

**COLLEGE TRANSITION SYLLABUS**  
**SEMESTER FOCUS: ACHIEVE CAREER SUCCESS**  
Instructor: Mr. David Trammell Room: 312 E-mail: dtrammell@sharylandisd.org

**Course Description:** Introduction to the process of career decision-making, educational planning, and job searching. Topics include analyzing personal career interests, skills, values, and aptitudes; surveying and researching fields with related educational and training requirements; practicing a decision-making process; and basic job search skills such as completing applications, writing letters of application, developing and using resumes, and interviewing.

**Course Purpose:** The purpose is to teach the student a comprehensive career planning process. This learning experience is designed to assist the student in selecting a college major and developing career options.

**Course Objectives:**

- To make educational and career decisions based on a planning model.
- To communicate more effectively and increase people skills.
- To learn critical thinking skills.
- To learn sound financial management.
- To identify personal interests, skills, values, and personality type.
- To assess personal strengths.
- To research career fields and occupations of interest.
- To implement a personal job search campaign.
- To interview for a job with confidence and effectiveness.
- To write a resume and documentation for the job search process.

**Instructional Methodology:** This course includes the following teaching and learning methods: lecture, individual application exercises, small group activities, class discussions, and homework assignments. Students will use the DISCOVER multi-media program (or similar career assessment program recommended by their instructor) and the Internet and library for career assessment and research. Students will develop a career portfolio which will include a job search packet and will participate in mock job interviews.

**Required Texts/Materials:**

Achieve Career Success: Discover and Get the Job You Want, 2e. by Raymond Gerson  
The 6 Most Important Decisions You'll Ever Make by Sean Covey  
The Decision is Yours: Activity Guide for Teens

**Grading:** The following elements will be used in calculating the course grade:

**Six Summaries** – Students will answer questions on each summary related to chapters in the text. These will be higher level thinking questions to promote critical and creative thinking. Each summary addresses questions related to two chapters in the textbook. There are also attachments to these summaries that are required and are figured into the total possible points per summary.

**Assignments are due at the beginning of class on the dates indicated. Those not received at that time will lose 10 points for each class day they are late.**

**Incomplete Grade:** Students are expected to complete the course within the semester time frame. An incomplete grade will only be given in very special circumstances and failure to complete the requirements by the deadline will result in a grade of "F" for the course.

**Scholastic Honesty:** Acts prohibited for which discipline may be administered include: scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their own thoughts, research or self-expression. Academic work is defined as, but not limited to, tests, quizzes, journals and papers whether taken electronically or on paper; projects, either individual or group; and classroom presentations.

**Academic Freedom:** Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are likely to be many differing viewpoints. These differences enhance learning and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

**Student Discipline:** Students have the rights accorded by the Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the class and not to interfere with or disrupt the educational process.

**Electronic Devices:** Please silence and put away all cell phones in class. Electronic Devices can only be used during BYOD but should be put away at all times.

**Late papers:** Ten points will be deducted for each class period in which journals and project papers are turned in late.

### **Grading Standards for Writing Summaries and the Case Study Paper**

The following descriptions provide guidance on the standards of performance for grades earned in the Career Success course:

#### **“A” Level Work**

Responds fully and accurately to the requirements of the assignment; demonstrates excellence in thinking, creativity and performance throughout; is clear, thorough, and well-organized with ample supporting examples and details; is well-presented with very few, if any, errors of grammar, spelling, punctuation, and format.

#### **“B” Level Work**

Responds well to the requirements of the assignment; demonstrates sound thinking and competent performance throughout; is clear, fairly thorough, and well-organized with sufficient supporting examples and details; is presented with few errors of grammar, spelling, punctuation and format.

#### **“C” Level Work**

Responds to most of the requirements of the assignment; demonstrates mixed levels of thinking and only adequate performance throughout; is occasionally clear, lacks thoroughness, and has some organization with few supporting examples or details; is presented with several errors of grammar, spelling, punctuation or format.

#### **“D” Level Work**

Responds to few of the requirements of the assignment; demonstrates poor levels of thinking and inadequate performance throughout; is unclear or incomplete, and is poorly organized with little or no supporting examples or details; is poorly presented and includes several major errors of grammar, spelling, punctuation or format.

#### **“F” Level Work**

Fails to respond to the requirements of the assignment; does not demonstrate evidence of thinking or concern for performance; is thoroughly confusing, incomplete, and disorganized with significant flaws in grammar, spelling, punctuation and format throughout.

By evaluating and revising your work according to these standards *prior* to handing it in, you can increase its quality and the level of your success in *all* of your courses.

Adapted from work by Richard Paul and the Critical Thinking Consortium, Sonoma State University, Rohnert Park, California.

### **KEEPING SCORE**

**Extra points:** You can earn extra points as follows:

**Perfect attendance:** Three extra points (added to final points).

**Attend a career workshop or career fair and write one page summary about what you learned:** Three extra points.

**Read another career development book and write a one page type written paper about what you learned:** Three extra points.

**Importance of this course:** Your career will have an important impact on all aspects of your life; your health, family, finances, state of mind, etc. It is important to invest time and effort to discover a career that is right for you.

**Success in the course:** Your success in this course will be achieved if you are open, honest, hard working, maintain good attendance, participate in class and turn assignments in on time. The degree of commitment is your choice and may determine the direction of your life. Putting together a good career plan takes a lot of effort and thought. You will receive encouragement from the class and instructor, but your primary motivation to explore must come from within.