

<b>Course</b> <b>Semester/Year</b> <b>Section #</b> <b>Course Dates</b> <b>Location</b> <b>Transfers to</b> <b>Instructor</b> <b>Number of Units</b>	GUID 8 Career Planning Summer 2021 V2267 June 1 – June 24 Online California State University April Klingonsmith 2	
<b>Instructor</b> <b>Contact</b> <b>Information</b>	Office Hours	Tuesdays 9:00-11:00 by cell phone
	Contact Info.	Message in Canvas inbox – anytime Email <a href="mailto:april-klingsmith@redwoods.edu">april-klingsmith@redwoods.edu</a> Phone or text message 10:00-5:00pm
<b>Catalog</b> <b>Description</b>	A career planning course focusing on the development and exploration of career and major options. Students acquire skills in professional planning including job search techniques, resume writing and interviewing. Emphasis is on individual self-assessment, self-reflection, career information, research skills, decision-making and goal setting. This course is helpful to students who are undecided about a college major/career or considering a career change.	
<b>Course</b> <b>Learning</b> <b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Identify career/major options using online databases and self-assessment results.</li> <li>2. Set short- and long-term career goals.</li> <li>3. List the training or education preparation for a specific career.</li> <li>4. Implement appropriate resume writing and interview techniques.</li> </ol>	
<b>Textbook</b> <b>Information</b>	<p><b><u>What Color Is Your Parachute</u></b>  Richard N. Bolles, 2018 – current</p> <p><b><u>What Color is Your Parachute? For Teens</u></b> – For teen GUID 8 students  Carol Christen, 2015</p> <ul style="list-style-type: none"> <li>• <a href="#">CR bookstore</a></li> <li>• Online</li> <li>• <a href="#">EOPS</a> (textbook voucher)</li> <li>• <a href="#">CR Eureka &amp; Del Norte library</a> (2-hr check-out)</li> <li>• <a href="#">Veteran's Resource Center</a></li> <li>• <a href="#">Multicultural and Diversity Center</a></li> <li>• <a href="#">HumCo Library</a></li> </ul>	

# Course Evaluation & Grading Policy

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## Student Academic Commitment

This two-unit CSU transferrable course requires about 1+ hours of your time daily. You will need to log into Canvas, work on assignments, and turn things in **almost every day**. Students need to regularly participate in the course and turn in assignments on time following the grading rubrics. Class attendance, conscientiousness, attention to details, reading, writing, and study skills are critical for success.

## Points

There are 930 points available to earn in this course. You can access your grade in the Canvas “Gradebook” at any point. Grades are based on the points that you earn and will be assigned based on a traditional percentage scale. Grading criteria is posted for each assignment in Canvas at the bottom of each assignment description. All work is graded as it submitted with the exception of Discussions, which are graded after the due date to allow ample time for students to post responses.

14 Journal Entries	30 pts each	45%	420
3 Discussion Forums	50 pts each	16%	150
Career Planning Reflection Paper	100 pts	10%	100
Resume	100 pts	10%	100
Student Education Plan	100 pts	10%	100
3 Quizzes	20 pts each	<u>1%</u>	<u>60</u>
		100%	930 total points

## Grading Scale

*A=93% and above, A-=90-92%, B+=88-89%, B=83-87, B-=80-82%,  
C+=78-79%, C=65-77%, D=60-64%, F=59% and below*

## Late Work

All assignments may be turned in late for a point deduction until the last day of class, except for quizzes which cannot be submitted late. See grading rubrics for point deduction details.

## Proctored Exams

There are no proctored exams for this course.

## Assignments

### Journal Entries:

The journal entries provide opportunities to apply the success strategies you learn about to enhance your results in college and in life. Responses must be at least 250 words. Journal directions and grading criteria are posted in Canvas under “Assignments.”

### Discussion Forums:

The discussions are a chance to self-reflect and share experiences with your classmates at the end of each module. You are asked to post an original discussion thread by Thursday and respond to 2 other classmate’s posts by Sunday. Original post should be minimally 250 words. Response to a classmate posts should be minimally 100 words. Extra credit points are available for responding to an additional classmate. The grading rubric is posted for each discussion in Canvas.

### Quizzes:

The quizzes are completed at the end of each module after the lessons are completed. The quizzes are untimed and can be repeated. Quizzes need to be completed on time - no late quizzes are accepted.

### *Career Planning Presentations:*

This presentation is designed to analyze the results of your Flower Diagram you completed in this course.

You will examine the following topics as it relates to you career planning:

- Your preferred kinds of people to work with
- Your favorite working conditions
- Your favorite transferrable skills
- Your goal, purpose, or mission in life
- Your favorite knowledges or fields of interest
- Level of responsibility you’d like, your preferred salary range, and other rewards
- Your preferred place to live and your preferred geographical features

### *Resume:*

Create your own resume to showcase yourself. The resume must be 1-page, concise, yet full of details. Build your resume in a meaningful way for you and your life. See the grading rubric in Canvas.

### *Student Education Plan (SEP):*

A Student Education Plan is an individualized plan that provides a “master list” of the courses required to achieve your educational/career goals. Check Canvas for SEP details, grading criteria, and a list of documents that count towards fulfilling the SEP requirement.

# Online Considerations

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## Instructor Accessibility

The instructor works hard to be accessible and available to her students. April accesses the class website regularly and responds to email and the Canvas inbox typically within 48 hours. If she cannot access Canvas or reply to email within that time frame, she will notify the class in an announcement, then will announce when she's returned. The instructor initiates frequent interactions with all students, both individually and collectively, and students have frequent opportunities to regularly interact with each other. She sends regular announcements and Canvas messages to students who fall behind or need support. April reads the discussion posts and participates when appropriate. To offer support, general questions (like raising a hand in class) are posted in Discussions in "Q & A" forum. Reach out to her anytime with a message in the Canvas Inbox for support.

## Inclusive Language in the Classroom

College of the Redwoods aspires to create an in-person and online learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Course Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS) During COVID-19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

## Support for Online Learners During COVID-19

In response to COVID-19, College of the Redwoods moved most of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

## Technology: Equipment, Skills, Requirements, and Support

Technology Equipment - Technology equipment is required for student success, and of equal importance as required textbooks and materials. Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Technology Skills - Online courses require adequate computer skills. You should be able to navigate the course websites, open and download files, use a word processor with Microsoft word (.docx) or be able to convert files to rich text format (.rtf) or portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course.

Technology Requirements - You should be able to navigate Canvas, course websites, open and download files, use a word processor with Microsoft word (.docx) or be able to convert files to rich text format (.rtf) or portable document format (.pdf), and submit files to Canvas. It is your responsibility to meet the technological demands.

Technology Support - Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

## Institutional Policies

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### Academic Dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### CR Emergency Alert System

CR has implemented an emergency alert system called Everbridge. In the event of an emergency on campus, you will receive an alert through your personal email and/or phone. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into Web Advisor and selecting 'Students' then 'Academic Profile' then 'Current Information Update.' Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

## Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information is located in the College Catalog and on the College of the Redwoods website.

## Withdrawing from this Course

Students may withdraw themselves and instructors can withdraw students from class for non-participation or excessive absences. The instructor will drop students who do not have at least a 60% in the Gradebook very early in the course. You will be given plenty of notice and support in advance. There are no exceptions if you have less than a 60% by the census date. If you choose to drop this course, use [Web Advisor](#) or [Admissions & Records](#).

# Canvas Assistance

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## Canvas Login Directions

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>  
[Canvas online orientation workshop](#)

## Using the Canvas Inbox

The Canvas Inbox is best way to contact April. In Canvas, click on the "Inbox" link on the left dark grey bar to view your Canvas email. Click on the person icon in the "To:" address bar. Choose the course, student or teacher, and then the person that you would like to email. Click on this course, and for teacher choose, April Klingonsmith. Type in a subject and message and click send.

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

# Student Support

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## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty, staff are available on the California Community Colleges [Health & Wellness website](#). [Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace. Students seeking to request a counseling appointment for academic or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services in a crisis.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821.

# Course Calendar

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Due Date	Module	Assignments Due
6/2	Module 1–Preparations	Discussion 1–Introductions Journal 1-Modern Day Job Hunting
6/3	Module 1–Preparations	Journal 2-Your Online Profile
6/4	Module 1–Preparations	Journal 3-Prep for Career Self-Assessments
6/5	Module 2–Self-Discovery	Quiz 1-Module 1 Quiz
6/7	Module 2–Self-Discovery	Journal 4-Your Functional Skills
6/8	Module 2–Self-Discovery	Journal 5-Your Favorite Knowledges
6/9	Module 2–Self-Discovery	Journal 6-Your People Preferences
6/10	Module 2–Self-Discovery	Journal 7-Your Ideal Working Conditions
6/11	Spring Break	Journal 8-Your Main Purpose
6/12	Module 2–Self-Discovery	Journal 9-Your Salary Preference
6/13	Module 2–Self-Discovery	Journal 10-Your Best Geographic Location
6/14	Module 2–Self-Discovery	Quiz 2- Module 2 Quiz Discussion 2-Module 2 Overview
6/15	Module 2–Self-Discovery	Resume
6/17	Module 3-Self-Reflection	Journal 11-Negotiating Salary
6/18	Module 3-Self-Reflection	Journal 12-Interviewing
6/19	Module 3-Self-Reflection	Journal 13-Your Obstacles
6/20	Module 3-Self-Reflection	Journal 14-Get Support Here
6/21	Module 3-Self-Reflection	Discussion 3–Module 3 Overview
6/22	Module 3-Self-Reflection	Quiz 3-Module 3 Quiz
6/23	Module 3-Self-Reflection	Career Planning Presentation
6/24	Module 3-Self-Reflection Class ends	Student Education Plan

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