**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1003

Course Section: 001

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: Online

Instructor(s): Heather Dorough Windham, M.Ed., NCC

Office: Online (Via Zoom)

Office Hours: Tuesday 2:00 – 3:00 pm via Zoom or by appointment

E-mail: had0005@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.

## 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 a selected major.
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, and unannounced checks on the completion of assignments may be performed during the semester. 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:

Pollak, L. (2012). *Getting From College to Career: Your Essential Guide to Succeeding in the Real World*, Revised Edition. ISBN: 9780062069276

## RECOMMENDED TEXTBOOK:

Johnston, S. M. (2015). *The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making*, 5th Edition. ISBN: 9780132481199

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, including 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 provided to the class at the time of the interpretation. The TypeFocus is a free version of the MBTI and will also take about 30 minutes to complete online. Students will need to print their results and bring them to the interpretation. These assessments are designed to foster insight into the career options that best match your unique interest and personality traits.

## COURSE POLICIES:

1. Students are expected and required to visit the Canvas course page weekly and engage through discussion posts. Engagement is vital to your success in this class; therefore, **an online weekly presence is required.**
2. Policies regarding excused absences and tardiness (as per the criteria listed in the *AU Tiger Cub*) are as following:
	1. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.
	2. Students must provide instructor with a written excused absence *within one week* after students have returned to class.
3. Use of Electronics: Due to the nature of this course being online, students will be required to utilize appropriate forms of technology to participate, complete assignments, and access reading materials.
	1. During any digital meetings, students are expected to mute the microphone unless speaking and remain engaged during the presentation at all times. This means that all electronic devices including, but not limited to, cell phones, iPod, mp3 players, additional laptops and tablets *must* be turned off and/or silenced before the meeting starts and out of sight. Please do not use any of these devices during a digital or face-to-face meeting!
4. Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances.
5. Written reports will be submitted to the instructor typed (Times New Roman, size 12 font) and double-spaced via **Canvas**. All reading and assignments are due at the due date which is posted on Canvas under assignments.
6. **Assignment 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. After this one-week period, the submission portal in Canvas will close and assignments will no longer be accepted. 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 assignments or quizzes will be accepted late or allowed to be made-up. The only exception is of extreme emergencies with proper documentation or if previous arrangements have been made to turn an assignment in early in the case of a planned absence or approved University Travel. No assignment will be accepted for grading past the due date. This *includes* the SII, MBTI, presentations, and final projects.
2. **Late assignments will NOT be accepted.**
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. At any time throughout this class, if you would like to meet with me about your academic plans or issues/difficulties you are having regarding your major exploration, please feel free to visit me during my office hours or set up an individual appointment. Appointments to see the instructor may be made by e-mail.
2. **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 note that Canvas inbox messages will not be accepted. Please allow me 48 hours to respond to an email. **I will not respond to emails Monday through Friday after 8pm or on Saturday and Sunday.**
3. **Participation:** All students are expected to participate in class, contribute to group discussions, and be actively engaged on Canvas weekly. Participation will be reflected in the final grade.
4. **Extra Credit Opportunities:** I will present you all with various extra credit opportunities throughout the semester, both through assignments, SONA, and in-lecture opportunities. I will give you ample amount of time to receive these points.

## ASSIGNMENTS:

All written assignments should have 1-inch margins, use double-spaced lines, and the font should be Times New Roman at 12 pt. Written assignments except discussion posts should be uploaded in a Microsoft Word or PDF document only. Points will be deducted for not following the aforementioned formatting criteria.

1. **Reflective Journals (70 Points Total; 10 Points Each)**

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 turn in seven (7) journals throughout the semester via Canvas. You may choose to complete one extra (8th) journal to receive additional credit towards your final grade. Six (6) of the seven (7) journals will be provided with a specific journal prompt that the instructor will provide on Canvas. The final seventh (7th) journal entry will not be assigned a specific topic and may either 1) be reflective in nature, meaning that the journal reflects the student’s experience with the course learning and/or their career exploration process, or 2) follow one of the provided topics listed below.

The journal should be double-spaced, and have 1-inch margins, with Times New Roman font at 12 pt. Each journal should be at least 1 page in length. Less than one full page will result in point deductions. Journals should be submitted in a Microsoft Word or PDF document only.

Journal entries are to be submitted via Canvas by **11:59 pm** of the specified due date (see assignment calendar for specific due dates).

**Required Journal Prompts:**

1. John Holland Code

-Self Reflection of Interests: What subjects in school do I like? What books/ magazines do I read? What kinds of music, art, theater, and cinema do I like? What are my favorite websites? What do I like to do for fun? How do I spend my spare time? What jobs have I had (including volunteer work) and what did I like about them?

-Which of Holland's RIASEC types do you feel the most connectedness? Reflect and explain this.

1. Personal Values/Work Values Worksheets

-Reflect on these two worksheets that you completed in the weekly assignments.

-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?

1. Guest Speaker: Career Center Orientation / Campus Resources

-Did you learn anything new from exploring the campus resources?

-What is something that the guest speaker talked about that you have been able to apply to your own life?

-What did you learn that you can apply to your future?

-Was the guest speaker helpful to you in better understanding the benefits of the career center? How or how not?

-Do you think this is a relevant speaker for future classes?

1. MBTI & 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. A Look into the Crystal Ball

-In the best of scenarios, what do you see as the perfect major for yourself?

**-**What is it about the major that is most appealing to you?

**-**Do you believe your major to be a realistic choice?

**-**What career might this major lead you to?

1. Self Reflection or Additional Topic

-This journal entry may either 1) be reflective in nature, meaning that the journal reflects the student’s experience with the course learning and/or their career exploration process, or 2) follow one of the provided additional topics listed below.

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?

1. (Optional): Self Reflection or Additional Topic

-This journal entry may either 1) be reflective in nature, meaning that the journal reflects the student’s experience with the course learning and/or their career exploration process, or 2) follow one of the provided additional topics listed below.

**Additional Journal Topics:**

1. Motivation: What drives you?

-Identify at least 3 motivations for attending Auburn. How will these motivating factors impact your time here?

1. Heroes

-Identify at least 3 heroes - list people whose careers you admire or are intrigued by in some way (can be someone you know/don’t know, family, famous).

-List at least 2 reasons why you listed each person. In 2 or 3 sentences describe their careers.

1. **Assessments (50 Points Total; 25 Points Each)**
2. SII & Interpretation

Each student will be required to complete personal and career assessments during this course, including 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 provided to the class at the time of the interpretation.

1. MBTI & Interpretation

The TypeFocus is a free version of the MBTI and will also take about 30 minutes to complete online. Students will need to print their results and bring them to the interpretation. These assessments are designed to foster insight into the career options that best match your unique interest and personality traits.

**Failure to attend a Zoom Meeting or individual appointment with a Career Coach will result in an assignment grade of ZERO for both SII and MBTI.**

1. **Auburn Colleges Group Project (40 Points)**

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 design and record their presentation to share with the class. The recording should be approx. 8-10 minutes. Less than 8 minutes and more than 10 minutes will result in point deductions. Each group presentation must include use of multimedia, such as PowerPoint, Prezi, video, etc. Handouts to share with the class with information from the presentation are required to be uploaded with your presentation to Canvas. Each group member is expected to contribute evenly to the project. All group members will receive one overall grade based on the recorded presentation. Each group member is *required* to present some aspect of the group project. All projects must be submitted *via Canvas* *by the specified due date at time (see assignment calendar for specific due dates).* The instructor will provide students with an outline of the specific project requirements on Canvas.

1. **Academic Major Presentation (50 Points)**

You are to research an academic *major* at Auburn University, not a specific career. This may be a major of your choice that you are interested in. For this assignment, you must interview an advisor from the department that you are researching. You may not interview a family member or friend. This presentation should be a 7-10 minute recording. Less than 7 minutes and more than 10 minutes will result in point deductions. You will record your presentation and upload the recording and the supplemental components to Canvas. The presentation must include use of multimedia, such as PowerPoint, Prezi, video, etc. Handouts to share with the class with information from the presentation are required to be uploaded with your presentation to Canvas.

Your presentation should consist of 3 sections:

Section 1: Curriculum Research

-What is the major?

-What types of courses will you need to take?

-Is there a minimum GPA requirement to be admitted or retained in the major/college?

-Will you have to complete an internship or co-op?

-What careers directly relate to this major?

-Will you need to obtain a graduate degree for entry into the job market?

Section 2: Academic Advisor Interview

-Begin with a brief description of the person you interviewed (name, position in the department, other interesting facts).

-What did you learn from the interview?

-Ask the person additional questions such as:

-What do you wish you had known about your career at my age?

-Do you have any advice for a freshman/sophomore starting out?

Section 3: Your Reflection

-Describe why you are/were interested in this major?

-What did you learn about the curriculum that surprised you?

-Do the courses interest you?

-How do you feel the interview went?

-Are you still interested in this major/field?

1. **Professional Development Project (40 Points)**

(Choose one of the following options)

**OPTION ONE:**

-Visit the Career Center and write a two-page reflection. Less than two full pages will result in point deductions. One page should be written BEFORE you go for your appointment and one page AFTER.

-Your paper should include the following information:

-What I hope to get out of my visit with the Career Center

-What advice/information the Career Counselor shared

-What I have done with the information

**OPTION TWO:**

**-**Create a two-page paper on a career that interests you. Less than two full pages will result in point deductions.

-Your Paper should include the following information:

-Clearly describe the career field on which you are presenting.

-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. Are you still interested in it after learning more about it?

1. **Decision-Making/CASVE Paper (50 Points)**

You are to write a 3-6 page paper about your own career/academic decision-making process using the CASVE Cycle discussed in class from the Cognitive-Information Processing Approach. Less than three and more than six full pages will result in point deductions. 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 on Canvas.

1. **One-Year Action Plan (10 Points)**

Create a one-page paper about your short-term goals for the coming year. Less than one full page will result in point deductions. If everything goes well, what will Summer 2021 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 be accomplish these goals?

1. **Homework Assignments/Quizzes (40 Points Total; 4 Points Each)**

Homework assignments and quizzes will be given periodically throughout the semester. All inventories/assessments including the John Holland Code, Type Focus, and STRONG are a part of this grading category. Therefore, students will need to monitor Canvas in order to be aware of their weekly requirements and assignments.

There will be ten (10) planned homework assignments and/or quizzes, worth four (4) points each. You may choose to complete one extra (11th) homework assignment to receive additional credit towards your final grade. Please note that the instructor reserves the right to substitute any homework assignment for an unannounced pop quiz on assigned reading material at any point during the semester. **There will be NO MAKE-UPS allowed for these assignments/quizzes.**

1. **Class Attendance / Online Participation (100 Points Total; 10 Points Each)**

This course marks the beginning of your career development. Therefore, it is expected that everyone participates on Canvas weekly, by engaging with classmates on the class discussion boards and completing the weekly assignments/activities.

Student’s participation will be reflected as part of the final grade. Each week, students will receive a discussion prompt. Students will earn 5 points for posting a response to the discussion, and an additional 5 points for responding to two classmates’ post. Students who only post one response to classmates’ discussion posts will not earn the additional 5 possible points for the week.

1. **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 to your class earned points (i.e., NOT points on your final grade). No more than 6 extra credit points (or 3 SONA 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.

You may choose to complete one extra (8th) journal and one extra homework assignment (11th) to receive additional credit towards your final grade. Additional bonus point opportunities may become available throughout the semester. When available, these opportunities will be posted on Canvas. These additional bonus points may be combined with SONA bonus points.

**CLASS CALENDAR AND TOPICS:**

*The instructor reserves the right to modify the schedule at any time during the course of the semester. If a change is made, appropriate notice will be given.*

| Date | Topic | Activities/Assignments(Required Readings are due prior to class. Supplemental Readings are Optional.) | Assignment Due(Assignments are Due Sundays at 11:59 p.m. unless noted) |
| --- | --- | --- | --- |
| **Week #1** **May 20-24** | **Class Introduction**  | * Review Syllabus and course overview
* Supplemental Reading: Chapter 1 (Get Started)
 | * **Discussion #1** (& 2 Responses): Introduction
* **Homework #1**: Syllabus Quiz
* **Select Group/College for Group Project**
 |
| **Week #2****May 25-31** | **Career Theory and Self-Assessment Interests & Skills** | * Self-Concept Theory
* Assessing personality traits using the John Holland inventory
* How skills and interests impact career development
* Using iSeek.org for career skills assessment
 | * **Discussion #2** (& 2 Responses): Career Theories
* **Homework #2**: Skills Assessment
* **Journal #1**: John Holland Code
 |
| **Week #3****June 1-7** | **Self-Assessment:****Values** | * How values and qualities impact major choices
* Complete Work Values and Personal Values worksheets
* Supplemental Reading: Chapter 3 (Figure Out What You Want… and What You Don’t)
 | * **Discussion #3** (& 2 Responses): Values
* **Homework #3**: Values Worksheet
* **Journal #2**: Personal Values
 |
| **Week #4** **June 8-14** | **Self-Assessment: Personality** | * How personality and self-esteem impact career development
 | * **Discussion #4** (& 2 Responses): Moving from Self-Assessment to Knowledge
* **Homework #**4: Submit Completion of Assessment Screenshots to Canvas
 |
| **Week #5****June 15-21** | **Career Center Interpretations for SII and Type Focus (MBTI)** **Options Knowledge:** **Resources on Campus** | * SII and Type Focus (MBTI) Interpretation: AU Career Counselor will discuss implications for career development.
* **(Failure to attend a Zoom Meeting or individual appointment with a Career Coach will result in an assignment grade of ZERO for both SII and MBTI)**
* **Have TypeFocus and SII results during the Zoom Meeting**
* **Note SII results will be emailed to you separately**
* Career Center Guest Video Lecture
 | * **Discussion #5** (& 2 Responses): Course Reflection
* **Homework #5**: Guest Video Quiz
* **Journal #3**: MBTI & SII Reflection
* **Journal #4**: Guest Speaker
 |
| **Week #6****June 22-28****No Class June 24-26** | **Options Knowledge: 1) What does Auburn have?****2) Exploring & Researching Careers**  | * Continuation of Professionalism, an overview
* Exploration of majors offered at Auburn and Resources
* Auburn Colleges Group Project discussed
* Work in groups for Auburn Colleges Project
 | * **Homework #6:** Professional Communication
* **Homework #7:** Group Work Day
 |
| **Week #7****June 29-July 5** | **Practical Knowledge:****Finding Opportunities****CASVE Cycle: Knowing how you make decisions** | * Introduction of the CASVE Cycle Discussion
* Discussion of Decision Making/ CASVE Paper
* Reading: Chapter 8 (Find Opportunities)
 | * **Homework #8:** Finding Opportunities
* **Discussion #6** (& 2 Responses): AU Majors and Resources
* **Journal #5:** A Look Into the Crystal Ball
 |
| **Week #8****July 6-12** | **Auburn Colleges Group Project** | * Group Presentations
 | * **Assignment:** AU Colleges Group Project
* **Discussion #7** (& 2 Responses): AU Colleges Group Project
* **Journal #6**: Self Reflection
 |
| **Week #9****July 13-19** | **Practical Knowledge: Intro to Professionalism, Getting Experience, & Networking** | * How to transition from being a student to being a professional
* Understanding the importance of networking
* Reading: Chapter 5 (Gain Real World Experience)
* Reading: Chapter 4 (Talk. Listen. Repeat.)
* Supplemental Reading: Chapter 2 (Stop Being a Student and Start Being a Professional)
 | * **Discussion #8** (& 2 Responses): Real World Experiences
* **Journal #7:** Work Philosophy
* **Homework #9:** Networking
* **Assignment:** Decision Making / CASVE Paper
 |
| **Week #10****July 20-26** | **Practical Knowledge: Interview Skills & Resume Academic Major Presentations** | * Interview Skills Development
* Building a resume: The do’s and don’ts of developing a resume
* Developing a Curriculum Vitae
* Reading: Chapter 9 (Overprepare for Interviews)
* Supplemental Reading: Chapter 6 (Give Yourself an Edge)
* Supplemental Reading: Chapter 7 (Market Yourself on Paper and Online)
 | * **Discussion #9** (& 2 Responses): Interview Skills
* **Homework #10**: Resume Development
* **Assignment:** Professional Development Project
* **Assignment:** One Year Action Plan
 |
| **Week #11****July 27-31**\*All assignments this week are due Friday, 7/31 at 5 p.m. | **Practical Knowledge: Interview Skills & Resume****Course Wrap-up** | * Student Final Project: Academic Major Presentations
* Review career theories and individual developments made in class
* Supplemental Reading: Chapter 10 (Before You Head Off into the Real World…)
 | **Final Assignments Due** **Friday, 7/31 at 5 p.m.*** **Discussion #10** (& 2 Responses): Final Project Thoughts
* **Assignment:** Academic Major Presentations Due
* **Journal #8** (Optional): Self Reflection
* **Homework #11** (Optional): Resubmission of Resume
 |

## GRADING:

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Earned** | **Points Possible** |
| **1.** Reflection Journals (7 at 10 points each) |  | 70 |
| **2a.** Assessments: SII & Interpretation Attendance  |  | 25 |
| **2b.** Assessments: MBTI & Interpretation Attendance |  | 25 |
| **3.** Auburn Colleges Group Project |  | 40 |
| **4.** Academic Major Presentation |  | 50 |
| **5.** Professional Development Project |  | 40 |
| **6.** Decision-Making / CASVE Paper |  | 50 |
| **7.** One-Year Action Plan |  | 10 |
| **8.** Homework Assignments / Quizzes (10 at 4 points each) |  | 40 |
| **9.** Attendance / Online Participation – Discussion Posts (10 at 10 points each) |  | 100 |
| **TOTAL:** |  | **450** |
| **BONUS POINTS EARNED:** |  | **450** |
| **FINAL POINTS:** |  | **450** |
| **FINAL GRADE:** |  |  |

**Grading Scale:**

A: 405-450

B: 360-404

C: 315-359

D: 270-314

F: 269 and below