**AUBURN UNIVERSITY**

**SYLLABUS**

**SUMMER 2023**

Course Number: COUN 1000

Course Section: D01

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: Online

Instructor(s): **Kareema M. Smith, M.S.**

Office: Online (Via Zoom)

 <https://ausecure.zoom.us/j/82272056792>;

 Meeting ID: 822 7205 6792

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

E-mail: kms0169@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 online 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 and related career.
4. To increase awareness of decision-making processes.
5. Students will increase their knowledge of the skills and experiences that are attractive to future employers.
6. 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 PowerPoints that are 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.

## ASSESSMENTS:

Each student will be required to complete **two** personal and career assessments during this course: The Holland Code Career Test and the TypeFocusTM for Career Planning. The student will access the Holland Code Career assessment at this site: <https://www.truity.com/view/tests/personality-career> and the TypeFocus at this site: [https://typefocus7.com/userLogin/RTlGM0Y2NzI=](https://typefocus7.com/userLogin/RTlGM0Y2NzI%3D). Students will need to plan time for completion. **Students will also need to save their results and upload them to Canvas**. 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 (as per the criteria listed in the *AU Tiger Cub*) are as following:
	1. If possible, students must notify the instructor prior to the absence (i.e., lack of online presence required to complete assignments) and make the necessary arrangements to get assignments and/or projects due.
	2. Students must provide the instructor with a written excused absence *within one week*.
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.
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 log onto Zoom during my virtual 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 7 pm 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 may present you all with various extra credit opportunities throughout the semester, through assignments and other opportunities. I will give you an 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 ongoing assignment throughout the semester where you are to reflect on what you are learning about yourself, your 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 toward your final grade. Seven (7) of the eight (8) journals will be provided with a specific journal prompt that the instructor will provide on Canvas. The optional eighth (8th) 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 Reflection**

-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?

-What were your results from the Holland Code Career Test? 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?
* How do you think your culture/background impacts your values?
* If you had to identify 3 top values that guide your personal life, what would they be? Which 3 feel most important in your work life?
* Will you factor that value(s) into your career exploration? Why or why not?
1. **TypeFocusTM for Career Planning 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. **Heroes Reflection**

-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, and/or someone famous).

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

1. **Career Decisions**

We are constantly making decisions related to our academic and career life. Consider a current decision you are needing to make and answer the questions below using the CASVE Cycle steps.

**Step 1. Knowing I Need to Make a Choice.**Why do you need to make a choice?

**Step 2. Understanding Myself and My Options.** What are your options? Here you can list any options you are considering.

**Step 3. Expanding and Narrowing My List of Options.**Use techniques such as brainstorming to expand and narrow your career options until you have a small list. Write your reduced list of options here.

**Step 4. Prioritizing My Choices.** Using techniques such as rank ordering and prioritizing, make a top choice that you are ready to pursue, and list two or three back-up choices.

**Step 5. Implementing My Choice.**Now that you have made a choice, decide on a first step forward. What will you do to move toward your choice?

1. **Career/Work Philosophy Reflection**
* What do you think the purpose of a career is? Do you think that a *career* differs from a *job?* When do you think you first realized that people have different types of careers and/or jobs? In what ways do you think you have been impacted to think about careers (i.e., by loved ones, via media, etc.)?
* Questions to Consider
	+ What does work mean to you? Is it a way of giving back? Self-expression? Achievement?
	+ What is your attitude towards working?
	+ Do you live to work or do you work to live?
	+ How important is it that you enjoy your work?
	+ How were these beliefs impacted by your cultural factors or your background?
1. **Talking with a Friend about Major/Career Exploration**

Reflect on all that you’ve learned in this course. Imagine that when the semester starts you had a friend who came to you and said they were struggling with deciding on a major and/or career. Imagine that they were feeling very low about their future because of this. What would you tell them? How would you encourage and/or motivate them? Is there anything that you would share about your own experiences?

1. **(Optional): Self-Reflection or Additional Topic**

-This journal entry may either 1) be reflective in nature, meaning that the journal reflects your experience with the course learning and/or your career exploration process, or 2) follow 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. **Assessments (50 Points Total; 25 Points Each)**

Each student will be required to complete personal and career assessments during this course and reflect on their results. **Students must upload a copy of their results to Canvas.**

1. **Holland Code Career Test:** <https://www.truity.com/test/holland-code-career-test>

This free career quiz uses the scientific Holland Code model to show you which jobs will suit your interests, talents, and aptitude. Get scores for 6 major job areas to guide your career planning.

1. **The TypeFinderTM for Career Planning:** [https://typefocus7.com/userLogin/RTlGM0Y2NzI=](https://typefocus7.com/userLogin/RTlGM0Y2NzI%3D)

This free career personality test uses Myers and Briggs' theory of 16 personality types, combined with the Holland Code system of career typing, to accurately measure the personality traits and interests that point to your ideal career path. Students will need to save their results and upload them to Canvas. These assessments are designed to foster insight into the career options that best match your unique interest and personality traits.

**Failure to upload your results of the Holland Code Career Test and the TypeFinderTM for Career Planning will result in an assignment grade of ZERO.**

1. **Working World Today Article (15 points)**

Locate any article (newspaper, magazine, or journal article) pertaining to the world of work today. You are encouraged to locate an article pertaining to your area of interest within the working world; if you do not have an area, pick content on a general topic. *Additionally, you may also choose a post from social media and identify a type of article that relates to the post.*

You are to read and upload the article and write a one-page paper about:

* 1. Key Factual information contained within the article.
	2. The implications of that information for future employees.

*Please submit the link to your article along with the one-page paper on Canvas.*

1. **Academic Research Presentation (70 Points)**

You can choose to research 1) an academic *major* at Auburn University that you are interested in/ pursuing **OR** 2) a specific career that you find interesting. For this assignment, you must interview an advisor from the department that you are researching **OR** a person who is connected to the potential career. **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 the use of multimedia, such as PowerPoint, Canva, 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:

**If you choose to focus your presentation on an academic major:**

Section 1: Curriculum Research

* + What is the major? **OR**
	+ 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?

**If you choose to focus your presentation on a specific career:**

Section 1:

* What is the career?
* What types of majors do people usually pursue for this career?
	+ What skills are needed for this career?
	+ What kinds of internships are helpful to complete to be successful in this career?
* What careers are similar to this one?
* Will you need to obtain a graduate degree for entry into this career?

Section 2: Career Interview

* + Begin with a brief description of the person you interviewed (name, position, 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 career?
* What did you learn about the career that surprised you?
* Do the skills needed for the career interest you?
* How do you feel the interview went?
* Are you still interested in this career/field?
1. **Professional Development Project: Building a Resume (40 Points)**

This project will require you to develop a working resume ***and*** receive feedback about the resume. You can receive assistance with this assignment by meeting with the instructor or by meeting with someone in the Auburn University Career Discovery and Success office. Once you have completed the resume, you will use the software Quinncia for a final review: <https://career.auburn.edu/students/resume>.

**Resume**

Your resume should include the following information:

* + 1. Contact Information
		2. Objective Statement
		3. Education
		4. Experience
		5. Skills (optional)
		6. References

1. **Mock Interview (Using the Interview Worksheet) (65 points)**
* This assignment has two parts:
	+ First **you will you complete the Interview Worksheet** posted on Canvas, please type your answers.

*There will be an alternate Interview Worksheet that includes bonus points. In order to earn bonus points, you must complete the entire worksheet using well-developed responses.*

* + Second, **you will schedule a 30-minute meeting with the instructor** to complete a mock interview.
1. **Decision-Making/CASVE Paper (50 Points)**

You are to write a 3-6 page paper (double-spaced) about your own career/academic decision-making process using the CASVE Cycle discussed in the lecture 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 (15 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 2024 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. **Class Attendance / Online Participation/ Discussion Post (60 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 3 points for posting a response to the discussion, and an additional 3 points for responding to two classmates’ post. Students who only post one response to classmates’ discussion posts will not earn the additional 3 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. *after class* unless noted) |
| --- | --- | --- | --- |
| **Week #1** **May 17-23** | **Class Introduction & Self Concept Theory** | * Review Syllabus and course overview
* Self-Concept Theory
* Supplemental Reading: Chapter 1 (Get Started)
 | * **Discussion #1** (& 2 Responses): Introduction
 |
| **Week #2****May 24-30** | **Career Theory and Self-Assessment: Interests & Skills** | * 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 Curiosity
* **Homework #1**: Skills Assessment
* **Journal #1**: John Holland Code
 |
| **Week #3****May 31 – June 6** | **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 #2**: Values Worksheets
* **Journal #2**: Personal Values
 |
| **Week #4** **June 7-13** | **Self-Assessment: Personality** | * The TypeFinderTM for Career Planning Assessment
* How personality and self-esteem impact career development
 | * **Discussion #4** (& 2 Responses): Moving from Self-Assessment to Knowledge
* **Homework #3 & #4**: Confirm Submission of Assessment Screenshots to Canvas
* **Journal #3**: TypeFocus
 |
| **Week #5****June 14- 20****No Class June 19** | **Career Center Overview** **Options Knowledge:** **Resources on Campus** | * Career Center Overview Lecture
 | * **Discussion #5** (& 2 Responses): Course Reflection
* **Homework #5**: Career Center Quiz
* **Journal #4**: Heroes Reflection
 |
| **Week #6****June 21-June 27****No Class June 22-23** | **Options Knowledge: 1) What does Auburn have?****2) Exploring & Researching Careers**  | * Exploration of majors offered at Auburn and Resources
* Introduction to Professionalism, an overview
 | * **Discussion #6** (& 2 Responses): AU Majors and Resources
* **Homework #6:** Professional Communication
 |
| **Week #7****June 28-July 4****No Class July 4** | **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)
 | * **Discussion 7:** Decision Making
* **Homework #7:** Finding Opportunities- Working World Today Article
* **Journal #5:** Career Decisions
 |
| **Week #8****July 5-11** | **Practical Knowledge: Intro to Professionalism, Resume Building, Getting Experience, & Networking** | * How to transition from being a student to being a professional
* Building a resume: The do’s and don’ts of developing a resume
* Developing a Curriculum Vita
* 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 #6**: Career/Work Philosophy Reflection
* **Homework #8**: Resume Development
 |
| **Week #9****July 12-18** | **Practical Knowledge: Interview Skills & Academic Research Presentations** | * Interview Skills Development
* 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 #9:** Networking
* **Journal #7:** Helping a Friend
* **Assignment:** Decision Making / CASVE Paper
 |
| **Week #10****July 19-25** | **Academic Research Presentation Projects** | * Use class time to work on your Academic Research Presentation Projects **AND** meet with the instructor for your mock interview
 | * **Discussion #10** (& 2 Responses): Assumptions
* **Assignment:** Mock Interview
 |
| **Week #11****July 26-31**\*All assignments this week are due Monday, 7/31 at 5 p.m. | **Practical Knowledge: Managing Transitions****Course Wrap-up** | * Student Final Project: Academic Research Project Presentations Upload
* Review career theories and individual developments
* Supplemental Reading: Chapter 10 (Before You Head Off into the Real World…)
 | **Final Assignments Due** **Monday, 7/31 at 5 p.m.*** **Assignment:** Academic Research Project Due
* **Assignment:** One Year Action Plan
* **Journal #8** (Optional): Self Reflection
* **Homework #10** (Optional): Resubmission of Resume
 |

## GRADING:

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Earned** | **Points Possible** |
| **1.** Reflection Journals (7 at 10 points each) |  | 70 |
| **2a.** Assessments: Holland Code Career Test  |  | 25 |
| **2b.** Assessments: The TypeFinderTM for Career Planning |  | 25 |
| **3.** Working World Article and Paper |  | 15 |
| **4.** Professional Development Project: Building a Resume |  | 40 |
| **5.** Mock Interview |  | 40 |
| **6.** Academic Research Presentation |  | 70 |
| **7.** Decision-Making / CASVE Paper |  | 50 |
| **8.** One-Year Action Plan |  | 15 |
| 1. Class Assignments/Homework/Quizzes
 |  | 40 |
| **10.** Attendance / Discussion Posts (10 at 6 points each) |  | 60 |
| **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