



Oregon State University

Ecampus

Course Name: Career Decision Making

Course Number: ALS 114 Section #800

Term: Winter 2018 Extension Session, December 24, 2018 – January 6, 2019

Credits: 2

Instructor name: Kyle Whitehouse

Instructor email: kyle.whitehouse@oregonstate.edu

Course Description

A comprehensive orientation for distance learners. The course will address topics such as success strategies for online learning, Ecampus resources, how to engage in the campus community, time management, OSU library resources, academic integrity and more. Graded P/N.

Communication

We will use the Canvas inbox, grades center, and discussion board to communicate through this course.

The easiest way to make sure we find each other's email messages is to use the Canvas inbox to send and track messages. We will only use oregonstate.edu email addresses to send email.

The Discussion Board provides a perfect place for public communication. Use the "Q & A Forum" to ask questions about the course, clarify assignments, and express concerns that may be answered by anyone in the class, including myself and your classmates. If you have questions that you would consider to be private, please don't hesitate to contact me directly by email or phone.

I strive for consistent and active communication with each of you, responding generally on the same day to email and phone messages, and within 72 hours to your individual assignments with personalized feedback. Although I will not hold daily office hours, I will be available to contact directly through email or the Discussion Board. Please find my contact information in the START HERE – Instructor Information & Communication Policy page. If needed we can arrange to talk outside of those times via phone or video conferencing to discuss specific issues, concerns, questions, or how to better personalize the course content for your needs.

Your work will be submitted and graded through Canvas. Be sure to check your Grades tab for feedback on your assignments, and please feel free to contact me if you would like to

discuss anything at all.

Course Credits

This course is offered as a 2 week, 2-credit class. **Be prepared to dedicate 60 hours of your time on this course between December 24, 2018 – January 5, 2019.** You might think about this as 20-30 hours each week or about 10 hours per module.

Due dates occur throughout the term and will be clearly communicated in this syllabus, in the Canvas calendar, in your Grades section, and within each module to help you schedule your time. Because this class is offered online, you will participate asynchronously, or without a specific times to log in or be present. You will be able to engage with your classmates in the discussion board, make use of learning materials, interact with your instructor, and complete/submit assignments on a flexible schedule to meet deadlines.

Please review the last page of this syllabus and consider your personal schedule so you can be sure to reserve the time needed to be successful in this class.

Because the Winter Extension Session is only 2 weeks long, please be aware that the period to drop or withdraw from this course is extremely short. Consult the [OSU Academic Calendar](#). Important dates are listed here:

Winter Extension Session Deadlines

Session Begins	Monday, December 24th, 2018
Deadline to Add Course	Friday, December 28, 2018
Deadline to Drop a Course with 100% Tuition Refund	Wednesday, December 26, 2018
Deadline to Change Grading Basis	Wednesday, January 2, 2019
Deadline to Withdraw From a Course with a 50% Tuition Refund	Wednesday, January 2, 2019
Deadline to Withdraw from Term/Session Ends	Sunday, January 6, 2019

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

Class Fee and Learning Resources

The materials, testing, and computer program fee is \$37, charged to your student account upon registration. No text from the bookstore is required. Your fees include the standard assessment fees charged to take the SuperStrong Inventory and the Myers-Briggs Type Indicator, which will be assigned during the first half of the course. Additional readings and supporting materials will be posted in our course modules. All of the resources you are presented with this term are yours for continued use beyond the scope of this class.

Measurable Student Learning Outcomes

Upon successful completion of this course you will be able to:

1. evaluate the role interests, values, and personality preferences play in your career decision making process
2. describe and analyze your individual career-related values, interests, personality preferences and use this information to identify academic and career opportunities and goals
3. select and assess the value of key online resources for researching current and future academic options, career fields, and the job market
4. demonstrate informed career decision-making by synthesizing career information, identifying meaningful questions for your research, and preparing at least one informational interview plan
5. construct an achievable plan for reaching your possible futures and career goals

Evaluation of Student Performance

Participation in this course is particularly important because it is, after all, a course about you. Assignments and activities are designed to provide information to you, about you. Therefore, your engagement - in the material, with the assignments, and in discussion with your classmates - will have the greatest impact on your grades.

Your performance in this course will be based on completion of activities and surveys, synthesis of your learning and readings revealed through your thoughtful reaction to the activities, your ACTIVE participation in the discussion boards, and synthesis papers.

This course will be organized into modules, or common topics grouped together to allow for your engagement, reflection, and application. In each module, you'll find everything you need: learning materials, discussion, assignments, and assessments.

Grading

Required Assignments (total points possible = 400):

Discussion Participation	100 points
You Are Here	10 points
Values Reflection	10 points
SuperStrong Reflection	10 points
MBTI Reflection	10 points
Build Your Portfolio	20 points
ALS 114 Portfolio: Midterm Reflections	40 points
Portfolio – Module 4	15 points
Developing a Network	20 points
Career Log	20 points
Web Research Exercise	20 points
Academic OR Career Research Exercise	20 points
Informational Interview Proposal	35 points
Portfolio – Module 5	15 points
Odyssey Plan	20 points
Goal Statement	20 points
Portfolio – Module 6	15 points
Total	400 points

Letter Grade

Grade	Percent Range
A	373-400
A-	360-372
B+	348-359
B	332-347
B-	320-331
C+	308-319
C	292-307
C-	280-291
D+	268-279
D	252-267
D-	240-251
F	239 or less

Course Policies

Discussion Participation

The discussion board is a unique feature of an online course, one that provides the opportunity to greatly enrich your experience in the class. We will use class discussion to process the activities and topics, to provide feedback, to respectfully challenge to each other, and as an outlet for questions or healthy debate.

The discussion board is intended to be our interactive conversation space. Given the quick pace of a 2-week course, I expect every student to contribute regularly and often. Your participation in the Discussion Board is worth 100 points, or 25% of your final grade. Earning full credit requires both quantity and quality posts.

The following rubric will guide the assessment of your participation in each unique Discussion Board forum:

Criteria	No Engagement	Minimal Engagement	Strong Engagement	Excellent Engagement
Quantity of Posts	0 Points 0 posts	2 Points 1 post	4 Points 2-3 posts	6 Points 4 or more posts
Quality of Interaction with Classmates	0 Points Does not demonstrate interaction with classmates; no reply posted to others	2 Points Rarely addresses the ideas posted by classmates	4 Points Evidence of follow-up and participation with classmates; responses offer relevant feedback	6 Points Engages classmates with multiple thoughtful replies in conversation style, offers ideas or resources, and/or posts relevant provocative questions
Response to Prompt	0 Points No response to discussion prompt	2 Points Minimal response to prompt (i.e. low word count or rushed reply)	4 Points Adequately replies to some portion of the discussion prompt; shares a personally relevant reaction	6 Points Responds thoroughly to the discussion prompt; provides personal examples, reflections, or extends the ideas significantly
Timely Submission	0 Points Did not submit posts	.5 Points Submitted contributions after deadlines	1 Point Submitted posts, but timing was not optimal for class participation	2 Points Submitted initial post early, returned to discussion topic multiple times for follow up, met deadlines

To the best of your ability, please plan to contribute to the discussion multiple times each day. Points will be earned by your active and timely participation as well as your thoughtful responses to the initial prompt and to each other.

Late Work Policy

Points will be deducted for late work; however all work will be accepted, even if it is late, if it is submitted before the final due date of the term stated in the Course Schedule.

Each module in this course will have its own due date, typically giving you 1 – 3 days to complete the material. Your due dates are listed in the module overview, on the last page of this syllabus, in your Grades section, and in the Canvas calendar. Make note of the due dates, and communicate with me about your needs, questions, and extreme circumstances that may interfere with your meeting these deadlines. If you can notify me in a timely manner, especially if there is a change to your own schedule that will impact your work in this class, I will have the best chance of helping you find a solution.

Incompletes

A contract for Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child, etc.), and if the student has a satisfactory grade for all work completed at the time of the agreement. If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course have been designed with accessible formats in mind. If you find you cannot access any of the content, please contact me directly for assistance. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Academic Integrity

I take the issue of academic honesty very seriously. Plagiarism and other forms of cheating will result in serious repercussions. In this class, you may be referring to other resources to get information, and if you use that information in a paper or assignment, it is important to acknowledge the original source through appropriate citation. As your instructor, I encourage you to share ideas and work collaboratively, but the assignments you submit ultimately should be yours.

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

ORAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b) It includes:
 - i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
 - ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
 - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment

for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

- iv) TAMPERING - altering or interfering with evaluation instruments or documents.
 - v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

TurnItIn

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

Tutoring and Writing Assistance

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing suite where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State [Online Writing Suite](#) (OWS) is also available for students enrolled in Ecampus courses. The OWS provides Grammar Studio and electronic submission and review of any writing project at any stage of writing.

Student Evaluation of Courses

The online Student Evaluation of Teaching system opens to students during the week before finals and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous

(unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Expectations

... for your reflection:

Assignments are designed to offer thoughtful, meaningful, and summative reflections. I will not place a length expectation per se. Instead, I request your genuine engagement in the topic with answers supported by personal examples and detail. This class is for you and, to a great extent, about you. There are very few right or wrong answers, and your ideas and opinions will carry the most weight when you back them up with experiences from your life and evidence of your learning.

... for your mindset:

Be curious. Curiosity makes everything new and possible.

Be willing. Try out ideas and test the things you are learning – how can you know for sure if you don’t give it shot?

Understand this is a process. Not just the decisions you’re exploring, but your career. No one knows for sure or lands on one answer for the rest of their lives. Careers develop with your active involvement.

Ask for help. You are not alone. You have a support system in your corner. Find it. Develop it. Use it.

... for your success:

Engage:

Your personal commitment to the objectives of this course is critical for you and for your peers.

Former students of this course provide the following advice:

"This is one of those classes that you will truly get out of it what you are willing to put into it...one of those courses you will remember always!"

"Keep an open mind about everything...including your own strengths and weaknesses." "I learned that it's ok to be undecided or unclear about your direction, but you need to be an active explorer to move forward."

"This class won't make decisions for you... you really have to want to make them on your own with the help of this class."

Participate:

Active participation means that you intentionally consider the input of others, that you comment thoughtfully during discussions, and that you give your all when completing assignments for the class. This course is designed to increase your understanding of yourself and of the world of work and will enable you to make informed choices successfully with your full participation. When you are able to share your own experiences and reactions, you will not only get more from this course, but you will also enhance the experience for your peers in this class. The experiences of one are exponential when shared in a group.

Respect Others:

You will be exposed to a variety of very interesting and thought-provoking activities, and opinions and reactions of each student in this class are sure to differ. Be considerate of the diversity of thought and experience within our group and in your communication – you will be richer for it.

As your instructor, I am dedicated to establishing a learning environment that promotes diversity of the students' race, culture, gender, sexual orientation, and physical disability. Anyone noticing discriminatory behavior in this class, or if you feel discriminated against, should feel free to and supported in bringing it to my attention. It is truly my intention to be open to concerns and to be a resource for addressing issues in a helpful way.

In addition, I am committed to supporting students who may need accommodations, who have emergency situations I can help mitigate, or who need to discuss special arrangements. Please communicate with me as you become aware of special needs I can assist you with.

COURSE SCHEDULE

Graded Assignments

Module 1: You Are Here - Course Introduction to Career Decision Making Theories and Models

Open December 24

Due December 25: You Are Here Activity / Discussion Forum

Module 2: True North - Interests, Values, Personality Preferences

Open December 25

Due December 28: Reflections for Values, SuperStrong, MBTI surveys & FOCUS 2 / Discussion Forum

Module 3: Mapping the Territory - Creating a Portfolio of your Career Exploration

Open December 28

Due December 30: Build Your Portfolio, ALS 114 Portfolio Midterm Reflections

Module 4: Tour Guides - Networks and Informational Interviewing

Open December 31

Due January 5: Developing a Network, Informational Interview Proposal, Portfolio Assignment / Discussion Forum

Module 5: Points of Interest - Research Tools and Strategies

Open December 31

Due January 5: Web Research, Academic OR Career Research, Portfolio Assignment / Discussion Forum

Module 6: You Can Get There from Here - Planning for Success

Open December 31

Due January 5: Odyssey Plan, Goal Statement, Portfolio Assignment / Discussion Forum

NOTE: ALL work in this class is due at midnight Saturday, January 5, 2019