Photo of Auburn "conceptual framework" logo Reads: "College of Education. Conceptual framework. Faculty, staff and students strive to prepare and be professionals who are: Competent: equipped with the knowledge, skills and technological expertise to help all individuals learn and develop, committed: dedicated to the ethical practices and collaboration that serve as the foundation of a diverse and intellectually vibrant society, reflective: devoted to analyzing their own past practices in ways that fuel ongoing learning and improve future practices. [New line] A Keystone in Building a Better Future For All [New line] Pictured: Auburn University Samford Logo


**COUN 3003**

Career Success

Online Course

**Summer 2021**

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**Department of Special Education, Rehabilitation, Counseling**

***College of Education***

Instructor Information

**Aleah Horton, M.Ed.**

Counseling Psychology

Doctoral Student

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Office Hours

By Appointment via Zoom

**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): Aleah Horton, M.Ed.

Office: Haley Center, Room 2072

Office Hours: By appointment via Zoom

E-mail: ajh0076@auburn.edu

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

**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.

# Text(s): Required

Carter, C. & Izumo, G. (2014) *The Career Tool Kit: Skills for Success.4th edition*. Pearson.

**Course Requirements:**

A.) *Work Values Inventory*

Students will complete and upload the *Work Values Inventory* to 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*

B.) 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*

C.) 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*

D.) 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*

E.) 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*

F.) 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

G.) 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*

H.) 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

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**, 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*

J.) Diversity Writing Summary

L.) 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 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)
* 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:

|  |  |
| --- | --- |
| Assignments with Point Values |  |
| Work Values Inventory | 5 |
| Resume/CV Draft | 10 |
| Elevator Speech | 10 |
| Linkedln Profile | 5 |
| Cover Letter Draft | 10 |
| Upload Job/School Posting | 5 |
| Interview Question Written Responses | 15 |
| Reverse Interview Questions | 5 |
| Mock Interview | 50 |
| Diversity Writing | 5 |
|  |  |
| Final Project | 50 |
| Total | 170 |
|  |  |

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.

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).

1. 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.
2. 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
3. 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.

**Class Calendar and Topics**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics** | **Reading** | **Assignments Due** |
| 1 | Introduction to the Course  Review Syllabus | Syllabus |  |
| 2  Assignment due: 5/30 | Finding the Right Mindset | Finding the Right Mindset: Chapter 1 | **Complete and upload the *Work Values Inventory*** |
| 3  Assignment due: 6/6 | Your Basic Skills- Sharpening Your Tools | Your Basic Skills: Chapter 4 | **Submit Resume/CV Draft** |
| 4  Assignment due: 6/13 | Marketing Yourself: Resume Writing | Build Your Personal Brand: Chapter 7 pg. 173-188 | **Submit 60 Second Elevator Speech** |
| 5  Assignment due: 6/20 | Networking:  Elevator Speech  LinkedIn networking  Staying in Contact | Get the Hang of Networking: Chapter 6 | **Create LinkedIn Profile and upload link** |
| 6  Assignment due: 6/27 | Marketing Yourself:  Cover Letter | Build Your Personal Brand: Chapter 7 pg. 189-195 | **Submit Cover Letter Draft**  **Upload Job/Grad School Posting** |
| 7  Assignment due: 7/4 | Job and Graduate School Search & Career vs. Job |  | **Submit Written Responses to Interview Questions** |
| 8  Assignment due: 7/11 | Interviewing: Preparing for the Interview | Selecting Your Tools for the Interview: Chapter 8 pg. 206- 214 | **Submit Reverse Interview Questions** |
| 9  Assignment due: 7/18 | Interviewing: Surviving the Interview | Selecting Your Tools for the Interview: Chapter 8 pg. 215-226 | **Record Mock Interview & Submit Self-Reflection Form** |
| 10  Assignment due: 7/25 | Interviewing: Handling Success and Failure  Complete final project | Selecting Your Tools for the Interview: Chapter 8 pg. 227-233 | **Final Project Due** |