



**Course Number/Title:** SO181 Career Development

**Term/Year:** Late Fall 2017

**Credit Hours:** 3

**Department:** Sociology

**Prerequisite:** None

**Required Text:** Nielson, T. (2008). *Career Trek*. Columbus, OH: Pearson.

ISBN-13: 978-0131193048

ISBN-10: 013119304X

**Instructor Phone:** (785)443-3856

**Instructor Email:** [derek.reilley@colbycc.edu](mailto:derek.reilley@colbycc.edu)

### **CCC MISSION**

*Challenge* students to adapt to a diverse society. *Create* opportunities for student growth. *Connect* student learning with professional experiences.

### **RATIONALE**

The purpose of this course is to provide freshman and sophomores at CCC career planning and job search skills, which will serve them throughout their work lives.

### **COURSE DESCRIPTION**

Career development outlines the many aspects of career planning and helps prepare students in the areas needed to effectively find and obtain a position in their desired career field.

### **COURSE REQUIREMENTS/TIMELINE**

Understanding comes from interacting and you cannot interact if you do not participate in class. Be sure to take notes on what you see in assigned reading, or during lectures. Important objectives are presented in each class meeting or in each online unit. Communicating your thoughts in the physical classroom or within the online threaded discussion is an important component of learning and participation is an important part of the course.

Module/ Session	Date	Unit/Topic	Assignment Due
1	TBA in Assignment & Calendar Section of the course.	<b>INTRODUCTION TO THE COURSE</b>	<ul style="list-style-type: none"> <li>• <i>Career Trek Chapter 1</i></li> <li>• Introduction Post</li> <li>• Discussion Post 1</li> <li>• Journal Entry 1</li> </ul>
2	TBA in Assignment & Calendar Section of the course.	Career Planning	<ul style="list-style-type: none"> <li>• <i>Read Chapters 2 &amp; 3</i></li> <li>• Discussion Post 2</li> <li>• Journal Entry 2</li> <li>• <b>*Career Planning Paper Due</b> TBA in Assignment &amp; Calendar Section of the course.</li> </ul>
3	TBA in Assignment & Calendar Section of the course.	Talents, Skills, and Traits	<ul style="list-style-type: none"> <li>• <i>Read Chapter 4</i></li> <li>• Discussion Post 3</li> <li>• Journal Entry 3</li> <li>• <b>*Skills Assessment paper Due</b> TBA in Assignment &amp; Calendar Section of the course.</li> </ul>
4	TBA in Assignment & Calendar Section of the course.	Resume Workshop	<ul style="list-style-type: none"> <li>• <i>Read Chapters 5 &amp; 6</i></li> <li>• Discussion Post 4</li> <li>• Journal Entry 4</li> <li>• <b>* Midterm (Chapters 1-6)</b></li> <li>• <b>Begin Work on Resume</b></li> </ul>
5	TBA in Assignment	Resume/Cover Letter	<ul style="list-style-type: none"> <li>• Discussion Post 5</li> <li>• Journal Entry 5</li> <li>• <b>*Resume/Cover Letter Due</b> TBA in Assignment &amp;</li> </ul>

	& Calendar Section of the course.		Calendar Section of the course.
6	TBA in Assignment & Calendar Section of the course.	Career Research & Job Search	<ul style="list-style-type: none"> <li>• <i>Read Chapters 7 &amp; 9</i></li> <li>• Discussion Post 6</li> <li>• Journal Entry 6</li> <li>• <b>Begin work on Career Research Paper</b></li> </ul>
7	TBA in Assignment & Calendar Section of the course.	Interviewing Process & Skills	<ul style="list-style-type: none"> <li>• <i>Read Chapters 10, 11, &amp; 12</i></li> <li>• <b>*Career Research Paper Due</b> TBA in Assignment &amp; Calendar Section of the course.</li> </ul>
8	TBA in Assignment & Calendar Section of the course.	Final Week	<ul style="list-style-type: none"> <li>• <i>Read Chapters 13,14, &amp; 15</i></li> <li>• Discussion Post 7</li> <li>• Journal Entry 7</li> <li>• <b>*Mock Interview Report Due</b> TBA in Assignment &amp; Calendar Section of the course.</li> </ul>

## GRADING CRITERIA AND DESCRIPTIONS OF ASSIGNMENTS

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*\*Do not forget: Each assignment should have your name, assignment title, and date at the top of the page. Assignments should be typed in 12 point font and double spaced.*

### 1. Class Participation/Discussion Board Philosophy

Class participation is required each week. To receive full credit you must post an initial response (10 points) to the discussion question by the due date and respond to three other posts (5 points each). Your initial post must be at least 100 words. There is no length requirement for your three response posts; however, each response needs to address the content of the initial post. Simply put, responses such as “great job, I agree!” or responses that contain no substance-will not grant you credit. Module discussion takes the place of some of the discussion that exists in a physical classroom, it is extremely important to further student learning. Students often learn just as much if not more from their peers; take advantage of the weekly discussion as a way to help each other. If you absolutely cannot complete a weekly discussion, please contact me-otherwise, these cannot be made up. The goal is active discussion, posting late defeats that purpose.

Furthermore, class participation will be graded according to level of participation in discussions regarding readings and other assignments. Points will be assigned for each discussion. Points will be deducted if you minimally participate, make rude comments, or otherwise disrupt the class.

2. Journals

Each module, with the exception of module 7, there will be a required journal entry. Click on the journal link and respond to the material presented or question posted. Your reactions may take the form of new insights, questions, observations about related events in your life, social commentary, etc. The purpose of the journal is to apply the learning of each class period to your personal situation. It is also an opportunity to communicate privately with your instructor.

- It will be graded seven times.
- One journal per class as a reflection on material presented (not description).
- Grading will be based on how well you have related the material to your personal situation.

3. Career Planning Essay

Realizing that your ideas might change, what do you currently see yourself doing after college? What role do you see work playing in your life? What do you think you will seek in a career or job? How long do you plan to be employed? If you are in a place in your life where you are currently in career or on a career path- how has your career shaped you? How have you done? What could you do better? How could your current position lead to another position? How does this position benefit you now, 5 years from now, or even further? Be as specific as you can. (2-3 pages)

4. Skills Assessment Paper

Submit five one-page summaries of five different accomplishments or challenges in your life. Describe the skills that you used in each situation or what skills you walked away with as a result. Describe how the skills you used or acquired can be carried over into other career related situations (i.e. career search, interviewing, work performance, leadership, career knowledge, etc.)

5. Resume/Cover Letter

You are required to write:

- resume
- cover letter

The cover letter should concern a job that you would like to have either presently or following graduation.

6. Career Research Paper

Should consist of:

- Research at least 3 types of jobs you may be interested in
- A 3-4 page essay in which you summarize and explain the conclusions you have drawn from the information about each of these jobs
- You must utilize at least 3 resources to complete this paper. (a list of resources are below)

- Please provide a bibliography that lists the sources of information used in your paper. Cite sources using APA or MLA style.

You will find the following web sites helpful in locating information on particular

companies or organizations:

- [www.glassdoor.com](http://www.glassdoor.com)
- [ww.careers.org](http://ww.careers.org)
- <http://www.onetonline.org/>
- <http://www.schools.com/news>

*\*Feel free to use additional resources as long as they are credible.*

7. Mock Interview Report

You are to interview one person using various forms of interview questions and record their responses. You will also be required to attach a one-page summary of this experience and address how having an understanding of the interview process can better help you illustrate yourself. This is not as much about how well the other person did as much as it is about how well of an understanding you have of the various types of questions and responses.

Although it is not ideal to interview a close friend or family member, I will reluctantly allow it for this assignment. However, make sure to be as objective as possible. The goal of this assignment is to gain a better understanding of how responses can effectively address certain criteria as well as how responses can vary in real time. Your report will be graded according to grammar, style, appropriateness of person interviewed, and the depth of your understanding of interview questions.

Written Assignments: should be typed (12 pt), and double-spaced. They will be graded according to the depth, not the length (if no length requirements specified), of the reflections, your knowledge of the subject, and your ability to apply that knowledge personally. They will be graded on grammar, spelling, organization, style, and most importantly, your ability to apply class activities and assignments to your own situation. It is highly recommended that you have someone else edit your work.

Spend time reflecting on the questions and suggestions, and write thoughtful responses, giving evidence that you are attempting to internalize the material discussed in class. Be sure to answer the questions as fully as you can, or develop other themes that serve the purpose.

Assignments submitted after the due date will lose points according to the grading policy.

## **COURSE LEARNING OBJECTIVES**

The learning objectives and competencies detailed below meet or exceed the learning outcomes and competencies specified by the Kansas Core Competency Project for this course, as sanctioned by the Kansas Board of Regents.

## **COURSE OBJECTIVES AND COMPETENCIES**

### **Objective 1:** Deliver effective oral presentations

**Competencies:** Basic communications: developing proficiency in oral discourse and evaluating an oral presentation according to established criteria

### **Objective 2:** Utilize grammatically correct and logically written English

**Competencies:** Produce coherent documents within common college-level written forms, revising and improving such forms, researching a topic, developing an argument and organizing supporting details.

### **Objective 3:** Exhibit a higher level of critical thinking processes

**Competencies:** Identify, analyze and evaluate arguments as they occur in their own or other's work and develop well-reasoned arguments

### **Objective 4:** Solve quantitative problems utilizing a variety of techniques and methods

**Competencies:** Quantitative reasoning skills; arithmetic, algebra, geometry, data analysis, and quantitative reasoning.

### **Objective 5:** Utilize technology relevant to disciplines of study

**Competencies:** Perform the basic operations of personal computer use, understand and use basic research techniques and locate, evaluate and synthesize information from a variety of sources.

### **Objective 6:** Evaluate own intercultural sensitivity and global awareness.

**Competencies:** Knowledge of the development of the distinctive features of the history, institutions, economy, society, cultural, etc. of the Western civilization and relating the development of western civilization to other parts of the world; knowledge of either a broad outline of world history or the distinctive features of the history, institutions, economy, society, culture, etc. of one non-western civilization; understanding of a least one principal form of artistic expression and the creative process; knowledge of the conventions and methods of at least one of the humanities

### **Other Course Competencies:**

This course was specifically designed to be interesting to students, accessible through online education, and organized in a very understandable format.

1. Become aware of campus and online resources available to the career planning and job search process.
2. Identify one's own skills, interests, goals, and values.
3. Relate personal characteristics to potential occupational fields.
4. Use a decision-making model to identify career alternatives, consequences, and desirable outcomes.
5. Develop a persuasive resume which reflects the above self-knowledge and decision-making.
6. Learn to deal effectively with the various types of interviews.
7. Understand economic, political, cultural, and demographic influences on job availability.
8. Be aware of current theories of career development and what they indicate about one's developmental status.
9. Plan next steps in career decision-making or implementation.
10. Become aware of what employers look for in potential employees and what it takes to be successful on the job.

**ASSIGNMENT AND TEST POLICY:** When you first view your class, look over class requirements, assignments, and other class content to ensure that you wish to remain in the class. If you decide to drop the class, do NOT post in Canvas at all, as that counts as attendance per college policy, and you would be charged a portion of tuition for dropping after attending/posting.

**NETIQUETTE POLICY:** This is a professional educational environment, and your emails should reflect that. Consequently, you should remember to type your first and last name at the close of every email so I know who I am replying to.

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful non-critical way
- Do not make personal or insulting remarks
- Be open-minded

**METHOD OF EVALUATION:**

Course grades will be based on points accumulated for the following assignments:

Class Participation (7 DB posts-70, 14 replies-70)	140
Journals (7 entries X 20)	140
Career Plans Essay	50
Skills Assessment Paper	100
Mid Term	50
CareerResearchPaper	150
Resume and Cover Letter	100
Mock Interview Report	100

**Total points: 830**

Students will be given a letter grade at the completion of the course. Final grades will be based on class participation and successful completion of all class assignments. It is in the student's best interest to keep all graded work until final grades have been recorded in TrojanWeb. Student may calculate their grade by adding the points earned on each assignment and dividing by the total available points. Then, multiply this number by 100.

The grading scale is as follows:

A = 90.0-100%    B = 80.0-89.9%  
C = 70.0-79.9%    D = 60.0-69.9% and F = Below 59.9%

Opportunity for completion of make-up work by students who will be absent for valid reasons is made available at the discretion of the instructor. **The student must notify the instructor BEFORE the intended absence.**

**ACADEMIC INTEGRITY POLICY:**

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

**Cheating** is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

**Plagiarism** is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy for the Academic Integrity Policy begins with the notification of the first infraction and continues throughout the student's tenure at Colby Community College:

- **First Offense** – Student will receive a zero for the assignment and the student will be reported to the Vice President of Academic Affairs.
- **Second Offense** – The student will receive a failing grade in the class and be reported to the Vice President of Academic Affairs and removed from the class in which the offense occurred.
- **Third Offense** – The student will be reported to the Vice President of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Vice President of Academic Affairs.

### **ASSESSMENT:**

Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

### **SYLLABUS INFORMATION DISCLAIMER**

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to stay current with any changes, modifications, adjustments or amendments that are made to this document

Students should adhere to the attendance, cell phone, assignment, test and grading policies in the course syllabus.

### **TECH SUPPORT INFORMATION**

Canvas Support Hotline

855-691-5024

You can access Canvas Support information by selecting the help button on the left hand menu.

Colby Community College Support

support@colbycc.edu

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

According to the Americans Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or a physical disability physical disability and is requesting special accommodations, he/she should contact disability services at [disability@colbycc.edu](mailto:disability@colbycc.edu).

### **NOTICE OF NON-DISCRIMINATION**

Colby Community College provides equality of opportunity to its applicants for admission, enrolled students, graduates, and employees. The College does not discriminate with respect to hiring, continuation of employment, promotion, tenure, other employment practices, application for admission or career services and placement on the basis of race, color, gender, age, disability, national origin or ancestry, sexual orientation or religion. For inquiries regarding the

nondiscrimination policies, contact the Vice President of Students Affairs, Title IX and ADA Coordinator, Colby Community College, 1255 S. Range Ave., Colby, KS 67701 (785) 460-5490).

**ACCREDITATION**

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