

San José State University  
Connie L. Lurie College of Education

**EDCO 004**  
**Personal, Academic, and Career Exploration**  
3 Units

HUMAN UNDERSTANDING AND DEVELOPMENT (E)

**Fall 2008 Syllabus**

Instructor : **Bhavna Narula**  
Office : **SH 417**  
Office hours: **Tuesday 1:30pm – 3:30pm**  
**And by appointment**  
<mailto:bhavnaedu@gmail.com>

Class Location: **SH448**  
Class Time : **Tuesday & Thursday**  
Section 7 : **10:30am – 11:45am**  
Section 8 : **12:00noon – 1:15pm**  
This is an in person class with web supplements.

**Prerequisites:**

No prerequisite 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:
  - a. 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)
  - b. Putnam, Robert D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster: chapter 20, p. 326-335 (handout)
  - c. 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. (handout) 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/Assignments/Requirements**

### **Instructional Activities:**

1. Lectures
2. Guest speakers and student presentation panels
3. Small group and whole class focused discussions
4. Experiential learning exercises
5. Group exercises and group counseling
6. Video/ PowerPoint presentations/ Online activities
7. Assessment activities

### **Class Assignments:**

1. A 3-5 page autobiography to analyze values and career influencers (e.g., race, sex, socioeconomic background, ethnicity, age, etc.) and reflect on career aspirations and personal growth. Specific content will include:
  - a. Significant life events
  - b. Current life stage
  - c. Life stages of family members
  - d. Specific physiological, psychological, cultural and social experiences that affect decision making
  - e. Childhood experiences and memories
  - f. Career goals, aspirations, and expectations
  - g. Risks taken, barriers, and opportunities
  - h. Choices, decisions, and unplanned events
  - i. Personal satisfactions and dissatisfactions
  - j. Important people (mentors, parents, friends, teachers, significant others)

2. A 2-page Cultural experiences Journal outlining your experiences with diversity and stereotypes in the media and around you over the course of 1 week. Be as specific as possible.
3. A 2-page assessment report on the findings of three career inventories, reporting on the results from the Strong Interest Inventory (Strong) and Myers Briggs Personality Type Indicator (MBTI) including:
  - a. Interest areas
  - b. Majors and occupations to consider
  - c. How energy is drawn (extraversion or introversion)
  - d. Perception of the world (sensing/facts or intuition/instincts)
  - e. Decision and judgments (thinking or feeling)
  - f. Life choices (judging/organized or perceiving/spontaneous)
  - g. How assessment results can assist in choices across the lifespan
4. Classroom presentations on college catalog research and department/informational interviews.
5. A 2-page *Personal, Education, and Career Development Plan* including:
  - a. Personal goals with personal goal statements
  - b. Educational goals with educational goal statements
  - c. Career goals with career goal statements
  - d. Strategies to meet goals
  - e. List of resources to meet goals
  - f. Specific action list for goals
  - g. Time table for goals
  - h. Alternatives
6. A portfolio that will be reviewed at the end of the semester, which will include:
  - a. All assessment materials
  - b. Written papers and notes
  - c. University resource materials
  - d. Personal, academic, and career plans

**Required Textbook, Readings, and Assessment Materials:**

1. Sukiennik, D., Bendat, W., & Raufman, L. (2006). *The career fitness program*. Columbus, Ohio: Pearson/Prentice Publishing Company.
2. Cuseo, J.B., Fecas, V.S. & Thompson, A. (2007). *Thriving in college and beyond*.
3. *Research-based strategies for academic success and personal development*. Dubuque: Kendall/Hunt Publishing Company: chapter 4, p.106 -111 (handout)
4. Putnam, Robert D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster: chapter 20, p. 326-335 (handout)

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. Current SJSU Catalog
8. <http://www.cddq.org>- Take the CDDQ and CDDSQ questionnaire and bring the results to class.

### **Grading Criteria**

Autobiography	10%
Cultural Diversity Journal	10%
Report on Interest Inventories	10%
Classroom Presentation (catalog and interview)	5%
Mid Term Exam	25%
Discussion group participation	5%
Educational and Career Development Plan	10%
<u>Final Exam and Portfolio</u>	<u>25%</u>
Total	100%

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. Two points will be deducted for each late day past the due date (10 points maximum).
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.
6. Assignments 1-5 will be submitted **online** by the students in the **Assignments section of CE6 course website**.
7. Assignment 6 (portfolio) will be submitted **in class**.

8. I would encourage you to participate in discussions online to learn from each other and to network and foster career development skills. **A minimum of 2 postings required each week.**
9. Please keep your **cell phone on off/ vibrate** during class. Should you need to attend an emergency phone call, please step outside the class for doing so. This is absolutely critical for smooth classroom functioning. Your classmates and I will be grateful to you for your consideration.
10. I am always here to help you find answers to your questions!

**\*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+	60-59.9% 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**

"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://www/sjsu.edu/senate/So7-2.htm>.

### **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."