 30

Assessments: SII 30

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

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

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

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

**Grading Scale:**

A: 315 – 350

B: 280 – 314

C: 245 – 279

D: 210 – 244

F: 209 and below

## COURSE POLICIES:

1. **Incomplete Grades:** Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances.
2. **Assignment Format:** Written reports will be submitted to the instructor typed (Times New Roman, size 12 font, double-spaced, Word document) 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 11:59pm. Each assignment will have a (1) one week “open” period in which assignments may be submitted at any time during a one-week time period. 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 with the exception of 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. **Auburn University email must be utilized for all email communication with instructor.**

1. **Make-up** **Policy:** No class assignments or quizzes will be accepted late or allowed to be made-up. The only exception is of extreme emergencies or university approved excuses 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.
2. **Late Assignments:**Unexcused late assignments will NOT be accepted and will be given an automatic zero.
3. **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).
4. **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/)**.**
5. **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. **Email:** Outside of class, I will communicate primarily through my official university email and canvas announcements. Therefore, all students are expected to regularly check their Auburn email for class updates and announcements. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email. If you do not receive a response from me within 24 to 48 hours of sending an email, please be sure to follow up with me. All students must use their Auburn email to communicate with me. Please consider all communication with me through email as a professional communication.
2. **Participation:** All students are expected to participate in class, contribute to group discussions, and take part in in-class assignments. Participation will be reflected in the final grade.
3. **SONA Extra Credit:** 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](mailto:sona@auburn.edu)