

**San José State University
Metropolitan University Scholar's Experience (MUSE) Seminar**

**EDCO 004 FQ MUSE: Personal, Academic, and Career Exploration:
Fall 2009**

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Class Room:

Course Description

The overall purpose of this course is to enable students to attain knowledge of the interdependence of the physiological, social/cultural, and psychological factors which contribute to the process of human development. Through the study of career and lifespan development theory, students will learn the stages of human development and use that information to see themselves and others as unique individuals. Students will be introduced to university culture and oriented to available resources that facilitate academic and personal growth.

Students will participate in career exploration and investigate challenges facing an ever changing job market. In addition, students will assess how people make career choices which are suitable for them and are viable in society. Students will be provided with opportunities to assess their values, interests, personality and skills used to develop their education and career plans. Finally, students will learn critical skills such as: communication, decision making, research, study skills, time management and goal setting techniques which will support academic and personal success at the university and post graduation.

Introduction to MUSE

University-level study is different from what you experienced in high school. The Metropolitan University Scholar's Experience (MUSE) is designed to help make your transition into college a success by helping you develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with your professors and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to demonstrate how interesting and important ideas can be viewed from multiple perspectives.

Student Learning Objectives and Activities for this Course

This course qualifies as an Area E (Human Understanding & Development) course in your General Education requirements. It is designed to enable you to achieve the following learning outcomes:

1. To recognize the physiological, social/cultural, and psychological influences on personal well-being through the study of the following theories:
 1. Abraham Maslow - Hierarchy of Needs
 2. Donald Super – Life Span Theory
 3. John Holland – Theory of Personality Types

And through lectures, guest speakers, podcasts and class discussions on the following topics and readings: Belief Systems, Family & Social Influencers, Cultural Awareness and Diversity and Putnam (2000) on Health and Happiness. [GE]

Application/Exercise:

Students will write in response to the required readings, lectures, and class discussions with well supported documentation. Students will be required to write 4 reflection papers on personal growth and development as well as a scholarly paper on a topic related to healthy relationships.

At the end of the semester, students will develop an action plan that will include personal, academic and career goals based on information gathered from lectures, discussions, exercises, results from assessments and counseling sessions. Students will also be required to make a time line that will include stated goals along with comments and explanations on how each goal can change over a life time.

2. To recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan through lectures, guest speakers, podcasts, class discussions and in class activities that focus on stages of development, social influences and life changes and how they relate to personal, academic and career choices. [GE]

Application/Exercise: Students will learn about Donald Super's 5 Stages of Life Span Development (Growth, Exploration, Establishment, Maintenance, and Decline), Super's theory on the roles played at different stages of life and his theory on how environmental and psychological factors contribute to ones view of themselves and their circumstances. Through group discussion and in class activities that are designed for the purpose of gaining a greater understanding of Super's theories, students will be required to identify their current stage of development, identify various life roles (i.e. student, child, worker, citizen, etc.) and state how environmental and psychological factors have contributed to their development.

Students will learn how stress contributes to development across the lifespan through lecture, guest speakers, and class discussion. Students will learn about stress management techniques through podcasts and in class discussion and exercises. A report from the Surgeon General on the importance of Physical Activity and Health (1996) will be read and discussed. Students will be required to keep a log for one month that will document physical activity and effective stress management techniques that were used.

Students will read a chapter from Cuseo, Fecas & Thompson (2007) on brain-based learning principles. Students will reinforce their understanding of learned concepts by answering (in groups) key questions that are distributed throughout the chapter (see "Pause for Reflection"). Students will apply concepts and strategies through in class structured activities and will be assessed by taking a chapter quiz.

Students will also write a 3-5 page autobiography addressing their current stage of development, past and current influence of family members, past and current societal influences and how each factor influences personal, academic and career choices.

3. To use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals, students will learn appropriate social techniques that enhance interpersonal relationship through lecture and group discussion on cultural and racial diversity, as well as experiential exercises on appropriate social interactions. [GE]

Application/Exercise: Students will learn about their attitudes, beliefs and values through in-class discussions and exercises. Students will practice appropriate social techniques through in class role playing exercises with other students. Students will also be required to conduct 2 department or informational interviews on majors or careers of interest and write a 1 page summary of the experience.

4. To recognize themselves as individuals undergoing a particular stage of human development and, how their well-being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment by using the results from interest inventories and self-assessments as a bases for further occupational research and major/minor exploration using campus resources. Students will also become familiar with on-campus educational workshops and social events. [GE]

Application/Exercise: Student will be required to do library research and write a scholarly paper. Students will utilize on campus resources and present their experiences to the class. Students will also be required to visit the Student Involvement Center and discuss what resources are available. Students will use results of 2 assessments and research majors/minors and occupations.

5. To understand the learning process and their responsibility and role in it. [MUSE]

Application/Exercise: Students will participate in group discussions; write 4 reading reflections, conduct library research and write a scholarly paper.

6. To know what it means to be a member of a metropolitan university community. [MUSE]

Application/Exercise: To learn about more about the university, students will attend a minimum of 3 MUSE workshops. Students will be required to report back with information for class discussion. To learn more about on-campus resources and events, students will also be required to attend a minimum of 2 on-campus, non-MUSE activities. Students will write a summary of 3 MUSE workshops and 2 on-campus MUSE activities.

Writing Assignments

1. To analyze values and career influencers (e.g., race, sex, socioeconomic background, ethnicity, age, etc.) a 3 page Autobiography is required. Students will reflect on career aspirations and personal growth. Specific content will include: (700 words – minimum)

[GE] Student Learning Objective # 2

- a. childhood experiences and memories
- b. career goals, aspirations, and expectations
- c. risks taken, barriers and opportunities
- d. choices, decisions and unplanned events
- e. personal satisfactions and dissatisfactions
- f. past and current influences (mentors, parents, friends, teachers, significant others)
- g. significant events

2. To create an opportunity for students to use informal writing as a means of relating information about class discussions and readings, 4 Reading Reflections will be required. Reflection papers will be completed after each chapter reading from Campbell (2007). Information from lecture, class discussion and guest speakers will be included in each reflection. One page in length. (200 words – minimum for each reflection) [GE] Student Learning Objective # 1 & [MUSE] Student Learning Objective #5
3. Students will utilize the library and conduct research and will write a scholarly essay with at least 2 citations and 2 references. (700 words – minimum) [GE] Student Learning Objective #1 and #4 & [MUSE] Student Learning Objective #5
4. To develop positive interpersonal skills, social skills and appropriate ways to interact with diverse groups of people, students will conduct 2 informational or department interviews and write a 1 page summary on the experience. (100 words – minimum) [GE] Student Learning Objective #3
5. Students will keep an activity log for one month that will detail physical activity as well as effective stress management techniques. (200 words - minimum) [GE] Student Learning Objective #2
6. Students will write a summary of 3 MUSE workshops and 2 on-campus MUSE activities. (100 words - minimum) [MUSE] Student Learning Objective #6
7. To evaluate coursework and plan for life as a college student and beyond, students will develop a 3 page action plan and a time line that will: (200 words – minimum)
 - include information from lectures, exercises and assignments
 - discuss academic, personal and career goals
 - state and evaluate options
 - state concrete steps to achieve goals
 - state goals and indicate how goals will change over a life time. [GE] Student Learning Objective #2

Required Textbook, Journal Article and Assessment Materials

- a. Campbell, David P. (2007). *If You Don't Know Where You're Going You'll Probably End Up Somewhere Else*. Sorin Books, Notre Dame, Indiana.
- b. Cuseo, J.B., Fecas, V.S. & Thompson, A. (2007). Thriving in college and beyond: Research-based strategies for academic success and personal development. Dubuque1A: Kendall/ Hunt Publishing Company: chapter 4, p.106 -111 (handout)
- c. Putnam, Robert D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster: chapter 20, p. 326-335 (handout)
- d. U.S. Department of Health and Human Services. (1996). A Report of the Surgeon General: Physical activity and health. Retrieved March 1, 2007, from the National Center for Chronic Disease Prevention and Health Promotion Web site:
<http://www.cdc.gov/nccdphp/sgr/ataglan.htm>
- e. Strong Interest Inventory test booklet & No. 2 pencil
- f. Myers-Briggs Type Indicator Form G
- g. Current SJSU Catalog

Calendar

Date	Lectures, Readings, Speakers, Assignments	Deadlines
August 25, Tuesday	Introduction to University Culture Syllabus and Expectations	
August 27, Thursday	Personal Belief Systems General Education Requirements Overview Campbell, Chapter 1 – Choices	
September 1, Tuesday	Maslow's Hierarchy of Needs Campbell, Chapter 1 – Goal Setting	
September 3, Thursday	Strong Interest Inventory Administration Writing Center Visit	DUE Reflection Paper #1
September 8, Tuesday	Gardner's Multiple Intelligence Theory LARC – Student Services Room 603 - Alice Ting	
September 10, Thursday	MLK Library - Room 12 Library Tour and Learning Labs Orientation Rebecca Feind, Library for Information Literacy	
September 15, Tuesday	Cognition & Cognitive Schemas Article Brain Based Learning Principals	DUE Autobiography
September 17, Thursday	Article Surgeon General - Physical Activity and Health Lifestyle choices – Stress Management & Diet Guest Speaker – Deanna Peck, Counseling Services	
September 22, Tuesday	Emotional Intelligence Campbell, Chapter 2 – Talents & Skills	DUE 2 References
September 24, Thursday	Campus Resources / Social Relationships and Health Putnum Chapter: Health and Happiness Campbell, Chapter 2 – Motivation, Friends & Education	
September 29, Tuesday	HeartMath Guest Speaker – Dr. Roxana Marachi	
October 1, Thursday	MBTI – Administration/ Scoring/ Interpretation	
October 6, Tuesday	Life Span Theories Career Genogram Campbell, Chapter 2 – Family and Experiences	DUE Edited Scholarly Essay
October 8, Thursday	Career and Lifestyle Choices Campbell, Chapter 2 – Appearance and Health	
October 13, Tuesday	Learning Styles	DUE Reflection Paper #2
October 15, Thursday	Midterm Review	

October 20, Tuesday	Midterm	DUE Online Career Assignment
October 22, Thursday	The World Of Work Career and Occupational Exploration College Catalog Researches Campbell, Chapter 3 – Your Career	DUE Scholarly Essay
October 27, Tuesday	Strong Interest Inventory Interpretation	
October 29, Thursday	Values Clarification – Part 1 Career and Occupational Exploration College Catalog Researches	DUE Reflection Paper #3
November 3, Tuesday	Values Clarification – Part 2 Career and Occupational Exploration College Catalog Researches	
November 5, Thursday	Skills and Abilities Career and Occupational Exploration College Catalog Researches	
November 10, Tuesday	Career Center Visit	
November 12, Thursday	Department Interviews	
November 17, Tuesday	Resume Writing and Interviewing Skills	DUE Department and Career Center Summaries
November 19, Thursday	Decision Making Campbell, Chapter 4 – Live, Love and Laugh	DUE Physical Activity Log and Journal
November 24, Tuesday	Personal, Academic and Career Planning	DUE Reflection Paper #4
November 26, Thursday	Happy Thanksgiving!	
December 1, Tuesday	Student Presentations	
December 3, Thursday	Student Presentations	
December 8, Tuesday	Final Review	
December 10, Thursday	Final / Portfolio Review & last day to hand in late papers	

Grading Criteria:

Participation and 10 Hours LARC	10 Points
MUSE Workshops/ Non-MUSE Events- 5 Summaries	15 Points
100 Word (Min.) – 500 Total	
Autobiography - 700 Word (Min.)	10 Points
Assessments - Strong Interest Inventory, SDS and MBTI)	5 Points
4 Reflection Papers – (200 words Min.) - 800 Word Total	10 Points
Informational or Department Interviews – 100 Word (Min)	5 Points
Activity Log - Stress Management – 500 Word (Min)	5 Points
Scholarly Paper – 700 Word (Min)	20 Points
Exams & Action Plan & Time Line – 200 word (Min.)	<u>20 Points</u>
	100 Points

1. Student must **complete all assignments** to receive a grade in this class.
2. All assignments must be typed and be turned in on the due date. Late assignments will be reluctantly accepted. Two points will be deducted for each late day past the due date (10 points maximum).
2. All written assignments must meet **standards of academic and professional quality**. Unless stated, all written assignments must be typed, double spaced, paginated, free of spelling and grammatical errors. All page limits must be observed when required.
3. The quality of work and adherence to these guidelines will be considered in the final grade.
4. An “incomplete” grade **will not** be given except for serious medical or personal emergency circumstances.

***Please contact us for extra assistance, questions, or to discuss any issue concerning your learning.**

Grade Conversion

Points will be converted to percentages and letter grades as follows:

Percentage	Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59- 0	F

Participation

Active participation in class is essential to the quality of the course. Students will be asked to participate in class discussions and exercises relevant to the content of the course. For further information please refer to class participation rubric.

NOTE: According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active

participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

University Policies

Academic integrity

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.