



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 4000 (Fall 2021)**  
**History and Contemporary Issues in Psychology (2 units)**

<b>Instructor:</b> Joel T. Sagawa, Ph.D.	<b>Meeting Days:</b> Tuesdays and Thursdays
<b>Phone:</b> 619-849-2381	<b>Meeting Times:</b> 12:25pm-1:20pm
<b>Email:</b> jsagawa@pointloma.edu	<b>Meeting Location:</b> Taylor Hall 105
<b>Office Location:</b> Culbertson Hall 106	<b>Final Exam:</b> December 16 <sup>th</sup> 1:30pm-4:00pm
<b>TA:</b> Allison Joseph	<b>TA Email:</b> ajoseph9151@pointloma.edu
<b>Office Hours:</b> Tuesdays-Fridays at 9am and 4pm	
<b>To schedule an appointment, use this link:</b> <a href="#">Dr. Sagawa's Office Hours</a>	

**University Mission Statement:** *Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.*

**Course Description:**

This course is designed as an introduction to the psychology major and to the different career opportunities available to those who study psychology. Topics of exploration include an overview of the undergraduate psychology major, steps for vocational and career development, career options for psychology majors, and the process of preparing and applying for jobs and/or graduate school following the completion of a bachelor's degree.

**Catalog Description:**

A study of important ideas and debates in the history of psychology as they reappear in contemporary theory and research (e.g., the mind-body problem; nature-nurture). This course also provides a comprehensive review of important theories and findings in psychology in preparation for the GRE Subject Exam. An overview of the graduate school application process is offered.

**Student Learning Outcomes:**

1. Examine the nature of the undergraduate psychology degree, including its requirements and the educational opportunities it affords, and apply this information for the purpose of educational planning.
2. Learn strategies for academic success within the psychology major.
3. Understand the barriers to vocational and career exploration within psychology and how to overcome these barriers.
4. Explore various career paths within and related to psychology, including those at the undergraduate and graduate level, and apply this information for the purpose of career planning.
5. Understand how to prepare and apply for jobs and graduate school following the completion of a bachelor's degree in psychology.

**Course Texts (Required):**

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

**Course Requirements:**

1. Participation: Participation is required and is figured into your final grade.
2. Quizzes: Students are expected to read the assigned text and complete all 10 reading quizzes. Descriptions of all quizzes are listed on canvas.
3. Assignments: There will be a total of 4 assignments due throughout the semester. Descriptions of all assignments and grading rubrics are listed on canvas.
4. Final Paper: In lieu of a final exam, students are required to write a paper in which they will create a resume and cover letter or vita and personal statement based on what they would like to accomplish by graduation. A description of the final paper and the grading rubric is listed on canvas.

**Grading:**

Participation: (100 pts) 25%

Quizzes (100 pts) 25%

Assignments (100 pts) 25%

Final Paper (100 pts) 25%

**Total: (400 pts) 100%**

**Percentage Score**

A = 93-100%	B+ = 88-89%	C+ = 77-79%	D+ = 62-64%
A- = 90-92%	B = 84-87%	C = 70-76%	D = 55-61%
	B- = 80-83%	C- = 65-69%	D- = 50-54%
			F = Below 50%

**Z Score**

A = 1.33	B+ = 0.67	C+ = -0.33	D+ = -1.67
A- = 1	B = 0.33	C = -1	D = -2
	B- = 0	C- = -1.33	D- = -2.33
			F = Below -2.33

**Course Policies:**

1. Office Hours: Students are free to sign up for any open time during the instructor's office hours by using the link located at the top of this syllabus or using the link located on the homepage of our canvas course. Most weeks, the instructor will be available Tuesdays-Fridays at 9am and 4pm. Appointments are generally honored as long as the student provides the instructor with 24 hours advanced notice. In the event that the student does not provide the instructor with 24 hours advanced notice, the instructor may not be available during their office hours as they may need to be away from their office due to other commitments.
2. Email: Most often, you will receive a response to your emails from the instructor of this course within 7 days. As there may be times where you encounter a delayed response from your instructor over email, students are encouraged to schedule a time to speak with their instructor during the instructor's office hours and to use these office hours as a primary means of communication. In the event that a student has a logistical question (e.g., where to find an assignment, when an assignment is due, how to submit an assignment, etc.), students are encouraged to contact the TA for this course, as they are likely to respond to your email in a

more expedient manner. You can contact the TA for this course by using the link located at the top of this syllabus or the link located on the homepage of our canvas course.

3. Attendance: Student are at risk of being de-enrolled from this course in the event that they miss 4 or more class sessions (i.e., if absences exceed 20 percent of class meetings).
4. Participation: Students must participate in our class discussion times to receive participation credit. Students can make up participation points for up to 2 missed class sessions by participating in any of the last 2 class times.
5. Quizzes: All quizzes are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit quizzes after a quiz closes on canvas. If 90% of our class completes the IDEA evaluation for this course by the end of the semester, each student's lowest quiz score will be replaced with a full score. In addition, students may also choose to replace an additional quiz with their score on the final quiz (i.e., Quiz 11) for the course.
6. Assignments: All assignments are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit an assignment after the assignment closes on canvas. Students may choose to replace their lowest assignment score with a full score by completing the course feedback survey.
7. Final Paper: The final paper is due on the day of our final exam. In certain extenuating circumstances, students may be provided with the opportunity to submit their final paper late. However, prior permission to submit their final paper late must be provided by the instructor and students must submit their paper by the last day of the semester.

### **Attendance and Participation Policy:**

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. If absences exceed these limits but are due to university excused health issues, an exception will be granted. A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week. A complete description of the [Academic Policies](#) along can be found in the Undergraduate Academic Catalog.

### **Course Credit Hour Information:**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### **Academic Honesty Policy:**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty will follow and students may appeal using the procedures in the University Catalog. See the [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Use of Technology**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **Copyright Policy:**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by US Copyright Act for classroom education. Any use of those materials outside of the class may violate the law. More information on the [PLNU Copyright Policy](#) can be found online.

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **Academic Accommodations:**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations

can be provided. It is the student's responsibility to make the first contact with the EAC. Students may find additional support through other campus offices as well including the [Office of Spiritual Development](#), the [Tutorial Center](#), and/or the [Wellness Center](#).

## **Unit 1: Vocation and Career Exploration**

### **Week 1 – The Value of a College Education**

#### ***Week 1 Overview***

This week we will review the policies and requirements for this course. In addition, we define the concept of vocation, reflect on the value of a college education, and discuss strategies for academic success.

#### ***Student Learning Outcomes***

1. Review course requirements and policies.
2. Define the concept of vocation.
3. Reflect on the value of a college education.
4. Discuss strategies for academic success.

#### ***Tasks***

Attend and participate in the following class:

- 9/2 – Class 1: The Value of a College Education

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

- 9/3 – Quiz 1: Ch. 4 Assessing and Developing Career Goals

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 2 – Majoring in Psychology**

### ***Week 2 Overview***

This week we will examine the nature of the undergraduate psychology degree including the major subdivisions of psychology and opportunities for skill development within the psychology major. In addition, we discuss common barriers to vocation and career exploration for psychology majors.

### ***Student Learning Outcomes***

1. Examine the nature of the undergraduate psychology degree.
2. Review the major subdivisions of psychology.
3. Reflect the opportunities for skill development within the psychology major.
4. Discuss common barriers to vocation and career exploration for psychology majors.

### ***Tasks***

Attend and participate in the following classes:

- 9/7 – Class 2: Majoring in Psychology
- 9/9 – Class 3: Barriers to Vocation and Career Exploration

### ***Required Readings and Associated Assignments***

- 9/10 – Assignment 1: Vocation and Career Exploration Plan

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 3 – Discovering Your Vocational Calling**

### ***Week 3 Overview***

This week we will reflect on how to overcome the common barriers to vocation and career exploration. In addition, we will discuss the potential steps a student can take to discover their vocational calling.

### ***Student Learning Outcomes***

1. Reflect how to overcome the common barriers to vocation and career exploration.
2. Discuss the potential steps a student can take to discover their vocational calling.

### ***Tasks***

Attend and participate in the following classes:

- 9/14 – Class 4: Overcoming Barriers to Vocation and Career Exploration
- 9/16 – Class 5: Discovering Your Vocational Calling

### ***Required Readings and Associated Assignments***

- 9/17 – Assignment 2 – Education Plan

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 4 – Avoiding Pitfalls During Vocation and Career Exploration**

### ***Week 4 Overview***

This week we will reflect on the common assumptions a student may have about vocation and career exploration, and how to avoid these pitfalls in order to determine their vocational and career calling.

### ***Student Learning Outcomes***

1. Reflect on the common assumptions a student may have about vocation and career exploration.
2. Discuss how a student may be able to avoid these pitfalls in order to determine their vocational and career calling.

### ***Tasks***

Attend and participate in the following classes:

- 9/21 – Class 6: Avoiding Pitfalls During Vocation and Career Exploration
- 9/23 – Class 7: Avoiding Pitfalls During Vocation and Career Exploration

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

- 9/24 – Quiz 2: Ch. 10 Careers in Clinical Psychology and Counseling Psychology

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Unit 2: Master's Level Career Opportunities**

### **Week 5 – Psychotherapists**

#### ***Week 5 Overview***

This week we will introduce students to the career opportunities that exist within the field of psychotherapy. As part of this introduction, we will discuss the core activities that psychotherapists are involved in on a day-to-day basis, review the different pathways to entering into this profession, and apply this information for the purpose of career planning.

#### ***Student Learning Outcomes***

1. Discuss the core activities that psychotherapists are involved in on a day-to-day basis.
2. Review the different pathways to becoming a psychotherapist.
3. Apply this information for the purpose of career planning.

#### ***Tasks***

Attend and participate in the following classes:

- 9/28 – Class 8: Psychotherapists
- 9/30 – Class 9: Psychotherapists

#### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

- 10/1 – Quiz 3: Ch. 8 Careers in Research: Experimental, Developmental, Social, Cognitive, and Biopsychology

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 6 – Behavior Analysts and Data Analysts**

### ***Week 6 Overview***

This week we will introduce students to the career opportunities that exist within the fields of behavior analysis and data analysis. As part of this introduction, we will discuss the core activities that behavior analysts and data analysts are involved in on a day-to-day basis, review the different pathways to entering into these professions, and apply this information for the purpose of career planning.

### ***Student Learning Outcomes***

1. Discuss the core activities that behavior analysts and data analysts are involved in on a day-to-day basis.
2. Review the different pathways to becoming a behavior analyst and data analyst.
3. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following classes:

- 10/5 – Class 10: Behavior Analysts
- 10/7 – Class 11: Data Analysts

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

- 10/8 – Quiz 4: Ch. 11 Careers in Education and School Psychology

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 7 – Occupational Therapists and School Counselors**

### ***Week 7 Overview***

This week we will introduce students to the career opportunities that exist within the fields of occupational therapy and school counseling. As part of this introduction, we will discuss the core activities that occupational therapists and school counselors are involved in on a day-to-day basis, review the different pathways to entering into these professions, and apply this information for the purpose of career planning.

### ***Student Learning Outcomes***

1. Discuss the core activities that occupational therapists and school counselors are involved in on a day-to-day basis.
2. Review the different pathways to becoming an occupational therapist and school counselor.
3. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following classes:

- 10/12 – Class 12: Occupational Therapists
- 10/14 – Class 13: School Counselors

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

- 10/15– Quiz 5: Ch. 16 Careers in Academe

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Unit 3: Doctoral Level Career Opportunities**

### **Week 8 – Researchers**

#### ***Week 8 Overview***

This week we will introduce students to the career opportunities that exist for doctoral level researchers within the field of psychology. In particular, we will discuss the core activities that experimental psychologists, developmental psychologists, social psychologists, and cognitive psychologists are involved in on a day-to-day basis. In addition, we will discuss the different pathways to a doctoral program in these areas and apply this information for the purpose of career planning.

#### ***Student Learning Outcomes***

1. Discuss the core activities that experimental psychologists, developmental psychologists, social psychologists, and cognitive psychologists are involved in on a day-to-day basis.
2. Review the different pathways to a doctoral program in these areas.
3. Apply this information for the purpose of career planning.

#### ***Tasks***

Attend and participate in the following classes:

- 10/19 – Class 14: Researchers
- 10/21 – Class 15: Researchers

#### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

- 10/22 – Quiz 6: Ch. 14 Careers in Neuropsychology
- 10/22 – Quiz 7: Ch. 15 Careers in Forensic Psychology

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 9 – Practitioners**

### ***Week 9 Overview***

This week we will introduce students to the career opportunities that exist for doctoral level practitioners within the field of psychology. In particular, we will discuss the core activities that clinical psychologists and counseling psychologists are involved in on a day-to-day basis, including those that specialize in neuropsychology and forensic psychology. In addition, we will discuss the different pathways to a doctoral program in these areas and apply this information for the purpose of career planning.

### ***Student Learning Outcomes***

1. Discuss the core activities that clinical psychologists and counseling psychologists are involved in on a day-to-day basis, including those that specialize in neuropsychology and forensic psychology.
2. Review the different pathways to a doctoral program in these areas.
3. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following classes:

- 10/26 – Class 16: Practitioners
- 10/28 – Class 17: Practitioners

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

- 10/29 – Quiz 8: Ch. 9 Careers in Industrial-Organization Psychology
- 10/29 – Quiz 9: Ch. 12 Careers in Exercise and Sports Psychology

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 10 – Research-Practitioners**

### ***Week 10 Overview***

This week we will introduce students to the career opportunities that exist for doctoral level research-practitioners within the field of psychology. In particular, we will discuss the core activities that industrial-organization psychologists, educational psychologists, sports psychologists, and health psychologists are involved in on a day-to-day basis. In addition, we will discuss the different pathways to a doctoral program in these areas and apply this information for the purpose of career planning.

### ***Student Learning Outcomes***

1. Discuss the core activities that industrial-organization psychologists, educational psychologists, sports psychologists, and health psychologists are involved in on a day-to-day basis.
2. Review the different pathways to a doctoral program in these areas.
3. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following classes:

- 11/2 – Class 18: Research-Practitioners
- 11/4 – Class 19: Research-Practitioners

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

- 11/5 – Quiz 10: Ch 5. Using your Bachelor's Degree: Preparing for the Job Market

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Unit 4: Bachelor Level Career Opportunities**

### **Week 11 – Health, Mental Health, and Social Services**

#### ***Week 11 Overview***

This week we will introduce students to the career opportunities that exist within the health, mental health, and social services fields that do not require a graduate degree. As part of this review, we will highlight specific jobs in these fields that offer entry level positions. In addition, we will highlight the core activities involved in these types of jobs and how to find relevant experiences to make yourself a competitive candidate for these types of positions.

#### ***Student Learning Outcomes***

1. Review the opportunities that exist within the fields of health, mental health, and social service that do not require a graduate degree.
2. Highlight the core activities involved in these types of jobs.
3. Learn how to find relevant experiences to make yourself a competitive candidate for these types of positions.

#### ***Tasks***

Attend and participate in the following classes:

- 11/9 – Class 20: Health and Mental Health
- 11/11– Class 21: Social Services

#### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2<sup>nd</sup> edition*. Oxford: Wiley-Blackwell Publishers.

- 11/12 – Quiz 11: Ch. 6 The Preprofessional Degree: Preparing for Graduate School

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 12 – Human Resources, Advertising, and Sales**

### ***Week 12 Overview***

This week we will introduce students to the career opportunities that exist within the fields of human resources, advertising, and sales that do not require a graduate degree. As part of this review, we will highlight specific jobs in these fields that offer entry level positions. In addition, we will highlight the core activities involved in these types of jobs and how to find relevant experiences to make yourself a competitive candidate for these types of positions.

### ***Student Learning Outcomes***

1. Review the opportunities that exist within the fields of human resources, advertising, and sales that do not require a graduate degree.
2. Highlight the core activities involved in these types of jobs.
3. Learn how to find relevant undergraduate experience to make yourself a competitive candidate for these types of positions.

### ***Tasks***

Attend and participate in the following classes:

- 11/16 – Class 22: Human Resources
- 11/18 – Class 23: Advertising and Sales

### ***Required Readings and Associated Assignments***

- 11/19 – Assignment 3 – Resume or Vita

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 13 – Thanksgiving Break**

### ***Week 13 Overview***

This week students will complete their informational interviews. In addition, students will take time to practice self-care to prevent burnout. In order to provide students time to accomplish these learning outcomes, no class sessions will be held this week.

### ***Student Learning Outcomes***

1. Conduct informational interview.
2. Take time to practice self-care to prevent burnout.

### ***Tasks***

1. Take time to practice 1 hour of self-care each day this week to prevent burnout.
  - 11/23 – Thanksgiving Break
  - 11/25 – Thanksgiving Break
2. Conduct your informational interview.

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Unit 5: Preparing and Applying for Jobs and Graduate School**

### **Week 14 – Preparing and Applying for the Job Market**

#### ***Week 14 Overview***

This week we will engage in a variety of exercises designed to help students to prepare and apply for the job market. In particular, we will review how to search for jobs and internships. In addition, we will review resumes and cover letters and discuss how to best prepare for job interviews.

#### ***Student Learning Outcomes***

1. Apply strategies for finding jobs and internships.
2. Review resumes and cover letters.

#### ***Tasks***

1. Attend and participate in the following classes:
  - 11/30 – Class 24: Preparing and Applying for the Job Market
  - 12/2 – Class 25: Preparing and Applying for the Job Market

#### ***Required Readings and Associated Assignments***

- 12/3 – Assignment 4 – Informational Interview

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Weeks 15 and 16 – Preparing and Applying for Graduate School**

### ***Weeks 15 and 16 Overview***

This week we will engage in a variety of exercises designed to help students to prepare and apply for graduate school. In particular, we will review how to search for graduate schools and relevant graduate programs. In addition, we will review common application materials and discuss how to best prepare for interviews.

### ***Student Learning Outcomes***

1. Apply strategies for finding graduate schools and relevant graduate programs.
2. Review common application materials required for graduate school.
3. Discuss how to best prepare for interviews.

### ***Tasks***

Attend and participate in the following classes:

- 12/7 – Class 26: Preparing and Applying for Graduate School
- 12/9 – Class 27: Preparing and Applying for Graduate School

### ***Required Readings and Associated Assignments***

Final Paper – Cover Letter and Resume (or Personal Statement and Vita)

- 12/14 – Final Paper: Cover Letter and Resume (or Personal Statement and Vita)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.