



Course Syllabus

Number of Course: HUM 103

Name of Course: Success 101: Career Choices

Catalog Description: Career Choices & the online 10-year plan is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully:

- examine their own lives
- explore and evaluate a wide range of education and career options, and
- make reasoned and researched goals for their future.

Credit Hours: 3

Instructor: Danny Mielke, Zabel 113, 541-962-3399, dmielke@eou.edu , By Appointment

Time and place of the course: Variable

Required Texts or Suggested Materials: Bingham, Mindy, Stryker, Sandy (2012). Career Choices and Changes: A workbook to discover who you are, what you want, and how to get it. Academic Innovations.

Prerequisites: Eastern Promise approval

Learning Outcomes:

GEC Learning Outcome: Gateway

Program Learning Outcome: Inquiry

Upon completion of the course, students should be able to :

1. Demonstrate the self awareness necessary to identify; who you are, what do you want and how do you get it, in your college and career plan
2. Explain and demonstrate an understanding of the financial Implications of your college and career plans
3. Identify and resolve barriers to achieving your college and career plans
4. **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
5. **CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.
6. CCSR C3 Collect evidence and data systematically and directly relate to solving a problem
7. CCSR D1 & 2 Self-monitor learning needs and seek assistance when needed. Use study habits necessary to manage academic pursuits and requirements.
8. CCSR F1 Attribute ideas and information to source materials and people.
9. CCSR IIF2 Use technology to organize, manage, and analyze information.

Course Requirements: Major assignments, attendance expectations

A. Homework Assignments: 300 total (100 points at each of three check-points)

Assignments are due at the beginning of class and are designed to keep everyone on the same page in assessing who you are, what you want and how to get it. Stay on top of your assignments to maximize what you get out of the course. YOU are the subject of this class, so it should be fun experience of self-discovery and planning for your future □.

B. Participation/in class activities: 160 points total (10 points per class session)

This class focuses on engaging activities, participation, interaction, self-reflection and communication, thus being on-time and present is critical to your success. Punctuality and engagement are essential transferable job-skills that will help you beyond your classroom experience.

C. Career Center Activity & Presentation: 100 points

You will take advantage of one (or more) of the various resources available through the EOU and will report back to the class. Additional grading criteria will be provided in class.

D. Midterm: 100 points

The Midterm will cover Chapters 1 – 7 and will be an opportunity to share your responses to key themes covered in the first half of the semester.

E. Career Investigation Project: 100 points

You will select a career to research and will conduct an Information Interview with a professional in your desired field. You will present your findings to the class so that others will benefit from expanded awareness about different careers. Additional grading criteria will be provided in class.

F. In-class Essay: 40 points

You will complete a short, timed composition as a way to practice your skills in critical thinking, use of standard, academic English, and in order to demonstrate your depth of thought, reflection, and analysis during your career development journey.

G. Mock Interview: 100 points

As a portion of your final, you will participate in a mock interview experience. Volunteers from the local business world will come to class to interview you and help you hone your techniques and skills so that you'll be better prepared for interviews in the future.

H. My 10-Year Plan and Portfolio, Final Presentation: 100 Points

Over the course of the semester, you will develop an online, comprehensive 10-Year Career and Education Plan. Your final portfolio will include your 10-year Plan along with a professional resume, cover letter, awards, applications, interview questions/responses, and any other support documents to help you prepare for your future. You will present your professional portfolio during the final class.

Grading Policies:

Explain how each course requirement will be graded (append rubrics), what percentage on any one assignment equals what grade for that assignment, percentage of overall course grade derived from each requirement, policies on accepting late work, opportunities to resubmit, etc.

This class is an S/U (Satisfactory or Unsatisfactory) grading.

Means of Assessment:

Students will demonstrate through homework assignments, in class activities and discussions, presentations, interviews, essays, and exams an understanding of the concepts presented and their relationship to issues of inquiry within college and career readiness. In evaluating the discussions, and written assignments, the instructor uses the following rubrics:

Discussion Assessment:

a. Exemplary and thoughtful responses with superb levels of participation (100%) that utilize the assigned readings and also add to the discussion by contributing citations from numerous other (non assigned) sources.

b. Regular participation with outstanding and insightful responses (80%) that utilize the assigned readings and also add to the discussion by contributing citations from some other (non assigned) sources.

c. Regular participation with limited reflection in the responses (60%) that do not utilize the assigned readings nor add to the discussion by contributing citations, and if so they are few, if any.

d. Sporadic participation or inferior work (40%) that reflects little knowledge of the assigned readings or tasks.

e. No participation – the student did nothing in the class, or the work was not acceptable (failing grade)

Written Assignments Assessment

4 = Exemplary and thoughtful responses that utilize the assigned readings and also add to the presentation by contributing citations from numerous other (non assigned) sources. Writing mechanics are superb.

3 = . Outstanding and insightful responses that utilize the assigned readings and also add to the presentation by contributing citations from some other (non assigned) sources. Writing mechanics and good.

2 = Limited reflection in the responses that do not utilize the assigned readings nor add to the presentation by contributing citations, and if so they are few, if any. Writing mechanics are merely acceptable

1. = Reflects little knowledge of the assigned readings or tasks. Writing mechanics are inadequate

- OUTCOME #1 Demonstrate the self awareness necessary to identify; who you are, what do you want and how do you get it, in your college and career plan A, B, D,
 - a. This objective is met through completion of the assigned readings and assignments (A, B, C), participation in discussions related to the students creation of personal accountability for and understanding of college and career readiness. Students must achieve a “3” on written assignments; at least 60% on discussions, and a passing score on exams (usually 70%).
- OUTCOME #2 Explain and demonstrate an understanding of the financial Implications of your college and career plans;
 - a. This objective is met through completion of the assigned tasks identified in Chapter 4 (A,B,H). Students must achieve a “3” on written assignments; at least 60% on discussions, and a passing score on exams (usually 70%).
- OUTCOME #3 Identify and resolve barriers to achieving your college and career plans
 - a. This objective is met through completion of the assigned tasks (A, D, E). Students must achieve a “3” on written assignments; at least 60% on discussions, and a passing score on exams (usually 70%).
- OUTCOME #4 **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - a. This objective is met through completion of the assigned tasks (A, B, E, F G). Students must achieve a “3” on written assignments; at least 60% on discussions, and a passing score on exams (usually 70%).
- OUTCOME #5 **CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

- a. This objective is met through completion of the assigned tasks (A, B, C, D,F). Students must achieve a “3” on written assignments; at least 60% on discussions, and a passing score on exams (usually 70%).
- OUTCOME #6 CCSR C3 Collect evidence and data systematically and directly relate to solving a problem
 - a. This objective is met through completion of the assigned tasks (E, G H). Students must achieve a “3” on written assignments; at least 60% on discussions, and a passing score on exams (usually 70%).
- OUTCOME #7 CCSR D1 & 2 Self-monitor learning needs and seek assistance when needed. Use study habits necessary to manage academic pursuits and requirements.
 - a. This objective is met through completion of the assigned tasks (C,E,H). Students must achieve a “3” on written assignments; at least 60% on discussions, and a passing score on exams (usually 70%).
- OUTCOME #8 CCSR F1 Attribute ideas and information to source materials and people.
 - a. This objective is met through completion of the assigned tasks (C,F,H). Students must achieve a “3” on written assignments; at least 60% on discussions, and a passing score on exams (usually 70%).
- OUTCOME #9 CCSR IIF2 Use technology to organize, manage, and analyze information.
 - a. This objective is met through completion of the assigned tasks (H). Students must achieve a “3” on written assignments; at least 60% on discussions, and a passing score on exams (usually 70%).

<p>INQUIRY: Demonstrate the ability to employ approaches to inquiry from a variety of disciplines. A general education course introduces students to the heuristic of the discipline, its ways of knowing and processing the world, its forms of inquiry and ways of solving problems.</p>	<p>Employ approaches to inquiry from a variety of disciplines. (INQUIRY) A general education course introduces students to the heuristic of the discipline, its ways of knowing and processing the world, its forms of inquiry and ways of solving problems.</p>	<p>Inquiry <u>Demonstrate the ability to employ approaches to inquiry from any given discipline.</u></p>	<p>3 Proficient</p> <ul style="list-style-type: none"> • Inquiry emanates from a question of interest to the student that can result in deeper knowledge or understanding. Student exhibits intellectual curiosity and asks questions. • Inquiry has a well-conceived methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates appropriate use of technology. • Inquiry is connected to relevant research and expertise.
			<p>2 Adequate</p> <ul style="list-style-type: none"> • Inquiry emanates from a question agreed to by the student that can result in deeper knowledge or understanding. Student follows the intellectual stimulation provided by the instructor. • Inquiry has a simple methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates a basic use of technology. • Inquiry is based on some

			background information.
			<p>1 Developing</p> <ul style="list-style-type: none"> • Inquiry emanates from an assigned question that can result in deeper knowledge or understanding. Student rarely exhibits curiosity other than complying with the course assignments. • Inquiry applies a methodology that may be flawed or may be inappropriate to the discipline, or the conclusion may not fit the data. • Inquiry demonstrates little use of technology.

Brief Outline of Course:

Describe the nature of the course (lecture and lab, workshop format, etc.), any specific course content not detailed in the catalog description, and brief schedule.

Week 1 Introductions, Review Syllabus; Set up My 10-year Plan Online; Chapters 1-2: Lecture and Activities; Assign Career Center Activity; Introduce Chapter 3 *Complete registration process for My10yearPlan.com *Chapters 1 & 2 Interactive Due next week *Work on Career Center Activity

Week 2 Review Chapters 1-3; Gallery walk activity in class; Begin Chapter 4: Work on Budget Unit in class; Guest Speaker *Chapter 3 Interactive – Finish *Work on Chapter 4 Interactive (head’s up – it takes some time so chip away at it...) *Complete Career Center Activity for next week’s presentation in class

Week 3 Review Chapter 4; Guest Speaker; Career Center Activity Presentations *CHAPTERS 1-3 Due for Homework Grade #1 *Chapter 4 Interactive - Complete

Week 4 Introduce Chapters 5 & 6: Activities in class; Assign Career Investigation Project; Guest Speaker; Introduce Chapter 7 *Chapters 5 & 6 Interactive *Work on Career Investigation Project – Due in class

Week 5 Review Chapters 5 & 6; Continue activities for Chapter 7 *Chapter 7 Interactive *Continue working on Career Investigation Project

Week 6 Review Chapter 7; Guest Speaker; Prepare for midterm *Chapters 1 - 7 Interactive need to be completed by next week – be sure you’re on track ☐!

Week 7 Guest Speaker; In-class midterm; Practice Presentations *CHAPTERS 4-7 Due for Homework Grade #2 *Complete Midterm Class Evaluation *Career Investigation Presentations next week

Week 8 Chapters 8 & 9: Lecture and Activities; Career Investigation Project Presentations *Chapters 8 & 9 Interactive

Week 9 Guest Speaker; In-class essay assignment; Introduce Chapters 10 & 11 *Chapters 10 & 11 Interactive

Week 10 Review Chapters 10 & 11; Introduce Chapter 12; Begin Professional Portfolio Assignments *Chapters 12 Interactive

Week 11 Review Chapter 12; Guest Speaker; Introduce Chapter 13 *Chapter 13 Interactive *Work on Student Education Plan

Week 12 Guest Speaker; Review Chapter 13; Introduce Chapter 14 *Chapter 14 Interactive

Week 13 Review Chapter 14; Introduce Chapter 15 *Chapter 15 Interactive *Work on resume and cover letter – email to instructor

Week 14 Fall Semester (TERM) THANKSGIVING HOLIDAY: *CHAPTERS 8-15 Due for Homework Grade #3 (Spring Semester Break-adjust schedule)

Week 15 Chapter 15: Review – Feedback on your resume, cover letter, 10-year Plan; Practice for Mock Interviews *PREPARE FOR FINAL: Edit 10-year Plan and Professional Portfolio, and plan to arrive on-time, dressed for success for final next week

Week 16 In Class Final: Mock Interviews, 10-year Plan and Professional Portfolios Due along with Presentation of 10-year Plan *Final Due: Complete 10-year Plan and Professional Portfolio; be prepared for mock interview and presentation

University Writing Requirement Outcomes: None

Statement on Academic Misconduct:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at: <http://www.eou.edu/sse/student-handbook>

Statement on Americans with Disabilities:

If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone: 962-3081.

Syllabus Prepared By: Danny R. Mielke

Date: February 25, 2014