

**PSY 200 - CAREERS IN PSYCHOLOGY
SPRING 2018**

INSTRUCTOR: Karen I. Mark, Ph.D., DEG 423, 438-8130, kimark@ilstu.edu

OFFICE HOURS: Tuesday 1:00-2:30 PM; other times available by appointment

CLASSROOM AND MEETING TIME: DEG 206, Tuesdays, 3:25-5:15 PM, January 16-March 6.

UNDERGRADUATE TEACHING ASSISTANTS (UTAs):

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Office hours of UTAs (TBA) will be held at a desk in the hallway outside of Dr. Karen Mark's office (DEG 423).

GOALS OF THE COURSE

The purpose of this course is to acquaint students with the career options available to them after completion of the Major in Psychology. These options include work with a bachelor's degree both in and out of the field of psychology. In addition, students will become familiar with a variety of graduate degrees that can be earned after completion of a bachelor's degree. Students will become familiar with campus resources for career exploration and participate in activities designed to clarify their career goals. Finally, students will learn how to design their plans of study to meet the requirements for graduation and the Major in Psychology and, at the same time, to enhance their career objectives.

TEXTBOOK AND READINGS

The following are required for the course:

Morgan, B. L., & Korschgen, A. J. (2013). *Majoring in Psych? Career options for psychology undergraduates* (5th ed.). Boston, MA: Allyn & Bacon.

[Psychology Major! What Are You Going to Do With It? Strategies for Maximizing Your Degree](#)

This is an online article published in the Spring 2010 issue of *Eye on Psi Chi*. Click on the title to read this online.

[Careers in Psychology](#)

This is an online publication of the American Psychological Association (APA). Click on the title to read this online.

Date	Assignment	Topic
Jan. 16	Welcome! Come prepared to learn about Psychology, careers, and yourselves!	Introduction to course and the Major in Psychology
Jan. 23	1) Personal Strength Essay due 2) Read complete PSY 200 syllabus on the website 3) Read Psychology Major! What Are You Going to Do With It? Strategies for Maximizing Your Degree 4) View Checking Your Degree Progress video 5) Download and print a PDF copy of your Academic Advisement Report: My.IllinoisState.edu Academics → Progress Toward My Degree – be sure to disable PopUp blockers → View report as PDF (Academic Advisement Report) → Review this, make note of any questions you have, and bring it to class 6) Go to the Department of Psychology website and print a copy of the Sample Plan of Study ; bring this schedule to class	How to interpret your AAR and make sure you have met all of your requirements
Jan. 30	1) Academic Advisement Report Worksheet due 2) Read <i>Majoring in Psych? Career options for psychology undergraduates</i>	Career decision-making; internships; career resources
Feb. 6	1) Career Structured Interview Summary due 2) Read Careers in Psychology	Liberal arts skills, the Psychology major, and careers
Feb. 13	1) Classified Ads Assignment due 2) Complete FOCUS online program (report is due the following week)	Applying to graduate school: What you need to know now
Feb. 20	FOCUS Report due	Areas of Psychology
Feb. 27	Career Presentation Report due	Areas of Psychology
Mar. 6	1) Final exam 2) Final Project due	Recap of class

ATTENDANCE AND ABSENCE POLICIES

As you can see from the syllabus, a written assignment and/or Daily Reaction Paper is due at each class meeting. Attendance is required for each class session. If you need to miss a particular class session – for any reason – it will be your responsibility to:

- 1) notify me in advance,
- 2) make arrangements to submit the assignment that is due that day (assignments **MUST** be received by 11:59 PM on the due date; if you are absent from class, hard copy is preferred, but emailing assignments to me by the due date and time is acceptable),
- 3) refer to the course syllabus for information about the assignment(s) to be completed for the following class period, and
- 4) obtain notes from a classmate to keep up with the material that was covered during your absence.

Daily Reaction Papers for a missed class session can not be made up—if you need to be absent from class, you simply would not earn points for a Daily Reaction Paper that day.

NOTE: Any student who does not complete at least five of the in-class Daily Reaction Papers will receive an F for the course regardless of total points earned.

CLASSROOM BEHAVIOR

This class is designed to prepare you for your professional future. As such, you are expected to engage in professional conduct during class. You will get the most out of this course if you come prepared to ask relevant questions and engage in appropriate discussions. In order to facilitate this, courteous, respectful behavior is expected. Class starts promptly at 3:25 and runs through 5:15 – plan on coming on time and staying for the duration of class.

During class meetings, please refrain from any behaviors that are disruptive to others: arriving late, engaging in personal conversations unrelated to class, leaving your cell phone on, texting, wearing headphones, leaving early, and packing up belongings before the end of class. **To minimize distractions, the use of electronic devices (cell phones, tablets, laptops, portable media players, etc.) is not permitted during class.** Please feel free to ask a classmate to stop engaging in any behavior that you find distracting or let me or a UTA know if you experience any distracting behavior.

OFFICE HOURS

This course focuses on guiding you in clarifying your career goals and developing skills needed to reach these goals. My UTAs and I are eager to help you get as much from this course as possible and to promote your professional development. The **best way** to address course-related issues is to see us during our office hours – no appointment is needed. Please meet with us! We are happy to assist you.

GRADING

Final course letter grades are determined by the number of total points earned across all of the assignments. Individual assignment scores are not converted to letter grades. In order to help you develop skills needed to be successful both as a student now and as a future employee, your assignments will be graded rigorously. Papers that go “above and beyond” and provide more depth, detail, and development tend to receive stronger grades. Except for Daily Reaction Papers (#1 below) and the Academic Advisement Report worksheet (#3 below), assignments will be graded both by one UTA and by me. We will provide written feedback intended to strengthen your academic performance and skill development. Please use our feedback to help you do your best in this course, and come see us during our office hours if we can help further.

NOTE: If you are taking PSY 200 before completing 75 hours toward your degree, this course must be passed with a grade of **C** or higher in order to meet Standards for Progress and to stay in the Psychology major.

ASSIGNMENTS

The nature of this class is very interactive, both during and outside of class. As such, you will have homework assigned each week. I hope that you find these assignments to be informative and interesting, and that they also allow you to discover more about yourselves and careers. The work that you put into these assignments now will prepare you for more fulfilling careers later. **To do your best on each assignment, be sure to thoroughly read and follow all instructions contained in this syllabus. (I strongly recommend that you print a copy to refer to throughout the course.)**

NOTE: Except for Daily Reaction Papers (#1 below) and the Academic Progress Summary worksheet (#3 below), all assignments must be typed and double-spaced, using Times New Roman size 12 font and one-inch margins. Points may be deducted for assignments that are handwritten instead of typed or do not use proper font and formatting.

1. Daily Reaction Papers

Purpose: To solidify what is learned in each class session, to provide feedback about course material, and to serve as a check of attendance.

Description: At the end of each class period, you will write a reaction to the day's lesson or presentation. In these short papers (at least a few paragraphs), you will identify (a) what you learned, (b) how you will use the information, and (c) more information needed to seek out on your own, if necessary.

Due dates: At the end of each of the first seven classes (January 16 - February 2)

Grading: Each reaction paper is worth 10 points. These are "good-faith" papers. As long as you write a reaction to class that indicates that you are taking the assignment seriously, you will earn the full 10 points for each reaction paper. Points may be deducted for papers that reflect little thought or are submitted by students who do not attend the full class period (e.g., arrive to class late or leave class early). If you are absent from class – for any reason – or do not turn in a reaction paper, you will earn 0 points that day.

2. Personal Strength Essay

Purpose: To start the process of connecting your personal characteristics with your career choice.

Description: You will write a paper that is a **minimum of two full pages** (although this essay can be as long beyond that as you wish). In it, you should tell a concrete story based on specific, real-life experiences that describes you at your best and illustrates your highest personal strength(s). The story itself should have a clear beginning, middle, and end. Conclude with a paragraph (or more) explaining in detail what strength(s) this essay illustrates about you and **specific ways** in which you might connect this strength in guiding your career choice:

- If you already have identified career options to pursue, how does this strength relate to these careers?

- If you have not yet decided on a career path, what careers might be related to your identified strength?
- Give **specific examples** of how you might apply your strength(s) and how you could use them in the careers that you are considering.

While your story *might* include an example of an accomplishment, the true intent of this assignment is to identify an example from your life that illustrates a strong **personal characteristic**. Also, the story and example serve as a platform for the **focus** of the assignment, which is to connect your strengths with your career considerations. **Therefore, be sure to provide ample thought, detail, and development in your concluding paragraph(s).**

Due date: January 23

Assignment checklist (for maximum points):

- **Did I meet the minimum page requirement?**
- **Did I tell a specific, real-life story that illustrates a personal strength?**
- **Do I have an ending paragraph that identifies my personal strength(s) and clearly explains how the personal strengths illustrated in my story relate to a good career choice for me?**

Helpful hint: Please be aware that “Psychology” is not a “career”—rather, it is an area of study or a broad field in which many careers exist. **Be sure to write about how your strength connects to a career rather than to the Psychology major.**

Grading: This assignment is worth 30 points. You **will not** be graded on the quality of your personal experience. If you take the assignment seriously, write about a life experience that illustrates a personal strength, identify that characteristic, and explain its connection to your career choice, you will receive up to the full 30 points. Points will be deducted for essays that are not well-developed, that are shorter than 2 pages, or that do not identify the personal strength illustrated and its application. (Intermediate numbers of points will be awarded depending on quality and adherence to instructions.) Essays not turned in by the due date will earn 0 points.

3. Academic Advisement Report Worksheet

Purpose: To strengthen skills and develop mastery in interpreting results from a thorough review of your academic records.

Description: In completing this worksheet (which will be distributed in class), you will summarize your status towards completing General Education/IAI, graduation, and Psychology major requirements. **Please read and follow the instructions for the worksheet very carefully.** Since the purpose of this assignment is to make certain that you understand and plan for all of your degree requirements, be sure to list, in the appropriate spaces, **ALL** of the courses (by department and course number) that you have taken, are in the process of taking, and will take in the future. **Be sure to submit a copy of your Academic Advisement Report (AAR) along with your completed worksheet.**

Due date: January 30

Assignment checklist (for maximum points):

- Did I thoroughly fill out EACH appropriate part of the worksheet?
- Did I include a specific course name and number (e.g., MAT 120; PHI 101) for EACH line on the worksheet?
- Did I include a copy of my AAR with my thoroughly completed worksheet?

Grading: This assignment is worth 30 points. Points will be deducted for items that are incorrect or incomplete. (Intermediate numbers of points will be awarded depending on quality and adherence to instructions.) Worksheets not turned in by the due date will earn 0 points.

4. Career Structured Interview Summary

Purpose: To explore your values and personal characteristics and to apply awareness of them to guiding your career choice.

Description: Write a paper that is a **minimum of two full pages** (it may be as long beyond this as you wish) that **summarizes** and **integrates** what you learned about yourself from your Career Structured Interview assignment (further details about this will be given in class). **At a minimum**, include:

- With whom did you complete this interview?
- What themes and/or discoveries regarding your career-related values emerged in **your** answers to the questions asked?
- What did you discover, confirm, or clarify about yourself? Were there any surprises?

Conclude with a paragraph (or more) summarizing and explaining:

- your career-related values that emerged from this activity
- what stood out for you from this assignment
- how you will use awareness of your values and yourself to guide your choice of careers – **be specific** here in explaining connections of your career-related values to careers that you are considering.

Due date: February 6

Assignment checklist (for maximum points):

- Did I meet the minimum page requirement?
- Did I state the name of my interview partner?
- Did I provide a thoughtful, **integrated** summary of what I learned about MYSELF from this interview?
- Did I report what I learned about my career-related values?
- Did I provide a conclusion explaining how my values connect to career considerations and how this information will guide my career plans?

Helpful hint: Remember, “Psychology” is not a “career”—rather, there are many career options available within the field of psychology. Be sure to write about how your career-related values relate to a **career** rather than to the Psychology major.

Grading: This assignment is worth 30 points. If you take the assignment seriously, address all of the questions above, and provide a **thoughtful, thorough, and integrated summary** of your

interview results, you will earn up to the full 30 points. Points will be deducted for papers that are not written clearly, are not well-developed, and/or do not address all of the required components. (Intermediate numbers of points will be awarded depending on quality and adherence to instructions.) Summaries not turned in by the due date will earn 0 points.

5. **Classified Ads Assignment**

Purpose: To investigate the many jobs available with a bachelor's degree in psychology and to connect knowledge of acquired skills to these positions.

Description: There are **three components** to this assignment:

- (1) Using all of the resources from class covering transferable skills (e.g., handouts, worksheet, class notes), write a full page (or more) explaining:
 - your strongest skills and how you acquired them
 - which skills you want to develop further
 - what specific steps you can take to acquire the skills you currently lack or want to strengthen.

- (2) Collect **three classified ads** from newspapers or Web sites that represent jobs for which individuals **with a bachelor's degree in Psychology** are eligible. While any appropriate ads may be submitted, you are encouraged here to identify jobs that represent a good fit for you – this is a great opportunity to explore jobs and/or careers that you actually might want to pursue. Be sure to select ads that (a) **require** a bachelor's degree (**highlight** or circle where in the ad this is stated) but (b) **do not** require an advanced degree beyond a bachelor's degree.

You are welcome to cut out these ads from newspapers or to download and print these ads from online newspapers and/or job search Web sites. There are several options for the latter – among the largest and best-known are: [monster®](#) and [indeed](#) and [careerbuilder.com™](#). Some others that you might consider are: [jobserve](#) and [simplyhired](#). **Be sure to print the ENTIRE ads and put your name on the paper to which you attach the ads.**

- (3) Write a concluding full page (or more) **explaining in detail**:
 - why you chose these ads
 - how your skills relate to the positions in these ads and which skills you would use in these positions
 - what you can do to make yourself competitive for these positions – be specific; if additional skills and/or experience are required, how will you obtain these?
 - what you learned as a result of completing this assignment
 - how you will use this information to guide you in making decisions about your career goals

Due date: February 13

Assignment checklist (for maximum points):

- Did I write a full page (or more) explaining the status of my current skills and plans for further development?
- Did I choose three ads for jobs that require (or could be obtained with) a bachelor's degree in Psychology? (Bachelor's required/master's preferred is acceptable, but to count here, the ad CANNOT state that a master's degree or higher is required; furthermore, the ad CANNOT be one for a position requiring less than a bachelor's degree.)
- Did I attach the three ads to my paragraphs?
- Did I circle or **highlight** where in each ad it states that a bachelor's degree is required?
- Did I fully cover all of the required components in my concluding page(s)?

Grading: This assignment is worth 20 points. Submitting three appropriate ads and the required paragraphs that contain thoughtful, well-developed explanations will earn up to the full 20 points. Points will be deducted for papers that contain fewer than three appropriate ads, do not include well-developed summaries, and/or are missing required components. (Intermediate numbers of points will be awarded depending on quality and adherence to instructions.) Assignments not submitted by the due date will earn 0 points.

6. **FOCUS Report**

Purpose: To thoroughly investigate (a) careers available with a bachelor's degree and/or advanced degree, (b) personal characteristics related to career choices, and (c) which careers provide the best fit for **you**.

Description: FOCUS is a computerized self-help tool to assist you in identifying several aspects about yourself and the world of work. Write a paper that is a **minimum of seven full pages** (it can be longer, if you wish) that provides a **detailed** report of all sections and subsections that were completed (see information below regarding which sections and subsections are required), what your specific results were for **EACH** of these subsections, and a **concluding paragraph** (or more) summarizing what you learned from this assignment and how you will apply the information to your career exploration. **Throughout your paper, provide thoughtful analyses of the results of each FOCUS section and subsection.** To access, click on **FOCUS** and create an account.

Go through the FOCUS sections in the order below, using the results from each section to guide your navigation through the next section. You are **required** to complete **ALL** of the following:

- My Career Planning Readiness
- My Academic Strengths
- Self Assessment
 - Work Interest Assessment
 - Personality Assessment
 - Leisure Assessment
 - Values Assessment
 - Skills Assessment

- Combine Assessments
- Explore the Possibilities
 - What Can I Do With a Major in . . . ? AND/OR Explore any Occupation → use either or both of these to research and report characteristics of at least 2 different careers
 - Compare 2 Occupations Side by Side → report similarities and differences between two careers that you compare
- Take Action
 - My Education
 - My Professional Development – complete all of these EXCEPT Resume/Cover Letter/Other Documents

Expect to spend at least a few hours total working through FOCUS. You can break up your time on FOCUS into separate mini-sessions (you can exit the program when you wish and return to it at another time). In your paper, **be specific** and provide a **detailed** report about your **results** **AND analyses**:

- What were your **specific results** from **each** of the sections and subsections? What are your reactions and analyses regarding these results?
 - Be sure to report and explain your results in narrative form, focusing on using your own words – **do not** merely copy and paste your results into your paper.
- Why did you choose the specific careers that you investigated?
- How do your FOCUS results connect to careers that you are considering?
- What characteristics about these careers (e.g., typical duties and responsibilities; salaries; skills and education needed) were reported in FOCUS? → **Provide as much specific detail as possible.**
- Provide a concluding paragraph (or more) in which you clearly explain what you learned and/or clarified about yourself and careers as a result of completing this assignment, as well as how will you use this information to guide you in making decisions about your career goals.

Due date: February 20

Assignment checklist (for maximum points):

- **Did I meet the minimum page requirement?**
- **Did I complete each required section and subsection?:**
 - **My Career Planning Readiness**
 - **My Academic Strengths**
 - **Self Assessment: Work Interest, Personality, Leisure, Values, Skills, and Combine Assessments**
 - **Explore the Possibilities: Research at least two careers through *What Can I Do with a Major in . . . ?* and/or *Explore any Occupation*, PLUS complete *Compare 2 Occupations Side by Side***
 - **Take Action: My Education and My Professional Development**
- **Did I report my results from EACH section and subsection, along with my analyses and reflections?**
- **Did I connect these results to careers to consider?**

- For specific careers that I researched, did I report characteristics about these that I learned about in FOCUS?
- Did I provide a concluding paragraph (or more) explaining what I learned or clarified about myself and careers, along with how I will use this information to guide my career plans?

Helpful hint: Your paper will flow more readily if you organize it in the same order as the FOCUS sections themselves (e.g., as outlined above).

Grading: This assignment is worth 50 points. Papers reflecting that you took the assignment seriously, spent sufficient time completing FOCUS, addressed all of the questions above, and made clear efforts to summarize your results and analyses from **all** subsections for **each** required section (My Career Planning Readiness, My Academic Strengths, Self Assessment, Explore the Possibilities, and Take Action) will earn up to the full 50 points. Points will be deducted from papers that are shorter than seven full pages, are not written clearly, are incomplete, or reflect little time spent on FOCUS. (Intermediate numbers of points will be awarded depending on quality and adherence to instructions.) Reports not submitted by the due date will earn 0 points.

7. Career Presentation Report

Purpose: To learn about campus resources available to assist you with your career choice and job search.

Description: Attend one (or more, if you wish) of the approved **Career Center** sponsored fairs scheduled during the first part of the Spring semester (see details below).

BE SURE TO READ THE ENTIRE DESCRIPTION OF THE ASSIGNMENT POSTED HERE SO THAT YOU KNOW BOTH WHAT TO DO AT THE FAIR ITSELF AND HOW TO PREPARE IN ADVANCE FOR DOING YOUR BEST WHILE AT THE FAIR.

Gather information (by talking to representatives and collecting written handouts) from **at least three agencies** represented at the fair. Spend as much time as possible at the fair, but expect to devote **at least 45 minutes** to gathering the information that you need to complete this assignment.

Write a paper that is a **minimum of two full pages** (it can be longer, if you wish) and provide a clear, thorough report of the event and what you learned from attending it. **Be specific** in writing your report:

- Which fair did you attend?
- What did you do at the fair?
 - Which tables did you stop at?
 - Who did you talk to?
 - What information did you gather?
 - What did you learn about the agency and positions available there? – **Be specific and provide detailed information about what each agency does and what each position involves.**
 - What would your tasks and responsibilities be in the positions available?

- Provide a **concluding paragraph** (or more) explaining what you learned from this assignment and how will you use this information in guiding your career plans and/or job search strategies.
- If you attend the optional [InstaCareer](#) event (see below), write a paragraph (or more) for **each** of the stations in which you address what you learned at that station and how you will apply this to your job search strategies.

The three fairs that you can attend for this assignment are:

(1) Social Sciences Internship/Job Fair

Monday, January 22

1:00 - 4:00 PM

Bone Student Center Brown Ballroom

(2) Spring Internship Fair

Thursday, February 1

4:00 - 7:00 PM

Bone Student Center Brown Ballroom

(3) Spring Career Fair

Tuesday, February 20

4:00 - 7:00 PM

Bone Student Center Brown Ballroom

NOTE: You can attend this 3rd option only after our PSY 200 class ends that day at 5:15 PM.

You will get the most out of this assignment if you present yourselves professionally while attending the fair (e.g., dressing professionally, bringing a resume if you have one prepared). This is a GREAT opportunity to network with professionals and prospective employers and/or mentors. BE SURE TO PREPARE FOR THESE FAIRS IN ADVANCE:

- To prepare for the **Social Sciences Internship/Job Fair** (option #1):
 - You can view a list of agencies that will be represented at the fair (to be announced)
 - You can have your résumé critiqued in advance by attending the [drop-in hours at the ISU Career Center](#)
- To prepare for the **Spring Internship Fair** (option #2) and **Spring Career Fair** (option #3), click (respectively) on [Spring Internship Fair](#) and [Spring Career Fair](#).
 - There are **wonderful** links on this page that address:
 - which agencies will be represented at the fair
 - how to [prepare](#) for attending a fair
 - what to wear
 - how to create a résumé and have it critiqued
 - and **much** more.

- **OPTIONAL EXTRA CREDIT OPPORTUNITY: [InstaCareer](#) – there are two opportunities for attending this:**
 - Tuesday, January 30, 4:00 PM - 7:00 PM, Bone Student Center Ballroom
 - Monday, February 12, 4:00 PM - 7:00 PM, Bone Student Center Ballroom
- **NOTE: You can attend the 1st option only after our PSY 200 class ends that day at 5:15 PM.**
- You will go through a series of five 5-minute stations that address:
 - What to wear and bring to a career/internship fair
 - How to research information about a company or agency before the fair
 - How to prepare a positive first impression
 - How to develop a “30-second commercial”
 - How to follow up with prospective employers or supervisors
- Optional 6th station opportunities to have your résumé reviewed and/or practice interviews
- Worth up to 5 points extra credit – write a paragraph or more for **each** of the InstaCareer stations in which you address what you learned what you learned at that station and how you will apply this to your job search strategies.
- It is most helpful to participate in this before attending the Spring Internship and/or Career Fairs, but you can incorporate your write-up about this into your report if you attend the Social Sciences Internship and Job Fair as well.

Due date: February 27

Assignment checklist (for maximum points):

- **Did I meet the minimum page requirement?**
- **Did I state which event I attended?**
- **Did I visit tables for at least three agencies?**
- **Did I clearly report specific information gathered at each table (e.g., what the agency does, which positions are available, what the duties and responsibilities of these positions are)?**
- **Did I provide a concluding paragraph (or more) in which I clearly explained what I learned from this assignment and how I will use this information to guide my career plans and/or job search strategies?**
- **If I attended InstaCareer (optional, for extra credit), did I explain what I learned at each station and how I will apply this information to my job search strategies?**

Grading: This assignment is worth 20 points (plus up to 5 points extra credit – see above).

Taking the assignment seriously, addressing all of the questions above, and providing a complete, thoughtful, detailed report will earn up to the full 20 points. Points will be deducted for papers that are not well-developed, lack required components, and/or are shorter than two full pages. (Intermediate numbers of points will be awarded depending on quality and adherence to instructions.) Reports not submitted by the due date will earn 0 points.

8. Final Project

Purpose: To identify, investigate, and plan for careers that are a good fit for you and that you would be interested in pursuing.

Description: Write a paper (**minimum of seven full pages of narrative**, not counting tables) that describes your career plans and what you will do during your remaining semesters at ISU to help you achieve your goals. Your paper will include **three specific components**:

- (1) A **bachelor's degree career plan** that involves working after obtaining your bachelor's degree in Psychology and **not** obtaining an advanced or graduate degree
- (2) A **graduate degree career plan** that involves going to graduate school (or law school, medical school, seminary, etc.) after completing your bachelor's degree in Psychology (either immediately or after taking some time off)
- (3) A **semester-by-semester plan** (with accompanying table) of the courses you will take and out-of-class experiences you will complete to facilitate meeting your career objectives.

FOR SECTIONS (1) AND (2) – Be specific. Choose a **different career** for **each** of the two separate career plans and write about what you have learned – based upon your research – about each career. (You can, of course, change your plans after the course ends – for this assignment, write about two different careers that you are interested in at this time.) For **EACH** career, use information gathered from **at least two of the resources covered in class** (**FOCUS, O*Net, Occupational Outlook Handbook**) to provide **thorough details** about the **specific characteristics** of each career chosen:

- What do people in these careers do?
- What duties, activities, and responsibilities are involved in these careers?
- What educational background and skills are required?
- What are the salary ranges?
- What should you do as an undergraduate to best prepare for this career? – Be specific about courses you can take and experiences you can be involved to make you as competitive as possible for each career.

→ In these sections, **be sure to write about what your research has led you to learn about these careers**—don't just write about what you "think" you know about these careers.

→ Be sure to report this information in narrative form, focusing on using your own words – **do not** merely copy and paste into your paper information taken directly from the required resources.

DO NOT gather your information for these sections from a specific classified ad. While completing the Classified Ads Assignment earlier in the semester may lead you to an interesting career path to explore for this paper, you will report details for sections (1) and (2) by using the resources covered in class (**FOCUS, O*Net, Occupational Outlook Handbook**). For this paper you will investigate and report about **careers** (**not** a single position advertised at a specific

company or organization). **For each of sections (1) and (2), specify which resources you used to gather the information about your selected careers.**

FOR SECTION (3) – Explain **ALL** courses and **out-of-class experiences** you plan on completing during your remaining semesters, as well as your reasons for completing **EACH** of these courses and experiences (e.g., Which specific requirement does the course fulfill? How will the course and/or experience be beneficial for your career goals?). **In addition to narrative explanations of your semester-by-semester plan(s), you also will summarize your semester plan(s) in a table.** Depending upon your chosen career plans, you might end up using the same semester-by-semester plan for both career plans, or you might have separate, different semester plans for each of your two career paths. **Either is fine, but state in your paper whether you are using the same semester plan or a different one for each of the two career paths.**

The Final Project should demonstrate that you have done a thorough job of obtaining the information you need to develop your short-term (i.e., while in school) and long-term (i.e., after graduation) plans. Completing each of the previous class assignments should assist you in writing your paper – drawing upon these earlier assignments in preparing your Final Project likely will result in a stronger paper.

Even if, at this point, you are pretty sure that you either are or are not pursuing additional education after you complete your bachelor’s degree, **be sure that you write about the two separate career plans described above**—you never know when your interests or life situation might change, so it is important to explore both types of career paths. Your paper may be as long as you wish, but it should be **at least seven full pages (not counting tables)**.

Due date: March 6

Assignment checklist (for maximum points):

- **Did I meet the minimum page requirement (not including tables)?**
- **Did I use at least two of the three resources covered in class (FOCUS; O-Net; Occupational Outlook Handbook) to research EACH of my chosen careers?**
- **Did I report specific characteristics—based on my research—for a career that I can obtain with a bachelor’s degree in Psychology (i.e., that does not require additional education)?**
- **Did I report specific characteristics—based on my research—for a second career that requires a graduate or advanced degree?**
- **For EACH of my two career plans, did I specify which two (or more) sources I used to gather my information?**
- **Did I write a detailed plan for EACH of my remaining semesters at ISU? For each semester, did I include specific courses I will take, out-of-class experiences I will pursue, and explain my reasons for selecting each course or experience?**
- **Did I include a table summarizing my semester-by-semester plans?**

Helpful hint: This checklist includes the main components of the paper. **Carefully review all of the instructions before the checklist** for detailed descriptions of what should be included in each section.

Grading: This assignment is worth 100 points. This paper is the culmination of all your work during this class, so it is worth the greatest number of points. [**NOTE:** While you are required to include semester-by-semester plans of courses you intend to take to achieve your goals, these plans will not be scrutinized for accuracy. As a result of completing your AAR Worksheet assignment, you are expected to be responsible for ensuring that all of your Psychology major, General Education/IAI, and other graduation requirements are covered in your plans in your Final Project.] Writing a 7-page (or longer) paper with well-written, well-developed plans (including detailed semester-by-semester course plans and table) for pursuing two separate career paths (one requiring a bachelor's degree only, the other requiring additional education) will earn up to the full 100 points. Points will be deducted for papers that are missing required components, are not clearly written and/or developed, are shorter than seven full pages, include plans for only one career path rather than two, or do not include semester-by-semester plans. (Intermediate numbers of points will be awarded depending on quality and adherence to instructions.) Papers not turned in by the due date will earn 0 points.

9. Final Exam

There will be a short, multiple-choice final exam that will cover material from all of the readings, assignments, exercises, and presentations. If you have participated in all of the class activities and assignments, completed all the readings, and paid close attention to what has been covered in class, you should be well-prepared for the exam. **The final exam is scheduled during class on March 6.**

Grading: This 25-item multiple-choice exam is worth 50 points.

EVALUATION AND GRADING:

Assignment	Points
Daily Reaction Papers	70
Personal Strength Essay	30
Academic Advisement Report Worksheet	30
Career Structured Interview Summary	30
Classified Ads Assignment	20
FOCUS Report	50
Career Presentation Report	20
Final Project	100
Final Exam	50

Total Points	Final Grade
360-400	A
320-359	B
280-319	C
240-279	D

< 240	F
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Note: In addition, any student who does not complete at least five of the in-class daily reaction papers will receive an F for the course regardless of total points earned.

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact [Student Access and Accommodation Services](#) at 350 Fell Hall, 309-438-5853.