EDCP 108C SYLLABUS
Spring 2010, Section 0101
Tuesday 10:00-11:50; Meets 2/2/10-4/13/10
2121 Susquehanna Hall

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Office Location: 4117 Susquehanna Hall   Phone: 301.314.7667
Office Hours: by appointment

COURSE DESCRIPTION: This ten week course is designed to help students decide on an academic major or confirm a choice they already have made. Through a variety of learning modes (lecture, small group discussion, assessment instruments, and experiential activities), students’ interests, values, and skills are explored to assist in making the best decision. Students are expected to participate fully in all activities and assignments in order to realize course objectives.

COURSE OBJECTIVES: As a result of having fully participated in this course, each student should:
1. understand how individual interests, values, and abilities relate to the process of choosing a major;
2. identify at least two majors that are congruent with individual interests, values, and abilities;
3. understand the importance of, and have begun to develop a support system for, major/career decisions;
4. understand various decision-making and learning styles, and articulate what constitutes effective decision-making for him/herself;
5. have declared a major and/or developed a “Next Steps Plan” toward choosing a major/career path.

MODULE I – SELF-AWARENESS: Identity, Career Development & the Global Workplace
Introduction to Identity & Career Development
Identity, Personality & Career Development
Influence of Others, Culture & Environment on Choices

MODULE II – SELF-DEVELOPMENT: Preferences, Performance & Values
Relating Interests, Skills, Abilities to Major/Career Choice
Academic Performance & Major/Career Choice
The Role of Personal Values in Academics & Major/Career Choice
Preparing for Decision-Making: Integrating Past Experiences with Future Goals

MODULE III – DECISION-MAKING: The Process of Choosing a Major
Career Decision-Making: UMCP Majors & Personal Career Goals
Making a Decision & Implementing Your Goal
Next Steps Plan, Moving On . . .
ACADEMIC INTEGRITY: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html.

Academic dishonesty includes:

(a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

(b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

(c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.

(d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.”

Any student who engages in academic dishonesty will receive an F (0 points) for that assignment and may receive an F for the class. All instances of academic dishonesty will be reported to the Office of Judicial Programs for additional resolution.

EVALUATION CRITERIA: Attendance and punctuality matter! Since this is a ten-week course, attending and participating are crucial. Points will be deducted from the final grade for each unexcused absence and for tardiness. In fairness to all students, only extreme circumstances (e.g., illness with written doctor’s excuse, death in family, hospitalization) will result in excused absence or delayed deadlines for assignments. Any requests for excused absences or deadline extensions must be negotiated with the instructor. Students are expected to come to class fully prepared and to participate in class activities and discussions.

Assignments will be due and/or collected in class at the beginning of that class.

Assignments not handed in at the beginning of class will be considered late and 7 points will be deducted from the grade and for each additional day (including weekend days). The student is responsible for seeing that the instructor has received all assignments; the instructor is not responsible for assignments submitted outside of class (e.g., to the instructor’s office, mailbox, or emailed). All papers must be typed, double-spaced, and written with proper spelling and grammar. Poorly written assignments will receive lower grades regardless of the content; grammar and spelling matter.

Grades will be based on the following point system:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Class participation and feedback</td>
<td>75</td>
<td>A = 270-300</td>
</tr>
<tr>
<td>Various homework/in-class assignments</td>
<td>50</td>
<td>B = 240-269</td>
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<tr>
<td>Researching majors assignment</td>
<td>75</td>
<td>C = 210-239</td>
</tr>
<tr>
<td>Final paper (5-7 pages)</td>
<td>100</td>
<td>D = 180-209</td>
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<tr>
<td>TOTAL</td>
<td>300</td>
<td>F= &lt; 180</td>
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INCOMPLETES AND GRADE DISPUTES: In accordance with University policy and the Undergraduate Catalog, a grade of “I” (incomplete) is assigned only for work that has been of a passing quality throughout the academic term, but which for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students who believe that special circumstances may warrant a grade of “I” MUST discuss this with the instructor BEFORE the last day the class meets.

For grade disputes, students have ONE (1) WEEK after a paper is returned to schedule and appointment with the instructor to discuss the grade.

EDCP 108C Schedule
(Tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Feb 2</td>
<td>Introduction to Class and Syllabus Review</td>
</tr>
<tr>
<td>Feb 9</td>
<td>University Closed</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Career Theory and Career Development (Complete MBTI)</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Identity and the Influence of Others, Culture, and Environment on Choices</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Family Influence, Character, Strengths, and Skills</td>
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| Mar 9   | Self Directed Search and MBTI group interpretation  

Researching Majors Assignment Part I Due

| Mar 16  | Spring Break                                                        |
| Mar 23  | Video                                                               |
| Mar 30  | The Role of Personal Values in Academics & Major/Career Choice  

Researching Majors Assignment Part II Due

| Apr 6   | What Kind of Decision-Maker are you? s                              |

Final paper due
RESEARCHING MAJORS ASSIGNMENT; Parts I and II
Presentation Due: March 2nd AND March 30th

You will complete this assignment twice during the semester. Each time, please be prepared to give a 5 minute presentation—and prepare a 1-page write-up to hand in to me—about the following on March 2nd and again on March 30th:

1. Pick one of the majors you’ve ranked highly on the major chart over the past few weeks of class. Read the description of the major in the Undergraduate Catalog. Report on the types of courses offered in the major and the departmental requirements for graduation. Any classes you are particularly intimidated by?

2. Visit the college and departmental websites. Familiarize yourself with the department/major’s faculty. What are their interests or areas of expertise that are particularly interesting to you?

3. Visit the College Advising office associated with the major. Pick up any printed information about the major/department, especially “Plans of Study” that might outline sample four-year plans. How would completing this major fit (or not fit) with classes you’ve already taken (i.e., have you already filled any of the requirements)? Are there credit limit cut-offs for entering the major? When would you need to apply or transfer into the major by?

4. Find a student, faculty member, or advisor who is willing to talk with you for 15-20 minutes about majoring in your interest area. Set up an appointment to interview her/him about the major using questions that you want answered, as well as the questions on the Worksheet (class sizes, faculty-student interaction, clubs and other involvements, research opportunities, internship possibilities, career paths, etc.). Does the person you are interviewing have any advice for you that they wish they had known before entering their career path?

5. Research your major online to learn about careers affiliated with your major of interest. For example, is there a professional association affiliated with your major? If so, it may have a section for students providing information about careers paths for people in the field, educational preparation required/preferable, salaries, etc.

There are a variety of resources available to assist you in gathering information about UMCP academic majors. Some of these are:

- UMCP Undergraduate Catalog
- Advising offices within departments/colleges
- Websites of departments/colleges
- Faculty, staff and students in programs of interest
- Counseling Center (SIGI Plus, majors audiotapes)
- Career Center (Resource Room books, web site)
FINAL PAPER DESCRIPTION
Due April 13th, at the beginning of class

The Final Paper for EDCP 108C asks you to **integrate and synthesize** all that you have learned about yourself this semester and how you have applied that learning to the process of deciding upon a major/career. Your grade will depend upon how thoroughly and thoughtfully you tie this information together. Your paper should be **no shorter than 5 and no longer than 7 pages**, not including attachments (see below), in 12 point Times New Roman font, and with no more than 1” margins.

The paper is due **at the beginning of class on April 13, 2010**. Late papers will be penalized 10 points for every day they are late (including weekend days). If the paper is handed in after the first 10 minutes of class, it will be considered late.

When writing, make sure to integrate and discuss the following:

1) **Results of the assessments** you completed, which included:
   a. **Self Directed Search**. This instrument produced a two- or three-letter code from six occupational “types” (R, A, I, S, E, C) that helped you to identify careers and academic majors that were similar to your code.
   b. **Values Card Sort**. This activity was designed to help you identify and prioritize values that are important to you in your work/career. The activity used a values card game where you chose seven “top” values (cards) from a deck of 31 values cards and then narrowed your values down to three cards.
   c. **Myers-Briggs Type Indicator**. This instrument produced a four-letter code that helped you identify your personality type.

2) **Class Activities & Assignments**. Class activities and homework assignments were used to help you learn about yourself, gain information about careers and academic majors, and acquire skills to help you be successful in the process of choosing a major/career. Examples of such activities are the Family Tree, Lifeline, Academic Reality Worksheet, the guided-imagery “5 Years From Now”, Winning the Lottery, Researching Majors, etc. You should review all class activities and their corresponding discussion questions, materials distributed, notes you took, and your homework assignments and incorporate important observations and learning into your paper.

3) **Class discussions**. In your paper you should reflect upon your process and address how well you did in terms of meeting your goals. Where were you in the beginning of the class? Where are you now? If you met or exceeded your goals, what contributed to that success? If you did not, what kept you from achieving your goal(s) and how will you revise your plans accordingly? Were any class discussions particularly helpful?
When writing, do not reiterate the results of each test and assignment, rather, look for common patterns, themes, characteristics, and traits throughout the assessments, homework, and classes. The purpose of this paper is to integrate and synthesize. Ground your statements with examples in your daily life. If information is contradictory, simply state what the nature of the contradiction is and tell which way you see yourself and why. Be creative!

Possible Outline:

I. Introduction (purpose of paper, what paper will cover, etc.)
II. What did you learn about yourself? Cover themes, traits, characteristics, etc. and give examples of how these operate in your life currently.
III. How did you progress in terms of deciding upon a major/career during the time period of this class? What is your current status with regard to choosing and major and career path?
IV. What goals did you establish? What have you accomplished in relationship to these goals? What did you learn from the process of setting goals, objectives (activities) and timelines? What are your next steps?
V. Summary and Conclusion

You may include additional items if they were particularly meaningful or helpful to you.

Grammar, punctuation, and spelling matter! Please proofread your paper. You will receive an extra 5 points of extra credit added to your final paper grade if you provide documentation that you had your paper reviewed by the Writing Center (301.405.3785; 0125 Taliaferro Hall).

***Due at the beginning of class on Tuesday, April 13th***