

**The University of Georgia**  
**Department of Counseling and Human Development Services**

**ECHD 2050: Academic and Career Planning**  
“PLAY BOOK” for Section #72-378

**Day/Time:** Monday/12:20-2:15pm  
**Home Venue:** 393 Russell  
**Instructor:** Leonid Yuryevich Orlov, M.S.  
**Options:** Mr. Orlov, Coach O.

**Office:** 407 Aderhold (main hallway)  
**Hours:** Thursday:12-2pm & by appt  
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**UGA Student Honor Code**

The academic honesty policy of the University is supplemented (not replaced) by an Honor Code which was adopted by the Student Government Association and approved by the University Council May 1, 1997, and provides: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” All students agree to abide by this code by signing the UGA Admissions Application.

(From [http://www.uga.edu/honesty/ahpd/student\\_honor\\_code.html](http://www.uga.edu/honesty/ahpd/student_honor_code.html))

**Course Description**

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

**Text**

The required text for the course is *Discovering Your Future in a Global Society* by Pearson Publishing. The text is available at the University Bookstore.

**Teaching Philosophy**

I intend to teach this course much in the same way I would coach a soccer team. To prepare for most class meetings, you will take Individual Skill Tests and sometimes be asked to reflect in Event Journals. In class, there will be Drills, Scrimmages, Observations, and of course – games: the Semis and the Final. As you can probably imagine, this is a highly participatory model: as the Instructor-Coach, I will provide you with support structurally and theoretically, but in return – will expect you to take turns leading discussions and activities on topics to be covered.

I am also quite fond of online technology, so this shall be our only paper-based exchange of information (excepting for the textbook and your assessment results). Prior to each day with an assigned reading, you will log onto your WebCT and complete a brief online form (“Quiz”) that will tell me that you, in fact, read the pages assigned. In general, it is your responsibility as a UGA student to continuously check WebCT for any assignments due as well as for the latest version of your Play Book (syllabus). Under “Course Menu” look for **Syllabus (Mon 12:20)** link – it’s under “Course Content” as well.

## TENTATIVE COURSE SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Activity (Location)</b>	<b>Preparation</b>
8/18/08	“Open Tryouts”: <u>Course Intro</u>	Syllabus (Russell)	WebCT (set-up)
8/25/08	“Team Building”: <u>Intro to Career Center &amp; Diversity</u>	Individual Skills Test (Russell) Team Trip (Russell to Clark Howell)	ONE (pp. <b>45-59</b> only) <u>Due: Individual Skills Test (WebCT) – by Midnight!!</u>
9/1/08	<b>No Class</b>	Labor Day Holiday (Home)	
9/8/08	<b>SKILLS ASSESSMENT: Type Focus</b> <u>Strong Interest Inventory (SII)</u>	MANDATORY ( <b>246 Clark Howell</b> ) Be there <u>15 min. prior to class time.</u> Otherwise you’re off the squad (Administrative Drop).	
9/15/08	<b>No Class</b>	See below (9/17/08)	
<b>9/17/08** Wed!! noon-5pm</b>	“Scrimmage”: <b>Career Fair</b>	Career Fair ( <b>Classic Center</b> )	See <u>Extra Credit</u> (WebCT)
<b>9/22/08** 2:30-4:30pm</b>	“Guest Coach”: Type Focus & SII group interpretation	Observation ( <b>SLC 250*</b> ) <u>Bring: Print-out for BOTH Assessments!!</u>	ONE (pp. <b>5-44, 60-76</b> ) <u>Due: Individual Skills Test (WebCT)</u>
9/29/08	“Rules of The Game”: <u>Career Exploration Theory</u>	Team Drills (Coach O.) <u>Bring: Planner to schedule Consult!!</u>	TWO (pp. <b>77-109</b> ) <u>Due: Individual Skills Test (WebCT)</u> <u>Due: Assessment Journal (WebCT)</u>
10/6/08	“ <b>Semi-Finals</b> ”: <b>MIDTERM</b>	<b>Exam</b> (Russell)	<u>Review: Chapters ONE &amp; TWO</u>
10/13/08	“Shooting”: Movie (TBA)		<u>Due: Career Fair Journal (WebCT)</u>
10/20/08	“Standard Situations”: <u>Career Exploration Methods</u>	Team Drills (Coach O.)	THREE - FOUR (pp. <b>111-144</b> ) <u>Due: Individual Skills Test (WebCT)</u>
10/27/08	“Slide Tackling”: <u>Overcoming Barriers</u>	Team Drills ( <b>Alana, Kyle</b> )	SEVEN (pp. <b>207-224</b> ) <u>Due: Individual Skills Test (WebCT)</u>
11/3/08	“In the Air”: <u>Decision Making</u>	Team Drills ( <b>Dylan, Jeffrey, Torie</b> )	SIX (pp. <b>185-206</b> ) <u>Due: Individual Skills Test (WebCT)</u>
11/10/08	Guest Coach: TBA	Observation (TBA)	<u>Due: Career Consultation Journal (WebCT)</u>
11/17/08	“Positioning”: Educational Alternatives	Team Drills (Coach O.)	FIVE (pp. <b>153-183</b> ) <u>Due: Individual Skills Test (WebCT)</u>
11/24/08	<b>No Class</b>	Thanksgiving Holiday (Home)	
12/1/08	Movie/Guest Coach: TBA	Observation (TBA)	<u>Due: Informational Interview Journal (WebCT)</u>
12/8/08	“Goalkeeping”: <u>Summing Up</u>	<b>Integrative Presentation</b> (Russell)	<u>Due: Integrative Paper (WebCT)</u>
<b>12/15/08** Mon!! 12- 3pm</b>	“ <b>Finals</b> ”: <b>FINAL EXAM</b>	<b>Exam</b> (Russell)	<u>Review: Chapters THREE – SEVEN</u>

\*Everyone, except: Dylan (**Wed, 10:10**), Alana (**Wed, 12:20**) and Jeffrey (**Thu, 9:30**), who are in **Creswell TV Lounge**

\*\*Dates **outside of regular class schedule** and/or **in a different venue**

## COURSE REQUIREMENTS

### Attendance

- You **MUST** be present on **the Assessment and exam/presentation days**. **If you miss Assessment Day, you will be automatically DROPPED from the course. If you miss an exam or presentation day, you will receive a ZERO for the exam/presentation, unless there is a documented medical emergency, in which the instructor will arrange a make-up.**
- You are permitted a maximum of two unexcused absences. More than two absences will result in your inability to receive Extra Credit to make up for missed assignments.
- In order for an absence to be considered excused, you must provide documentation. You may submit work for Extra Credit to make up for excused absence(s).
- If you are more than 10 minutes late to class or if you leave before class ends more than twice, the third time and beyond will count as an absence.

### Participation

Active engagement in this course is required for you to receive its full benefits. You will be asked to work in groups in particular assignments and will be encouraged to join the discussions in the class. **You will receive up to 10 participation points will for each scheduled class meeting, depending on your involvement in classroom discussions.** 150 points of the final grade is determined through instructor evaluation of class room participation and contribution. **You cannot participate if you are not present!** Active participation in each class meeting is essential and will be evaluated 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. This does not mean dominating discussion or using a lot of words to say little [10 points].
- **SATISFACTORY:** Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation [5-8 points].
- **MINIMAL ACCEPTABLILITY:** Passive participation including being present, awake, alert, attentive, but not actively involved [3-5 points].
- **UNSATISFACTORY:** Uninvolved including being absent, more than 10 minutes late, present but not attentive, sleeping, making irrelevant contributions that inhibit the progress of the discussion [0-2 points].

### Individual Skill Tests (25 points each)

You will complete a total of 6 Skill Tests throughout this course for a total of 150 points. Each Skill Test will consist of multiple choice, matching and/or short answer/paragraph questions related to the assigned reading. There will be a link on WebCT for you to submit the Skill Test **prior** to the beginning of class, for which the reading is assigned.

## Event Journals (50 points each)

You will submit 4 Event Journals as part of this course. Guidelines:

- 3-4 pages, double-spaced, 1" margins
- 12 point Times New Roman font
- Proofread for spelling and grammatical errors
- Paragraphs of about 5-6 sentences
- Logical sequence: Intro -> Body -> Conclusion

Submit them via a link on WebCT prior to the beginning of class on the assigned due date.

Career Fair Journal – You will not have class the week of the Fall Career Fair, so you must attend it for at least 2 hours and write a paper documenting your experiences. This activity will allow you to learn more about careers of interest from actual employers. If there is a scheduling conflict, you must provide Instructor with documentation at least a week in advance. You will then select one of the Career Seminars that fits your schedule and interests to complete this assignment.

**Career Fair:** Dress professionally for the Fall Career Fair. You may choose to attend “How to Prepare for a Career Fair” workshop prior to the event (see Extra Credit for details). In the Journal, document your experience at the Career Fair: What have you learned from speaking with different employers? What have you observed, and how it will—or will not—affect your career decision-making process? Describe your experiences with at least 2 employers, detailing how each job both meets *and* does not meet your own personal career goals and aspirations. Include the names of representatives and organizations in your Journal. Furthermore, you must obtain at least 2 business cards and bring them.

**Career Seminar:** Dress professionally for the Career Seminar. Each seminar is two hours long and you are expected to attend for the entire time. Speak with at least one panelist to get additional information and obtain her/his name & business card. Document what you learned and observed during the panel discussion. Include in your paper ALL the panelists’ names and the nature of their jobs. Document your thoughts about what was discussed. Describe how the careers mentioned meet *and* do not meet your personal goals and aspirations.

Assessment Journal – Reflect on your experience completing the various assessments on Assessment Day. Discuss both assessments, including the results! Questions to ponder: Do you agree with the assessment of your interests and personality? Does it match your self-perception? How well did the assessments predict careers that you are interested in? Are there other careers that match your interest areas and personality that you find appealing? Do you think that the results of these assessments will affect your decision-making process regarding your career? In addition, **you are required to have one session with a career counselor to discuss your assessment results** and relay your experience in a separate, Career Consultation Journal (see next page).

Career Consultation Journal – On September 29, a representative from the Center for Counseling and Personal Evaluation (located on the 4<sup>th</sup> floor in Aderhold Hall) will visit our class to sign you up for your Career Consultation session. Be sure to **bring your planner** to class that day! Following the session, you will document your experience in this Journal.

Informational Interview Journal – Allows you to familiarize yourself with a particular career/employer. The interview can be with someone who is currently employed in the field, or with a professor or graduate student, who is associated with a major or department related to the field. This person *cannot* be your relative. See pp. 126-127 in your textbook for guidelines.

**Exams (200 points each)**

There will be 2 examinations; they will cover your textbook readings, in-class discussions, and related out-of-class activities. The exams will consist of multiple choice questions, short answers, and/or matching. Exams must be taken at the scheduled time. Make-up exams will only be given in the event of a documented medical emergency.

**Integrative Paper and Presentation (100 points for both)**

Near the end of the semester, you will submit a comprehensive paper that documents your career journey throughout the semester. It should be 5-6 pages long, follow the same format as the Event Journal, and focus on how your opinions and goals regarding your future career/major have—or have not—changed throughout the semester. You should discuss where you were in your decision-making process in the beginning of the class, where you are now, and your goals for the future. The paper should include how the different experiences in class—your assessment results, career fair experience, class discussions and readings—helped shape where you are now.

Oral presentation (5 minutes maximum) should include only the highlights of the paper so that everyone has the chance to share. This is done not only out of respect for your classmates' time; it also cultivates your ability to state complex ideas clearly and succinctly. You are encouraged to use visual aids, but NOT PowerPoint. You must submit a hard copy of the Integrative Paper on the day of the presentation (last day of class).

**Extra Credit (10 pts each):**

Write a brief paper (about 1 page) about the event you attended and submit it via e-mail to [orlov@uga.edu](mailto:orlov@uga.edu)

Student Employment Fair	Aug 22, 1-5pm	Ramsey Volleyball Arena
How to Prepare for a Career Fair	Sept 11, 6-8pm	SLC, Rm 101
TBA	TBA	TBA

Please continue to check WebCT for other opportunities. You may also contact the Instructor if you find an event that may qualify.

## Grading Criteria

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

Classroom Participation	150 points
Individual Skill Tests (6x25)	150 points
Event Journals (4x50)	200 points
Exams (2x200)	400 points
Integrative Paper+Presentation	100 points
<b>Total Possible Points</b>	<b>1000 points</b>

## Grading Procedures and Policies

<b>A</b>	94-100	=	940-1000 points
<b>A-</b>	90-93	=	900-939
<b>B+</b>	87-89	=	870-899
<b>B</b>	84-86	=	840-869
<b>B-</b>	80-83	=	800-839
<b>C+</b>	77-79	=	770-799
<b>C</b>	74-76	=	740-769
<b>C-</b>	70-73	=	700-739
<b>D</b>	65-69	=	650-699
<b>F</b>	64 and below	=	649 and below

- Assignments, journals and classroom activities will count toward your grade in this course. You must be sure to turn in all assignments prior to class time on the dates that they are due. As a general rule, I will NOT accept late assignments, excepting for special circumstances, which must be communicated to me in writing (e.g., via official e-mail). There will be several announcements made about receiving Extra Credit in order to alleviate missed opportunities to accrue points.
- This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The latest version is available on WebCT.
- Examinations must be taken at the scheduled time. Make-up exams will only be given in the event of a documented medical emergency.
- Final Exam Policy: No time and date departures from the examination schedule will occur without prior approval of the dean of the school or college and the Vice President for Instruction. Each instructor has the authority to design and administer the final examination in whatever manner is appropriate. “University policy requires that final examinations be held for courses as scheduled and listed in the University final examination schedule for each semester.”
- Diversity: Diversity in the student population and workforce is highly valued at UGA. Whenever possible, class topics and discussions will be approached from a diverse perspective.
- Disability: If you require any academic accommodations due to a disability please see the instructor the first week of classes. To receive accommodations, you must be registered with the Disability Services Office on campus.