

EDCP 108C SYLLABUS

Spring 2016, Section 0101

Tuesdays 9:00 – 10:50 am

Meets from February 2, 2016 through April 5, 2016

Benjamin Building Room 3233

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Office Hours: by appointment only

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COURSE DESCRIPTION: This ten-week course is designed to help students decide on an academic major or confirm a choice they already have made. Through a variety of learning modes (lecture, small group discussion, assessment instruments, and experiential activities), students' interests, values, and skills are explored to assist in making the best decision. Students are expected to participate fully in all activities and assignments in order to realize course objectives.

COURSE OBJECTIVES: As a result of having fully participated in this course, each student should:

1. understand how individual interests, values, and abilities relate to the process of choosing a major;
2. identify at least 1-2 majors that are congruent with individual interests, values, and abilities;
3. understand the importance of, and have begun to develop a support system for, major/career decisions;
4. understand various decision-making and learning styles, and articulate what constitutes effective decision-making for him/herself;
5. have declared a major and/or developed a "Next Steps Plan" toward choosing a major/career path.

ACADEMIC INTEGRITY: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>.

Academic dishonesty includes:

- (a) **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (b) **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- (c) **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this Code.

(d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise."

Any student who engages in academic dishonesty will receive an F (0 points) for that assignment and may receive an F for the class. All instances of academic dishonesty will be reported to the Office of Judicial Programs for additional resolution.

CONFIDENTIALITY: While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President's Designee, the University's Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President's Designee, but are required by law to make reports to Child Protective Services.

EVALUATION CRITERIA: Attendance and punctuality matter! Since this is a ten-week course, attending class, completing activities outside of class and participating in class are crucial. Points will be deducted from the final grade for each unexcused absence and for tardiness. In fairness to all students, only extreme circumstances (e.g., illness with written doctor's excuse, death in family, hospitalization, religious observances) will result in excused absence or delayed deadlines for assignments. **Any student who has more than one unexcused absence will fail this course.** Any requests for excused absences or deadline extensions must be negotiated with the instructor. Students are expected to come to class fully prepared and to participate in class activities and discussions.

Assignments will be due and/or collected in class at the beginning of that class. Assignments not handed in **at the beginning of class** will be considered late and 10 percent will be deducted from the grade and for each additional day (including weekend days). The student is responsible for seeing that the instructor has received all assignments; the instructor is not responsible for assignments submitted outside of class (e.g., to the instructor's office, mailbox, or emailed). All papers must be typed, double-spaced, and written with proper spelling and grammar. Poorly written assignments will receive lower grades regardless of the content; grammar and spelling matter.

Grades will be based on the following point system:

Class participation	100	A = 360-400
Career snapshot	25	B = 320-359
Applying SCCT	25	C = 280-319
Influential Person Interview	75	D = 240-279
Majors exploration project	75	F= < 240
<u>Final Presentation</u>	100	
TOTAL POINTS	400	

INCOMPLETES AND GRADE DISPUTES: In accordance with University policy and the Undergraduate Catalog, a grade of “I” (incomplete) is assigned only for work that has been of a passing quality throughout the academic term, but which for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. **Students who believe that special circumstances may warrant a grade of “I” MUST discuss this with the instructor BEFORE the last day the class meets.**

For grade disputes, students have ONE (1) WEEK after a paper is returned to schedule and appointment with the instructor to discuss the grade.

EDCP 108C Schedule

(Tentative)

- February 2** – **Introduction to Career Development (Week one)**
- Complete the My Vocational Situation
 - Homework assigned: Career Snapshot
- February 9** – **Identity Development and Decision Making (Week two)**
- Complete the Myers Briggs Type Indicator and Strong Interest Inventory in class
 - Homework Due: Career Snapshot
 - Homework Assigned: Johari Window
- February 16** – **Social Cognitive Career Theory (Week three)**
- Homework assigned: Applying SCCT
 - Homework due: Johari Window
- February 23** – **Ecological View of One’s Career Development: (Week four)**
- Homework Assigned: Influential Person Interview and Genogram
 - Homework Due: Applying SCCT
 - Sign up for individual meetings
- March 1** – **Interests and Strong Interest Inventory Interpretation: (Week five)**
- Homework Due: Influential Person Interview and Genogram
 - Homework Assigned: Majors Exploration Project
- March 8** – **No Class – individual meetings (Week six)**
- March 15** – **No Class – SPRING BREAK**
- March 22** – **Values and MBTI (Week seven)**
- Complete Values Worksheet in class
 - Homework Assigned: Complete the on line assessment of Character Strengths
- March 29** – **Skills and Strengths (Week eight)**
- Homework Due: Majors Exploration Project
 - Bring your Top Character Strengths
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- April 5** – **Exploring the Testing Center (Week nine)**
Complete SDS

April 12

Next Steps, Moving On Week Ten)

- Final Presentations
Complete the My Vocational Situation

HOMWORK ASSIGNMENTS

This class requires you to complete several homework assignments, which 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 for your own personal benefit.* 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. Each assignment is *due in the beginning of the class*. Late submission is not acceptable unless legitimate reason is provided. You are highly encouraged to (but not required to) collect all of the course assignments and materials in a personal binder/folder throughout the class so that by the end of this class you will have your **personal career portfolio** for future reference.

Grammar, punctuation, and spelling matter! Please proofread your papers. For the 2 page writing assignments, you will receive an extra 5 points of extra credit added to your final grade if you provide documentation that you had your paper reviewed by the Writing Center (301.405.3785; 0125 Taliaferro Hall).

CAREER SNAPSHOT: Due February 9, 2016

In 1-2 double spaced pages, write a "snapshot" of where you are in your career development. Answer the following questions: What is your burning career question right now? What questions have you already answered? What are you thinking in terms of careers/majors? What would you like to get out of this class?

APPLYING SCCT: Due: Due February 23, 2016

In 1-2 double spaced pages, refer back to your 2 lists of 3 careers from the beginning of class. Apply the Social Cognitive Career Theory, and outline your sources of self-efficacy for each of the jobs you listed. In other words, why do you think that you could or could not do those jobs? What is your evidence from performance accomplishments, vicarious experience, emotional arousal, and social persuasion?

INFLUENTIAL PERSON INTERVIEW AND GENOGRAM: Due February 23, 2016

You will choose at least one family member from an older generation to give you information about how s/he made career decisions, what obstacles were present, what resources were available, the values s/he used, what the person might do differently looking back, and any wisdom for you. Turn in a summary write up of the information you learned, including surprises, similarities, and differences for your own experience. (3 pages max). As part of this draw your family genogram. Include gender, age, and occupations. The genogram should include your core and extended families that cross three generations (e.g., parents, siblings, grand-parents, uncles, aunts, and significant individuals who may not be related biologically). You can use an online genogram template and draw it on your computer or draw it by hand if you prefer.

MAJORS EXPLORATION PROJECT: Due March 9, 2016

The primary purpose of this project is for you to learn how to gather different types of information for your career decision making – specifically, information about majors. The secondary purpose is for you to begin to consider which majors best fit your interests, values and skills. You will gather information about one or two majors, and complete a series of questions outlined on a worksheet that will be handed out in class. You will also include a list of the sources of your information. This project requires longer time than previous homework assignments. Thus, you are advised to start this assignment as early as the worksheet is given to you.

FINAL PRESENTATION: Due April 5, 2016

The Final Presentation for EDCP 108C asks you to **integrate and synthesize** all that you have learned about yourself this semester and how you have applied that learning to the process of deciding upon a major/career. Your grade will depend upon how thoroughly and thoughtfully you tie this information together in a power point presentation format. Your presentation to the class should be no longer than 15 minutes with five minutes for questions from your classmates. There is no flexibility around the date for this presentation. In your presentation: make sure to integrate and discuss the following:

- 1) **Results of the assessments** you completed, which included:
 - a. STRONG INTEREST INVENTORY. This instrument produced a two- or three-letter code from six occupational “types” (R, A, I, S, E, C) that helped you to identify careers and academic majors that were similar to your code.
 - b. Values Worksheet. This activity was designed to help you identify and prioritize values that are important to you in your work/career.
 - c. Myers-Briggs Type Indicator. This instrument produced a four-letter code that helped you identify your personality type.
 - d. Character Strengths Assessment. This on-line assessment provided you with a list of your top strengths.
 - e. Self Directed Search

- 2) **Class Activities & Assignments**. Class activities and homework assignments were used to help you learn about yourself, gain information about careers and academic majors, and acquire skills to help you be successful in the process of choosing a major/career. Examples of such activities are the Career Snapshot, Applying SCCT, quick writes, Family Genogram, Majors Exploration Project, etc. You should review all class activities and their corresponding discussion questions, materials distributed, notes you took, and your homework assignments and incorporate important observations and learning into your paper.

- 3) **Class discussions**. In your presentation, creatively address how well you did in terms of meeting your goals. Where were you in the beginning of the class? Where are you now? If you met or exceeded your goals, what contributed to that success? If you did not, what kept you from achieving your goal(s) and how will

you revise your plans accordingly? Were any class discussions particularly helpful?

Do not reiterate the results of each test and assignment, **rather, look for common patterns, themes, characteristics, and traits** throughout the assessments, homework, and classes. The purpose of this activity is to **integrate and synthesize in a creative way**. **Ground your conclusions with examples** in your daily life. If information is contradictory, simply state what the nature of the contradiction is and tell which way you see yourself and why. Be creative!

You may include additional items if they were particularly meaningful or helpful to you.