

San José State University
Metropolitan University Scholar's Experience (MUSE) Seminar

Personal, Academic, and Career Exploration: MUSE
EDCO 4FY Fall 2008

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Class Time: Tues. & Thurs. 12:00–1:15p.m.

Class Room: Clark 117

Course Description:

The overall purpose of this course is to enable students to attain knowledge of the interdependence of the physiological, social/cultural, and psychological factors which contribute to the process of human development. Through the study of career and lifespan development theory, students will learn the stages of human development and use that information to see themselves and others as unique individuals. Students will be introduced to university culture and oriented to available resources that facilitate academic and personal growth.

Students will participate in career exploration and investigate challenges facing an ever changing job market. In addition, students will assess how people make career choices which are suitable for them and are viable in society. Students will be provided with opportunities to assess their values, interests, personality and skills used to develop their education and career plans. Finally, students will learn critical skills such as: communication, decision making, research, study skills, time management and goal setting techniques which will support academic and personal success at the university and post graduation.

Introduction to MUSE

University-level study is different from what you experienced in high school. The Metropolitan University Scholar's Experience (MUSE) is designed to help make your transition into college a success by helping you develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with your professors and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to demonstrate how interesting and important ideas can be viewed from multiple perspectives.

Student Learning Objectives and Activities for this Course

This course qualifies as an Area E (Human Understanding & Development) course in your General Education requirements. It is designed to enable you to achieve the following learning outcomes:

1. To recognize the physiological, social/cultural, and psychological influences on personal well-being through the study of the following theories:
 1. Abraham Maslow - Hierarchy of Needs
 2. Donald Super – Life Span Theory
 3. John Holland – Theory of Personality Types

And through lectures, guest speakers, podcasts and class discussions on the following topics and readings: Belief Systems, Family & Social Influencers, Cultural Awareness and Diversity and Putnam (2000) on Health and Happiness. [GE]

Application/Exercise:

Students will write in response to the required readings, lectures, and class discussions with well supported documentation. Students will be required to write 4 reflection papers on personal growth and development as well as a scholarly paper on a topic related to healthy relationships.

At the end of the semester, students will develop an action plan that will include personal, academic and career goals based on information gathered from lectures, discussions, exercises, results from assessments and counseling sessions. Students will also be required to make a time line that will include stated goals along with comments and explanations on how each goal can change over a life time.

2. To recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan through lectures, guest speakers, podcasts, class discussions and in class activities that focus on stages of development, social influences and life changes and how they relate to personal, academic and career choices. [GE]

Application/Exercise: Students will learn about Donald Super’s 5 Stages of Life Span Development (Growth, Exploration, Establishment, Maintenance, and Decline), Super’s theory on the roles played at different stages of life and his theory on how environmental and psychological factors contribute to ones view of themselves and their circumstances. Through group discussion and in class activities that are designed for the purpose of gaining a greater understanding of Super’s theories, students will be required to identify their current stage of development, identify various life roles (i.e. student, child, worker, citizen, etc.) and state how environmental and psychological factors have contributed to their development.

Students will learn how stress contributes to development across the lifespan through lecture, guest speakers, and class discussion. Students will learn about stress management techniques through podcasts and in class discussion and exercises. A report from the Surgeon General on the importance of Physical Activity and Health (1996) will be read and discussed. Students will be required to keep a log for one month that will document physical activity and effective stress management techniques that were used.

Students will read a chapter from Cuseo, Fecas & Thompson (2007) on brain-based learning principles. Students will reinforce their understanding of learned concepts by answering (in groups) key questions that are distributed throughout the chapter (see “Pause for Reflection”). Students will apply concepts and strategies through in class structured activities and will be assessed by taking a chapter quiz.

Students will also write a 3-5 page autobiography addressing their current stage of development, past and current influence of family members, past and current societal influences and how each factor influences personal, academic and career choices.

3. To use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals, students will learn appropriate social techniques that enhance interpersonal relationship through lecture and group discussion on cultural and racial diversity, as well as experiential exercises on appropriate social interactions. [GE]

Application/Exercise: Students will learn about their attitudes, beliefs and values through in-class discussions and exercises. Students will practice appropriate social techniques through in class role playing exercises with other students. Students will also be required to conduct 2 department or informational interviews on majors or careers of interest and write a 1 page summary of the experience.

4. To recognize themselves as individuals undergoing a particular stage of human development and, how their well-being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment by using the results from interest inventories and self-assessments as a bases for further occupational research and major/minor exploration using campus resources. Students will also become familiar with on-campus educational workshops and social events. [GE]

Application/Exercise: Student will be required to do library research and write a scholarly paper. Students will utilize on campus resources and present their experiences to the class. Students will also be required to visit the Student Involvement Center and discuss what resources are available. Students will use results of 2 assessments and research majors/minors and occupations.

5. To understand the learning process and their responsibility and role in it. [MUSE]

Application/Exercise: Students will participate in group discussions; write 4 reading reflections, conduct library research and write a scholarly paper.

6. To know what it means to be a member of a metropolitan university community. [MUSE]

Application/Exercise: To learn about more about the university, students will attend a minimum of 3 MUSE workshops. Students will be required to report back with information for class discussion. To learn more about on-campus resources and events, students will also be required to attend a minimum of 2 on-campus, non-MUSE activities. Students will write a summary of 3 MUSE workshops and 2 on-campus MUSE activities.

Writing Assignments

1. To analyze values and career influencers (e.g., race, sex, socioeconomic background, ethnicity, age, etc.) a 3 page Autobiography is required. Students will reflect on career aspirations and personal growth. Specific content will include: (700 words – minimum)
[GE] Student Learning Objective # 2
 - a. childhood experiences and memories
 - b. career goals, aspirations, and expectations
 - c. risks taken, barriers and opportunities
 - d. choices, decisions and unplanned events
 - e. personal satisfactions and dissatisfactions
 - f. past and current influences (mentors, parents, friends, teachers, significant others)
 - g. significant events
2. To create an opportunity for students to use informal writing as a means of relating information about class discussions and readings, 4 Reading Reflections will be required. Reflection papers will be completed after each chapter reading from Campbell (2007). Information from lecture, class discussion and guest speakers will be included in each reflection. One page in length. (200 words – minimum for each reflection) [GE] Student Learning Objective # 1 & [MUSE] Student Learning Objective #5
3. Students will utilize the library and conduct research and will write a scholarly essay with at least 2 citations and 2 references. (700 words – minimum) [GE] Student Learning Objective #1 and #4 & [MUSE] Student Learning Objective #5
4. To develop positive interpersonal skills, social skills and appropriate ways to interact with diverse groups of people, students will conduct 2 informational or department interviews and write a 1 page summary on the experience. (100 words – minimum) [GE] Student Learning Objective #3
5. Students will keep an activity log for one month that will detail physical activity as well as effective stress management techniques. (200 words - minimum) [GE] Student Learning Objective #2
6. Students will write a summary of 3 MUSE workshops and 2 on-campus MUSE activities. (100 words - minimum) [MUSE] Student Learning Objective #6
7. To evaluate coursework and plan for life as a college student and beyond, students will develop a 3 page action plan and a time line that will: (200 words – minimum)
 - include information from lectures, exercises and assignments
 - discuss academic, personal and career goals
 - state and evaluate options
 - state concrete steps to achieve goals
 - state goals and indicate how goals will change over a life time. [GE] Student Learning Objective #2

Required Textbook, Journal Article and Assessment Materials

- a. Campbell, David P. (2007). *If You Don't Know Where You're Going You'll Probably End Up Somewhere Else*. Sorin Books, Notre Dame, Indiana.
- b. Cuseo, J.B., Fecas, V.S. & Thompson, A. (2007). Thriving in college and beyond: Research-based strategies for academic success and personal development. Dubuque1A: Kendall/ Hunt Publishing Company: chapter 4, p.106 -111 (handout)
- c. Putnam, Robert D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster: chapter 20, p. 326-335 (handout)
- d. U.S. Department of Health and Human Services. (1996). A Report of the Surgeon General: Physical activity and health. Retrieved March 1, 2007, from the National Center for Chronic Disease Prevention and Health Promotion Web site:
<http://www.cdc.gov/nccdphp/sgr/ataglan.htm>
- e. Strong Interest Inventory test booklet & No. 2 pencil
- f. Myers-Briggs Type Indicator Form G
- g. Current SJSU Catalog

Grading Criteria:

Participation	15%
MUSE Workshops/ Non-MUSE Events- 5 Summaries And Advising Sessions	20%
Autobiography - 700 words (Minimum)	10%
Assessments - Strong Interest Inventory, SDS and MBTI	5%
4 Reflection Papers - 200 words (Minimum) 800 Total	10%
Informational or Department Interviews – 100 words (Min)	5%
Physical Activity Log and Effective Stress Management Strategies	5%
Scholarly Paper – 700 words (Minimum)	20%
Exams & Action Plan & Time Line – 200 words (Minimum)	<u>10%</u>
	100%

1. Student must **complete all assignments** to receive a grade in this class.
2. All assignments must be typed and be turned in on the due date. Late assignments will be reluctantly accepted. Two points will be deducted for each late day past the due date (10 points maximum).
2. All written assignments must meet **standards of academic and professional quality**. Unless stated, all written assignments must be typed, double spaced, paginated, free of spelling and grammatical errors. All page limits must be observed when required.
3. The quality of work and adherence to these guidelines will be considered in the final grade.
4. An “incomplete” grade **will not** be given except for serious medical or personal emergency circumstances.

***Please contact us for extra assistance, questions, or to discuss any issue concerning your learning.**

Grade Conversion

Points will be converted to percentages and letter grades as follows:

<u>Percentage</u>	<u>Grade</u>
94-100%	A
90-93.9%	A-
87-89.9%	B+
84-86.9%	B
80-83.9%	B-
77-79.9%	C+
74-76.9%	C
70-73.9%	C-
67-69.9%	D+
64-66.9%	D
60-63.9%	D-
0-59.9%	F

Adherence to University Policy

Instructors will be expected to follow and students will be required to honor the policies of the University. Specific policies that will be listed on the syllabus will include:

Academic Integrity Policy

“Your own commitment to learning, as evidence by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report to the Office of Judicial Affairs.” The policy on academic integrity can be found at: <http://www2.sjsu.edu/senate/S04-12.pdf>

Accommodation of Students with Special Needs

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability.”

Grading Policy

Any changes will be announced in class. Course calendar and all assignments are subject to change with fair notice.

Participation: Active participation in class is essential to the quality of the course. Students will be asked to participate in class discussions and exercises relevant to the content of the course. For further information please refer to class participation rubric.

NOTE: According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Online Information Resources

Career Information

<http://www.californiacareers.info/>

<http://www.acinet.org/acinet/>

<http://www.bls.gov/k12/>

<http://www.petersons.com/>

<http://www.siam.org/careers/>

<http://www.bls.gov/oco/home.htm> (Occupational Handbook)

<http://www.unixl.com/dir/>

<http://www.princetonreview.com/home.asp>

<http://www.umanitoba.ca/counselling/careers.html>

<http://www.salary.com/>

<http://www.nlm.nih.gov/services/medicaled.html>

College Majors

http://www.collegeboard.com/csearch/majors_careers/profiles/

<http://www.princetonreview.com/home.asp>

<http://www.unixl.com/dir/>

<http://www.maa.org/students/career.html>

<http://www.k-state.edu/acic/career/options.html>

<http://www.careeroverview.com/>

<http://national.degreefind.org/&kid=GOG0005164869>

<http://careerservices.rutgers.edu/CareerHandouts.html>

Job Search

<http://www.careerbuilder.com/>

<http://www.collegegrad.com/>

Academic Skills

<http://www.sas.calpoly.edu/asc/ssl.html>

<http://www.studyskills.soton.ac.uk/>

<http://www.sas.calpoly.edu/asc/ssl/notetaking.systems.html>

<http://www.csbsju.edu/academicadvising/helplist.htm>

<http://www.columbiacollegesc.edu/academics/academicskills.html>

References:

- Bingham, M., & Stryker, S. (2003). *Career choices: A guide for teens and young adults: Who am I? What do I want? How do I get it?* Santa Barbara, CA: Academic Innovations.
- Bolles, R. (2005) *How to find your mission in life*. Berkeley, CA: Ten Speed Press.
- Bolles, R (2005). *What color is your parachute workbook: How to create a picture of your ideal job or next career*. Berkeley, CA: Ten Speed Press.
- Carter, C., & Kravits, S.L. (1996). *Keys to success: Strategies for school and work*. Upper Saddle River, NJ: Prentice Hall.
- Comiskkey, J., & McGrath, J. (2000). *Career strategies: How to get and keep a job*. Santa Barbara, CA: Academic Innovations.
- Gardner J., & Jewler, A.J. (2004). *Your college experience* (6th ed.). Belmont, CA: Wadsworth.
- Montgomery, R., Moody, P., & Sherfield, R. (1999). *Cornerstone: Building on your best* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Sukiennik, D., Bendat, W., & Raufman, L. (2001). *The career fitness program: Exercising your options*. Upper Saddle River, NJ: Prentice Hall.
- Terkel, S. (1997). *Working: People talk about what they do all day and how they feel about what they do*. New York: New Press.