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 online sites such as Handshake, O*Net, What Can I Do With This Major (WCIDWTM), and the Occupational Outlook Handbook as well as various related articles will be used extensively in this course. All students will be required to have a branded folder 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 or before 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 unless otherwise instructed. This includes laptops unless otherwise instructed by professor.
• 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 campus 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 important reminders, announcements, and further assignment directions. Please do NOT use the email function on D2L. Email the professor at derouenb@sfasu.edu.

All assignments and announcements will be posted in D2L. You will be responsible for checking this system 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 800 points available to be earned, as SFA 110 is a graded course counting as one-hour credit. The grading system is as follows:

- 800 - 720 points = A
- 719 - 640 points = B
- 639 - 560 points = C
- 559 - 480 points = D
- 479 points & below = F

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 150 points

- **Class attendance and participation:** Attendance will be recorded at the beginning of 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 points will be taken from the possible 150 points to be earned. Students will be considered late as of 5 minutes past the start of class.
  - More than three 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.

- **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 550 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 personality, interests, and values are to
better understand how various majors and careers align with those areas. Students will complete the assessment online and attend a mandatory in class assessment interpretation through the Center for Career and Professional Development Office (CCPD).

- **Professional Résumé (100 points):** Each student will develop a professional résumé and improve it throughout the course of the semester through peer review, online critique provided by the CCPD, and instructor feedback.
  
  - First Draft (25 points)
  - CCPD Draft (25 points)
  - Final Draft (50 points)

- **Informational Interview (75 points):** Each student will be required to visit with one professional in a field of their interest to gain 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. (See D2L for instructions)

- **Elevator Speech (45 points):** A person’s ability to sell their knowledge, skills, and experiences plays a pivotal role in their ability to land a career. Oftentimes, 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.
  
  - You will write an elevator pitch and submit it to D2L. (20 points)
  - This assignment will also be practiced online using InterviewStream (See D2L for instructions) (25 points)

- **Jobs4Jacks – Powered by Handshake (55 points):** Through CCPD, each student will complete a profile for potential employers through Handshake. (See D2L for instructions)

- **InterviewStream (50 points):** Each student will engage in a practice virtual interview to develop one’s interviewing skills and understanding of the professional interview process. This assignment will be done online using InterviewStream (See D2L for instructions)

- **Mock Interview (50 points):** Each student will participate in a mock interview with their success coach. (See D2L for instructions)

- **Career Research Project (100 points):** Near 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 PowerPoint 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 25 and each should last between 5-7 minutes in duration. Professional dress is required.

- **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 braded folder to keep ALL course materials and handouts, including assignments and resources.
handed out in class. Your organized folder 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
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 (75 points):** All students are required to meet with their success coach once a month. You will need to fill out the form on D2L under Content<Success Coaching and have your coach sign it. Please turn it into 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 the Student Success Coordinator ASAP with your justification. You must contact them by Friday, January 25 to be considered and they will make the changes on a case by case basis.**
  - **Meetings Required:**
    - **January (25 points)**
    - **February (25 points)**
    - **March (25 points)**
    - April – Mock Interview (see assignment and schedule early)

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

1. **Student Academic Dishonesty**
   Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

2. **Definition of Academic Dishonesty**
   Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
   - using or attempting to use unauthorized materials on any class assignment or exam;
   - falsifying or inventing of any information, including citations, on an assignment;
   - helping or attempting to help other student(s) in an act of cheating or plagiarism
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

3. **Withheld Grades Semester Grades Policy (5.5)**
   At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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 2019 Tentative Class Calendar

**Key:** Red = DUE | Blue = ASSIGNED | Green = In Class

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Monday</th>
<th>Date</th>
<th>Wednesday</th>
<th>What’s Due Sunday by 11:59 p.m.?</th>
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<tbody>
<tr>
<td></td>
<td>Jan. 21</td>
<td>No Class – Martin Luther King Jr. Day</td>
<td>Jan. 23</td>
<td>Class Overview: What is career development? Importance of SFA 110 Center for Career &amp; Professional Development: Who are they &amp; what can they do for you? Handshake <strong>TypeFocus Assigned</strong></td>
<td>☐ TypeFocus Code as a discussion post.</td>
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<tr>
<td>1</td>
<td>Jan. 28</td>
<td>Interpretation of TypeFocus with CCPD</td>
<td>Jan. 30</td>
<td>Identifying values: Aligning personal and work values to get the most out of your career. <strong>Values Worksheets</strong></td>
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<td>5</td>
<td>Feb. 18</td>
<td>Résumé Workshop 1: What is a résumé &amp; why is it important? Résumé Workshop 101.</td>
<td>Feb. 20</td>
<td>Résumé Workshop 2: Leveraging transferable skills to showcase your experience. Utilize O*Net Resource</td>
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<td><strong>Résumé Toolbox Assigned</strong></td>
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<td><strong>Résumé Toolbox Continued – draft résumé</strong></td>
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<td>6</td>
<td>Feb. 25</td>
<td>Résumé Workshop 3: Workday on résumé</td>
<td>Feb. 27</td>
<td>Résumé Workshop 4: Peer review</td>
<td>□ Submit Updated Résumé to CCPD and D2L</td>
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<td><em>In Computer Lab</em></td>
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<td>7</td>
<td>Mar. 4</td>
<td>Personal Branding: First impressions, business attire</td>
<td>Mar. 6</td>
<td>Personal Branding: Elevator Pitch, sell your brand in 30 seconds</td>
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<td><strong>Informational Interview Elevator Pitch via InterviewStream</strong></td>
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<td>8</td>
<td>Mar. 11</td>
<td>Personal Branding: Social Media</td>
<td>Mar. 13</td>
<td>Personal Branding: Handshake</td>
<td>□ Elevator Pitch via InterviewStream Due</td>
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<td><strong>Handshake Profile, Computer Lab</strong></td>
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<td>9</td>
<td>Mar. 18-22</td>
<td>SPRING BREAK: HAVE FUN</td>
<td>Mar. 25</td>
<td>Interviews: How to prepare Do’s and Dont’s</td>
<td>□ Informational Interview</td>
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<td>Mar. 27</td>
<td><strong>InterviewStream</strong></td>
<td>□ Final Résumé submitted to D2L</td>
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<td><strong>Mock Interview with Success Coach</strong></td>
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<td>10</td>
<td>Apr. 1</td>
<td>Finances: Your first salary was what?!? Budgeting, saving, building credit</td>
<td>Apr. 3</td>
<td>Finance Reality Fair See D2L for more information</td>
<td>□ Reflection on Finance Reality Fair due via D2L</td>
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<td>11</td>
<td>Apr. 8</td>
<td>SFA 250 Options: <em>Guest Speaker: Raquel Skidmore</em></td>
<td>Apr. 10</td>
<td>Internships and Graduate School</td>
<td>□ InterviewStream Due</td>
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<td>12</td>
<td>Apr. 15</td>
<td>Corporate culture and workplace etiquette <em>Career Research Presentation</em></td>
<td>Apr. 17</td>
<td>Networking and the hidden job market</td>
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<td>13</td>
<td>Apr. 22</td>
<td>Résumés: Revisited <em>In Computer Lab</em></td>
<td>Apr. 24</td>
<td>Career Research Presentation work day <em>In Computer Lab</em></td>
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<td>14</td>
<td>Apr. 29</td>
<td>Self-reflection: What do I want, why do I want it, and how am I going to get it?</td>
<td>May 1</td>
<td>Career Research Presentations</td>
<td>□ Portfolios Due □ Mock Interview with Success Coach Due</td>
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<tr>
<td>15</td>
<td>May 6</td>
<td>Career Research Presentations</td>
<td>May 8</td>
<td>Career Research Presentations</td>
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<tr>
<td>16</td>
<td>May 13-17</td>
<td><strong>FINALS WEEK: GOOD LUCK</strong></td>
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*Instructor reserves the right to change course calendar at her discretion

Student’s Responsibility & Time Requirements: The student should come to class prepared to discuss the assigned readings. Class assignments and worksheets activities average at a minimum 2 hours of work each week to prepare outside of classroom hours.