

SOC 499 Senior Seminar

Eastern Oregon University

Online Course - Fall Term 2020

Instructor:

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Office Hours: TBD. We'll see what works best for most students, and how everyone is with Zoom.

Course Description: A required one-credit course for senior Anthropology/Sociology majors who plan to graduate within the 2020-21 academic year. Students will apply analytical and practical skills acquired throughout the duration of the degree program and have opportunities for professional socialization through exploring career options (immediate jobs in related fields, goals involving postgraduate study), and practicing skills in resume preparation, writing, job application, and (given time) interviewing. Students will be assessed for their proficiency in meeting the ANTH/SOC program outcome of "integrated learning" and will provide feedback to program faculty on their experiences and learning in the program via a survey administered late in the term.

Learning Outcomes

Students receiving a BS or BA degree in Anthropology/Sociology will be able to demonstrate the following:

1. *Communication (C)*: Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations.
2. *Inquiry (I)*: Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge, in the analysis of social, economic, and political issues.
3. *Critical Thinking (CT)*: Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines.
4. *Civic Engagement (CE)*: Identify, analyze, and address real world problems through scholarly and structured civic engagement.
5. *Integrated Learning (IL)*: Learning involves making connections between one area or concept and another, or from one level to another.

Upon successful completion of this course, students will have:

- reflected on their skill sets, strengths, areas needing improvement, and means to pursue professional development;
- translate the content knowledge and practical skills gained through their undergraduate career into a vastly improved resume from that which you started the term (CT);
- identified appropriate career and professional network development paths for next steps (IL);
- created a professional profile in anticipation of professional social networking (using LinkedIn) (C);
- provide clear and constructive feedback about their experiences in the Anth/Soc program (IL);
- write on a prompt in Canvas, informed by your training and coursework in the discipline of Sociology (C, CT, IL);

Course Requirements

- Regular class participation
- Thoughtful participation in online discussions
- Access to computer and the internet (Canvas course website)
- Fulfillment of course requirements and assignments

Canvas will be used to distribute information about the course, including course materials (such as the syllabus, any announcements, feedback, grades, etc.). You should have access to Canvas through your EOU account. It is the student's responsibility to check the course Canvas website and modules to keep up with assignments and due dates. That stated, if you find confusing or contradictory information, I hope you will let me know so I can clarify and correct it.

Assignment descriptions

Assignment	Description	Due (Canvas)	Hours*	pts
Submit resume / CV	If you don't have one, you still need to organize the information you will use to create it (which can initially be lists to be fleshed out)	Oct 5	1	0
Discussion	Of the process of reflection represented in the below four rows (in gold)	Oct 16	1	5
Self-reflection	On your strengths, areas needing improvement, professional interests/passions, temperament (2 pages)	Oct 18	3	10
Career reflection	Work you see yourself doing, your impression of where the field is going, your professional trajectory, fit with your self-reflection insights (2 pages)	Oct 18	3	10
Career 'map'	What you need to do, steps you anticipate taking, to pursue your goals and aspirations (some research is in order) (2 pages)	Oct 18	3	10
Resource identification	Insightful resources for learning about your profession, seeking employment, building your professional network, securing references, etc. (2 pages or less)	Oct 18	3	10
Discussion	To help you share information and make process creating your account and profile in LinkedIn, and sharing and 'endorsing' others'	Nov 8	1	5
LinkedIn account/profile	Create an account, make a profile, and explain decisions you made in the process	Nov 9	3	10
Revised resume/ CV, cover letter	Identify an actual position, write a cover letter, tailor your resume/CV	Nov 16	3	15/ 10
Interview of guest	In Zoom. Taylor Wilson is an EOU grad and social worker, and she has been especially astute in her professional development and post-undergrad learning. Pick her brain.	TBD, but sometime after mid-Nov	3	10
interview questions	I'll create a Google doc, you should come up with two questions for Taylor (with brief justifications), so we can ensure we're not all asking the same question, and you've given this some thought and reflection.	before interview date	1	5
Essay	Writing prompt to engage sociological thinking about this transition from undergrad student to professional/grad student.	Dec 6	4	25
Survey	Feedback on your undergrad, Anth/Soc program experiences	Dec 7	1	10
Totals			30	135

*estimates (of time involved), obviously. Use as guides for how to allocate your time to specific tasks.

Grading scale

70%=100% = (S)uccessful

≤69.9% = (U)nsuccessful

**All elements of the course must be completed satisfactorily to gain a passing grade (95 pts).*

Assignments

Submitting your resume/CV at beginning of class

What you have of it, anyway. Something to work from, revise, over the course of the term, as you begin to think about how to tailor your approach to highlight your strengths and use that limited space more efficiently to get attention (in the most tasteful and professional of ways, mind you).

Self-reflection

Hopefully this class prompts you to think about how closely matched your strengths and skills are with the kind of professional work you see yourself doing. So we will address both of those elements in here, and the self-reflection is designed to get you thinking about some of those things that you might be quite good at and want to play up: time mgmt., stress mgmt., oral communication, written communication, information literacy, social media personae, learning efficiency, professionalism, research skills, interpersonal communication, patience, empathy, analytical chops, relevant experience, cross-cultural experience, second/third language, etc. (as well as those things you feel you need to work on, along with a plan for doing so). I've put down hours that I've estimated you might want to spend on this, to keep you around that 30 hours of work per credit hour of class that you/we know and love.

Career reflection

There are lots of ways to think about this.

- As a match between your skills and the position
- As a compromise among competing interests for your time, affection, and support
- The nature and transferability of the work (for instance, do you anticipate relocating, and are your skills 'portable?')
- How will further training (e.g., grad school) get you closer to your professional goals? What would grad school be like in terms of making ends meet, or if online working and going to school, tending to other obligations, etc.?
- Self-care. Especially important in social work, but important for everyone to think about. Some separation between work and personal life is a general formula for avoiding burnout and what comes with it.
- etc.

Career 'map'

- How will further training (e.g., grad school) get you closer to your professional goals? What would grad school be like in terms of making ends meet, or if online working and going to school, tending to other obligations, etc.?
- Always good to think about entry-level versus where you see yourself 5-10 years later. Do you want to move into a management or administrative position? What is it you like about the nature of the work, and will advancement continue to reward you, salary-wise, for doing what you enjoy?
- What kind of network do you need to build? Who would make for good job/work/school references (always good to have a mix)? If you live in a small town, who are the people you would like to get to know—and you would like to know who *you* are? What does the local professional network look like?
- What will the future hold? How does this field seem to be evolving? For instance, in social work, we know a few things: demographically (and in my case, personally!), we're aging, and there will be more supports for the elderly in the coming years, as social welfare catches up with demographic

changes; places like Oregon are making public investments in school-based programs, so there will be more services and professionals working in or with schools; wraparound care—the idea is to work with clientele, but also with their families and support systems, to stabilize environments; as we learn more about the brain, it will further inform social work (e.g., in areas like addiction/recovery, DD/ID, working with teens and adolescents); the criminal justice system will likely take a turn away from incarcerating people whose main problems are more related to mental illness or addiction than crime.

Resource identification

- Places to look for jobs, evaluate graduate programs;
- Social media environments to explore (e.g., LinkedIn)
- Professional societies you could now or one day join
- Jobs or niches within your interest area that you might not have considered

This section, starting with ‘self-reflection,’ also includes a discussion thread (due Oct 16—it is designed after all to play some part in informing your approach to these topics, hence it’s due slightly earlier).

LinkedIn: Professional Profile for Social Networking (10 points for creating, 5 pts in discussion thread)

You will be expected to create a professional LinkedIn account. For some employers, it is important to craft a professional online presence. As part of your socialization in this course, you will develop a LinkedIn account complete with an “appropriate” photo and content. You are responsible for connecting with your classmates from this course through the discussion thread on LinkedIn. This discussion post is not graded, but for the assignment you should ask 3 classmates about their special skills/past work experience, and “endorse” their skills on LinkedIn. You must complete your profile, classmate endorsements, and “link” with Professor Puentes by Friday, Nov 2nd at 11:59pm. Review the LinkedIn resources posted in the module “Course Resources” for tips on creating a professional online presence and interview tips.

Interview of guest

Taylor Wilson graduated from the Anth/Soc five years ago. She has already held three different positions, earned a masters in counseling, and is currently working as a mental health specialist in the Pendleton School District (Elementary). She has been very successful at finding professional opportunities (either jobs, trainings, networks, etc.), getting hired, learning on the job, and keeping her eyes on her career trajectory. We’re trying to find a date for a Zoom session, after mid November but we shall see what’s possible, in which students would all need to submit questions related to her areas of expertise, either in social work or in seeking and securing gainful professional employment with progressively more responsibility (in a Google Doc I’ll share). This would be recorded as well. Participation would be in the actual interview (we would discuss ground rules and protocols around the interview to ensure everyone contributes two questions, and has an opportunity to ask at least one question). 15 points total—10 for participating in the interview; 5 for adding your two questions to the document.

Survey and essay

Some time in mid-late November, I’ll send out a survey seeking students’ feedback on the Anth/Soc program, your experiences, any issues of which you would like to make us aware. This will be due

December 7 in Canvas. It's confidential—doesn't record identities—and we just need the constructive feedback. And from whom better to seek it?

Also, you will be asked to complete a prompt in Canvas—it will be set up like a timed quiz (three hour window once you open it)—just as a way to think about how your undergrad experience has informed your intellectual growth, but also to what extent you consider it valuable for understanding the next steps—job market, grad school, etc. Sociology does confer an advantage in thinking about this, by the very nature of the discipline. So thinking about your experiences in an institution of higher learning, or in a workplace setting, whether you see yourself in a non-profit organization, public agency, online graduate program . . . it will be good for you to be able to talk about it or at least (in the current environment) express yourselves in writing about how EOU and your undergrad training make you an appealing candidate for (. . . TBD . . .). That prompt is: 'To think like a Sociologist is'. I'll open it in mid-late November, and you'll have a window of a week or so to complete it. Nothing high-stakes, maybe 30-60 minutes of thinking and writing, no more than 500 words (which is 2 pages, double-spaced, more or less). Due by Dec 8, this is worth 25 possible points.

There will also be a thread for any ideas or comments you want to share with other students (the survey will only be seen by me), worth 10 points, hopefully you will have something to share, but even if you simply say you'd prefer not, you will receive the points (consent and confidentiality n'all ...). Due Dec 8.

Preparation of Curriculum Vita (CV)/Resume, Cover Letter, and Job Ad Posting (15 points):

They do come in handy. These are the first impression documents that often make or break your chances for admission into graduate school or landing a professional job. You must submit your CV or resume via the Canvas Assignments function no later than 11:59pm on Monday, Nov 16th. (C, CT, IL)

Technical Difficulties

Expect them and the worst that can happen is we beat the odds. More likely, we'll have issues with computers, internet service, Zoom, Canvas, the course website, etc. to be technical difficulties during this course. Things happen.

But there's more – I am not a tech troubleshooter EOU's IT department will help if it's during daytime. There are a couple resource links at the end of this paragraph. Let me know by whatever means you can if you're having an issue, urgent or otherwise, but also rely on your own resourcefulness or the charity of other loved ones who happen to be tech savvy. Here are a few resources that you may find helpful in trying to resolve technical difficulties:

- Information Technology Eastern Oregon University 209 Ackerman Hall Phone: (541)-962-3111 Online Help Desk: <https://support.eou.edu/ticketing/>
- Canvas Resources for Students <https://www.eou.edu/lms/student-resources/>

Missed or Late Assignments: Due to the seminar nature of this course, it is generally not possible to accommodate make-up interviews and/or late assignments. Please plan on completing all assignments on or before the scheduled due date. It's S/U, you may not attain perfection on every submission. That may be a good life and work lesson for those of you who will be entering the professional realm for the first time. Sometimes deadline pressures place a premium on calm, thoughtful work performed with grace under pressure. You do need to find a way to attend Taylor's interview, and once scheduled, if

there's a problem, you need to let me know as soon as you do. If you let us know well in advance or as soon as reasonably possible that you have a pressing and perhaps conflicting set of circumstances—it does need to be a compelling excuse—which inhibits your ability to participate, hopefully we can come to a satisfactory resolution.

Course Guidelines and Policies

Illness Instructions: If you find that you are unable to attend class as a result of feeling ill or displaying symptoms of COVID-19, please stay home and contact the Office of Student Affairs (saffairs@eou.edu). The Office of Students Affairs will provide assistance, such as notifying your instructors, checking in on you and providing other appropriate services.

Students with Special Needs: In compliance with the Americans with Disabilities Act (ADA), any student requiring assistance or accommodation from me in performing course-related work should make his/her needs known to me in a timely manner and provide documentation through the Disabilities Services Office. I consider this to be within the first 2 weeks of classes. If you have a documented disability or suspect that you have a learning problem, you are entitled to reasonable and appropriate accommodations. But you must work with the Disabilities Services Office (disabsvc@eou.edu; phone 962-3235).

Honor Code: Academic dishonesty, such as cheating or plagiarism, will not be tolerated and will be dealt with according to university policy. The university's official position: Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the university, or being expelled from the university--or a combination of these. (see section 4 of the 2016-18 Student Handbook, p 38 and 40. Please review the Academic Honesty Code for university policies on academic misconduct and academic dishonesty (<https://drive.google.com/file/d/0BxY0JFtVctTebWNaa0xyckl2Y0U/view>).

Course Schedule

This is the tentative schedule for this course. We may have to make some slight adjustments as the term progresses. Any changes will be announced prior to the effective date and it is your responsibility to be aware of those changes. Please refer to Canvas for a complete list of submission due dates—the Canvas syllabus function does this well. Also there is the above table, in all its pastel splendor, to which you can refer.