

## **Student Development 145: Achieving Academic and Career Success**

**Tues/Thurs 5:10-6:35 pm**  
**Room SF 107 Ticket # 3589**  
**Glendale Community College**  
**Fall 2013**

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### **Required Texts:**

Sukiennik, Bendat, and Raufman. The Career Fitness Program, 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 **BE ON TIME**. **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 via email or phone 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 your 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.

## Examinations:

**10 points will be deducted for any postponed exams excluding the Midterm.**

## 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

- |                                      |        |
|--------------------------------------|--------|
| • Midterm Career Paper*              | 50 pts |
| • Informational Interview*           | 40 pts |
| • Resume*                            | 15 pts |
| • Cover letter*                      | 15 pts |
| • Homework*                          | 10 pts |
| • Appointment w/Denise*              | 10 pts |
| • Participation/Attendance *         | 10 pts |
| • (2) examinations @30pts each       | 60 pts |
| • Cultural Capital Paper             | 15 pts |
| • Final Paper                        | 20 pts |
| • Student Services Presentation      | 20 pts |
| • (2) Library Workshops (5 pts each) | 10 pts |
| • Homework Kevin’s half of class     | 25 pts |

*\*Career portion of the class*

## Grading Scale

271-300	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**

<b><u>WEEK</u></b>	<b><u>COURSE OUTLINE</u></b>	<b><u>ASSIGNMENTS</u></b>
<b><u>Week 1</u></b> <b>Sept. 3, 2013</b>	<b>Introduction</b> Course content, Assignments, Requirements and Expectations	Read Sukkienick et al. Ch. 1 & 2
<b>Sept. 5</b>	Ca Career Café. Dream Job Activity Discussion. Informational Interview Assignment Explanation and Guidelines	Read Sukkienick et al. Ch. 1 & 2. Values Checklist Activity
<b><u>Week 2</u></b> <b>Sept. 10</b>	Strong Interest Inventory and MBTI Career Assessments (Career Center)	Sukkienick et al Chs. 3 & 4
<b>Sept. 12</b>	Values Discussion. Answer Questions about Informational Interview Assignment	Sukkienick et al Chs. 3 & 4
<b><u>Week 3</u></b> <b>Sept. 17</b>	MBTI Interpretation Service Learning Presentation.	Sukkienick et al Chs. 5 & 6. Read all MBTI handouts
<b>Sept. 19</b>	Strong Interest Inventory Interpretation.	Sukkienick et al Chs. 5 & 6. Read all SII .
<b><u>Week 4</u></b> <b>Sept. 24</b>	Skills Scan Survey (Career Ctr). Start Career research on Eureka.	Researching Majors and Careers.
<b>Sept. 26</b>	Writing an Effective Resume	Create a Resume draft.
<b><u>Week 5</u></b> <b>Oct. 1</b>	Discuss Resume and Cover Letters. How to tailor them for a particular job	Create a Cover Letter draft.
<b>Oct. 3</b>	Skills Scan Interpretation/ Put the Career Pieces Together	Career Paper Guidelines
<b><u>Week 6</u></b> <b>Oct. 8</b>	Interviewing Strategies	Work on Career Paper

<b>Oct. 10</b>	Information Interviewing presentations	Work on Career Paper
<b>Week 7</b> <b>Oct. 15</b>	Information Interview presentations (cont.)	Work on Career Paper
<b>Oct. 17</b>	Informational Interview Presentations (cont.)	Work on Career Paper
<b>Week 8</b> <b>Oct. 22</b>	Informational Interviews (cont.) Internships/Job Searching Strategies/Mock Interviewing	Work on Career Paper
<b>Oct. 24</b>	Wrap up of Career portion of class.	Career Paper Due
<b>Week 9</b> <b>Oct. 29</b>	Purpose of College, Intro to Higher Ed, and Cultural Capital.	HW: Reflection journal/Internet
<b>Oct. 31</b>	Study Strategies: Active Reading/Note Taking Strategies	HW: Reflection journal, time management activity, and note taking assignment.
<b>Week 10</b> <b>Nov. 5</b>	Time Management Student Conduct/Policies.	HW: Reflection journal/Internet
<b>Nov. 7</b>	<b>Test #1</b> The power of why	HW: Reflection journal
<b>Week 11</b> <b>Nov. 12</b>	<i>Improving Memory</i> (Cultural capital paper due)	HW: Memory assignment
<b>Nov. 14</b>	Test-taking strategies	HW: Reflection journal/Internet
<b>Week 12</b> <b>Nov. 19</b>	<b>Campus resources presentations</b>	Campus Resources Presentations Prep
<b>Nov. 21</b>	<b>Campus resources presentations</b> The Transfer Process	Campus Resources Presentations Prep
<b>Week 13</b> <b>Nov. 26</b>	<b>Campus resources presentations</b> The Transfer Process	
<b>Nov. 28</b>	<b>THANKS GIVING HOLIDAY</b> <b>NO CLASS</b>	Work on Final Paper
<b>Week 14</b> <b>Dec. 3</b>	The Transfer Process	2 <sup>nd</sup> Library Workshop Due Work on Final Paper
<b>Dec. 5</b>	<b>Test # 2</b> <i>Open Topic</i>	Revise/Proofread Final Paper
<b>Week 15</b> <b>Dec. 7</b>	<b>Final Lecture</b> <b>Submit all pending assignments</b>	Student Education Plans 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.*

