I. Course Description

This course is for first year students who are exploring academic majors and careers. In the class, students will learn about career paths that might best suit their interests, strengths, personalities, preferences and values; become more familiar with the world of work and various fields and industries; as well as learn about additional resources that will earn them transferable skills to enhance their marketability and academic experiences.

The course will assist students with:
1. Identifying the large variety of careers in which various majors can find satisfying employment;
2. Understanding how activities outside of the classroom can prepare students for their desired careers;
3. Utilizing resources available on and off campus that can assist with career selection, job placement, and career advancement.

II. Intended Learning Outcomes and Objectives

Upon completion of SFA 110, the student will understand the following areas and how they relate to their academic and career success:

- Initiate career exploration and major/minor area of study exploration in developing an action plan for college completion based on the analysis and application of college knowledge, personal strengths, and career goals.
- Evaluate the meaning of experiences in service/experiential learning, leadership and civic responsibility and identify resources for such opportunities.
- Clearly understand how your academic choices and co-curricular involvement relate to gaining transferable skills that are applicable in your career options.
- Create effective communications in written, oral, and visual representations, and analyze your interpretation of ideas expressed by others.
• Learn structured decision-making skills to help you choose a potential major, minor or career.
• Analyze academic skills (e.g. reading, writing, note taking and test taking) and employ critical thinking and problem-solving strategies for success in the college culture.

III. Class Readings and Materials

There is no assigned textbook for this course. Electronic (O*Net, WCIDWTM, College Board, OOH), social media sites such as LinkedIn, and various related articles will be used extensively in this course.

All students will be required to have a 1-inch, 3-ring binder for this course.

IV. Course Assignments and Activities

There is a total of 500 points available to be earned, as SFA 110 is a graded course counting as one-hour credit. The grading system is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>500 - 450</td>
<td>A</td>
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<tr>
<td>449 - 400</td>
<td>B</td>
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<tr>
<td>399 - 350</td>
<td>C</td>
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<tr>
<td>349 - 300</td>
<td>D</td>
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<tr>
<td>299 points &amp; below</td>
<td>F</td>
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Attendance Policy

• Class attendance (100 points): Attendance is mandatory and will be recorded during each class meeting. Therefore, please plan to attend all sessions. For every absence you incur or for every class meeting you are late to, a deduction of 10 points will be taken from the possible 100 points to be earned. Students will be considered late as of 11:01 AM.
  • You can track any absences in D2L in the Gradebook. The number of absences you have, along with the date you were absent will be listed.
• Instructor/Student Meetings (20 points): Two individual meetings with the instructor will be scheduled. The purpose of the meeting is to allow you to ask questions, get clarification on college processes, or just to develop a professional relationship. Your participation in these meetings will count towards 10 points per meeting.

Writing Assignments

The format requirement for all papers (except for the introduction discussion) will be two to three pages minimum in length, 1” margins on all sides, Times New Roman 12-point font, and double spaced. Points will be deducted for not following the formatting requirements.
• Introduction Discussion (10 points): In order for the SFA 110 Instructor to develop a more personal understanding of each student enrolled in the course, students will be asked to complete a student introduction discussion in D2L.
This assignment will also help the student become familiar with the D2L system and its role within a course.

- **Professional Career Chat (50 points):** Each student will be required to visit with one professional in a field of their interest to gauge an understanding of a specific career field. Proof of your professional chat/visit will be in the form of a two to three-page double spaced paper. You will need to list the date/time, professional’s name and career/job title. Consider the following questions to help you interview your selected professional:
  1. How did you come to work in your current career?
  2. What educational preparation would you recommend for someone who wants to advance in this field?
  3. Can you describe one of your typical workdays?
  4. What skills are required in your position on a day-to-day basis?
  5. What parts of your job do you find the most challenging?
  6. What parts of your job do you find the most enjoyable?
  7. Are there any negatives in your job?
  8. Considering all the people you have met in your field, what personal attributes are essential to success?
  9. If you could start all over again, would you change your career path in any way? Why or why not?
 10. Is there anything else you think I need to know about your career field?

- **Journal entries (20 points):** The student will be required to submit four prompted journals throughout the semester. Each journal entry should be no less than one paragraph in length and will be worth five points each.

**Career Research & Development 300 points**

- **Typefocus Assessment (50 points):** Each student will complete a Typefocus Assessment to determine where their interests and disinterests are to better understand how various majors and careers align with those interests. Students will complete the assessment online and attend a mandatory assessment interpretation through the Center for Career and Professional Development Office.

- **Professional Resume (50 points):** Each student will develop a professional resume in class with the assistance of the course Instructor and the Center for Career and Professional Development. The final resume must be submitted to the Center for Career and Professional Development through the student’s Jobs4Jacks account.

- **Culminating Career Research Project (100 points):**
  - **Research Presentation:** At the end of the semester, each student will be required to research their desired career or a career of interest. Students will be required to prepare a power point presentation with at least two references to share with the class on the career that they chose.
• **Wandering Map**: Each student will creatively develop a ‘wandering map’ as an illustration of their search for their major and/or career. The map will showcase stops along the way in their self-discovery, pivotal events, and/or family influences that have impacted their search for their major and career, as well as what steps the student may need to take next in their major and/or career exploration process.

• **Interview Stream** (20 points): Each student will engage in a practice interview to develop one’s interview skills and understanding of the professional interview process.

• **Elevator Speech** (20 points): A person’s ability to sell their knowledge, skills, and experiences plays a pivotal role in their ability to land a career. Often times, you only have thirty seconds to make a memorable impression on an employer. Therefore, each student will complete an elevator speech through the Interview Stream system in professionally selling his or herself to a prospective employer in highlighting their ability to be successful within their career field of interest.

• **Jobs4Jacks Profile** (10 points): Developing a professional online presence is critical in one’s career development in the 21st century. Each student will be required to create and develop a professional Jobs4Jacks profile to begin branding their professional and career identity.

• **Portfolio** (50 points): Each student will be required to keep and organize a portfolio with the resources used in class. Portfolios will be turned in at the end of the semester for a grade, but then returned to you to use in your professional development and job search. Please use a 3-ring binder to keep ALL course materials and handouts, including assignments and resources handed out in class. Your organized binder will serve as your final portfolio.

V. **Class Rules**

Following these rules will help maximize the SFA 110 experience for you and your classmates and are nonnegotiable.

• Attend every class.
• Read the assigned material and submit all required work on the day it is due. **No late work is accepted.**
• Participate in individual and group activities and discussions.
• Treat everyone in the class with respect and courtesy.
• All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience.
• Cell phones and other electronic devices should be turned off and put away during class time.
• No visible headphones in class.
• All emails to the instructor must include an appropriate subject line, a greeting, correct grammar, and a signature at the end that includes your name and ID number. Emails that do not include these will not be responded to.
VI. Communication

Please check your SFA email account regularly as this is the official email for SFA. D2L will be the official tool used in your SFA 110 class for communicating the important reminders, announcements, and further assignment directions.

All assignments and announcements will be posted in D2L AND emailed to your SFA email. You will be responsible for checking these systems regularly and be prepared for all assignments listed, even if they are not announced in class.

VII. General Student Policies

The following policies apply to all students enrolled in courses at Stephen F. Austin State University.

1. Academic Integrity (4.1)
   Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
   a. Definition of Academic Dishonesty
      Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

2. Withheld Grades Semester Grades Policy (5.5)
   Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

3. Students with Disabilities
   To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS),
Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

4. **Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
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<thead>
<tr>
<th>Date</th>
<th>Tuesday</th>
<th>Date</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Aug. 27</td>
<td>Class Overview: What is career development? Importance of SFA 110, <em>Introduction Discussion Assigned</em></td>
<td>Aug. 29</td>
<td>Center for Career &amp; Professional Development: Who are they &amp; what can they do for you? J4Js &amp; TypeFocus! <em>TypeFocus Assigned Meet in Library Info Lab 1</em></td>
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<tr>
<td>Sept. 3</td>
<td>Interpretation of TypeFocus <em>Meet in Library Wyatt Room TypeFocus Due</em></td>
<td>Sept. 5</td>
<td>Identifying values: Aligning personal and work values to get the most out of your career <em>Schedule Instructor Meetings, Introduction Discussion Due</em></td>
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<td>Sept. 24</td>
<td>Resume Workshop 1: What is a resume &amp; why is it important? Resume checklist <em>Resume Assigned</em></td>
<td>Sept. 26</td>
<td>Resume Workshop 2: What’s in your resume toolbox? <em>Meet in Library Info Lab 1 Professional Career Chat Due</em></td>
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<td>Oct. 1</td>
<td>Resume Workshop 3: Leveraging transferable skills to showcase your experience <em>Meet in Library Info Lab 1</em></td>
<td>Oct. 3</td>
<td>Resume Workshop 4: Peer review &amp; submission to CCPD, <em>Resume Due</em></td>
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<td>Oct. 8</td>
<td>Personal Branding: Who are you, what are you, why are you? <em>Journal 2 assigned</em></td>
<td>Oct. 10</td>
<td>Social Media: Developing a professional online presence through Jobs4Jacks <em>Jobs4Jacks Account Assigned, Journal 2 due</em></td>
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<td>Oct. 15</td>
<td>Networking &amp; the hidden job market, <em>Schedule Instructor Meetings</em></td>
<td>Oct. 17</td>
<td>Elevator Pitch: Learning to sell your brand in 30 seconds! <em>Jobs4Jacks Account Due, Elevator Pitch Assigned</em></td>
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<td>Oct. 29</td>
<td>Finances: Your first salary was what?! <em>Career Project Assigned</em></td>
<td>Oct. 31</td>
<td>Finances: Understanding budgeting and saving, <em>Interview Stream Due</em></td>
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<td>Nov. 5</td>
<td>Corporate Culture: What do employers expect?</td>
<td>Nov. 7</td>
<td>Corporate Culture: Ethics &amp; decision-making</td>
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<td>Nov. 12</td>
<td>Graduate school: Feasible investment? <em>Journal 4 assigned</em></td>
<td>Nov. 14</td>
<td>Internships: Where to find them &amp; why they are important! <em>Journal 4 due</em></td>
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<td>Nov. 19</td>
<td><strong>Thanksgiving Break</strong></td>
<td>Nov. 21</td>
<td><strong>Thanksgiving Break</strong></td>
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<td>Nov. 26</td>
<td>Self-reflection: What do I want, why do I want it, &amp; how am I going to get it? <em>Portfolio Due, Career Project Due</em></td>
<td>Nov. 28</td>
<td>Career Presentations</td>
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<tr>
<td>Dec. 3</td>
<td>Career Presentations</td>
<td>Dec. 5</td>
<td>Career Presentations</td>
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<tr>
<td>Dec. 10</td>
<td><strong>FINALS WEEK: AXE YOUR EXAMS!</strong></td>
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