I. **Course Description**
This course is designed to further prepare you to enter the job market and get industry experience through different types of opportunities. In this practicum, students will learn through job shadowing, site visits, and/or other experiences to better prepare for internships and full-time jobs post-graduation. In addition, students will polish their professional skills and documents and solidify career and major decisions. This career development practicum helps students:

1. Identify a specific career/field to pursue for post-graduation employment and create a specific action plan to achieve such goals.
2. Gain exposure to real-world experiences through hands-on activities with professionals.
3. Polish professional skills and resources such as interviewing, résumés, cover letters, networking, and etiquette.
4. Set career and professional goals, assess self-progress, and seek feedback to further their professional knowledge.
5. Articulate thinking about career and work-life integration to enhance future professional planning.

This course is a fully in-person course which offers 50% of its meetings in person on campus at a scheduled time. The remaining 50% of its meetings are administered via D2L content. Instructional content will be made available through illustrated lectures, individual meetings, guest speakers, small group and whole class discussions, visits to campus locations, videos, games, and exercises.

II. **Intended Learning Outcomes and Objectives**
Upon completion of SFAS 2150, the student will understand the following areas and how they affect their academic and career success:

1. Continue to develop career exploration and major/minor area of study exploration and set specific career goals for the short and long term; Develop a detailed action plan based on the analysis and application of college knowledge, personal strengths, and career goals.
2. Experience and evaluate practical, hands-on experience through site visits, job shadowing, and/or additional opportunities with professionals.
3. Clearly understand and demonstrate how to translate hands-on experience into specific transferable skills learned in practical experiences.
4. Master professional communication skills including written, oral, and visual communication types and understand how communication affects and contributes to professional development.
5. Utilize practical experience and knowledge to think critically, reflect, and make decisions on career paths and future goals.
6. Increase knowledge and comfort levels about the entire professional process—from job preparation in college to accepting jobs and career advancement.

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, and the Occupational Outlook Handbook as well as various related articles will be used extensively in this course. Students might want to maintain an electronic file for this course.

IV. COVID-19 (http://www.sfasu.edu/covid19)
If you are tested for COVID-19, or you have been diagnosed with or received a positive test result for COVID-19 you must:
1. stay home,
2. notify your faculty members of your absence, and
3. immediately complete the COVID-19 Test Report Form (through mySFA) (selecting "Self" as the reporter.)
   You must stay home if you are experiencing any COVID-19 symptoms (as listed on the CDC website); or you have been in close contact (within 6 feet for at least 15 minutes) with someone who has or is suspected to have COVID-19, or someone in your household (including a roommate or housemate) has been diagnosed with or received a positive test result for COVID-19, you must stay home and notify your faculty members of your absence. Students who suspect that they may have COVID-19 also are encouraged to contact SFA Health Services or their preferred health care provider for health advice.

V. Zoom Access
Should you meet the above noted COVID-19 situation, once you’ve done all 3 of the required steps, a one-time Zoom access link will be provided via email. This must be requested no later than noon the day of class.

VI. Class Rules
Following these rules will help maximize the SFAS 2150 experience for you and your classmates and are nonnegotiable.
- Attend every class – this class will only meet face-to-face a handful of times, so being present on the dates outlined in this syllabus is vital for your success in this course.
• 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 put away during class time unless otherwise instructed.
• 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.

VII. 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 SFAS 2150 class for communicating important reminders, announcements, and further assignment directions. Please do NOT use the email function on D2L. Email me 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.

VIII. Course Assignments and Activities
This course is designed as a practicum, meaning most work will be done outside of the classroom and submitted via D2L. All schedules, activities, instructions, and information will be posted in D2L under CONTENT. We will meet as a full class, small groups and individually throughout the semester – see timeline for meeting dates, etc.

The course will have weekly modules. The open date for the modules will be Tuesday mornings at 7 a.m. and with most assignments and discussions being due on Mondays at 11:59 p.m. This allows you to work on this class within your schedule. However, it is STRONGLY recommended to not wait until the last minute as module activities will require in-depth experience, reflection, and outside activities.

Per the schedule, we will not have any activities during finals week. You are also free to work ahead within each module and complete activities well before the due date.

There will be a variety of activities in each module. Each week, the student will complete a discussion post based upon a prompt. The student will also provide feedback to two peers on their responses to help facilitate discussion and build quality responses. Activities will be assigned a different amount of points.
Once again, please do not wait until the end of the module to complete your activities. Some of them will require additional work, sequential activities, or activities that build on each other and waiting until the end of the week could lead to missed deadlines. The course is designed for you to work on this class approximately 3-5 hours/week.

There are a total of 1000 points available to be earned, as SFAS 2150 is a graded course counting as one-hour credit. The grading system is as follows:

- 1000 - 900 points: A
- 899 - 800 points: B
- 799 - 700 points: C
- 699 - 600 points: D
- 599 points & below: F

**Class Participation**  
**100 points**  
1. Attendance will be 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 100 points to be earned. Students will be considered late as of 5 minutes past the start of class.  
2. 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.  
3. You can track any absences in D2L in the Gradebook.  
4. Class participation is more than simply showing up every day. Be active and engage in activities and discussion on a regular basis.  
5. Be engaged with the group. Speak up in class with questions and/or meaningful comments.  
6. Demonstrate knowledge of material in response to questions and in-class activities

**Assignments**  
**900 points**  
The format requirement for all papers will be outlined in D2L regarding page 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.  
- **Elevator Pitch (10 points):** Each student will complete an elevator pitch in professionally selling themselves to a prospective employer in highlighting their ability to be successful within their career field of interest. This assignment will be done as a discussion post via D2L (See D2L for instructions)  
- **168 Hour Activity (5 points):** Please complete the 168-hour worksheet (See D2L for instructions)  
- **Professional Résumé (120 points):** Each student will update their professional résumé based on one-on-one instructor feedback. (See D2L for instructions)
• CCPD Draft (20 points)
• Final Draft (100 points)

• **Job Shadow (50 points – 25 points each):** Each student will be required to visit with two professionals in a field of their interest to gauge an understanding of a specific career field. (See D2L for more instructions)

• **Handshake Profile (50 points):** Through CCPD, each student will update their profile for potential employers through Handshake. (See D2L for instructions)

• **Weekly Discussion Posts via D2L (110 points):** Each week, students will participate in a weekly typed discussion post that involves a prompt provided by professor via D2L. 5 points for using STAR Method, 2.5 points for each response to your peers (must respond to 2 peers).

• **Interview Bowl (120 points):** Each student will participate in an “Interview Bowl” each face-to-face class meeting. (See D2L for instructions)

• **Employer Site Visits (75 points):** Throughout the semester, each student will be required attend 3 local employer site visits (as a class). We will discuss as a class the 3 employers in which we will visit. As a group, you will conduct a short presentation about the company before we visit the location. A reflection discussion post will follow each visit. Please see D2L for more information.

• **Cover Letters (100 points – 50 points each):** Each student will create two cover letters, one written toward an internship position and one written toward the professional position in which they plan to pursue post-graduation. (See D2L for instructions)

• **Career Expo Attendance (85 points):** Student will attend at least one career expo hosted during the fall 2021 semester. A reflection discussion post will be submitted via D2L. Please see D2L for more information.

• **Internship/Job Search Strategy Paper (100 points):** Using WCIDWTM, outline general job search strategies for the area in which you plan to pursue. Please see D2L for more information.

• **LinkedIn Profile (50 points):** Student will create a professional LinkedIn Profile. (See D2L for instructions)

• **Volunteer Experience (25 points):** Student will volunteer at least one time during the semester and write a reflection discussion post to reflect on transferable skills learned. Please see D2L for more information.

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

IX. **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. **Mental Health and Wellness**
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line: 1(800) 392-8343
Suicide Prevention Lifeline: 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

6. **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.

7. **Respect for Diversity**
At SFA, our commitment to diversity and inclusion is more than words—it is actions. We believe diversity and inclusion are the keys to promoting more engaged individuals locally and globally. We at SFA are committed to amplifying a campus culture that nurtures belonging and embraces similarities while celebrating that every Lumberjack will be different. Those differences are valued, acknowledged, and supported purposefully. We encompass ground-breaking strategies fostered from our diverse campus while taking a holistic approach to how we function as a university.
# Fall 2021 Tentative Class Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Agenda Items</th>
<th>What’s Due Monday by 11:59 p.m.?</th>
</tr>
</thead>
</table>
| 1    | Aug. 24| **Face-2-Face | In Person Class:** Class Overview Group assignments for Employer Spotlights D2L Module 1: Getting Started | Aug. 30:  
- Elevator Pitch  
- 168 Hour Activity |
| 2    | Aug. 31| **Face-2-Face | In Person Class:** Guest Presentation – CCPD – Résumé Workshop D2L Module 2: Employer Spotlights D2L Module 3: Revisit You | Sept. 6:  
- Résumé due to CCPD |
| 3    | Sept. 7| D2L Module 4: Interviewing Skills                                            | Sept. 13:  
- Typed Discussion Post 1 |
| 4    | Sept. 14| D2L Module 5: Career Expos                                                    | Sept. 20:  
- Typed Discussion Post 2  
- Résumé Final |
| 5    | Sept. 21| **Face-2-Face | In Person Class:** Interview Bowl x 2 Group 1 presents Employer Spotlight D2L Module 6: Job Shadowing | Sept. 27:  
- Typed Discussion Post 3 |
| 6    | Sept. 28| **Face-2-Face | In Person Class:** Employer Spotlight 1 – Live with employer! D2L Module 7: Online Presence | Oct. 4:  
- Typed Discussion Post 4  
- Employer Spotlight 1 – Reflection  
- Handshake Profile |
| 7  | Oct. 5  | **Face-2-Face | In Person Class:**  
Guest Presentation – CCPD – LinkedIn Workshop  
D2L Module 8: What employers are looking for | Oct. 11:  
☐ Typed Discussion Post 5  
☐ LinkedIn Profile |
|----|--------|-------------------------------------------------|--------------------------------------------------|
| 8  | Oct. 12| **D2L Module 9: Job Search Strategy**          | Oct. 18:  
☐ Typed Discussion Post 6  
☐ Job Shadow – 1 Reflection |
| 9  | Oct. 19| **Face-2-Face | In Person Class:**  
Interview Bowl x 2  
Group 2 presents Employer Spotlight  
D2L Module 10: Cover Letters | Oct. 25:  
☐ Typed Discussion Post 7  
☐ Cover Letter – Job  
☐ Cover Letter – Internship |
| 10 | Oct. 26| **Face-2-Face | In Person Class:**  
Employer Spotlight 2 – Live with employer!  
D2L Module 11: Etiquette | Nov. 1:  
☐ Typed Discussion Post 8  
☐ Employer Spotlight 2 – Reflection  
☐ Career Expo Reflection Due |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity Details</th>
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<tbody>
<tr>
<td>11</td>
<td>Nov. 2</td>
<td>D2L Module 12: Leadership Development</td>
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<td>Nov. 8:</td>
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<td>- Typed Discussion Post 9</td>
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<td>- Job Shadow – 2 Reflection</td>
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<td>12</td>
<td>Nov. 9</td>
<td>**Face-2-Face</td>
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<td>- Typed Discussion Post 10</td>
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<td>13</td>
<td>Nov. 16</td>
<td>**Face-2-Face</td>
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<td>Nov. 22:</td>
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<td>- Typed Discussion Post 11</td>
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<td>- Employer Spotlight 3 – Reflection</td>
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<td>14</td>
<td>Nov. 23</td>
<td>Thanksgiving Break</td>
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<tr>
<td>15</td>
<td>Nov. 30</td>
<td>**Face-2-Face</td>
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<td>Dec. 6:</td>
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<td>- Job Search Strategy Paper Due</td>
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<td>- Volunteer Reflection</td>
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<tr>
<td>16</td>
<td>Dec. 6-10</td>
<td>Finals Week: Good Luck</td>
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</tbody>
</table>

*Instructor reserves the right to change course calendar at her discretion*

Student’s Responsibility & Time Requirements: SFAS 2150 “GenJacks Employment Practicum” (1 credit hour) is an optional but highly recommended course for all member of Generation Jacks members. Direct instruction is provided for 1, 2-hour 30-minute meeting per week for 15 weeks. Students have weekly readings and assignments that focus on topics related to student development and college success. These activities average at a minimum two hours per week to prepare outside of classroom hours.