DAKOTA COLLEGE AT BOTTINEAU

Course Prefix/Number/Title: CARS 105 Job Search

Number of Credits: 1

Course Description: This course will teach students a variety of job search techniques with emphasis on the most effective ways to find post-graduation employment. Areas covered include: developing resumes and cover letters, completing job application forms and job interviewing. Students will leave the course with a working professional portfolio.

Pre-/Co-requisites: NONE

Course Objectives:

- Write resumes, cover letters, and other job search correspondence
- Learn information and job interviewing skills
- Devolop a career portfolio

Instructor: Laura Halvorson

Office: Thatcher 1124-Library

Office Hours: Tuesday and Thursday 10AM-2PM

Phone: (701) 228-5680

Email: laura.halvorson@dakotacollege.edu

Lecture/Lab Schedule: Mondays 2:00-2:50PM Thatcher 1108/MISU Admin 359

Textbook(s): NONE

Course Requirements:

This course is designed to prepare you to find and obtain employment. Your attitude, investment in the class, treatment of fellow students and your instructor should reflect the level of professionalism expected in a work setting. Assignments should be completed in a professional and timely manner with the same quality you would give an employer.
Grading for this course is by the letter grading system. The following is a breakdown of how points are earned:

Attendance and In-Class Activities/Participation:	160 points
Project I: Resume	50 points
Project II: Cover Letter	50 points
Project III: Letter of Reference	25 points
Project IV: Interviewing for Information	25 points
Project V: Mock Job Interview	100 points

Project VI: Job Shadowing	200 points
Project VII: Portfolio	140 points
Total	750 points

As you can see, a large percentage of points come from actually showing up for class and participating. If you need to miss a class, talk to me about an alternative assignment to make up the points if you do not want to lose them for that class period. The requirements for the completed portfolio will be thoroughly discussed in class. The majority of the portfolio contents will be made up of in-class activities and previous assignments, so if you keep up with your attendance and homework, those points will be pretty much guaranteed. My office hours are posted on the bulletin board outside my office, and you are welcome to come see me any time for any reason.

Tentative Course Outline:

Week 1   Introduction/course review

Week 2   Portfolio Requirements
                        View samples, discuss format.

Week 3   Job Hunting
                        Networking
                        Resources—online and other
                        Assignment: How did you network for your last job?
                        Assignment: Set up job shadow
Week 4   Skills
                        Connecting Skills to Job Postings
                        Assignment: Describe the 3 skills you want at your next job, jobs
                        that use those skills, and the demand for those jobs

Week 5   Resumes
                        Discuss Job Postings
                        Review Resume Writing Resources
                        Start first draft in class, due next week
Week 6   Cover Letters
                        Peer Review of Resumes
                        Review quiz results
                        Review Cover Letter Format and Resources
                        Start First Draft in Class, due next week

Week 7   Review of Resumes & Cover Letters
                        Peer Review of Cover Letters
                        Return Resumes
                        Discuss problem areas
Week 8   Planning Your Portfolio
                        Return First Draft Cover Letters
                        Return 2nd Draft Resumes
                        Plan Portfolio using Planning Sheets

Week 9	Portfolio Workshop
	Return 2nd Draft Cover Letters
	Create basic slide outline
	Discuss video, audio, and picture possibilities
Week 10	Obtaining Letters of Reference
	Who is a good person to ask for a Letter of References
	What 2 people will you ask to write you a Letter of Reference
Week 11	Interviewing Skills
	Discussion on Interviewing
	Discuss Mock Interview
	Assignment: Set up job shadow
Week 12	Other Job Search Correspondence
	View samples, discuss format of Thank You, Acceptance, Rejection
	Write first draft Thank You
Week 13	Job Applications
	Look over job applications
	Fill out a job application
Week 14	Portfolio Workshop
	Troubleshooting, tech questions, content questions
	Hand in Resume & Cover Letter for final review
Week 15	Mock Interview—arranged individually with instructor
Week 16	Final Portfolio Workshop/Mock Interview Review

Final Project Due: **May 5th at 2:50PM**

General Education Competency/Learning Outcome(s) <u>OR</u> CTE Competency/Department Learning Outcome(s): Department Student Learning Outcomes

- Practice skills for workplace success.
- Show competence in creating plans to achieve goals.
- Develop adaptive skills.

Relationship to Campus Focus:

In this course, we will use technology to help you discover your true nature and push beyond what you thought you knew about yourself to find a career that fits you.

Classroom Policies:

- Respect should be shown the instructor and classmates
- Class participation is expected
- Be prepared for class and turn work in on time. Assignments are due Mondays at 11:59PM.
- Syllabus is subject to change.

Student Email Policy:
Dakota College at Bottineau is increasingly dependent upon email as an official form of communication.
A student's campus-assigned email address will be the only one recognized by the Campus for official

mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:
According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:
Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:
Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:
Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	- Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. - Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. - In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	- Determine if the use of generative AI could enhance student learning in any assignment of project. - Clearly indicate in all course syllabi if generative AI is allowable for any academic work.

	- If allowable, give specific parameters for how and when generative AI may be used. - If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.