

**UNIV 1820 Making Major Decisions
Spring 2014**

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Office Hours: Walk-in on Mondays from 1-4 or by appointment.

Course Description: This course is intended to provide students with an opportunity to further explore major and career options, while also providing professional development opportunities. Specific topics will include, but are not limited to: major and career exploration; understanding one's strengths, skills, interests, values, and personality and leveraging this information to make strategic career decisions; learning about internships; discovering leadership opportunities that will aid in skill acquirement and resume building; and learning from guest speakers different major and career options available to them

Learning Objectives/Goals:

- Students will actively explore majors.
- Students will complete various assessments to aid in developing self-awareness by identifying values, strengths, skills, interests and personality factors that influence decision making processes.
- Students will develop a personalized action plan that will allow for continued, focused exploration of possible majors and/or careers.
- Students will utilize various research technologies and resources such as Onetonline.com, Bls.gov, and the Center for Career Development.
- Students will gain knowledge and understanding of academic policies, procedures, and community resources through experiential exercises.
- Students will demonstrate knowledge and appreciation for a wide variety of academic disciplines.

Date	Topics	
1	Introduction to Course Expectations, Self-Awareness, and Participants	
2	True Colors	Journal Assignment #1 –Due
3	MBTI: Guest Expert Krista O’Brein, Office of Leadership and Involvement	MBTI Assessment Due
4	MBTI: Guest Expert Krista O’Brein, Office of Leadership and Involvement	Journal Assignment #2 - Due
5	Values	Journal Assignment #3- Due
6	Holland Party	
7	Tools for Research - Onet, BLS, How do we use them? Making Connections <i>Meet in Computer Classroom EC1 in Library</i>	Journal Assignment #4-Due
8	Making Decisions	Journal Assignment #5
9	No Class: Spring Break	
10	Student Panel	Major Career Action Plan due
11	Tools for Success: Relationship building, informational interviews, Job shadowing, networking, internships with Center for Career Development -	Journal Assignment #6 Due
12	Student Panel	
13	My Life Presentations	
14	My Life Presentations	
15	Wrap up, evaluations, closure activity	

Assignments:

Journals:

#1

Why are you undecided? Using the template provided write a 1-2 page paper reflecting on the reasons you feel that you are undecided about your major and/or career.

#2

Using the materials provided from the True Colors exercise choose one career option from your primary color to research. In a 1-page paper include information as to why this is a good fit based on what you have learned about your true color. Be sure to include the values, characteristics, etc., and how they relate to that career.

#3

Using the materials provided from MBTI exercise choose one career option, different from your last journal entry, to research. In a 1-page paper include information as to why this is a good fit based on what you have learned about your MBTI preferences. Be sure to include the values, characteristics etc and how they relate to that career.

#4

Using the materials provided from our Holland Party choose one career option, different from your last journal entry, to research. In a 1-page paper include information as to why this is a good fit based on what you have learned about your Holland type. Be sure to include the values, characteristics etc., and how they relate to that career.

#5

Write a 1-page paper on one of the toughest decisions you had to make in your life. Why was it difficult, and what did you take into consideration when making the decision. Be prepared to share this in class.

#6

Create a list of possible course options for the fall semester. Explain how each is relevant to possible major options and how these choices are relevant to academic career.

Major/Career Development Paper

This assignment focuses on exploring major and career alternatives as they apply to the world of work and academia. Students should select a particular career for detailed and descriptive research. What academic paths lead to entry into the career? What type of work environment is characteristic of the career? What types of skills are required? Your responses to these questions should form the nucleus of the assignment. Information from the personal assessment exercises, and SWOT should be included in the 2-page reflection paper on the findings and their application to personal career and major choice.

My Life... (See Attached Prompt)

The Career Action Plan is your final assignment and is intended to be a tentative plan of short-term and longer-term career-related goals. The purpose of this assignment is to leave this class with specific ideas of what you want to accomplish over the next year and general goals that you anticipate or hope to accomplish prior to graduation. This assignment will be completed through research, class discussions, journal entries, self-reflection, and discussion with instructors. Specific guidelines and instructions will be provided later in the semester.

Requirements:

Active Participation This class will be highly interactive and discussion oriented. What you get out of this course will be a direct result of the enthusiasm & commitment that you put into it. You are expected to arrive on time, and cell phones and laptops should be turned off. Fifty-two points of your final grade will reflect your level of classroom participation. Just showing up will not earn you the full 52 points. Each student is able to contribute insightful comments and questions. Your active participation will heighten the quality of classroom conversation and learning.

Writing Assignments Writing assignments should be typed, double-spaced, and stapled. They should be free of spelling and grammatical errors. Do not forget about the writing center's free writing consultations. Here are the center's hours:

Library (Level 1 Learning Commons)
Monday-Thursday, 10am-10pm
Friday, 10am-4pm
Sunday, 2pm-10pm
CLAS 159
Monday-Thursday, 10am-4pm

Presentations: Any presentation made during class should be professional. Be cognizant of your body language, the overuse of filler words, maintaining eye contact, and your voice tone and inflection. We realize that public speaking takes practice and that even the best public speakers can always improve. In this class you will have a chance to hone your public speaking skills in a safe and encouraging classroom environment.

Grading:

Journal Assignment:	5 points each = 30 points
Major Career Action Paper:	30 points
Participation:	52 points
<u>My Life presentation</u>	<u>88 points</u>
Maximum Total:	200 points

Grading Scale:

A	94-100 points
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 or fewer

Late Work Policy

I do not accept late daily participation work unless you make arrangements with me before the class, or in extreme cases such as medical emergencies. Late posts lose 10% off the final grade for every day that they are late. *Do not* leave them until the last minute because they are a vital part of our class sessions. And all major assignments must be in on the listed due dates, unless you are granted an extension ahead of time. Please contact me in advance if you are having a problem with an assignment so that I can help. You can see me after class, during my listed office hours, or by appointment.

Technology: Cell Phones, Tablets, Laptops, Etc.

In our course you are encouraged to bring smart phones, laptops, tablets, etc. to occasionally help you fact check and engage with online course content during our discussions. However, it is important that your use of technology in the classroom is limited to these purposes. And please remember to turn them on silent before you enter the classroom. If technology becomes a distraction points may be deducted from your participation grade.

Civil Discourse, Rights, and Responsibilities

In our class discussions, in our readings, and in our writing throughout the semester, we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression.

Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. One of the goals of a university is to challenge us to think again about what we know (and all that we don't know). This demands that we all share responsibility for creating and maintaining a civil learning environment in our classrooms and in the larger university community. We will be conscious of and accept responsibility for what we say and do, how we act, how our words and actions have consequences, and how our words and actions affect others. As part of this awareness, we will avoid sexist, racist, and heterosexist language.

Email and HuskyCT

I will frequently post important information and course materials online. You will need to check your email and HuskyCT, <http://huskyct.uconn.edu/webct/entryPageIns.dowebct>, regularly in order to keep up.

Students with Disabilities

Students who think that they may need special accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

Individual Conferencing

Office hours are noted above, and you can always talk to me after class or e-mail me to set up an appointment at another time. I especially encourage you to come to see me before work is due (for this or any other class) if you are feeling stressed or confused about an assignment.

Weather Closure

Weather closures are rare, but they do happen. Be sure to check online for information concerning possible school closures and rescheduling of classes.

ACADEMIC MISCONDUCT

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned."

-University of Connecticut, Student Code, Section VI

The Student Code: http://www.dosa.uconn.edu/student_code.html

What is considered academic misconduct for undergraduate students?

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

Plagiarism

Plagiarism can be a deliberate action, in cases of downloading or purchasing pre-written essays or accidental, when a student paraphrases incorrectly or assumes that because the information is online, it needs no attribution. Presenting the same paper in two or more courses without the explicit permission of the instructors involved is also considered a form of academic misconduct. Recycling papers addresses various ethical issues, including "self-plagiarism," providing individuals with an unfair academic advantage, and undermining the objectives associated with a particular assignment. For academic misconduct, typical sanctions for serious offenses are generally considered to be failure in the course. For less serious offenses, it is generally failure in that portion for which you are accused of academic misconduct. If you find yourself with additional questions about the policy, contact me immediately. If you are desperately tempted to plagiarize, stop. Come see me or e-mail me. As you will see in our Information Literacy unit, there are much better solutions to the problem.

Finals

This class **does not** have a final exam.

My Life...

For the final project, you are to come up with a creative representation of your life (past, present and future). You will be presenting your creation to the class on either Thursday, April 18th or Thursday, April 25th.

Some things to include:

- Major (how does what you have learned about yourself impact this choice)
 - General overview of the major, what do you like about it, positive and negative elements of the major.
 - You must interview at least one faculty/TA member and include information learned.
- Career choice (how does what you have learned about yourself impact this choice)
- Values
- Life goals
- How are you going to achieve what you would like to do?

Requirements:

- Creative representation of your life
- 3-5 minute presentation to the class about your project (presentation graded based on the oral presentation rubric attach)
- Project reflects thought, time and effort were put into the presentation
- Presented on the day it is due
- Presented in an organized way that is easy for the audience to follow

My Life...
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Name: _____

Evaluator: _____

Criteria	Thorough	Adequate	Limited	Weak
Creative Representation				
3-5 minute presentation				
Reflects thought, time and effort				
Presentation was interesting and engaging				
Includes all of the following points: Faculty interview, major, career, values, purpose, goals				
Dress is appropriate and professional				
Speaks with conviction				
Student shows interest in subject				
Maintains eye contact				
Maintains a presence free of distracting mannerisms				
Preparation reflected (rehearsal)				

Comments: