ROSE STATE COLLEGE

Division Course Syllabus

<table>
<thead>
<tr>
<th>Division</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>INDS 2501</td>
</tr>
<tr>
<td>Course Title</td>
<td>Career and University Readiness</td>
</tr>
<tr>
<td>Semester and Year Submitted</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>1</td>
</tr>
<tr>
<td>Prepared by</td>
<td>Edmund Gert</td>
</tr>
<tr>
<td>Hours Per Week:</td>
<td>Class 1, Lab 0</td>
</tr>
</tbody>
</table>

Course Description (as it appears in Catalog)

This course provides strategies necessary to develop clear academic and professional goals beyond the community college. Emphasis is placed on advanced writing and critical thinking skills to ensure that students are prepared as they transition to the university or career. In this course, students will plan their post-community college career or academic transition through a written project and presentation while relating these goals to the interdisciplinary coursework they have previously taken. Students should enroll in this class during their last semester before graduation.

Prerequisites

| Text(s): Title | NA |
| Author | |
| Publisher | |
| Copyright Date | |
| ISBN # | |
| Reading Level | |

Supplemental Materials: (Other books, audio visual aids, etc.)
Outline for Remainder of Syllabus:

Rationale: This course is designed to help students create a plan for their immediate future while using advanced communication skills and critical thinking. Furthermore, it serves as an assessment of student learning within the interdisciplinary studies program.

Expected Outcomes:

Students who complete this course will be able to:

1. determine self-chosen academic and career goals while making connections from their previous coursework to those goals.
2. demonstrate effective written communication skills.
3. use research tools to create a scholarly paper.
4. create a presentation.

Methods of Instruction:

Mentor Interaction - Mentor interaction is imperative in the course. Students will be assigned a mentor at the beginning of the semester. Mentors will help students set their future goals and will communicate in person, by phone, and via email to ensure that students are staying on track as they progress through the different stages of building their final project. Students are responsible for keeping in contact with the mentors.

The course will use scaffolding to prepare for the future goals project, including a reflection paper, outline, and annotated bibliography.

- Reflection Paper - Students will write a 2-3 page personal narrative reflecting on their academic and career history and their post-college plans for university student or career. This paper will be a jumping off point for their project.

- Outline - Students will complete an outline for the future goals project reflecting the organizational structure they will use in their project.

- Annotated Bibliography - Students will begin the research component of their future goals project by creating an annotated bibliography with a minimum of 7 sources. Students will describe the relevance, accuracy, and quality of the sources cited.

Future Goals Project - Students will create a six-page minimum future-goals paper. They will use their reflection paper as a jumping off point to synthesize their previous academic work and explore how it will or will not assist them as they continue their academic or career journey. They will research the history of the chosen career field and the outlook for its future. Transferring students will create a year-by-year detailed plan for future study.

Presentation - Students will present their findings to the other students and the committee in a presentation format, either prerecorded or in person.
Assessment (Including Critical Thinking measurements):

The student will receive a letter grade based on the committee's evaluation of the final project and its preparatory work, as well as their interaction with the assigned mentor.

Learning Objectives:

Module 1: In a 2-3 page personal narrative, students will

1. demonstrate their ability to use the conventions of narrative writing.
2. correctly format their writing using a word processing program such as Word.

Module 2: By creating an outline for their future goals paper, students will:

1. create a plan for their future goals project.
2. organize their plan into categories and subcategories.
3. logically order categories and subcategories.

Module 3: In an annotated bibliography, students will

1. analyze the relevance of sources.
2. analyze the accuracy of sources.
3. demonstrate their ability to format citations into MLA format.

Module 4: With their 6-8 page future goals project, students will

1. demonstrate their ability to develop their ideas with supported examples and details.
2. employ organizational elements such as an introduction, thesis, body structure, and conclusion.
3. integrate their sources by using a combination of paraphrasing, summarizing, and direct quoting, thereby avoiding plagiarism.
4. cite sources within the paper using MLA format.
5. produce a paper with minimal mechanical errors such as spelling usage, and/or grammar mistakes.

Module 5: With the presentation of their findings, students will

1. demonstrate their ability to present findings to a group.
2. use organizational structures of public speaking, including introduction and conclusion and appropriate transitions.
3. employ technologies in the presentation of ideas, thoughts, and information.