

San José State University
Sociology and Interdisciplinary Social Sciences Department
SOCI 181B (Sections 80 & 81): Sociology Career Capstone, Fall 2022

Course and Contact Information

Instructor:	Dr. DuCros (pronouns: she/her/hers)
Office Location:	Zoom Meetings Only
Telephone:	(408) 924-5325
Email:	faustina.ducros@sjsu.edu
Office Hours:	Tuesday 11:00AM-12:00PM via Zoom (see Canvas for link)
Class Days/Time:	Asynchronous
Classroom:	Fully Online via Canvas Learning Management System
Prerequisites:	SOCI 1, SOCI 100W, SOCI 101, and SOCI 104 or SOCI 105. Students must have taken at least one of the required research method courses before enrolling in the capstone course.

Course Description

The catalog description of Sociology 181B: Capstone course to expand undergraduate senior opportunities and options. Analyzes trends in sociology; explores employment and careers, reflection and assessment of learning in the major.

Course Format

This course will be conducted entirely asynchronously and online. You will need a computer, internet connectivity, access to Google Chrome browser, ability to upload Word files to Canvas, PDF reading and annotating software, computer/phone video camera for recording videos, and ability to access the Canvas Learning Management System through one.sjsu.edu. Though online, we will engage in electronic discussions that invite your active participation as we closely examine the course readings, lecture material, videos, podcasts, and other content. All materials, assignments, and assessments will be administered online through Canvas.

Faculty Web Page and MySJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, announcements, and quizzes, etc., can be found on the Canvas course website at <http://sjsu.instructure.com>. You are responsible for regularly checking the Canvas messaging system via MySJSU on [Spartan App Portal](http://one.sjsu.edu) at <http://one.sjsu.edu> and your email to learn of any updates. Please make sure that your email settings in Canvas are adjusted to receive class messages at your current email immediately after they are posted. For help with using Canvas see the [Canvas Student](#)

[Resources](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) page at <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>.

**Please use only regular SJSU email to message me at faustina.ducros@sjsu.edu, which allows for message threads to be kept together. As you prepare to go out into the workforce, email etiquette is an important skill to cultivate; you'll practice this in our course. All emails should have SOCI 181B and the topic of your email in the subject, for instance: "SOC 181B Question about Assignment" or "SOC 181B Emergency." You should write formally (i.e., an opening like, "Hello Dr. DuCros," and a closing line like, "Thank you, [your name].") If you send a Canvas message, it may inadvertently be missed because Canvas doesn't allow threaded replies or the subjects to show in my email.

Course Goals

This course is part reflection on the major and part professional development. We will study trends in employment for sociology majors; identify, review, and practice skills obtained from the major; practice professional application of sociological knowledge; and develop professionalization techniques that will help you be successful as you go beyond graduation. You will also develop and exercise the skills necessary for critical examination of entering and participating in the workforce, including the application of diversity, equity, inclusion, and belonging principles. Your participation in the course will help you hone your skills in effective critical thinking, research, writing, and public communication.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO 1: Understand trends in employment for sociology majors and identify potential occupations

CLO 2: Evaluate personal strengths and areas for improvement to help plan for potential careers

CLO 3: Create and/or revise job search or grad school application assets such as a resume/CV, cover letter/statement of purpose, career plan, LinkedIn profile, and portfolio

CLO 4: Understand and analyze issues of diversity, equity, inclusion, and belonging in the workforce

CLO 5: Demonstrate how sociological concepts, skills, and training (such as written and oral communication, quantitative and qualitative methods, sociological analysis) can be applied to workforce and other real-world scenarios

CLO 6: Understand, analyze, and apply professionalization skills useful in the workplace

We will accomplish the goals and learning outcomes through the following activities and assignments:

Course readings (reports, book chapters, articles), videos, lecturettes, virtual class discussion participation, and assignments listed below.

Required Texts/Readings/Materials

Textbook

Tulshyan, Ruchika. 2022. *Inclusion on Purpose: An Intersectional Approach to Creating a Culture of Belonging at Work*. Cambridge, MA: The MIT Press.

Available for purchase at the Spartan Bookstore and through online vendors. Available online for free through SJSU's MLK Library Leganto page for this course.

Other Readings

A selection of journal articles, reports, chapters, website articles, and news articles available online through Canvas.

Other equipment/material requirements

All course material and assignments will be administered online through Canvas so you must have access to a computer and internet. You will need to use Microsoft Word, Google Suite, and be able to read and annotate PDFs. You have free access to Microsoft Office, Adobe Creative Suite, Google Suite, and other software through SJSU. Click here <https://www.sjsu.edu/it/services/collaboration/software/instructions.php> for more information on how to access the software.

Library Liaison

Michael Aguilar, michael.aguilar@sjsu.edu.

Course Requirements and Assignments

The course material will be a combination of mini-lectures, reading assignments, online discussion boards, videos, podcasts, and other content. There are a range of activities and assignments that will contribute to your successfully completing the course. Some assignments will be required to turn in for credit and others will be assignments you complete as part of the process of learning in this course but do not turn in. If you miss several credit-bearing assignments, you run the risk of not being able to pass the course with your desired grade. I reserve the right to adjust the syllabus as needed, but I will always give you advance notice via class announcements in Canvas. Your success in the class will be based on completing the following elements.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to

internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

The final exam period is on Thursday, 12/8/22 at 7:45PM to 10:00PM. There is no in-class or live final but you will turn in your final portfolio assignment by the end of that period via Canvas.

Participation, Class Engagement, and Professionalization (30%)

Students are expected to be engaged learners, just as you will likely be expected to be engaged employees. Credit for this category is earned for regular class engagement exercises embedded in the modules.

Most modules will have class engagement exercises that will be posted on the discussion boards to facilitate sharing information, resources, and feedback. These assignments will often be about engaging with classmates, your instructor, campus resources, a learning activity, a reaction to a reading or video, or sharing findings that you have come across about a specific aspect of sociology or the job search. These will be building blocks for many of the larger products that you will create in the course. These discussions will take place in small groups or the entire class depending on the assignment topic. Some assignments will be uploaded individually.

The quality of online discussions rests in large part with your commitment to be prepared and to share your ideas, knowledge, and resources with your classmates! If you don't read, watch, and participate actively, the discussion activities will not be engaging for you.

The assignments are worth 3 points each and are assessed on a good-faith effort to meet the assignment criteria, which usually will include responding to classmates. There may also be some 1-point class engagement exercises tied to the lecture videos that are graded based on completion. More details and instructions are found in Canvas.

In addition there will also be ungraded/unweighted activities and assignments in some of the modules that contribute to your professional development.

NOTE: I will automatically drop 2 of the 3-point online discussion participation/class engagement assignments in this category to account for times you cannot participate. However, keep in mind the more you miss, the less you'll learn and prepare for later assignments.

Please read the [Do's and Don'ts of Online Posts](https://www.sjsu.edu/writingcenter/docs/handouts/Dos%20and%20Donts%20of%20Online%20Posts.pdf) by the SJSU Writing Center for best practices in online discussion board participation at

<https://www.sjsu.edu/writingcenter/docs/handouts/Dos%20and%20Donts%20of%20Online%20Posts.pdf>.

Sample Assignments:*Introduction Vlog*

This assignment will introduce you to your classmates and help create an engaged community. It is assessed on a complete/incomplete basis. More details are found in Canvas.

Introductory Practice Assignment

The assignment is part of the first module getting to know how the class works. This assignment may be repeated until you reach full credit.

Orientation Quiz

The assignment is part of the first module getting to know the syllabus and class requirements. This assignment may be repeated until you reach full credit.

Meet with the Professor

Drop in to Zoom office hours or schedule a Zoom office hours appointment with me at least one time during the semester. This assignment allows you to get to know your professor and practice the skill of engaging with supervisors and colleagues to ask for feedback or guidance pertaining to your career objectives. Plan ahead and don't leave this to the end of the semester since appointments get booked quickly during peak advising periods. You are also welcome to visit frequently throughout the semester!

Career Fair Strategy

Create and share your job fair strategy with classmates. (Due date is flexible throughout the semester, but must be completed by 12/6/22. It is not listed in the course schedule below.)

Big Interview Tool Reflection

You will test out the Big Interview tool available through the Career Center and reflect on how you performed. (Due date is flexible throughout the semester, but must be completed by 12/6/22. It is not listed in the course schedule below.)

Job Fair Experience/Career Center Event Reflection

You will attend and reflect on one Career Center job fair event. If you are not able or ready to make one of those dates, you can participate in another webinar event from Career Center (recordings will be available to registered participants so you may also participate asynchronously. Alternatively, you can make an appointment with a career counselor to talk about approaches to career fairs or other opportunities. (Due date is flexible throughout the semester, but must be completed by 12/6/22. It is not listed in the course schedule below.)

Reflecting on Sociology, Skills, and Explaining the Discipline

You will complete a reflection on who you are, what you've learned, and where you want to be in the future given your experience with the sociology major.

Occupation Exploration

You will search for potential occupations using SJSU Career Center tools along with other online tools to identify 3 to 5 career options that are of interest to you.

LinkedIn Profile Post

You will create or modify your LinkedIn profile, connect with 3 SJSU alumni on LinkedIn, reflect on your experience, and give feedback to a classmate.

Respond to Op-Ed

In preparation for writing your own op-ed or applied sociology project, you will be reading some examples. You will post a reflection response to one of the readings.

Job Search/Grad School Assets (43%)

These assignments are stand-alone assignments that each have their own credit weight. They may be turned in via individual Canvas uploads or to discussion boards for feedback, but they are separate from the Participation, Class Engagement, and Professionalization grade category above. More information will be provided in Canvas.

5% Elevator Pitch Written/Video

You will draft and record a video of your elevator pitch, which is a short introduction to who you are and what you can bring to an organization.

5% Career Self-Assessment Reflection

You will engage in a self-assessment of your career readiness, skills, and what you are looking for in a position.

5% Online Reputation Self-Assessment Exercise

You will evaluate your online presence and create a plan for improving it, if needed.

5% Resume and VMOCK Assessment

You will complete a resume and use the VMOCK tool to evaluate where you can improve your document.

5% Cover Letter or Grad School Statement of Purpose and Peer Review

You will produce a cover letter or grad school statement of purpose (depending on your post-college plans). You will also provide feedback to classmates.

18% *Digital Portfolio*

You will create a digital portfolio curating your cover letter/statement of purpose, resume, elevator pitch (as your about me statement), skills, and project summaries in one online location.

Practicing and Reflecting On Sociological Skills (27%)

5% *Informational Interview (AKA Revisiting Qualitative Skills)*

You will complete a 30-minute informational interview with someone who has a career that interests you or is in a graduate program that interests you.

5% *Census City Search (AKA Revisiting Quantitative Skills)*

You will complete a demographic assessment of a city you anticipate finding a job in or living in using Census tools.

17% *Diversity, Equity, Inclusion, and Belonging (DEIB) in the Workplace*

The assignment involves transferring sociological concepts, training, and skills to workplace and real-world applications. You will read Tulshyan's book, *Inclusion on Purpose* and/or additional materials on DEIB in the workplace. Then you will create a deliverable that has utility in potential workplaces, graduate school, or civic activities. For example, an op-ed using Adobe Express, a report for a future supervisor recommending key actions, a diversity statement, or an infographic may be produced. The assignment will demonstrate original and developed thought, creativity and presentation, and engagement with classmates. This product may be used in your final portfolio as a writing/project sample if polished. The assignment will be assessed based on completing all components of the guidelines. More detailed instructions will be provided in Canvas.

Grading Information

Determination of Grades

In this course I will be using an "ungrading" approach to assessment. Here is some language from Dr. Jesse Stommel, an expert in ungrading pedagogy that elaborates on this method:¹

"This course will focus on qualitative not quantitative assessment... While you will get a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to. If this process causes more anxiety

¹ Thanks to Dr. Liz Koslov for this material. For more on ungrading, see Stommel, "[Ungrading: An Introduction](#)" and "[How to Ungrade](#)," as well as this recent article in the *Los Angeles Review of Books*, "[Toward a Non-Dogmatic Pedagogy: On Susan D. Blum's 'Ungrading.'](#)"

than it alleviates, see me at any point to confer about your progress in the course to date.”

What this means for you is that your final grades will be determined through a labor-based contract of completed work that meets the minimum criteria for each specific letter grade. You will be able to choose your final course grade based on the proportion of work you decide to complete for the overall course and your self-evaluation. With that said, I encourage you to complete all of the work because it will help you in your job search and success after graduation. The assignments themselves will not earn graduated letter or point grades, but major assignments will receive qualitative feedback to help you grow as you progress in the class. Each individual assignment is awarded full credit for a good-faith effort to meet the guidelines for completion. Each assignment/group has a weighted percentage out of a 100-percent total that determines its overall worth (noted above).

Labor-Based Grade Contract

Grading Scale		Required Work
A-grades	A-grade = 93 to 100%, A-minus = 90 to 92.99%	Must complete enough of the assigned work to reach the A-range percentages.
B-grades	B-plus = 88 to 89.99 %, B = 83 to 87.99%, B-minus = 80 to 82.99%	Must complete enough of the assigned work to reach the B-range percentages.
C-grades	C-plus = 78 to 79.99%, C = 73 to 77.99%, C-minus = 70 to 72.99%	Must complete enough of the assigned work to reach the C-range percentages.
D-grades	D-plus = 68 to 69.99%, D = 63 to 67.99%, D-minus = 60 to 62.99%	Must complete enough of the assigned work to reach the D-range percentages.
F-grade	F = 0 to 59.99%	This grade range is assigned to students who only finish assignments that total less than 60%.

- The weights of individual assignments are provided above in the Course Requirements section.
- Grade percentages are not rounded up or down.
- Please keep all work until final grades have been issued (and beyond to contribute to the portfolio of work you may show your potential employers). Any appeals of the credit for any assignment must be submitted to me in writing within 5 days specifying how an error was made in the assignment of points. Re-evaluations are not done over e-mail, require an appointment, and take into account previous unnoticed strengths and weaknesses; your grade may be increased or lowered as a result.
- Please make an appointment to discuss grades in office hours—I cannot discuss grades over email.
- If you need a grade verification filled out, please schedule an appointment to complete it and provide the paperwork ahead of time—I will not be able to sign it on the spot during drop-in office hours.

Due Dates and Late Work

In the workforce it is important to meet due dates for tasks and projects to show your supervisors that you are a responsible employee who contributes to the organization's success at meeting its objectives. Likewise, assignments in this course are due on the dates noted below and on Canvas to facilitate your forward progress in the course and so that you can give, receive, and incorporate feedback. To this end, it is your responsibility to ensure that the correct assignment file is uploaded to Canvas and is turned in on time. If you will turn in a late assignment due to emergency or unforeseen circumstances, you must contact me before the due date if possible or as soon as possible thereafter (e.g., illness, mental well-being, family emergency, etc., though you do not have to disclose the exact reasons to me). Vacations, weddings, other classes' deadlines, extracurricular activities, or other non-emergencies are generally not grounds for late work, but you are welcome to turn in your assignments earlier if needed to accommodate these types of circumstances. Credit for some time-sensitive assignments and exercises that are turned in late cannot be made up (such as when your classmate is waiting for feedback, or when assignments need to be processed before final grades are due from faculty). I will let you know which assignments' due dates are not flexible.

Covid-19 and other personal impacts: We are still in the midst of a global pandemic as well as social and economic unrest that are affecting many of us, particularly groups of color and other marginalized communities in our world. Many of us may be experiencing issues that impact our health, children, families, employment, access to technology, and overall well-being.

If you are encountering challenges that are affecting your ability to complete your coursework, please contact me as soon as possible. I am happy to provide assistance and help you find resources so that you can work towards completing the course assignments.

Extra Credit

There are no planned extra credit assignments at this time. If opportunities arise, they would be worth one point added to the Discussion Board Participation/Class Engagement Exercises category. Extra credit opportunities will be posted on Canvas if they become available. Completing an assignment may help if you have a borderline grade.

Class Protocol and Netiquette

Respectful and professional participation is expected of everyone. This includes

- Preparing the readings and actively participating
 - Read and annotate texts and actively watch or listen to other multimedia materials before the dates for which they are assigned on the syllabus. Research shows that reading and annotating hard copy texts is the most effective method

for increasing learning. All of the readings on the syllabus are required unless otherwise noted. There may be suggested readings that are not required.

- Actively take notes on your class materials. Research also shows that handwritten note taking is the most effective method for most people (vs. typing and reviewing posted notes). I encourage you to exchange notes and study with classmates for additional engagement. If you need assistance with note-taking strategies, please see me and/or contact the Accessible Education Center (<http://www.sjsu.edu/aec/>).
- Being respectful to everyone in the class when they are “speaking” virtually or in writing, including fellow students, the professor, and guest speakers
- Most importantly, this means showing fellow members of our learning community a level of professional courtesy that facilitates an open environment where any potentially difficult and sensitive ideas that are a part of this course can be explored fully. This does not mean that members of the class community always have to agree with one another. But you must be thoughtful and respectful about the way you challenge someone’s *argument* by grounding the discussion in readings and without attempting to invalidate the individual’s experiences, statuses, or memberships. Racist, sexist, homophobic, victim-blaming, bullying/harassment, or similar types of comments will not be tolerated.
- Read “[The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html)” at <http://www.albion.com/netiquette/corerules.html> to understand how to respectfully engage in the course online.

Sharing or posting of lecture videos, PowerPoint slides, or any other course material is NOT allowed, per University Policy S12-7 at <http://www.sjsu.edu/senate/docs/S12-7.pdf>. This also applies to materials posted by fellow classmates.

I really appreciate it when students read the syllabus. If you have read this far, congratulations! Once you’ve completely read the entire syllabus, please email me a picture of your favorite thing to eat, your favorite restaurant, or a recipe you would recommend by Monday, August 29, 2022 (11:59PM) to demonstrate your completion of the syllabus review. If you’ve been in my class before, send me your second favorite thing to eat! Again, read through the entire syllabus before sending your picture. Please do not tell any current classmates or possible future students about this, let them discover it on their own.

University Policies

Per University Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>, university-wide policy information relevant to all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc., and available student services (e.g., learning assistance, counseling, and other resources) are listed on the [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>, which is hosted by the Office of Graduate and Undergraduate Education. Make sure to visit this

page to review and be aware of these university policies and resources.

Academic Integrity

In addition to University Policies, please remember that academic integrity includes not using other people's work as your own, properly citing other people's work (including professor's notes and the internet), not re-using your own papers or assignments from other courses (including excerpts from those assignments), not submitting the same work to more than one class, or other similar practices. Doing so will result in not receiving a passing grade for the assignment and you will be reported to the Student Conduct and Ethical Development office. If you're uncertain about what constitutes plagiarism, please come see me and I can guide you and/or check out this online tutorial at <https://libguides.sjsu.edu/plagiarism>. If you have a topic overlap with another course, you must see me to arrange for an appropriate solution.

Writing Assistance and Tutoring

Since you will have writing assignments that make up a significant portion of your grade, and the writing skill is important in the workforce, it is advisable to take advantage of the various sources of writing assistance on campus, including the SJSU Writing Center in Clark Hall, Suite 126 (<http://www.sjsu.edu/writingcenter>), the ACCESS Success Center for College of Social Science students in Clark Hall, Room 240 (socsci.access@sjsu.edu), and Peer Connections (<http://peerconnections.sjsu.edu>).

Health and Wellness

Supporting student health and wellness is an important factor in academic success. SJSU has resources on campus for various aspects of wellness at the Health and Wellness page at <http://www.sjsu.edu/campus-life/health-and-wellness>. Resources for general health can be found at the Student Health Center page at <http://www.sjsu.edu/studenthealth/>. Resources for mental health can be found at the Counseling and Psychological Services page at <http://www.sjsu.edu/counseling/>. Resources for accessible education can be found at the Accessible Education Center page at <http://www.sjsu.edu/aec/>. Resources for basic needs assistance, such as the [Spartan Food Pantry](#), can be found through SJSU Cares at <https://www.sjsu.edu/sjsucares/>.

Letters of Recommendation

If you anticipate needing faculty letters of recommendation, please see the information posted on my website at <https://www.sjsu.edu/people/faustina.ducros/> for advice on how to go about this process.

SOCI 181B SOCIOLOGY CAREER CAPSTONE, FALL 2022, COURSE SCHEDULE
 (The list below includes one or two core readings as a topic example; modules include other read/watch materials and detailed information is found in Canvas; subject to change with fair notice via Canvas/Email)

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
1	8/19 (Friday, first day of classes)	Syllabus Released Module 1. Welcome to SOCI 181B -Introductions and Course/Syllabus Overview
2	8/22	Module 1. Welcome to SOCI 181B -Introductions and Course/Syllabus Overview (continued) Module 2. Job Fair/Career Center Experience -Review now and complete assignments later in the semester depending on event dates you choose -"The Career Fair Game Plan"
3	8/29	Module 3. Sociology: What You've Learned and What You Can Do With It -American Sociological Association. 2013. <i>21st Century Careers with an Undergraduate Degree in Sociology</i> . 2nd ed. American Sociological Association.
		<i>Three Introductory Assignments Due on 8/29/22, Respond to Introduction Posts by 9/2/22</i>
4	9/5	Module 4. Self-Assessment -Lambert, Stephen. 2008. "The Self-Assessment." Chapter 1 in <i>Great Jobs for Sociology Majors</i> . McGraw-Hill Education. - Clark, "How to Repair a Damaged Online Reputation" -Monday Holiday
		<i>Elevator Pitch and Reflecting on Sociology, Skills, and Explaining the Discipline Assignments Due on 9/6/22</i>
5	9/12	Module 5. Researching Jobs and Labor Markets -SJSU Career Center, "Job/Internship Search Guide" -Crosby, "Informational Interviewing: Get the Inside Scoop on Careers"
		<i>Online Reputation Self-Assessment Exercise and Career Self-Assessment Reflection Due on 9/12/22</i>
6	9/19	Module 5. Researching Jobs and Labor Markets (continued)
		<i>Census City Search and Occupation Exploration Due on 9/19/22</i>
7	9/26	Module 6. Creating Your Job Search/Grad School Assets -Ferrante, "Building a Resume While Pursuing a Degree in Sociology" -SJSU Career Center, "Resume/Cover Letter Guide"
		<i>Informational Interview Due on 9/26/22</i>

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
8	10/3	Module 6. Creating Your Job Search/Grad School Assets (continued)
		<i>Resume Due 10/3/22</i>
9	10/10	Module 6. Creating Your Job Search/Grad School Assets (continued)
		<i>Cover Letter/Grad School Statement Due on 10/10/22</i>
10	10/17	Module 7. Applying Sociological Thinking and Skills: Diversity, Equity, Inclusion, and Belonging in the Workplace -Tulshyan book, <i>Inclusion on Purpose</i> -Lee, "A Sociologist in Tech."
		<i>LinkedIn Profile Due 10/17/22</i>
11	10/24	Module 7. Applying Sociological Thinking and Skills: Diversity, Equity, Inclusion, and Belonging in the Workplace (continued)
		<i>Respond to Op-Ed Readings Due 10/24/22</i>
12	10/31	Module 7. Applying Sociological Thinking and Skills: Diversity, Equity, Inclusion, and Belonging in the Workplace (continued)
13	11/7	Module 7. Applying Sociological Thinking: Diversity, Equity, Inclusion, and Belonging in the Workplace (continued)
14	11/14	Module 8. Putting it All Together: Creating a Portfolio -"What is a Work Portfolio? (Plus How to Build One)"
		<i>Diversity, Equity, Inclusion, and Belonging Assignment Due 11/14/22</i>
15	11/21	Module 8. Putting it All Together: Creating a Portfolio (continued) -HOLIDAY BREAK ON WEDNESDAY, THURSDAY, AND FRIDAY
16	11/28	Module 8. Putting it All Together: Creating a Portfolio (continued)
17	12/5	Final Exam: Thursday, 12/8/22 from 7:45PM to 10:00PM - FINAL PORTFOLIO ASSIGNMENT DUE AT THE END OF FINAL PERIOD

Special thanks to Professor Preston Rudy, Professor Chris Cox, Dr. Noriko Milman, Professor Mary Scheuer Senter, and the SJSU Career Center for guidance and resources used in designing this class.