

UNIVERSITY OF RHODE ISLAND – UNIVERSITY COLLEGE FOR ACADEMIC SUCCESS
CENTER FOR CAREER AND EXPERIENTIAL EDUCATION
ITR 300 CAREER PLANNING: CONCEPTS AND SKILLS
J-TERM 2022 SYLLABUS

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Office: 125 Roosevelt Hall
Office Hours: All virtual: By appointment (schedule in Starfish)
Class Meetings: All online in Brightspace site

Course Description and Rationale:

Students in ITR300 will identify personal strengths, interests, and professional values as they relate to career exploration and decision making. This course is designed to increase awareness of the professional decision-making process, exploring career choices, and expanding the understanding of the 21st century world of work. Students will study key career development theories and learn how to integrate self-knowledge into occupational/life decisions and personal goals. Students then will devise and practice strategies to attain these goals.

Prerequisites:

You will need access to a computer with speakers or headphones and a reliable internet connection. If you have any technical problems, please contact the Helpdesk (<https://web.uri.edu/itservicedesk/>). This class does not require any high-level programming or software knowledge. A basic familiarity with Web 2.0 tools (blog, social networks, wiki's) will be extremely helpful. You will be expected to learn any new software we use through your own trial and error and/or through any online tutorials posted by the instructor.

Class Days/Time:

This is an asynchronous online class that students should access via the Brightspace class site. Content will be provided, and assignments will be due based on the course schedule. Please reference the Course Schedule and see each day's instructions.

Course Credit and Expectations: Students will earn 3-credits for completing course requirements as outlined on this syllabus. Since the course is taught online, the reading, video and writing assignments will represent time wise what would normally be expected of a student in regular classroom setting. Since this is a J-Term course that is taught with a condensed schedule, the weekly workload will be significant.

Don't forget to log into Brightspace: Create a calendar reminder to remember to log into Brightspace. I recommend utilizing your URI google email calendar since it should be connected to your phone. Online courses are not suited for all students and are different than in-person classes.

Contacting Your Instructor: Stay connected with me, your instructor. Email is best way to contact me (Douimette@uri.edu). I will respond to all email ideally within 1-2 **business** days. Please be sure to follow appropriate professional communication guidelines:

- Include a subject that relates to the email topic, and includes "ITR 300" in the subject line
Avoid including "URGENT" unless it is a true emergency
- Include a professional salutation, such as "Dear," "Hello," or "Hi"
- Keep the message brief, concise, and to the point
Avoid one word or one-line responses
- Use a professional closing, such as "Sincerely," "Best Regards," "Best," "Thanks," etc.
- PROOFREAD for spelling, grammar and punctuation errors
- Check that any necessary attachments are included

Course Objectives:

- Apply psychological theories to explain how resources and networks influence professional outcomes through course assignments. Focused skills include analytical thinking, conducting research within the Economics Industry, learning to take initiative, interpersonal communication, reflection, and self-assessment.
- Develop effective career tools including a resume, cover letter, LinkedIn profile, networking action plan, elevator pitch, and job/internship search plan.
- Identify personal strengths, limitations, interests, and professional values as they relate to career exploration and decision making and justify action plans.
- Conduct a mock interview to practice and refine crucial interview skills, develop an understanding of career pathways, and participate in a mentor partnership.
- Integrate terms generated through self-assessment, informational interviews, and course material to effectively use Handshake and job resources to locate internships and jobs.
- Identify specific, research-based information and industry professionals' recommendations/content to complete assignments including the informational interview.
- Facilitate the understanding of how important it is to pay attention to the details, since that's what can help you get hired! I will add two bonus points to the final grade of the first person that emails me at Douimette@uri.edu with the text – My attention to detail and work ethic will help me demonstrate my professionalism and the value that I will bring to an employer.
- Establish effective social media presence and professional network via LinkedIn.
- Develop individual *Final Reflection Assignment* that reflects your key learnings based on course content and assignments. Content can relate to career development theory, self-assessment, job search strategies, networking, interviewing, mentorship, and career tools (refined resume, cover letter, informational interview, LinkedIn profile) developed throughout the course as they relate to your field of interest.

Key vocabulary:

- *Content* - articles, videos and presentations that introduce you to some of the essential concepts and career information related to the professional development, recruitment and selection process.
- *Assignments* - materials that you create and submit (e.g., resume, LinkedIn profile, etc.).
- *Original Discussion Post Forums* - Well written and complete answers. Minimum length is one page, 12-point Arial or Calibri font, double spaced.
- *Peer Posts* - opportunities to give and receive constructive feedback from peers. You are required to make one original post to the Discussion Forums and respond to two peers.

Course Materials and Resources:

All required reading, viewing and learning assessments are provided for you free of additional charge within the class on Brightspace and through university resources.

Assignments and Grading Policy:

Original Online Discussion Post Forums (10% / 5% each): These posts represent your attendance/participation and are critical to this course. Minimum length is one page using 12-point Calibri or Arial font with double spacing. For each post, you are expected to respond to the provided prompts with a complete and thoughtful response. You are then expected to provide feedback to at least two (2) of your peers' posts.

Professional Module Worksheets (15% / 5% each): Throughout the semester you will be completing professional development modules, all of which have worksheets associated with them. These module worksheets demonstrate your work of processing through the modules. The module worksheet point distribution is as follows:

- TypeFocus Work Environment Module Worksheet: 5%
- Networking Module Worksheet (Networking Action Plan): 5%
- Job & Internship Search Worksheet: 5%

Resume (10%) and Cover Letter (10%): Important outcomes of this course are for you to create a polished and professional resume and cover letter, as well as an understanding of the role these and other professional documents play in the job search process.

Elevator Pitch (5%): You will develop an Elevator Pitch (30-60 second commercial) that you can use in a variety of situations to introduce yourself, your skills, and career goals. The Elevator Pitch should be in the form of a video.

All-Star LinkedIn Profile (10%): You will create and maintain a LinkedIn profile/account. We will discuss the importance of your online image in class and how employers are using these images to make hiring decisions. Each student will strive to develop the major components of their profile to reach an All-Star Status (see *LinkedIn Rubric*).

Mock Interview (10%): To apply what you learn through the course content and resources, you will meet with me, your instructor to conduct a mock interview. The interview will take place online and you will be asked behavioral based questions in order to practice providing answers that utilize the STAR Method.

Meeting with Instructor (5%): During this meeting you will connect with me, your instructor, to ask questions, review critical content related to your career development, and to explore any other questions or concerns you may have.

Please note: This is in addition to your Mock Interview.

Final Reflection Assignment (25%): The Final Reflection Assignment will reflect your key learnings based on course content and assignments. Content can relate to career development theory, self-assessment, job search strategies, networking, interviewing, mentorship, and career tools (refined resume, cover letter, informational interview, LinkedIn profile) developed throughout the course as they relate to your field of interest.

Final Grades:

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69	D 60-66	F <60	

URI Policies/Resources:

ACCOMMODATIONS AND SERVICES: Any student with a documented disability is encouraged to contact their professor early in the semester to work out reasonable accommodations to support your success in your courses. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098, <https://web.uri.edu/disability/home/accommodations/>.

CLASS ATTENDANCE: Please review the “Class Day/Time” and “Course Credit and Expectations” sections. In the event of an emergency that prevents you from logging in and contributing to class, contact the instructor.

ASSIGNMENTS: All assignments are expected to be completed, on-time and typed. Penalties will be assessed on post-deadline submissions and it is imperative that you contact me if you are unable to submit assignments as scheduled.

ACADEMIC ENHANCEMENT CENTER: The work in this course is complex and intensive. To do the best you can, it’s a good idea to connect with the Academic Enhancement Center (AEC) in Roosevelt Hall. Additional information can be found at <https://web.uri.edu/aec/> or by calling (401) 874-2367.

WRITING CENTER: The Writing Center is for “all writers, all disciplines, at all levels, and all stages of writing.” If an instructor suggests that you go to the Writing Center, it is not a punishment, and does not mean that you are a terrible writer. It means the instructor wants you to receive more individualized attention to your writing than s/he is able to provide, given the constraints of the class. Additional information can be found at: <https://web.uri.edu/aec/writing/>.

ACADEMIC DISHONESTY: All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will receive a 0 for the assignment. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life.

For more information, consult the URI Academic Honesty Procedures: <https://web.uri.edu/studentconduct/academic-honesty-procedures/>.

ANTI-BIAS: Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect and understanding. If you are a target or a witness of a bias incident, you are encouraged to contact the URI Bias Response Team <https://web.uri.edu/brt/> where you will find people and resources to help.

HOLIDAYS: It is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must provide written notification to each instructor.

COVID-19 SUPPORT AND INFORMATION: If you have challenges related to COVID-19 that will affect your participation or success in this course, contact your instructor at Douimette@uri.edu to discuss via email, a phone call, or video meeting. If you would like to access resources to support your mental, physical, and/or emotional health during this unprecedented time, visit the URI Counseling Center website at: <https://web.uri.edu/counseling/during-covid-19/>.

The University is committed to delivering its educational mission while protecting the health and safety of our students. At this uncertain time, those concerns include minimizing the potential spread of COVID-19 within our community. While the university has worked this summer to create a healthy learning environment for all, it is up to all of us to ensure our campus stays that way.

As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe. Students are required to comply with Rhode Island state laws, including the Rhode Island Executive Orders related to health and safety, ordinances, regulations, and guidance adopted by the University as it relates to public health crises, such as COVID-19.

An addendum on policies and guidelines concerning your obligations during this crisis has recently been integrated into the Student Handbook. These obligations include:

- Wearing of face masks by all community members when on a URI campus in the presence of others
- Maintaining physical distancing of at least six feet at all times
- Following state rules on the number of individuals allowed in a group gathering
- Completing a daily health self-assessment also available through the Rhody Connect app before coming to campus
- Submitting to COVID-19 testing as the University monitors the health of our community
- Following the University's quarantine and isolation requirements

If you answer yes to any of the questions on the daily health assessment, do not go to an in-person class. YOU MUST STAY HOME/IN YOUR ROOM and notify URI Health Services via phone at 401-874-2246 immediately.

If you are already on campus and start to feel ill, you need to remove yourself from the public and notify URI Health Services via phone immediately at 401-874-2246 and go home/back to your room and self-isolate while you await direction from Health Services.

Course Schedule and Deadlines (subject to change):

Date	Objectives	Assignments
Day 1: Monday	<ul style="list-style-type: none">• Articulate three career development goals you would like to achieve from this class• Introduce yourself!• Learn about the concept of Growth Mindset	<ul style="list-style-type: none">• Online Discussion Post and 2 peer posts
Day 2: Tuesday	<ul style="list-style-type: none">• Identify models of career development and apply to self.	<ul style="list-style-type: none">• Online Discussion Post and 2 peer posts
Day 3: Wednesday	<ul style="list-style-type: none">• Define self-assessment and its usefulness• Take TypeFocus Personality Assessment• Complete the Work Environment TypeFocus module and worksheet• Use assessment results to identify your four-letter personality code and how your personality relates to occupations• Explore resources used for career research	<ul style="list-style-type: none">• Work Environment TypeFocus Module Worksheet
Day 4: Thursday	<ul style="list-style-type: none">• Create your own unique resume based on guidelines, resources, and samples• Make sure you refer to the Writing the Resume module accessed via uri.edu/career (link in Brightspace content)	<ul style="list-style-type: none">• Resume
Day 5: Friday	<ul style="list-style-type: none">• Understand the importance and key elements of a Cover Letter• Create a Cover Letter customized for a specific opportunity• Make sure you refer to the Writing the Cover Letter module accessed via uri.edu/career (link in Brightspace content)	<ul style="list-style-type: none">• Cover Letter
WEEK 2		<ul style="list-style-type: none">• Meet with instructor
Day 6: Monday	<ul style="list-style-type: none">• Define Networking and how it is useful to you in your career development• Identify current and potential network contacts• Create a customized Networking Action Plan	<ul style="list-style-type: none">• Networking Module Worksheet: Networking Action Plan
Day 7: Tuesday	<ul style="list-style-type: none">• Develop and perform your elevator pitch via video submission	<ul style="list-style-type: none">• Elevator Pitch Video

Day 8: Wednesday	<ul style="list-style-type: none"> • Understand the importance LinkedIn and an effective profile • Create and refine your LinkedIn Profile to achieve All Star Status • Learn how to effectively leverage LinkedIn to benefit your career development. 	<ul style="list-style-type: none"> • All Star LinkedIn Profile
Day 9: Thursday	<ul style="list-style-type: none"> • Identify ways to prepare for an entry level position while still in college • Identify job search strategies you will use to secure an internship or job with an Economics degree • Learn about the concept of the Hidden Job Market (accessed by networking) 	<ul style="list-style-type: none"> • Job & Internship Search Module and Worksheet
Day 10: Friday	<ul style="list-style-type: none"> • No new content this day • Complete assignments due on January 17th or work on your final reflection assignment! 	<ul style="list-style-type: none"> • All Star LinkedIn Profile • Job & Internship Search Module and Worksheet
Week 3:	<ul style="list-style-type: none"> • No work January 18th due to MLK Jr. Holiday 	
Day 11: Tuesday	<ul style="list-style-type: none"> • Identify types of interviewing • Understand how to prepare for an interview • Learn about interviewing best practices and watch-outs • Effectively answer sample interview questions • Learn how to utilize the STAR Method • Complete a Mock Interview 	<ul style="list-style-type: none"> • Mock Interview with instructor • Prior to Mock Interview, send the instructor a job description for a position you would like to interview for
Days 12 & 13: Wed & Thu	<ul style="list-style-type: none"> • Compile and submit Final Reflection Assignment • Complete meeting with instructor 	Final Reflection Assignment Due by Thursday

ITR 300 Final Project Guidelines

Final Reflection Assignment

The purpose of this reflection assignment is to have you reflect on major components of career development that were touched upon within this course. You will specifically mention areas of career development where you feel you developed the most growth and how that contributes to your career goals moving forward.

Introduction (Elevator Pitch)

_____ 2 pts

- Include all 4 components as indicated on Elevator Pitch Quick Tip Sheet
- This will serve as your "introduction" to your paper

1st Area of Learning (7-9 Sentences)

_____ 4 pts

- Select one assignment and complete the following:
 - a) Explain the assignment details and purpose (2-3 sentences)
 - b) Explain what you learned from the assignment and how it contributes to your career goal moving forward (5-6 sentences)

2nd Area of Learning (7-9 Sentences)

_____ 4 pts

- Select one assignment and complete the following:
 - a) Explain the assignment details and purpose (2-3 sentences)
 - b) Explain what you learned from the assignment and how it contributes to your career goal moving forward (5-6 sentences)

3rd Area of Learning (7-9 Sentences)

_____ 4 pts

- Select one assignment and complete the following:
 - a) Explain the assignment details and purpose (2-3 sentences)
 - b) Explain what you learned from the assignment and how it contributes to your career goal moving forward (5-6 sentences)

Mock Interview (5-7 Sentences)

_____ 4 pts

- Indicate the most valuable lesson that you gained from the mock interview (2-3 sentences)
- Explain the actionable steps you will take to improve your interviewing skills (3-4 sentences)

Your Next Steps (7-9 Sentences)

_____ 5 pts

- Explain two specific action steps that you will be taking to move forward with your career goals.
- Connect how what you learned in this class relates to those steps. Reference specific resources or assignments or documents that you will be using to assist you with these two specific action steps.

Grammar & Professionalism

_____ 2 pts

- Formal and professional writing style. No grammatical errors.

Total Points/Comments

_____ 25 pts

Linked Rubric

Complete (All Star) LinkedIn profiles are 40x more likely to receive opportunities through LinkedIn than those with incomplete profiles and they tend to rank higher in LinkedIn and Google search results. This means you will have the opportunity to connect with more professionals and truly experience the networking benefits of LinkedIn¹. It will also help you to develop your online presence and professional brand.

For this assignment, you are required to create or update your LinkedIn profile using the criteria below. Point Values:

<input type="checkbox"/> 2 pt = Account Created	LinkedIn account is created
<input type="checkbox"/> 4 pts = Basic Profile - Incomplete	3 or more sections completed at All Star Level
<input type="checkbox"/> 6 pts = Basic Profile - Complete	5 or more sections completed at All Star Level
<input type="checkbox"/> 8 pts = All Star Profile - Incomplete	8 or more sections completed at All Star Level
<input type="checkbox"/> 10 pts = All Star Profile - Complete	All sections completed at All Star Level

Profile Sections	Basic Level	All Star Level
LinkedIn URL	<input type="checkbox"/> Not customized (assigned by LinkedIn)	<input type="checkbox"/> Customized
Photo	<input type="checkbox"/> Selfie or cropped photo from personal life	<input type="checkbox"/> Professional profile picture
Headline	<input type="checkbox"/> Generic headline such as "Student at URI"	<input type="checkbox"/> Engaging Headline that: <ul style="list-style-type: none"> ○ Reflects personal brand ○ Summarizes ambition ○ Catches attention
About (formerly Summary section)	<input type="checkbox"/> Limited Summary <ul style="list-style-type: none"> ○ Does not express interest or tie in past experience(s) ○ Does express ambition or goals ○ Not professionally written 	<input type="checkbox"/> Summary briefly (1-3 paragraphs): <ul style="list-style-type: none"> ○ Describes previous relevant experience or connects background and skills ○ Conveys direction/ambition/passion ○ Spells out goals or accomplishments ○ Uses professional but personal voice ○ Contains keywords relevant to industry
Connections	<input type="checkbox"/> <50 connections with professionals	<input type="checkbox"/> 50+ connections with professionals in your field
Experience	<input type="checkbox"/> <2 experiences listed <input type="checkbox"/> Descriptions lack detail, are unclear, and/or do not include accomplishments <input type="checkbox"/> Typos or errors are present	<input type="checkbox"/> 2+ experiences listed <input type="checkbox"/> Descriptions are clear and concise and encapsulate skills, duties and accomplishments <input type="checkbox"/> No typos or errors
Education	<input type="checkbox"/> Incomplete education history	<input type="checkbox"/> Complete education history listed, including <ul style="list-style-type: none"> ○ University level Institution(s) ○ Graduation Date(s) ○ Degree(s) ○ Study Abroad, if applicable
Skills & Expertise	<input type="checkbox"/> <5 skills listed <input type="checkbox"/> Skills not endorsed	<input type="checkbox"/> 5+ relevant skills identified <input type="checkbox"/> Skills endorsed by appropriate connections
Accomplishments & Volunteer Experience	<input type="checkbox"/> <2 accomplishments added	<input type="checkbox"/> 2+ relevant accomplishments added: <ul style="list-style-type: none"> ○ Relevant courses ○ Honors/Awards ○ Projects/Publications ○ Languages ○ Certifications ○ Volunteer Experience ○ Organizations
Interests (Following)	<input type="checkbox"/> Member of relevant and irrelevant groups <input type="checkbox"/> Not following companies / Influencers	<input type="checkbox"/> Connected to groups, companies and thought leaders or Influencers in your field
Overall Competencies of Profile	<input type="checkbox"/> The profile provides some information, but does not provide an accurate portrait of your direction or experience	<input type="checkbox"/> The profile demonstrates an in-depth understanding by providing completeness in all relevant fields

Adapted from 'LinkedIn Profile Effectiveness' from Manhattan College Career Services

¹ Cooper, B., & Naatus, M.K. (2014). LinkedIn As A Learning Tool In Business Education. American Journal of Business Education. 7(4), 299-306