

EPSY 220: CAREER THEORY AND PRACTICE

Section A, Fall 2010

Tuesday & Thursday, 11:00 AM – 12:20 PM, Armory Rm. 329

INSTRUCTOR: James E. Brooks

OFFICE HOUR: Will schedule individual meetings as needed.

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COURSE GOALS:

1. Identify your goals, abilities, values, and potential career paths.
2. Acquire basic career skills including job searching, resume writing, and interviewing.
3. Develop an understanding of the theories underlying career and adult development
4. Understand how environmental and social factors impact your career choices and the working world.
5. Integrate your career plans and decisions with the theories presented.

COURSE MATERIALS

- Marriner, M. & Gebhard, N. (2006). *Roadtrip Nation: A Guide to Discovering Your Path in Life*. Random House: New York, ISBN: 978-0-49638-6
- **Additional Readings.** Any additional readings will be uploaded onto the course's Compass page.

COURSE REQUIREMENTS:

- **Readings.** Assigned readings are indicated on the Class Schedule (syllabus pages 5-6). You are expected to have completed the readings by the beginning of the class for which they are assigned.
- **Class Discussion.** There will be discussions posted on Compass that correspond with in-class activities. Students should respond to these discussions prior to the beginning of class to facilitate the in-class activities.
- **Exams.** There will be an in-class midterm exam and a take-home assignment that will serve as the final. The Midterm exam will evaluate your knowledge of course materials covered before the date of the exam. While the format is not yet set, the midterm will likely include a combination of multiple choice, matching, true/false, and short essay questions. You will be responsible for material listed in the course outline, as well as reading material, lectures, class discussions, class activities, and handouts. The final exam will be a series of take home essay questions where you must integrate material covered in class.
- **Projects and Group Presentation.** You will be evaluated in this class on your completion of five (5) projects and a 60-70-minute group discussion facilitation. Details for each project are provided on syllabus pages 3-4.
- **Research Participation.** The Department of Educational Psychology requires its students to participate in **5 hours of research** during the semester. You must complete the requirement to receive a grade in this course. Details will be provided during the first week of class.

COURSE POLICIES

- **Participation.** This course is an applied learning experience. Your ability to participate in class constructively will be evaluated as part of your final grade in this course. You should be prepared to share your experiences and views in class regularly. You must also be willing to demonstrate your acceptance of others and their rights to hold different views from yours. Students are expected to engage in a level of intellectual discourse that is appropriate for an academic setting and conform to the University of Illinois Code of Conduct for All Students.

Participation accounts for 100 points of your total grade (approximately 5 points per class). I try to recognize that everyone has a different participation style. Some of you are very verbal, and love to share your ideas and opinions. Others, while truly engaged in the discussion, may be reflecting on the readings and discussion more silently. Your level of participation will be evident and evaluated each day. My expectations of your participation in this course include regular attendance, engaging in small group and class discussions, completing assigned readings prior to class, listening attentively to others, and writing *briefly* in your journal on Compass (4-6 sentences).

- **Attendance.** It is your responsibility to arrive to class on time and attend regularly. If you have an unexcused absence, you will lose participation points for that day (5 points). **Absences will be excused only for reasonable circumstances** if you inform me at least one class period in advance of a known absence or soon after the class in the case of an emergency. Be prepared to provide reasonable documentation of emergency situation.
- **Late Assignments/Make-up Exams.** No late assignments will be accepted without a documented medical excuse. Do not wait until an assignment is due or until the end of the semester. I encourage you to contact me by email. Make-up exams will be also given only in case of documented medical problems or other types of emergencies.
- **Academic Integrity.** UIUC is committed to academic integrity, and thus, views academic dishonesty as a serious offense. I will adhere to procedures set for by UIUC Code of Conduct Rule 33 in any case where dishonesty is suspected.
http://admin.illinois.edu/policy/code/FullCode_web.pdf
- **Special Needs/Accommodations:** If you have special needs as addressed by the Americans with Disabilities Act and need assistance or accommodations, please notify me immediately. Reasonable efforts will be made to accommodate your needs.

PROJECT DETAILS

General Instructions for all Assignments and Projects

- The written assignments for this class are very important for your integration of career development, theory, and exploration of yourself and the world of work. You are advised to take them seriously and work on them not only to fulfill the requirements but also to learn about yourself.
- **Formatting.** Your written assignments should be typed, double spaced using 12 point Times New Roman font and 1-inch margins. Pages should be numbered and stapled together. All written assignments must be formatted according to the APA Publication Manual. Deviation from this format will result in loss of points. One exception is your resume and cover letter assignment, which will be discussed in class. **If foul play is suspected, I may request an electronic copy of any written assignment.**

- **Proofread your work** and have other people (friends, roommates) proofread your work for spelling, grammar, and the cohesiveness and logic of your ideas. Your work on all projects should be as flawless as possible.
- **Complete all aspects of the project.** Incompleteness is often a reason for low marks on assignments and projects. Students should pay attention to length requirements. Assignments that are either too short or too long will receive reduced grades. Attempts to misrepresent the length of your work through formatting tricks (e.g., using Arial font, changing the line spacing or fudging the margins) will result in penalties.
- The most important criteria for grading will be **depth and integration**. Don't just touch the surface; get into the topics and how they interact with your life and (most importantly) try to find ways to connect the issues and concepts in the readings and class discussions with your own experiences and future aspirations.

1. **Career Autobiography**

You have the freedom to be creative with this project. You can make a video, a collage, a poem or give a powerpoint presentation. I encourage you to be original with this project, as it will count as part of your participation as well. Past autobiographies questions have included topics along the following lines: What kind of person am I? How do other people see me? What did I want to be as a child, and how is that the same or different from what I want to do now, and **WHY**? What are my sources of information about work and career and **WHY**? What people or life events have been important to my career development so far, and **WHY**? What were my most important choices so far, and **WHY**? If I do not have many experiences in my career development so far, **WHY**? What are my personal goals for the semester and how will this class help to fulfill these goals? As with other aspects of this class, you can be honest here.

2. **MAJOR EXPLORATION**

The primary purpose of this project is for you to identify a major of interest. Your task is to choose a major that is most interesting to you. A worksheet with guidelines to follow will be given out in class. Use any method accessible to you to fill out the worksheet and learn about the major. You must include a list of sources (properly formatted) with your report and type up this assignment from the worksheet. Format for this project will be discussed in class.

3. **OCCUPATIONAL EXPLORATION**

The primary purpose of this project is for you to learn how to gather different types of information for use in your career decisions. A worksheet with guidelines to follow will be given out in class. Use any method accessible to you to fill out the worksheet and learn about the occupation. You must include a list of sources (properly formatted) with your report and type up this assignment for this project will be discussed in class. Page limit is 2-3 pages. Do not go over this limit.

4. **RESUME AND COVER LETTER**

Your task is to develop a resume and corresponding cover letter, **using your real education and work history**.

You must bring in an employment ad or internship ad to turn in with your resume. You will tailor your resume and cover letter to fit this position. The idea here is to pick an employment or internship ad that you would actually like to apply for. Make sure you include identifying information, educational background, relevant experience and work history. Besides content, also pay attention to the aesthetics of the resume. Make your product perfect, as if you were actually going to send it out.

Write a cover letter to accompany your resume. The cover letter should be written to the specific person your job or interview ad specifies. It should briefly touch on the main points of experience in your resume and suggest your strengths for the specific occupation. Remember that this is a formal letter.

5. INFORMATIONAL INTERVIEW

Prep. You are to select a career in which you are interested and to interview someone who is presently working in that career. The person needs to be someone you have never met before. You must conduct the interview in person (no phone interviews). Before the interview, turn in a short paper (1-2 pages) outlining your rationale for wanting to interview the person you have selected. Include the date and time you've scheduled the interview for, and at least 10 information-gathering questions you plan to ask the person.

Presentation You are to present the findings from your interview in front of the class. Specifically, you should present on the person you interviewed, what career he/she has, the benefits and challenges of the job, what makes this job attractive...etc.

GROUP DISCUSSION FACILITATION

Your task as a group is to help facilitate a 60-70 minute class discussion. You are responsible for finding a useful article, presenting information, preparing discussion questions, moderating the discussion and becoming familiar with the reading for the day. Your group needs to present the material in the readings, as well as material from sources outside the reader, and create a discussion through questions or activities. There are many creative ways to do this. You **must meet with me at least one week** prior to your discussion day so that we can discuss your plans for the class time. The topics to be discussed will be addressed in class. If you plan to show a video or use Powerpoint projector, you must let me know one week ahead of time in order to make an arrangement.

COURSE EVALUATION

A. Class Participation	100
B. Assignments	400
1. Career Autobiography.....	100
2. Major Exploration.....	50
3. Occupational Exploration.....	50
4. Resume and Cover Letter.....	100
5. Informational Interview Prep.....	50
6. Informational Interview Presentation.....	50
C. Group Presentation.....	100
D. Midterm.....	200
E. Final Exam.....	200

Total1000 points

Grading system:	900-1000	A
	800-899	B
	700-799	C
	600-699	D
	600-700	

CLASS SCHEDULE for Fall 2010 - EPSY 220, Section A

Date	Topic	Readings	Assignments Due
T 8/24	Introduction		
R 8/26	Career & Life Planning	Introduction to Open Road Gary Erickson	
T 8/31	Identity Development	Dennis Muren	
R 9/2	Decision Making	Randy Komisar	
T 9/7	Stereotypes and Socialization	Beatrice Saticcioli Good Wife Guide	
R 9/9	Career Autobiography Workshop	Luanne Calvert Mike Egeck	
T 9/14	Career Autobiography Presentation	Charlie Trotter Geoffrey Frost	Career Autobiography
R 9/16	Vocational Skills Work Importance Locator	Benjamin Zander	
T 9/21	Holland and Occupational Choice	Tom First	
R 9/23	Career Center Tour	Beth McCarthy	
T 9/28	Interests- Strong Interest Inventory	Timothy Greenfield	Major Exploration Assignment
R 9/30	Values	Leonard Riggio	
T 10/5	Personal Statement	Jehane Noujaim Ben Younger	
R 10/7	Informational Interviewing	Rick Allen	Occupational Exploration Project
T 10/12	Midterm Exam	Deb Callahan Morris Reid	
R 10/14	Resume & Cover Letter Writing		
T 10/19	Major Exploration/Resume & Cover Letter Peer Critique		Resume and Cover Letter Draft #1
R 10/21	Introduction to Graduate School	Mike Lazzo Michael Dell	
T 10/26	Volunteering/Internships	Howard Schultz	
R 10/28	TBA	Tinker Hatfield	

T 11/2	Transitioning to the Workplace	Howard White	
R 11/4	Transitioning to the Workplace	Arianne Phillips	
T 11/9	Job Search Process	Edward Masry	Informational Interview Prep
R 11/11	Group Discussion 1: Career Life-Balance	Leigh Steinberg	
T 11/16	Group Discussion2: Heterosexism in Workplace	Laurie Coots	Revised Resume & Cover Letter
R 11/18	Group Discussion_3: Racism and Sexism in the Workplace	Craig Ventner	
T 11/23	Thanksgiving Break		
R 11/25	Thanksgiving Break		
T 11/30	Group Discussion 4: Sexual Harassment	David Neelman ?uestlove	
R 12/2	Group Discussion 5: Ethics in the Workplace	Wanda Sykes	
T 12/7	Course Review & Wrap-up	Ira Glass	Informational Interview Presentation
T 12/14	Final Exam (1:30-4:30 PM)		

*****Please note: This syllabus is subject to change**