SYLLABUS
ENR/1500
Career Development & Success
Autumn 2020 (second session)
1 credit hour
Online Synchronous: W 10:05 am – 12:05 pm

COURSE OVERVIEW

Instructor
Instructor: Lucia Hadella, SENR Career Development Coordinator
Email address: hadella.1@osu.edu
Phone number: 614-292-2265
Office: 210 Kottman Hall
Office hours: Wednesdays 12:05 – 1:05 PM or by appointment (all virtual)

Prerequisites
Sophomore standing or above, and enrollment in ENR major.

Course description
Professional development course for SENR majors. The purpose of the course is to help students explore career options and next steps, develop career-specific skills such as interviewing, networking, and resume development, and to connect students with professionals in the field.

ENR 1500 is a one credit course designed to give students an early start on the process of career planning and development. This course will help students explore their strengths, skills, and growth areas in preparation for networking opportunities, career fairs, internships, and other professional experiences. Students will understand the process of seeking and gaining employment while interacting with professionals in their field of interest.
Course learning outcomes

By the end of this course, students should successfully be able to:

- **Assess** and develop professional goals and strengths
- **Explore** career field, including breadth of options, and the job search process
- **Strategize** for specific job-related experiences, skills, or certifications to improve career opportunities
- **Develop** skills and materials such as interview skills, public speaking, networking, professionalism, salary negotiation, resumes, cover letters, etc.
- **Connect** with professionals in intended career path

HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. It is a synchronous class, meaning you are expected to join live class sessions on a weekly basis through Carmen Zoom during their scheduled time of Wednesdays from 10:05 am – 12:05 pm starting on Wednesday, Oct. 21st, 2020 and continuing for the remainder of the Fall semester.

**Pace of online activities:** This course is divided into weekly modules that are released at least one week ahead of time. Modules will link to upcoming assignments and provide resources relevant to the week’s topic to compliment weekly live sessions.

**Credit hours and work expectations:** This is a 1-credit-hour course taking place during the second session of Fall semester. According to Ohio State policy (go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 4 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

Similar to other University courses, attendance is expected. Therefore, students are responsible for knowing any changes to the syllabus, for all information presented and discussed during live class sessions on Zoom, for announcements made in class, for materials distributed in class, and for classroom exercises and assignments

- **Live sessions:** **REQUIRED**
  
  This is a synchronous class, meaning students are expected to join live class sessions on a weekly basis through Carmen Zoom during their scheduled time of Wednesdays from 10:05 am – 12:05 pm starting on Wednesday, Oct. 21st, 2020 and continuing for the remainder of the Fall semester. Students are not allowed any unexcused absences
for the semester. Since this class only meets seven times, any unexcused absences will result in a full letter grade reduction for the course (-10pts).

- Attendance credit relies on full participation in the live sessions. Full participation includes: Turning on computer camera, unmuting self to speak when asked, and taking part in discussions through audio, as well as the Zoom chat box, polls, and other features during the live sessions.

- **Other participation**, such as attending two virtual networking opportunities, will be graded as assignments related to those activities and are not considered part of the attendance grade.

- **Excused absences and technological issues**: Excused absences include illnesses with doctors’ notes, accommodations set up through the Office of Disability Services, serious family emergencies, or other situations discussed with the instructors. In addition, if the student is concerned about technological constraints such as access to reliable internet during the live sessions or absence of a computer camera and/or microphone, they should discuss these concerns with the instructor as soon as they arise so that a plan can be formed to ensure as much live participation in the class as possible.

### COURSE MATERIALS AND TECHNOLOGIES

#### Course Materials

- Strengths Finder Code - Will be provided in class at no cost
- All other course materials provided on [https://carmen.osu.edu](https://carmen.osu.edu)

#### Course technology

**Technology support**

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support**: [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone**: 614-688-4357(HELP)
- **Email**: servicedesk@osu.edu
- **TDD**: 614-688-8743

**Technology skills needed for this course**
• Basic computer and web-browsing skills
• Navigating Carmen (go.osu.edu/canvasstudent)
• CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
• Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
• Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

• Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
• Webcam: built-in or external webcam, fully installed and tested
• Microphone: built-in laptop or tablet mic or external microphone
• Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

• Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

• Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
• Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.
GRADING AND FACULTY RESPONSE

How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Strengths Assessment</td>
<td>5</td>
</tr>
<tr>
<td>Initial Career Reflection</td>
<td>5</td>
</tr>
<tr>
<td>Resume Draft for Peer Review</td>
<td>5</td>
</tr>
<tr>
<td>Resume Review Meeting</td>
<td>5</td>
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<tr>
<td>Master and General 1-Page Resume</td>
<td>10</td>
</tr>
<tr>
<td>Tailored Resume and Cover Letter</td>
<td>10</td>
</tr>
<tr>
<td>Virtual Profiles</td>
<td>5</td>
</tr>
<tr>
<td>Professional Networking Reflections</td>
<td>10</td>
</tr>
<tr>
<td>2-Year Career Strategy</td>
<td>10</td>
</tr>
<tr>
<td>Mock Interview and Finalized Tailored Resume and Cover Letter</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Descriptions of major course assignments

DESCRIPTION OF ASSIGNMENTS

A note about papers: All papers are to be double-spaced, and in 12-point Times New Roman font, and one-inch margins. All must be submitted as either Microsoft Word documents or PDF files. **NO documents in “.pages” format will be accepted**, as they cannot be opened by your instructors; please convert them to/save them as “.doc” or “.docx” files or PDFs before submitting them! Page expectations/limits will be stated below.
• **20pts, Participation and Attendance**
  o Since this class only meets seven times, any unexcused absences will result in a full letter grade reduction for the course (-10pts). Excused absences include illnesses with doctors’ notes, accommodations set up through the Office of Disability Services, serious family emergencies, or other situations discussed with the instructors.

• **5pts, Strengths Assessments**
  o The Clifton Strengths assessment is an hour-long assessment that uses 177 paired statements to identify a person’s 5 top strengths from a list of 34 CliftonStrengths themes ([https://www.gallupstrengthscenter.com/home/en-us/cliftonstrengths-how-it-works](https://www.gallupstrengthscenter.com/home/en-us/cliftonstrengths-how-it-works)). Students will be prompted to complete the assessment prior to attending class, using the code provided in class. Budget 45 minutes of uninterrupted time to take the assessment. It cannot be restarted. Students should come to class ready to reflect on their results through a combination of writing and peer-to-peer conversation.

• **5pts, Initial Career Reflection**
  o In the first part of the reflection, students will reflect on their professional development experience thus far, including past and current jobs, volunteer work, clubs and organizations, leadership positions, and other ways that they have started to build skills and explore their interests and goals. What skills did they gain from those experiences? What experiences did they find rewarding and why? Which ones do they hope to never do again and why? **Completed as a survey.**

• **5pts, Resume Draft for Peer Review**
  o Students must submit to Carmen an initial resume draft to use during the in-class peer review activity for the following class period. Peer review will take place in breakout rooms on Zoom.

• **5pts, Resume Review Meeting**
  o This meeting falls after the in-class resume peer review and before the master and general resumes are due. Students will schedule a resume review meeting through the CFAES Career Development Office. During the 15-minute meeting, we will review changes made to the student’s résumé following the in-class peer review and offer additional feedback and guidance. This is to help ensure that students strengthen their resume as much as possible before the Career Fair. It is crucial that students bring a résumé to the virtual meeting that contains changes made after the in-class peer review. Instructors will have a copy of your pre-peer-review resume. If the résumé brought to the meeting has not been updated from the peer review draft, **students will be asked to reschedule and return when they have incorporated feedback from their peer review session.**

• **10pts, Master & 1-Page General Resume**
Students will be prompted to update/create a “master resume” that is not necessarily tailored to a particular position, but that captures their skills and experiences and provides a foundation for a tailored resume. If this resume is longer than 1 page, students must also create a general 1-page resume that could be attached to a LinkedIn or Handshake profile. These documents should incorporate best practices discussed in class, as well as feedback from the peer review session and the career advising meeting with one of the instructors.

- **10pts, Tailored Resume and Cover Letter**
  - Students will choose a job/internship for which they wish to apply. The instructor will provide a few possible positions to choose, but students can choose others if they wish. Students must use strategies discussed in class to tailor their resume and cover letter to that specific position. This will require that they thoroughly read and revisit the position description and conduct additional research about the company/organization.

- **5pts, Virtual Profiles**
  - Students will learn the fundamentals of creating a robust and effective virtual profile on platforms such as Handshake and LinkedIn. Students will then be asked to create and update their own virtual profiles and take steps to begin enhancing their professional networks. Checklists will be provided for students to complete. Students will demonstrate they have achieved the assignment’s objectives by taking screenshots, as directed, of various part of their profiles and submitting these screenshots to the assignment window on Carmen/Canvas.

- **10pts, Professional Networking Reflections (5pts each)**
  - Although many in-person events are moving to a virtual setting for Fall 2020, these virtual opportunities still provide important interactions and the opportunity to practice professional communications in a virtual setting. Students will be required to choose at least two networking opportunities to actively attend during the 7-week course. It is strongly recommended that one of these opportunities be the Environmental and Sustainability Career Fair on November 5th. Students can find a list of virtual networking opportunities in the “Events” and “Career Fairs” sections of Handshake. After each event, students must complete a reflection assignment describing their experience and setting goals for future professional networking situations.

- **10pts, 2-Year Career Strategy**
  - Students will produce a 2-Year Career Strategy by the end of the course that bolsters their “big picture” career aspirations with specific, actionable goals. They will detail their strategies for achieving those goals, which may include pursuing relevant trainings and certificates, seeking internships with specific organizations, taking classes that will enhance their communication skills, and more. This assignment should be 2-4 pages in length.
• **15pts, Final: Mock Interview, Finalized Tailored Resume and Cover Letter**
  o The final for the course will be a mock interview. Students will schedule a 1-hour time slot during final exam times to “interview” for the position they targeted with their tailored resume and cover letter. The second portion of the interview will be a debrief between the student and the instructor about the interview, their resume and cover letter, and their 2-Year Career Strategy. Students should be on time for their scheduled interview, dressed in business-professional attire. More information on the mock interview will be provided in class. Interviews will be conducted virtually through Zoom video call.

**Late assignments**

Students may submit assignments after their due date, but they will incur a penalty. For assignments turned in late, but within one week of the due date, students will receive a 10% grade reduction for the assignment. Assignments turned in more than one week after the due date will incur a 20% penalty. Students should submit late work to the assignment’s drop-box on Carmen.

In case of emergency situations related to students’ health and safety or the health and safety of their loved ones, changes in university operations, or other major disruptions of everyday life that may inhibit students’ ability to complete assignments on time, the student should contact the instructor (Hadella.1@osu.edu) as soon as possible to arrange for reasonable adjustments in forthcoming deadlines and/or the provision of extra time on late assignments without penalty. In this case, the student and instructor will work together to agree upon a new deadline for the assignment(s). If desired, the student may also work through the Student Advocacy Center for additional support.

**Grading scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>80-82.5</td>
<td>B-</td>
<td>67-69.5</td>
<td>D+</td>
</tr>
<tr>
<td>90-92.5</td>
<td>A-</td>
<td>77-79.5</td>
<td>C+</td>
<td>63-66.5</td>
<td>D</td>
</tr>
<tr>
<td>87-89.5</td>
<td>B+</td>
<td>73-76.5</td>
<td>C</td>
<td>&lt; 63</td>
<td>E</td>
</tr>
<tr>
<td>83-86.5</td>
<td>B</td>
<td>70-72.5</td>
<td>C-</td>
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</tbody>
</table>
Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem.)

- **Grading and feedback**: For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email**: I will reply to emails within **24 hours on school days**. Emails should be sent to Hadella.1@osu.edu.
- **Discussion board**: I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let’s maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn’t always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Communication Policy

The primary contact for this course is Lucia Hadella. Please contact Lucia at Hadella.1@osu.edu. You may schedule an appointment with Lucia through email or by calling 614-292-2265.
Professionalism is important in any class setting, and it will be particularly emphasized in this course. Students are expected to be proactive and timely, looking ahead in the course and seeking help at least a few days before assignments are due. The instructors for this course adhere to regular business hours 8 am – 5 pm Monday-Friday and will respond to emails within one business day unless otherwise announced. Students are welcome to send emails over the weekend but should not expect a response until the following business day.

If last-minute situations do arise, students should still contact instructors to discuss their options. However, students should not expect an immediate response or the provision of last-minute accommodations and may still be subject to late penalties and other deductions.

Academic integrity policy

Because this course includes live peer-to-peer collaboration through Zoom and Carmen/Canvas, students must adhere to academic integrity policies as they would in an in-person course. Peer review opportunities during live sessions are an opportunity to gain feedback from peers about resumes and other documents. When resume, cover letter, and other original document drafts are submitted for instructor review, those documents will be held to the academic integrity standards as put forth by the university (see below). Although some students may have similar experiences to document on their resumes, word-for-word representations of experiences, for example, will be considered suspect and will prompt further inquiry from the instructor. In this scenario, the instructor will contact the students involved and then report the suspected misconduct if relevant.

Ohio State’s academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.
If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology
This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

**COURSE SCHEDULE**

Refer to the Carmen course for up-to-date assignment due dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Session</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1    | October 21st  | Course Introduction and career planning model  
Career Fair Intro – Handshake overview and registration  
Resume basics and resources | Initial Career Reflection due Sunday, Oct. 25th  
Submit draft of your resume by Monday, Oct. 26th |
| 2    | October 28th  | Resumes, CVs, and cover letters  
Peer Review Workshop | Set up meeting with career advisor for resume review 10/29 – 11/2 |
| 3    | November 4th  | Career Fair prep  
Interviewing & skills workshop | Master & 1 Page General Due Nov. 3rd |
|      | November 5th  | Environmental & Sustainability Virtual Career Fair  
(Attendance strongly encouraged) | |
<p>| 4    | November 11th | HOLIDAY - NO CLASSES | Do Clifton Strengths Assessment |
| 5    | November 18th | Job searching – introduce tailored resume and cover letter assignment | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Nov. 25th</td>
<td>Networking and your online presence – Introduce virtual profiles assignment</td>
<td>1st Professional Networking Reflection Due</td>
</tr>
<tr>
<td></td>
<td>Assessments &amp; the career planning process: individual strengths and goal setting; career competencies</td>
<td>Virtual Profiles Due Nov. 24th</td>
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<tr>
<td></td>
<td>Workplace environment, legal rights, authenticity</td>
<td>Watch before class: Assigned career planning videos</td>
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<tr>
<td></td>
<td>Bias, Professionalism, and “Jack of all trades” teams</td>
<td>Tailored Resume &amp; cover letter due Nov. 28th</td>
</tr>
<tr>
<td>7 Dec. 2nd</td>
<td>Maximizing your internship experience: principles for growing and networking while in the job</td>
<td>2nd Professional Networking Reflection Due</td>
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<tr>
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<td>Happenstance &amp; long-term career planning &amp; life planning, shit sandwiches</td>
<td>2- Year Career Plan Due Dec. 7th</td>
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<td>GUEST PANEL OF PROFESSIONALS</td>
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<tr>
<td>Final Exams</td>
<td>Show up virtually for your scheduled 1-hour mock interview and debrief</td>
<td>Mock interview &amp; Final Meeting</td>
</tr>
</tbody>
</table>