College of the Redwoods
GUID-8 Career Planning Syllabus

Semester and Year: Fall 2026
Course ID & Section number: GUID-8-V2939
Course Dates: Oct. 17 – Dec. 18
Instructor: April Klingonsmith
Number of Units: 2
Location: Online using Canvas. Asynchronous. No required meetings.
Transfers to: California State University as elective
Course Calendar: Located at end of syllabus

Textbook Information

There is no textbook required for this course.

Catalog Description

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.

Course Delivery

This asynchronous course is delivered and taught 100% online. There are no classroom meetings and no specific meeting times. Work through the course modules on your own schedule each week, completing assignments by the deadlines listed in Canvas and the course calendar.

Course Learning Outcomes

1. Identify career/major options using online databases and self-assessment results.
2. Set short- and long-term career goals.
3. List the training or education preparation for a specific career.
4. Implement appropriate resume writing and interview techniques.

Instructor Contact & Communication

Instructor: April Klingonsmith
Preferred Contact: Canvas Inbox
Email: april-klingonsmith@redwoods.edu
Phone Number: Listed in Canvas in Module 0: Course Information under “Need Help? Start Here.”
Office Hours: Tuesdays, 9–11am (call or text) or message in Canvas anytime.

The Canvas Inbox is the best way to reach April. To send a message, click “Inbox” on the left side of Canvas, choose this course, select “Teacher,” choose April Klingonsmith, add your subject and message, and click send.

April checks Canvas regularly and typically responds within 48 hours. She communicates with students through announcements, Canvas messages, discussions, and individual outreach and reaches out to students who fall behind or may need additional support. If a situation prevents her from accessing Canvas or email within the usual response time, she will notify the class through an announcement.

Please reach out anytime you have questions, need help, or encounter obstacles that may affect your success in the course.

Communicate Your Needs Early

Your success matters. If you have challenges with technology, learning needs, or personal circumstances that may affect your participation, please let April know as early as possible.

Grading & Evaluation

This course includes a total of 1,260 possible points. You can view your current grade anytime in the Canvas Gradebook. Final grades are calculated using a traditional percentage scale based on the total points you earn. Each assignment includes specific grading criteria in Canvas. Most assignments are graded as they are submitted; discussions are graded after the due date to allow time for full participation.

The late work policy and extra credit opportunities are explained in the Course Policies section later in the syllabus.

Grade Options

Students may choose either a Pass/No Pass or letter grade for this course. If you are unsure which option is best for your academic goals, please meet with a counselor or advisor.

To request a grade option change, log in to WebAdvisor, locate your course, and submit the grade option change form. If you need help, the Counseling Office or Admissions & Records can guide you through the process.

Grading & Point Totals

Grade	A	A-	B+	B	B-	C+	C	D	F
Percent	93% and above	90% to 92%	88% to 89%	83% to 87%	80% to 82%	78% to 79%	70% to 77%	60% to 69%	59% and below

Coursework	Points	Total points	Percentage
Assignments (6 total)	40 points each	240	19%
Discussion forums (6 total)	50 points each	300	23%
Module Reflections (3 total)	40 points each	120	10%
10-Year Lifestyle Financial Plan (1)	150 points	150	12%
Interviews (2 total)	75 points	150	12%
Resume, Cover Letter & References (1)	150 points	150	12%
Career Plan (1)	150 points	150	12%
		1,260	100%

Course Assignments & Major Projects

GUID-8 is organized into three modules that move from exploring the world of work, to learning more about yourself and possible career paths, to taking action toward your future. The assignments, discussions, reflections, interviews, and major projects build on one another as you develop your career direction and plan for your future. Detailed directions, grading criteria, submission requirements, and AI expectations are provided within each assignment in Canvas.

Module 1: Exploring the World of Work

- Discussion 1 – Your Introduction Video
- Career Trends & The Future of Work
- Your Digital Footprint & Professional Image
- Skills Employers Look for Today
- Discussion 2 – Cultural Awareness in the Workplace
- Module 1 Reflection: What I Learned About the World of Work
- Optional Module 1 Self-Assessment Quiz

Module 2: Discovering Yourself & Your Career Path

- Create Your Career Planning Results Summary
- Your Purpose in Life
- Discussion 3 – Your Transferable Skills & Strengths
- Your Ideal Work Life
- Discussion 4 – Connecting Your Interests to Careers
- 10-Year Lifestyle Financial Plan
- Module 2 Reflection: What I Learned About My Future
- Optional Module 2 Self-Assessment Quiz

Module 3: From Career Exploration to Action

- Discussion 5 – Would You Take the Job? Looking Beyond the Salary
- Informational Interview to Learn About Someone's Job
- Mock Job Interview With a Person of Your Choice
- Discussion 6 – Building Your Career Connections
- Module 3 Reflection: What I Learned About Preparing for My Career
- Optional Module 3 Self-Assessment Quiz
- Resume, Cover Letter & References
- Career Plan

Key Assignment Descriptions

Create Your Career Planning Results Summary

Throughout Module 2, you will create and continually update a Career Planning Results Summary that brings together what you are learning about yourself and your career preferences. Your summary will include your purpose, preferred people, transferable skills, preferred working conditions and locations, special knowledge and interests, and salary expectations. You will update and submit your Career Planning Results Summary with each assignment in Module 2 as you learn more about yourself and what you want from your future career.

10-Year Lifestyle Financial Plan

In Module 2, you will create a realistic financial picture of the life you would like to have approximately 10 years from now. You will estimate your future expenses, develop a monthly budget, determine the take-home and gross salary needed to support that lifestyle, and identify careers that could realistically provide the income you need. You will also consider how choices such as where you live and the lifestyle you want affect your career and salary needs.

Career Planning Interviews

In Module 3, you will complete two interviews that give you firsthand career information and experience with the interviewing process. You will conduct an informational interview with someone whose work you want to learn more about and participate in a practice job interview with a person of your choice.

Resume, Cover Letter & References

In Module 3, you will develop a professional resume, cover letter, and reference page that you can use and update as you pursue employment and career opportunities. You will apply what you have learned about professional image and communicating your skills, qualifications, and experiences to employers. Before submitting your materials, someone must review them using the provided proofreading checklist.

Career Plan

In Module 3, you will complete a comprehensive Career Plan that brings together what you have learned throughout the course. You will identify your career direction and how it fits your interests, skills, values, and preferred work life; research the realities of your chosen career; and create an action plan for moving forward. You will also reflect on what you learned from interviewing, consider your professional image and career documents, and develop a plan for keeping those documents organized and accessible for future opportunities.

Course Policies

Late Work Policy

All assignments may be submitted after the due date up until the last day of class, with a point deduction for lateness. Each assignment includes a grading rubric that outlines expectations and the specific number of points deducted for late submissions.

Please note: even with communication, all late work will receive the stated deduction—no exceptions.

Extra Credit Guidelines

Opportunities for extra credit are available throughout the course:

- Discussion Forums: Earn extra credit by responding to three classmates instead of the required two.
- Career Center Presentations: Attend and participate in a Zoom session hosted by the Career Center (details will be shared in course announcements).
- End-of-Semester Survey: Complete the final course survey to earn additional extra credit.

These optional activities are designed to enhance your learning and provide opportunities to boost your grade.

Artificial Intelligence (AI) Use Policy

GUID-8 is a course about **you**—your interests, strengths, values, goals, experiences, and career plans. AI tools such as ChatGPT, Google AI Mode, Microsoft Copilot, Gemini, Claude, Grammarly, Canva AI, and other AI tools commonly available to college students can be valuable learning tools, but they should never replace your own thinking, personal experiences, or reflection. Your assignments should represent your own voice and authentic work.

AI can be used for:

- Researching careers, industries, occupations, and job market trends
- Brainstorming and organizing ideas
- Proofreading and improving grammar, spelling, and clarity
- Developing professional documents (résumés and cover letters) and preparing for interviews

AI should not be used for:

- Replacing your own thinking, personal experiences, or reflection
- Writing discussion replies to classmates
- Completing work that an assignment specifically identifies as No AI
- Completing assignments without your own thinking, effort, and review

AI use is optional in this course. Students who choose not to use AI, do not have access to AI tools, or require accommodations will not be disadvantaged.

AI Use Disclosure

If you use AI to help with a written assignment, include a brief **AI Use Disclosure** at the bottom of your assignment (after your written responses). One or two sentences is enough.

Example:

"I used ChatGPT to research career trends and proofread my writing. All final work is my own."

Each assignment in Canvas includes an AI Use for This Assignment section explaining whether and how AI may be used for that specific assignment. Because expectations vary by assignment, always review the AI guidelines within the assignment before beginning your work. When AI use is permitted and you use it, include the required AI Use Disclosure with your submission.

Students should avoid entering sensitive personal, financial, or confidential information into AI tools. The instructor maintains final authority over course content, feedback, grading, and academic decisions.

Consequences for Misuse of AI

AI is intended to support your learning—not replace it. If I have reason to believe an assignment does not represent your own work or that AI was used inappropriately, I may ask you to explain your work, discuss your writing process, or revise and resubmit the assignment. Until you can demonstrate that the work reflects your

own learning and understanding, the assignment may receive a zero or reduced credit. Any resubmission will follow the course late work policy.

The purpose of this policy is to ensure that your assignments reflect your own learning, ideas, and growth.

Dropping Policy

Students whose grade in the Canvas Gradebook is below 60% on the Instructor Drop Date listed in the course calendar may be dropped from the course. Before the Instructor Drop Date, April will contact students who are at risk of being dropped and offer support and an opportunity to improve their progress.

Students may also withdraw themselves from the course before the final student drop deadline through WebAdvisor or Admissions & Records. Important drop deadlines are listed in the course calendar and communicated through course announcements.

Inclusive Language in the Online Classroom

College of the Redwoods is committed to fostering a learning environment where everyone feels welcome and encouraged to share their perspectives. Instructors and students are encouraged to use language that is inclusive, respectful, and supportive of all community members.

Disruptive Behavior Policy

Behavior or communication that disrupts the online learning environment will not be tolerated. Examples of disruptive conduct include, but are not limited to: posting unwarranted or off-topic comments, failing to follow instructor directions, using vulgar or obscene language in discussion boards or messages, making slurs or intimidating remarks, and any form of verbal abuse or harassment in online interactions.

Disruptive Behavior Consequence
If the instructor determines that a student's behavior disrupts the educational process, the instructor will send the student a message clearly stating the behavior that does not align with course expectations. The student will be given 48 hours to remove any inappropriate comments or conduct from the online course environment. Failure to comply within this timeframe may result in temporary removal from class and referral to the Chief Student Services Officer or their designee for further action. For more information on student rights, responsibilities, Board policies, and administrative procedures, please consult the College Catalog and the CR Board and Administrative Policies.

Academic Dishonesty Policy

Academic integrity is fundamental to the educational community, and scholastic dishonesty is not tolerated. When academic dishonesty is suspected, the faculty member has primary discretion over assigning grades and determining the student's status in the course. If a student is found to have engaged in dishonest behavior, they may receive a failing grade on the affected assignment or exam and may be referred 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 regarding student rights, responsibilities, Board policies, and administrative procedures can be found in the College Catalog and the CR Board and Administrative Policies.

Technology & Canvas Information

Canvas & Course Access

- Log in to Canvas through the My CR Portal
- Once in Canvas, open this course and select **Modules**.
- Start with **Module 0: Course Information** for important course information and resources.
- If you have trouble accessing Canvas or other CR technology, use the technology support resources below.

Technology Support

If you need help with Canvas or other CR technology, visit the Online Support Page.For password problems with Canvas, WebAdvisor, or your mycr.redwoods.edu email, contact Technical Support at its@redwoods.edu or 707-476-4160 (800-641-0400 ext. 4160), Monday–Friday, 8am–4pm. Additional technology help and resources are available in **Module 0: Course Information** under **Technology Help**.

Microsoft Office 365

CR students can access Office 365 license for free with a valid CR email account. Office 365 includes programs such as Word, Excel, and PowerPoint.

Technology Skills & Requirements

Because this is a fully online course, you should be comfortable using Canvas, accessing websites, opening and downloading files, creating and saving documents, and submitting your work in Canvas. If technology is making it difficult for you to participate in the course or complete your work, please reach out to April as early as possible so we can identify available support and resources.

Student Support & Campus Resources

CalWORKS

California Work Opportunity & Responsibility to Kids (CalWORKs) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Career Center

The Career Center helps students and alumni explore career options, develop resumes and interview skills, and connect with job and internship opportunities. Appointments are available virtually via Zoom, by phone, or in person. The Career Center also provides access to Handshake, career assessments, workshops, and Work Experience Education (internships) to support your professional growth.

Counseling and Advising

The Counseling and Advising office helps students navigate their educational paths, whether earning a degree or certificate, preparing to transfer, or starting a new career. They offer guidance on course selection, transfer planning,

academic progress, and other student needs, in person or online via Zoom, phone, or email. Appointments are available at Eureka, Del Norte, and Klamath-Trinity campuses.

Extended Opportunity Programs and Services (EOPS)

EOPS/CARE (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

Health and Wellness

- Health & Wellness website: Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty, staff.
- Wellness Central: Free online health and wellness resource available 24/7 in your space at your pace.

Learning Resource Center

The Learning Resource Center includes the following resources for students:

Library Services
Introduction - Library Services for Students - LibGuides at College of the Redwoods promotes information literacy and provides organized information resources.

Multicultural and Equity Center
The Multicultural and Equity Center is an inclusive space that supports students academically and personally by fostering community, cultural expression, and cross-cultural learning. It offers resources and activities focused on leadership, student success, equity, and social justice, all within a student-centered and respectful environment.

Academic Support Center
The Academic Support Center offers tutoring and test proctoring for CR students.

Student Tech Help
Technical Support provides students with assistance around a variety of tech problems. See also *Technology Help* in the beginning modules.

Student Accessibility Support Services (SASS)

College of the Redwoods is dedicated to providing reasonable accommodations for qualified students who may benefit from additional educational support. You may qualify if you have a physical, mental, sensory, or intellectual condition that affects your academic performance, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common medical conditions like arthritis, asthma, diabetes, autoimmune disorders, or chronic illnesses
- Temporary impairments such as a broken bone, recovery from surgery, or pregnancy-related disabilities
- Neurodevelopmental disorders including learning disabilities, intellectual disabilities, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring and academic assistance through the LIGHT Center, counseling and advising, alternate formats for course materials (such as audiobooks, braille, or e-texts),

assistive technology, learning disability assessments, approval for personal attendants or interpreters, priority registration, on-campus transportation, adaptive physical education, and more.

If you believe you could benefit from disability- or health-related accommodations, please contact Student Accessibility Support Services (SASS) at sass@redwoods.edu. If you're unsure whether you qualify, SASS can provide a consultation.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280
- Location: Student Services building, first floor SS113

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the Eureka TRiO office or the Del Norte TRiO office.

Veterans Resource Center

The Veterans 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.

Emergency Procedures / Everbridge

College of the Redwoods uses the Everbridge alert system to notify you of emergencies on campus via your personal email and/or phone. No registration is required to receive these alerts. Please ensure your contact information is current by logging into WebAdvisor, selecting 'Students,' then 'Academic Profile,' and 'Current Information Update.'

If you have questions, contact Public Safety at 707-476-4112 or campus-safety@redwoods.edu. For more details, visit the Campus Safety website.

Your Rights As a Student

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 CR website.

Withdrawing from this Course

If you decide to withdraw from this course, please do so through Web Advisor or Admissions & Records. Students can initiate their own withdrawal, and instructors may also withdraw students for non-participation or excessive absences.

Course Calendar

Date	Modules	Assignments Due
Saturday Oct. 17	Course starts	Nothing due
Sunday Oct. 25	Module 1– Exploring the World of Work	• Discussion 1 - Your Introduction Video • Career Trends & The Future of Work
Wednesday Oct. 28	Module 1– Exploring the World of Work	• Your Digital Footprint & Professional Image •
Wednesday Oct. 28	Instructor Drop Date	Students dropped with less than 60% in Gradebook.
Sunday Nov. 1	Module 1– Exploring the World of Work	• Skills Employers Look for Today • Discussion 2 –Cultural Awareness in the Workplace
Wednesday Nov. 4	Module 1– Exploring the World of Work	• Module 1 Reflection: What I Learned About the World of Work • Module 1 Optional Self-Assessment Quiz
Sunday Nov. 8	Module 2 – Discovering Yourself & Your Career Path	• Create Your Career Planning Results Summary • Your Purpose in Life
Wednesday Nov. 11	Module 2 – Discovering Yourself & Your Career Path	• Discussion 3 – Your Transferable Skills & Strengths
Sunday Nov. 15	Module 2 – Discovering Yourself & Your Career Path	• Your Ideal Work Life • Discussion 4 – Connecting Your Interests to Careers
Wednesday Nov. 18	Module 2 – Discovering Yourself & Your Career Path	• 10-Year Lifestyle Financial Plan
Sunday Nov. 22	Module 2 – Discovering Yourself & Your Career Path	• Module 2 Reflection: What I Learned About My Future • Module 2 Optional Self-Assessment Quiz
Mon-Fri. Nov. 23-27	Fall Break	Nothing due
Wednesday Nov. 25	Last Day for Students to Drop Themselves	Students can drop themselves from this class on Web Advisor or at Admissions & Records
Wednesday Dec. 2	Module 3 – From Career Exploration to Action	• Discussion 5 – Would You Take the Job? Looking Beyond the Salary
Sunday Dec. 6	Module 3 – From Career Exploration to Action	• Informational Interview to Learn About Someone's Job •
Wednesday Dec. 9	Module 3 – From Career Exploration to Action	• Mock Job Interview With Person of Your Choice
Sunday Dec. 13	Module 3 – From Career Exploration to Action	• Discussion 6 – Building Your Career Connections • Module 3 Reflection: What I Learned About Preparing for My Career • Module 3 Optional Self-Assessment Quiz
Wednesday Dec. 16	Module 3 – From Career Exploration to Action	• Resume, Cover Letter & References • Career Plan
Friday Dec. 18	Course Ends	• Extra Credit Course Feedback Survey • All coursework turned in