

# COURSE OUTLINE

**SCHOOL OF**

**COURSE NAME: Exploring Career Options**

**COURSE CODE: STS 1035**

**CREDIT HOURS: 2 credit hours per class; 28 hours in-class instruction**

**PREREQUISITES: None**

**COREQUISITES: None**

**PLAR ELIGIBLE: YES ( X ) NO ( )**

**EFFECTIVE DATE: January 2019**

**PROFESSOR: Diana McIntyre OFFICE #: B173AE - SJA**

**PHONE: 416 415-5000 ext. 2326 EMAIL: dmcintyr@georgebrown.ca**

**NOTE TO STUDENTS: Academic Departments at George Brown College will NOT retain historical copies of Course Outlines. We urge you to retain this Course Outline for your future reference.**

FOR OFFICE USE ONLY

ORIGINATOR (SIGNATURE): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHAIR (SIGNATURE): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE OF REVISION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EQUITY STATEMENT: George Brown College values the talents and contributions of its students, staff and community partners and seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Language or activities which are inconsistent with this philosophy violate the College policy on the Prevention of Discrimination and Harassment and will not be tolerated. The commitment and cooperation of all students and staff are required to maintain this environment. Information and assistance are available through your Chair, Student Affairs, the Student Association or the Human Rights Advisor.**

**George Brown College is dedicated to reducing barriers and providing equal access to education for students with disabilities. If you require academic accommodations, please contact the Accessible Learning Services office on your campus.**

**STUDENT RESPONSIBILITIES:** **Students should obtain a copy of the *Student Handbook* and refer to it for additional information regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, supplemental privileges, and academic dishonesty. Students are required to apply themselves diligently to the course of study, and to prepare class and homework assignments as given. Past student performance shows a strong relationship between regular attendance and success.**

**COURSE DESCRIPTION:**

In this course, you will start your Career Intelligence Portfolio and all the tasks you completein the course will contribute to your own portfolio, including a practical career or educational plan that you develop by exploring your interests and abilities. You will create achievable goals designed to put you on the path to a potential career of your choice, and develop skills and strategies to synthesize information and make informed choices about your career and education. You will begin the lifelong process of educational and career planning.

**ESSENTIAL EMPLOYABILITY SKILLS:**

As mandated by the Ministry of Advanced Education and Skills Development, essential employability skills (EES) will be addressed throughout all programs of study. Students will have the opportunity to **learn (L)** specific skills, to **practice (P)** these skills, and/or **be evaluated (E)** on the EES outcomes in a variety of courses. The EES include communication, numeracy, critical thinking & problem solving, information management, interpersonal and personal skills. The faculty for this course has indicated which of the EES are either Learned (**L**), Practiced (**P**) or Evaluated (**E**) in this course:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Skill | **L** | **P** | **E** | Skill | **L** | **P** | **E** |
| 1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience | X | X | X | 7. locate, select, organize and document information using appropriate technology and information sources | **X** | **X** | **X** |
| 2. respond to written, spoken or visual messages in a manner that ensures effective communication | X | X | X | 8. show respect for the diverse opinions, values, belief systems, and contributions of others | **X** | **X** |  |
| 3. execute mathematical operations accurately |  |  |  | 9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals | **X** | **X** |  |
| 4. apply a systematic approach to solve problems |  | X |  | 10. manage the use of time and other resources to complete projects | **X** | **X** |  |
| 5. use a variety of thinking skills to anticipate and solve problems |  | X |  | 11. take responsibility for one’s own actions, decisions and consequences | **X** | **X** |  |
| 6. analyze, evaluate, and apply relevant information from a variety of sources | X | X | X |  |  |  |  |

**COURSE OUTCOMES:**

Upon successful completion of this course the students will have reliably demonstrated the ability to:

1. Analyze their own personal style, strengths, abilities and interests within the context of future planning.
2. Develop a career or educational plan which includes specific, achievable goals and timelines.
3. Create an e-portfolio and a personal pitch which exhibits their strengths and skills.

**DELIVERY METHODS / LEARNING ACTIVITIES:**

A variety of teaching methods will be used including lectures, discussions, seminars, self-assessments, group activities, field research and Internet

**LIST OF TEXTBOOKS AND OTHER TEACHING AIDS:**

***Required:***

1. Internet
2. Blackboard

***Recommended / Optional:***

**TESTING POLICY:**

Students are required to complete in-class assessments and writing assignments as well as take- home assignments.

Supervised make-up testing or late submission of assignments is at the discretion of the professor.

See the ***Missed Assessments and Late Assignments Policy*** as well as George Brown College policies and procedures regarding withdrawals, exemptions, attendance, class assignments, academic dishonesty and supplemental examinations.

Supplemental tasks/examinations are not a right but a privilege granted by a Promotion Committee on an individual basis to students who have failed a course after attending the entire course and attempting the final examination. Individual professors do not make decisions regarding the policies of the Promotion Committee**.**

# Punctuality and attendance are essential to successful completion of this course.

* Direct specific course related concerns immediately to your professor, preferably

through e-mail and Feedback and Consultation Hours.

* Any changes to dates and details of assessments or assignment due dates will be

announced in class.

* All assignments are due *in class* on their due dates, unless otherwise specified.
* The *Missed Assessments and Late Assignments Policy* as well as George Brown College’s Academic Policies and Guidelines apply regarding withdrawals, exemptions attendance, class assignments and academic dishonesty as well as Codes of Conduct.

**ASSIGNMENT POLICY:**

**Students must:**

* Use word processing software to complete any assignment prepared out of class;
* Submit printed assignments in person at the beginning of class on the designated date;
* Keep all graded assignments and course work for future reference. Students must produce these assignments in case of any disagreement over grades or completion of work.

**Note:**

* Late entries will receive a penalty, unless accompanied by proper documentation or an extension negotiated and approved by the teacher.

# Cellphone, headphones, audiotaping, video recording, etc.

* Unless otherwise specified, cell phones, headphones, personal entertainment systems, etc. *must* be out of view and turned off (or in silent mode).

**EVALUATION SYSTEM:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Tool:** | **Description:** | **Outcome(s) assessed:** | **EES**  **assessed:** | **Date / Week:** | **% of Final Grade:** |
| My Journey | Create a timeline of what brought you to this point and where you want to be in the future. Timeline can be written, drawn, e-movie, series of annotated photos, etc. | 1,2 | 1,2,6,7 | Wk #3 | 15% |
| Who Am I? Discovering Your Unique Self | Create a profile of yourself which includes your Strengths, Emotional Intelligence results, and transferrable skills (e-portfolio draft) | 1,2,3 | 1,2,6,7 | Wk #7 | 25% |
| Personal Pitch Video  Personal Pitch Presentation | Prepare a 1-minute video highlighting key skills and personal attributes  Develop and facilitate a 1-minute in-class presentation highlighting key skills and personal attributes | 1,3  1,3 |  | Wk #10 | 10%  10% |
| Career Intelligence: e-portfolio | Submit completed Career Intelligence e-portfolio including | 1,2,3 |  | Wk #14  Mon April 8th @ 5:00 pm | 30% |
| In-Class Quiz | Students complete an in-class multiple short answer quiz on career development theory, strengths, EQ-I, and values on Blackboard | 1,2 | 2,6 | Wk #14 | 10% |
|  |  |  |  | **TOTAL:** | **100%** |

**GRADING SYSTEM**

**The passing grade for this course is: 50**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A+** | **90-100** | **4.0** | **B+** | **77-79** | **3.3** | **C+** | **67-69** | **2.3** | **D+** | **57-59** | **1.3** | **Below 50** | **F** | **0.0** |
| **A** | **86-89** | **4.0** | **B** | **73-76** | **3.0** | **C** | **63-66** | **2.0** | **D** | **50-56** | **1.0** |  |  |  |
| **A-** | **80-85** | **3.7** | **B-** | **70-72** | **2.7** | **C-** | **60-62** | **1.7** |  |  |  |  |  |  |

**Excerpt from the College Policy on Student Code of Conduct and Discipline:**

**The *minimal* consequence for submitting a plagiarized, purchased, contracted, or in any manner inappropriately negotiated or falsified assignment, test, essay, project, or any evaluated material will be a grade of zero on that material.**

**For more information on** [**George Brown College policies**](http://www.georgebrown.ca/policies) **please visit the website (http://www.georgebrown.ca/policies).**

**TOPICAL OUTLINE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic / Task** | **Outcome(s)** | **Content / Activities** | **Resources** |
| 1 | ***My Self Discovery:***  Celebrating Us: Reflecting on Self and Discovering Others | 1,2,3 | Icebreaker: Appreciative Inquiry  Creating a culture of care & inclusion through the development of classroom norms and practices  Review of Course Outline  Introduction to Developmental Concept Theory  Introduction to Reflective Practice | Appreciative Inquiry Handout  Designing the Alliance Handout  Post Classroom Contract / Alliance on Blackboard  Course Outline  Career Intelligence e-portfolio  Super’s Developmental Concept Theory  Rolfe’s Reflective Model |
| 2 | ***My Self Discovery:***  Strengths Based Career Exploration | 1,3 | Developing awareness and insights into our individual strengths for academic / career planning purposes and clarity  Students will review the StrengthsFinder 2.0 report and reflect on the top 5 strengths and their alignment to career choices | StrengthsFinder 2.0 Online Assessment: Gallupstrengthscenter.com  StrengthsFinder Report  Strengths PPT  Strengths Handouts  Online Resource: YouTube: Trombone Player Wanted |
| 3 | ***My Self Discovery:***  Cross-Cultural Intelligence | 1,3 | Examining cultural scales and their impact on communication and interpersonal relationships  Students will identify where they fall on each of Hofstede’s cultural scales and in small groups review case studies to determine issues and strategies to constructively resolve tensions arising from cultural diversity  ***Due: My Journey (15%)*** | Cultural Intelligence Handouts  Developing Cross-Cultural Intelligence (Linda.com)  Cultural Intelligence PPT |
| 4 | ***My Self Discovery:***  Emotional Intelligence (EQ-i) | 1,3 | Understanding the 5 composite and 15 sub-scales of EQ-I and their impact on personal, academic and career success  Students will review a video portraying a conflict between a customer and service representative. In small groups students will discuss composite scales and present an alternative strategy to improve situation through higher EQ-I | Emotional Intelligence Online Assessment: MHS  Guest Speaker: Emotional Intelligence (Student Success Initiatives)  EQ-I Higher Education Report  EQ-I PowerPoint  Leading with Emotional Intelligence (Linda.com)  YouTube: Joshua Freedman |
| 5 | ***My Self Discovery:***  Aligning Personal Values with the Career Planning Process | 1,3 | Knowing how values are aligned to career is critical to understanding career-related satisfaction and motivation  Through online VIA Character Strengths and e-portfolio self-assessment, students will identify personal and work related values and how this aligns with their current academic / career goal including occupational specific tasks and workplace environment | <https://hr.berkeley.edu/>  development/career development/self-assessment/value  Guest Speaker: Identifying Values (GBC Career Services)  VIA Charter Strengths (online values assessment)  e-portfolio reflective activities |
| 6 | ***My Career Exploration:***  The Future of Work | 1,3 | Examining labour market trends that are impacting the future of work and core skills required for the 21st century  Jigsaw Activity: in small groups, students will review articles on labour market trends and summarize key findings from readings to share with class | Guest Speaker: Online Labour Market Resources (GBC Career Services)  Guest Speaker: Critical Skills for the Future (GBC HR)  https://www.jigsaw.org/  Online Articles |
| 7 | My Career Exploration:  Transferrable Skills | 1,3 | Students will identify transferable skills in work, volunteer, academic course work, co-curricular and personal activities  Students will assess their level of competency of each skill and conduct a skills gap analysis by comparing their current level of skill against the skills found in 2 job postings / description that are relevant to their career interest  Midpoint check in: Start/Stop/Continue  ***Due: “Who Am I? Discovering Your Unique Self (25%)*** | Transferable Skills Activity Handout  Transferable Skills & Competencies Assessment  Skill Gap Analysis: Employer’s requirements versus your qualification  Start/Stop/Continue Handout |
| 8 | *INTERSESSION WEEK* | | | |
| 9 | ***My Career Exploration***:  Developing Your Personal Elevator Pitch | 1,3 | Develop a one-minute pitch that provides a concise overview of experience and skills  In small groups, students will have an opportunity to practice their pitch and to receive feedback from classmates  Students will prepare a one-minute video to be posted on Blackboard as well as live presentation of their one-minute pitch in class (week #10) | [www.getreskilled.com](http://www.getreskilled.com)  www.thebalancecareers.com  Guest Speaker: Developing the Perfect Pitch (GBC Career Services)  Linda.com:  Creating Your Personal Brand (Lida Citroen)  Giving the Elevator Pitch (Todd Dewett)  Powerful Presentations: Peerconnect |
| 10 | ***My Career Exploration:***  Presenting Your Personal Elevator Pitch | 1,3 | Students will present their one-minute personal pitch in class  Students will have an opportunity to observe and reflect on the personal pitch experience  ***Due: One-minute personal pitch video (10%) and one-minute in-class presentation (10%)*** | e-portfolio and online Resources |
| 11 | ***My Career Plan:***  Goal Setting | 1,2,3 | Setting goals is a significant component of the career planning process. To have a successful and satisfying career, students will begin to define their goals and devise a strategy to achieve them  Create an academic /career action plan with short-term and long-term goals | Online Resources  Berkeley Human Resources  www.thebalancecareers.com  Brock University: Co-op, Career & Experiential Education  RBC: Launching Careers  Goal Worksheet |
| 12 | ***My Career Plan***:  Career Resiliency | 1,3 | Understanding resiliency and the direct impact it has on personal and career wellbeing  Students will complete a wellbeing self-assessment and develop a resilience action plan | Guest Speaker: Counselling & Student Wellbeing  RBC: Launching Careers  The Open University  Online Resources  Resilience Self-Assessment  & Action Plan |
| 13 | ***My Career Plan:***  Career Intelligence e-portfolio | 1,2,3 | Students will work on completion of e-portfolio and will have an opportunity to discuss their progress with other students and the professor for feedback  ***Due: Career Intelligence e-portfolio Due Monday April 8 @ 5:00 pm*** | Online Course Resources & Career Intelligence e-portfolio  Online Resources |
| 14 | Course Wrap Up | 1,2,3 | ***In-class Quiz (10%)***  Review of Career Intelligence Pilot  Student thoughts / input and recommendations for STS 1035  Small Group Activity: Stop/Start/Continue  (Door Pass) | Stop/Start/Continue Handout  Career Intelligence e-portfolio  Course Reflection / Feedback Handout |
| 15 |  |  |  |  |
| **Please note: this schedule may change as resources and circumstances require.**  For information on withdrawing from this course without academic penalty, please refer to the [College Academic Calendar](http://www.georgebrown.ca/Admin/Registr/PSCal.aspx) link (**http://www.georgebrown.ca/Admin/Registr/PSCal.aspx).** | | | | |