

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

COLA _____ Sociology/Anthropology _____ SOC 391
College: _____ Department/Division: _____ Alpha Designator/Number: _____

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Anders Linde-Laursen

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

N/A

3. If this course will be required by a department/division other than your own, identify by name.

N/A

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

N/A

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

N/A

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

N/A

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

N/A

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

Dr. Anders Linde-Laursen

The aim of this seminar is to help you with assessing and developing your career interests and possibilities. You will in the seminar be asked to apply a critical perspective to yourself and your self-evaluations, as well as be fully engaged in the process of self-review, critical self-analysis, and identification of future goals. Through the seminar, you will get help with:

- writing (and revising) résumés, CVs, and cover letters for job inquiries
- beginning the process of searching for job openings and graduate programs
- taking a practice GRE test
- writing graduate school admission essays
- practicing professional interviewing
- understanding professional codes of conduct (including how to go through necessary approval processes; for instance IRB, and how to obtain letters of recommendation).

Seminar Requirements

In order to do well in this course, you must:

- complete all assignments (as detailed in the course schedule below);
- complete all required readings;
- participate actively in class activities and discussions

In all settings, students are expected to be intellectually and verbally engaged in class activities. Failure to contribute to class discussions, failure to have required readings completed or materials prepared, and/or failure to maintain an appropriate level of seriousness of purpose and consideration of others will result in an appropriately lowered grade.

Your preparation for and participation in each class will contribute equally to your final course grade.

Required Readings

There will be handouts given in class, websites assigned, and various other materials that will be given to you throughout the term. You are expected to read / visit / review those materials as appropriate and be prepared to discuss them in class on the assigned day.

Barron's GRE 2009 with CD-ROM: How to Prepare for the GRE. This book is available in the Marshall Bookstore as well as in most other bookstores and online. Look for the latest edition; you can use older versions, but the newer the more accurate and more helpful.

Class Conduct

Asking questions, requesting assistance or clarification, and participating in class discussions are not only encouraged but are essential to your success in this course and in your future. The purpose of this course is to leave you feeling prepared for and confident about your professional life post-graduation – take advantage of this opportunity to talk with the instructors, other faculty, and your peers, and to make use of the career-planning resources of the University.

You are allowed, in fact, encouraged, to work with other students in completing the tasks assigned during the semester. By all means share information on good job search sites, pass around sample résumés and

essays you find helpful, and review each other's letter and essay drafts. By doing so, the end product will be better, and you will have gained useful experience in networking and collaboration.

It is imperative that you attend all classes and it will be very difficult to make up for missed. If you miss a class, you are responsible for all work assigned for the class. All excused absences must be documented as described in the 2008-2009 undergraduate catalog at http://www.marshall.edu/catalog/undergraduate/ug_08-09_published.pdf pp. 128-130. For an excused absence, graduate students must provide documentation to me as described in the 2008 catalog http://www.marshall.edu/catalog/Graduate/S2008/gr_sp08.pdf pp. 50-51. If you have more than one unexcused absence or come late to class, I will penalize you by a reduction in your grade.

I will not tolerate disruptive behavior in class. Such behavior in itself detracts from your participation as well as obstructs other students' learning and in case you are disruptive I will lower your participation grade. In class, cell phones, beepers, and the like must be adjusted to a silent mode and are not to be used at all. If you want to bring a laptop to class for note taking, it must be used **only** for that purpose (or other tasks directly connected with work in this class). You **must** secure my approval of using a laptop in that way in the beginning of class. If you fail to do so, you will be marked as 'not attended' that day.

Grade values:

You know and I know that professors grade differently. Not only are there differences between departments, topics, and course levels, but professors also understand assignments somewhat differently. I strongly recommend that you listen carefully to what your instructor says about your assignments and that you meticulously read the syllabus for each of your classes. If you have any questions or concerns about grading in this course, I will be happy to discuss them in class.

For undergraduate students, I understand the following to be a fair description:

A "C" grade means that basic expectations and requirements were met according to minimum criteria. A "C" signals average work.

"B" work is good, competent work that brings together several elements with greater sophistication, often developing new ideas and articulating critical approaches. "B" papers are well thought-out and have few writing problems (including organization, style, and grammar). Most ideas are well developed, but not all.

"A" work is truly exceptional in all areas. Ideas are well presented and developed, arguments are carried through to their logical conclusions, new insights are expressed, ideas are well integrated, and sufficient evidence is provided to support conclusions and arguments. "A" work identifies important concepts and theories and the writer uses these concepts to express personal insight.

"D" work is lacking in content and/or presentation, while "F" work meets none of the above discussed criteria or expectations.

These grading standards apply equally to written and oral assignments, class participation, and group activities.

Blackboard:

Our Blackboard is the place, where we continue working with this course outside of the classroom and try to maintain a dialogue in between our class meetings. Any additional information as well as changes to the syllabus and schedule will be announced on Blackboard; thus, you should check the class Blackboard site for updates. If you fail to do so, there is a high probability that you will miss crucial material.

Through Blackboard, we can stay in touch, keep asking and trying to answer questions and so forth. Email addresses to all participants in the course are listed on our Blackboard; you can decide to post notes on Blackboard or to email one, several, or all course participants. I strongly encourage you to start and to participate in discussions on Blackboard about aspects of the seminar you feel are important. You should already be signed up for Blackboard; if you cannot login, please notify me immediately (by email).

When posting papers etc. on our Blackboard you go to "Discussions" where there are folders made for each paper. There are a few problems with posting on Blackboard; the principal being that you might post with a browser that is not totally compatible and/or in a format that is not used by other participants in the course. What you do is that you post your text **both as an attachment** and as "**real text**" in the "message" space (you lose your formats but at least you get your text through). Click on "Discussions" in the main menu > Click on the topic for the paper, you want to post > Click on "Create Message" > Give your posting a title to go under "Subject", copy your paper into the "Message" space, and then attach your paper from "Add Attachments". Please note that NO paper is to be put in the "electronic drop-box" in Blackboard.

Throughout the term, I will through Blackboard on occasion circulate information about events, meetings, etc. at Marshall or elsewhere, which I find might be interesting for you to know about as a member of the community and/or as a participant in this class. Unless directly stated, I do not endorse the events or encourage you to participate, donate money or the like. However, to be able to recognize our own place in the world, we need to be informed about what is going on around us, regardless if we sympathize or not with the particular cause, event organizers etc.

Academic honesty:

As described in the Marshall University Creed, the university is an "Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular activities." I share this understanding and will conduct classes in accordance with this understanding. You must be familiar with the university's policy concerning academic dishonesty. This policy is described on pp. 106–109 of the undergraduate 2008–2009 catalog http://www.marshall.edu/catalog/undergraduate/ug_08-09_published.pdf, or on pp. 59–62 in the 2008 graduate catalog http://www.marshall.edu/catalog/Graduate/S2008/gr_sp08.pdf.

Academic dishonesty includes, but is not limited to, any deliberate and dishonest act that results in, or could result in, a student receiving an unfair advantage in an academic matter (such as: cheating, fabrication, plagiarism, bribes, threats as well as complicity). If you get caught violating the honor code, I will use the full range of sanctions described in above mentioned catalogues. Furthermore, if you cheat, you actively renounce an opportunity to educate yourself and such an act defeats the purpose of you attending higher education.

In special regards to plagiarism: "Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Although a writer may use another person's words and thoughts, they must be acknowledged as such." (*MLA Handbook for Writers of Research Papers, Theses, Dissertations*. New York: Modern Languages Association, 1977).

Academic adjustments for students with disabilities:

I am, as Marshall University, committed to equal opportunity in education for all students. If you have a physical, learning or psychological disability that requires an academic adjustment or an accommodation, it is your responsibility to contact the Office of Disabled Student Services (DSS). The DSS will document your disability and inform me of academic accommodation(s) you need to ensure that your classroom experiences, outside assignment, testing and grading are equal to your colleagues. After the DSS has informed me, I will meet with you to discuss how the accommodation(s) requested can best be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

Affirmative action policy:

This course will follow Marshall University's policy on Affirmative Action. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation. For more information, please consult the 2008-2009 undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_08-09_published.pdf (p. 93) or the 2008 graduate catalog http://www.marshall.edu/catalog/Graduate/S2008/gr_sp08.pdf (16-17).

University Computing Services' Acceptable Use Policy:

You are responsible for knowing this policy, which can be found on the web at <http://www.marshall.edu/ucs/CS/acptuse.asp>.

Inclement Weather Policy:

You can find information concerning Marshall's policy regarding inclement weather in the 2008-2009 undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_08-09_published.pdf (pp. 95-96) or the 2008 graduate catalog http://www.marshall.edu/catalog/Graduate/S2008/gr_sp08.pdf (pp. 23-24).

How to find me:

You can send me emails to: lindelaursen@marshall.edu. I usually read my email at least once a day. If emailing, *always* write the course number in the subject line (together with a keyword or two); otherwise I might very well miss your mail among many incoming emails from accounts that I do not know. You might also be able to find me in my office in Smith Hall 728.

My office hours this spring will be Tuesdays 10:30-12:00 and 3:30-5:30, Thursdays 10:30-12:00 and 1:00-2:00, or by appointment.

COURSE SCHEDULE and required readings/work

Date	Class work
T 8/26	Introduction
T 9/2	<p>Discussion of personality inventory results Complete personality typology test at http://www.humanmetrics.com/cgi-win/JTypes1.htm Review your profile description Write a 2-3 page essay in which you respond to your test results and discuss any particular aspects of those results which surprised you; include in your essay the responses of two or three people who know you well – in what ways do they agree and disagree with the assessment? THE POINT OF THIS IS TO FACILITATE A DISCUSSION ABOUT YOUR PROFESSIONAL LIFE – not to discuss your problems in romantic relationships or with your family and the like – stick to the task at hand! Print out and bring to class your results, your profile descriptions; and your essay.</p>
T 9/9	<p>Looking for a job Bring a list of at least 5 sources of jobs in your area of interest (particular publications, websites, etc. – avoiding the big, very general ones, like monster.com), and a list of at least 5 specific jobs for which you could apply <i>upon graduation</i>. Write a 1-2 page essay discussing how these jobs relate with profile you developed last week. Post the essay on Blackboard by 9 am Sept 8 (Monday) and bring a hardcopy to class.</p>
T 9/16	<p>Applying for a job Construct two different cover letters; in each you must apply for one of the jobs you found last week (or an alternative job you now find interesting). The cover letters must be posted to Blackboard for review by all by 9 am Sept 15 (Monday), and a hardcopy of each must be brought to class.</p>

T 9/23

Supporting your application with a resume or CV (Curriculum Vitae)

Make a lists of the following:

- **all** jobs you have ever held, including dates worked (include even the short-term and/or mediocre jobs)
 - duties, responsibilities, and tasks of each job
 - skills acquired and used at each job – think *broadly* and *deeply* here
 - at least one reference from each job held
 - all education you have received, beyond high school; you can include here any workshops, seminars, and the like
 - all professional and academic honors you have received (again, post-high school)
 - any presented or published papers
 - at least four people from whom you could request a letter of reference, ideally including a mix of professors and employers
- Print the lists to be submitted in class.

Visit the following resume writing websites and read their tips and look at sample resumes:

<http://www.collegeboard.com/article/0,3868,2-7-0-36957,00.html>

<http://resume.monster.com/archives/samples/>

http://www.jobsniper.com/php/resume_samples.php?c=0cc22a

<http://hotjobs.yahoo.com/resume>

http://msn.careerbuilder.com/custom/msn/careeradvice/category.aspx?categoryid=CL&sc_cmp1=JS_Default_CL

http://www.jobweb.com/Resumes_Interviews/default.htm

<http://www.sampleresumes.com/sample-resumes.htm>

<http://www.bsu.edu/students/careers/documents/resumes/>

<http://www.students.vcu.edu/careers/strategy/index.html>

http://www.job-hunt.org/resume_that_works.shtml

<http://www.princetonreview.com/grad/research/articleIndex.asp>

review sample cover letters at the following websites:

<http://resume.monster.com/archives/samples/>

<http://hotjobs.yahoo.com/resume>

http://msn.careerbuilder.com/custom/msn/careeradvice/category.aspx?categoryid=CL&sc_cmp1=JS_Default_CL

http://www.jobweb.com/Resumes_Interviews/default.htm

<http://www.bsu.edu/students/careers/documents/resumes/>

<http://www.columbia.edu/~pmm1/ccs3.html>

<http://www.students.vcu.edu/careers/strategy/letters.html>

<http://www.princetonreview.com/grad/research/articleIndex.asp>

Construct one résumé and one CV.

Posted both on Blackboard for review by all by 9 am Sept 22 (Monday), and bring a hardcopy of each to class.

Each of you must print all classmates' résumés and CVs and mark with your comments and suggestions.

T 9/30	<p>Looking for a graduate program</p> <p>Prepare a list of 5-10 graduate programs to which you would be interested in applying; include in that list deadlines for admission, all materials needed for application (essays, letters of reference, etc.), and a general summary of what the program includes and offers. (It may be helpful to present this information in a spreadsheet format.)</p> <p>Visit:</p> <p>http://www.gradschools.com/info/handbook/ http://www.mcpherson.edu/careers/resource_center/ http://gradschool.about.com/od/admissionsadvice/a/overview.htm http://gradschool.about.com/cs/generaladvice/a/guide.htm http://gradschool.about.com/od/essaywriting/ http://www.princetonreview.com/grad/apply/articles/application/purpose.asp http://web.utk.edu/~aspweb/undergraduate/gradadmissionessays.shtml http://www.rpi.edu/web/writingcenter/gradapp.html</p>
T 10/7	<p>Grad schools essays</p> <p>Write a 750-1000 word essay – a statement of purpose – for graduate application, in which you discuss your professional / academic background, your professional / academic experiences, your short and long terms plans, and your short and long term goals</p> <p>This essay must be posted to blackboard for review by all by 9 am Oct 6 (Monday) and a hardcopy must be brought to class.</p> <p>Each of you must print all classmates’ essays and mark with your comments and suggestions.</p>
T 10/14	<p>GRE practice test – verbal and quantitative</p> <p>Review test-taking strategies, etc. at:</p> <p>http://ftp.ets.org/pub/gre/011499.GRE.pdf http://ftp.ets.org/pub/gre/GREmathPractice.pdf http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=302b66f22c6a5010VgnVCM10000022f95190RCRD&vgnextchannel=d687e3b5f64f4010VgnVCM10000022f95190RCRD http://www.gre.org/practice_test/index.html http://www.gre.org/cbtttest.html#strategy http://www.gre.org/papergen.html#strategy http://www.princetonreview.com/grad/testprep/testprep.asp?TPRPAGE=10&TYPE=GRE</p> <p>Review materials in the Barrow’s GRE book.</p> <p>You will take the practice GRE Test, verbal and quantitative sections, in class.</p>
T 10/21	<p>Practice GRE analytical essays will be due at no later than 9 am Oct 20 (Monday), via email to the instructor. Details will be provided.</p> <p>In preparation, you must:</p> <p>Review sample GRE essays at:</p> <p>http://ftp.ets.org/pub/gre/awintro.pdf</p>

	<p>http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=302b66f22c6a5010VgnVCM10000022f95190CRD&vgnnextchannel=d687e3b5f64f4010VgnVCM10000022f95190CRD</p> <p>http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=b63ce7b9edfb5010VgnVCM10000022f95190CRD&vgnnextchannel=06c7e3b5f64f4010VgnVCM10000022f95190CRD</p> <p>http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=ef752d3631df4010VgnVCM10000022f95190CRD&vgnnextchannel=06c7e3b5f64f4010VgnVCM10000022f95190CRD</p> <p>Review materials in the Barron's GRE book.</p> <p>In class, we will discuss a number of the essays and discuss strategies for writing good essays.</p>
T 10/28	<p>Professional Code of Conduct and IRB</p> <p>Review materials provided by the Collaborative Institutional Training Initiative: http://www.citiprogram.org/default.asp?language=english</p>
F 10/31	<p>Last day to Withdraw from a class with a mark "W" for an individual course.</p>
T 11/4	<p>Professional Code of Conduct and IRB</p>
T 11/11	<p>Practice Interviews. Details will be provided.</p>
T 11/18	<p>Practice Interviews. Details will be provided.</p>
T 11/25	<p>No class: Thanksgiving/Fall break</p>
T 12/2	<p>Portfolio from Junior seminar</p> <p>For this class, you must gather a portfolio of all the materials you have produced for this class (with changes made from the feedback you have received). You must also include in this portfolio three research papers you have worked with in anthropology classes.</p>
T 12/9	<p>Conclusion</p>