



**Intro to Syllabi
Career Planning and Career Management
52:533:360:90: INDEX # 16872
Term: Spring 2023**

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The primary goal of this syllabus template is to provide you with a generic template for the development of your own course syllabus. This syllabus includes the collective experience of many faculty members and includes the requisite information requirements to provide an effective communication tool for the student as well as an organization tool for the professor. As stated above, the syllabus is also an important document as a contract between the student and the professor on expectations and grading which are important if there are any faculty/student disputes or references needed in validating a student's academic record.

COURSE SPECIFICS

Course Description - Explores theory, research, and practice related to the planning and managing of careers in organizations. Individual career planning and management are the major part of the course. Students will be expected to reflect on past experiences, tie them to recurrent life themes, and develop a plan for the future. It is also possible that other topics ranging one's career life span might also be discussed. Multiple individual presentations will also occur during the semester.

Course (Learning) Objectives:

This course relates, in particular, to two of the School of Business Undergraduate Program learning goals; those of 1) teamwork/interpersonal relations in that you will have numerous opportunities to work with and exchange ideas with each other and 2) communications impact/effectiveness in that you will have numerous opportunities to present your thoughts orally as well as in written products.

1. Understand how your past influences have helped shape your self-assessment
2. Effectively communicate information about yourself to prospective employers
3. Develop a plan for going forward in your career and life planning and management

Course Materials :

Textbook

--Your Career:how to make it happen (10th Ed), by Lisa Owens, Crystal Kadakia, and Lauri Harwood (ISBN: 978-0-357-36135)

Workbook/Text

--Career Management & Work-life Integration (2007), by Brad Harrington (ISBN: 978-1-4129-5410-5/978-1-4129-3745-0)

How to succeed in this course

The material presented in class provides the essential backbone of the course. You are expected to:

- Read all text material assigned for each class
- Follow instructions in all assignments
- Start assignments early and get feedback from the instructor
- Consult/meet with the professor immediately when you need help.
- An online tool is to be used (Canvas) ensure that you can access and use it appropriately.

ONLINE COURSE SYLLABUS ADDITIONS

- Participate in the assigned class discussions, whenever you can, to get maximum credit for class participation. These discussions are designed to be a collaborative learning experience for all involved.
- For the general class discussion forum, you are also strongly encouraged to share any relevant class related topics pertaining to current business environment. You may also benefit and assist other students via thoughtful interaction.
- **Direct Interaction:** Although Canvas provides good learning tools, oftentimes, a direct one-to-one professional interaction to resolve difficult issues is usually the most effective. For example, you may have a certain technical/mathematical problem that is frustratingly difficult to solve that you think is difficult be resolved in an open forums or elsewhere. In this case, please feel free to send me an e-mail and a contact number so that I can call you directly to resolve it.

Diversity Statement:

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

COMMUNICATION

Canvas

This is the course classroom. Posted will be the syllabus, all course learning modules, resources (articles and examples), Power Point slides, announcements, guides, etc. To access this system, go to <http://canvas.rutgers.edu> log in, and click on the course on the dashboard.

Rutgers email - USE YOUR RUTGERS EMAIL ADDRESS

All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary. **Not checking your Rutgers email is not an excuse for missing any communications.**

Class Materials:

All class materials can be obtained via Canvas. Note that the PowerPoint class materials for a particular week will be posted by noon on Monday, usually one week ahead of schedule (except for the first week or two.) You are strongly encouraged to access this course via Canvas several times a week. You can imagine that the class seamlessly “runs” through from day 1 (Monday) to day 7 (Sunday).

Class Communication:

Since class attendance is not compulsory, a viable and reliable form of communication is vitally important. Note that all class communication will be via your Rutgers e-mail and discussion forums and other tools in Canvas. You are expected to check your Rutgers e-mail at least two or three times every week. All class announcements can also be accessed via the ‘Announcement’ page in Canvas.

Professor Communication:

Note that during the week, from Monday until Friday, I will try reply to all e-mails within 24 hours. Please do not expect immediate response. (If you do not hear from me within 48 hours, please re-send your email as I may have overlooked or accidentally deleted your e-mail.)

Although, I check my e-mails a few times daily, I may not be able to completely answer all e-mails immediately upon receiving them. Note that I may also be travelling out of town on many weekends and may not be able respond to weekend e-mails until Monday.

GENERAL /ADMINISTRATIVE

Pronouns

This course affirms people of all gender expressions and gender identities. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Chosen Name (Preferred Name).

If you have a chosen name or preferred name other than what is listed on the roster, kindly let me know. If you would like to have your name changed within the rosters officially, go to: <https://deanofstudents.camden.rutgers.edu/chosen-name-application>

Key Spring 2023 Dates:

Spring 2023 classes begin	Tuesday, January 17th
Last day to drop classes w/o “W”	Thursday, January 26th
Last day to add classes	Thursday, January 26th
Last day to withdraw from an individual class with a “W”	Monday, April 3rd
Spring recess	Saturday, March 11th – Sunday, March 19th
Regular classes end	Monday, May 1st
Reading day	Tuesday, May 2 nd and Wednesday, May 3rd
Final exam period	Thursday, May 4 th – Wednesday, May 10th

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide

accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact <https://success.camden.rutgers.edu/disability-services>.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity

The Academic Integrity policy can be found at <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University you are expected adhere to the Code of Student Conduct.

To review the code, go to the Office of Community Standards:

<https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

EXPECTATIONS OF CLASSROOM CIVILITY (online or in-person)

(source: the Assoc of College and University Educators)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (***In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.***)

This could also include a statement regarding what your students can expect from you (*example: I will be prepared and on time for class; I will respect you and your opinions*).

- Classroom attendance is a necessary part of this course; therefore, (include specific requirements and any impact on grades).
- You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated and will result in (include consequences).
- Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All course members will be expected to show respect for individual differences and viewpoints at all times.
- The use of electronic devices can be disruptive to those around you. As a result, the use of such devices should be limited to class-related tasks.

CLASSROOM POLICIES

Exam Make-up Policy/Late Policy

If, for a university approved reason, you cannot take an exam at the scheduled time you must give the professor written notice at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (for example, emergency hospitalization), contact the professor as soon as possible after a missed exam. Make-up exams for non-university approved reasons are not guaranteed. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

Assessments

GROUP ASSIGNMENT: The class will be divided into X-person groups. Each group will evaluate a topic. The group will write a report on the results of this evaluation. You should state clearly in the report how well you think the topic is written. Then support your viewpoint with specifics from your interviews, observations, and other information that you have collected. When preparing your report, you should give particular attention to the material in Chapters 1 and 22. The text of the report should be no longer than five typed pages (12-point font, double-spaced) and written in a research paper style complete with title page, organization of the text by sections (introduction, background, ...) and include all appropriate cites and bibliography.

CLASS PRESENTATION: Each student will give a short in-class presentation on one of 17 possible topics. Each topic is designed to illustrate the student's understanding of the subject matter. The professor will assign the topics at the beginning of the semester. Online presentations will be through recorded video or uploaded PowerPoint, or as otherwise stated in the assignment.

CLASS PARTICIPATION: It is expected that you will contribute often to class discussions. Your comments should be thoughtful and should reflect your careful reading of the assigned course material.

Participation and Late Work: lack of participation will be reflected in the final grade. All assignments must be handed in on time; late work will receive reduced or no credit. No makeup exams will be scheduled without prior notification and a physician's excuse.

Incompletes and Problems: If you find that you are having trouble completing course work or need further explanation of class topics, please schedule an appointment with me immediately. If you need this class for graduation, you should be sure that your performance is up to standard throughout the course. It is too late to wait until the last week of classes to ask for help. I'm available to meet throughout the entire semester if you need help. "Incompletes" will only be given through prior consultation, under extreme circumstances.

TESTS/QUIZZES- details per faculty discretion

SPECIAL PROJECTS – details per faculty discretion

ONLINE COURSE SYLLABUS ADDITIONS - Assessment Discussion Board Activity

There will be discussion board activities in this course.

Discussions may involve any combination of prepared materials, journal articles, textbook readings, mini-cases, problems, videos, or other resources. During the week of discussion activity, students are expected to create at least one Discussion Thread by Day 4 (Thursday) of each week that a discussion topic is assigned and then by Day 7 (Sunday) have responded to at least one other posted thread by other students in the class. All postings including responses are to be substantive and further the discussion of the topic of interest.

Postings on the discussion board must reflect student's reading and comprehension of the assigned readings and/or related discussion activity. Discussion postings must reflect the ability to synthesize concepts presented through writing at a college level. The minimum length of a post is 100 words not including references listed. A typical rubric for evaluating discussion board activity will be provided. In addition to these specific assigned discussions, there will be also be a general class forum for discussing issues related to the class, but these will not be graded.

GRADING

Grade Ranges (faculty suggestion)

Letter Grade Description

A Highest grade (90% and above)

B+ Work of distinction (84.5% to 89.4%)

B Work of distinction (79.5% to 84.4%)

C+ Average work (74.5% to 79.4%)

C Average work (69.5% to 74.4%)

D Passing, but unsatisfactory (60% to 69.4%)

F Failure without credit (Below 60%)

COURSE OUTLINE AND ASSIGNMENTS

January 17-May 10 2023

Syllabus Basics

Reading Assignments:

I expect you to read the assigned chapters each week. Some of the chapters are covered for more than one week, so these chapters reflect in both weeks. I have included these as a non-graded assignment in the classroom for your reference. (The classroom would not let me assign without points, so there is a point value, but then it notes not reflected in your grade).

All Assignments:

If you review the assignments, some I have assigned but not required you to turn in to help you with larger assignments and papers that will be coming due. Such as week one: Take a personal inventory, this will help you begin your paper and may be quite time consuming. Take the time to review the papers so that you understand how my suggestions will help you be successful on your future papers. If I haven't loaded the assignment in Canvas, it should be considered a suggestion. However, if I assign something in Canvas it is an assignment and will include the due date, assigned points and the inclusion in the final grade (as applicable).

If you don't understand something reach out, I am not going to add additional information on things that are due that are self-explanatory.

Class 1 (Jan 17-22)

Topics: Course organization and introduction.
Review Syllabus
Course Introduction
Review Chapters 1 and 2 (Owens, Kadakia and Harwood), and Chapter 1 (Harrington)
Plan out your career builder method (paper or Electronic)
Take a personal inventory of history, skills and achievements
Classroom activity: DB – Brief intro and goals for this course
DB – Acknowledge syllabus and expectations
Text: Owens, Kasia and Harwood, Ch 1 and 2
Harrington, Chapter 1

Class 2 (Jan 23-29)

Topics: Career Goals and starting the process
Classroom activity: Complete and submit worksheets 1-1, 2 and 3 from Chapter 1 together 'Trial Run' Submit as assignment 1
DB: Describe the phase of career
Text: Owens, Kasia and Harwood, Ch 1 and 2
Harrington, Chapter 1

Class 3 (Jan 30-Feb 5)

Topic: Review the phases of the Job Search Journey
DB – Discuss an experience you have had regarding the job search journey, share with the class.
Identify what you learned about yourself during this experience. Reply to at least one student sharing an experience/or personal story that supports your fellow student in their learning journey.
ASSIGNMENT: Submit paper one as a self-assessment. Choose a self-assessment from chapter 2 (Harrington) and submit with a summary of what you learned about yourself from the assessment.
Text: Owens, Kasia and Harwood, Ch 1 and 2
Harrington, Chapter 1

Class 4 (Feb 6 – Feb 12)

Topic: DB: Summarize what you learned from the career action worksheets about your 'personal brand'; reply to at least one student adding to their journey, or supporting their knowledge with something that may have

helped you.

ASSIGNMENT: Complete Career action worksheets 2-1 through 2-7, and both plan to take SIGI, and schedule SIGI results with Career Counselor

Text: Owens, Kasia and Harwood, Ch 3 and 4
Harrington, Chapter 2

Class 5 (Feb 13-19)

Topic: Use chapter three (Harrington) to develop personal Themes

DB: Identify one personal theme and what you learned from this theme, identify how this theme provided insight into your career planning process.

ASSIGNMENT: Complete a paper sharing your major themes, review the sample implications at the end of chapter 3, and share what you have learned from the activity.

Text: Owens, Kasia and Harwood, Ch 5 and 6
Harrington, Chapter 3

MIDTERM Week of Feb 20-26 – Essay regarding personal inventory and how it helped identify future career goals. Additionally, include how this inventory helped narrow future career focus.

Class 6 (Feb 27-Mar 5)

Topic: Find job openings relative to your chosen profession (using all assignments to this point)

DB: Identify one job you are interested in applying for and what the previous exercises have helped you to this point. If you have developed your personal brand statement, please share it.

Assignment: Provide a copy of the job description and a list of your qualifications that you feel qualify you for the job. Type at least one paragraph on why you feel qualified, what you will use to help assess your qualifications and your plans for your resume (how you will address your qualifications in your resume – timeline, etc.

Text: Owens, Kasia and Harwood, Ch 5 and 6

Paper 2 Due this week

Harrington, Chapter 4

Class 7 (Mar 6 – Mar 12)

Topic: Resume initial draft

DB: Discuss challenges in tailoring your resume to a job description. Share at least one specific hurdle you overcame.

ASSIGNMENT: Turn in a resume draft

Text: Owens, Kasia and Harwood, Ch 7 and 8
Harrington, Chapter 5

Class 8 (Mar 13-19)

Topic: Job Search, keywords and finding openings

DB: Discuss your job search tools, are they effective, how did you get your current job?

Assignment: Worksheets 5-1 through 5-7

Paper three due this week

Text: Owens, Kasia and Harwood, Ch 9 and 10
Harrington, Chapter 6

Class 9 (Mar 20-26)

Topic: DB Explain how you prepare for/complete your cover letter

ASSIGNMENT: Share a cover letter you have created for the job you are applying for or a previous cover letter you have used and what you have learned in this class to help you improve it.

Text: Owens, Kasia and Harwood, Ch 11 and 12
Harrington, Chapter 7

Class 10 (Mar 27-Apr 2)

FIRST EXAM – Text covering concepts from Chapters 1-12, multiple choice, and essay.

Class 11 (Apr 3 – Apr 9)

Topic: Following up and staying connected with employers.

DB: discuss employers you follow and why you use the methods you use to stay in touch or relevant with that employer.

ASSIGNMENT: Career action worksheets 13-1 through 13-5 complete and submit

Text: Owens, Kasia and Harwood, Ch 13

Paper four due this week
Harrington, Chapter 8

Class 12 (Apr 10 – Apr 16)
Topic: Group Assignments, Group Assignment provided

Class 13 (Apr 17 – Apr 23)
DUE: GROUP-ASSIGNMENT submitted

Class 14 (Apr 24 – Apr 30)
Final Paper/project – Submit a job description, application and cover sheet as well as your thoughts on how this job will help you toward your future employment goals. Complete a resume for this job and submit for grading. Submit a final 1 page paper on how this job will contribute to your ten year plan.

Estimated - Reading week (May 1-May 5)

Estimated - Final Exam week (May 7-10)

Summarize how this course has affected your view on applying for and submitting resumes. If/how it has helped you single out a plan for your future, and what changes you have made regarding how and when you target jobs.

Paper #1

Chronological examination of self and skills, consider the following questions when writing a 1-2 page paper covering your experiences including school, jobs, volunteer work, etc and take inventory of your skills.

1. Look at yourself objectively and identify your core self, experiences who you are and what you believe – consider your entire life and examine the who, what, when, how, and why of who you are and key discoveries/times in your life that affected goals, or experiences that you identify with.
2. Focus on your jobs, work that you've performed either with or without pay (volunteer) and the skills you learned. Include what you enjoyed or disliked and how you addressed these outcomes. Discuss job transitions, and personal goals. Specifically discuss the impact of these roles and how they guided you towards next steps in your life.
3. Take the time to identify at least three impactful events in your life and how they altered your perceptions, goals or beliefs.
4. Do you have any individuals that specifically influenced you and how? Discuss these influences and how they may have changed your future plans or firmed them up in some way – discuss these outcomes.
5. Identify 6 things that you have learned you enjoy or identified that you dislike and how you came to these realizations. (three each positive and negative). Discuss why these events stick out and how they guided you for the future.

Paper #2

Using the self-assessment worksheets as identified, write an objective paper discussing the outcomes of the following worksheets:

1. Career autobiography (CA) – discuss
2. Identities Exercise (IE) – examine your differing roles and identities
3. Work Values Inventory – discuss result
4. Lifestyle Representation (LRE) – Include
5. Ten years out exercise (TYO) – discuss
6. Interviews with significant others (IWO) – discuss what you learned
7. SIGI – address skills and interests (if completed at this time)
8. Identify which career action worksheet you most identify

From the information above, use a qualitative approach to identify relevant themes. You must select at least six themes, each theme should receive a full page of analysis (analysis includes both sides of an argument). Use headings to differentiate these themes. The end result should be a 10-12 page paper with appropriate introductions, transitions, and subheadings.

Paper 3

SIGI3 is available through Rutgers Career Assessments.

You'll create an account, take the assessments and set up an appointment with a career counselor for review.

Write a include these results in your paper.

The appointment must be included as part of your assignments. Write a one-page paper discussing the appointment.

Paper 4

Ten year plan and process for achievement. Discuss your plans for the next

1 – One year

2 – Three Years

3 – Five years

4 – ten years

For each of these sections included your goals, current achievements toward the goal, how you plan to take steps and the steps needed for the goal. Include what you have learned so far so that you are able to complete these goals.