



FLORIDA STATE UNIVERSITY
Educational Psychology & Learning Systems, College of Education

*Instruction that moves, leadership that inspires,
scholarship that makes a difference for the 21st century.*

Student Syllabus, Monday/Wednesday, Spring 2016

A. Course Prefix, Number, Title & Credits

SDS 3340 – Introduction to Career Development (1-3, variable credit)

Class Location: The Career Center, Dunlap Success Center (DSC), Room 2208

B. Prerequisites or Co-requisites

Enrollment is open to any student in the University. A sincere interest in engaging in a broad range of educational and career development activities, including research about the changing nature of work, should be the primary factor considered in deciding to enroll in the course.

C. Objectives/Description

The two purposes of this syllabus are (1) to orient students to the learner outcome goals of the course and the related instructional strategies, and (2) to inform faculty, students, and other professionals about the history of this course.

Introduction to Career Development is a systematically designed course based on the cognitive information processing (CIP) theory for career problem solving and decision making developed at FSU, incorporating modularized multi-media instructional materials. The course is designed to inform students about career planning and management interventions and to accommodate students at different levels of decidedness about their career aspirations. Lectures, small group activities, electronic media, computer-based career guidance systems, outside projects, and readings constitute a sample of the techniques used to deliver instruction in the course. In addition, one-to-one consultations with course instructors and personnel in the Career Center are encouraged.

SDS 3340 Introduction to Career Development is a joint venture of several FSU units, including the Department of Educational Psychology & Learning Systems (Psychological & Counseling Services program), the Career Center, and the Division of Undergraduate Studies. The Career Center Library and other Career Center resources are fully integrated into the course, and the Career Center offers access to resource materials which contain information on various aspects of occupational choice, e.g., families of occupations, job outlook information, decision-making models. Students completing the course will directly experience more than 50 career interventions.

Why Is The Course Needed?

Career planning and management is a relatively recent social invention. For hundreds of generations, from the time of cave dwellers to the early years of industrial society, there was very little freedom of choice in occupational selection. Sons of farmers became farmers, sons of miners became miners, sons of factory workers became factory workers, and the daughters of all three became housewives and mothers. But in the last 100 years society has undergone drastic changes. Contemporary Americans have thousands of different occupations from which to choose. In just a little over a century we have gone from a no choice or limited choice situation to a point where the sheer multitude of possibilities often makes the process of choosing an occupation very frustrating, time consuming, and haphazard. Individuals will likely go through the career decision making and problem solving process many times over their lives. This course is designed to increase the likelihood that individuals will successfully navigate the challenges they face when making career choices in a complex, global economy.

Introduction to Career Development is designed to meet the professional training needs of students majoring in human services, education, human resource management, and related fields. It is also offered as a service course for individuals wishing to develop personal skills in career planning and management.

Career management and planning involves more than just helping persons choose or enter an occupation. It also includes self-assessment of interests, values, and skills, understanding the steps in career decision making, and learning the necessary employability skills to obtain and keep a job once a choice has been made. The basic mission of this course is to provide an opportunity for students to learn about and develop the necessary skills to assist other persons or themselves in all areas of life/career planning. This purpose may be broken down into the following general goals for the course.

The Goals of this Course are to Enable Students to:

1. see individuals as purposefully responsible and active in the life/career planning process and to develop skills for increasing such behavior in others and themselves;
2. understand how personal characteristics, e.g., interests, values, and skills, influence career development;
3. become oriented to the socioeconomic world of work as it impacts individual and family career systems;
4. identify appropriate academic major and/or occupational alternatives in relation to personal characteristics;
5. learn about and use a variety of information resources to explore academic major or occupational options;
6. understand career development theories and use decision-making skills for life/career planning and management;
7. learn about and use job-hunting skills needed for employment;
8. formulate action plans and strategies for moving oneself or other persons toward implementation of life/career goals.

D. Required Texts, Readings, and/or other Resources

Career Development and Planning: A Comprehensive Approach (4th ed.), by Drs. Robert Reardon, Janet Lenz, James Sampson, and Gary Peterson, is the textbook for SDS 3340. Kendall-Hunt publishes it. Online information about this text can be found at:

<http://www.kendallhunt.com/reardon/>

Copies are available through the Florida State and Bill's Bookstores. The text is used extensively in the class and all students enrolled in the class need to have their **own** copy and bring it to all class meetings. Most occupational information and reference materials used in the course are available in the Career Center Library, other educational or public libraries, and online.

E. Topical Course Outline—see attached at end

F. Teaching Strategies

The class will meet two or three times a week during the academic year (summer course sections follows a different schedule). Course activities include self-directed study, completion of written assignments, reading of current literature on career planning, and participation in class discussion and open-ended small group discussion. Lectures, guest speakers, and panel presentations will also be used. The course is divided into three units, each with one hour of credit: (1) Career Concepts and Applications, focusing on self-assessment, occupational exploration, and decision making; (2) Social Conditions Affecting Career Development, focusing on social, economic, family, and organizational changes affecting careers; and (3) Implementing a Strategic Career Plan, focusing on employability skills and strategies for implementing academic/career development plans.

The course is team-taught by several instructors with professional interests and expertise in career development. A variety of guest speakers will also meet with the class. One team member serves as the instructor-of-record (“lead instructor”); one instructor is identified as a primary contact person for each student enrolled. Lead instructors will post their office hours and other instructor office hours will be by appointment.

Performance Contract

During the first week of class all students enrolled will complete a performance contract in consultation with a course instructor. Credits of 1 to 3 hours covering units I, II, and/or III may be elected, depending on student interests and instructor consent. A summary of the academic year performance contract is included in this syllabus (the summer course offering differs slightly).

G. Field/Clinical Activities N/A

H. Expectations/Attendance

Students in SDS 3340 are expected to attend each class, arrive on time, share their views about life/career issues, and to participate in class discussions. Students are also expected to respect persons with views that are different from their own and to be courteous in class discussions. This includes attentive listening and not interrupting other speakers. Students are expected to avoid engaging in behavior that is disruptive to fellow students, instructors, or guest presenters, i.e., turn-off cell phones and related media devices during class. Students may bring computers to class for note taking purposes only. Any other use of a computer or related device is not permitted once class begins, unless the instructor chooses to use them as part of a class activity. Be aware that university policy prohibits food and beverages in classrooms in order to protect floor coverings and equipment.

University Attendance Policy

“Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.”

Sexual Harassment Policy

“Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.”

Course Expectations

I. Grading/Evaluation Criteria

Grades in this course reflect student accomplishments and contributions, without regard to the performance of other students. A letter grade is assigned based on the accumulated points for the unit(s) that students complete. The plus/minus grading option is used in the class. It should be noted that Incompletes are given in only the most exceptional cases, and rules governing "I's" are found in the *FSU Bulletin* (<http://registrar.fsu.edu/bulletin/undergrad/>). (Rules for dropping courses are also quite explicit and should be followed for this course.) Papers turned in late are accepted with reservations, and will typically reduce points awarded by 5% per class meeting after the due date. Test make-up dates will be considered only if arrangements are made with the instructor **before** the scheduled examination and a valid, written excuse is provided. All due-dates for course projects are identified in the **Schedule of Activities and Assignments**. Procedures for assigning letter grades are described in the **Performance Contract Summary**.

J. Honor Code

“The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.”

K. ADA Requirements

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
 874 Traditions Way
 108 Student Services Building
 Florida State University
 Tallahassee, FL 32306-4167
 (850) 644-9566 (voice)
 (850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

L. Syllabus Change Policy

“Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”

M. Bibliography

Reardon, R. C., Lenz, J. G., Sampson, J. P., Jr., & Peterson, G. W. (2012). *Career development and planning: A comprehensive approach* (4th ed.). Dubuque, IA: Kendall Hunt.

FSU Civility Statement

The Florida State University is a diverse community with a longstanding tradition of respect for the dignity and worthy of each person. We recognize the importance of disagreement and informed debate for a dynamic learning environment, we also expect each member of our community to embrace the values of civility and ethical conduct and share in the responsibility to promote these values. Uphold the Garnet and Gold by demonstrating respect for ourselves and others, taking responsibility for yourself and those around you, and reflecting the values of Florida State.

History of Course

This course evolved through a number of revisions from BSA 415--Career Planning and Occupational Choice. The original course was conceived in 1966 by Dr. John Lee as a result of a speaking engagement at a Society for the Advancement of Management meeting at Arizona State University. This experience, coupled with his previous experiences as a college recruiter for industry, led Dr. Lee to begin working with Dr. William Anthony in 1969 to develop a series of career seminars for students which developed into BSA 415. Dr. Anthony's background in vocational education and workforce planning added a very important perspective to the course.

During the summer of 1972, Drs. Lee and Anthony were recipients of an FSU Council for Instruction grant to revise BSA 415. In conducting the revision they consulted extensively with Dr. Robert Reardon of the University Counseling Center, Dr. Robert Stakenas of the Division of Instructional Research and Service, and Mr. Robert Shoemaker who directed the Career Planning and Placement Center. Lee and Anthony (1974) described this work in the *Journal of College Placement*.

During the Fall Quarter, 1973, in order to further accentuate the interdisciplinary nature of the course, discussions were held with the Vice President for Student Affairs regarding that division assuming the primary responsibility for offering the course. The Vice President enthusiastically responded and an agreement was reached whereby the director of the Career Planning and Placement Center would assume the prime responsibility for the course beginning in Spring Quarter, 1974, with continuing support provided by the School of Business.

Early in the summer of 1974, a further revision of the course was proposed by Mr. Robert Shoemaker and Dr. Robert Reardon in consultation with Dr. John Furman and Ms. Cathy Bennett. Reardon, Furman, and Bennett were all associated with the newly created Academic and Career Advising Services program in the University and agreed to assume a primary role in this revision and subsequent offerings of the course. In this revision, heavy emphasis was placed on a careful instructional design of the course incorporating the multi-media career development resources available through the new Curricular-Career Information Service developed and supervised by Dr. Reardon. Dr. John Furman, a specialist in instructional design, worked with Ms. Cathy Bennett, a student in Counselor Education, for approximately three months to develop the revised course which was offered for the first time in the Winter Quarter 1975. The course, cross-listed through Counseling and Human Systems in the College of Education was offered as BSA 319/PCB 319: Career Planning.

Further revision of the course was undertaken during the summer of 1975 based on data obtained during the winter and spring offerings of the course. The course was extensively revised in August 1977 and August 1980. An article (Reardon & Regan, 1981) based on SIRS evaluations reported very positive student evaluations of the course, especially the course organization and the level of student-instructor interaction.

Another revision of the course was undertaken in late 1984 and continued through 1986. The purpose was to enrich class activities and broaden the conceptual base of the course with regard to individual, career, and family systems. At the invitation of Catalyst, the national not-for-profit organization that works with corporations, institutions, and individuals to develop career and family options, Ms. Dumont Gerken and Dr. Reardon incorporated materials from the Catalyst Campus Resource into MAN 3935 Career Planning (Gerken, Reardon, & Bash, 1988).

In 1987 the course was expanded to seven sections offered through the Colleges of Business, Education, Social Science, and Arts and Sciences. The Department of Human Services and Studies was the academic home for the course, and offered two sections primarily for Rehabilitation Services and undecided majors. One section (management) was available to any major, three sections were primarily for political science, social science, and economic majors, and one section was for arts and sciences students. Because the course was supported by the College of Education and required in the Rehabilitative Services undergraduate major, the course prefix, number, and title were changed for Fall 1989 to EGC 3000 Introduction to Career Development. In the Fall of 1993, the course prefix and number were changed to SDS 3340 to comply with Florida university system common course numbering requirements.

The most recent revision of the course, begun in 1993 and completed in 1999, involved the development of the first (2000) edition of the text, followed by the second (2006), third (2009), and fourth (2012) editions. This work featured the application of CIP Theory in career problem solving and decision making and was developed by a team of researchers at FSU. Articles (Reardon & Wright, 1999; Reed, Reardon, Lenz, & Leierer, 2001) highlighting this approach were published, and a five year follow-up of the course impact was reported by Folsom, Reardon, Peterson, & Mann (2005). Other publications related to the course are shown below.

References

- Bertoch, S. C., Lenz, J. G., Reardon, R. C., & Peterson, G. W. (2013). Goal instability in relation to career thoughts, career decision state, and performance in a career course. *Journal of Career Development*. doi: 10.1177/0894845313482521
- Folsom, B., Peterson, G., Reardon, R., & Mann, B. (2004-2005). Impact of a career-planning course on academic performance and graduation. *Journal of College Retention*, 6, 461-473.
- Gerken, D., Reardon, R., & Bash, R. (1988). Revitalizing a career course: The gender roles infusion. *Journal of Career Development*, 14, 269-278.
- Lee, J., & Anthony, W. (1974). An innovative university career planning course. *Journal of College Placement*, 35, 59-60.
- Reardon, R., Leierer, S., & Lee, D. (2007). Charting grades over 26 years to evaluate a career course. *Journal of Career Assessment*, 15, 483-498.
- Reardon, R. C., Melvin, B., McCain, M-C., Peterson, G. W., & Bowman, J. (2015). The career course as a factor in college graduation. *Journal of College Student Retention*, 17(3), in press.
- Reardon, R., & Regan, K. (1981). Process evaluation of a career planning course. *Vocational Guidance Quarterly*, 29, 265-269.
- Reardon, R., & Wright, L. (1999). The case of Mandy: Applying Holland's theory and cognitive information processing theory. *The Career Development Quarterly*, 47, 195-203.
- Reed, C., Reardon, R., Lenz, J., & Leierer, S. (2001). A cognitive career course: From theory to practice. *The Career Development Quarterly*, 50, 158-167.
- Vernick, S., Reardon, R., & Sampson, J. (2004). Process evaluation of a career course: A replication and extension. *Journal of Career Development*, 30, 201-213.

Performance Contract Summary

This course may be taken for variable credit (1, 2, or 3 hours) and it may be repeated up to 3 hours maximum credit. The three credit/unit options are described below. This contract is to be negotiated between a course instructor and student during the first 4 weeks of the course. The learning activities listed under each unit below will complete objectives for the unit. An asterisk (*) indicates that the learning activity was also assigned in a previous unit and does not have to be repeated. Plus/minus letter grades are assigned on the basis of the percentage of points earned for the course units contracted, e.g., A = 90-100% of 653 total possible points for 3 units (see Table below).

Unit I: Career Concepts and Applications, 1 hour (251 points)

- _____ Class Participation (10)
- _____ Attendance (26)
- _____ Chapter 1 Quiz (10)
- _____ Career Field Analysis (100)
- _____ Autobiography (20)
- _____ Self-Directed Search Interpretive Report (10)
- _____ FSU Career Portfolio Skills Activity (10)
- _____ SIGI³ Computer Feedback Form (10)
- _____ FOCUS 2 Computer Feedback Form (10)
- _____ Career Thoughts Inventory (10)
- _____ Individual Action Plan (10)
- _____ Unit I Performance Test (25)

Unit II: Social Conditions Affecting Career Development, 1 hour (187 points)

- _____ Class Participation (10)
- _____ Attendance (12)
- _____ *Career Field Analysis (100)
- _____ *Autobiography (20)
- _____ 2 Information Interviews (20)
- _____ Unit II Performance Test (25)

Unit III: Implementing a Strategic Career Plan, 1 hour (215 points)

- _____ Class Participation (10)
- _____ Attendance (20)
- _____ *Autobiography (20)
- _____ Strategic Academic/Career Plan Project (100)
- _____ Resume (15) and Cover Letter (5) [Final copies]
- _____ *2 Information Interviews (20)
- _____ Unit III Performance Test (25)

Optional Course Activities

- _____ Research Participation (variable points depending on activities)
- _____ FSU Portfolio Skills Extra Credit Activity (a maximum of 15 points per extra credit option)
- _____ Extra credit career learning activity (5 points)

SDS 3340 Plus/Minus Grade Distribution Range Table

	A	B	C	D
Letter +	-----	568-587	503-521	438-456
Letter Only	607-653	542-567	477-502	411-437
Letter -	588-606	522-541	457-476	392-410

SDS 3340 INTRODUCTION TO CAREER DEVELOPMENT
Schedule of Activities & Assignments
Spring 2016 M/W

UNIT I, Career Concepts and Applications
(1/06/16-2/22/16)

INTRODUCTION TO THE COURSE

Class 1. WEDNESDAY 1/06/16

Orientation and Course Management Procedures

Assignments:

Read Syllabus and get familiar with course schedule by 1/11/16
 Complete the Performance Contract by 1/11/16
 Purchase Text by 1/11/16
 Read Text Ch. 1 by 1/11/16; review Chapter Study Guide to prepare; see **Appendix B**

Class 2. MONDAY 1/11/16

Group Process and Personal Goals

Due Today:

Completed reading Text Ch. 1
 Completed Performance Contract
 Text purchased

Assignments:

Start writing your Autobiography (Due 2/01/16); see **Appendix C**
 Read Text Ch. 2 on values by 1/13/16; review Chapter Study Guide to prepare
 Prepare for Quiz on Text Chapter 1 by 1/13/16

SELF KNOWLEDGE DOMAIN

Class 3. WEDNESDAY 1/13/16

Values Clarification

Due Today:

Completed reading Text Ch. 2 on values
 Quiz on Ch. 1

Assignments:

Read Text Ch. 2 on interests by 1/20/16; review Chapter Study Guide to prepare

NO CLASS! MONDAY 1/18/16

MARTIN LUTHER KING DAY

Class 4. WEDNESDAY 1/20/16

Exploring Interests

Due Today:

Completed reading Text Ch. 2 on interests

Assignments:

Complete the Self-Directed Search (SDS) Assessment Booklet by 1/25/16
 Read Text Ch. 2 on skills by 1/25/16; review Chapter Study Guide to prepare

Class 5. MONDAY 1/25/16

Skills Identification

Due Today:

Completed reading Text Ch. 2 on skills
 Completed SDS Assessment Booklet

Assignments: Read Text Ch. 3 by 1/27/16; review Chapter Study Guide to prepare
 Complete the FSU Portfolio Skills Activity by 2/08/16

OCCUPATIONAL KNOWLEDGE DOMAIN

Class 6. WEDNESDAY 1/27/16

Developing Information about Options

Due Today:

Completed reading Text Ch. 3

Assignments:

Career Field Analysis (CFA) Assignment (Due 3/16/16); see **Appendix E**

Complete the CFA Worksheet on page 267 or 269. These are due at the time of the scheduled instructor conference. Use 2 Computer-Assisted Career Guidance Systems (SIGI³ **AND** FOCUS 2); complete Computer Feedback Forms by 2/29/16; see **Appendix M**

Class 7. MONDAY 2/01/16

Career Center Tour or Scavenger Hunt

Due Today:

Autobiography

Assignments:

Complete the Career Thoughts Inventory (CTI) by 2/03/16

Class 8. WEDNESDAY 2/03/16

Career Center Tour or Scavenger Hunt

Due Today:

Completed CTI Profile

Assignments:

Read Text Ch. 4 by 2/08/16 review Chapter Study Guide to prepare

DECISION SKILLS DOMAIN

Class 9. MONDAY 2/08/16

Decision Making

Due Today:

Completed reading Text Ch. 4

FSU Portfolio Skills Activity

Assignments:

Review example of an Individual Action Plan (IAP) in the text; see **Appendix G**

Work on a draft (pencil) IAP for use in your Instructor Conference

Class 10. WEDNESDAY 2/10/16

Instructor Conferences--No Class Meeting

Due at Instructor Conference:

Completed Reading of SDS: Interpretive Report

CFA Worksheet

Draft IAP (Final version due on 2/17/16)

Assignments:

Read Text Ch. 5 by 2/17/16; review Chapter Study Guide to prepare

Class 11. MONDAY 2/15/16

Instructor Conferences--No Class Meeting

Due at Instructor Conference:

Completed Reading of SDS: Interpretive Report

CFA Worksheet Draft

Draft IAP (Final version due on 2/17/16)

Assignments:

Read Text Ch. 5 by 2/17/16; review Chapter Study Guide to prepare

EXECUTIVE PROCESSING DOMAIN

Class 12. WEDNESDAY 2/17/16**Exploring Metacognitions****Due Today:**

Completed reading Text Ch. 5
 Final Version of Individual Action Plan (IAP)

Assignments:

Prepare for Unit I Quiz on Text Chapters 1-5

Class 13. MONDAY 2/22/16**Quiz on Unit I****Assignments:**

Read Text Ch. 6 by 2/24/16; review Chapter Study Guide to prepare

**UNIT II, Social Conditions Affecting Career Development
 (2/24/16-3/21/16)**

Class 14. WEDNESDAY 2/24/16**Careering in a Changing World****Due Today:**

Completed reading Text Ch. 6

Assignments:

2 Information Interviews (due 4/04/16); see **Appendix I**.
 Read Ch. 7 by 2/29/16; review Chapter Study Guide to prepare

Class 15. MONDAY 2/29/16**Working in the New Global Economy****Due Today:**

Completed reading Text Ch. 7
 2 Computer Feedback Forms (SIGI³ **AND** FOCUS 2)

Assignments:

Read Ch. 8 by 3/02/16; review Chapter Study Guide to prepare

Class 16. WEDNESDAY 3/02/16**Organizational Culture and Effective Work****Due Today:**

Completed reading Text Ch. 8

Assignments:

Read Ch. 9 by 3/14/16; review Chapter Study Guide to prepare

NO CLASSES! MONDAY 3/07/16 thru FRIDAY 3/11/16**SPRING BREAK****Class 17. MONDAY 3/14/16****Alternative Ways to Work****Due Today:**

Completed reading Text Ch. 9

Assignments:

Read Ch. 10 by 3/16/16; review Chapter Study Guide to prepare

Class 18. WEDNESDAY 3/16/16**Dual Career Panel****Due Today:**

Completed reading Text Ch. 10
 Career Field Analysis (CFA) paper

Assignments:

Prepare for Unit II Quiz on Text Chapters 6-10

Class 19. MONDAY 3/21/16**Quiz on Unit II****Assignments:**

Read Strategic Academic/Career Plan Project assignment in **Appendix J** by 3/23/16
 Read Ch. 11 by 3/23/16; review Chapter Study Guide to prepare

Unit III, Implementing a Strategic Career Plan (3/23/16-4/20/16)

Class 20. WEDNESDAY 3/23/16**Launching an Employment Campaign****Due Today:**

Completed reading Text Ch. 11

Assignments:

Strategic Academic/Career Plan Project (Due 4/20/16); see **Appendix J**
 Read Ch. 12 by 3/28/16; review Chapter Study Guide to prepare

Class 21. MONDAY 3/28/16**Written Communications in Job Hunting****Due Today:**

Completed reading Text Ch. 12

Assignments:

Write Resume and Cover Letter Rough Drafts (Due 4/06/16); see **Appendix K**
 Review section on Job Searching on the Internet in Ch. 12 by 3/30/16

Class 22. WEDNESDAY 3/30/16**Job Hunting on the Internet****Due Today:**

Completed reading Text Ch. 12 section on Job Searching on the Internet

Class 23. MONDAY 4/04/16**Employer Panel****Due Today:**

2 Information Interview Reports

Class 24. WEDNESDAY 4/06/16**Critiquing Resumes and Cover Letters****Due Today:**

Resume/Cover Letter rough drafts

Assignments:

Final version of Resume/Cover Letter (Due 4/20/16)
 Read Ch. 13 by 4/11/16; review Chapter Study Guide to prepare

Class 25. MONDAY 4/11/16**Interpersonal Communications in Job Hunting****Due Today:**

Completed reading Text Ch. 13

Assignments:

Read Ch. 14 by 4/13/16; review Chapter Study Guide to prepare

Class 26. WEDNESDAY 4/13/16**Negotiating & Evaluating Employment Offers****Due Today:**

Completed Reading of Text Ch. 14

Assignments:

Read Ch. 15 by 4/18/16; use Chapter Study Guide to prepare

Class 27. MONDAY 4/18/16**Starting a New Job****Due Today:**

Completed reading Text Ch. 15

Assignments:

Prepare for Unit III Quiz on Text Chapters 11-15 by 4/20/16

Class 28. WEDNESDAY 4/20/16**Quiz on Unit III**

LAST DAY TO TURN IN ALL ASSIGNMENTS**Due Today:**

Strategic Academic/Career Plan Project

Resume/Cover Letter final versions

All other course materials due
