AS 170 Career Exploration

***DONNELLY COLLEGE***

Term

Day/ Time

Room

1 Credit Hour

**INSTRUCTOR INFORMATION:**

Name:

Telephone:

Office:

E-mail address:

Office hours:

**COURSE DESCRIPTION:**

This course is an overview of career exploration, research, and job preparation using Career Cruising, Career Services, campus career events, and students research and connections.

**PREREQUISITES:**

Placement in College-level courses

**REQUIRED TEXTBOOK & SUPPLIES:**

None: Handouts and online materials provided. For some classes we will be going online, so it is preferable to bring a laptop to school. If you do not have one, please see Yvonne about other options.

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities enabling them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**PROGRAM LEARNING OUTCOMES**

Upon successful completion of Student Support Services programming, students will demonstrate:

1. Active participation in academic and career selection. (DCLO 6)
2. Enhanced knowledge of college resources to help them succeed. (DCLO 6)
3. Academic engagement, growth, and development. (DCLO 4, 6)
4. The skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers. (DCLO 5, 7)

**STUDENT LEARNING OUTCOMES**

Upon successful completion of the Career Exploration course, students will have the ability to:

1. Employ basic job search skills and strategies, such as resume writing and interview skills.
2. Use the online career guidance tool “Career Cruising” and be familiar with its assessments and career comparison capabilities.
3. Find help with career advice and planning, both on and off campus.
4. Use their understanding of their preferences and skills in career planning and choice.
5. Connect their degree planning and college major with career choices.

|  |  |  |  |
| --- | --- | --- | --- |
| **Donnelly College**  **Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Application and Assessment** |
| **1) Communication Skills:** Students will communicate effectively in writing and speaking. |  | Employ basic job search skills and strategies, such as resume writing and interview skills. | Students will communicate with potential employers in written and oral form, through emails and interviews during the information interview and mock interview process. Employer survey after mock interview will provide feedback for both student and instructor. [Rubric linked here.](file:///\\datacenter\Organization\Annie\Career%20Services\Career%20SErvices%20Events\Mock%20Interviews\Spring%202021%20Mock%20Interviews\mock%20interview%20rubric%20for%20feedback%20fall%202021.docx) Students will produce a professional resume, cover letter, and thank you letter.  Rubrics Included Below |
| **2)Technology and Information Literacy Skills:**  Students will demonstrate proficiency in information literacy skills. |  |  |  |
| **3)Symbolic Problem Solving:**  Students will demonstrate competency in qualitative and quantitative problem solving. |  |  |  |
| **4)Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | Students will demonstrate academic engagement, growth, and development. | Find help with career advice and planning, both on and off campus. | **Students will reflect on their information interview and demonstrate careful consideration of how the chosen career fits in with their skills, interests, needs and long term goals. Students will score 50 -00 points on Evidence of Critical Thinking and Development of Ideas areas of the Reflection Rubric for Project Assignment #5: Reflection on Interview Project.** (KPI) |
| **5)Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally. | Students will demonstrate the skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers. |  |  |
| **6)Academic Inquiry:** Students will engage independently and effectively in lifelong learning. | Students will demonstrate active participation in academic and career selection.  Students will demonstrate enhanced knowledge of college resources to help them succeed.  Students will demonstrate academic engagement, growth, and development. | Use the online career guidance tool “Career Cruising” and be familiar with its assessments and career comparison capabilities.  Use their understanding of their preferences and skills in career planning and choice.  Connect their degree planning and college major with career choices. | Students will write a reflection discussing their Career assessment results and the appropriateness of the suggestions they received, based on their interests and needs.  Rubric Linked here.  Students will complete the Professional Competency Assessment Tool, including action items for coming semesters. |
| **7)Values:**  Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | Students will demonstrate the skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers. |  |  |

**COURSE REQUIREMENTS: In order to achieve a passing grade, students must:**

* **Attend 75% of class meetings and participate actively in each.**
* **Check Canvas and email on a regular basis to keep track of assignments and changes in class schedule**
* **Attend Mock Interviews (October 21st & 22nd )**
* **Attend Internship Fair (November 4th, 5th.)**
* **Additional events may be attended for extra credit.**
* **Conduct an informational interview with a professional not previously known to the student.**
* **Create a professional resume and cover letter template suitable for use in a job search. (Grading Checklists included below)**

**Resume Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Area | Possible Points | Points Earned | Comments |
| The Font and other format elements consistent throughout. Document looks professional and easy to read. Resume is in acceptable format (Chronological or functional) with information such as dates, employers, locations, and contact information included. Professional but eye catching | 25 |  |  |
| Professional Writing: Writing is correct and professional including correct grammar, spelling, word choice, and attention to detail. Any bullet points are consistent and correctly formatted.  . | 25 |  |  |
| Style : Resume uses strong adjectives and verbs and is attractive and eye catching. Description of skills and duties is effective and reflects both the job description and the applicant’s skills. | 25 |  |  |
| Rough draft and progress  Rough draft was handed in and suggestions and feedback clearly taken into account in the final version of the resume. | 25 |  |  |
| Total Points | 100 |  |  |

Cover Letter Grading Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Area | Possible Points | Points Earned | Comments |
| Paragraph 1: Clearly states position being applied for and source for posting. | 10 |  |  |
| Paragraph 2: Makes a case for applicant’s qualifications and reasons applicant was drawn to the position or company. Words or phrases are taken from the job posting in order to connect skills with job requirements. | 20 |  |  |
| Paragraph 3: Requests an interview and states availability and preferred contact. | 10 |  |  |
| Formatting Is correct and professional. | 10 |  |  |
| Professional Writing: Grammar, spelling and word choice are professional and reflect attention to detail. | 25 |  |  |
| Drafts and progress: At least one draft handed in and feedback and editing were taken into consideration in the final draft. | 25 |  |  |
| Total Points | 100 |  |  |

**Reflective Writing Rubric (For all Reflections including interview project (X@)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Evidence of Critical Thinking** | **Development of Ideas** | **Mechanics** |
| **Meets or exceeds Target** | **20 - 15 points**  Demonstrates critical thinking, including analysis and the ability to apply concepts from text and class discussions. | **20 -15 points**  Well-developed thoughts, ideas, and details showing evidence of reflection. | **8 - 10 points**  Well-written, clear organization, and contains few, if any, grammatical or structural errors. |
| **Making Progress** | **9 -14 points**  Demonstrates some critical thinking and application of concepts; may lack adequate support from text. | **9 - 14 points**  Shows some evidence of reflection, but ideas may not be well-developed. | **5-7 points**  Some evidence of organization and structure. Errors in grammar and usage are present. |
| **Needs Improvement** | **1 - 8 points**  Does not exhibit critical thinking skills, application, or provide relevant support from text. | **1 -8 points**  Not much thought or detail; shows little evidence of reflection or grasp of concepts. | **1-4 points**  Lack of organization or clarity in writing. May contain several errors in grammar and usage. |

**GRADING POLICY:**

BS 170 grades will be determined by student attendance and completion of in class and out of class assignments. There will be no tests, quizzes, or final exam. Students should be prepared to:

* Arrive on time and look forward to learning a lot about yourself and the world of work
* Participate in class discussions and activities.
* Invest time and energy to enjoy the benefits of this class.
* Spend time out of class working on class assignments including a 4 hour block of time for informational interviews
* Participate in both Internship Fair and Mock Interviews this semester.
* Complete an Informational interview with a professional that is not a current or former teacher, employer, or family member.

Grading will be as follows:

Total points 1000

Attendance 125 points

Internship Fair Attend 50 points

Homework 125 points

Resume 100 points

Cover Letter 100 points

Mock Interview Eval. 50 points

Reflections 150 points

Interview Project 200 points

Final Essay 100 points

**Instructor’s note: This is a 1 credit course, and although lots of time will be allotted for you to do work in class, outside work will still be required. There are two events that are mandatory, several available for extra credit, and an interview project that will take time outside class. The average 2 hours out of class for every class hour is followed which means that some weeks you may need to do 3 or 4 hours of outside work, while others, there may be no work assigned. Please understand this before the class begins and make sure that you have time available to you to complete these projects! Thank you.**

**GRADING SCALE**

Total Points 1000

1000 – 900 points = A

899 – 800 points = B

799 – 700 points = C

699 - 600 points = D

599 or Below = F

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:**

**Students need to attend 75% of classes in order to pass BS 170 This means that students may miss no more than 3 classes in the semester and still receive a passing grade.**

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, she/he should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing.  However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Faculty may initiate an administrative withdrawal on the basis of non-attendance**. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadline for withdrawal is three weeks before the end of the semester, and is published in the course catalog

**TENTATIVE COURSE CALENDAR:**

BS 170 Content will be tailored to suit the students. Preliminary topics and Assignments are as follows.

|  |  |  |
| --- | --- | --- |
| ***Class Meeting*** | ***Classroom/Laboratory Protocol*** | ***Assignments*** |
| ***Week 1***  ***8/18*** | Review Syllabus and course requirements  Overview of Canvas and posting requirements  College Central Network | * Review Syllabus * Homework 1: Submit Syllabus agreement in Canvas Week 1: Due Mon. 8/23 at 9AM |
| ***Week 2***  ***8/25*** | Career Competencies Self-Assessment. What are the best ways to develop these skills?  Preferences, Skills, and Interests in choosing a career.  Overview of Career Cruising, including Matchmaker Assessment and My Skills | * Homework 2: Complete Matchmaker Assessment and MySkills & Post screen shot of results in Canvas Week 2: Due Mon. 8/30 @ 9AM |
| ***Week 3***  ***9/1*** | Discussion of Career Cruising results and Super’s Archway of Career Determinants.  How do these impact career choices? | * Reflection 1: Super’s Archway and Matchmaker Assessment Response in Canvas Week 3: Due Mon. 9/6 at 9AM * Listen to CCN Podcast “Resumes: The Basics” before class on 9/8 |
| ***Week 4***  ***9/8***  ***LAB*** | How to Build your Resume During College & Creating a first draft Resume for use at Mock Interviews and Informational Interview  Examine sample resumes: Identify good/ poor qualities. | * Bring a hard copy of any resume you have (previous job experiences, summer, high school, etc.) for class on 9/15 **AND** have an electronic copy available to work on. * If you don’t have a resume, bring a list of your jobs, schools, accomplishments. |
| ***Week 5***  ***9/15***  ***LAB*** | Look at your current resumes: What stays and what goes? What do you need to add?  Choose a Template and get started! Templates are linked in Canvas, Week 4  Show CCN Resume Builder | * Homework 3: Draft 1 Resume in Canvas Week 5: Due Mon. 9/20 at 9AM * **Bring 2 hard copies of Draft 1 Resume to class for 9/22** |
| ***Week 6***  ***9/22*** | Resume Workshop:  Continue work on resume in class. Look at resume with a partner and make revisions and corrections. Use my feedback to revise. | * Final Draft of Resume In Canvas Week 7: Due Monday 10/4 (Some may need to see me individually) * **Remember**: You will need copies of this resume to take to your Mock Interview! * Listen to CCN Podcast “Interview : To Do Tips” before class on 9/29 |
| ***Week 7***  ***9/29*** | Mock Interview Sign-ups:   * Select job description * Record time, company, interviewer name * Refer to description as you create your resume   Begin Preparation for Mock Interview   * Interview Basics: Do’s and Don’ts   (K/W/L Pair Exercise) (On Canvas)  Discussion   * Researching your company * Preparing questions | * Research your companyand interviewer. Learn all you can. Use this to help you prepare questions for your mock interviews, and to imagine questions that might be asked of you. * Bring information to class on 10/6 for interview prep |
| ***Week 8***  ***10/6*** | Tell me about yourself question: Elevator speech reply.  Looking at job descriptions and sample questions, pick out one great question for your partner and together prepare a reply.  Share the question and answer (role play) in front of the group. | * Homework 4: Prepare at least 3 questions for your Mock Interviewers based on your research of company: Canvas Week 8: Due Mon. 10/11 * Anticipate possible interview questions and plan answers! We will practice in class next week! |
| ***Week 9***  ***10/13*** | Karaoke Interview Questions. Discuss in large group!  Handout Mock Interview Rubrics: This is how you will be evaluated at your MI. | Final Interview Preparation for Mock Interviews: Verify times and interviewer for each student. |
| ***Week 10***  ***10/20*** | Introducing Informational Interview Project  <https://www.indeed.com/career-advice/interviewing/what-to-expect-in-informational-interview>  [**https://www.themuse.com/advice/5-tips-for-nonawkward-informational-interviews**](https://www.themuse.com/advice/5-tips-for-nonawkward-informational-interviews)  Use College Central Network Resources to guide your interview planning as well.  Description of Project with assignments and dues dates on Canvas Week 10 | Begin search for subject of Informational Interview.  Start to make contact or find contact. Refer to the tutorial for steps. Use tutorial scripts and ask for help if needed!  Contact Yvonne During office hours if you need help finding a subject.  **Project Assignment #1** : Look at Info. Interview website (linked in Module 10 and on Syllabus) Complete the response form in Module 10 to confirm your interview appointment: Due Friday October 29th at 5 PM  **Project Assignment #2**: Interview Questions (15 Excellent Questions!)  In Canvas Module 9 : Due Monday Nov.1st at 9AM   * Listen to CCN Podcast “Interview: Thank” You before class on 10/27 |
| ***Reminder*** | **Mock Interviews: 10/21 & 10/22** | **Attendance is mandatory** |
| ***Week 11***  ***10/27*** | **Reminder! Informational Interview Must be done by Nov. 29th**  **Discussion of Mock Interviews: Return Feedback sheets**  Writing Thank you emails. (For interviews in general and specifically your Informational Interview)   * Format * Content * Tone * Timeliness! | **Project Assignment #3** Draft Thank You Email to Interview Subject : Due Canvas Week 14 : Due Nov. 30th or earlier (within 2 days of your interview!)  **Reflection 2: Mock Interviews**: How did it go and what did you learn from the experience? Canvas Week 11 : Due Monday 11/1 |
| ***Reminder*** | **Internship Fair Nov. 4th or 5th** |  |
| ***Week 12***  ***11/3*** | Cover Letters: Tailoring them to a specific job   * What to include? (See Cover Letter Guidelines in Module 12) * Molly’s Cover Letter: How does it measure up? What could be improved?   Begin work on your own cover letter in class.   * Use the job description from your Mock Interview * Create a sample letter to apply for this job. | **Project Assignment #4**: Email Thank You to interviewer only after I have approved draft (BCC ME!)Due Dec. 6th by 5PM at the latest Send within one week of interview with your contact! (In Canvas Week 15)  **Homework #5**: Draft Cover letter: Canvas Week 12: Due Mon.11/8 at 9AM   * Listen to CCN Podcast “Cover Letter: New Grads Beware” before class on 11/10 |
| ***Week 13***  ***11/10*** | Cover letter workshop (You will need your drafts)  Return Cover Letters and discuss comments with a partner Note for final drafts.  Due 11/15 | * **Bring draft cover letter to class for workshop** * **Final Cover Letter** : Canvas Week 14: Due Mon. 11/15 by 9AM |
| ***Week 14***  ***11/17*** | Revisit Career Competencies Self-Assessment | **Reflection #3 Self Assessment Canvas Week 16 Due Monday Nov. 29th at 9AM**  **Project Assignment #5** Reflection on Interview Project: Canvas Week 16: Due Wednesday Dec. 8th by 5PM |
| ***Reminder*** | **Last Week for Informational** | **Interview!** |
| ***Week 15***  ***11/24*** | No class | Thanksgiving Break |
| ***Week 16***  ***12/1*** | Linked In overview  Professional Skills assessment revisited  Discussion and prepare for final. | Prepare for Essay exam on 12/8 |
| ***12/8*** | Final Exam | Have a great Break! |