

**The University of Georgia  
Fall Semester 2007 Syllabus**

**ECHD 2050: Academic and Career Planning: Choosing a Major and Career Goal**

Time: Monday, 9:05am-11:05am  
Call Number: 63-277  
Class Location: Russell Hall  
Room: 395  
Instructor: Amy Piersol  
Office Location: Aderhold Hall, Room 407  
Office Hours: By appointment  
Email: [amypsl@uga.edu](mailto:amypsl@uga.edu)  
Phone: 706-583-0125 (office)  
Or 404-822-3488 (cell)

**Required Text:**

*Discovering Your Future In A Global Society*, Pearson Custom publishing. This text is available at the University bookstore.

Additional required readings will be posted on WebCT or passed out in class.

**Course Description:**

ECHD 2050 is a two (2) hour course that will orient you to the process of career and life planning. It will focus on self-assessment, career exploration and decision-making. The course will also educate you on how to choose a course of study compatible with your personality type, skills, abilities, and values. Through learning this process, you will develop the skills necessary to choose a major and/or career direction.

If you have already chosen your career and its corresponding major, this course is probably not for you. If this is the case for you, I would recommend that you check into the availability of the ECHD 3050 course, which has been developed for students further along in the career development process.

**Course Requirements and Assignments:**

**Class Participation and Attendance:** Active engagement in this course is required for you to receive the full benefits. You will be asked to work in groups on particular assignments and will be encouraged to join the discussions in class. Talking in class while your instructor or classmate is talking is prohibited. You are allowed two unexcused absences for any day other than the test administration days.

Four class periods are mandatory—August 27<sup>th</sup>, September 24<sup>th</sup>, the midterm and the final. As a class, we will meet at the Career Center in room 246 of Clark Howell Hall on

August 8/27/07 to take the necessary assessments. These assessments serve as the foundation of the course, and failure to attend on this date, without a documented medical emergency, will result in your being dropped from the course. On September 24<sup>th</sup> you will receive feedback on the assessments in class from the career center consultants, making this class attendance mandatory as well.

Attendance is very important.

- After two absences, 10 points will be deducted from your participation grade for each day missed that is not excused by a **documented** medical emergency.
- Two points will be deducted from your participation grade every time you are late to class. Participation: 100 points of the grade is determined through instructor evaluation of class participation and contribution. Active participation is essential and will be evaluated in the following way:
- Excellent - Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. [90 - 100 points]
- Satisfactory - Reactive participation with supportive, follow-up contributions that are relevant and of value, but relies on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. [ 80 – 90 points]
- Minimally acceptable - Passive participation including being present, awake, alert, attentive, but not actively involved. [60 – 80 points]
- Unsatisfactory - Uninvolved including being absent, late, present but not attentive, sleeping, making irrelevant contributions that inhibit the progress of the discussion. [60 points or less]

### **Career Assessments:**

You will be taking a battery of career inventories to assess your personality type, interests, and abilities. Most will be administered during class time. You are responsible for completing others as homework assignments.

### **Attend the Fall Career Fair and/or one of the Seminars:**

You are required to attend the UGA fall career fair or one of the career seminars. The Fall Career Fair is being held on September 19<sup>th</sup>, 2007 from 12pm-5pm at the Classic Center in Athens. Over 200 employers representing the corporate, government, nonprofit and educational sectors will be at the Classic Center to talk with UGA students and alumni about internships and full time positions.

Be sure to check the UGA Career Center Fall 2007 Calendar of Events in order to identify the days and times of the Career Seminars. Some of the topics include careers in the following areas: financial planning; history counseling; global impact; biotechnology and careers for making a difference in America.

### **Career Fair/Career Seminar Response Paper:**

After attending the career fair or one of the career seminars, you will be required to write a two page response/reflection paper. This paper should be a minimum of two pages in

length, typed and double spaced. It should include a description of activities attended and reflection on the significance of the activities.

**Article/Website Review and Response Paper:**

You are responsible for evaluating two websites or approved articles. You will receive a handout with a list of websites you may choose from. They will be career, employment, or educational websites. This paper will include: general description of the website, target population, validity of the website, usefulness of content, cost, and topics covered. Specific details will be given in class.

**Journal Writing and Weekly Assignments:**

There will be multiple classroom assignments and journal reflections assigned. Some examples include: writing an educational autobiography, creating a resume, and writing reactions and reflections on course readings and activities.

**Informational Interviews:**

After narrowing down your choice of major and career, you will be required to complete two informal interviews. One interview will be with a professional in the career you're considering. This experience will help you obtain a deeper understanding of the day-to-day experiences of that type of career. The second interview will be with a professor or academic advisor approved by me, who can give you information on the major that you are considering. You will also be allowed to use this information in your final paper and presentation.

**Integrative Paper:**

Using material gained from assessments, journal writings, in-class assignments, homework, textbook, informational interviews, web searches, career center consultations and independent research, you will complete a final paper. A handout will be provided with details for this final project.

**Career Search Presentation:**

After completing the career assessments, you will begin to narrow down your career search. To assist you in this process, you will be asked to investigate one career in depth and present your findings to the class. This will include the completion of an informational interview, which will allow you to familiarize yourself with a particular career/employer. (You should have no prior relation with this person.) A handout will be provided outlining the requirements for this assignment. The presentation should be approximately 15 minutes in length.

**Midterm/Final Exams:**

There will be two exams during the semester, which will consist of a mid-term and a final. Exams will come from the readings and class discussions. Make-up exams will only be given in the event of a documented medical emergency.

## Grading Policy:

The grade you receive in the course will be based on the completion of the following:

Classroom Attendance and Participation	100 points
Midterm Exam	100 points
Assessments, journal writing and other in-class and homework assignments (e.g. reflection papers, reactions, resume, career autobiography, interview information sheets, etc.)	300 points
Career Fair and Website Response Papers	100 points (50 points each)
Integrative Paper	100 points
Career Presentation	100 points
Final Exam	100 points
<b>Total Possible Points</b>	<b>900 points</b>

\* All assignments and/or classroom activities within each category must be completed and turned in at the beginning of the class on the assigned day in order to receive full credit. **There will be a five point deduction per day on late assignments.**

\* Exams must be taken at the scheduled time. Make-up exams will only be given in the event of a documented emergency.

\* Other topics and activities may be added by the instructor throughout the semester.

Grades assigned are based on the following scale:

A = 100-94%

A- = 93-90%

B+ = 89-87%

B = 86-84%

B- = 83-80%

C+ = 79-77%

C = 76-74%

C- = 73-70%

D = 69-60%

F = 59% and below

## Tentative Class Schedule:

The syllabus, course schedule, and reading should be considered a general plan for the course. Changes will occur throughout the semester and will be announced in class. The most updated course schedule will be accessible through WebCT. Students are expected to check WebCT weekly to ensure that they have the most updated information. All assignments will always be due at the beginning of the class.

August 20 <sup>th</sup>	Overview of Course Introductions Review Class Syllabus <b>*Assignment: Read Chapter 1&amp; 2 (by September 10<sup>th</sup>)</b> <b>*Complete <i>Career Autobiography</i> (Ex.2.1, page 85)</b>
August 27 <sup>th</sup>	<b>*Meet at Career Center, Clark-Howell Hall, Rm 246* for the assessments: Strong Interest Inventory, SIGI 3; and Type Focus.</b> Reminder: This is mandatory attendance. You will be dropped from the course if you do not attend. Please make sure you are not late.
September 3 <sup>rd</sup>	Labor Day (No Class)
September 10 <sup>th</sup>	Exploring the Self: Personality, Interests, Skills, Values, and Experiences. <b>*Assignment: Present Career Autobiography to Class (a minimum of five minutes)</b> <b>*Assignment: Read Chapter Three</b>
September 17 <sup>th</sup>	The Developmental Process of Making Career Decisions Diversity Issues and Cultural Knowledge <b>*Assignment: Read Chapter Four</b> <b>*Assignment: Turn in Career Autobiography (typed, 12font double-spaced, minimum of two pages)</b>
September 24 <sup>th</sup>	Career Center Consultation: Interpretation of the Strong Interest Inventory (Group Interpretation) Work Environments <b>*Assignment: Read Chapter Five</b>
October 1 <sup>st</sup>	Occupation Information and Explorations Future Trends Computer Lab <b>*Assignment: Read Chapter Six</b>
October 8 <sup>th</sup>	Educational Alternatives (Major Selections) Midterm Review
October 15 <sup>th</sup>	Midterm Exam <b>*Assignment: Read Chapters 7 &amp; 8</b>
October 22 <sup>nd</sup>	Career Decision Making Styles and Skills Identifying & Overcoming Hurdles

	<p><b>*Assignment: Read Chapter 9 &amp; 10</b>  <b>*Assignment: Informational Interview # 1 Due</b></p>
October 29 <sup>th</sup>	<p>Job Searches, Resume and Cover Letter  <b>*Assignment: Website Review Paper Due</b></p>
November 5 <sup>th</sup>	<p><b>No Class</b>  (Make-up for Career Fair and Career Seminars)</p>
November 12 <sup>th</sup>	<p>Interview and Presentation Skills  <b>*Assignment: Informational Interview # 2 Due</b></p>
November 19 <sup>th</sup>	<p>Career Presentations  <b>*Assignment: “Career Fair” Response Papers Due</b></p>
November 26 <sup>th</sup>	<p>Career Presentations</p>
December 3 <sup>rd</sup>	<p>Career Presentations  Review for Final Exam  <b>*Assignment: Integrative Paper Due</b></p>
December 12 <sup>th</sup>	<p><b>Final Exam 8:00am-11:00am</b></p>

#### Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

#### Disability Policy

Help for students with disabilities is available from the Disability Services/ Learning Disabilities Center. If accommodations are desired please notify me and the office for Disability Services within the first 2 weeks of class. More information is available at: <http://www.uga.edu/stuact/handbook/stuaffairs/disability.html>

#### Diversity

Diversity in the workforce and in the student’s experiences, values, opinions, and beliefs are highly values in this course. Whenever possible, class topics and discussions will be approached from a diverse perspective. Students are encouraged to share their ideas and respect individuals with different perspectives in the class.

- **The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.**