South Dakota State University

UC 489 Transition to Careers

Spring 2016  1 Credit  D2L course

Class Meeting Day: Thursday

Instructor: Susan Fredrikson, M.Ed.
Office of Career Development | Center for Student Engagement | Student Union 136
Phone: 605-688-4425
Email**: See below
Office hours: By appointment

Email: To contact me with class questions or comments, please use the email within D2L, whenever possible.
- The subject line should indicate the topic of the email. I.e. Question re: resume assignment. (Not, Question re: assignment).
- If you use the email that goes to my office inbox, susan.fredrikson@sdstate.edu, the subject line should start with UC 489, followed by the topic to ensure that it will stand out from emails I receive from students that are not in the class.

Course Description: Junior and senior level students will learn strategies required to make a successful transition from student life to career. The course will include information on job search skills, resume development, professional ethics, lifelong learning, workplace behavior, and diversity issues.

Course prerequisites: Junior or senior academic standing. Students should have basic computer skills and know how to create, save, and upload documents. If this is the first time taking an online class, refer to the Student Learning Guide, linked to the course home page. Students should be comfortable contacting the Helpdesk for assistance at the contact information listed below and on D2L.

Technical Support:
Helpdesk: 605-688-6776, SDSU.supportdesk@sdstate.edu
http://www.sdstate.edu/technology/support-desk.cfm
Continuing and Distance Education Support: http://www.sdstate.edu/cee/for-students/index.cfm

SDSU Resources: For all institutional academic and student support services, please refer to the SDSU Resources on your Course Home in D2L. For tips on success in the online learning environment, including posting to discussion boards, go to the Continuing and Distance Education website. Links to success videos and frequently asked questions (FAQ) can be found in the left column. http://www.sdstate.edu/cee/for-students/index.cfm

Course materials: Custom Textbook available at the SDSU bookstore. Ask for text for UC 489. ISBN #0-390-75889-2. Yena (2008). Career Directions, Fourth Edition. Columbus, OH: McGraw-Hill. This is a custom textbook titled Transition to Careers. On the front of the text, the instructor is listed as Amy Pedersen and the course is listed as GS 489. Don’t let that confuse you; that information is from when the text was customized.

SDSU Bookstore: Web: http://www.sdstatebookstore.com/
Email: sdsu.bookstore.custservice@sdstate.edu
Phone: 605-688-4163
Request for Accommodations:
ADA Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks (or successor) Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom In Learning:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2:4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

Student Learning Outcomes: As a result of taking this course students will:
1. Recognize and apply professionalism in work search communications, interactions and submissions.
2. Create professional documents including a resume and cover letter and learn the components of a job search professional portfolio.
3. Demonstrate ability to design and plan strategies to pursue and apply for positions, including conducting employer research and interview skills strategies.
4. Recognize and identify strategies for success in a career environment.

In addition, the outcomes are linked to the following objectives on the IDEA student evaluation of teaching:

IDEA Objective # 4 – Developing specific competencies and points of view needed by professionals in the field most closely related to this course.
IDEA Objective #10 – Developing a clearer understanding of, and commitment to, personal values.

Assessment:
*Attainment of student learning outcome #1 will be assessed through:* Class lecture and discussion and interview events. (IDEA objective #4)
*Attainment of student learning outcome #2 will be assessed through:* Submission and grading of resume and cover letter necessary in pursuit of a position. Description of components of a portfolio for current and future use. (IDEA objectives #4 & #10)
*Attainment of student learning outcome #3 will be assessed through:* Submission and grading of career development/job search plan, and participation in Practice with the Pros and/or practice interview. (IDEA objective #4 & #10)
*Attainment of student learning outcome #4 will be assessed through:* Class lecture, class discussions of professional and personal ethics, and career plan. (IDEA objective #10)
**Description of Instructional Methods**

**Textbook Readings:** Most weeks, a chapter or two from the textbook will be assigned.

**Content:** New lectures will be introduced on Thursdays at 8:00 a.m., CST. Students are expected to open and read the lectures found in the Content area of the course. The lectures are not long, but are designed to supplement and/or update the readings from the textbook. Weekly participation in the course is expected. Students are responsible for reviewing the Content modules each week and submitting discussion posts on the weeks indicated in the schedule of assignments below.

**Quizzes:** There will be a weekly quiz worth 25 points. Questions will be taken from that week’s material in the textbook, lecture, supplemental materials posted in the Content section, and/or the week’s News item found on the course homepage. They might also include questions based on information from websites provided in the aforementioned materials. There will be an extra credit quiz at the end of the semester. Completion on the quiz indicates attendance for the week.

**Discussion:** This course will include small group discussion based on the readings. Students are expected to contribute comments through the discussion board by due date and time on the weeks indicated in the schedule of assignments below.

**Netiquette:** Students are expected to use professionalism and courtesy when contributing to discussions and in email communications. Do not start emails with “Hey”. Rude or inappropriate comments will not be tolerated and may result in reduction in the student's grade. Rude and inappropriate comments include, but are not limited to, complaints about past or current employers, supervisors, co-workers, customers, the world of work, and airing grievances, whether specific or general. For more information about netiquette, see the link to Netiquette information in the Getting Started section of the course homepage.

**Attendance:**

Log in weekly. Even though this is an online class, regular attendance is expected and there are set deadlines for submitting assignments.

The class meeting day is Thursday. New lectures will be posted at 8:00 a.m., CST, on Thursdays.

- Credit for your weekly log in will be earned by completing the weekly quiz. The quiz will open at the same time as that week’s lecture (8:00 a.m., CST, on Thursday) and will be available for you to complete until 11:59 p.m., CST, the following Wednesday. (For example, during the week starting Thursday, September 3, you should complete the quiz by 11:59 p.m., CST, on Wednesday, September 9.)
- There will be an extra credit quiz at the end of the semester.

**Late Assignment/Point Deductions/Make-up Policy:**

Assignments are due at 11:59 p.m., CST, on the Wednesday before the new class date. Points will be lost, as outlined below, on assignments submitted after 11:59 p.m., CST, on the due date. Emergency situations may be taken into consideration on an individual student basis. The student should contact the instructor prior to the due date with any special situations.

- **Assignments (excluding discussion posts) worth 10 or more points:** 10 points per week will be deducted for assignments submitted after the due date and time; that deduction will be taken off the total points received for that assignment.
  - The Dropbox will remain open after the due date and time (except for the final assignment which is due on the last Thursday of class) but keep in mind that the system notes the date and time materials are submitted.
- **Discussion posts:** Discussion posts are worth 15 points each. No points will be received if you post after the due date and time. However, one or two late posts, submitted to the discussion within a week of the due date and time, might be considered in the overall assessment of your work, if needed.
  - Discussion posts and other communications in this class, including email correspondence with the instructor, are intended to be professional level communications. While friendliness is appreciated, do not be overly casual or familiar.
  - Do not start emails with “Hey”.
  - Keep discussion posts to the point and do not use them as an excuse to air grievances or grudges, whether specific or general. As stated in the Netiquette section above, rude or inappropriate comments will not be tolerated and may result in reduction in the student’s grade. Rude and inappropriate comments include, but are not limited to, complaints about past or current employers, supervisors, co-workers, customers, or the world of work.
  - Points may be deducted for misspellings, typos, and unprofessional grammar.

**Turnaround time:** Whenever possible, expect email responses within 48 hours and grade/feedback within four weeks.

**Grading:** Grades will be determined on a point system. A student’s total grade at the end of the semester must be within the point range in order to earn the grade.

<table>
<thead>
<tr>
<th>Points</th>
<th>820 points</th>
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<tbody>
<tr>
<td><strong>Discussions</strong></td>
<td>105 points</td>
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<td>7 discussion posts x 15 points</td>
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<tr>
<td><strong>Weekly Quiz (Attendance)</strong></td>
<td>350 points</td>
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<td>14 quizzes x 25 points</td>
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<td><strong>Jacks Career Link Registration</strong></td>
<td>20 points</td>
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<td><strong>Career Plan/Student Profile</strong></td>
<td>20 points</td>
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<td><strong>Resume</strong></td>
<td>125 points</td>
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<td><strong>Cover letter</strong></td>
<td>100 points</td>
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<td><strong>Practice Interview</strong></td>
<td>100 points</td>
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**Total Class Points**

<table>
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<tr>
<th>Grade Scale</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tr>
<td>738-820</td>
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<td>655-737</td>
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<td>572-654</td>
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### UC 489 Transition to Careers
 **Schedule of Assignments (Subject to change) ~ Spring 2016**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter</th>
<th>Learning Activities</th>
<th>Assignments</th>
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</thead>
</table>
| 1. January 14-20      | Welcome & Introduction The Millennial Workplace | 1       | • Review the Syllabus and other info in the SDSU Getting Started section on the course homepage.  
  • Read the Chapter  
  • Read Content Materials | Due by January 20, 11:59 p.m.:  
  • Discussion post-Introductions  
  • Register on Jacks Career Link  
  • Weekly quiz |
| 2. January 21-27      | Career Paths Overview                      | 4       | • Read the Chapter  
  • Read Content Materials | Due by January 27, 11:59 p.m.:  
  • Career Plan/Student Profile  
  • Weekly quiz |
| 3. January 28-February 3 | Sources of Job Information                | 6       | • Read the Chapter  
  • Read Content materials | Due by February 3, 11:59 p.m.:  
  • Discussion post-Topic #2, Job Environment  
  • Weekly quiz |
| 4. February 4-10      | Resumes & Job Applications                 | 7       | • Read the Chapter  
  • Read Content materials | Due by February 10, 11:59 p.m.:  
  • Weekly quiz |
| 5. February 11-17     | Professional Letters                       | 8       | • Read the Chapter  
  • Read Content materials | Due by February 17, 11:59 p.m.:  
  • Weekly quiz |
| 6. February 18-24     | Self-Assessment                            | 2       | • Read the Chapter  
  • Read Content materials | Due by February 24, 11:59 p.m.:  
  • Resume and job description  
  • Weekly quiz |
| 7. February 25-March 2 | Personal Development                       | 3       | • Read the Chapter  
  • Read Content materials | Due by March 2, 11:59 p.m.:  
  • Discussion post-Topic #3, Skill Sets  
  • Weekly quiz |
| 8. March 3-16*        | Successful Interviews                      | 9       | • Read the Chapter  
  • Read Content materials | Due by March 16, 11:59 p.m.:*  
  • Cover letter  
  • Discussion post-Topic #4, Interviews  
  • Weekly quiz |

*See the note below the schedule.*
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Chapters</th>
<th>Information to Read</th>
<th>Due by Date</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>9. March 17-23</td>
<td>Professional Portfolios</td>
<td>5</td>
<td>- Read the Chapter</td>
<td>March 23, 11:59 p.m.:</td>
<td>Weekly quiz</td>
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<td>- Read Content</td>
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<td>10. March 24-30</td>
<td>Accepting or Rejecting a Job &amp; Dealing with Rejection</td>
<td>10 &amp; 11</td>
<td>- Read the Chapters</td>
<td>March 30, 11:59 p.m.:</td>
<td>Weekly quiz, Discussion post-Topic #5, Ethics</td>
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<td>- Read Content</td>
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<td>11. March 31-April 6</td>
<td>Your First Months on the Job</td>
<td>12</td>
<td>- Read the Chapter</td>
<td>April 6, 11:59 p.m.:</td>
<td>Weekly quiz</td>
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<td>- Read Content</td>
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<td>12. April 7-13</td>
<td>Growing with your Job</td>
<td>13</td>
<td>- Read the Chapter</td>
<td>April 13, 11:59 p.m.:</td>
<td>Discussion post-Topic #6, Leadership, Weekly quiz</td>
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<td>- Read Content</td>
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<td>materials</td>
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<td>13. April 14-20</td>
<td>Your Money</td>
<td>This is a Lecture-no book chapter.</td>
<td>- Read Content materials</td>
<td>April 20, 11:59 p.m.:  **</td>
<td>Weekly quiz #13, Weekly quiz</td>
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<td>14. April 21-28**</td>
<td>Contemporary Issues &amp; Ethics</td>
<td>14</td>
<td>- Read the Chapter</td>
<td>April 28, 11:59 p.m.: **</td>
<td>Weekly quiz, Discussion post-Topic #7, Closing Thoughts, Practice interview assignment, Optional: Extra Credit Quiz</td>
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<td>(See the note below the schedule.)</td>
<td></td>
<td></td>
<td>- Read Content</td>
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*Spring Break is March 7-11 so these assignments are due the week after break.

**University policy states that for one credit courses, the last class session is to be held the week before finals and the final exam or alternative learning experience will be held that week. Therefore, the last class session for this class is April 28 and everything will be due that day.