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Course Overview

During the past century, social scientists in general and career counselors in particular have developed a number of models and interventions designed to promote career planning and help people make satisfactory decision about their careers. This course introduces students to social science models of career development and the social-historical dimensions of how work is structured, and invites them to apply this knowledge to their own career planning.

Career planning is a lifelong process of charting a path through life and the world of work, and is shaped by many factors: innate characteristics (e.g., physical dexterity, sensory perception), social identity factors (e.g., gender, race, and social class), psychological factors (e.g., personality and interests), and external forces that include changing features of the economy, technological development, and culture. A person's career plans are also influenced by happenstance, which refers to unanticipated and sometimes unpredictable factors that shape a person's career.

Career planning is a relatively new idea, since historically most people entered the occupation dictated by their family of origin and social class. The world of work has changed dramatically in the past century, however, as have the steps necessary for obtaining a satisfying career. Yet most people have only a limited understanding of how to effectively plan their careers in the 21st century.

A recurring theme within this course is using social science models to help students gain an understanding of the career development process - particularly in terms of how career paths emerge from both individual characteristics (interests, personality, and capacities for coping with life events) as well as broader contextual factors in the world of work.

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://diversity.utexas.edu/disability/

Course Objectives

Objective 1: Students will develop an understanding of the lifetime nature of career planning.

a. Students will learn definitions of important career planning concepts, such as work, career, leisure, and career development.
b. Students will discuss and identify connections between personal life and work life.

Objective 2: Students will learn how standardized career assessments are used as part of a matching approach to career planning, which emphasize connecting individual characteristics to work environments.

a. Students will complete the Myers-Briggs Type Indicator personality inventory, the Strong Interest Inventory, and the Preventive Resources Inventory.
b. Students will reflect on their understanding of their results on these inventories and integrate both outcomes and interpretations.

Objective 3: Students gain an understanding of psychological theories of human development, and how such models have changed across historical periods and social structures.

a. Students will learn key concepts associated with the Happenstance Model of Career Development.
b. Students will discuss and identify salient life roles during each stage of career development, and how life roles are influenced by contextual factors.
c. Students will integrate their understanding of individual characteristics and the role of development in career planning.

Objective 4: Social and Historical Dimensions of Work

a. Students will examine how careers are understood, and career decisions are influenced by, historical, cultural, and ideological context factors.
b. Students will discuss how demographic, economic, labor market, social, organizational, technological, and chance factors impact career planning.
c. Students will understand that individual career choices can be limited to some extent by boundaries imposed by outside forces.

Objective 5: Students will obtain information about the career planning process, which emphasizes how personal agency is connected with learning and skill development associated with external experiences.

a. Students will research the career fields in which they are most interested.
b. Students will analyze the complex network of social relationships that underlie the world of work.

   c.   Students will explore the role of narrative within career and leverage a variety of formats to begin building a professional identity.

Required Reading

Inkson, K., Dries, N., & Arnold, J. (2015). *Understanding Careers* (2015) (2nd Edition). Sage: Los Angeles, CA.

Additional Readings required readings are posted on Canvas.

Course Requirements

1. Course Design: This hybrid class emphasizes in-class activities and student self-exploration. The class meets face to face on Monday and Wednesday, and the equivalent of the Friday class time (50 minutes) will be spent engaging in online activities throughout the week. These online activities are in addition to the homework and reading you are expected to complete outside of class time. If you need help with this course, please use the HELP button on the bottom left side of the Canvas window. This link allows you to ask the instructor a question, or get help from the Canvas support team.

2. ***Classroom Expectations of You***

> **Netiquette:** Collaboration, discussion, and peer review are central learning activities both in class and online. Respectful dialogue and feedback are essential in this course. Disagreement is fine, but civil discourse is very important.

> **Time Management:** This is a hybrid class. We meet face-to-face two times per week and engage in ongoing online collaboration between meetings. These online activities allow for some flexibility in terms of when when you choose to work on them, but the deadlines are not flexible. Time management is a key to success in this course.

> **21st Century Distractions:** Please bring your laptop/tablet/mobile phone for each class, as we will use them frequently. We have incorporated technology to enhance learning opportunities, but as we all know, technology can also become a distraction and barrier to interpersonal connection. Therefore please observe the following:
> - ○ Silence all devices prior to class.
> - ○ Refrain from using your devices for personal purposes during class.

> **Class Absences :** I follow University policy with respect to attendance (see http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/)

Feedback: I welcome feedback on this course, particularly while we are still meeting, when I can do something about it. I welcome communication about any difficulties you are having, and I also welcome positive feedback about what is working well.

3. Classroom Expectations of Us

Organization - Course material will be organized in a way that enhances student learning. We will make every effort to start and end on time and make use of all the minutes in between.

Feedback - Students will receive timely and constructive feedback on their work.

Occupational Discernment - the experiences, readings, activities in this class are designed as both an academic and personal growth experience. Students should leave the class with a clearer understanding of the various occupational paths available to them and how to approach lifelong career planning.

3. Class Structure and Grading Policy: This course involves several different categories of assignments, all of which are designed to promote students' understanding of the career planning process. The course is graded on a 100 point scale, using the following categories:

(a) Class Participation (15 points) Punctual attendance and active participation are key to your success in this class. Persistent tardiness may result in a deduction of .5 for each instance. Attendance is also important: except in the case of a university approved excuse (see attendance policy above) or exceptional circumstances (such as serious illness or accommodations for students impacted by Harvey), missing class results in a one point deduction for each class, up to three classes. Missing more than three classes will result in a two point deduction for each class. If you have questions or concerns about class participation, please contact me.

(b) Quizzes and Discussions (15points). Discussions, hosted in Canvas, can be a valuable way to exchange ideas, engage course materials, and prepare for presentations from guest speakers. The class schedule provides an outline of discussions are planned. In my experience, students consistently provide thoughtful and respectful dialogue in class discussions, which is the expectation for this class. Discussions are graded credit/no credit, and credit is awarded for active and timely participation. Quizzes are assigned with class readings, and are designed to assess student understanding of course material. Quizzes and discussions are graded on a credit/no credit basis, and cannot be made up. Late activities will not be accepted.

(c) Activities (15 points) are intended to enhance students' understanding of course material and their own career development. Similar to class discussions, assignments are hosted in Canvas and are designed to help you engage course materials. Unlike discussions, which focus mainly on exchange of ideas,

assignments are also intended to familiarize you with career development activities, mainly through application to you and your own career development. Throughout the semester, you will be asked to work on assignments connected to the various topics we cover. Each of these assignments are designed as building blocks towards towards class projects, which are described next. Assignments must be completed by the due date and cannot be made up. The assessments are integral to the class and while taking the assessments is worth one point, students who do not complete the MBTI, SII, and PRI will lose 10 points from their class grade. Late activities will not be accepted.

(d) Extra Credit. Students will have the opportunity to earn limited extra credit (up to five points) that can be applied to missed points within the Activities and Quizzes/Discussions categories. To earn each extra credit point, identify up-to-date web content relevant to careers or career planning and post it to the course's Padlet page (More information on how to post to Padlet is available on Canvas).

(e) Projects (35 points) allow students to explore class topics in more depth and are aligned with major components of the class (such as self-assessment of interests and personality). Late assignments in this category will result in the loss of one point per day.

(f) Capstone (20 points) First, as an outward facing capstone, students will create a Linkedin Profile using information developed throughout the semester (10%). Second, as an inward facing capstone, students will write a reflective portfolio that summarizes what they have learned during the semester about themselves, the world of work, and the career planning process (10%). Late assignments in this category will result in the loss of point per day.

4. Assignment of Final Grades: The final course grade will be determined by calculating the percentage of total possible points each student has earned. Assignment of letter grades is as follows: 100 – 95% = A; 94 – 90% = A -; 89- 87% = B+; 86 – 84% = B; 83 – 80% = B-; 79 – 77% = C+; 76 – 74% = C; 73- 70% = C-; 69 – 67% = D+; 66-64% = D; 63-60% = D-; 59% or below = F.