SDS 3340 “Career & Lifespan Planning” Syllabus
Spring 2015

Instructor: Stephani Babcock, M.A.E., Ed.S.
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Office: 1313C Norman Hall
Office Hours: Mondays 9:30-12:00, Tuesdays 3:30-5:00 or by appointment
Class Time: Tuesdays 12:50-3:30pm

Course Texts and Availability:

Course Overview
This course is designed to provide students resources and a process for determining what career path they wish to take. It will also provide strategies and planning resources for finding a job or graduate school program that meets your career goals. The class will involve looking at your own attributes, the world of work, and the process by which you can navigate your path to a satisfying career. Upon completion it is hoped you will be able to see the long-term possibilities that will offer you a variety of fitting career options and greater confidence in your ability to pursue them.

Course Objectives
• Identify personal characteristics and abilities that impact career satisfaction and success.
• Determine a career path that best suits your values, interests, personality and skills.
• Review decision-making skills and develop a plan for reaching self-determined goals.
• Learn skills and resources that can be utilized in the job search process.
• Develop job search, application, and successful interview techniques.
• Prepare for the transition from student life to graduate school and/or professional life.

Communication
As your instructor, it is important to me that you communicate with me regarding this class in an honest and timely manner, to enable me to offer the best educational experience to you that I can. If you have questions, concerns, feedback, or needs, you have the responsibility of making them known to me in a timely way if you wish to have me consider them (at the same time, it is also your freedom to maintain your privacy). Late communication or lack of communication on the student’s part will not demand undue flexibility or rush on the instructor’s part. Please keep this in mind as you make your way through this course.

Students’ Commitment
I expect each student to complete all assignments and readings prior to class and according to this syllabus, and to engage in class each week. I ask that you refrain from use of technology
during class, and please turn phones on silent and leave them in your bag/under your desk. If I email you regarding the course I expect appropriate response by the end of the following business day (as UF students, you are expected to check your Gatorlink email daily). I also expect each of you to carefully read the syllabus and online assignment descriptions before asking questions about the assignments. This class is meant not only to provide each of you with information about the subject at hand, but to also give you the opportunity to use it to develop a more complete view of yourself and your career path within your life; your engagement will be a key contributor to the benefits you may experience.

Instructor’s Commitment

As your instructor, I am committed to being present and supportive while holding you to the standards of this course. I will be available via email and during office hours to answer questions and discuss additional resources and related topics. Please note: I will not be using any online course messaging systems (Canvas). If you need to contact me please email sbabcock@ufl.edu and write "SDS 3340" in the subject line to ensure that it receives my prompt attention. I will check and respond to class-related emails each business day, however emails without this subject line may be overlooked/have delayed responses.

Attendance

Attendance will be evaluated through graded in-class activities and unannounced attendance checks. A doctor’s note is needed for medically-related excused absences. Students should contact the Dean of Students Office to consult about possible supports and absences for unusual circumstances. Any unexcused makeup opportunities will be at the instructor’s discretion. Please note: an illness/doctor’s note does not excuse late homework that was due online, unless the doctor’s note specifically addresses the entire time during which an assignment was “open” for submissions (the time between the related lesson in class and the due date; usually one week).

Accommodations

The instructor is committed to accessibility in this course so that all students can fully engage with learning materials and are tested in ways that truly access their understanding of course material. If you have a need for accommodations due to any disability (physical, learning, sensory, or psychological, including temporary disabilities), please inform the instructor of necessary accommodations through an Accommodations Request Letter before needs arise so that proper arrangements can be made. There are no retroactive accommodations. Accommodation Letters come from the UF Dean of Students Office via the Disability Resource Center (DRC). The details of all student disabilities are confidential and are not required to be shared with the instructor, aside from conveying DRC-approved specific accommodations to be implemented. DRC website: https://www.dso.ufl.edu/drc/ Phone for inquiries and appointments: (352)392-8565

Academic Integrity

All students are expected to abide by the University of Florida’s code of ethical conduct, which was signed by each student in the course of the enrollment process. Academic dishonesty of any kind will not be tolerated, which includes all forms of plagiarism (using others’ work as your own, failing to cite others’ work) and collusion (unauthorized collaboration on individual work) among other unacceptable practices. Consult with the instructor if you are unsure of what constitutes fair academic practice before engaging in it. Any instances will be addressed according to the guidelines set by the Student Honor Court. Please read the policies about academic honesty at https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/.
Assignment Expectations

Formatting Expectations for all Assignments
- Full name and assignment title at the top
- Double-spaced to allow room for instructor comments
- Times New Roman or Arial font, size 11 or 12
- 1” margins

As university students, the instructor expects that you will use scholastic-quality grammar, spelling, and tone, and reserves the prerogative to deduct points for prominent or persistent errors in these areas. If you have need for review of writing mechanics, you can visit the UF Writing Studio: http://writing.ufl.edu/writing-center/. Most assignments will be turned in on Canvas, unless otherwise stated in class and in the assignment description on Canvas.

Late Assignments, Make-up, and Technical Difficulties Policy
Assignments should each be submitted on Canvas at the start class on the due date (unless otherwise noted on Canvas). Late assignments can still be submitted, and will be deducted 20% of the grade for each day they are late. Situations that may warrant extra time may include: death in family, severe illness, catastrophic injury, which should be noted by the Dean of Students Office. All discussion regarding such concerns should be initiated by the student as early as possible (see “Communication” section above).

Lack of access to the internet or printing is not an acceptable excuse for late submissions, as the university has extensive free resources to meet these needs with your advance consideration. You are expected to plan ahead for cases in which these needs may arise suddenly. You may refer technological issues to the UF Computing Help Desk: available at the HUB, helpdesk.ufl.edu, and at (352) 392-HELP (4357).

Assignment Details
All assignment descriptions and detailed rubrics are available on Canvas.

Decision-Making Reflection – 90 points – Due January 27
For this assignment, you will write about a decision you have made in the past. This paper should be 1.5-2 pages, double-spaced. Think back to a decision you have made in the past that you felt ended up being a good decision. It can be something that happened yesterday or ten years ago; something big or small. After you have briefly described the decision, discuss how you made that decision. I want you to write about what process you went through to make this decision. You should address each of the following in your paper:

☐ How long did it take you to make the decision?
☐ What role did your family and the way you were raised play in this decision?
☐ Did you do a lot of research?
☐ Did you “test the waters” before you decided?
☐ Was there fear about the decision? If so, what were you afraid of?
☐ How did you know it was a good decision afterwards?
The point of this assignment is to identify how you make good decisions and become more aware of how you may use this process to make decisions about your career path.

**MyPlan Self-Assessments – 90 points - Due February 3**
Learning about yourself is important to determining a career path that will fit you best. You can assess a variety of characteristics that can guide your understanding of how you may fit in various careers. For this assignment, you will take a group of assessments in an online program called My Plan.

To take the assessments, go to MyPlan.com/account and use the code given by the instructor (also available at the CRC’s website through the “CHOMP” program) to sign up for a CRC-sponsored free account for UF students. Then, go to the “Assessments” tab and do the four “licensed” (free) assessments: Personality, Interests, Skills, and Values. (Allow 1 to 1 ½ hours to complete them all; you can take breaks in-between each and log out/in.) When you are done, go to “My Reports” along the left, and open each test to print the “Printable view.” Copy and paste into a document or “print to PDF” and upload the document to Canvas.

As an extra option (not graded), if you would like assistance in more fully interpreting and applying your results from MyPlan, ask the CRC about Career Planning appointments and other resources used to interpret “CHOMP” results (that is the CRC name for their short course that includes the MyPlan assessments). For a cost, you can take and have interpreted the full and official versions of the personality (MBTI) and interests (Strong Interest Inventory) at the CRC through a career planning appointment.

**Career Showcase Multimedia Scavenger Hunt – 60 points – Due February 10**
This assignment will be an opportunity to creatively engage with Career Showcase through a variety of media. On Canvas you will be given a list of tasks to choose from as Showcase approaches, with point values assigned. You may select any combination of tasks, and your grade will be based on the points accumulated by evidence of task completion. Compile your media into a single word document or powerpoint-type file; label each item with the task letter it relates to and the number of points you believe that item earns. Examples of appropriate formatting will be provided on Canvas.

Career Showcase will be held on February 2nd-3rd, 2015 from 9am-3pm in the O’Connell Center. Day 1 is Non-Technical and Day 2 is Technical. Because Day 2 of Career Showcase overlaps with class, you may contact the instructor in advance to notify of showcase-related absence or tardiness. If a participation grade is given that day and you are at Showcase, you will be allowed to submit a makeup assignment designed to demonstrate what that you have gained from attending showcase. Specifics of this assignment will be determined by the instructor as needed.

**Career Type Search – 90 points - Due March 17**
Choosing a particular job requires a certain amount of knowledge about different types of careers. For this assignment, you will choose TWO careers of interest and research each of them. For each career, in paragraph format you will describe things such as:
- pay
- work environment
- room for promotions
- daily schedule
- qualifications and skills needed
- the path you need to take (for example, you may need a graduate degree)
- etc.

Additionally, your research should include looking up a biography of a successful person in your two chosen fields. Once you have their biographies, write a brief paragraph about their career path, what you attribute their success to, any surprises that you found, what you may want to replicate, etc.

In a third paragraph, you will then discuss how each career fits your interests, values, personality, and skills (use the results from your Self-Assessment assignment). This paper should be 1.5-2 pages, double-spaced.

Some very helpful online sources if you already know what career/field you are looking for are:
- [Occupational Outlook Handbook](http://bls.gov/ooh)
- [O*Net](http://onetonline.org)
- [MyNextMove](http://mynextmove.org)
- [MyPlan](http://myplan.com/careers)

If you are unsure of exactly what career you would like to research, use the results from MyPlan (results of your Self-Assessment assignment) as a starting point. Another site that may help you generate ideas, in addition to search features in the above sites, is:
- [WhatCanIDoWithThisMajor.com/major/majors](http://www.whatcanidowiththismajor.com)

**Job or Graduate School Search – 90 points – Due March 31**

Once you have identified a career field, it is then necessary to start identifying the next steps you will need to take to enter this field. For this assignment you will **either** do a job search **or** a grad school search, depending on the qualifications needed for your chosen career field. Again, you need to **do only one of the following options:**

**Option 1 - Job Search**

If you will be qualified for your chosen career when you graduate from UF, you will search for and choose **three** job postings. **At least one** must be a position for which you are immediately qualified upon graduation; the other two may be longer-range goals. Once you have chosen three postings you will **copy and paste** them to your assignment, and under each one you will write a half page, double-spaced about why you want this job and what further steps (if any) you need to take in order to qualify for it.

Below are some places to look for job postings (your instructor can recommend others if you consult during office hours, and the CRC has additional resources):
- UF Career Resource Center’s Gator Career Link: Log in at [http://www.crc.ufl.edu/](http://www.crc.ufl.edu/), use the “Jobs” tab and pick a database

**Option 2 - Graduate School**
If you need to get a graduate degree to enter your chosen career, you will search for and choose three graduate programs that would qualify you for your career field. You will copy and paste the specific program admission requirements into your assignment, and under each one you will write a half page, double-spaced about why you want to attend this school and what further steps (if any) you need to take in order to be admitted to it (for example, taking the GRE or LSAT).

There are many ways to find a program that fits your career. A good place to start is here:


You will also find info about grad school programs related to your career on the websites listed under the Career Type Assignment above.

**Resume & Cover Letter – 120 points – Due April 7**
A resume and cover letter is an almost universal form of application for professional jobs. For this assignment, you will create or update your resume and create a cover letter, both of which should be tailored to suit the desired job. How to do this will be discussed in class. For this assignment, you will choose one of the job postings or graduate schools from the Grad School/Job Search Assignment previously completed. Your materials should be tailored to suit this application.

A guideline resume handout will be given in class and on Canvas for you to follow. You are recommended to create your own formatting following a guide, as pre-made templates often cause inconsistencies of formatting that are hard to correct. (Jobs in academia and graduate schools may request a CV in lieu of a resume. If this is a requirement of the position you choose, you do not have to do a full CV for this assignment; you may still do a resume for the purposes of this course. If you would like to do the CV instead of the resume, you may, but it must be clearly labeled as such.)

You will also write a cover letter for the job you are targeting (or personal statement if for grad school). Guides for writing cover letters and personal statements will be provided in class and on Canvas. If you are asked to write a personal statement (or “statement of purpose,” etc.) instead of a cover letter, follow the guidelines given by the graduate school you are applying to. If none are clearly given, aim for 2-4 pages double-spaced.

The final documents you turn in for this assignment should include:
- A copy of the job listing or grad school requirements you chose from your last assignment
- Your cover letter OR personal statement, tailored for this listing/program
- Your resume OR CV, tailored for this listing/program

**Interview Responses– 90 points - Due April 14**
The interview for a job or graduate school can be one of the most intimidating experiences of getting a job or getting into grad school. For this assignment, you will provide answers to several common interview questions. These questions are provided on Canvas. You will copy these questions into a document and answer each. It should be 2-3 pages, double-spaced.

The point of this assignment is for you to begin thinking about how you would respond to certain questions, and to allow you to avoid any big surprises on the day of the interview. These
questions may be general, however you are encouraged to respond to them in ways that are specific to your field, experiences, and goals.

I highly recommend doing a mock (practice) interview through the Career Resource Center in the Reitz Union. You will be given the chance to practice giving answers to interview questions, and you will get feedback about your performance after the practice interview. Doing a mock interview **IS NOT** a course requirement, just a suggestion. Field-specific interviews are available in Gator CareerLink, as well.

- [http://www.crc.ufl.edu/students/studentMockInterviews.html](http://www.crc.ufl.edu/students/studentMockInterviews.html)

**Informational Interview (and proposal) – 140 points - Due April 21**

Based on how you narrow your career aspirations during the early part of the semester, you will select a career you would like to learn more about that you are considering going into. You will find a person in that career and request a brief informational interview with them (20-30 minutes). This person may be someone you know or someone new to you, whichever meets your goals. This is to be conducted in person (preferable) or via Skype or other video chat media if needed.

☐ **Proposal Due March 24 (or as early as you wish):** Before conducting the interview, you will submit a proposal naming the career you wish to learn about, the individual you will contact for an interview, and the questions you will have ready to prompt conversation.

To ensure that this is a professional interaction, you should follow these guidelines:

- Be respectful of your interviewee. Request their time in advance, don’t expect a professional to be available on short notice. Allow yourself time to recover should a sudden conflict arise on their end, or if they do not respond to your request. Be flexible to meet their needs. Express appreciation through a thank-you email or note afterwards.
- Have questions/prompts ready before the interview begins (previously submitted for the proposal).
- If you are using video chat media, ensure that you and your interviewee are prepared to contact each other. It is a courtesy for you to initiate the call in a timely way, unless they choose to initiate. Ensure that you have the privacy and technology you need to avoid interruption or poor connections.
- You should dress appropriately- business casual is generally appropriate.
- Have an “elevator pitch” ready to introduce yourself, but remember, this is not a time to ask for a job.

In your writeup of the informational interview experience (2-3 pages, double-spaced), respond to the following:

- What part of the interview was most interesting to you?
- What did you hope to learn, and what did you actually learn?
- How was the experience of finding an interviewee and requesting time with a professional?
- How would you evaluate your ability to communicate yourself as an emerging professional based on this interaction (verbally and nonverbally)?
- How can you continue to use informational interviewing skills to enhance your career growth?
- Who else (general or specific) might you benefit from interviewing next?

You should also be prepared to share a summary of your experience with the class (5-10 minutes).
Career News Flash – 20 points - Due dates and topics based on sign-up sheet
Each student will do a brief presentation once during the semester on a resource about the working world and career planning. Videos, websites, and articles are suitable resources. Even if your resource may be geared to a specific field, it can be used if you show its broader relevance.

To present, you will summarize/show your resource briefly, (2-3 minutes) including why you chose the topic and resource, what you learned from it, and how you think it applies to your classmates. Also post the link for your resource on Canvas in the discussion board provided. You should have either a fun learning activity or prompts that can stimulate engagement and/or discussion on the topic for about 10 minutes. To lead a discussion, you should develop a list of questions that will encourage your peers to relate the material to their own past experiences, possible future experiences, and critical thinking. If you would like help developing discussion prompts, contact the instructor. Do not feel limited to only discussion--you can make this interesting in other ways, too!

Topics to choose from (to be selected at the start of the semester):

| Tips for the first day on the job | Responding to bullying at work |
| Handling coworker conflict | Asking for a raise |
| Teamwork skills | Promoting physical wellness at work |
| Giving and receiving feedback | Practices of highly friendly workplaces |
| “Diagonal” career moves- what & why | Spirituality and work |
| Parenting and working | Race at work |
| Personal budgeting | Gender at work |
| Avoiding burnout | Sexuality at work (LGBTQ-related) |
| Networking with professors | Ways to stand out for a promotion |
| How to share a new idea at work | Bad employee habits & how to avoid them |
| Making friends in a new city/workplace | Finding a mentor/being a mentee |
| Managing student loans | (More topics can be developed as needed) |

Possible sources for you CNF:
- News sites
- LinkedIn.com (check out Pulse top posts, groups’ articles, or member blogs)
- WetFeet.com (see articles)
- CareerRealism.com (see career advice section)
- CareerEnlightenment.com (see blog)
- Monster.com Career Advice
- You are welcome to use other resources; but do be critical of their credibility.
### Grading

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<th>Assignment</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<td>Decision-Making Paper</td>
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<td>Feb. 3</td>
<td>MyPlan Self-Assessments</td>
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<td>Career Showcase Scavenger Hunt</td>
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<td>Career Type Search</td>
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<td>Informational Interview Proposal</td>
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<td>Mar. 31</td>
<td>Job or Graduate School Search</td>
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<td>Resume &amp; Cover Letter</td>
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<td>Apr. 14</td>
<td>Interview Responses</td>
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<td>Apr. 21</td>
<td>Informational Interview Write-up &amp; Share</td>
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# SDS 3340 Career & Lifespan Planning Course Schedule

*This schedule is subject to change at the instructor’s discretion*

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<thead>
<tr>
<th>DATE &amp; TOPIC</th>
<th>READINGS COVERED</th>
<th>ASSIGNMENTS DUE</th>
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</table>
| **Week 1 - Jan. 6**  
Introduction to Career Development *(drop/add)* | Syllabus | Organize for the semester  
Visit Canvas site  
Mark due dates in calendars |
| **Week 2 - Jan. 13**  
Choice in Career | Corey Ch 1 | - |
| **Week 3 - Jan. 20**  
Adulthood & Autonomy | Corey Ch 3 | - |
| **Week 4 - Jan. 27**  
Life & Career | Corey Ch 10 | Decision-Making Reflection |
| **Week 5 - Feb. 3**  
Personality & Interests | Sukiennik Ch 4 | MyPlan Assessments (Values, Interests, Personality, & Skills) |
| **Week 6 - Feb. 10**  
Values | Sukiennik Ch 3  
Corey Ch 13 | Career Showcase Scavenger Hunt |
| **Week 7 - Feb. 17**  
Skills | Sukiennik Ch 5 | - |
| **Week 8 - Feb. 24**  
World of Work | Sukiennik Ch 6 | - |
| **Week 9 - Mar. 3**  
NO CLASS - SPRING BREAK | Enjoy your break! | -------- |
| **Week 10 - Mar. 10**  
Career Information | Sukiennik Ch 7 | - |
| **Week 11 - Mar. 17**  
Decision-Making | Sukiennik Ch 8 | Career Type Search |
| **Week 21 - Mar. 24**  
Job Search | Sukiennik Ch 9 | Proposal: Informational Interview |
| **Week 13 - Mar. 31** | Sukiennik Ch 10 | Job/Graduate School Search |
| Resume & Cover Letter | Week 14 - Apr. 7  
**Interviewing** | Week 15 - Apr. 14  
**Continuing Career Development** | Week 16 - Apr. 21  
**Closing** |
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