An Introductory Letter to my SOCI-181B Capstone Students

Dear Sociology Capstone Student, 

Welcome! I have tried to create a most meaningful course for you. I love teaching this CAP, and I hope you’ll value it too. A capstone intends to synthesize your four years of college/sociology education. It’s a culmination of learning, and a last chance to ‘figure things out!’ It is also a preparation and a transition into your future, a changing future at that. The course as I conceive it has four over-arching focuses:

Self-Knowledge, Sociological Imagination, Community Engagement, Professional Development.

As I teach, this is not your traditional course, there are few lectures, but much interaction. I deem this course akin to an actual job, a professional assignment that demands a professional performance; and you’ll be evaluated on that performance. In lieu of the 80 hour internship, the course incorporates a variety of campus & community experiences, and a minimum of 24+ hours of community engagement. A word of advice, strive to get off to a good start, because the workload increases significantly up to the end of your “work contract” which includes culminating all four years of your college experiences in a Learning PORTFOLIO.

Aware of your personal, social and WORK lives, this professor understands the demands upon your time; and respects your family commitments. I understand the high cost of education and your need to be employed. However, for this one last semester, this course needs to be a priority —over your social play, and yes, even over your work. Adjust your work to the demands of this course, it is a lesson in organization and time management! That said, today’s work environment is a looser, freer, more fluid process than the ‘9-5’, and accordingly I have structured the course much as “directed study.” Still, class is critical to keep on track, to participate with peers, to apply thinking skills and assess values, and to evaluate your directed study learning.

Seeing your graduation in the context of our times, I have a degree of angst for you, and am compelled to guide you, given my experience and wisdom. For many, the “American Dream” is diminishing, and as if you don’t know -- life and career are NOT Business As Usual – but rather a “New Normal” That is reason for this capstone – to prepare you for a life after graduation as a Sociology major.

My concern teaching in the “Ivory Tower” is that curriculum may not match the contemporary reality you will encounter outside higher education. Therefore, this course will review your sociological studies to make “final sense” of your knowledge for “living in the material world”, further your personal and professional development, assess the societal and global landscape for future opportunities, and engage you in community.

Lastly, a word about my teaching methodology and expectations for your participation and performance... I integrate what are called High Impact Practices such as building a learning community, interfacing in collaborative learning groups, engaging community, etc.. This course has a heavy workload, including a heavy reading load, and involves campus and community activities as well. Not all course readings and activities will be addressed in class, but demands self-responsibility, much as a job demands: know the syllabus, follow online communications, record activity and learning in an Activity Log & Journal! I believe in both quantity and quality of learning and your performance is evaluated accordingly. Note well this learning is not about a grade; but preparation for life! (Ask any student from my course what knowledge and skills they gained in one semester!) Trust the design of this capstone course by your Sociology professors, and maximize your effort and your learning. Strive to gain as much knowledge, skills, values and motivation as possible. Concentrate on mastering the course objectives always!

In exchange for all your work, I promise you a most valuable learning experience preparing and propelling you into a professional future in this ever-evolving, brave new economy. No more a “sage on the stage” but rather a “guide by the side” – I look forward to assisting you, butterfly, on your journey to become a professional in today’s world, hoping to offer some sagacity and wisdom along the way, and fulfilling the Zen saying: “Final job of teacher – free student of teacher!”

Sincerely,
Michael Fallon, Professor

PS. Student response to the question what will you take with you from this course? Answer: “How to be a successful independent worker. I usually prefer more structure in a course, but I really appreciate Professor Fallon’s insistence on making us handle this heavy workload in our own individual way.” (Anonymous “S”, Spring 2013)
Instructor: Professor Michael Fallon
Office Location: CLARK 203 (Center for Community Learning & Leadership)
Telephone: (408) 924-5440
Email: michael.fallon@sjsu.edu (start subject line “Soci CAP”)

Office Hours: Tuesday/Thursday, 3-4pm and by Appointment/Email
Class Days/Time: Tuesday/Thursday, 4:30 – 6:00pm
Classroom: DMH 149A (expect possible change to Clark Hall)
Prerequisites: Soci 1, Soci 100W, Soci 101, Soci 104 or 105 (student must have taken at least ONE of the required research methods courses before enrolling in the capstone course)

Faculty Web Page and/or Other Communication Platform
Some initial materials such as the syllabus, assignments, may be found on my SJSU faculty web page accessible (http://www.sjsu.edu/people/michael.fallon/); however, most information and materials is sent in direct email once (Friday) or twice a week. You are responsible for checking these messages prior to class.

Mission of the BA Sociology Degree Program
The BA Sociology Degree Program educates students about social processes that create, maintain and transform social institutions, social inequalities, and social identities. The program develops student knowledge, skills and values through the understanding and application of sociological theory and research methods and their integration with social action, empowering students to become critical thinkers and active participants in society.

Broad Goals of the BA Sociology Degree Program. As student, you will be able to:
1. Think sociologically about the relationship between social structure, interaction, identities, and inequalities.
2. Identify and explain major sociological theories and apply them to everyday life.
3. Be proficient in qualitative and quantitative research design, data collection and data analysis.
4. Be proficient in oral and written communication skills appropriate to the discipline.
5. Practice sociology as educated and civically engaged persons.

Capstone Course Description
The Capstone course draws upon previous sociological course learning, reflects and assesses learning in the major, expands it into the professional realm, analyzes trends in society, explores employment and careers. In sum, this course focuses on the transition from student to professional in the societal/global landscape while integrating reasonable community engagement. This “transformation” may include going to graduate school, finding a career, becoming an engaged participant in our democracy, and balancing family and work life.
There are four (4) overarching, intertwined focuses: Self-Knowledge - Sociological Imagination - Community Engagement - Professional Development.

Course Learning Outcomes (cognitive, affective, behavioral) As student, you will:


2. Understand the types of jobs/professions that sociologists pursue; gain exposure to the professional networks that will further occupational/career goals. Similarly, identify contemporary issues one may undertake to address. Evaluate social entrepreneurship as a means of livelihood addressing social problems.

3. Understand the linkages between sociology (theoretical) and practice (action or activity). Also understand the concept of public sociology.

4. Apply critical thinking to form perspectives on issues, determine cause and effect, and perceive solutions. Learn and practice frameworks for critical thinking such as the Logic Model and Innovation Games.

5. Engage in campus and community activities, realize its need and value, demonstrate a willingness to participate in community projects, organize a community event; understand your role as an active participant in society and how to engage in learning and service activity throughout your life.

6. Dialogue and collaborate with classmates and with community members on critical contemporary issues; and communicate (oral, written/email/text/tweet) your knowledge, skills, values and experience on these issues (i.e., interviews, networking, presentation of papers/research, community engagement).

7. Prepare material (resume, interview, portfolio, etc.) to use in applying for professional occupations; and assemble a portfolio showcasing progress and accomplishments in ways that give professional and academic advantage. The portfolio is a demonstration of your readiness to assume the responsibilities of a professional career.

8. Experiment with the use of online technologies in communication, research, learning relative to traditional or face-to-face methodologies and interactions; yet value the reading of books, current newspapers and periodicals. Assess and demonstrate use of technologies in assignments and creation of a portfolio.

9. Comprehend and demonstrate characteristics of “intentional learners” who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lifetimes; and demonstrate the capacity to participate as a socially responsible member of civic, professional, cultural, and other communities.
Texts/Readings/Required

Spartan Daily, “Serving San Jose State University since 1934” – hard copy newspaper or online at www.spartandaily.com (bring newspaper to class or bring laptop to access online)


The Engaged Sociology – Alternate Text. Some have read ES already; see me for an alternative.

Lambert, Stephen. 2008. Great Jobs for Sociology Majors. New York: McGraw-Hill. (Bookstore stock may be low; or order ASAP from Amazon, TextbookRus, or elsewhere online.)


Book of Choice, reading on the psycho- social-economic landscape of your field of interest. Selections from classic texts or national bestsellers, to be approved by professor.

Selected book excerpts, e.g., Your Money Or Your Life: Transforming Your Relationship to Money

Selected readings from current news: TIME, SF Chronicle, SJ Mercury, etc..

Selected readings from Contexts: understanding people in their social worlds, a publication of the American Sociological Association; available at the King Library

[king library > electronic journals > “contexts” search > ethnic newswatch > year > table of contents]
Recommended Books – suggested throughout course classes

BOOKS ON RESERVE and/or in CCLL, Fallon’s Office, CL 203
Conley, Elsewhere U.S.A.
Ehrenreich, Nickel & Dimed, Bait and Switch, Bright Sided
Gladwell, Outliers
Harden, Escape from Camp 14
Korgen & White, The Engaged Sociologist
Lambert, Great Jobs for Sociology Majors
Loeb, Soul of a Citizen

Other equipment / material requirements => the Activity Log & Journal
Laptop/ tablet/ smartphone/ Kindle, Nook, etc. strongly recommended. . . Electronic WORD document/file and/or notebook to serve as your Activity Log & Journal (AL&J). AL&J logs your course activity in class- on campus- in community; and holds your journal reflections upon such learning activity; i.e., your AL&J is a compilation of content (objective: what you did) and assessment (subjective: what you learned), a comprehensive portfolio of your course accomplishments. From this log/journal, you will complete Coursework Evaluations (2x), formulate ideas on your learning Portfolio, expand your perception of professional work. The AL&J is central to the course!

Classroom Protocol
This is not a traditional lecture course; in fact, because this is a CAPSTONE course, treat this course like a JOB (and “an adventure”!). There are multiple, unique elements that can seem complicated; so punctual attendance is imperative. Students are encouraged to have wireless access to connect with current information, but these should not distract from your focus – preparation for your future! Students are encouraged to address contemporary, newsworthy issues related to class; and should not be shy to speak up and question. *Students are encouraged to tap online resources in conjunction with class topic/activity.

Students must check instructor emails weekly (FRIDAY) for course materials, retain and/or print and bring study documents to class. Most all written assignments will be completed in your Activity Log & Journal unless otherwise specified. AL&J and assignments when submitted are to be in hard copy. Students should realize that readings and various activities will be completed outside of class; leaving class time for discussion. There may be “workdays with no class” and “compensation days” for your community engagement. Text readings support the activities and provide reflection/questions. Students should make office visits. Follow the Writing Evaluation Guide for written assignments:

Written work must be professional:
- Clear formatting of paper (title, margins, date, spacing of text (single or double), numbering pages, etc.), showing evidence of completing Soc100W
- Free of grammatical mistakes, indicating senior level English written by a sociology graduate
- Interesting account, demonstrating thought about how to organize and how to tell a story with the information for the assignment, and whether objective (3rd person) or subjective (1st person).
• Shows evidence of a sociological imagination, in the sense that author indicates how people live within larger structures and longer timelines that shape their lives.
• Describes clearly how the data or information was collected or gathered; whether based on published research or interviews.
• Suspicious of anecdotal evidence; strives to seek out systematic evidence from prior courses, from published research, or from reliable sources.
• Journals, free writes, in class writing, emails et al should reflect appropriate professionalism; poor writing will be marked “NP” – Not Professional.

Respect ASA-Sociological Guidelines to writing, esp. in writing annotations:
Entry should begin with a full citation for the article or book chapter. Citation format should be consistent throughout the bibliography. The annotation (four or five paragraphs) is a summary of the key points of the article or chapter. These points might include: Authors thesis or research question, methodology, findings, main argument, and conclusion. Recall that a summary condenses information in your own words. The annotation might also include a paragraph linking the article or chapter back to the original research question. Please Use American Sociological Association quick style guidelines for both references and in-text citations:
http://www.asanet.org/students/Quick%20Style%20guide.pdf

CANVAS = Inactive this semester for this section of the course
This course may be supplemented by Canvas, an online course management system. Other relevant websites include: American Sociological Association, Pacific Sociological Association, Dead Sociologists’ Society, SJSU Career Center. Most information is conveyed by weekly email.

Internet Resources and Library Liaison
American Sociological Association, apap@asanet.org, http://www.asanet.org/
Career Center, SJSU: http://www.careercenter.sjsu.edu/
Alumni Association, SJSU:
MLK Library, Social Science Specialist, , 808-2038,

MAJOR Assignments (*copied & submitted separate from AL&J)
1. Class Participation (2x – midterm, end-term)
3. Parent Interview*
4. Great Jobs: Career Paths (2 of 5+ path options, and/or your own career interest)*
5. Activity Log & Journal Review (2x – midterm, end-term)
6. Coursework Evaluation based on Activity Log & Journal (2x – midterm, end-term)*
8. Silicon Valley Life Report/Analysis (team project)*
10. Staff Performance Review aka CSUEU Annual Performance on YOU*
11. Networking: an Informational Interview (xc grd for extra interview)*
12. (XC Grd) Community Organization Sociological Analysis on your CE Org/other *
13. PORTFOLIO*
14. Community Engagement & Capstone Course Team Presentation/Final
15. Community Engagement Supervisor Evaluation Grade
16. (XC Grd) Local Immersion Experience
1. **Class Participation** is measured midterm and end-term by involvement in classroom activities, discussions, collaborative learning groups, miscellaneous assignments checked, interaction with speakers, office visits/interaction with instructor.

2. **First Book Report** is a creative 2-3 page paper relating the subject/message of the book to your own professional development, pursuits, and next five years lifestyle. Imagine that the book is about you, and write a similar scenario with you in the lead role. Books of international travel or service might require you to imagine your activities beyond just a job search. **Cover page** will list your name, course information, full book citation, AND 8-12 thematic points or elements of the book – from which you will create your own story of your five year future.

3. **Parent Interview** is preferably a sit-down, face-to-face (or phone/telecommunication) interview with either or preferably both parents on their (a) education experience, (b) work experience/professional path, (c) their advice for your future. You should establish the **setting** (who, what, when, where, how, why; including the language of the dialogue), as well as offer a final, personal **reflection** on the interview. Consider posting/sharing your parent interview for peer diversity learning.

4. **Great Jobs: Career Paths** (2 of 5+ path options, and/or your own career interest)
   Read the Introduction and skim the chapter for all five Career Paths in the Lambert JOBS text, then choose **two** of the five Career Paths of interest and outline those paths as follows: Areas of Interest, Career Path, Working Environment, Right Qualifications, Sociology Underpinnings, Career Outlook. If interested in a career not listed, you may research and outline your chosen path accordingly.

5. **Activity Log & Journal Review.** Attend class! Exchange your AL&J with a classmate. Number and list the logs/journal topics. Offer a brief written critique and an estimated grade. Submit your classmate’s list to instructor.

6. **Coursework Evaluation** based on your Activity Log & Journal (2x – midterm, end-term) is a cumulative response to questions about your course activities covered over time in your AL&J which should encompass any class notes, activities, text/book/handout notes, news critiques, journal reflections on campus and community engagement. The AL&J is checked against this Evaluation.

7. **5th Annual Neighborhood Development Training Conference** is a great experience for understanding the challenges of diverse community living. NeighborWorks America is sending national trainers on Civic Engagement -Building Leaders-Sustainable Living-Measuring Impact. Network with City/County leaders, neighborhood leaders, and various members of the Silicon Valley Community.

8. **Silicon Valley Life Report Analysis.** Chose either of two reports, JVSV Index or LIVE Report. Chose to complete as a Team (preferred) or individually. Complete the Analysis Questions.

9. **Second Book of Choice.** Search (Best Sellers, Amazon, etc.) for books that expand your knowledge and understanding of professional interests or national/global issues. Have your selection(s) approved. Read and prepare a two page synopsis (objective & subjective) to share with class and submit. Try to follow, in part, directions for a “written annotation” for a text.

10. **Staff Performance Review Units 2,5,7,9 aka CSUEU Annual Performance Review.** You will complete this standard Staff Performance Review as if your coursework were your job, i.e., you will evaluate your classwork responsibilities, your competencies, etc.. Determine your five Major
Responsibilities as a student of this class, rate your Competencies, list four Objectives established for the course; indicate Future Objectives. Go to: www.sjsu.edu/hr/all_forms/ and Staff Performance Review Form Units 2,5,7,9 (CSUEU) (.xls)

11. **Networking: an Information Interview** is a valuable step in directly exploring a profession. Individually or as a small group, decide on a profession/organization all wish to learn about. Contact the organization and arrange a convenient time for your team to interview personnel in that particular profession. To prepare, see JOBS Ch3, Researching Careers and Networking or the Career Center website. Note: one interview may be arranged for this class at SCCo Service or SJ Police Dept.

12. **XC - Community Organization Sociological Analysis** (of your/other CE organization)
In conjunction with your community engagement (preferably), you will conduct an analysis of that organization or agency that looks at occupational and organizational structure, mission statement, culture, clients served, finances, and careers and career mobility within the organization. This ‘community-based research’ should involve interviews with clients and employees of the organization.

13. **PORTFOLIO** is a showcase of materials conveying a coherent story of your learning. It revolves around examples/artifacts/summaries of your coursework, purposefully selected and organized to demonstrate achievement of particular learning outcomes with reflections. **By midterm**, you will submit a DRAFT of what will become your more formal, more polished portfolio. The end-term portfolio, in hard copy or electronic/multimedia form, will be that professional, high quality piece promoting you! (specific instructions given)

14. **Community Engagement AND Capstone Course Team Presentation.** As your final exam, CE teams will collectively present to the class and possibly community members, on your overall learning and accomplishments in both your CE project and this course of study. Align your presentation to the four course focuses of Self Knowledge, Sociological Imagination, Community Engagement, Professional Development; mindful of the Course Objectives; and reflective of the knowledge, skills, values and professional motivations gained.

15. **Community Engagement -- Supervisor Letter of Recommendation or Evaluation Grade.** You will participate in a project serving & networking with community, working on a team with various individuals. You will log activities and reflect on your learning in your AL&J; and you’ll share your experience. Students whose current engagement with an organization whose work matches the criteria for CE, that is, aligns with the objectives of this class, may qualify as is. Upon completion, request from your supervisor a letter of recommendation (for your portfolio) or at least an evaluation and a letter grade for your performance and contributions. Before commencing, complete a Learning Plan to register and guide your community engagement. Go to: www.sjsu.edu/ccll > Important Documents > Student Learning Plan.

16. **XC – Conferences, Meetings, Events, Local Immersion Experiences.** Extra Credit (AL&J or Grade) can be given for attendance/participation in any full-day/half-day activity related to your social science field. Also, consider joining or organizing with peers and advice and assistance of your professor, a Leadership Training Conference or other “immersion experience”. Log/Journal an copy your activity and submit separate from you AL&J.
Assignments Of Special Note – reported in your AL&J

**Contexts:** *Understanding people in their social world.* From this depository of American Sociological Association articles accessed online through the MLK, you may select two articles, one by midterm, the second by end term, to read and summarize (objective/subjective) and share in groups. [king library > electronic journals > “contexts” search > ethnic newswatch > year > table of contents]

**Ted Talks** are riveting talks by remarkable people on ideas worth spreading, any of which you may select to listen to and summarize (objectively and subjectively): www.ted.com/

**C.Wright Mills, The Sociological Imagination, Ch1, The Promise** requires you to apply his symbolic interactionism interpretive theory in analyzing the concept of the American Dream today, for the majority of “typical Americans” (also reference ES, Ch.8).

**Soul of a Citizen, Ch7 – Values, Work and Family** (in MLK Reserves) requires objective/subjective synopsis of this chapter, i.e., what it states, what you learned, how it applies to your life.

**Minor Assignments** (instructions in class or via email):
1. Student Data Sheet
2. Personal Learning Contract
3. Self-Assessment
4. Cover Letter, Resume and Accomplishments Statement
5. Mandatory Office Visit
6. Learning Plan (for Community Engagement)
7. Employment/Temp Agency Research
8. SCCo Sustainability Logic Model Application
9. Sociological Imagination Analyzing of the American Dream

**Grading Policy:** Major deliverables will be letter graded (+/-), totaled and averaged for a final letter grade. Note: all first half midterm grades will comprise a single grade, which will then be averaged with all second half major deliverables for a final grade (this is a way of crediting “progress”). Minor deliverables will be checked (+/-) and compiled as your participation grade.

A=4.0, B=3.0, C=2.0 et cetera, see “Academic Regulations > Grades > Letter Grades” in (online) Course Catalog. You must receive better than 2.0/C in order to pass this capstone course; and you cannot pass the course unless you have completed all assignments. Note: final grades generally balance quantity with quality.

**Submissions:** Assignments are to be submitted in class or directly to the professor in his office CL 203; no emailed papers. Assignments should be typed unless otherwise instructed; note whether single or double space is required.

**Penalty** for late assignments (one or two weeks without pre-approval) may be half to one full letter grade. Midterm is cut off for all first half assignments; the final exam is cut off for second half assignments. Students must have a C+ by the second trimester to request an INC.
University Policies and Resources

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Academic Integrity
Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
A variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.
SOCI CAPSTONE COURSE SCHEDULE (tentative) “from college degree to working professional”

Dates are approximate. Prepare readings / research / homework in advance. Readings may be handouts or email attachments/links. Log & journal all readings & activities in your Activity Log & Journal. Collected assignments are due by the week (note “ONLY” dates). Keep in mind over-arching focuses of your study: Self-Knowledge – Sociological Imagination – Community Engagement – Professional Development

Aug 22 Orientation / Objectives / Work Flow / Personal Contract / Professional Assessment
Understand Syllabus; rank Course Objectives; prep for syllabus quiz; draft your Personal Contract
Continue Reading First Book Choice
Read Lambert, JOBS: Introduction, and Ch1 Self-Assessment
DUE: Student Data, Personal History sheet

Aug 27-29 Personal Contract / Self-Assessment / Critical Thinking / Sociology Review
Read JOBS: Ch2 Resume and Cover Letter; Ch3 Researching Careers and Networking
Handouts: Five Minds for the Future; Critical Thinking; Starfish; Meditation
Read Engaged Sociologist (ES): Preface, Ch1 Sociological Perspective => AL&J
[All Chapter SOCIOLOGIST IN ACTION to be named and actions summarized in AL&J]
Explore Career Center website; complete Resume Tutorial; complete Get To Know Yourself
http://www.careercenter.sjsu.edu/presenter/ResumeWebshop/index.htm
DUE: Personal Learning Contract
DUE: FIRST BOOK REPORT
DUE: Self-Assessment (JOBS or Career Center Platform or Other)

Sept 3-4-5 Career Center Resources / Portfolio Document Preparations / Sociology Review
3-Career Center, Moira Kolasinski, Employment Specialist, Resumes/Accomplishments DMH227
Read JOBS: Ch4 Interviewing and Job Offers
Read ES: Ch2 Founders and Foundations, Discussion Questions (DQ) 3,4 =>AL&J
HW: Interview your Parent(s)
Visit Career Center Big Interview: http://www.sjsu.edu/careercenter/students/find-a-job-internship/interviewing/big-interview/index.html
Mandatory Office Visit Sign-Up for Tues or Thurs, 3pm or 6pm
DUE: Cover Letter (see JOBS), (Master) Resume, Accomplishments Statement

Sept 10-12 Community Engagement / Interviews / Periodical Reading / NDTC
10-Community Engagement Overview, CommUniverCity, GoVoluntr
Start JOBS: Ch5-9, Career Paths 1-5+, Overview, Drilldown 2 Paths/Research Others
Read ES: Ch3 How Do We Know What We Think
HW: TIME Magazine handout, find 2+ page article of interest, critique ref. ES Ch3 =>AL&J
12- Neighborhood Development Training Conference orientation / registration
DUE: PARENT INTERVIEW
DUE: Mandatory Office Visit in groups, CL 203; Tue or Thur, 3pm or 6pm, (got TIME?)
Sept 17-19-21  Socioeconomics / Personal Financial Education / NDTConference
Mock Personal Interview; Social Networks for Career Exploration
Your Social Network; Community Engagement team meeting as necessary
Research: STEP UP S.V. Campaign to Cut Poverty; Self-Sufficiency Scale; Maslow’s Hierarchy
Read ES: Ch7, Big Money Doesn’t Always Win, Exercise 7.3, DQ 5 thru 9 =>AL&J
Read excerpts: Your Money or Your Life: Transforming your relationship to money =>AL&J
Read TIME Upward Mobility =>AL&J
Continue JOBS: Ch.5-9, Career Paths 1-5+, Overview, Drilldown 2 Paths or Research Another
DUE: Social Network Spider Web =>AL&J
DUE: CE (Student) LEARNING PLAN
DUE: 21-Neighborhood Development Training Conference at SJSU: volunteer + participate =>AL&J

Sept 24-26  Catch Up / Class Progress / Career Assessment
24-NO CLASS: compensation for Sept 21, and to catch up on reading and AL&J
Read ES: Ch5 Learning How to Act in Society, DQ 1, 9 =>AL&J
HW: Research 3 TEMP Agencies: Kelly Services, Manpower, Project Hired, Other websites
Community Engagement team meeting or sharing as needed
DUE: CAREER PATHS DRILLDOWN 2 OF 5+ / OTHER

Oct 1-2-3  Urban Work Setting / Silicon Valley Life / Activity Log & Journal Review
Joint Venture Silicon Valley 2012 Index of Silicon Valley
OR
Life in the Valley Economy - Working Partnerships USA (report)
http://www.wpusa.org/Publication/LIVE2012-online.pdf
2-Career JOB FAIR, 12pm-5pm, Event Center; complete online Job Fair Success Webshop
http://www.sjsu.edu/careercenter/students/virtual-resources/job-fair-success-webshop/index.html
and enter between 12pm-1pm, student/alumni general admission 1pm-5pm
3-Downtown Exploration (log/journal this in 1-2 pages, make copy for submission)
DUE: Temp Agency Research, and your Informational Interview Plan

Oct 8-10-11  Career Path: Graduate School / Research / 21st Century Careers / Portfolio Preview
8-Graduate School Presentation (or Public Sociology talk)
10-Work Preparation: Portfolio Preview; Midterm Coursework Evaluation based on Activity Log &
Journal, or Silicon Valley Life Teamwork
11-College Days Family Conference at SJSU: volunteer + participate =>AL&J
DUE OCT 10 ONLY: Activity Log & Journal Review (in class peer exchange check-listing)

Oct 15-17  Midterm Week / Public Service / JVSV or LIVE Teamwork / Portfolio Preview
15-Public Service Forum: Public Allies, New Sector Alliance, City Year, VISTA, AIESEC
Silicon Valley Life Analysis Team Oral Questions & Answer & Discussion
Formative Evaluation; Community Engagement meetings, sharing as needed
HW: Portfolio Draft
DUE OCT 15-17 ONLY: MIDTERM COURSEWORK EVALUATION
DUE: SILICON VALLEY LIFE ANALYSIS Team Written Reports
Oct 22-24  More Sociology Concentration
Optional Reads/Logs: Two CONTEXTS: Understanding Social Life articles of choice (see list); or…
Two Ted Talks (http://www.ted.com/talks); or…
ES: Ch4 Creating Civic Engagement, DQ 6, or…
ES: Ch6 Deviant Behavior, DQ 5, 6, or…
ES: Ch8 What Does a Typical American Look Like, DQ4, or…
ES: Ch9 Sex, Gender, and Power, DQ 5,6,7 (7 answer as “your boss”)
Any/all readings =>AL&J
HW: Portfolio Draft continued

Oct 29-31  Global Sustainability / S.C.County Logic Model Application
The 7 Revolutions / Global Challenges; Agriculture/Farm articles
Program Development – Logic Model: hypothetical program/research
ES: Ch10, Social Institutions, and Exercises 10.5, 10.9, 10.10; DQ 2,5 =>AL&J
ES: Ch11, Social Institutions, and Exercises 11.1, 11.2; DQ 9 =>AL&J
Complete Staff Performance Review Form Units 2, 5, 7, 9 (CSUEU) (.xls)
31-NO CLASS: compensation for CE, and to catch up on reading and AL&J

Nov 5-7  Global Sustainability / Social Entrepreneurship
Second Book of Choice Reading considerations for approval
Read/research Social Entrepreneurship articles/links; visit www.RelayFoundation.org
Read ES: Ch12 Sociologist in Action, Project 12.3, Connecting YOU to the Community: and
Outline how you would perform Steps 1-2-3 in researching and addressing this issue =>AL&J
Logic Model Team Reporting (possible Veggielution presentation)
DUE: SCCo Sustainability Logic Model Application

Nov 12-14  Sociological Imagination & American Dream / Values, Work, Family and Citizenship
12-NO FORMAL CLASS: workday
Read the Sociological Imagination, C. Wright Mills; analyze the American Dream by it
Read TIME Magazine: Ten Ideas That Are Changing Your Life, and Ten Ideas Changing the World
Read Loeb, Paul Rogat. Soul of a Citizen, Ch7: Values, Work, and Family =>AL&J
DUE: STAFF PERFORMANCE REVIEW Form Units 2,5,7,9 (CSUEU Annual Performance Review)

Nov 19-21  Informational Interviews / SOTEs / Exit Survey
Mock Professional/Organizational Interviews
Second Book of Choice “early reporting”
Portfolio sharing/comparisons
Exercise: “If we were to create our own social entrepreneurial project or community organization” OR...
Class led discussion on “issues you face as you graduate” (your lead, your questions, your answers)
DUE NOV19 ONLY: Activity Log & Journal Review (in class peer exchange check-listing)
DUE NOV 19 ONLY: Sociological Imagination Analyzing of the American Dream
DUE: Nov21 Santa Clara County Human Relations, Social Services; Police Dept - Informational Interviews
DUE: More Networking: 2nd Informational Interview for XC

Nov 26-28  No Class, CE Compensation, 2nd Book Reading / Thanksgiving Holiday
Dec 3-5  Portfolio / Community Engagement & Capstone Course Team Presentations (Final)
(Sociology Chair waives CAP Final Exam for staff formally assessing CAP learning)
Oral Presentations by CLG/CE Teams on both CE and Course Learning
Active Listening & Learning: written summaries of oral presentations
DUE: Second Book of Choice Report

DUE DEC 12 ONLY: PORTFOLIO
DUE DEC 12 ONLY: End-term Coursework Evaluation based on Activity Log & Journal

Graduation Pledge: “I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work.”

Steve Jobs: “The only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle. As with all matters of the heart, you’ll know when you find it.”