

CARS 102 DCB Course Syllabus

Course Prefix/Number/Title: CARS 102 Career Awareness—2 credits

Instructor: Aimee Erdman

Office: None/Home

Office Hours: Usually evenings

Phone: Text me at 701-480-9099

Email: aimee.l.erdman@dakotacollege.edu

Lecture Schedule: Online

Textbook(s): Making Career Decisions that Count, 3rd ed., Darrell Anthony Luzzo, ISBN-9780131712775

Course Description:

The goal of this course is to assist students in learning about themselves and the world of work while learning how these two pieces of information relate to each other. Students will be exposed to each of the 16 career clusters and complete a variety of self-assessments. Students will create a career and education plan by using the information they gather about a specific career cluster through informational interviews, job shadows, and labor statistic research.

Pre-/Co-requisites: None

Course Objectives:

1. Career Awareness: Achieve a greater knowledge of the world of work by learning its organization into major divisions of occupations, generating a number of prospective occupations where one's personality is best suited, finding accurate information about one's occupational prospects, and understanding how economic forces and labor market trends should impact job choices. Achieve a greater knowledge of a specific career field through informational interviews, job shadows, and researching current relevant economic and labor market trends.
2. Self-Study: Achieve a greater knowledge of one's personality characteristics by identifying and understanding the personal interests, motives, achievements, abilities, and values that influence occupational choices.
3. Research & Critical Thinking Skills: Develop efficient research skills by finding labor market and college cost information relevant to a potential career choice.
4. Decision Making Skills: Develop greater skills in choosing appropriate careers or occupations by using a rational, systematic method of decision making that incorporates one's knowledge of self, occupational prospects, and the world of work.
5. Portfolio: Achieve greater competence in establishing a major and a career path by constructing a career planning portfolio. Contents of the portfolio would include career interest & ability assessments, personality assessment, and career field research.

Course Requirements & Evaluation:

Grading for this course is by the letter grading system determined by percentage of possible points

Major Points Breakdown:

Cluster Synopsis & Journal Entries	160
Self Assessments (Personality, Skills, Interest & Values)	100
Midterm Paper	100
Interview Questions	40
Informational Interview & Report	100 (50 each)
Job Shadow & Report	100 (50 each)
<u>Education/Career Path Plan Report</u>	<u>100</u>
Total Possible Points	700

Grading:

- A 90%
- B 80%
- C 70%
- D 60%
- F 59% and under

DEADLINES & LATE WORK POLICY:

Assignments for the week are due Sundays at midnight. I do accept late assignments, but you will only get 50% of whatever points you earn. After five days past the due date, that week's information will be hidden.

Course Outline: As laid out on the main page of the course.

Relationship to Campus Theme: 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.

Academic Integrity: [Pearson Education](#) defines plagiarism this way: Simply put, **plagiarism is using someone else's words and ideas in a paper and acting as though they were your own.** This definition includes copying someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.

Some obvious examples of plagiarism include

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you bought over the Internet.

Some less-obvious examples include

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source and acting and citing the original source as though you read it yourself.

Please go through the [Understanding Plagiarism](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html) tutorial on their site.

(http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

The consequences of plagiarism in this class depend on the level exhibited, but are at a minimum a failing grade on the assignment up to failing the class. Save yourself the headache and **JUST DON'T DO IT.**

Disabilities and Special Needs: Please let me know if you have a special need or accommodation request and I will work with you and Disability Services to make sure it is taken care of.