



## **ED POL 202: Careers in Education – Syllabus Fall 2022**

Department of Educational Policy Studies, School of Education  
University of Wisconsin-Madison

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*In this course you will explore three distinct yet interconnected topics related to careers in education. First, the course involves an examination of the different types of careers available in education and similar professions, and the practical skills required to succeed in these fields. Second, the course includes a review of theoretical perspectives on career development and workplace skills, and how contextual forces (e.g., the Covid-19 pandemic, inequality and racism, and climate change) are actively shaping these phenomena. Third, as a Communications B course, written is strongly emphasized with workshops and hands-on assignments designed to strengthen your writing process and mastery of the academic essay genre. Additionally, critical thinking and oral communication are emphasized throughout the course as both intellectual and career-related skills.. Taken together, these three foci will provide you with theoretical and practical tools for understanding the nature of the educational labor market and how to thrive in it.*

### **Instructor**

Dr. Matthew T. Hora, Associate Professor, Department of Liberal Arts & Applied Studies (DCS) & Educational Policy Studies (SoE), Co-Director, Center for Research on College-Workforce Transitions (CCWT)

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Office: 21 North Park St., Room 7238, Division of Continuing Studies

**Designations/Attributes:** Comm-B

**Requisites:** Satisfied Communications A requirement

**Instruction mode:** Face to face with all class resources available online

**Lecture/Discussion:** Monday and Wednesdays (75 min) 8:00am-9:15 am, L185 Education

**Credits:** Three credits. Credit hour requirements met by 150 minutes of in-person classroom instruction and six hours of expected out-of-class student work each week over semester of 15 weeks.

**Course website:** <https://canvas.wisc.edu/courses/323979>. All course materials, including recordings of in-person lectures, will be available on the Canvas website for students unable to attend in-person class meetings.

**Office hours:** By appointment

**Dates of course:** Weds 9/7 – Weds 12/14

**Covid-19 notes:** For Fall 2022 students should consult the following website for current campus health and safety guidance: [covidresponse.wisc.edu](https://covidresponse.wisc.edu). **Please do not come to class if you are sick!** Just ask a classmate to take notes, consult this syllabus for assignments, and stay home, rest and get better.

## Course description

This course, which fulfills a Comm-B requirement, offers a structured learning opportunity for students to develop knowledge about the relationships among education, work, skills and society, the types of careers available for education and social sciences majors, and the strategies required to succeed in their own career plans. The course places discussions of careers and skills development within the broader context of societal, economic, technological and ecological changes that are shaping the nature of work and career opportunities in the early 21<sup>st</sup> century. Specifically, students will examine the ways that three forces (Covid-19, inequality and racism, climate change) may be impacting the field of education in general and careers in education specifically. Students will also engage in individual and collaborative assignments that sharpen two of the most important skills for job-seekers and citizens in a democratic society – communication and critical thinking – while also investigating their own career interests and developing tools (e.g., resume, online presence, networks) to succeed in their chosen professions.

### Course learning goals

#### Topical goals on the nature of education and work

- Understand basic concepts of career development theory and apply them to your own academic and career goals;
- Understand, evaluate, and communicate social science concepts about the nature of work in contemporary society, with respect to the role of educational credentials, skills and salient contextual forces; and,
- Synthesize information about three key contextual forces impacting society and education (Covid-19 pandemic, inequality and racism, climate change) and use information to analyze career prospects in your chosen field.

#### Career development related goals

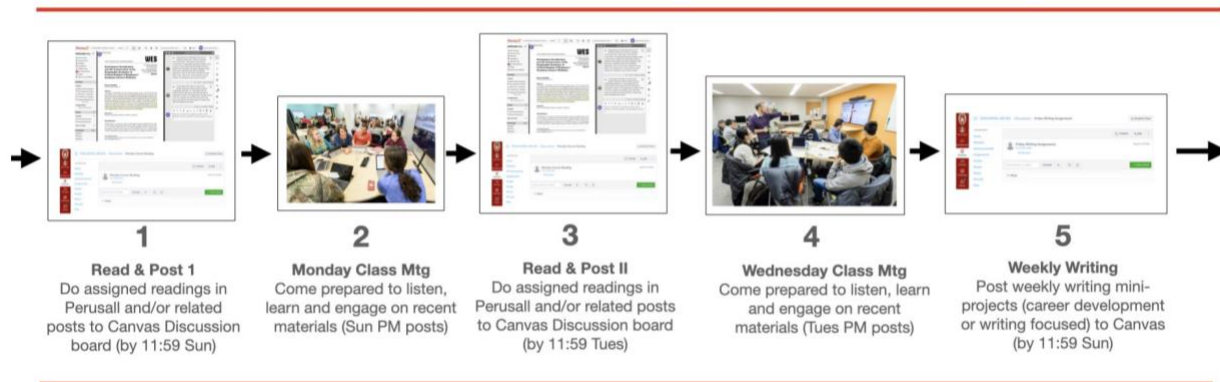
- Learn about the specific jobs and occupations that are available for someone with an education and/or social sciences degree;
- Clarify career goals and ambitions through analysis of the labor market in a particular field, consideration of key skills and interests that define you as a person and potential hire, and conversations with adults regarding their own work experiences; and,
- Understand key steps in the job-search process, and begin establishing a professional online presence and strategy for finding an internship or a professional job.

#### Communication skills related goals

- Develop and sharpen skills in conducting technical academic research and writing that includes collecting and summarizing information, preparing outlines, and writing and revising an academic research paper;
- Understand that writing is a process comprised of invention, composition, and revision, and begin to develop mastery of these steps;
- Understand and practice six key components of an important writing genre – the academic essay – that include: motive, marshalling evidence, analysis, thesis statements, logic and structure/sequencing, and voice; and,
- Develop and sharpen oral communication skills via discussions (in-person and online) and a summative poster presentation.

## How does this course work? Structure of the Course

The weekly structure of the course is outlined in the figure below:



This course involves three different modes for learning each week: individual **readings and related discussion posts**, professor-led **class meetings (lecture + discussion)**, and **weekly writing assignments** that focus on writing instruction and career development. There will also be two major assignments – an **academic research paper** and a **research poster** based on this paper.

### Readings and discussion posts (twice a week)

Each week before class meetings, you will do some independent reading and analysis on your own, followed by brief analytic writing assignments via the Canvas discussion board. These assignments will be clearly spelled out in Canvas and will include instructions, reading materials, prompts for discussion topics, and supplementary materials (e.g., videos). The readings will be available as online files in the Perusall online annotation app that enables you to make margin notes (and to see your classmates' notes as well) directly on the journal article or report. Use of the Perusall annotation tool is required as you can learn a lot from your classmates' text-based notes, observations and comments. However, if you need or strongly prefer to work from printed .pdf files or another format please let me know. After reading and annotating each paper or report, you will be prompted to post some reflections in the Canvas discussion portal. **All of your reading and discussion posting should be completed by 11:59pm of the day prior to in-person class meetings – either Sunday or Tuesday evening.**

### Class meetings (twice a week)

Then, each Monday and Wednesday at the refreshing hour of 8:00am, we will gather in-person in L185 (School of Education) for a combination of lecture and discussion. My teaching style is a hybrid of both approaches, so be prepared to take notes but also engage in conversation, analysis and idea-sharing with your classmates. Discussion approaches will vary from two-person conversations around specific readings or topics, small group case study analyses (e.g., Jigsaw discussions), and whole class discussions. Each class meeting will focus on the readings and discussion posts from the previous few days.

### Writing assignments (once a week)

Each week you'll have a short career- or writing-related assignment that will be due at 11:59pm each Sunday. Many of these assignments will focus on career development topics such as

preparing an elevator speech or polishing your online professional presence, but some will focus on writing skills and approaches. The writing-related assignments will help you work step-by-step through the main paper assignment and will teach you how to do a literature review, outline a paper, and revise a first draft.

### **How to successfully engage in this course**

As with many things in life, you'll get out of this course what you put into it. The course is being designed so that you can leave at the end of the semester with several new career-searching skills, knowledge about the nature of education and work in our society, and newly developed writing, critical thinking, and oral communication skills. But you'll only get the full benefits of these opportunities if you sink some time, energy and effort into the course. That said, I fully understand that each of you has a life, a full schedule of school and/or work, family, and are navigating an uncertain world in a global pandemic. But put in 4-6 hours a week on top of the in-person classes and you'll gain some knowledge and skills that should last you quite a while.

Different students will have different approaches to studying and learning, and by now you have certainly developed strategies that work for you. Please continue using these strategies, but there are some unique aspects of this course that may require some slight modifications to your approach.

**First, take control of your time!** There are lots of reading and writing assignments that build upon one another throughout the semester, and it's critical that you keep pace with the work. You won't achieve your learning goals if you skip assignments, and thus I strongly recommend that you set a weekly schedule for yourself – whether a dedicated block of time on a specific day, or just a block of hours you spend each week – where you are fully focused on the course. Also:

- **Use the Canvas calendar.** Consult the Canvas Calendar for this course to see all of the dates for upcoming lectures, discussions, and assignments in this class.
- **Use your calendar.** Set up a personal calendar system on your laptop, tablet, or phone (or on paper!) to block out time to complete readings, get yourself ready for lecture and discussion, and complete assignments.
- **Finish early.** Don't save assignments to the last minute -- build in some lead time so that if something unexpected happens in your life, you can handle it and still have time to complete your work.
- **Read ahead.** Try to read a week ahead in the class if you can. By knowing what is coming up next, you'll have a better understanding of why we've assigned each task and how tasks fit together.
- **Ask for help.** If you get into a tough spot and need an extension on an assignment, email me or a classmate to ask.

**Second, ask for help when you need it!** This class is full of resources ready to help you:

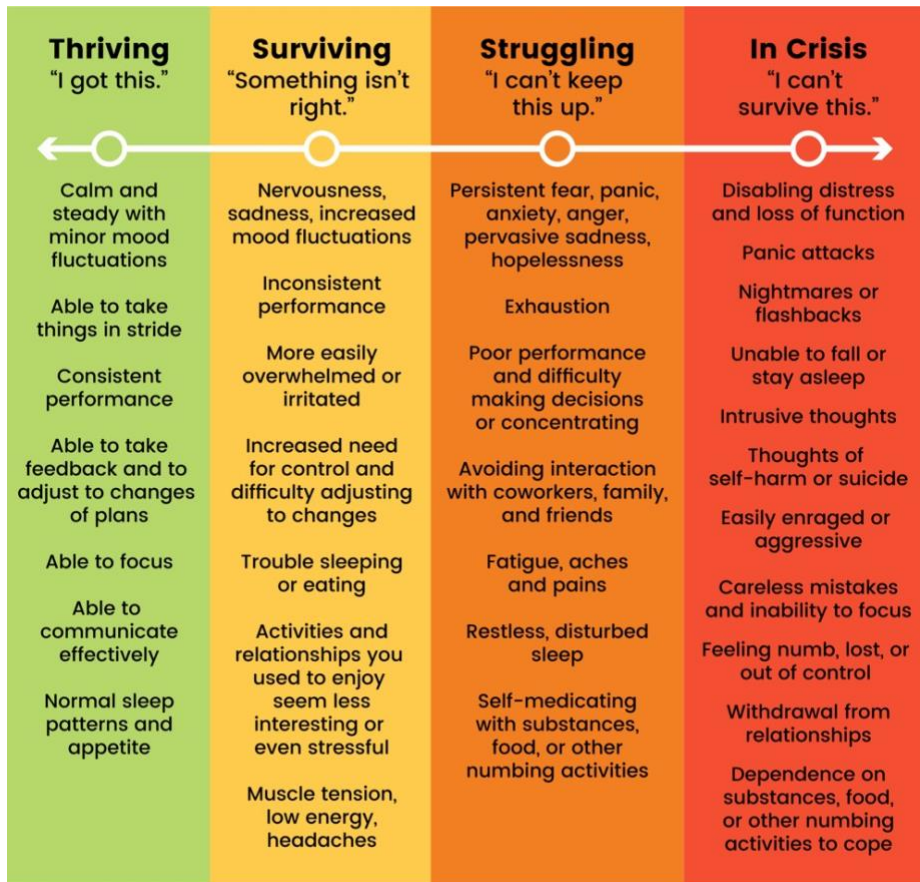
- **Your instructor.** My email is listed right at the top of this syllabus -- please email me if you need help, if you want to ask for an excused absence, or if you want to request an extension on an assignment.
- **Your advisers.** The professional career advisers at the School of Education Career Center are ready to help you with any career development questions or concerns, even after this course ends. And remember you can always reach out to your academic adviser

as well. And the Writing Center at UW-Madison is an excellent resource for any writing questions, advice, or critiques you'd like about your writing.

- **Your peers.** You should also feel free to reach out to fellow students in your class as well.

### Third, care for your mental, physical, and emotional health

Especially in our current global pandemic, I know that every social situation and challenge comes with an extra set of stressors and uncertainties. Please prioritize your mental, physical, and emotional health -- you can't take care of your classes and grades without taking care of yourself first. Consider using the chart below to periodically reflect on how you're doing -- and on how the important people around you are doing as well:



Adapted from: Watson, P., Gist, R., Taylor, V., Evlander, E., Leto, F., Martin, R., Vaught, D., Nash, W.P., Westphal, R., & Litz, B. (2013). Stress First Aid for Firefighters and Emergency Services Personnel. National Fallen Firefighters Foundation.

Remember that in this course, students may request **extensions on assignments** or **excused absences** if they are experiencing personal health and wellness emergencies. Please reach out to us for help if you need it. Below are a variety of other student wellness support resources available across the UW - Madison campus.

- [Center for Leadership and Involvement](#)
- [Dean of Students Office: Crisis Loans](#)
- [Dean of Students Office: Report an Incident](#)

- [Office of Student Financial Aid](#)
- [The Open Seat - UW Student Food Pantry](#)
- [Student Jobs](#)
- [University Health Services: Medical Services](#)
- [University Health Services: Mental Health](#)
- [University Recreation and Wellbeing](#)

### **Accommodations**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

### **Basic needs**

In addition, any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Please check out this webpage for further resources (<https://financialaid.wisc.edu/success/basic-needs-resources/>) and please notify me if you have any additional questions. Finally, note that emergency aid is available for students due to the Covid-19 pandemic (see <https://financialaid.wisc.edu/emergencysupport/>).

### **Diversity and inclusion**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>.

In addition, in this course we will be highlighting issues of discrimination and inclusion throughout course readings and discussions. One of the critiques of the discourses around careers, employability and college-workforce pathways I have is its lack of attention to these issues, as if job acquisition is unaffected by discrimination. Consequently, this will be a strong theme running throughout the course.

### **Religious holidays**

It is university and state policy that any student with a conflict between a course requirement and any religious observance must be given an alternative for meeting that academic requirement. Essentially, if you have a religious holiday or observance that conflicts with an assignment or class meeting, please notify me within the first 2 weeks of class so that we can arrange an alternative assignment, due date, or make-up.

### **Technology use**

Appropriate use of electronic devices is an acceptable part of your participation in class. Using laptops or smart phones as tools is acceptable, as long as it is not distracting to you, your colleagues or your instructor. Examples of acceptable use include taking notes and consulting resources for work in class. Non-instructional texting, phone calls, shopping, and other non-course related use of these devices during class is not appropriate. If you are concerned about your ability to meet this expectation, please discuss your concern with me. Please also let me know if there is an emergency or situation that affects your need for using an electronic device during class time.

### **Academic Integrity**

Academic integrity is critical to achieving the goal of this graduate-level course with high academic standards and rigor. All course participants are expected to maintain academic integrity and play a key role in fostering a learning environment that is fair, just, and conducive to authentic learning. Behaviors that involve academic misconduct will not be tolerated and when proven, will result in a zero on the assignment, a lower grade in the course, or failure in the course. Repeated acts of academic misconduct may result in more serious actions such as probation or suspension. In light of the requirements of this particular course, examples of academic misconduct include, but are not limited to:

- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another;
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas;
- submitting work previously presented and/or submitted in another course;
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted
- or performed by a person other than the student under whose name the work is submitted or performed.

If you are not sure about whether a specific practice not listed above is considered to compromise academic integrity, please discuss it in person with course instructor.

### **Course Evaluations**

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the

semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous and I strongly encourage you to participate in the course evaluation.

## **Assignments**

There are five types of assignments in this course that will count towards your final grade, and that will determine the quality of your learning in the course: (1) Classroom engagement, (2) Perusall annotations and discussion posts on readings, (3) weekly writing assignments, (4) one academic research paper, and (5) one research poster. Make-up activities or assignments for classes missed are expected and are to be arranged with the instructor on an individual basis.

### **I. Classroom engagement and participation (10% of grade)**

Just participate in classroom discussions with some depth and interest and you'll be fine on this one. Come prepared to class having done all readings and considered your (and your classmates) posts, and then engage in class discussions and activities, and this will be an easy 10%.

### **II. Readings and annotations (20% of grade)**

Each week you will be expected to closely read all assigned readings, contribute margin notes and other annotations in Perusall on the manuscript itself, and then post some reflections to the Canvas discussion board. The posts to Canvas will vary from open-ended observations about readings to more guided prompts, and instructions for each week's discussion will be provided in Canvas.

For those who discover that reading articles online via Perusall is not optimal or preferable, after 1 month feel free to return to paper-based reading, but ideally the entire class will participate in Perusall based readings. If you'd like to not use Perusall please notify me!

### **III. Weekly Writings (20% of grade)**

Each Friday you'll be expected to turn in a short piece of writing that focuses either on a research-specific skill or some aspect of your own career development. Specific guidance for each assignment is available in Canvas, and details for each assignment are briefly outlined in the weekly calendar below.

### **IV. Academic research paper (30% of grade)**

The main writing project for this course is in one of the most important genres of writing in academic settings – the research paper. This assignment will include a step-wise process where you'll be taught the different steps in preparing, writing, and revising a research paper. These steps are part of the weekly writing assignments and include: doing library research and writing a literature review, preparing research questions and topics, preparing an outline, writing introduction sections, making claims and using logic, and how to revise your own writing.

The topic of the paper is up to you but should address this general question – how your chosen career area is being affected by one (or more) of the contextual forces being discussed in the course (i.e., the pandemic, inequality/racism, climate change), and implications for your own career plans and ambitions.



Some examples of papers from Fall 2021:

- Ways that the Covid-19 pandemic led to burnout, resignations, and changes in the structure of the nursing profession
- How rising temperatures, floods, and wildfires are changing how teachers and school district administrators approach their jobs
- How gender discrimination in the finance and marketing fields are related to the #Metoo movement, protests against wage inequality, and diversity in the field – and how that is influencing the writer’s career trajectory

The grading rubric for this assignment is:

- Content (25 points):
  - Provides reader with an overview of the career area/occupational sector in general (e.g., size and growth trajectory, sample occupations, labor market trends)
  - Clearly provides reader with an explanation of how the contextual factor is influencing the sector– using evidence and statistics
- Organization (25 points)
  - Engaging introduction that provides an overview of the paper for reader
  - Focused thesis stated early in the paper
  - Logical ordering of ideas and supporting points
  - Unity and coherence of paragraphs
  - Conclusion that reviews key points but then advances new ideas or argument
- Textual and evidentiary support (25 points)
  - Thesis or argument is well supported and developed with evidence or data
  - Direct quotations of data or people’s observations are used to support claims
  - Absence of unsupported generalizations
- Style and Mechanics (15 points)
  - Solid grammar (agreement, parallel construction, no fragment sentences)
  - Variety in sentence structure and vocabulary
  - Concision
  - Standard spelling, punctuation, capitalization
- Originality (10 points)
  - Ideas or evidence not discussed much in class
  - Creativity of presentation (e.g., an interesting framework, use of anecdote or story)

There is no specific length requirement but aim for 15-20 pages double spaced not including references, and proof-read to make sure no typos exist!

We’ll go through a peer review process which hopefully will get you in the habit of having other eyes see your writing before things are submitted. The due dates for this assignment are as follows: **draft submitted to a classmate (11/4), revised draft (11/13), final paper (incorporating my feedback) (11/27).**

When submitting the first draft to your classmate for peer review, also include a cover letter that includes 2-3 paragraphs about aspects of your writing that you want help with, that you struggled

with, that you're not sure about, or that you generally would like the reader to focus on as they review and critique your work.

### **V. Poster presentation (20% of grade)**

The final assignment in the course will be to convert your research paper into a 36" X 48" poster, which is a very common thing to do at academic and professional conferences – distill a longer paper into a visually appealing poster. After preparing the text for the poster, doing the design and layout (in software like Power Point or Keynote), you'll then print the poster at College Library on campus.

Then, on the last day of class, we'll have a poster fair in the lobby of the School of Education where we'll invite loads of people, and you'll stand by your poster and be prepared to give a short speech about your work. This will be excellent practice for oral communication and public speaking, and an opportunity to develop some graphic design and data visualization skills as you convert your written paper into a more concise and visually engaging poster.

Costs will be covered for printing the poster, and I'll provide a funding string/payment number later in the semester for you to use. More information is here about printing:

<https://www.library.wisc.edu/locations/printing/poster-printing/>

**After the poster is printed, you'll be responsible for getting poster board and mounting the poster to a thin board (use glue sparingly or tape).** You'll then prop your mounted poster on an easel in the School of Education lobby.

### **Paper and writing guidelines**

These guidelines apply for weekly writing assignment (but not Canvas posts) and major papers. Points will be deducted for papers that do not conform to the following:

- Always double-space
- Always use 12-point Times New Roman font
- Top and bottom margins should be 1"
- Left and right margins should be 1"
- Always use page numbers
- Always put your name, date, and course number on the front page of the paper
- You may print on the front and back of the page
- For citation style to document your sources, refer to the American Psychological Association (APA7) style guide for how to list author, title, publisher, date, and other details about the source you are using.

### **Guest speakers**

We will have several guest speakers from the Career Center at the School of Education to talk about career-related tips and strategies, and also some alumni from UW-Madison to talk about their careers, job search strategies, and related topics. These sessions are great opportunities for you to ask questions and get insider tips on your academic and career goals!

## Grading scale

<b>93% - 100%</b>	<b>A</b>
<b>88% - 92.9%</b>	<b>A/B</b>
<b>83% - 87.9%</b>	<b>B</b>
<b>78% - 82.9%</b>	<b>B/C</b>
<b>70% - 77.9%</b>	<b>C</b>
<b>60% - 69.9%</b>	<b>D</b>
<b>Below 60%</b>	<b>F</b>

## Important Deadlines (assignments due by 11:59pm on due date)

Contact me if you need more time!!

### Weekly discussion posts

Monday readings: Post to Canvas Discussion Board -----Every week by 11:59pm Sun  
Wednesday readings: Post to Canvas Discussion Board ----Every week by 11:59pm Tues

### Weekly Research/Career Writings (all are due Sundays except for paper for peer review)

Preliminary elevator speech (text and film) -----Sept 11<sup>th</sup>  
Summary of library research -----Sept 18<sup>th</sup>  
Career trajectory interviews summary -----Sept 25<sup>th</sup>  
Graphic and summary of wanderings diagram -----Oct 2<sup>nd</sup>  
Paper writing: Literature reviews ----- Oct 9<sup>th</sup>  
Paper writing: Outline -----Oct 16<sup>th</sup>  
Paper writing: Draft introduction section -----Oct 23<sup>rd</sup>  
Identify job opening and prepare cover letter ----- Oct 30<sup>th</sup>  
**Provide first draft of paper to classmate for peer review ----- Fri Nov 4<sup>th</sup>**  
Provide feedback to classmate on first paper ----- Nov 6<sup>th</sup>  
Informational interview about people's job interview experiences ----- Nov 20<sup>th</sup>  
Interview w/family on skills origins ----- Dec 4<sup>th</sup>  
Post reflection on semester and original learning goals ----- Dec 11<sup>th</sup>

### Major Research Paper

Provide first draft of paper to classmate for peer review ----- Fri Nov 4<sup>th</sup>  
First Revised Draft (respond to classmates comments)-----11:59pm Sun Nov 13<sup>th</sup>  
Final Revised Draft (respond to my comments)-----11:59pm Sun Nov 27<sup>th</sup>

### Research Posters

First Draft of Poster-----11:59pm Sun Dec 11<sup>th</sup>  
Poster Presentation (in lobby of SoE)-----8:00 am Weds Dec 14<sup>th</sup>

## Course Activities, Elements & Readings

All course activities and resources (e.g., lecture outline, resources either mentioned in class or intended as supplementary readings, Perusall readings, Canvas discussions, and assignment details) are embedded within the course Canvas website. An asterisk (\*) indicates that class session or event (e.g., guest speaker) will be filmed for use by the Department of Educational Policy Studies.

### (1) Week of September 5: Introduction to course

Weds 9/7 Class Meeting: Introduction to the course and instructor, personal introductions, discussion of writing as process, writing exercise (your own writing process), introduction to elevator speeches and best practices (also in Assignment page on Canvas), review article reflection goals/conventions and discuss self-regulated learning and importance of setting learning goals.

#### Weekly Writing Assignment (post to Canvas by 11:59pm Sun Sept 11<sup>th</sup>)

(a) Post an introduction (name, major, cool detail about yourself) and state your learning goals for this class in Canvas. Also update your name pronunciation in Canvas (using Name Coach: <https://kb.wisc.edu/luwmad/115450>)

(b) Draft and post written elevator speech, and then post a video of yourself giving the speech (due).

### (2) Week of September 12: Principles of communication, jobs in field of education

Weekend Reading and Reflections (respond to prompts in Discussion board by 11:59pm Sun Sept 11<sup>th</sup> - also annotate readings in Perusall)

- Harvey, G. (2009). *A brief guide to the elements of the academic essay*. Harvard College Writing Program.

Monday 9/12 Class: Perform elevator speeches, writing exercise (your views on effective public speaking), review principles of effective public speaking, review Harvey essay and role in course

Tuesday Reading and Reflections (respond to prompts in Discussion board by 11:59 pm Tues Sept 13<sup>th</sup> - also annotate readings in Perusall)

- Most in-demand education careers (Best Colleges):  
<https://www.bestcolleges.com/education/most-in-demand-education-careers/>
- What can I do with a teaching degree (besides teach) (All Education Schools) :  
<https://www.alleducationschools.com/blog/what-can-i-do-with-a-teaching-degree-besides-teach/>
- Alternative jobs for education majors (College Express):  
<https://www.collegexpress.com/interests/education/articles/careers-education/beyond-blackboard-42-alternative-jobs-education-majors/>
- What's next after a Master's degree? Careers in education policy (American University)  
<https://soeonline.american.edu/blog/careers-education-policy>

Weds 9/14 Class: Discuss range jobs in field of education\*, surprises and reactions (think-pair-share), review labor market trends in ed and importance of thinking about KSAs and not just occupational categories, discuss research skills assignment

Special guest: Jim Jonas, Library & Research Services Strategist (how to use library resources for research)

Weekly Writing Assignment (post to Canvas by 11:59pm Sun Sept 18<sup>th</sup>)

Do library research on labor market in your career area; (1) Describe search process (e.g., keywords), (2) Select 2 interesting papers – describe thesis and motive, (3) Describe evidence and sources used in paper. Prepare writing in Word document and answer the 3 prompts.

**(3) Week of September 19: Non-linearity of career development, skills and occupations**

Weekend reading reflection (respond to prompts in Discussion board by 11:59pm Sun Sept 18<sup>th</sup> - also annotate readings in Perusall)

- Pryor & Bright (2011): Chaos theory of careers (Ch 1)
- Brooks (2017). Moving from college to career (Ch 1)
- **Optional:** Pryor & Bright (2011): Complexity, uncertainty and career development theory (Ch 2)

Monday 9/19 Class: Review non-linear and contextualized nature of careers, history of career development field, role of influential adults, writing exercise and think-pair-share (influential adult in life), writing exercise (diagnose effective stitching/transitions).

Tuesday reading reflection:

- Autor, D. H., Levy, F., & Murnane, R. J. (2003). The skill content of recent technological change: An empirical exploration. *The Quarterly Journal of Economics*, 118(4), 1279-1333. – **read pages 1279-1287 only!**
- Hora, M. T., Benbow, R. J., & Smolarek, B. B. (2018). Re-thinking soft skills and student employability: A new paradigm for undergraduate education. *Change: The Magazine of Higher Learning*, 50(6), 30-37

Weds 9/21 Class: Review relationship between KSAs and occupations (see O\*Net), discuss soft skills discourse, jigsaw discussion (cultural nature of skills – Hora et al., paper), review non-vocational purposes of higher education.

Weekly Writing Assignment: (post to Canvas by 11:59pm Sun Sept 25<sup>th</sup>)

Conduct and write-up your career trajectory interviews with one adult in your circle or network. No need to transcribe interview, but write a summary of your conversation that includes an introduction, body paragraphs that summarize the speaker's career pathway and key points (using short quotes if possible), and a concluding observation. Instructor critiques will focus on how well you have sequenced the material and stitched together paragraphs.

#### **(4) Week of September 26: Intro to contextual influences on edu-careers, job search process**

Note: Rosh Hashanah is on Sept 26-27

##### Weekend reading reflection:

- Goldberg (2021) As pandemic upends teaching, fewer students want to pursue it (NY Times) - <https://www.nytimes.com/2021/03/27/us/covid-school-teaching.html>
- Akpan (2019) The hotter the planet grows, the less children are learning (PBS News Hour) - <https://www.pbs.org/newshour/science/kids-learn-less-on-hot-days-global-warming-is-making-it-worse>
- Jobs in diversity, inclusion, and belonging have risen 123% since May – here’s how to get one (Indeed.com) - <https://www.indeed.com/career-advice/finding-a-job/diversity-inclusion-and-belonging-jobs-rise>
- Booth et al., (2016). From topics to questions (Ch 3)

Monday 9/26 Class: Discuss how structural forces and exogenous events shape labor market, review 3 forces that are focus of course (pandemic, climate change, inequality), think-pair-share (how forces are impacting your chosen career), writing exercise (diagnose effective topic/question statements, draft your own).

##### Tuesday reading reflection:

Bell (2022). Are you doing your job search right? How to land your first job after graduation. <https://www.cNBC.com/2022/07/15/are-you-doing-your-job-search-right-how-to-land-your-first-job-after-graduation.html>

Brooks (2017): The power of you: Creating a network of possible wanderings (Chapter 2)

Weds 9/28 Class: Job search strategies, discuss idea of wandering map, think-pair-share (start wandering maps) (Weds Sept 29<sup>th</sup>)

Special guest: TBD (how to start and strategize your job search process)\*

##### Weekly Writing Assignment: (post to Canvas by 11:59pm Sun Oct 2<sup>nd</sup>)

Draw wanderings diagram (detailed instructions on Canvas) – list important experiences, interests, skills, and career-related topics; expand and annotate; write 1-2 paragraphs reflecting on exercise

#### **(5) Week of October 3: Impact of Covid-19 on education careers and writing skills**

Yom Kippur, Dussehra (Wed Oct 5<sup>th</sup>)

##### Weekend reading reflection:

- Marken and Agrawal (2022). K-12 workers have highest burnout rate in U.S. (Gallup)- <https://news.gallup.com/poll/393500/workers-highest-burnout-rate.aspx>
- McClure (2022). Don’t blame the pandemic for worker discontent (The Chronicle of Higher Education). <https://www.chronicle.com/article/dont-blame-the-pandemic-for-worker-discontent>

Monday 10/3 Class: Overview of impact of Covid-19 on careers in education, review of burnout and worker discontent (e.g., Great Resignation), writing exercise (diagnose use of evidence), think-pair-share (share wandering diagram/insights into job search).

Tuesday reading reflection:

- Hargreaves, A. and Fullan, M. (2020). Professional capital after the pandemic: revisiting and revising classic understandings of teachers' work, *Journal of Professional Capital and Community*, 5 (3-4),327-336.
- Booth et al (2016). Engaging sources (Ch 6)
- Purdue Online Writing Lab (2022). Annotated bibliographies. [https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html)
- Purdue Online Writing Lab (2022). Writing a literature review. [https://owl.purdue.edu/owl/research\\_and\\_citation/conducting\\_research/writing\\_a\\_literature\\_review.html](https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html)

Weds 10/5 Class: More on pandemic and education careers, jigsaw discussion (Hargreaves & Fullan paper), discuss principles of literature reviews, writing exercise (diagnose effective literature review components).

Weekly Writing Assignment: (post to Canvas by 11:59pm Sun Oct 9<sup>th</sup>)

Conduct a literature review on ways that the pandemic has impacted careers in your chosen field, with annotated bibliography and summary with introduction, analytic summaries, and conclusion

## **(6) Week of October 10: Impact of Covid-19 on education careers and instructor meeting**

Weekend reading reflection:

- Dorn, Hancock, Sarakatsannis & Viruleg (2021). COVID-19 and education: The lingering effects of unfinished learning. McKinsey & Company –
- Booth et al (2016). Planning your paper: Prologue, Quick Tip, Planning (Ch 12) – all 13 pages

Monday 10/10 Class: Continue discussion of impact of Covid-19 on careers in education, professional guest visit and Q&A, review first paper assignment and discuss planning and outlines in writing.

Special guest: TBD (professional from the field of K-12 administration, instructional design, or education policy analysis)

Tuesday reading reflection: N/A

Weds 10/12 Class: One-one-one instructor meetings (5 minutes for 15 students to discuss literature review assignment and progress in course) – other 15 students use time for working on first paper (in class or at home). Focus will be on planning the major paper assignment and preparing research questions and an outline.

Weekly Writing Assignment: (due 11:59pm Sun Oct 16<sup>th</sup>)  
Prepare and submit an outline for your first paper

**(7) Week of October 17: Instructor meeting, impact of climate change on education careers**  
Weekend reading reflection:

- Booth et al (2016). Making good arguments – an overview (Ch 7)
- Booth et al (2016). Drafting your report (Ch 13)

Monday 10/17 Class: One-one-one instructor meetings (5 minutes for 15 students to discuss literature review assignment and progress in course) – other 15 students use time for working on first paper (in class or at home) Focus will be on planning the major paper assignment and preparing research questions and an outline.

Tuesday reading reflection:

- White (2017). Climate change impacting higher education and future careers (Herald-Tribune – FL) - <https://www.heraldtribune.com/story/news/2017/10/08/climate-change-impacting-higher-education-and-future-careers/18396990007/>
- Prothero (2022). Nearly half of educators say climate change is affecting their schools – or will soon (Education Week) - <https://www.edweek.org/leadership/nearly-half-of-educators-say-climate-change-is-affecting-their-schools-or-will-soon/2022/05>

Weds 10/19 Class: Discuss impact of climate change on careers, think-pair-share (ways you've seen climate change impact adult jobs or anticipate it affecting your own), review logic and argumentation in writing, review effective introduction sections to papers, writing exercise (diagram introduction section examples).

Weekly Writing Assignment: (due 11:59pm Sun Oct 23<sup>th</sup>)

Draft the introduction to your paper with focus on clearly stated thesis, purpose, and roadmap statements while demonstrating clear logic and argumentation.

**(8) Week of October 24: Impact of climate change on careers, writing cover letters**

Weekend reading reflection:

- Brooks (2017). Making the employer care (Writing cover letters) (Chapter 9) – X pages
- Second Nature (2011). Higher education's role in adapting to a changing climate – 22 pages

Monday 10/24 Class: Review ideas of climate adaptation/mitigation, discuss education-related jobs implicated in Second Nature report and how may change in future, writing cover letters.

Special guest: TBD (how to write a cover letter)\*

Tuesday reading reflection:

- Hess, D. J., & Collins, B. M. (2018). Climate change and higher education: Assessing factors that affect curriculum requirements. *Journal of Cleaner Production*, 170, 1451-1458



Weds 10/26 Class: Jigsaw discussion (groups discuss/teach intro, background, results, discussion), review role of education in dealing with misinformation, discuss if/how non-instructional jobs are implicated in these issues, discuss writing quality of paper

Weekly Writing Assignment: (due 11:59pm Sun Oct 30<sup>th</sup>)

Identify target job opportunity and prepare a professional cover letter

### **(9) Week of October 31: Impact of racism/inequality on education**

Weekend reading reflection:

- Chetty et al (2018). Race and economic opportunity in the United States. Non-technical research summary. Opportunity Insights
- Williams & Wilson (2019). Black workers endure persistent racial disparities in employment outcomes. Economic Policy Institute
- Desmond-Harris (2014). 11 ways race isn't real. Vox - <https://www.vox.com/2014/10/10/6943461/race-social-construct-origins-census>

Monday 10/31 Class: Discussion on structural inequality as backdrop to education system/education careers, think-pair-share (implications of these facts on your chosen career).

Special guest: TBD (professional guest)\*

Tuesday reading reflection:

- U.S. Department of Education, Office of Civil Rights (2021). Education in a pandemic: The disparate impacts of Covid-19 on America's students – **pages 1-17, 31-42**
- Booth et al (2016). Making claims (Ch 8)

Weds 11/2 Class:

Jigsaw discussion (Department of Education report), discuss effective analysis and interpretation in writing (Booth chapter), writing exercise (draft claim statements for your paper), discuss how to provide constructive criticism to classmates' papers

Weekly Writing Assignment: (due 11:59pm **Fri Nov 4<sup>th</sup>**)

Share first draft of research paper with classmate – you'll then provide comments to a classmate on their own paper by 11:59pm **Sun Nov 6<sup>th</sup>**

### **(10) Week of November 7: Impact of racism/inequality on education, writing a CV**

Weekend reading reflection:

- Read classmates papers – provide constructive and critical feedback
- Booth et al (2016) Revising your organization and argument (Chapter 14)
- Brooks (2017) Your wanderings on one page (CV)(Chapter 8)

Monday 11/7 Class: Discuss the importance of revision and how to revise your paper, review key points about inequality/racism and the education labor market, discuss how to write a CV

Special guest: TBD (writing CV)\*

Tuesday reading reflection:

- Ball, A., Ladson-Billings, G. (2020). Educating teachers for the 21st century: Culture, reflection, and learning. In Nasir, N., Lee, C. D., Pea, R., McKinney de Royston, M. (Eds.), Handbook of the cultural foundations of learning (pp. 387–403). Routledge.
- Supiano (2018). Traditional teaching may deepen inequality. Can a different approach fix it? Chronicle of Higher Education

Weds 11/9 Class: Think-pair-share (rationale and evidence behind culturally relevant pedagogy), review arguments for/against culturally relevant pedagogy, review elements of effective conclusions, writing exercise (diagnose elements of effective conclusion sections).

Weekly Writing Assignment: (due 11:59pm Sun Nov 13<sup>th</sup>)

First revised draft of research paper due. This should be a polished, close-to-final draft, not a rough draft! Make sure to respond to your classmates comments.

**(11) Week of November 14: Hiring decisions: Role of networks, interviews, and online presence**

Weekend reading reflection:

- Downey (2019) Developing your social network (Chapter 6)
- Loyola University Chicago (2022). Considerations about your online presence. <https://www.luc.edu/career/considerationsaboutyouronlinepresence/>
- University of Buffalo (2022). How to effectively use social media in your job search. <https://management.buffalo.edu/career-resource-center/students/networking/social-media/using.html>

Monday 11/14 Class: Review role of networks/weak tie theory in job acquisition, review assignment on people's experiences with job interviews, discuss principles of curating an effective online presence.

Special guest: TBD (curating online presence)\*

Tuesday reading reflection:

- Hora (2020). Hiring as cultural gatekeeping into occupational communities: implications for higher education and student employability
- University of North Georgia (2022). Tips for a successful interview. <https://ung.edu/career-services/online-career-resources/interview-well/tips-for-a-successful-interview.php>

Weds 11/16 Class: Think-pair-share (key applicant attributes that shape hiring decisions), review of effective strategies for the job interview, discussion of research poster design.

Weekly Writing Assignment: (due 11:59pm Sun Nov 20<sup>th</sup>)

Conduct an interview with at least 2 adults about their experiences with job interviews (good, bad, ugly) – prepare a 1-2 page summary

**(12) Week of November 21: Workplace discrimination and worker rights, poster design**

Weekend reading reflection:

- Quillian et al (2020) Evidence from field experiments in hiring shows substantial additional racial discrimination after the call back
- AAUW (2018) The simple truth about the gender pay gap
- U.S. Equal Employment Opportunity Commission. Employee rights.  
<https://www.eeoc.gov/employers/small-business/employee-rights>

Monday 11/21 Class: Review prevalence of workplace discrimination, writing exercise (practice making claims using evidence from readings), revise worker rights in U.S. and what to do as employee

Special guest: TBD (worker rights)\*

Tuesday reading reflection:

- University of California Davis (2022). How to make an effective poster. Undergraduate Research Center.
- Faulkes (2022). Better posters blog. <https://betterposters.blogspot.com/>
- Pain (2022). How to prepare a scientific poster. Science.  
<https://www.science.org/content/article/how-prepare-scientific-poster>

Weds 11/23 Class: Discussion of design principles for research posters, think-pair-share (begin sketching out poster, share ideas), critique Dr. Hora's posters and review of how to do poster presentations.

Weekly Writing Assignment: (due 11:59pm Sun Nov 27<sup>th</sup>)

Final version of revised research paper. This should be a polished, final draft! Make sure to respond to my comments from your earlier draft.

**(13) Week of November 28: Revisit role of transferable or “soft” skills for careers/society**

Weekend reading reflection:

- Cronon (1998) “Only connect...” The goals of a liberal education. The American Scholar 67 (4) – 6 pages

Monday 11/28 Class: Discussion of the purpose of higher education (jobs/personal enrichment, democracy, community well-being, knowledge building), think-pair-share (what attribute or skill is missing and why?), review problems with “soft” skills discourse and implications for education-related careers, discuss Friday writing assignment.

Tuesday reading reflection:

- Darling, A. L., & Dannels, D. P. (2003). Practicing engineers talk about the importance of talk: A report on the role of oral communication in the workplace. Communication Education, 52(1), 1-16.

Weds 11/30 Class: Discussion of discipline-specific skills and domain-general/specific nature of human skill, review data from Hora study on topic, think-pair-share (domain-specific skill in your own life or work), revise poster design.

Weekly Writing Assignment: (due 11:59pm Sun Dec 4<sup>th</sup>)

Interview family members about nature/origins of a skill within the family or cultural group; and then an example of someone's profession/discipline-specific skill – write up short summary

#### **(14) Week of December 5: International education careers, job precarity and the gig economy**

Weekend reading reflection:

- Middlebury Institute (2022). Careers in international education. <https://www.middlebury.edu/institute/advancing-your-career/careers/international-education>
- United Nations Jobs (2022). <https://unjobs.org/themes/international-education>
- Oregon State University (2022). How to build a career in international education. <https://academicaffairs.oregonstate.edu/osugo/students/returned-students/graduate-school/how-build-career-international-education>

Monday 12/5 Class: Review of jobs in global/international education, think-pair-share (how 3 contextual factors influence global ed jobs), special guest.

Special guest: TBD (global education professional)\*

Tuesday reading reflection:

- Mulcahy (2019). Universities should be preparing students for the gig economy. Harvard Business Review. <https://hbr.org/2019/10/universities-should-be-preparing-students-for-the-gig-economy>
- Fazackerley (2021). My students never knew: the lecturer who lived in a tent. The Guardian. <https://www.theguardian.com/education/2021/oct/30/my-students-never-knew-the-lecturer-who-lived-in-a-tent>
- Benach, J., Vives Vergara, A., Amable, M., Vanroelen, C., Tarafa, G., & Muntaner, C. (2014). Precarious employment: understanding an emerging social determinant of health – pages 229-232.

Weds 12/7 Class: Review the gig economy and precarity in the workplace, group discussion on gig economy, review on worker rights and precarious work, course evaluations

Weekly Writing Assignment: (due 11:59pm Sun Dec 11<sup>th</sup>)

Post reflection on semester and original learning goals, post draft of poster (jpeg or pdf file) with text of short speech

#### **(15) Week of December 12: Revisiting your career plans, poster presentation strategies**

Weekend reading reflection:

Downey (2019) Planning for happenstance (Chapter 10)

Monday 12/12 Class: Review effective strategies for poster presentations, think-pair-share (draft plan for finding internship/job – declare strategies); special guest

Special guest: TBD (professional)\*

Tuesday reading reflection:

Reading about lifelong learning

Post your final self-evaluation (of original learning goals), and course evaluation (due 11:59pm Tues Dec 14<sup>th</sup>)

Weds 12/14 Class:

Poster presentations! Be at the School of Education lobby (near the coffee shop) by 7:45am for set-up. Guests will arrive by 8:00am. (Weds Dec 14<sup>th</sup>)

## **Instructional Details: How Class Activities Map onto Course Learning Goals**

This is meta- stuff for you future instructors out there.

### Writing

#### *At-home practice/assignments*

Canvas discussion posts – prompts focus on both content of reading and writing approach of authors (throughout course)

#### Various weekly writing assignments

Elevator speech (9/11), library research (9/18), career trajectory interview summary (9/25), career wanderings write-up (10/2), literature review (10/9), outline for major paper (10/16), draft intro to major paper (10/23), writing cover letter (10/30), adults experiences with job interviews (11/20), writing up interviews with adults about cultural skills (12/4)

#### Major assignments/papers

Draft of major paper to classmate for comments (11/4), comments on classmates papers (11/6), revised first draft due (11/13), final revised paper due (11/27)

#### *In-class instruction*

Discussion of academic essay genre – key parts and conventions (9/12), review effective stitching (9/19), review effective RQs (9/26), discuss literature reviews (10/5), review outlines and planning (10/10), review logic and argumentation (10/19), effective introductions (10/19), diagnose construction/quality of reading (10/26), review effective analysis and interpretation (11/2), discuss process of revising your writing (11/7), discuss effective conclusions (11/9)

Writing diagnostics (review examples of published writing to identify exemplars, strengths-weaknesses, etc)

Effective stitching and transitions (9/19)

Effective thesis and research question statements (9/26)

Use of evidence (10/3)

Literature reviews (10/5)

Intro sections (10/19)

Analysis and interpretation (11/2)

Conclusion sections (11/9)

One-on-one instructor workshops (10/12 and 10/17) – focus on planning major paper assignment, outlines, and RQs

#### *Types of writing*

Inventive writing (your own writing process (9/7), elevator speech (9/11), your views on effective public speaking (9/12), influential adult in life (9/19), career wandering maps (10/2), adults' experiences with job interviews (11/20)

Formal writing - Academic essays - Practicing elements of Harvey (scaffolded intro to key elements)/Writing in academic essay genre

How to do research (9/14)  
Doing library research/lit review - identify thesis, motive, evidence, sources (9/18)  
Career trajectory interview write-up - sequencing and stitching (9/25)  
Narrowing focus from broad to specific RQ (9/26)  
Literature review and summary – use of evidence, sources (10/9)  
Prepare outline of major paper (10/15)  
Draft introduction (10/23)  
Making claims and using logic (11/2)  
Peer review and making revisions (11/6, 11/11)  
Conclusion sections (11/9)

### Skills-focused instruction (other than written communication)

#### *Critical thinking*

All prompts in Canvas discussions will focus on analytic skills and weighing evidence presented in readings; all in-class discussions will also involve analysis and interpretation

Logic and argumentation in writing (10/19)  
Making claims and using logic (11/2)

#### *Oral communication*

In class small group discussions (throughout course)  
Elevator speech (write 9/11) then (perform 9/12)  
Discussion of principles of effective oral communication (9/12)  
Review strategies for job interviewing (11/16)  
Poster presentations (12/14)

### Career skills (practical job search skills)

Elevator speech (write 9/11) then (perform 9/12)  
Job search process (9/28)  
Writing a cover letter (10/24)  
Writing a CV (11/7)  
Curating online presence (11/14)  
Job interviewing (11/16)

### Career exploration

Research career area in education (9/18)  
Analyze role of influential adults in thinking about careers (9/19)  
Career trajectory interviews (9/25)  
Key contextual forces impacting careers in education (9/26)  
Career wandering map (9/30)  
Ways climate change has affected people's jobs in your life (10/19)  
Jobs in international education (12/5)

### Class sessions filmed for EPS career services (15-20 minute segments)

Jobs in education (9/14)  
Job search process (9/28)  
Writing a cover letter (10/24)

Writing a CV (11/7)  
Curating an online profile (11/14)  
Job interviewing (11/16)  
Discussing worker rights (11/21)

### Key topical/content areas

#### Career development theory

Intro to career development theory (9/19),  
Skills and occupations/soft skills (9/21, 11/30)  
Apply chaos theory of careers to self (wandering map) (9/30)

#### Structure and context and careers

Impact of contextual forces: pandemic, climate change, inequality on edu jobs (9/26)  
Impacts of pandemic on ed jobs (10/3, 10/5, 10/10)  
Impacts of climate change on ed jobs (10/19, 10/24, 10/26)  
Impacts of inequality/racism on ed jobs (10/31, 11/2, 11/7, 11/9)  
Job precarity and the gig economy (12/7)

### Small group discussions

#### *Think-pair-share*

9/14 reaction to education jobs  
9/19 influential adult  
9/26 how contextual factors influence careers  
9/28 wandering maps  
10/3 share wandering maps  
10/19 climate change impact on jobs  
10/31 impact of structural inequality on chosen career  
11/9 rationale and evidence behind culturally relevant pedagogy  
11/16 key applicant attributes that shape hiring  
12/5 how 3 contextual factors influence global ed jobs

#### *Jigsaw*

9/21 Cultural nature of skills (Hora et al paper)  
10/5 Covid and teaching jobs (Hargreaves & Fullan paper)  
10/26 Hess & Collins paper (climate change and education careers)  
11/2 Dept of Ed report on pandemic and inequality