



Instructor: **Name, Degree.**
Location of Office (If Applicable)
Location
Phone Number where students can reach you and leave messages (if possible)
[Email Address](#) (preferred contact)

Meeting Times Section Number
Day of the week; Period
Career Resource Center Classroom;
CRC Meeting Room

Course Website: www.webct.ufl.edu (Log in using your Gatorlink ID)

Office Hours: Day of the week
Time
Location

OVERVIEW



SLS 2301, Career Planning, is designed to help freshmen and sophomore students learn how to approach career decision making. Through a measured process of self-discovery, students will explore their own capacities, skills, and interests while attaining the necessary tools for selecting the appropriate career path.

Students can expect to:

- Become acquainted with concepts of career planning and systematic approaches to lifelong career decision-making.
- Identify and evaluate personal interests, skills, values, and lifestyle preferences and relate them to educational attainment and career planning.
- Learn about resources and information that can be utilized in career decision-making and goal-setting when exploring academic and career options.
- Develop decision-making skills and a plan for achieving self-determined goals.
- Learn basic job search skills and strategies.
- Begin to take active roles in their own career planning processes.

Students should:

- Approach this course content with an open attitude – this course is designed for “return on investment” – to give back what you put into it.
- Invest time and effort in order to experience and enjoy the benefits of this course.
- Participate actively in class discussions – this is **NOT** a lecture class.
- Arrive on time and stay until class is over – your commitment will only reflect in your successes.
- Look forward to learning a great deal about yourselves and the world of work.

Although this course appears to be a lot of work, it is manageable within the provided framework for the semester and there are a lot of resources, instructor and otherwise, available to help you through the process – so get excited to take charge of your own life and future – this course is designed to be a tool for you to use in maximizing your own potential!

OBJECTIVES

Career planning is a subject of which many people are unaware on a conscious level – though they utilize career planning strategies on most days of their working lives. In this course you will become acquainted with the theory and strategy behind career planning. You will be taught a systematic approach to life-long career decision-making and be assisted in identifying and evaluating your interests, skills, values, and lifestyle preferences. It is important to relate all these concepts to your educational attainment and career planning.

Here are 5 goals that will be integral to your success in this course:

- 1. Be okay with indecision.**
- 2. Learn more about yourself.**
- 3. Allow yourself to have curiosity about your areas of interest.**
- 4. Take the initiative to explore options appealing to you.**
- 5. Take risks and actions to create opportunities for yourself.**

EXPECTATIONS

You have the opportunity to learn not only from the instructor of this course but also CRC staff, guest speakers, and fellow students. You can be an active participant in this learning process by arriving to class on time, staying actively engaged, not eating during class, and turning your cell phones off once class starts. You have to be able to focus on your own personal attributes and preferences in order to realize your ultimate life objectives.

Since the purpose of this course is to help in your career planning, this class is treated as a professional work setting. Your work, participation, and attitude should reflect the level of professionalism expected in a work setting.

This course is quite interactive, so class attendance is pivotal to your learning. Many of the in-class activities cannot be recreated outside the class setting. There are a variety of assignments in this course that are intended to help you learn more about yourself, the career planning process, and the world of work. Assignments will be collected at the beginning of the class and late assignments will have points deducted. Unless noted, please type all your assignments in double-spaced, 12-point Times New Romans font.

MATERIALS

Bronson, P. (2005). *What Should I Do with My Life?: The true story of people who answered the ultimate question.* Ballantine Books, New York.

ACADEMIC HONESTY

All students are expected to abide by the University of Florida's code of ethical conduct. Academic dishonesty of any kind will not be tolerated. Any instances will be addressed according to the guidelines set by the Student Honor Court.

ATTENDANCE & PARTICIPATION

Attendance is **STRONGLY RECOMMENDED**. Because much of the learning in this course occurs in the classroom, your attendance and participation are necessary. **You will earn approximately 2 points each day you attend class, if you fail to attend class, you will not receive these points.** As noted in the evaluation section, points are also given for participation at the discretion of the instructor. Participation will be graded on attentiveness, respect to classmates and the instructor, preparedness, and involvement in class. Absence from class also prohibits these points from being awarded. In case of a religious holiday or university approved absence, please see the instructor. **NO OTHER EXCEPTIONS WILL BE MADE.**

RESOURCES & ACCOMODATIONS

Visit the **READING & WRITING CENTER** (392-2010) in Broward Hall Basement if you find you need some extra help developing your writing or reading skills.

The **Counseling Center** (392-1575) and **Student Mental Health** (392-1171) are available to discuss any issues or concerns you may have. Please contact them for more information.

Students requesting classroom accommodation must first register with the **Dean of Students Office**. The **Dean of Students Office** will provide documentation to the student who must then provide this documentation to the **Instructor** when requesting accommodation.

EVALUATION POLICIES

| <u>Assignments</u> | <u>Due Date</u> | <u>Points</u> |
|--------------------------------------|-----------------|---------------|
| Reading Reaction 1 | | 20 |
| Personal Goals for Course and Career | | 30 |
| Kuder Values | | 20 |
| Kuder Skills | | 20 |
| Kuder Interest | | 20 |
| Reading Reaction 2 | | 20 |
| Reading Reaction 3 | | 20 |
| Ideal Resume | | 30 |
| Reading Reaction 4 | | 20 |
| Career Action Plan | | 70 |
| Classroom Participation/Attendance | | 30 |
| <u>Extra Credit Assignments</u> | | |
| Attend Career Showcase | | 10 |
| Attend Internships Roundtables | | 10 |

Total Points possible = 300 (+20 possible extra credit points)

| | | | |
|---------------------------|---------------------------|---------------------------|--------------------------------|
| A: 270-300 B+: 255-269 | B: 240-254 C+: 225-239 | C: 210-224 D+: 195-209 | D: 180-194 E: 179 and Below |
|---------------------------|---------------------------|---------------------------|--------------------------------|

GRADING PHILOSOPHY

Though submitted assignments, class attendance, and participation in class activities met all my expectations for a student's performance in the course, there are still some less tangible considerations that impact your grade. My grading model is as follows:

| | | |
|------|-------------|---|
| A | 90-100 | Excellent work; clearly exceeds course requirements. |
| B+ | 85-89 | Very good; clearly and substantially meets course requirements. |
| B | 80-84 | Good performance; meets the standards of the course requirements. |
| C+ | 75-79 | Average performance; barely meets the standards of the course. |
| C | 70-74 | Barely adequate performance; does not meet most of the standards of the course. |
| D+/E | Below 60-69 | This level of performance requires special consideration and will be discussed with the student individually. |

An A grade is reserved for special efforts that demonstrate growth on a personal, academic and pre-professional level, indicating the prescribed course outcomes have been met above and beyond the completion of expected work.

An A effort demonstrates exceptional creativity, boldness, commitment, and involvement. The grading system displayed above represents a realistic and meaningful system for assessing student performance.

I do not award A grades for students who meet the course requirements, but rather for students who have gone beyond specific course requirements and criteria in order to demonstrate independent efforts at growth and progress.

**ASSIGNMENT
DETAILS**



Reading Reactions (Points: 20 per reaction; Total of 80 points)

The "What Should I do With My Life: The True Story of People Who Answered the Ultimate Question" by Po Bronson. Bronson highlights the stories of 55 fascinating people trying to define their career paths. The readings are thought provoking and stimulating. In order to make the most out of the readings, please participate in the online forum/discussion available on WEBCT and share your thoughts, feelings, and insights about what you've read. You may also comment on your classmates' entries. Please keep your comments appropriate and respectful.

In order to effectively plan for the future, it is often important to examine where you have already been. This assignment is not intended to be busy work for you. I invite you to think about the story of your life leading up to this moment of decision in context of the stories you are reading in Bronson's book. How have family, friends, teachers, and other individuals influenced who you are and what you want out of your life? What factors have influenced the academic majors or careers you are considering? What makes a certain career path desirable to you? Is it money, prestige, helping others, or is it autonomy?

Personal Goals for the Course and for Your Career (Points: 30)

Instructor will discuss in detail prior to assignment.

Kuder Career Assessment (Points: 20 per assignment; Total of 60 points)

Use the Kuder Career Planning System to take career assessments; research potential career options; store personal and academic information search and save educational and occupational data; build resumes; and access assessment progress and results 24 hours a day from any Internet connection. Go to www.crc.ufl.edu/Services/SelfAssessment to get started. Please submit one printed page of your results to your instructor by the due date.

Ideal Resume (Points: 30)

Start thinking about the activities, achievements, educational attainment, and honors that you would like to include on your resume when you start actively seeking out a job. Think about what you can realistically achieve between now and graduation, but also be ambitious in what you may try to achieve. If you start planning now you can DEFINITELY achieve your goals! Prepare a resume, as described in class, which would be representative of your future accomplishments.

Career Action Plan (Points: 70)

This is considered to be the capstone assignment of the course. Please note that this assignment is long and takes time to complete. DO NOT delay until the last week to finish. You are asked to generate a Career Action Plan (CAP) report that incorporates lectures, guest speakers, assignments, exercises, and READINGS as covered throughout the semester. You will address the areas covered in class and incorporate them into one long term career goal for which you will create smaller "actionable" steps toward achieving that larger goal. In addition to gathering information about yourself, it is necessary to learn about the world of work in order to make more informed decisions about your career.

Part of the process of determining your career path may include determining your academic major. For many of you, this is a major decision that marks a significant turning point in your life. Researching a major both on-line and in-person is critical to the success of your decision. For this

assignment you will work individually to find all the relevant information related to THREE majors you are interested in pursuing.

The assignment also includes researching THREE careers of your interest using the CRC library, CRC web resources (i.e. VAULT, GoinGlobal), and any other web resources or book.

For both the 3 MAJORS and the 3 CAREERS, you will simply write a brief 2-3 paragraph summary using what you have learned about your skills, values, and interests to explain what makes you want to know more about these majors and careers.

You will also be required to conduct ONE interview with an individual who works in a field that is of interest to you (specific guidelines will be covered in class). The types of questions that you may want to ask will be discussed in class prior to this assignment. Your report should include:

- Detailed description of the position.
- Detailed description of the way this interview affected your knowledge about careers and your own career exploration.
- What new information, ideas, and insights did you gain?
- Did the interview increase or decrease your interest in that field? Explain.
- Does this position match your interests, values, personality and skills? Explain.

Please provide complete contact information, including job title, address, and active phone number/e-mail. **Although a personal interview is preferred, a phone interview is acceptable if it involves an out-of-town contact. Friends and family members are not appropriate interviewees for this assignment unless they relate directly to your field of interest and with prior approval from the instructor.**

You will be provided a specific format for use in structuring your Action Plan.

Attendance and Participation (Points: 30)

You will receive 2 points for attending and actively participating in each class session.

Extra Credit

Hosting Career Showcase (Points: 10)

Volunteer to be a **Host** at **Career Showcase** on Tuesday, January 23rd or Wednesday, January 24th. **You must attend a Host Information Session** to receive training to be a host. Host Orientation sessions are held the week prior to Career Showcase in the Career Resource Center Classroom. Perform two hours of hosting duties and receive 10 extra credit points (NOT 10 points for each day). **In order to receive credit, you must sign in during Showcase at the Host Check-in Table and inform your instructor by the next class period following Career Showcase. It is your responsibility to advise your instructor in order to receive extra credit.** If you would like more information about host orientation sessions and/or have questions about the Career Showcase, stop by the Career Resource Center or contact the Career Fairs staff at (352) 392-1601 ext. 219 or crcfairs@crc.ufl.edu.

Attend Internship Roundtables (Points: 10)

The Internship Roundtables will be held at the beginning of the semester **on the evening of September 17th from 6 – 8 PM** in the Reitz Union Rion Ballroom. You should check the CRC website (www.crc.ufl.edu) for confirmation. Get employers' perspectives on the internship process in an informal setting. Network research opportunities, market yourself, and plan for your future. **Sign-in required to receive credit.**

COURSE SCHEDULE/CALENDAR

| Date | Topic (Covered Today) | Readings (Due Today) | Assignments (Due Today) |
|---|--|--|---|
| Week 1 | Intro to Career Planning: It's okay to not know! (See Pwr Pt labeled Preview Presentation on your CD) | N/A | N/A |
| Week 2 | Career Indecision Reading Discussion | - "What Should I Do...?" Intro and choose chapter from Section 1 – That Sense of "Rightness" | Reading Reaction 1 (via webct) |
| Week 3 Possibly NO CLASS Today | Goal Setting 1 (S.M.A.R.T. Technique), Gator Career- Link & KUDER Intro | <p>Generate Initial Goals 3-5 Goals for the Course 3-5 Goals for Career</p> <p>Use Following Activities for Exploration: Career Showcase at the O'Connell Center September 18th & 19th, 2007 Internship Roundtables at the Reitz Union January 23, 2007 (Host and/or Attend for extra credit)</p> | |
| Week 4 | What Is My Passion? Reading Discussion | - "What Should I Do...?" Choose any two chapters from Section 5 – Know Thyself | Reading Reaction 1 (via webct) |
| Week 5 | Identifying Your Life & Career/Work Values | N/A | Take Values Section of KUDER |
| Week 6 | Identifying Your Skills | N/A | Take Skills Section of KUDER |
| Week 7 | Identifying Your Interests | N/A | Take Interest Section of KUDER |
| Week 8 | Career Decision Making Assign Career Action Plan (3 majors, 3 careers, Info Interview, Intern. Search, Cover Letter) Reading Discussion | - "What Should I Do...?" Choose any two chapters from Section 2 – In Another Class - Bureau of Labor Statistics: Occupational Handbook http://www.bls.gov/oco/home.htm | Reading Reaction 2 (via webct) |
| Week 9 | CRC Services & Resources, Gator Careerlink Usage (Kevin Guthrie) Reading Discussion | - "What Should I Do...?" Choose any two chapters from Section 4 – Destination vs. Journey? | Reading Reaction 3 (via webct) |
| Week 10 | Guest Speaker (Employer/ Former Student) | N/A | Prepare 1 Question for Guest Speaker |
| Week 11 | Choosing a Major (Guest Speaker from Academic Advising) | N/A | N/A |

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|----------------|--|---|---------------------------------|
| Week 12 | Resume Writing | N/A | N/A |
| Week 13 | Gaining Exp/Exp Ed | N/A | Copy of Your Resume |
| Week 14 | WEEK | OF NO CLASS | HAPPY THANKSGIVING |
| Week 15 | Goal Setting 2 – Checking Progress Reading Discussion | -“What Should I Do...?” Choose any two chapters from Section 8 – The Appropriate Time Frame | Reading Reaction 4 (via Webct) |
| Week 16 | Wrap Up/Culminating Experience & Course Evaluations | N/A | Career Action Plan (CAP) |