Student Development 145: Achieving Academic and Career Success

Tues/Thurs 3:25-5:10pm Room SF 107 Ticket # 3381 Glendale Community College Spring 2013

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Required Texts:

Sukiennik, Bendat, and Raufman. <u>The Career Fitness Program.</u>8th Edition. Scotsdale: Goursuch/Scarisbrick Publishers: 2001 (Text available for use at the Career

Center Free and Library Reserves Free of Charge)

It is your responsibility to read the required material from the text book and handouts. Your grade can be negatively affected if required text and materials are not read and studied for exams.

Course Description:

Student Development 145 is a survey course designed to increase academic motivation and career success throughout the life span. The primary goal of this course is to examine how an individual's psychological, social, physical, and environmental factors impact academic achievement and personal life choices. Topics include: learning theory; achievement motivation; identity development; critical thinking strategies; study and time management techniques; career exploration, decision making, and vocational planning.

Prerequisite: None.

Advisory: Eligibility for ESL 141 or English 190/191

Transfer Credit: UC and CSU and fulfills CSU Breath Area E Requirement

Career Assessments used in this class are: Strong College P computer version, MBTI-Form M computer version, Skills Scan paper version.

Fees: Students are required to pay a mandatory \$23.00 "material fee" for career assessments at the time of registration. Fees may be paid either online or in person at the Student Fees Office located in the Administration Building. Students also have an option to purchase the licensed Career Assessments listed on the course syllabus from a licensed vendor on their own. Students will be required to present their receipt for the material fee to the Career Center staff prior to the second class meeting in order to take the Strong College P computer version, MBTI-Form M computer version, and Skills Scan paper version career assessment inventories.

Course Objectives:

Upon successful completion of the required coursework, the student will be able to:

- 1. apply techniques to conceptualize and recall information;
- 2. identify how to take effective class notes;
- 3. practice reading with improved retention;
- 4. describe and demonstrate basic steps in problem solving and critical thinking;
- 5. describe policies and procedures relating to academic success;
- 6. locate, on and off campus, people and information resources that support student success and career decision-making;
- 7. design an effective time management schedule;
- 8. apply theories of learning and personality type to problem-solving aspects of academic life and career choices;
- 9. identify psychosocial factors such as self-esteem, self-efficacy, and self-concept that impact academic perceptions;
- 10. understand the socio-emotional issues that impact academic success;
- 11. identify important values, aptitudes, skills and interests;
- 12. select a tentative career goal compatible with one's values, personality, skills, interests, aptitudes and goals;
- 13. identify and use a decision-making model to focus on occupational choices.

Student Learning Outcomes

- Student will be able to identify learning styles and apply them to the development of effective study behavior
- Student will be able to demonstrate knowledge of courses required, with appropriate sequence, to meet educational goals
- Student will be able to identify important values, aptitudes, skills, and interests leading to selection of possible college major and career goals.

Attendance:

You are expected to attend all class sessions and <u>BE ON TIME</u>. 3 tardies will equal 1 absence, and 3 (unexcused) absences will result in a DROP from the class. You are responsible for contacting your professor ahead of time <u>via email or phone</u> for potential absences and tardies. Being late to class is very distracting and disrespectful to your instructor and fellow classmates. You are responsible for all assigned work. If you are absent from a class session, we suggest you contact another classmate to get the assignment.

Students with Disabilities

All students with disabilities requiring accommodations should make arrangements through the Center for Students with Disabilities. It is the student's responsibility to inform the instructor as soon as possible.

Teaching Methodology

Class sessions will include short lectures, discussion, video demonstrations, and small group activities. The atmosphere will be less formal than traditional courses, so it is absolutely essential that everyone participate during class dialogue in order to have a fruitful experience. At times, personal and emotional topics will be discussed; therefore, it is very important that each person respect each other in an effort to foster a comfortable and safe environment. Assigned readings are expected to be completed before coming to class—this ensures that you are not disconnected in class discussions.

Classroom Guidelines:

- All cell phones must be turned off and put away during class.
- NO TEXTING WHILE CLASS IS IN SESSION! YOU WILL BE ASKED TO LEAVE IF YOU CONTINUE TO USE YOUR CELL PHONE WHILE IN CLASS.
- No food or drinks (except water) may be consumed in class.
- There is no talking or whispering while instructor or students are talking.
- Laptop privileges will be taken away if students are caught using the internet while it is not required for an in-class assignment.

Assignments:

As in all academic courses, this course requires that you do work outside of class. The average requirement is two hours of study for each hour spent in class. To do better than "C" average work, most students should dedicate more than two hours.

- Homework and assignments are accepted only at the beginning of the session.
- Be sure you name is on every page submitted.
- Be sure to write clearly; use black or blue ink only.
- Many of the assignments must be typed, double-spaced, and contain 12 size font.
- If permitted by instructors, late assignments will only be accepted up to one week after the due date. However, the maximum points possible for late work will be ½ of the original points.

Grading

The maximum points that a student can earn in this class is **300**. Below is a breakdown of all of the required assignments and grading scale:

Assignments

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•	Midterm Career Paper*	40 pts
•	Informational Interview*	30 pts
•	Resume*	15 pts
•	Cover letter*	10 pts
•	Homework*	20 pts
•	Appointment w/Denise*	10 pts
•	Skills Scan*	5 pts
•	MBTI Career Assessment*	5 pts
•	Strong Inventory*	5 pts
•	Participation/Attendance*	10 pts
•	(2) examinations @35pts each	70 pts
•	Cultural Capital Paper	15 pts
•	Final Paper	20 pts
•	Student Services Presentation	20 pts
•	(2) Library Workshops (5 pts each)	10 pts
•	Home work	15 pts
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^{*}Career portion of the class

Grading Scale271-300 A
241-270 B
211-240 C
181-210 D
180 below F

*Note: If you are taking SD 145 Pass/No Pass you will need to accumulate at least 211 points (low C) in order to receive a grade of Pass.

The Learning Center

The Learning Center, located in AD 232, provides registered GCC students with a variety of free materials and services, including tutoring, electronic and print exercises, handouts, workshops, and instructional videos. Please remember that the goal of tutoring is to enable students to work independently – not to complete, correct, or proofread their work. Please ask your instructor or counselor for a referral to the Learning Center if you would like tutoring assistance for this course. If you have any questions, please call the Learning Center at (818) 240-1000, extension 5333.

Course Outline

WEEK	COURSE OUTLINE	ASSIGNMENTS	
<u> </u>	COCKSE COTEMIE	<u> </u>	
Week 1	Introduction	Read Sukkienick et al. Ch.	
Feb. 19, 2013	Course content, Assignments,	1 & 2	
·	Requirements and Expectations		
Feb. 21	Ca Career Café.Dream Job Activity	Read Sukkienick et al. Ch.	
	Discussion. Informational Interview	1 & 2.	
	Assignment Explanation and	Values Checklist Activity	
	Guidelines		
Week 2	Strong Interest Inventory and MBTI	Sukkienick et al Chs. 3 &	
Feb. 26	Career Assessments (Career Center)	4	
	Values Discussion. Answer Questions	Sukkienick et al Chs. 3 &	
Feb. 28	about Informational Interview	4	
	Assignment		
Week 3	MBTI Interpretation	Sukkienick et al Chs. 5 &	
	Service Learning Presentation.	6. Read all MBTI	
March 5		handouts	
	Strong Interest Inventory	Sukkienick et al Chs. 5 &	
March 7	Interpretation.	6. Read all SII .	
Week 4	Skills Scan Survey (Career Ctr). Start	Researching Majors and	
March 12	Career research on Eureka.	Careers.	
March 14	Writing an Effective Resume	Create a Resume draft.	
Week 5	Discuss Resume and Cover Letters.	Create a Cover Letter	
March 19	How to tailor them for a particular job	draft.	
March 21	Skills Scan Interpretation/ Put the	Career Paper Guidelines	
	Career Pieces Together		
Week 6	Interviewing Strategies	Work on Career Paper	
March 26			

March 28	Information Interviewing presentations	Work on Career Paper	
March 20	information interviewing presentations	Work on Carcer raper	
Wools 7	Information Interview macontations	Work on Consen Donor	
Week 7 April 2	Information Interview presentations (cont.)	Work on Career Paper	
_	Informational Interview Presentations	Work on Conser Person	
April 4	(cont.)	Work on Career Paper	
	Informational Interviews		
Week 8	(cont.)Internships/Job Searching	Work on Career Paper	
April 9	Strategies/Mock Interviewing	work on Career raper	
April 11	Wrap up of Career portion of class.	Career Paper Due	
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April 15-19	SPRING BREAK!!!		
Week 9	Purpose of College, Intro to Higher Ed,	HW:TBD	
April 23	and Cultural Capital.	THIL TOP	
April 25	Study Strategies: Active Reading/Note	HW: TBD	
	Taking Student Conduct/Policies.		
Week 10		HW: TBD	
April 30	Time Management	HW: IBD	
April 30	Test #1	HW: TBD	
May 2	Open Topic	IIW. IBB	
Week 11	Improving Memory	HW: TBD	
May 7	(Cultural capital paper due)		
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May 9	Test-taking strategies	HW: TBD	
Week 12	Campus resources presentations	Campus Resources	
May 14	Campus resources presentations	Presentations Prep	
Way 14		HW: TBD	
May 16	Campus resources presentations	Campus Resources	
v	Open Topic	Presentations Prep	
		HW: TBD	
<u>Week 13</u>	Campus resources presentations	HW: TBD	
May 21	Open Topic		
May 23	The Transfer Process	Work on Final Paper	
		HW: TBD	
Week 14	The Transfer Process	2 nd Library Workshop Due	
May 28	The Transfer Flocess	Work on Final Paper	
May 30	Test # 2	Revise/Proofread Final	
	Open Topic	Paper	
<u>Week 15</u>	Final Lecture	Student Education Plans	
June 4	Submit all pending assignments	and Final Paper are due	

Shaded grey area signifies the academic portion of course with Dr. Meza *Please note that dates and deadlines for assignments and presentations may change at the discretion of the instructors.