

DRAFT

Job Search Skills: ED/Child and Family Studies

ED 7.725/ED 199: 1 credit

Thursdays: 3:00 to 3:50 p.m.

INSTRUCTOR: Liz Pearce

OFFICE: WOH 204

CONTACT INFORMATION: 541 917-4904 liz.pearce@linnbenton.edu

OFFICE HOURS: TBD. and by appointment

Course Description

Learn how to search for work in the field of child and family studies. Develop your resume, letter of application and professional skills for successful employment.

Student Learning Outcomes

1. Conduct a search for work;
2. Create a resume and letter of application;
3. Examine professional skills required to work in the field of child and family studies.

Course Requirements

It is expected that students attend and participate in every class session. Students must have access to computer and internet resources. In addition, written assignments and tests will contribute to the grade in the course.

Text

Course Packet (available in bookstore).

Expectations

It is expected that you will behave in a manner befitting a professional in all of your interactions. In the college classroom and the on-line environment the includes using language that befits a future teacher and carrying on discourse in a way that benefits all of us as teachers and learners. As soon as you identify yourself as a future teacher, you become a role model. **Practice “role model” behavior** in the electronic college classroom as well as in the school and the community. Learn how to ask clarifying questions and be a coach for your classmates.

It is expected that you communicate by speaking and in writing. In the college classroom, we spend time discussing job search skills. These skills are related to the behaviors you will use as a professional. When you listen thoughtfully it is quite probable that your perspective will shift and change. Be open to new points of view.

Web Enhanced Class

This is a face-to-face class taught with Web enhancement. You are expected to access Moodle at least once a week. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and enter it directly from your home computer. You will upload your assignments in Moodle.

Statement of Inclusion

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. I actively support the right regardless

of race, creed, color, personal opinion, gender, sexual orientation, or any of the countless other ways in which we are diverse. (Related to Board Policy #1015)

Grades

Grading will be based on class participation and assignments.

Draft 1 Resume/Cover Letter	50
Draft 2 Resume/Cover Letter	100
Interview One Sheeter	50
Interview Presence Analysis	100
In Class Activities	50
<u>Job Search Plan/Test</u>	<u>50</u>
	<u>400</u>

360 - 400 A

320 - 359 B

280 - 319 C

240 - 279 D

239 and under: F

Additional Credit

Additional credit is at the discretion of the Instructor. Any additional credit available to one student must be available to all students. In the course, the only opportunity for additional credit is the activity [Cleaning up your Social Media Sites](#) worth 15 points. You may perform the activity on your own or on another person's accounts.

Course Schedule

Date	Topic	Reading/Assignments Due
1 April 2	On the Hunt: Jobs, Salaries, Availability; Philosophy.	
2 April 9	What do employers really want?	Readings 1
3 April 16	No class	Draft 1 Resume & Letter of Application
4 April 23	Guest Speaker: Resume Writing	Readings 2
5 April 30	Social Media, Networking and More	Late work deadline: Weeks 1-5
6 May 7	Guest Speaker: Dynamic Writing	Readings 3
7 May 14	Interview Preparation	Draft 2 Resume & Letter of Application
8 May 21	Your Philosophy of Teaching and Your First Job	Interview One-Sheet Readings 4
9 May 28	Interview Practice/Role-Play	
10 June 4	Interview Reflection	Interview Presence Analysis Late work deadline: Weeks 6 - 10 and Additional Credit deadline.

11 Tues, June 9 at 4:30 p.m.		Job Search Plan/Test
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Late Assignments

All assignments should be turned in on time. The due dates selected are most optimal for your success and growth in the course.

There are two “late work” deadlines; see the syllabus.

Grading late work is a low priority; my priority is to keep up with the majority of students whose work is on time. Do not expect to receive late work back as quickly as you will work that has been submitted on-time.

Campus Resources

Many resources such as the Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described within the *Schedule*.

If you have not accessed disability services and think you may need them, please contact Disability Services, 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

Instructor’s Notes:

If you have questions or comments, please contact me at any time. If my office hours are not workable, let me know, and we can make an appointment. I check my e-mail each weekday and on many weekends. I am glad to talk with students about course questions, future education, and career plans.

To be successful in the class you should refer to the syllabus and Moodle for information, work diligently and be prepared each day to think, listen, and participate.

“A master in the art of living draws no sharp distinction between her work and her play; her labor and her leisure; her mind and her body; her education and her recreation. She hardly knows which is which. She simply pursues her vision of excellence through whatever she is doing, and leaves others to determine whether she is working or playing. To herself, she always appears to be doing both.”

---Quote attributed to Lawrence Pearsall Jacks, Unitarian Minister, 1860 - 1955

(edited by Liz Pearce to reflect the gender of class participants)