**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 3000

Course Title: Career Success

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: Online

Instructor(s): Kailee Peterson, M.S. ALC

Office: Online

Office Hours: By appointment (email for Zoom link)

E-mail: kap0135@auburn.edu

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

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary and will be communicated to the class in a timely manner.* |

**Course 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:

Fabricant, F., Peters, J., & Stark, D. (2014). *Creating Career Success: A Flexible Plan for the World of Work*. Wadsworth, Cengage Learning.

All access: [http://aub.ie/allaccess](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Faub.ie%2Fallaccess&data=05%7C02%7Ckap0135%40auburn.edu%7C78b769a6227d4d475e1408dc11461d42%7Cccb6deedbd294b388979d72780f62d3b%7C0%7C0%7C638404240077479230%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=1jldmgo0xu9rk%2FqGr4aXNOgmvjNhpp87AwJtiCTR23I%3D&reserved=0) A qr code on a white background

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**Course Requirements:**

1. **Lectures**

Each week, a new video lecture will be posted to Canvas on Mondays (except Thanksgiving Break week!). You are responsible for viewing the entire video and there is a weekly one-question quiz associated with the video. Guidance about the weekly task or project will be included in the video lecture. If you have any questions about the assignment or project that is due that week, please e-mail me and we can discuss further via e-mail or arrange a one-on-one Zoom session.

1. **Weekly Tasks**

For the first 11 weeks of the course, students will complete one discussion board, assignment, and quiz per week that will help them explore the world of work, their preferences and values related to work, networking, social media, career choices, interviewing skills, resumes and cover letters, and launching a successful career. These small, weekly tasks are the building blocks that will help students complete the required projects for this course. Tasks are always due by 11:59 pm on the Sunday following the lecture in which they were introduced. For example, the lecture that will be posted on Monday August 25th will cover assignment, discussion board, and quiz one and those are then due the following Sunday (August 31th) by 11:59 pm.

*Student Learning Outcomes Met: #1-9*

1. **Projects**

Near the end of the semester, students will apply what they have learned in this course by completing three projects: (1) cover letter, (2) resume, and (3) a recorded mock interview. More information about expectations and grading rubrics will be provided later in the semester. Projects are always due by 11:59 pm on the Sunday following the lecture in which they were introduced.

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

1. **Career Portfolio**

The final project for this course is a Career Portfolio—which is a resubmission of the cover letter and resume projects (from item C above) but with careful attention paid to the feedback given on each of those assignments. This is an opportunity to make suggested improvements to each item and resubmit them once more. Grades will be based on the final quality of each item and whether feedback was incorporated into the final product.

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

# Grading and Evaluation Procedures:

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| Assignment with Point Values |  |
| Weekly Tasks (10 points per week for 10 weeks) | 100 |
| Project 1 | 20 |
| Project 2 | 20 |
| Project 3 | 20 |
| Career Portfolio | 40 |
| Total: | 200 |

The following scale will be used:

90% - 100% = A

80 % - 89.9% = B

70% - 79.9% = C

60% - 69.6% = D

Below 60% = F

**Class Policy Statements:**

1. Attendance and Assignments: 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. Lecture materials will be posted by Monday each week and assignments will be due by 11:59 pm on the following Sunday of each week. Student are expected to submit all written assignments to the instructor (typed APA with proper cover page, Times New Roman, size 12 font, and double-spaced) via Canvas by the posted due date. Assignments will remain open until the Tuesday after the due date. A point will be deducted from the assignment grade for every day late after the posted due date.
2. 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.

# C. If you are struggling to navigate Canvas it is your responsibility to take the necessary steps to address it. If you email me before a deadline with the assignment attached, I will use my discretion as to whether or not I will accept it. I will not accept technology related excuses that are received after the deadline or ones before the deadline that do not have the assignment attached to the email.

1. 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
2. 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.
3. 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.
4. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).
5. Communication: Outside of class, I will communicate primarily through Canvas announcements and email. Therefore, all students are expected to regularly check their Auburn email and the Canvas page 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 48 hours of sending an email, please be sure to follow-up with me.
6. 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.
7. 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
8. Extra Credit Opportunities:

You are eligible to earn extra credit in this course. I reserve the right to add additional extra credit opportunities as the course progresses, which the entire class will be informed of via announcement. However, the maximum total extra credit you may earn in this course is 10 points.

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. For every SONA credit you earn, you earn 2 extra credit points. If you have questions about participating in studies, please email sona@auburn.edu.

1. Withdrawal Policies:
2. Students may withdraw without grade penalty until the 15th class day, and until mid-semester.
3. Students who withdraw from the course between the 6th class day and the 15th class day will pay a course drop fee of $100.
4. AI Policy:

In this course, students are permitted to use Generative AI Tools such as ChatGPT for formatting (e.g., APA style, grammar, sentence structure, etc.), study assistance, and specific instances designated by the instructor. Students ARE NOT allowed to use Generative AI Tools for content generation. Assignments suspected of using AI will be flagged and discussed. As always, students must properly use attributions, including in-text citations, quotations, and references.

**To maintain academic integrity, students must disclose any use of AI-generated material.** A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment: [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**Class Calendar and Topics**

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

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| **Week** | **Topics** | **Assignments Due** |
| 1  Assignment due: 8/24 | Introduction to the Course  Review Syllabus | **Respond to introductory discussion in Canvas** |
| 2  Assignment due: 8/31 | Prepare | **Discussion Board 1**  **Assignment 1**  **Quiz 1**  **10 points** |
| 3  Assignment due: 9/7 | Skills | **Discussion Board 2**  **Assignment 2**  **Quiz 2**  **10 points** |
| 4  Assignment due: 9/14 | Preferences | **Discussion Board 3**  **Assignment 3**  **Quiz 3**  **10 points** |
| 5  Assignment due: 9/21 | Values | **Discussion Board 4**  **Assignment 4**  **Quiz 4**  **10 points** |
| 6  Assignment due: 9/28 | Explore | **Discussion Board 5**  **Assignment 5**  **Quiz 5**  **10 points** |
| 7  Assignment due: 10/5 | Relationships | **Discussion Board 6**  **Assignment 6**  **Quiz 6**  **10 points** |
| 8  Assignment due: 10/12 | Decision Making | **Discussion Board 7**  **Assignment 7**  **Quiz 7**  **10 points** |
| 9  Assignment due: 10/19 | Tools | **Discussion Board 8**  **Assignment 8**  **Quiz 8**  **10 points** |
| 10  Assignment due: 10/26 | Launch | **Discussion Board 9**  **Assignment 9**  **Quiz 9**  **10 points** |
| 11  Assignment due: 11/2 | Career Management | **Discussion Board 10**  **Assignment 10**  **Quiz 10**  **10 points** |
| 12  Assignment due: 11/9 | Career Portfolio | **Project 1: Draft Cover Letter**  **20 points** |
| 13  Assignment due: 11/16 | Career Portfolio | **Project 2: Draft Resume**  **20 points** |
| 14  Assignment due: 11/23 | Career Portfolio | **Project 3: Mock Interview**  **20 points** |
| Thanksgiving Break  11/24 – 11/28 | Nothing! | **Take a break!** |
| 16  Assignment due: 12/7 | Final Career Portfolio Submission | **Submit final Career Portfolio (Cover Letter and Resume) with corrections based on instructor feedback.**  **40 points** |

# Mental Health and Basic Needs Assistance

1. If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic.
2. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at [https://aub.ie/basicneedsLinks to an external site.](https://aub.ie/basicneeds). Furthermore, please notify the professor if you are comfortable in doing so as this will allow the faculty member to connect you with any other known resources.