

Fall 2008 Syllabus
EDCO 004 3 units
Personal, Academic, and Career Exploration

Instructor: Donna Bender
Office: Sweeney Hall 442

Office Hours: Tues & Thurs 8:00-9:00 am
12:00-1:00 pm and by appointment
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Prerequisites: None required

Catalog Description:

This course explores the concepts and applications of personal decision-making, provides an introduction to lifespan development concepts through the use of self-assessment instruments and procedures, and provides an orientation to San José State University.

Course Description

The overall purpose of this course is to enable students to attain knowledge of the interdependence between 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 explore new and changing job demands and assess how people make career choices that are suitable for them and are viable in society. Students will be provided with as many opportunities as the classroom experience will allow 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 and informational searches, study skills, time management, and goal setting techniques that will support their academic and personal success at San José State University and beyond.

Student Learning Objectives for General Education Area E (Human Understanding and Development)

The topics covered in the proposed course, *Personal, Academic, and Career Exploration*, are geared to help students meet the GE student learning goals stated below consistent with the contents and competencies required by the Core General Education (Area E): Human Understanding and Development. In each topic, the course will explore concepts and applications of personal decision-making as it relates to lifespan development through the use of theory, self-assessment instruments, planning, and application.

- 1.) Recognize the physiological, social/cultural, and psychological influences on personal well being
- 2.) Recognize the interrelation of the domains of physiological, social/cultural, and psychological factors on their development across the lifespan
- 3.) Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals
- 4.) Recognize themselves as individuals undergoing a particular stage of human development, 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

Course-Specific Student Learning Objectives

Upon completion of the course, students shall:

- 1.) Gain an understanding of the interdependence between physiological, social/cultural, and psychological aspects of self;
- 2.) Gain an understanding of career and lifespan development theories and recognize the stages of human development and factors (e.g., health, stress) that influence life and career development;
- 3.) Have an increased understanding of self through interest, personality, and value assessments;
- 4.) Acquire critical skills including interpersonal, social, academic, and organizational skills that will contribute to success in a complex university environment;
- 5.) Obtain knowledge and skills to enable them to work in diverse environments; and
- 6.) Be able to design educational, career, and life plans that will support life-long personal development

Students shall recognize the physiological, social/cultural, and psychological influences on their well-being through:

- a. The study of the following theories:
 - Abraham Maslow - Hierarchy of Needs - Physiological
 - Donald Super – Life Span Development
 - John Holland – Theory of Personality Types
- b. Lecture and class discussion on Family & Social Influencers, Cultural Awareness and Diversity, Belief Systems, Stress and Stress Management (both psychological and physiological causes, symptoms, and effects).

Students shall recognize the interrelation of the domains of physiological, social/cultural, and psychological factors on their development across the lifespan through:

- a. A clear and coherent understanding of various developmental theories and the sequence and underlying processes involved in human development;
- b. Recognition of their own current stage of physiological, social/cultural, psychological development;
- c. Recognition of others in their stages of development;
- d. Psychodynamic effects and influences of cultural backgrounds on personal development and career values;
- e. Family and social influences related to educational and career choices; and
- f. Understanding the effects of education and social systems on career and personal development.
- g. The required reading:
 - 1) Cuseo, J.B., Fecas, V.S. & Thompson, A. (2007). Thriving in college and beyond: Research-based strategies for academic success and personal development. Dubuque IA: Kendall/ Hunt Publishing Company: chapter 4, p.106 - 111 (handout)
 - 2) Putnam, Robert D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster: chapter 20, p. 326-335 (handout)
 - 3) 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>

Students shall use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals through:

- a. Studying and understanding strengths within cultures;
- b. Learning appropriate social techniques that enhance interpersonal relationships;
- c. Conducting interviews;
- d. Group discussions on cultural and racial diversity; and
- e. Group discussions and experiential exercises on appropriate social interaction.

Students shall recognize themselves as individuals undergoing a particular stage of human development, 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 through:

- a. The study of developmental theories, class exercises and group discussion;
- b. Discussion and ways to access campus resources such as the library, counseling services, health center, disabled student services, fitness facilities, financial aid, tutoring, technological assistance, etc.;
- c. Applying results from interest inventories and self-assessments;
- d. Researching occupational choices;
- e. Exploring educational and career options;
- f. Researching university majors and practical applications; and
- g. Conducting department interviews.

Course Activities/ Class Format/ Assignments/Requirements

Course Activities & Class Format:

1. Lectures & discussions
2. Guest speakers
3. Small group and whole class focused discussions and exercises
4. Experiential learning exercises
5. Individualized counseling
6. Online activities
7. Assessment activities
8. Midterm and final

Class Assignments:

1. A 5 page (1250 words) Autobiography to analyze values and career influencers (e.g., race, sex, socioeconomic background, ethnicity, age, etc.) and reflect on career aspirations and personal growth.
2. College Catalog Research to analyze majors, minors, masters degrees and credentials in your college catalog.
3. Completion of the Strong Interest Inventory (Strong), Myers Briggs Personality Type Indicator (MBTI), and Self Directed Search (SDS), including:
4. Occupational Outlook Handbook online computer printouts research.
5. A 1-page (250 words) summary of experience and findings from the Career Center visit.
6. A worksheet that will be reviewed at the end of the semester, which will include:
 - a. Student profile results
 - b. Skills analysis research
 - c. Values clarification research
 - d. College catalog research
7. Midterm and Final

Required Textbook, Readings, and Assessment Materials:

1. Get A Life ! The Friendly Workbook For Planning Your Career. 3rd Edition. Donna Bender.
2. 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)
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4. 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>
5. Strong Interest Inventory test booklet & No. 2 pencil
6. Myers-Briggs Type Indicator Form G
7. Self-Directed Search Assessment Booklet and SDS Occupations Finder
8. Current SJSU Catalog
9. Weekly planner/calendar
10. 3-ring binder

Grading Criteria

There will be an opportunity to evaluate yourself as well as the course at the midterm and final. Grading is on an A, B, C, D, F basis determined as follows:

1. Inside and outside class assignments.....	40%
2. Class Participation.....	30%
3. Midterm Exam.....	15%
4. Final Exam.....	15%

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

***Please contact the instructor 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:

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

San José State University Policies:

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

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced 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 members are required to report all infractions to the Office of Student Conduct and Ethical Department. The policy on academic integrity other resources related to student conduct can be found at http://sa.sjsu.edu/student_conduct.

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..

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."