

**San José State University  
Connie L. Lurie College of Education**

**EDCO 004: Personal, Academic, and Career Exploration: Section 2  
Class Number 23444  
Spring 2011**

**Instructor: Amna Jaffer**  
**Office: Sweeney Hall 416**  
**Office Hours: 12:00PM – 1:00PM Tues and Thurs and by appointment.**  
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**Class Time: Tues. & Thurs. 10:30 – 11:45 AM**  
**Classroom 311 Sweeney Hall**

**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 that 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.

**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. Recognize the physiological, social/cultural, and psychological influences on personal well-being.
2. Recognize the interrelation of the 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 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.

## Writing Assignments

1. Your autobiography (800-1200 words length). Students will reflect on career aspirations and factors that have been crucial in personal growth. Specific content will include:
  - 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

### Student Learning Objectives #1

2. To assist students in examining their family dynamics, personal values, learning style and world view that all contribute to self-development across a lifespan; students will complete a Career Genogram and give written responses to questions related to the genogram.

### Student Learning Objective #2

3. An Assessment Report (800 -1000 words in length) on the findings of 2 career inventories (Strong Interest Inventory and Myers Briggs Personality Type). Must include the following:
  - a. Interest areas
  - b. Majors and occupations to consider
  - c. How energy is drawn (extroversion or introversion)
  - d. Perception of the world (sensing/facts or intuition/instincts)
  - e. Decision and judgments (thinking or feeling)
  - f. Life choices (judging/organizing or perceiving/spontaneous)
  - g. Impact of assessment results in career choices

### Student Learning Objective # 2

4. Information Interview Review (250 – 400 words). Upon completion of an information interview with a professional in their field of interest – students will write a review containing the following:
  - a) Overview of information gathered
  - b) Challenges in conducting the interview
  - c) Improvements for next time
  - d) What they found most useful

### Student Learning Objectives #3 and #4

5. Students will engage in major and minor exploration by doing the following:
  - a. Conduct an online and university catalog research.
  - b. Visit the Career Center website and establish PIN
  - c. Visit the Library and establish PIN

Students will be expected to write a group paper as to how university and community resources can help them in their decision process regarding the choosing of their major, minor and career. Students will then make a group presentation about their findings.

Student Learning Objectives # 3 and 4

6. Resume Writing.

- a) Students will present a cover letter that addresses a job position identified as being of interest to them at present or in the future.
- b) Students will develop a resume that is tailored to a position they may be interested in.
- c) Students will write a thank you letter after being interviewed.

Student Learning Objectives #3 and #4

7. Exercises from Textbook.

Students are to complete all exercises assigned from textbook.

Student Learning Objectives #1 and #2

**Required Textbook, Journal Article and Assessment Materials**

- a. Sukiennek, D., Bendat, W. & Raufman, L. (Ninth Edition). The Career Fitness Program: Exercising your options.
- 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

**Grading Criteria:**

Participation	10%
2 Consultations with a Career Counselor in training	10%
Autobiography	10%
Midterm	15%
Career Genogram	5%
Assessment Report	10%
Information Interview Write-up	5%
List of majors and minors	10%
Exercises from Textbook	5%
Resume Writing	5%
Final Exam	<u>15%</u>
	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).
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 your 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:

<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.”

**Course Calendar Spring 2011**  
EDCO 004 Sections 2  
Instructor: Amna Jaffer  
(Subject to change with fair notice)

January 27 – Course Overview, Syllabus, Introductions.

**Homework:** Purchase materials needed for the course.

February 1 – Pre-Survey. Course Calendar. Learning and Memory.

**Homework:** Read handout by Cuseo, J.B., Fecas, V. S., & Thompson, A. (2007).

February 3 – Discuss handout. Lifespan and Career Development.

**Homework:** Read Chapter 1. Exercises 1.2, 1.3, and 1.4

February 8 – Generational Differences. Focus on Interest.

**Homework:** Complete Career Fitness Profile Chapter 1 Summary Pg. 174.

February 10 – Students to take Strong Interest Inventory.

**Homework:** Find one newspaper or online article about someone who is successful to bring to next class.

February 15. Discussion of articles about successful personalities. Exercise 2.1 in class.

**Homework:** Read Chapter 2. Exercises 2.2 and 2.3.

February 17 – Exercise 2.4 in class. Multiple Intelligences.

**Homework:** Exercise 2.5 and 2.6. Complete Career Fitness Profile Chapter 2 Summary Pg. 175. Read Chapter 3.

February 22 – Values Clarification and Discussion. Maslow's Hierarchy of Needs.

**Homework:** Ex. 3.1, 3.2, 3.5, 3.6.

February 24 – Herzberg's Theory of Motivation. Ethics and moral development. Exercise 3.7 in class.

**Homework:** Read Chapter 4. Complete autobiography.

March 1 – ***AUTOBIOGRAPHY DUE***. Myers Briggs explained. Exercise 4.2 in class.

**Homework:** Exercises 4.3 4.4, 4.5. Complete Career Fitness Profile Chapter 4 Summary Pg. 176. Read Chapter 5.

March 3 – Defining and assessing your skills. Skills required to succeed

**Homework:** Exercise 5.2, 5.3, 5.4

March 8 – SCANS Skills. Review for Midterm.

**Homework:** Complete Career Fitness Profile Chapter 5 Summary Pg. 177.

**March 10 – MIDTERM EXAMINATION.**

**Homework:** Read Chapter Six.

March 15 – Factors influencing Career choices. Exercise 6.1 in class. Barriers to success and glass ceilings. Impact of globalization.

**Homework:** Conduct Research for the Career Genogram.

March 17 – Trends. Lifelong learning and transferable skills. Speculation about jobs in demand and the next decade.

**Homework:** Read Chapter Seven. Complete Career Genogram. Complete Career Fitness Profile Chapter 6 Summary Pg. 178.

March 22 – **CAREER GENOGRAM DUE.** Helping each other with brainstorming our career options. Form groups that will work on project and presentation.

**Homework:** Exercises 7.1, 7.3, 7.4. Find a newspaper or on-line article about a career that you are interested in. Complete Career Fitness Profile Chapter 7 Summary Pg. 178.

March 24 – Discuss article on career of interest. Decision making strategies. Make a list of 10 majors and 10 minors.

**Homework:** Read Chapter Eight. Exercise 8.1

**SPRING RECESS**

April 5 – **ASSESSMENT REPORT DUE.** Goal Setting. Choose two majors and two minors. List coursework needed.

**Homework:** Exercises 8.2, 8.3, 8.4 Complete Career Fitness Profile Chapter 8 Summary Pg. 179.

April 7–Stress Management. Exercise 8.11

**Homework:** Read Chapter Nine. Identify someone you can do an information interview with and schedule a 30 minute interview with them.

April 12 – **LIST OF MAJORS AND MINORS DUE.** Time Management. Job Search Strategy.

**Homework:** Assign article

April 14 – 1<sup>st</sup> step in Group Presentation

**Homework:** Read Chapter 10.

April 19 – **CAREER FITNESS PROFILE CHAPTERS 1 - 8 DUE**. Resources for job search.

**Homework:** Complete a job application. Create a cover letter.

April 21 – Research job market. Resume Seminar.

**Homework:** Create a working resume for yourself.

April 26 – Conduct Information Interview – NO CLASS

**Homework:** Read chapter 11.

April 28 – Schedule session with EDCO Counseling students – NO CLASS

May 3 – **INFORMATION INTERVIEW WRITE-UP DUE**. Practice Interview skills.

**Homework:** Prepare for paper and presentation. Read Chapter 12.

May 5 – Presentations

May 10 - Presentations

May 12 – **RESUME DUE**. Review for Exam. SOTES.

May 17 – Post-Survey. FINAL EXAMINATION.