Course Description:
This course provides students with assistance in making effective career decisions. The course is appropriate for anyone who is interested in evaluating his or her career development or considering a career change. Students learn about the process of career decision-making and gain personal insight through numerous hands-on activities, in-class exercises, and by job shadowing.

Why Is The Course Needed?
Career planning and management is a relatively recent social invention. For hundreds of generations, there was very little freedom of choice in occupational selection. Contemporary Americans have well over 12,000 different occupations from which to choose. In just a little over a century we have gone from a no choice or limited choice situation to a point where the sheer multitude of possibilities often makes the process of choosing an occupation very frustrating, time consuming, and haphazard. Sometimes, the occupation finally chosen does not fit the temperaments, interests, and values of the individual. This course is designed to help persons learn how to remedy this problem.

Purpose and Goals of the Course:
Career Orientation and Planning is designed to meet the needs of individuals wishing to develop personal skills in career planning and management. Career management and planning involves more than just helping persons choose or enter an occupation. It also includes self-assessment of interests, values, and skills, understanding the steps in career decision making, and learning the necessary skills to obtain and keep a job once a choice has been made. The basic mission of this course is to provide an opportunity for students to learn about and develop the necessary skills in all areas of career planning.
**Course Objectives:**
1. To be able to describe and understand the process of career development.
2. To understand how personal characteristics (i.e., family of origin influences, interests, values, personality, and skills) influence career development.
3. To become oriented to the socioeconomic world of work as it impacts individual and family career systems.
4. To identify appropriate academic major(s) and/or occupational alternatives in relation to personal characteristics.
5. To learn about and use a variety of information resources to explore academic major or career options.
6. To use decision-making skills for life/career planning.
7. To participate in experiential activities designed to increase self-knowledge and develop necessary skills for use in the world of work.
8. To learn about and use skills necessary for successful job placement.
9. To learn about multiculturalism in careers.

**Course Requirements:**

*Attendance in class is vital and required* as this course is highly experiential and requires participation in various in-class activities. **If you know that you will be unable, for any reason, to come to class regularly, please choose another course to take this semester.**

Students will be required to complete all of the exercises assigned in the class and to engage in a series of career decision-making activities throughout the semester. Students are required to complete all assigned readings.

Students will also complete a career assessment instrument (the Strong Interest Inventory) administered in class. There will be a $15 fee for the cost of the instrument billed to your bursar’s bill.

**Grading and Evaluations:**

**20 points - Homework, in-class assignments, and class participation**
This includes activities completed in class as well as assignments given as homework. Just being in class does not mean that you are participating. **A major component of the course involves your interactions with other group members.** Students are required to complete assigned readings, ask and answer questions, interact with other students during group activities, and turn in homework on time. Students will also spend time in a computer lab learning to use technology in the career planning process. Meeting places for computer lab days will be announced in class. Students will visit Career Development Services as part of their class activities. It is your responsibility to keep up with all reading and homework assignments. **All short papers submitted as reflections should be typed.**

**10 points - Career Autobiography**
- Students will compose a paper reflecting on their own experiences related to career development. Areas to be included are family background, educational experiences, work experience, involvement in extracurricular activities, and current career goals. This paper should be typed in 12-point font, double-spaced, and 5 or more pages in length. Formatting concerns should be discussed with the instructor prior to the due date.
20 points - Informational Interviews (2 @ 10 pts each)
- Students will complete two informational interviews. Informational interviewing will be covered in class. You are to take the information discussed and select two people who are currently employed in career areas that interest you to interview. Please plan your informational interviews adequately ahead of time to meet the due dates.
- You will compose a two-page typed, double-spaced paper for each interview summarizing your informational interview experience. Include the name of the person you interviewed, his or her title, and place of employment. Also include questions you asked, responses you received, and your overall impressions of the career area explored and of your interviewing experience in general. Due dates for the informational interviews are specified on the schedule.

10 points - Job Shadow
Students will complete a job shadow. The due date is specified on the schedule. Advance planning is very important for activities that require making arrangements with others.
- Complete 2 hours of job shadowing with a person holding a job similar to your career interest area. Students may not job shadow a family member, and the person being shadowed must be employed in the student’s field of interest. Remember, you are completing this to get an idea of what someone in the field actually does.
- Describe your job shadow experience in a two to three page paper. Be sure to include the name of the person shadowed, his or her title and place of employment, and what your experience was like. Reflect on how this experience influenced or did not influence your career decision-making process. Use the information in the text on pages 64-67 to assist you in planning, conducting, and summarizing this experience.

20 points – Occupation Summary Papers (2 @ 10 points each)
Students will complete two brief papers reflecting their increased knowledge of two occupations of choice following use of career resources in class. These papers will include integration of self-knowledge with world-of-work knowledge. Further instructions regarding these papers, including the format for the papers and grading criteria, will be given in class.

20 points – Experiential Labs (2 @ 10 points each)
Students will be asked to complete two experiential labs during the semester. Several options will be presented from which students will be allowed to choose activities they prefer. A brief summary of these experiences will be submitted for credit. Instructions and choices will be provided in class.

**Grading Scale:**
- 90-100%  A
- 80-89%  B
- 70-79%  C
- 60-69%  D
- 0-59%  F

**Course Policies:**
**Students are expected to attend all class sessions and arrive promptly. Contact the instructor regarding attendance issues. Absences will be considered unexcused unless they meet the criteria for excused absences as outlined in the Tiger Cub. Unexcused absences are not allowed, and will negatively impact your grade in this course (see in-class participation requirements). You cannot participate if you are not in class!**
Incomplete grades will be considered only for university recognized reasons.
**Cell phones are to be TURNED OFF during class.**

**All assignments are due at the beginning of class. Homework and in-class assignments turned in late will receive half credit. Grades for major assignments turned in late will also be reduced. Hand in all assignments in person, unless instructed otherwise.**

**It is your responsibility to keep up with your grade.** Students who receive a grade of C or below at the point of mid-term grades should contact the instructor about plans for improvement on the remaining assignments. Attendance penalties and points missed can add up quickly.

**Auburn University email** is the official means of communication for Auburn students, faculty, and staff. Appointments to meet with the instructor outside of class should be made by email. Additionally, students should check their AU email often.

**Students who are eligible for special accommodations should inform the instructor within the first class week to ensure that accommodations can be made in a timely manner.**

**The syllabus is subject to change with the instructor’s view of the students’ needs. Students will be given a copy of any changes to the syllabus as early as is feasible.**
# Course Schedule – Fall 2006

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topics Covered</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16</td>
<td>Personal introductions; Syllabus; Completion of preliminary assessments</td>
<td></td>
</tr>
<tr>
<td>August 23</td>
<td>Introduction to the course; groups composed; overview of theories; Primary Life Tasks Wheel</td>
<td></td>
</tr>
<tr>
<td>August 30</td>
<td>Early recollections; family influences; gender role beliefs; societal values</td>
<td></td>
</tr>
<tr>
<td>September 6</td>
<td>Transferable skills; work values; introduction to the SII</td>
<td>Career Autobiography</td>
</tr>
<tr>
<td>September 13</td>
<td>Interests &amp; Introduction to Discover (meet in LRC lab)</td>
<td></td>
</tr>
<tr>
<td>September 20</td>
<td>Personality &amp; Informational Interviewing</td>
<td>SII reflection</td>
</tr>
<tr>
<td>September 27</td>
<td>Support Networks; Revisiting the Primary Tasks Wheel</td>
<td>Personality reflection</td>
</tr>
<tr>
<td>October 4</td>
<td>Putting it all together: Interests, Skills, Personality, &amp; Values</td>
<td></td>
</tr>
<tr>
<td>October 11</td>
<td>Using a Career Library (meet at CDS)</td>
<td></td>
</tr>
<tr>
<td>October 18</td>
<td>Using the Internet (meet in LRC lab)</td>
<td>Informational Interview 1</td>
</tr>
<tr>
<td>October 25</td>
<td>Making Sense of it All &amp; Decision making</td>
<td>Information for 2 occupation reports</td>
</tr>
<tr>
<td>November 1</td>
<td>Resumes, Part 1; Networking</td>
<td>Informational Interview 2</td>
</tr>
<tr>
<td>November 8</td>
<td>In-class resume critiques; Interviewing strategies</td>
<td>Occupation Reports Due</td>
</tr>
<tr>
<td>November 15</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>November 22</td>
<td>NO CLASS – Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>November 29</td>
<td>Revisiting Primary Life Tasks Wheel</td>
<td>Job Shadow Due</td>
</tr>
<tr>
<td>December 6</td>
<td>Complete final assessments</td>
<td>Experiential Lab Summaries Due</td>
</tr>
</tbody>
</table>