I. Course Description

This course is designed to prepare you to enter the professional job market for internships and/or full-time jobs after graduation. 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; learn about transferable skills to enhance their marketability and academic experiences; and develop an individual career action plan to reach their goals.

The course will assist students with:
1. Identifying the large variety of careers in which various majors can find satisfying employment;
2. Recognizing how course and major selection relates to employment possibilities in particular fields
3. Understanding how activities outside of the classroom can prepare students for their desired careers and future plans
4. 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), online sites such as Jobs4Jacks, 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. 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. If you are having problems with D2L or another online platform like Interview Stream, please contact me ASAP. You are still expected to meet deadlines, so plan ahead. 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 unless otherwise instructed.
• 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.

V. 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. Please do NOT use the email function on D2L. Email the professor at heidbrinc@sfasu.edu.
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. All questions about the course must be asked in class or via email. GroupMe and text messages related to course assignments will not receive a response.

VI. Course Assignments and Activities

There is a total of 600 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>600 - 540</td>
<td>A</td>
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<tr>
<td>539 - 480</td>
<td>B</td>
</tr>
<tr>
<td>479 - 420</td>
<td>C</td>
</tr>
<tr>
<td>419 - 360</td>
<td>D</td>
</tr>
<tr>
<td>359 points &amp; below</td>
<td>F</td>
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</tbody>
</table>

Students will need to earn an A in SFA 110 or receive instructor approval to do an internship in SFA 250. All other students will select the appropriate practicum class for their future plans.

Class Participation 100 points

- Class attendance (50 points): Attendance is mandatory and will be recorded during each class meeting. Therefore, please plan to attend all sessions. For every unexcused 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 9:35 AM
  - More than five unexcused absences will result in a ZERO for class attendance and participation
  - Excused absences will be evaluated on a case by case basis by the instructor. All requests for excused absences must be emailed 24 hours in advance unless there are extenuating circumstances
  - Having headphones on in class, being on your cell phone without authorization, sleeping, and other disruptive activities will result in an unexcused absence and the student will be asked to leave the class
  - 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.

- Class Participation (50 points): Class participation is more than simply showing up every day. Be active and engage in activities and discussion on a regular basis.
  - Be engaged with the group
  - Speak up in class with questions and/or meaningful comments
  - Demonstrate knowledge of material in response to questions and in-class activities
  - Participate appropriate in class discussion and group activities
Assignments 450 points
The format requirement for all papers (except for the introduction discussion) will be at least two FULL 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. Specific formatting requirements will be announced for each assignment.

- **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 (100 points)**: Each student will develop a professional resume and improve it throughout the course of the semester through peer review, CCPD, and instructor feedback.
  - First Draft and Peer Review (25 points)
  - CCPD Draft (25 points)
  - Final Draft (50 points)

- **Informational Interview (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.

- **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 in professionally selling his or herself to a prospective employer in highlighting their ability to be successful within their career field of interest. This assignment will be done online using Interview Stream (See D2L for instructions)

- **Handshake (10 points)**: Through CCPD, each student will have the opportunity to create a profile for potential employers through Jobs4Jacks.

- **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. This assignment will be done online using Interview Stream (See D2L for instructions)

- **Mock Interview (50 points)**: Each student will participate in a mock interview with their success coach.

- **Career Research Project (100 points)**: 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. Presentations will be given in class starting April 26.

- **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. Please see D2L for a list of all materials needed for portfolio.

  *All assignments will have further instruction in D2L under CONTENT.*

**Success Coaching (50 points)**
Part of professional development is building your network. While we will cover this topic later in the semester, it is important that you work to build strong and beneficial relationships with the people in your environment. One of your most valuable assets as a GenJack is your success coach.

- **Success Coach Meetings:** All students will be required to meet with their success coach once/month. You will need to fill out the form in D2L Under Content<Success Coaching and have your coach sign it. Please turn it in to your instructor after each meeting. You will need a minimum of four meetings, one per month.
  - *If you wish to change your success coach, please contact me ASAP with justification. You must contact me by Friday, January 19 to be considered and I will make changes on a case by case basis.*

**VII. General Student Policies**

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

1. **Academic Integrity (A-9.1)**
   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.

2. **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
3. **Withheld Grades Semester Grades Policy (A-54)**
   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.

4. **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/](http://www.sfasu.edu/disabilityservices/)

5. **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 D-34.1). 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.

### Spring 2018 Tentative Class Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Tuesday</th>
<th>Date</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Jan. 16</td>
<td>Class Overview: What is career development? Importance of SFA 110</td>
<td>Jan. 18</td>
<td>Center for Career &amp; Professional Development: Who are they &amp; what can they do for you? J4Js</td>
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<td></td>
<td><strong>TypeFocus Assigned</strong></td>
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<td><strong>Typefocus Due</strong></td>
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<td>Jan. 23</td>
<td>Interpretation of TypeFocus with CCPD</td>
<td>Jan. 25</td>
<td>Identifying values: Aligning personal and work values to get the most out of your career.</td>
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<td>Feb. 6</td>
<td>Top 10 Employable skills: What are employers looking for in an employee?</td>
<td>Feb. 8</td>
<td>Transferable skills: What are they &amp; how do I get them?</td>
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<td>Feb. 13</td>
<td>Resume Workshop 1: What is a resume &amp; why is it important?</td>
<td>Feb. 15</td>
<td>Resume Workshop 2: Leveraging transferable skills to showcase your experience. Utilize O*Net</td>
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<tr>
<td>Feb. 20</td>
<td>Resume Workshop 3: WORK DAY ON RESUMES</td>
<td>Feb. 22</td>
<td>Resume Workshop 4: Peer review</td>
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<td>Feb. 27</td>
<td>Personal Branding: First impressions, business attire</td>
<td>Mar. 1</td>
<td>Personal Branding: Elevator Pitch, sell your brand in 30 seconds</td>
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<td>Mar. 6</td>
<td>Personal Branding: Social Media</td>
<td>Mar. 8</td>
<td>Personal Branding: Handshake</td>
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<td>Mar. 12</td>
<td>SPRING BREAK: HAVE FUN</td>
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<tr>
<td>Mar. 20</td>
<td>Internships and Grad School</td>
<td>Mar. 22</td>
<td>SFA 250 Options:</td>
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<td><em>Informational Interview</em></td>
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<td><em>Raquel Skidmore Guest Speaker</em></td>
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<tr>
<td>Mar. 27</td>
<td>Interviews: How to prepare</td>
<td>Mar. 29</td>
<td>Interviews: Do’s and Don’ts</td>
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<tr>
<td></td>
<td><em>Interview Stream</em></td>
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<td><em>Mock Interview</em></td>
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<td>Apr. 3</td>
<td>Interviews: Final Checklist</td>
<td>Apr. 5</td>
<td>Corporate culture and workplace etiquette</td>
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<td></td>
<td><em>Interview Stream</em></td>
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<td><em>Career Research Presentation</em></td>
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<tr>
<td>Apr. 10</td>
<td>Resumes: Revisited</td>
<td>Apr. 12</td>
<td>Networking and the hidden job market</td>
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<tr>
<td>Apr. 17</td>
<td>Finances: Your first salary was what?!?</td>
<td>Apr. 19</td>
<td>Finances: Budgeting, saving, building credit</td>
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<tr>
<td>Apr. 24</td>
<td>Self-reflection: What do I want, why do I want it, and how am I going to get it?</td>
<td>Apr. 26</td>
<td>Career Research Presentations</td>
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<tr>
<td>May 1</td>
<td>Career Research Presentations</td>
<td>May 3</td>
<td>Career Research Presentations</td>
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<tr>
<td>May 7-11</td>
<td>FINALS WEEK: GOOD LUCK</td>
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Instructor reserves the right to change course calendar at her discretion