STEPHEN F. AUSTIN STATE UNIVERSITY
SFAS 1110.001 Career Readiness – Spring 2024
McKibben Education Building 269 Mondays and Wednesdays from 11-11:50 a.m.

Faculty Instructor: Kate Childress
Pronouns: She/Her/Hers
Email: katelyn.childress@sfasu.edu
Phone: (936) 468-6635
Office: BPSC 3.301
Department: Orientation and Transition Programs
Office Hours: Wednesdays 4-5pm

COURSE DESCRIPTION:
This course is designed to prepare you to enter the professional job market for internships, graduate school, 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.

This 1 credit hour 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 plans
4. Utilizing resources available on and off campus that can assist with career selection, job placement, and career advancement.

INTENDED STUDENT LEARNING OUTCOMES:
Upon completion of SFAS 1110, 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 to 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 college culture.

CLASS TEXT AND MATERIALS:
There is no assigned textbook for this course. Electronic online sites such as Handshake, O*Net Online, What Can I Do with This Major, Focus 2, SFA Center for Career and Professional Development documents, and the Occupational Outlook Handbook as well as various related articles will be used extensively in this course.
CLASS RULES
Following these rules will help maximize the SFAS 1110 experience for you and your classmates and are non-negotiable.

- Attend every class – this class only meets twice a week, 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 that it is due. No late work is accepted.
- Participate in individual and group activities and discussions.
- Treat everyone 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 the professor.
- No headphones or airpods in class.
- All emails to the instructor must include an appropriate line, a greeting, correct grammar, and a signature at the end that includes your name and student ID number. Do not use GroupMe to message me with course questions!
- If you read this bullet point, email me using the format described above with the subject line “Syllabus Extra Credit” - and you will receive an extra 10 bonus points on an assignment.

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 1110 for communicating important reminders, announcements, and further assignment directions. Please do NOT use the D2L email function. Email the professor at Katelyn.Childress@sfasu.edu.

All assignments and announcements will be posted in D2L. You will be responsible for checking this system regularly and being 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. Please do not GroupMe message me about the course.

GRADING POLICY:
SFAS 1110 is a graded course that will count as a one-hour credit. There is a total of 800 points and the grading system is as follows:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>800-720</td>
<td>A</td>
</tr>
<tr>
<td>719-640</td>
<td>B</td>
</tr>
<tr>
<td>639-560</td>
<td>C</td>
</tr>
<tr>
<td>559-480</td>
<td>D</td>
</tr>
<tr>
<td>479 points or lower</td>
<td>F</td>
</tr>
</tbody>
</table>

Students will need an A in SFAS 1110 or receive instructor approval to do an internship in SFAS 2150. All other students will select the appropriate practicum class based on their future career 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 10 minutes past the start of class. Each class is worth 5 points apiece.
  - Excused absences will be evaluated on case-by-case bases by the instructor. All requests for excused absences must be emailed 24 hours in advance unless there are extenuating circumstances.
  - Having headphones in during class, being on your cell phone without authorization, sleeping, and other disruptive behavior will result in an unexcused absence and the student will be asked to leave the class.
  - Absences can be tracked in the D2L grade book or communicated with the professor via email. Please do not come to class if you are feeling ill or experiencing COVID-19 symptoms.
ASSIGNMENTS – 650 POINTS
The format required for all papers (except for the introduction discussion) will be at least one FULL page minimum length, 1" margins on all sides, Times New Roman 12-point font, and double-spaced. Specific formatting requirements will be announced for each assignment. **Each assignment will have instructions listed in D2L**

Focus 2 Career Assessments (25 points): Each student will complete the Focus 2 Career Assessments to determine their interests, skills, and values to better understand how various majors and careers align with those areas. Students will complete the 5 assessments online and attend a class interpretation through (CCPD).

Professional Resume (100 points): Each student will develop a professional resume and improve it throughout the course of the semester through initial creation and review in class, online critique provided by the CCPD, and instructor feedback.
  o First Draft – Peer Reviewed (25 points)
  o CCPD Draft (25 points)
  o Final Draft (50 points)

Elevator Pitch (50 points): A person’s ability to sell their knowledge, skills, and experiences plays a crucial role in their ability to land a career. Often, you only have thirty seconds to make a memorable impression on an employer. Therefore, 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.
  o You will write an elevator pitch and submit it to D2L (25 points)
  o You will record yourself and practice your elevator pitch online using Interviewing.com (See D2L for instructions). You must dress professionally (business casual) for this assignment. (25 points)

Mock Interview (50 points): Each student will engage in a practice virtual interview to develop one’s interview skills and understanding of the professional interview process. This assignment will be completed with your GenJacks Success Coach as your fourth success coach meeting and students are expected to dress professionally for this assignment. (See D2L for instructions)

All Majors Career Fair (50 points): Each student will attend the All Majors Career Fair and will write a brief reflection on their experience. Business Casual attire is required for attendance. (25 points for attendance, 25 points for reflection)

Informational Interview (100 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-three page, double-spaced, 12-point Times New Roman Fonts Paper. You will need to include the date/time, the professional’s name, career/job title, and where they work. (See D2L for instructions)

Career Research Project (100 Points): Each student will research their desired career of interest and will present a PowerPoint presentation, video, or Prezi Presentation with at least two references to share with the class on the career that they chose. Presentations will be given in class and each should last between 5-7 minutes in duration. Professional dress is required for this assignment.

Texas Financial Reality Check (25 points): Each student will complete the TX financial Reality Check and submit their results to the dropbox. (See D2L for Instructions)

Handshake (50 points): Through CCPD, each student will complete a profile for a potential employer through Handshake. (See D2L for instructions)

Success Coach Meetings (100 points)
Part of professional development is building your network. It is important that you work to build strong and beneficial relationships with people in your environment. All students are required to meet with their success coach once a month (Jan., Feb. Mar., and Apr.) as a class assignment in SFAS 1110. Your success coach will complete a virtual success coach form and you will receive an email with the meeting notes. Please upload a copy of this email into the drop box to receive credit for this assignment. Each meeting is worth 25 points a piece. If you need to change your GenJacks Success Coach, please contact (GJ Coordinator) ASAP with your justification.

**Extra Credit Opportunities:** For credit, please type a 4-6 sentence paragraph describing your experience and upload it to the dropbox

- Attend the involvement fair January 25th 4-6PM
- Attend the Wellness Fair
- Attend additional Career Fairs:
  - Construction Management and Interior Design Career Fair
  - Teacher Career Fair
- Any events listed on CCPD Handshake’s website [https://sfasu.joinhandshake.com/](https://sfasu.joinhandshake.com/)
- Attend organization meeting specifically to students’ major
- Other events announced by the instructor throughout the semester

**GENERAL STUDENT POLICIES:**

**STUDENT ETHICS AND OTHER POLICY INFORMATION: FOUND AT WWW.SFASU.EDU/POLICIES**

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

**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

Academic Integrity: The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**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 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/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf).

**Student Appeals**

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A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades**
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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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). 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Student Code of Conduct**
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. 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. 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 at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Mental Health Resources**
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 Service [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet)
936.468.2401

**SFA Human Services Counseling Clinic**
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp) Human Services,
Room 202 936.468.1041

**Crisis Resources:**
Burke 24-hour crisis line: 1.800.392.8343S
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-7412
**TENTATIVE CLASS CALENDAR – GENJACKS SFAS 1110.001 SP 2024**

**Instructor reserves the right to change the course calendar when necessary***

**Key:  In Class Activity   Assignment Deadline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Monday/ Wednesday</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday, Jan. 22</td>
<td>Class Overview: What is career development, and what is SFAS 1110, and CCPD</td>
<td>Accessing Focus 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday, Jan. 24</td>
<td>Identifying values; aligning values with interests, personality, skills, etc.</td>
<td></td>
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<tr>
<td>2</td>
<td>Monday, Jan. 29</td>
<td>Exploring careers: What Can I Do with This Major? CCPD Presentation</td>
<td></td>
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<tr>
<td></td>
<td>Wednesday, Jan. 31</td>
<td>Elevator Pitch 168 Time Management Activity</td>
<td>Focus 2 Career Assessments due to Dropbox by 11:59PM</td>
</tr>
<tr>
<td>3</td>
<td>Monday, Feb. 5</td>
<td>Personal Branding: Elevator Pitch, sell your brand in 30 seconds</td>
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<tr>
<td></td>
<td>Wednesday, Feb. 7</td>
<td>Interpretation of Focus 2 with CCPD. Bring Focus 2 Results to class.</td>
<td>Success Coach Meeting #1 Due by 11:59PM</td>
</tr>
<tr>
<td>4</td>
<td>Monday, Feb. 12</td>
<td>Résumé Workshop 1: The Basics, Bring your Resumes to Class CCPD Presentation</td>
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<tr>
<td></td>
<td>Wednesday, Feb. 14</td>
<td>Transferable skills: What are they &amp; how do I get them? Practice Elevator Pitch</td>
<td>Written version of elevator pitch due in Dropbox by 11:59PM</td>
</tr>
<tr>
<td>5</td>
<td>Monday, Feb. 19</td>
<td>Co-curricular involvement video and connecting co-curricular activities to</td>
<td></td>
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<td></td>
<td>Wednesday, Feb. 21</td>
<td>employable skills</td>
<td>Upload first draft to Dropbox due by 11:59 PM</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Event Description</td>
<td>Additional Information</td>
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<tr>
<td>6</td>
<td>Monday, Feb. 26</td>
<td>Résumé Workshop 2: Leveraging transferable skills to showcase your experience. O*Net Resource. Bring your resumes and laptops to class</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Wednesday, Feb. 28</td>
<td>Employable skills: What are employers looking for in an employee?</td>
<td>Success Coach Meeting #2 Due by 11:59PM</td>
</tr>
<tr>
<td>7</td>
<td>Monday, Mar. 4</td>
<td>Internships and Graduate School &amp; SFAS 2150</td>
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<tr>
<td>7</td>
<td>Wednesday, Mar. 6</td>
<td>Career Research Presentation Intro</td>
<td>Elevator Pitch due on Interviewing.com by 11:59PM</td>
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<tr>
<td>8</td>
<td>Monday, Mar. 11</td>
<td>Spring Break – No Class</td>
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<tr>
<td>8</td>
<td>Wednesday, Mar. 13</td>
<td>Spring Break – No Class</td>
<td></td>
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<tr>
<td>9</td>
<td>Monday, Mar 18</td>
<td>Résumé Work Day 3: Peer-Review Day</td>
<td>Submit Resume for Critique to CCPD by 11:59PM</td>
</tr>
<tr>
<td>9</td>
<td>Wednesday, Mar 20</td>
<td>Texas Financial Reality Check Assignment on D2L</td>
<td>Texas Financial Reality Check Results Due by 11:59PM</td>
</tr>
<tr>
<td></td>
<td>Wednesday, Mar 20</td>
<td>Kate out at a conference</td>
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<tr>
<td>10</td>
<td>Monday, Mar 25</td>
<td>Interview Workshop with CCPD</td>
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<tr>
<td>10</td>
<td>Wednesday, Mar 27</td>
<td>Interview Bowl</td>
<td>Success Coach Meeting #3 Due by 11:59PM</td>
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<tr>
<td>11</td>
<td>Monday, Apr 1</td>
<td>Personal Branding, First Impressions, and social media</td>
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<tr>
<td>11</td>
<td>Wednesday, Apr 3</td>
<td>Email Etiquette and Professional Writing Day</td>
<td>Informational Interview Due 11:59PM</td>
</tr>
<tr>
<td>12</td>
<td>Monday, Apr 8</td>
<td>Resume Workday &amp; Check-in</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Wednesday, Apr 10</td>
<td>Finances: Your first salary - Budgeting, saving, &amp; building credit</td>
<td>Have Handshake Profile Completed by 11:59PM</td>
</tr>
<tr>
<td>13</td>
<td>Monday, Apr 15</td>
<td>Corporate culture and workplace etiquette; professionalism GenJacks Panel</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Due Date/Details</td>
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<tr>
<td>13</td>
<td>Wednesday, Apr. 17</td>
<td>Networking and the hidden job market</td>
<td>Upload PDF of CCPD virtual critique of your resume to drop box by 11:59PM</td>
</tr>
<tr>
<td>14</td>
<td>Monday, Apr. 22</td>
<td>Career Research Presentations</td>
<td>Career Research Presentation Due to Dropbox by 11:00AM</td>
</tr>
<tr>
<td>14</td>
<td>Wednesday, Apr. 24</td>
<td>Career Research Presentations</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Monday, Apr. 29</td>
<td>Career Research Presentations</td>
<td>Final Resumes Due to Dropbox by 11:59PM</td>
</tr>
<tr>
<td>15</td>
<td>Wednesday, May 1</td>
<td>Career Research Presentations</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Monday, May 6</td>
<td>Finals Week – No Class - Good Luck! 😊</td>
<td>Mock Interview (Success Coach Meeting #4) Due 11:59PM</td>
</tr>
<tr>
<td>16</td>
<td>Wednesday, May 8</td>
<td>Finals Week – No Class - Good Luck! 😊</td>
<td></td>
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</table>