

Solano Community College, School of Education
Get Focused, Stay Focused - EDUC 050
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Course: Education 050 -0 Intro To Education: Get Focused, Stay Focused

Credits: 3 college units

Course Description:

This course provides students with methods for assisting in short term and long term college, career, and life planning, including: Personal interest inquiry, career mapping, budgeting, family choices, self-reflection, and interpersonal skills.

Course Objectives:

The primary objective of the course is to develop an understanding of the many choices one must make in order to effectively plan one's future. Students will emerge with a 10-year plan for college and career. In order to develop the plan, students will be introduced to various life scenarios, take multiple interest surveys, study cost of living in various parts of the United States, and be asked to participate in a variety of activities designed to offer a glimpse into college and career pathways that will best fulfill students' lifestyle goals.

Text: "Career Choices and Changes" and accompanying workbook

Grading:

You will be graded based on your successful completion of the following activities:

-Participation/Attendance

Participation/attendance requirements:

- Be present for class meetings (grade will decrease by one full letter grade for every day missed unless prior arrangements/make up activities are made with the instructor; no more than one pre-arranged make up day is permitted)
- Take part in all group discussions, including participation in group job roles (see pg. two of syllabus)
- Be willing to self-reflect
- Complete all required reading

-Workbook activities

-10-year plan (workbook and online)

-Final Project

-Final Exam

Job Exploration: What Is Your Preferred Role?

Read the various job descriptions below and see where you think you will fit in best. Choose one primary interest and one secondary interest. Later in the week, you will fill out a job application and go through a mock interview process.

Job Roles and Responsibilities

Reader/Interpreter: The reader/interpreter is responsible for reading aloud to the group. The reader possesses the following skills:

- Ability to read to a group of people while projecting a loud voice
- Ability to pause every few sentences during the reading to allow processing time
- Ability to ask leading questions relative to the reading and reread any sections that students may not have understood

Recorder: The recorder is responsible for taking exceptional notes during key readings and especially during group discussions and other partner work. The recorder must be able to:

- Take legible notes
- Ask clarifying questions during group discussions to make sure the notes are accurate
- Share recorded information back with the group as necessary

Information analyst: The information analyst is responsible for analyzing the reading and other valuable information. The information analyst possesses the following skills:

- The ability to think critically about the class readings and conversations
- The ability to ask clarifying questions to gain a deeper understanding
- The ability to openly share thoughts with the group and get group input

Reporter: The reporter is the group spokesperson. The reporter must be able to:

- Listen openly to the group and take notes as needed
- The ability to piece together findings written by the recorder and information analyst
- Report back to larger group at the end of small group discussions and turn in organized notes from discussions to the assistant manager

Assistant Manager: The assistant manager is the small group task manager. The responsibilities of the assistant manager include, but are not limited to:

- Timekeeper during group sharing
- Developing ideas and methods for effective group sharing, especially if the group gets off task or if there is a conflict
- Reports directly to the manager if there is a conflict that cannot be resolved by the methods and ideas for group sharing
- Remaining calm at all times; staying away from being overbearing and steering toward being an effective communicator and problem solver.

Get Focused Stay Focused Final Study Guide and Project Guidelines

On April 22, you will be given a final exam that will ask you to explain what you learned about the following topics. You are allowed to use one page of notes, so make sure you take notes about the things that you will be least likely to remember on your own. Here is what you need to know:

- Importance of budgeting and the economics of bad habits: Chapter four and page 208
- Maslow's Triangle and the Modified Maslow's Triangle: Pages 57-59, page 66
- Balanced lifestyle: Pages 62-65
- Calculated risk: Pages 224-225
- Fixed vs. growth mindset and the importance of understanding your strengths
- Attitude, support, and change: Chapter 13

In addition to this, your working group will be developing a project based on one of the above topics. Only one group per topic. We will determine based on a drawing, but you will have the opportunity to negotiate trading topics with your outside business partners.

Presentation:

Ideas:

Your presentation can take on any one or a combination of the following formats and must have an element of audience participation:

- A PowerPoint delivered in business seminar format
- A creative dramatic act
- A project-based learning activity such as you may see in a classroom setting
- A format of choice

Guidelines:

- All presentations must be 5-7 minutes in length: Time yourselves!
- Class participation component no more than 5 minutes long.
- All people must participate; if you will be absent on the last day, you must give extra effort in the preparation.
- You are required to meet during the week at least once in order to practice with your group. You must record this practice on a cell phone or other recording device.
- There must be a written component that you turn in to instructor.
- If you need help with supplies, please ask ahead of time!