

DCB Course Syllabus

Course Prefix/Number/Title: CARS 102 Career Exploration—1 credit

Course Description:

The goal of this course is to assist students in creating a career and education plan by using the information they gather about a specific career cluster through informational interviews, job shadows, and labor statistic research.

Course Objectives:

1. Career Awareness: Achieve a greater knowledge of a specific career field through informational interviews, job shadows, and researching economic forces and labor market trends.
2. Research & Critical Thinking Skills: Develop efficient research skills by finding labor market and college cost information relevant to a potential career choice.
3. Decision Making Skills: Develop greater skills in choosing appropriate careers or occupations by using a rational, systematic method of decision making that incorporates one's knowledge of self, occupational prospects, and the world of work.
4. Portfolio: Achieve greater competence in establishing a major and a career path by constructing a career planning portfolio. Contents of the portfolio would include career interest & ability assessments, personality assessment, and career field research.

Instructor: Aimee Erdman

Office: TH 1107

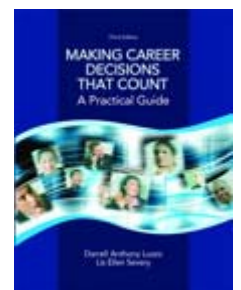
Office Hours: M-F, 8-4:30

Phone: 701-228-5410

Email: aimee.l.erdman@dakotacollege.edu

Lecture/Lab Schedule: Tuesday, 1:00-1:50 p.m. TH 1107

Textbook(s): Making Career Decisions that Count, 3rd ed., Darrell Anthony Luzzo, ISBN-9780131712775



Course Requirements & Evaluation:

Grading for this course is by the letter grading system. To earn an A, students must earn a minimum of 540 points out of a possible 600.

Class Participation	80 points
Weekly Journal Entries	80
Interview Questions	40
Informational Interview & Report	100 (50 each)
Job Shadow & Report	100 (50 each)
<u>Education/Career Path Plan Report</u>	<u>100</u>
Total	600 points

Grading:

540-600=A	(90%)
480-539=B	(80%)
420-479=C	(70%)
360-419=D	(60%)
359 & below=F	

As you can see, a good portion of points come from actually showing up for class and participating. If you need to miss a class, you need to make arrangements **BEFORE YOU ARE GONE** to either reschedule (if your class is by arrangement) or talk to me about an alternative assignment to make up the points if you do not want to lose them for that class period. If you miss due to illness or other unforeseen circumstances, contact me as soon as possible to let me know where you were.

The requirements for the completed portfolio will be thoroughly discussed in class. The majority of the portfolio contents will be made up of in-class activities and previous assignments, so if you keep up with your attendance and homework, those 100 points will pretty much be guaranteed. My office hours are at the top of the syllabus, and you are welcome to come see me any time for any reason.

Moodle: Course materials including lecture synopses and video links are accessible in Moodle. You can access Moodle with your CampusConnection login and password at lms.ndus.edu. The majority of assignments will be submitted through Moodle.

Attendance Policy: If you miss **TWO** classes without *talking to me* about it, you will drop One Letter Grade.

Course Outline

The following is an outline of what will be covered in the class. If necessary, modification will be made by the instructor.

Week 1	Introductions, Review, & Semester Plan
Week 2	Informational Interviewing
Week 3	Formulate & Practice Questions
Week 4	Conduct Informational Interviews
Week 5	Informational Interview Oral Reports to Class
Week 6	Oral Reports Cont'd (or social networking exercise)
Week 7	Job Shadowing—A day in the life
Week 8	Research job shadow locations
Week 9	Conduct Job Shadows
Week 10	Job Shadow Oral Reports
Week 11	Oral Reports Cont'd (or entrepreneurship exercise)
Week 12	Labor Market Information
Week 13	Research LMI in Lab
Week 14	Researching Schools—Admissions, Costs, & Financing
Week 15	Research Schools in Lab
Week 16	Ok, Now What? Formulating Your Plan
Week 17	Finals (Hand in Final Paper/Career Plan)

Relationship to Campus Theme: In this course, we will use **technology** to help you discover your **nature** and push **beyond** what you thought you knew about yourself to find a career that fits you.

Applied Relationship to Campus Theme: *Unless **Nature** is calling, sit your **Beyond** down and put your **Technology** away!! 😊*

Academic Integrity:

[Pearson Education](#) defines plagiarism this way: Simply put, **plagiarism is using someone else's words and ideas in a paper and acting as though they were your own.** This definition includes copying someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.

Some obvious examples of plagiarism include

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you bought over the Internet.

Some less-obvious examples include

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source and acting and citing the original source as though you read it yourself.

Please go through the [Understanding Plagiarism](#) tutorial on their site.

(http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

The consequences of plagiarism in this class depend on the level exhibited, but are at a minimum a failing grade on the assignment up to failing the class. Save yourself the headache and **JUST DON'T DO IT.**

Disabilities and Special Needs: Please let me know if you have a special need or accommodation request and I will work with you and Disability Services to make sure it is taken care of.